



***Voluntary Framework of Accountability
Metrics Manual Version 1.0***

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A current version of the manual is available on the VFA website: www.aacc.nche.edu/vfa.

Contact:

Kent A. Phillippe
Associate Vice President, Research and Student Success
American Association of Community Colleges
(T) 202.728.0200, ext. 222
kphillippe@aacc.nche.edu



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Introduction

The Voluntary Framework of Accountability (VFA) is a nationally funded project designed to develop a set of appropriate measures to determine how well community colleges are serving students. Lack of commonly accepted 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 problems and to set goals for improvement of outcomes. Thus, the VFA was designed to help community colleges create sector-appropriate reporting formats and share them publicly.

Technical Manual

This technical manual provides an overview of the measures included in the Voluntary Framework of Accountability (VFA).

This technical manual is separated into two general areas:

- The Overview provides an outline of the VFA measures and approach to data reporting;
- The Descriptions and Definitions sections provide complete descriptions of terms and operational definitions for each data element that colleges are asked to report for the VFA.

Information about the VFA's development and plans for future additions and modifications, along with the contextual details and explanations of the college community's proposal of these measures and various components of the framework will be available in a **VFA Phase II Outcomes Report (December 2011)**.

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: bfarrelly@aacc.nche.edu.

Overview

Section I: Student Cohort Tracking (for Student Progress and Outcomes Measures)

Student tracking is the largest and most data intense section of the VFA data reporting. For this section, colleges are asked to report the progress of students over time from two different student cohorts: students beginning in fall 2005 and those beginning in fall 2009.

FALL 2005 SIX-YEAR COHORT TRACKING AND FALL 2009 TWO-YEAR COHORT TRACKING

Student Progress and Outcomes (SPO) Measures

The ***fall 2005 six-year cohort*** is defined as both full-time and part-time students who have earned a high school diploma or equivalent, who entered your college for the first-time during the fall 2005 term, and who were enrolled in credit or developmental education courses in that term. All students included in this cohort should be tracked for six years, with the six-year outcomes measures reported at the end of the sixth year (summer 2011).

The ***fall 2009 two-year cohort*** is defined as both full-time and part-time students who have earned a high school diploma or equivalent, who entered your college for the first-time during the fall 2009 term, and who were enrolled in credit or developmental education courses in that term. All students included in this cohort should be tracked for two years, with all two-year progress measures reported at the end of the second year (summer 2007).

For the above cohorts, colleges are asked to report the *Student Progress and Outcomes* measures broken out by each of the following:

- Race/ethnicity: as defined by IPEDS, using the older categories for race/ethnicity;
- Age: see “Definitions” (page 17) for collapsed IPEDs age ranges to report
- Gender;
- Pell status: a student is considered to be a Pell recipient if s/he received Pell at any time during the two-year or six-year tracking period;
- Fall initial term enrollment status (full-time/part-time) of the student (fall 2005 for the 2005 cohort and fall 2009 for the 2009 cohort);
- Developmental education referral status.

Sub-cohorts (of the Fall 2005 Six-Year Cohort and Fall 2009 Two-Year Cohort)

- **Behaviorally Defined Credential Seeking Sub-cohort (hereafter referred to as the “credential seeking sub-cohort”)**: In addition to reporting the progress measures for the fall 2009 two-year

cohort, and the outcomes measures for fall 2005 six-year cohort, colleges are also asked to report the progress and outcomes measures on a sub-cohort made up of credential seeking students. For purposes of the VFA, credential seeking students are defined as students who have earned 12 credit hours (or the equivalent) of course work by the end of their second year (summer 2011).

- **Developmental Students**: The Developmental Education Progress Measures will be reported only for those students who were referred to developmental courses.

Section II: Career and Technical Education (CTE)

- The *Career and Technical Education (CTE)* measures examine enrollments in career classes and outcomes for students upon exiting the institution having completed a program (credit or non-credit) in CTE or having completed 90 contact hours of CTE education. This cohort will be made up of students who completed or left the CTE program three academic years prior (2008-09) to the current academic year (2011-12).
- *Non-credit workforce enrollments* measures track enrollees in non-credit workforce courses for the two academic years prior to the current year.

Section III: Adult Basic Education / GED

- ABE/GED measures track students enrolled in ABE and GED courses for the two years prior to the current academic year.

Section IV: Student Learning Outcomes (SLOs) (Work In Progress)

- Future versions of the manual will provide directions for the collection of student data on learning outcomes.
- The initial approach will ask colleges to display their current learning outcomes assessment practices on their website using a common framework.

Overview of Measures

Section I: Student Cohort Tracking (for Student Progress and Outcomes Measures)

A. Developmental Education Progress Measures (for all referred students in the fall 2005 six-year cohort)

- This information should be reported for all students in the initial fall 2005 six-year cohort (fall 2005) who were referred to developmental education; referral is defined as any student who based on institutional practice is referred to or places into a developmental or remedial education course.
 - The information should be reported at the end of year six (for fall 2005 cohort only);
1. % of students referred that attempted their first math, English, or reading developmental education course
 2. % of students referred that completed highest level math, English, or reading developmental education course
 3. % of students referred that completed any college-level course in math, English, or reading
 4. % of students referred that completed all developmental education

B. Two-Year Progress Measures (for all students in fall 2009 two-year cohort and for the students in the credential seeking sub-cohort of the fall 2009 two-year cohort)

- This information should be reported for all students in the initial two-year VFA cohort (fall 2009);
 - This information should be reported for the sub-cohort of credential seeking students of the fall 2009 two-year cohort;
 - This information should be reported at the end of year two or as defined in the measure;
1. % of credit hours successfully completed in the first term of the cohort (fall 2009)*
 2. % of students who reached credit thresholds by end of year two (24=part-time; 42=full-time)
 3. % of students who were retained from fall (term one) to their next academic term or completed a formal award;
 4. % of students who reached year two outcomes as follows:
 - a. Completed certificate or degree
 - b. Transferred to a 2-year or 4-year institution
 - c. Still enrolled at initial institution
 5. % of credit hours successfully completed at end of year two*

**NOTE: This is not a student-based measure, but rather a measure of credit hours to show the “total percent of credit hours that were successfully completed by the cohort - number of credit hours passed by the cohort divided by the number of credit hours attempted by the cohort.*

C. Six-Year Outcomes Measures (for all students in fall 2005 six-year cohort and for the students in the credential seeking sub-cohort of the fall 2005 six-year cohort)

- This information should be reported for all students in the initial six-year VFA cohort (fall 2005);
- This information should be reported for the sub-cohort of credential seeking students of the fall 2005 six-year cohort;
- This information should be reported at the end of year six;

(These outcomes are non-duplicative, mutually exclusive)

1. % of students that earned an associate's degree – without transfer
2. % of students that earned an associate's degree – with transfer
3. % of students that earned an award of less than associate's degree (certificate) – with transfer
4. % of students that earned an award of less than associate's degree (certificate) – without transfer
5. % of students that transferred to another post-secondary institution, with no degree or certificate
6. % of students that were still enrolled during the sixth academic year
7. % of students that left institution without an award and without transfer having earned 30 or more semester credit hours (or equivalent)
8. % of students that left institution without an award and without transfer having earned less than 30 semester credit hours (or equivalent)

Section II: Career and Technical Education (CTE)

A. Career and Technical Education Measures

- Measuring outcomes for students who complete programs (both credit and non-credit) in Career and Technical Education (CTE) or leave the college with a minimum of 90 contact hours in CTE;
- Reported annually or as indicated in the definition of the measure;

1. Number of awards in CTE
2. Licensure exam passing rate
3. % of CTE students that complete a program (both credit and non-credit) or earned 90 contact hours and are employed with a livable wage
4. Median wage growth of CTE students

B. Non-Credit Workforce Courses

- Reported annually or as indicated in the definition of the measure;

1. Non-credit workforce course enrollments
2. Number of state/industry-recognized credentials
3. % of non-credit CTE students that transition from non-credit to credit courses

Section III: Adult Basic Education / GED

- Reported annually or as indicated in the definition of the measure;
 - Reported for *separate population* from the initial VFA cohort that tracks Student Progress and Outcomes; and reported for a separate population than the CTE students;
1. % of students that completed ABE / GED
 2. % of ABE/GED students that enrolled in additional education
 3. % of ABE/GED students that gained employment

Section IV: Student Learning Outcomes (SLOs) (Work In Progress)

Future versions of the manual will provide directions for the collection of student data on learning outcomes. The initial approach will ask colleges to display their current learning outcomes assessment practices on their website using a common framework developed by the National Institute for Learning Outcomes Assessment (NILOA). The framework identifies six key areas to report: student learning outcomes statements; assessment plans; assessment resources; current assessment activities; evidence of student learning; and use of student learning evidence.

Descriptions

Section I: Description of Fall 2005 Six-Year Cohort and Fall 2009 Two-Year Cohort, Tracking Periods, Subgroups, and Demographic Variables

A. Definition of Fall 2005 Six-Year Cohort and Fall 2009 Two-Year Cohort

The fall 2005 and fall 2009 cohorts for *Student Progress and Outcomes* measures should include all college students who were enrolled at your institution for the first time in the fall 2005 and fall 2009 term, respectively. These cohorts of entering students should include all students both full-time and part-time who have a high school diploma, or a GED, or other high school completion equivalent, entering your college for the first-time since receipt of the diploma or equivalent during one of these fall terms and who enrolled in credit or developmental education courses. Students who first enrolled in the summer preceding the fall term, such as those in summer bridge programs or those who began college in an early starter program, should also be included in this cohort. Of course, they must also have enrolled in the fall term. Students who do not have a high school diploma or equivalent, but who have a demonstrated ability to benefit (as defined by Title IV Federal financial aid eligibility) should also be included in the cohort if the fall term, or preceding summer term, is their first term at your college. The cohort should also include students who earned college credits during high school (such as dual enrollment) as long as this is their first enrollment at your college after receipt of the high school diploma or equivalent. Students who were enrolled exclusively in ESL courses should not be included in the cohort. The cohort assignment of a student remains the same throughout the tracking timeframe for the purpose of VFA reporting.

Dual enrollment (also referred to as dual credit) students – high school students taking community college courses should not be included in the initial 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.

Optional Reporting: To account for dually enrolled students, VFA participants may separately report the number of students dually enrolled and the percentage of total credit hours earned by dually enrolled students.

For example:

- Student A was enrolled in high school and taking two courses at your community college in the fall of 2005; this student would NOT be part of the fall 2005 initial VFA cohort. Optionally, the student may be counted in your college's number of dually enrolled students and the student's credits should be included in the percentage of total credit hours earned by dually enrolled students.

- Student B has completed high school, received a diploma, and enrolled in the community college in fall 2005. 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 initial fall 2005 VFA cohort and the student's credits should count toward credit accumulation thresholds and credit hour success rates.
- Student C has taken courses at the community college and has subsequently received a GED. Student C enrolled at your community college upon receipt of the GED. Student C should be included in the initial VFA cohort and the student's credits will count toward credit accumulation thresholds and credit hour success rates.

B. Definitions of Tracking Timeframe and Cohort Start Dates

Colleges are requested to report on two separate cohorts. The first cohort will include students entering in fall 2005 (the six-year cohort) and the second cohort will report on students entering in fall 2009 (the two-year cohort).

Fall 2009 Two-Year Cohort Tracking:

The students in this cohort will be tracked for two years from fall 2009 through summer 2011. All *Progress Measures* will be reported at the end of these two years.

Fall 2005 Six-Year Cohort Tracking

The students in this cohort will be tracked for six years from fall 2005 through summer 2011. All *Outcomes Measures* will be reported at the end of these six years.

C. Definition of Cohort Subgroups

In addition to using the fall 2005 and fall 2009 cohorts as defined above, the VFA will track subpopulations or subgroups of the initial cohorts. The two general subgroups are Behaviorally Defined Credential Seeking Sub-cohort [hereafter referred to as the "credential seeking sub-cohort"] and Developmental Education Students. The definitions of these subgroups are below.

- 1. Credential Seeking Sub-cohort (defined as 12 completed credits):** For purposes of this VFA project, the credential seeking sub-cohort is defined as students in the initial cohorts (two-year and six-year) who have completed 12 semester credit hours (or the equivalent) by the end of the second year within the first two complete academic years 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. Students who earn a certificate or other formal award of less than 12 credit hours, should also be included in the subgroup. Specifically, *Progress and Outcomes Measures* will be calculated and reported for this sub-population, in addition to reporting *Progress and Outcomes Measures* for the initial VFA cohort.

NOTE: The initial cohort will be determined based on the initial term of enrollment, while the credential seeking sub-cohort cannot be determined until after two complete academic years from the initial enrollment date. (e.g. The credential seeking sub-cohort for a fall 2005 cohort cannot be determined until after the summer term of 2007 because the college must determine who earned 12 credits by the end of the second academic year. With the initial cohort, completion of credits is not a parameter for inclusion in the cohort.)

- 2. Developmental Education Students (students testing below college level):** In addition to the credential seeking student sub-cohort, a second subgroup made up of students who were referred to take developmental classes will be created and tracked for their progress through developmental education. This developmental education student group should then be further broken down into type (subject) of developmental class referred to and the level of developmental class to which the student was referred. Referral is defined as any student who based on institutional practice is referred to or places into a developmental or remedial education course. The definitions for these developmental sub-groups are provided below.
 - a. Developmental English and Reading: For colleges where English and Reading are separate developmental courses, colleges are asked to create a separate subgroup for each. Therefore, a college with separate Developmental Reading course(s) would create a subgroup of all students who were referred to Developmental Reading (regardless of any other developmental referrals). Likewise, a college with separate Developmental English course(s) would create a subgroup of all students who are referred to Developmental English (regardless of any other developmental referrals). For colleges that only have combined Developmental Reading and English, students who were referred to any English/reading developmental education course or module (hereafter called developmental English/reading) should be included in the Developmental English/reading subgroup (regardless of any other developmental referrals)
 - b. Developmental Math: Students from the initial VFA cohort who were referred to any math developmental education course or module should be included in the Developmental Math subgroup (regardless of any other developmental referrals).

- c. Developmental Any: This third subgroup would be made up of all students who were referred to any developmental education course or module. This third track will be used to determine the percent of the initial VFA cohort that is not college ready.

Examples:

Student A is referred to take a developmental Math class. Student A would be counted in two sub-groups: 1) the Developmental Math and 2) the Developmental Any group.

Student B is referred to take a developmental Reading, English, and Math course. Student B would therefore be counted in each of four subgroups – 1) Developmental Reading, 2) Developmental English, 3) Developmental Math, and 4) Developmental Any.

- d. Developmental Sub-group Distribution by Developmental Course Level: In addition to the sub-groups described above, colleges should further subdivide their developmental sub-groups in each subject area (math and English/reading) into three levels of need:

- low need = 1 course sequence below college level
- intermediate need = 2 course sequences below college level
- high need = 3 or more course sequences below college level

For example, if a student was referred to the lowest level developmental math class and would need to complete three developmental math courses before being allowed to enroll in a college-level class, the student would be placed in the high need sub-group in the Developmental Math group. For colleges that only have two courses (levels) of developmental education that precede a first college-level course, they will report distribution in the categories of 1) “one level below college”; and 2) “two levels below college”, but not in the third category of 3) “three levels or more below college”. For example, at a college that 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.

D. Definition of demographic and educational status variables

The fall 2005 and fall 2009 cohorts should be broken out by the following demographic and educational variables:

1. Race/ethnicity: as defined by IPEDS (includes unknown and nonresident alien; and old categories of race/ethnicity – as newer cohorts are tracked, and colleges have data available by the new race/ethnicity breakdowns, those will be reported)
2. Age: see “Definitions” (page 17) for collapsed IPEDs age ranges to report
3. Gender
4. Pell status: a student is considered to be a Pell recipient if s/he received Pell at any time during the six-year tracking period for the fall 2005 cohort and during the two-year

period for the fall 2009 cohort. This should be determined at the end of the tracking period.

5. Full/part-time Status at the initial term (fall term) enrollment of the student: this status remains the same throughout the tracking period and is based upon the student's status during the fall term of their first year. For full-time status, the student will have attempted at least 12-semester credit hours (or the equivalent) in their first fall term, including developmental education credits attempted (if developmental courses do not receive credits, the contact hours should be converted to semester credit hour equivalents). For students who attended in the summer preceding the fall term, that enrollment is not included for determining initial term enrollment status.
6. Developmental referral status: this status remains the same throughout the tracking period and is based upon developmental referral status determined in the fall term of the student's first year. The categories include "not college ready" (students identified as "Developmental Any" in section C.2.c above), "unknown" (for student with no referral or placement information) or "college ready" (assessed as not needing any developmental education classes).

NOTE: In the area of measures for Career and Technical Education (CTE), VFA will be reporting on credit and non-credit students. For non-credit students, it may not be possible to get information by which to disaggregate.

Section II: Description of Career and Technical Education (CTE)

In the area of *Career and Technical Education*, colleges should report measures in the following areas:

- A. Basic Workforce Enrollment Data
- B. Career and Technical Education (CTE)
- C. Non-credit Career and Technical Education Course Work

Measures in the area of *Career and Technical Education (CTE)*¹ will report outcomes for students who complete (graduate from) a credit or non-credit CTE program or leave ("Leavers") the college having successfully completed 90 contact hours or more of CTE. Calculation of outcomes should begin when a student graduates from or leaves ("Leavers") the institution.

¹ How should my college identify Career and Technical Education? In general, the measure of "number of CTE awards" was intended to capture a count of the CTE awards being awarded by the college, regardless of the type of award (be it AA or AS or a certificate). Please refer to Appendix A for a listing of CIP codes that indicate CTE programs. If your college is using its own list of CIP codes to identify CTE, VFA is asking you to note this in the submission of the college's data. Please indicate your source and attach a copy of your CIP list that maps to CTE at your college.

NOTE: Please note that the reporting of measures in the area of CTE is different from reporting measures in the area of student cohort tracking in Section I. Student cohort employs an entering student cohort approach to tracking students and reporting measures – student enrolls, progresses, and reaches a specified outcome at the end of year two or year six. CTE outcomes measures identifies students who received at least a minimum amount of career and technical education (90 contact hours), regardless of when they began their education, and then reports outcomes (licensure pass rates, employment, and wages) at specified times subsequent to exiting the college.

It is understood that not all colleges will be able to report on all of the measures in this section.

Section III: Description of Adult Basic Education

In this section, colleges are asked to report on students enrolled in adult basic education and GED preparation courses, the number of students who successfully complete hours in these areas, and the number of these students who subsequently are employed with a livable wage or enrolled in further education.

Section IV: Description of Student Learning Outcomes Approach

Future versions of the manual will provide directions for the collection of student data on learning outcomes. The information below provides some of the current work done in this area. At this time no data will be collected for this section.

Colleges will be asked to share their current Student Learning Outcomes (SLO) assessment activities on their colleges website (sharing the URL with the VFA) based on a transparency framework developed by the National Institute of Learning Outcomes Assessment (NILOA). VFA staff will be developing templates and guidelines for colleges to use the NILOA framework for reporting, and all VFA participants will be expected to use this framework for reporting SLO activities. 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. It will not, however, provide a consistent and comparable set of metrics, benchmarks or rubrics for colleges to use to compare one another.

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 outcome 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 is appropriate for community colleges. The first step will be to evaluate the Degree Qualifications Profile (DQP), which was developed with funding by the Lumina foundation, as a theoretical framework to further explore this topic. Using the associate degree as a starting point, a team will be assembled to begin defining expectations for what an associate degree recipient would be expected to have in each of the five key dimensions outlined in the DQP.

INSTITUTIONAL PROFILE

Institutional Profile Data	
Basic Institutional Characteristics – Note: This data will be obtained through a data merge with IPEDS. Colleges do not need to enter this data.	
<u>Data</u>	<u>Definition</u>
<p>Number of awards (pulled from IPEDS);</p> <p>Percent change in awards granted;</p>	<p>Measure:</p> <ol style="list-style-type: none"> 1. The number of degrees/certificates awarded for the academic year, separated by levels (AA, certificates) and separated by type (non-CTE or CTE); 2. percent change in awards granted from year to year; <p>What to report:</p> <p>This data will be imported into the VFA system based on IPEDS reporting.</p> <p>Note: This data will be displayed with the demographic and overview information on the VFA participating institutions or systems. It is included as a way for institutions/systems to look at the percent change in number of awards granted over time and relate this information to the national completion agenda, which is aimed at increasing the number of people with post-secondary degrees and credentials.</p>
<p>Percent of Students who Hold a Degree</p>	<p>For the Career and Technical Education (CTE) population, indicate the number of students having earned a degree previously (and the level of that degree);</p> <p>This data will be displayed with the CTE measure. It is included as a way to examine student's level of need.</p>

Definitions

Basic Terms

Definitions of Basic Terms	
Term	Definition
Age	<p>Student's age group is an aggregation of age groups defined in the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment survey. The separate age groups are:</p> <ul style="list-style-type: none"> ○ Under 18 (High school age) = IPEDS under 18 ○ 18-21 (Traditional age) = IPEDS 18-19 and 20-21 ○ 22-34 (Early-Career) = IPEDS 22-24 and 25-29 and 30-34 ○ 35-49 (Mid-Career) = IPEDS 35-49 ○ 50-64 (Late-Career) = IPEDS 50-64 ○ 65+ (Seniors) = IPEDS 65+
Career and Technical Education (CTE)	<p>The VFA defines CTE programs using a list of programs from the <u>Classification of Instructional Programs (CIP)</u>, Developed by the National Center For Education Statistics, that have been <u>identified for purposes of the VFA as Career/Technical Education programs</u>. A complete listing of <u>CIP Codes</u> is available as <u>Appendix A</u>.</p>
Credits earned	<p>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. Unlike the "Successful Completion" 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.</p>
Developmental Education	<p>Any level of remediation; i.e., instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting. Developmental courses are also known as remedial courses, basic skills courses, preparatory courses, or compensatory courses.</p>
Enrollment	<p>Grand total of male and female students enrolled for credit as defined in the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment survey.</p>
Enrollment Status	<p>Indicates whether the student is a 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.</p>
Full-time	<p>Student attempted 12 semester credits (or their equivalent) or more in the fall term of his or her initial academic year. Note that 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.</p>
Gender	<p>Student's gender, if reported.</p>
Institution Type	<p>This attribute classifies the institution as single campus, multi-campus college, or college of a multi-college district or system.</p>

Definitions of Basic Terms	
Term	Definition
Livable Wage	For measures in the workforce area that specify “employment with a livable wage,” livable wage will be 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 2010, this amount is \$44,100 (\$55,140 in Alaska and \$50,720 in Hawaii).
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. Note that 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 received a Federal Pell grant at any time during the 6-year tracking time frame from the institution where s/he first enrolled for the 2005 cohort and during the 2-year tracking time for the 2009 cohort. A “Yes” indicates that the student was a Pell grant recipient and “No” indicates that the student was not a Pell grant recipient at any time during the 6-year tracking time frame.
Race/Ethnicity	<p>Student’s racial or ethnic background, as defined in IPEDS. Because the VFA looks at historical cohorts, it is expected that colleges will use the old race/ethnicity categories. However, wherever possible, colleges will be asked to report the new race/ethnicity categories.</p> <p>Old categories will include the percents of the student body who were:</p> <ul style="list-style-type: none"> • Nonresident Alien • Black, Non-Hispanic • American Indian or Alaska Native • Asian or Pacific Islander • Hispanic • White, Non-Hispanic • Race/Ethnicity Unknown <p>New categories will include the percents of the student body who were:</p> <ul style="list-style-type: none"> • Nonresident Alien • Black or African American • American Indian or Alaska Native • Asian • Native Hawaiian or Other Pacific Islander • Hispanic • White • Two or more races • Race/Ethnicity Unknown
Referred to Developmental Education	Defined as any student who based on institutional practice is referred to or places into a developmental or remedial education course.
Successful Completion of a Course	Success in a course is defined as earning a grade of at least a “C” or “Passing” if course is graded as “pass/fail”. Note, this definition is not the same as that used for calculation of credits earned. Unlike the definition of “Successful Completion”, credits earned should be based on institutional practice for awarding credits, or for passing a class that does not have a formal grade. Credits

Definitions of Basic Terms

Term	Definition
	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 should be converted to semester equivalent credit hours.

Student Progress and Outcomes Measures

1. Developmental Education Progress Measures

(Reported for students testing into developmental coursework)

(Reported for the fall 2005 six-year cohort)

Measures	Definition	Demographic/ Status Variables	Population
Distribution of Developmental Need	<p><u>Measure:</u> Percent of enrolled students, based on institutional placement practices, who fall within each level of need (low, intermediate, and high) for developmental education in math, English, and reading; displayed in conjunction with Developmental Education Progress Measures to provide contextual information about the developmental education student population.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Low level of need = number of students who, based on testing or institutional practice, are referred to a course or course modules 1 course level (or equivalent) below college level; • Intermediate level of need = number of students who, based on testing or institutional practice, are referred to a course or course modules 2 course levels (or equivalent) below college level; • High level of need = number of students who, based on testing or institutional practice, are referred to a course or course modules 3 or more course levels (or equivalent) below college level. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Initial fall 2005 cohort
% Students Requiring Developmental Education	<p><u>Measure:</u> Percent of enrolled students who require any developmental education (math, English, reading, or any combination) based upon the institution's placement testing.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were referred to any of the following developmental education courses: math, English or reading; • Denominator: initial fall 2005 cohort. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Initial fall 2005 cohort

1. Developmental Education Progress Measures

(Reported for students referred to developmental coursework of the fall 2005 six-year cohort)

Measures	Definition	Demographic/ Status Variables	Population
% Students Attempted First Developmental Education Course in Math	<p><u>Measure:</u> Percent of students who were referred to developmental education in math who attempted his or her first developmental course or course module in math.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in math and enrolled in a developmental math course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in math. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental math
% Students Attempted First Developmental Education Course in English	<p><u>Measure:</u> Percent of students who were referred to developmental education in English who attempted his or her first developmental course in English.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in English and enrolled in a developmental English course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in English. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental English

1. Developmental Education Progress Measures

(Reported for students referred to developmental coursework of the fall 2005 six-year cohort)

Measures	Definition	Demographic/ Status Variables	Population
% Students Attempted First Developmental Education Course in reading	<p><u>Measure:</u> Percent of students who were referred to developmental education in reading who attempted his or her first developmental course in reading.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in reading and enrolled in a developmental reading course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in reading. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental reading
% Students Attempted First Developmental Education Course in English/reading <i>(Institutions with combined the English/reading courses are asked to report a single measure for students who were referred to developmental education in English/reading.)</i>	<p><u>Measure:</u> Percent of students who were referred to developmental education in English/reading who attempted his or her first developmental course in English/reading.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in English/reading and enrolled in a developmental English/reading course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in English/reading. <p><i>Note: For the developmental education measures listed below, "success" is defined as a grade that allows for progression into the next course.</i></p>	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental English/reading

1. Developmental Education Progress Measures

(Reported for students referred to developmental coursework of the fall 2005 six-year cohort)

Measures	Definition	Demographic/ Status Variables	Population
% Students Successfully Completed Highest Level Developmental Education Course in Math	<p><u>Measure:</u> Percent of students who were referred to developmental education in math and successfully completed the highest developmental course in math</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in math and successfully completed the highest level math developmental education course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in math. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental math
% Students Successfully Completed Highest Level Developmental Education Course in English	<p><u>Measure:</u> Percent of students who were referred to developmental education in English/reading and successfully completed the highest developmental course in English.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in English and successfully completed the highest level developmental English course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in English. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental English

1. Developmental Education Progress Measures

(Reported for students referred to developmental coursework of the fall 2005 six-year cohort)

Measures	Definition	Demographic/ Status Variables	Population
% Students Successfully Completed Highest Level Developmental Education Course in reading	<p><u>Measure:</u> Percent of students who were referred to developmental education in reading and successfully completed the highest developmental course in reading</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in reading and successfully completed the highest level developmental reading course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in reading. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental reading
% Students Successfully Completed Highest Level Developmental Education Course in English/reading	<p><u>Measure:</u> Percent of students who were, based on testing or institutional practice, referred to developmental education in English/reading and successfully completed the highest developmental course in English/reading.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in English/reading and successfully completed the highest level developmental English/reading course; • Denominator: number of students in the initial cohort who were referred to developmental education in English/reading. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental English/reading

1. Developmental Education Progress Measures

(Reported for students referred to developmental coursework of the fall 2005 six-year cohort)

Measures	Definition	Demographic/ Status Variables	Population
<p>% Students Successfully Completed the First College-level Course in Math</p>	<p><u>Measure:</u> Percent of students who were referred to developmental education in math and who successfully completed any college-level course in math.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in math and successfully completed the first college-level math course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in math. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental math
<p>% Students Successfully Completed the First College-level Course in Math</p>	<p><u>Measure:</u> Percent of students who were referred to developmental education in math and who successfully completed any college-level course in math.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in math and successfully completed the first college-level math course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in math. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental math

1. Developmental Education Progress Measures

(Reported for students referred to developmental coursework of the fall 2005 six-year cohort)

Measures	Definition	Demographic/ Status Variables	Population
% Students Successfully Completed the First College-level Course in English/reading	<p><u>Measure:</u> Percent of students who were referred to developmental education in English/reading and who successfully completed the any college-level course in English/reading.</p> <p><u>What to Report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in English/reading and successfully completed any college-level English/reading course; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in English/reading. 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental English/reading
% Students Who Become College-Ready (Referred to Any Developmental Education and Completed All the Developmental Education) (English, reading and math)	<p><u>Measure:</u> Percent of students who were referred to at least one developmental education course and who completed all developmental education in math and/or English and/or reading to become college-ready by the end of the tracking period (unduplicated developmental education cohort).</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were, based on testing or institutional practice assessed as needing developmental education in math or English, or reading or any combination and successfully completed developmental education in all the areas; • Denominator: number of students in the initial cohort who were, based on testing or institutional practice, referred to developmental education in math or English or reading or any combination (unduplicated). 	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status 	<ul style="list-style-type: none"> • Of the initial fall 2005 cohort, those students referred to developmental education

Notes: "Successfully completed" is defined as achieving the passing grades (or equivalent) to allow for progression into college-level courses.

2. Progress Measures

(Reported for the initial fall 2009 cohort)

(Reported for the credential seeking sub-cohort of fall 2009: *students with 12 earned credit hours by the end of year two*)

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

Measure	Definition	Demographic/Status Variables	Populations
First Term Credit Hour Success Rate	<p><u>Measure:</u> Percent of credit hours (not students) attempted in the first (fall) term by the cohort, which were successfully completed.</p> <p><i>NOTE: This is not a student based measure; it is a measure of credit hours.</i></p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of credit hours (as defined in the denominator below) completed by students in the initial cohort with grade of “C” or better or with a grade of “P” if pass/fail by the end of the first (fall) academic term; • Denominator: number of credit hours (count of hours, not students) attempted by all students in the initial cohort by the end of first (fall) academic term. Credit hours attempted are any credit hours the student was enrolled in after the institutions’ drop/add period had ended. (Include all credit hours for credit and developmental courses converted to credit hours if they are not offered for credit.) 	<p><u>Separately reported for initial fall 2009 cohort and the credential seeking of fall 2009 sub-cohort</u></p> <ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status • Enrollment status, first-term • Developmental status, first-term 	<ul style="list-style-type: none"> • Initial fall 2009 cohort and the credential seeking of fall 2009 sub-cohort
Fall to Next Term Retention	<p><u>Measure:</u> Percent of students who were enrolled in the first, fall term and were still enrolled in the next full academic term².</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: <ul style="list-style-type: none"> ○ Colleges on Semester/trimester system: number of students in the initial cohort 	<p><u>Separately reported for initial fall 2009 cohort and the credential seeking sub-cohort of fall 2009</u></p> <ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status • Enrollment 	<ul style="list-style-type: none"> • Initial fall 2009 cohort and the credential seeking of fall 2009 sub-cohort

² For colleges that follow a semester schedule, “next full academic term” would be spring term and for colleges that follow a quarter schedule this would be winter term.

2. Progress Measures

(Reported for the initial fall 2009 cohort)

(Reported for the credential seeking sub-cohort of fall 2009: *students with 12 earned credit hours by the end of year two*)

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

Measure	Definition	Demographic/Status Variables	Populations
	<p>enrolled in spring term;</p> <ul style="list-style-type: none"> ○ Colleges on quarter system: number of students in the initial cohort enrolled in winter term; ● Denominator: 1) initial fall 2009 two-year cohort; and 2) the credential seeking sub-cohort of the fall 2009 two-year cohort. 	<p>status, first-term</p> <ul style="list-style-type: none"> ● Developmental status, first-term 	
% Students Reached Credit Thresholds in Two Years	<p><u>Measure:</u> Percent of students who successfully reached semester credit hours (or the equivalent) thresholds (24 for part-time and 42 for full-time) by the end of the second academic year; credit hours should include both developmental education and college level coursework. Full and part time status is determined in the first fall term only, not current enrollment status.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> ● Numerator: <ul style="list-style-type: none"> ○ number of students who successfully earned³ 24 semester credit hours (or equivalent) for part-time students; ○ number of students who successfully earned 42 semester credit hours (or equivalent) for full-time students in two years; <p>Denominator: Denominator: 1) initial fall 2009 two-year cohort; and 2) the credential seeking sub-cohort of the fall 2009 two-year cohort.</p>	<p><u>Separately reported for initial fall 2009 cohort and the credential seeking sub-cohort of fall 2009</u></p>	
		<ul style="list-style-type: none"> ● Age ● Gender ● Race / Ethnicity ● Pell Status ● Enrollment status, first-term ● Developmental status, first-term 	<ul style="list-style-type: none"> ● Initial fall 2009 cohort and the credential seeking of fall 2009 sub-cohort

³ For this metric capturing credit accumulation, all credits earned based on institutional practice are to be counted regardless of the grade the student received for the credits. This would include credits given for a course in which the student earns a “D” or for the credits earned after a student gets a grade for a former “I” (Incomplete) in a course. IMPORTANT: This is different than the “successful” course completion criteria of “C” or better. The intention is that college transcripts or data systems should easily be able to calculate credits accumulated, and that is what should be reported. ALSO: College credits earned prior to high school completion (e.g. dual enrollment credits) should be included if available.

2. Progress Measures

(Reported for the initial fall 2009 cohort)

(Reported for the credential seeking sub-cohort of fall 2009: *students with 12 earned credit hours by the end of year two*)

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

Measure	Definition	Demographic/Status Variables	Populations
	<p>Equivalents</p> <ul style="list-style-type: none"> • Quarter Hours <ul style="list-style-type: none"> ○ 24 semester hours = 36 quarter hours ○ 42 semester hours = 63 quarter hours • Non-credit Developmental Education <ul style="list-style-type: none"> ○ As determined by the institution 		
Achieve Year Two Outcomes	<p>Unduplicated percent of students who reach year two outcomes as follows:</p> <p><u>Measure:</u> Percent of students who have completed a formal award.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who earned a certificate or associate degree by the end of their second academic year; <p>Denominator: 1) initial fall 2009 two-year cohort; and 2) the credential seeking sub-cohort of the fall 2009 two-year cohort.</p> <p><u>Measure:</u> Percent of students who transferred (to a 2-year or 4-year institution), but did not earn a formal award.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who did not earn a formal award, but did transfer to a 2-year (lateral transfer) or 4-year institution at any point in the initial two 	<p><u>Separately reported for initial fall 2009 cohort and the credential seeking sub-cohort of fall 2009</u></p> <ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status • Enrollment status, first-term • Developmental status, first-term 	<ul style="list-style-type: none"> • Initial fall 2009 cohort and the credential seeking of fall 2009 sub-cohort

2. Progress Measures

(Reported for the initial fall 2009 cohort)

(Reported for the credential seeking sub-cohort of fall 2009: *students with 12 earned credit hours by the end of year two*)

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

Measure	Definition	Demographic/Status Variables	Populations
	<p>years. Students may not be counted as a transfer if they return to your institution at any point during the tracking period;</p> <ul style="list-style-type: none"> • Denominator: all students. <p><u>Measure:</u> Percent of students enrolled year two.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who did not transfer (as defined above) and did not earn a formal award, but were enrolled at anytime during the second academic year; • Denominator: 1) initial fall 2009 two-year cohort; and 2) the credential seeking sub-cohort of the fall 2009 two-year cohort. 		
Two year Credit Hour Success Rate	<p><u>Measure:</u> Percent of credit hours (not students) attempted during the first two academic years by the cohort, which were successfully completed.</p> <p><i>NOTE: This is not a student based measure; it is a measure of credit hours.</i></p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of credit hours (as defined in the denominator below) completed by students in the initial cohort with grade of "C" or better or with a grade of "P" if pass/fail by the end of the second academic year; • Denominator: number of credit hours (count of credit hours, not students) attempted by all students in the initial cohort by the end of second academic year. Credit hours 	<p><u>Separately reported for initial fall 2009 cohort and the credential seeking sub-cohort of fall 2009</u></p>	

2. Progress Measures

(Reported for the initial fall 2009 cohort)

(Reported for the credential seeking sub-cohort of fall 2009: *students with 12 earned credit hours by the end of year two*)

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

Measure	Definition	Demographic/Status Variables	Populations
	<p>attempted are any credit hours the student was enrolled in after the institutions' drop/add period had ended. (Include all credit hours for credit and developmental courses converted to credit hours if they are not offered for credit.)</p>	<ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status • Enrollment status, first-term • Developmental status, first-term 	<ul style="list-style-type: none"> • Initial fall 2009 cohort and the credential seeking of fall 2009 sub-cohort

3. Outcomes Measures

(Reported for the fall 2005 VFA initial cohort at the end of six years – summer 2011)

(Reported for the credential seeking sub-cohort of the fall 2005 cohort, at the end of six years – summer 2011)

Measure	Definition	Demographic/Status Variables	Population
<p>% of Students Achieving Defined Outcomes (for the initial 2005 VFA cohort)</p>	<p>Percent of students achieving one of the mutually exclusive outcomes. These mutually exclusive indicators will show the percentage of students from the initial cohort who reach a listed outcome by the end of the overall 6-year tracking period for the 2005 cohort;</p> <p><i>Please see Appendix A for an example of how this measure will be reported and displayed.</i></p> <p>Outcomes Measure One: Percent of students who have completed an associate degree and did not transfer.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who earned an associate degree by the end of their six years for the 2005 cohort and did not show evidence of transferring to another postsecondary institution; • Denominator: initial fall 2005 cohort. <p>Outcomes Measure Two: Percent of students who have completed an associate degree and subsequently transferred.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who earned an associate degree by the end of their six years for the 2005 cohort and show evidence of subsequent enrollment in another postsecondary institution; • Denominator: initial fall 2005 cohort. <p>Outcomes Measure Three: Percent of students who have completed a certificate and did not transfer.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who earned a certificate by the end of their six years for the 2005 cohort and did not 	<p><u>Separately reported for initial fall 2005 cohort and the credential seeking sub-cohort of fall 2005</u></p> <ul style="list-style-type: none"> • Age • Gender • Race / Ethnicity • Pell Status • Enrollment status, first-term • Developmental status, first-term 	<ul style="list-style-type: none"> • Initial fall 2005 cohort and the credential seeking sub-cohort of the fall 2005 cohort

3. Outcomes Measures

(Reported for the fall 2005 VFA initial cohort at the end of six years – summer 2011)

(Reported for the credential seeking sub-cohort of the fall 2005 cohort, at the end of six years – summer 2011)

Measure	Definition	Demographic/Status Variables	Population
	<p>have evidence of transferring to another post-secondary institution and did not subsequently earn an associate degree;</p> <ul style="list-style-type: none"> • Denominator: initial fall 2005 cohort. <p>Outcomes Measure Four: Percent of students who have completed a certificate and subsequently transferred.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who earned a certificate degree by the end of their six years for the 2005 cohort and show evidence of subsequent enrollment in another post-secondary institution and did not subsequently earn an associate degree; • Denominator: initial fall 2005 cohort. <p>Outcomes Measure Five: Percent of students who have transferred, but have not earned a formal award.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who had not earned a formal award but show evidence of transferring to another post-secondary institution, without return, by the end of their six years for the 2005 cohort; • Denominator: initial fall 2005 cohort. <p>Outcomes Measure Six: Percent of students still enrolled.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the initial cohort who were enrolled at anytime during the sixth academic year for the 2005 cohort, and who had not earned a formal award and had no evidence of transfer to another post-secondary institution; • Denominator: initial fall 2005 cohort. <p>Outcomes Measure Seven: Percent of students</p>		

3. Outcomes Measures

(Reported for the fall 2005 VFA initial cohort at the end of six years – summer 2011)

(Reported for the credential seeking sub-cohort of the fall 2005 cohort, at the end of six years – summer 2011)

Measure	Definition	Demographic/Status Variables	Population
	<p>who left the institution with no award and without transfer having earned 30 or more semester credit hours (or the equivalent).</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the Fall 2005 cohort who were not enrolled in at anytime during the sixth academic 2011 year, and who had not earned a formal award or who had not transferred, and had earned 30 or more semester credit hours (or equivalent); • Denominator: Initial Fall 2005 Cohort. <p>Outcomes Measure Eight: Percent of students who left the institution with no award and without transfer having earned less than 30 semester credit hours (or the equivalent).</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: number of students in the Fall 2005 cohort who were not enrolled at anytime during the sixth academic 2001 year, who had not earned a formal award or who had not transferred and had earned less than 30 semester credit hours (or the equivalent); • Denominator: Initial Fall 2005 Cohort. 		

Career and Technical Education

1. Basic Enrollment Data on Workforce Education (reported annually)			
Measure	Definition	Demographic/ Status Variables	Population
Total Workforce Enrollment	Duplicated headcount of students (seat count) served by business and industry, contract training, professional education programs, non-credit workforce courses, plus students enrolled in career and technical training programs leading to a formal award, each fiscal year. If your college is using its own list of CIP codes to identify CTE, VFA is asking you to note this in the submission of the college's data. Please indicate your source and attach a copy of your CIP list that maps to CTE at your college. Each program/course enrollment should be counted—therefore if a student has more than one instance of any of these events, they would be counted more than once. (Because many colleges do not have unique identifiers for all workforce training enrollment, the VFA is asking for seat count, not headcount on this measure).	<ul style="list-style-type: none"> • Credit • Non-credit 	<ul style="list-style-type: none"> • Students enrolled in workforce courses
Annual Percentage Change for Workforce Enrollment	<p><u>Measure:</u> Change in workforce enrollment over two most recent academic years from Fall 2009 through Summer 2011.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Total workforce enrollment in the most recent academic year Fall 2010 through Summer 2011 (as reported above); • Total workforce enrollment from previous academic year Fall 2009 through Summer 2010 (as defined above). <p>Calculated as: $\frac{(\text{Current Year}) - (\text{Previous Year})}{(\text{Previous Year})}$</p>	<ul style="list-style-type: none"> • Credit • Non-credit 	<ul style="list-style-type: none"> • Students enrolled in workforce courses

2. Career and Technical Education (CTE) Measures

(reported for CTE students upon exiting the institution)

Measure	Definition	Demographic/ Status Variable	Population
Number of Awards in CTE	<p><u>Measure:</u> Number of students who earned an award in Career and Technical Education during the academic year; both credit and non-credit awards can be counted; awards in a non-credit program must meet the criterion of at least 300 contact hours.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Number of noncredit program completions. CTE programs are listed in Appendix A. <p><i>NOTE: Credit completions will be compiled from IPEDS completion survey reports, and will not need to be reported by the college.</i></p>	<ul style="list-style-type: none"> Credit Non-credit 	<ul style="list-style-type: none"> CTE Completers
% Passing Licensure Exam	<p><u>Measure:</u> Percent of completers/graduates who pass a licensure examination on their first attempt, within one year of completing the CTE program; separately reported for each exam.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Numerator: Number of students who achieved a passing grade on their first attempt of a licensure exam; Denominator: Number of students who sat for the first time to take the licensure exam. 	<ul style="list-style-type: none"> Credit Non-credit 	<ul style="list-style-type: none"> CTE Completers in programs that lead to a license
% CTE Completer or Leavers Employed	<p><u>Measure:</u> Percentage of CTE completers/leavers⁴ either employed with a livable wage⁵ or enrolled in further education within one year of completing at the institution; one year post completing is defined as the 2nd to 5th quarter to allow for employment to occur; wage information is then obtained from UI wage data at the 5th quarter after completion;</p>	<ul style="list-style-type: none"> Credit Non-credit 	<ul style="list-style-type: none"> CTE Completers/Leavers

⁴ “Leavers” are those students who have at least 90 contact hours in CTE, but may not have earned a formal award or completed a formal program.

⁵ Livable wage is defined as 200% of the federally-defined poverty level for a family of four.

2. Career and Technical Education (CTE) Measures

(reported for CTE students upon exiting the institution)

Measure	Definition	Demographic/ Status Variable	Population
	<p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator (sum of Part 1 and Part 2 below): <ul style="list-style-type: none"> ○ Part 1: number of students who completed or had 90 contact hours of CTE in the 2007-08 academic year and are employed with a livable wage (UI wage data 5 quarters after completion); ○ Part 2: number of students who completed or left CTE in the 2007-08 academic year and are enrolled in further education within one year of completing CTE; • Denominator: Number of students who completed a CTE program or left CTE with at least 90 contact hours of education and training during the 2007-08 academic year. <p><i>NOTE: Due to the need to match wage data, these students will have completed their program 2 years prior to the current academic year.</i></p>		
<p>Wage growth of CTE Completers or Leavers</p>	<p><u>Measure:</u> Change in median wage of CTE completers and leavers before and after college</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Median 2nd quarter 2005 wages of student who completed a CTE program, or who left a CTE program with 300 contact hours during the 2007-2008 academic. Excluded students whose 2005 Q2 quarterly earnings were less than \$ 2,575 (below minimum wage for full-time full-quarter employee) and students who are enrolled in higher education in Q4 2010; • Median 4th quarter 2010 wages of students who completed a CTE program, or who left a CTE program with 300 contact hours during the 2007-2008 academic year. Excluded students whose 2005 Q2 quarterly earnings were less than \$ 2,575 (below minimum wage for full-time full-quarter employee) and students who are enrolled in higher education in Q4 2010. 	<ul style="list-style-type: none"> • Credit • Non-credit 	<ul style="list-style-type: none"> • CTE Completers/ Leavers

2. Career and Technical Education (CTE) Measures

(reported for CTE students upon exiting the institution)

Measure	Definition	Demographic/ Status Variable	Population
	<p>Calculated as: (Median 4th Qtr '10) - (Median 2nd Qtr '05)</p> <p>This measure is intended to be wage growth for workers who are upgrading skills. To control for individuals who were not upgrading skills, we remove from the calculations:</p> <ul style="list-style-type: none"> • Students who do not earn a minimum wage (the federal minimum wage \$5.15 in 2005 and multiply it by the number of hours in a full-time work week: 40 hours times the number of weeks in a quarter 12.5); set this dollar amount as the minimum dollar amount for inclusion in the measure; • Students who transfer/enroll in further education. 		

3. Non-Credit Workforce Courses

(reported annually)

Measure	Definition	Demographic/ Status Variables	Population
Industry-Recognized Credential	<p><u>Measure:</u> Annual number of state or industry-recognized credentials earned by students at the college.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Number of former students who earned an industry recognized credentials (if a reliable source is available) during 2009-10 academic year. 		<ul style="list-style-type: none"> • Students in non-credit, workforce courses
% Students Transition to Credit Work	<p><u>Measure:</u> Percentage of students who transition from non-credit, workforce development to credit course work within one year of completing the non-credit course.</p> <p>.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> • Numerator: Students enrolled in a credit course during the 2009-10 academic year, who were enrolled exclusively in non-credit courses the previous academic year (2008-09) and had never enrolled in credit courses at the college; • Denominator: Students who were enrolled exclusively in non-credit courses the previous academic year (2008-09) and had never enrolled in credit courses at the college. 		<ul style="list-style-type: none"> • Students in non-credit, workforce courses

Adult Basic Education / GED

(reported annually for students enrolled in ABE or GED courses)

Measure	Definition	Demographic/Status Variables	Population
ESL Overview	The VFA is in the process of determining how best to measure outcomes for ESL students who come to the community college with varying levels of education and competencies.		
% Students Complete ABE or GED	<p><u>Measure:</u> Percentage of students enrolled that completed the final or highest-level adult basic education course or the GED.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Numerator: Students who successfully completed (grade of C or better or passing if pass/fail) the highest-level ABE or GED course allowing for progression into the next level of education during the last academic year (2009-10); Denominator: Students enrolled in ABE or GED courses during the last academic year (2008-09). 	<ul style="list-style-type: none"> Age Gender Race / Ethnicity Pell Status 	<ul style="list-style-type: none"> Students enrolled in ABE or GED courses
% ABE/GED Students Transition to More Education	<p><u>Measure:</u> Percentage of students that completed ABE or GED education and are enrolled in college within one year of exiting the college.</p> <p><u>What to report:</u></p> <ul style="list-style-type: none"> Numerator: Students who successfully completed (grade of C or better or passing if pass/fail) the highest-level ABE or GED course during the 2008-09 academic year and attempted at least one college level course in 2009-10 academic year; Denominator: Students enrolled in ABE or GED courses during the 2008-09 academic year. 	<ul style="list-style-type: none"> Age Gender Race / Ethnicity Pell Status 	<ul style="list-style-type: none"> Students enrolled in ABE or GED courses
% ABE/GED Students Transition to Employment	<p><u>Measure:</u> Percentage of students who completed ABE or GED education and gained employment within one year of exiting the college</p> <p><u>What to report:</u></p> <p>Numerator: Students who successfully completed (grade of C or better or passing if pass/fail) the highest-level ABE or GED course and are employed with a livable wage in the 4th quarter of 2010.</p> <p>Denominator: Students enrolled in ABE or GED courses during the 2008-09 academic year.</p>	<ul style="list-style-type: none"> Age Gender Race / Ethnicity Pell Status 	<ul style="list-style-type: none"> Students enrolled in ABE or GED courses

APPENDIX A: CIP List to Identify Career and Technical Education Programs

Available at:

http://www.aacc.nche.edu/Resources/aaccprograms/vfa/Documents/Files_for_Download/VFA_CIP_List_of_CTE_Programs.xls

CIP Code	CIP Title
01.0000	Agriculture, General
01.0104	Farm/Farm & Ranch Management
01.0105	Agricultural/Farm Supplies Retailing & Wholesaling
01.0106	Agricultural Business Technology
01.0201	Agricultural Mechanization, General
01.0205	Agricultural Mechanics & Equipment/Machine Technology
01.0299	Agricultural Mechanization, Other
01.0301	Agricultural Production Operations, General
01.0302	Animal/Livestock Husbandry & Production
01.0303	Aquaculture
01.0304	Crop Production
01.0306	Dairy Husbandry & Production
01.0307	Horse Husbandry/Equine Science & Management
01.0399	Agricultural Production Operations, Other
01.0401	Agricultural & Food Products Processing
01.0599	Agricultural & Domestic Animal Services, Other
01.0601	Applied Horticulture/Horticultural Operations, General
01.0603	Ornamental Horticulture
01.0604	Greenhouse Operations & Management
01.0605	Landscaping & Grounds keeping
01.0606	Plant Nursery Operations & Management
01.0607	Turf & Turf grass Management
01.0608	Floriculture/Floristry Operations & Management
01.0699	Applied Horticulture/Horticultural Business Services, Other
01.0802	Agricultural Communication/Journalism
01.0899	Agricultural Public Services, Other
01.0901	Animal Sciences, General
01.0902	Agricultural Animal Breeding
01.0904	Animal Nutrition
01.0905	Dairy Science
01.0906	Livestock Management
01.0907	Poultry Science
01.1101	Plant Sciences, General
01.1102	Agronomy & Crop Science
01.1103	Horticultural Science
01.9999	Agriculture, Agriculture Operations & Related Sciences, Other

03.0101	Natural Resources/Conservation, General
03.0199	Natural Resources Conservation & Research, Other
03.0299	Natural Resources Management & Policy, Other
03.0501	Forestry, General
03.0502	Forest Sciences & Biology
03.0506	Forest Management/Forest Resources Management
03.0508	Urban Forestry
03.0509	Wood Science & Wood Products/Pulp & Paper Technology
03.0510	Forest Resources Production & Management
03.0511	Forest Technology/Technician
03.0599	Forestry, Other
03.9999	Natural Resources & Conservation, Other
09.0402	Broadcast Journalism
09.0404	Photojournalism
09.0499	Journalism, Other
09.0701	Radio & Television
09.0799	Radio, Television & Digital Communication, Other
09.0904	Political Communication
10.0105	Communications Technology/Technician
10.0201	Photographic & Film/Video Technology/Technician & Assistant
10.0202	Radio & Television Broadcasting Technology/Technician
10.0203	Recording Arts Technology/Technician
10.0299	Audiovisual Communications Technologies/Technicians, Other
10.0301	Graphic Communications, General
10.0302	Printing Management
10.0303	Prepress/Desktop Publishing & Digital Imaging Design
10.0305	Graphic & Printing Equipment Operator, General Production
10.0306	Plate maker/Imager
10.0307	Printing Press Operator
10.0308	Computer Typography & Composition Equipment Operator
10.0399	Graphic Communications, Other
10.9999	Communications Technologies/Technicians & Support Services, Other
11.0301	Data Processing & Data Processing Technology/Technician
11.0699	Data Entry/Microcomputer Applications, Other
12.0301	Funeral Service & Mortuary Science, General
12.0303	Mortuary Science & Embalming/Embalmer
12.0399	Funeral Service & Mortuary Science, Other
12.0401	Cosmetology/Cosmetologist, General
12.0407	Hair Styling/Stylist & Hair Design
12.0411	Permanent Cosmetics/Makeup & Tattooing
12.0499	Cosmetology & Related Personal Grooming Arts, Other
12.0500	Cooking & Related Culinary Arts, General
12.0501	Baking & Pastry Arts/Baker/Pastry Chef
12.0503	Culinary Arts/Chef Training
12.0504	Restaurant, Culinary & Catering Management/Manager

12.0505	Food Preparation/Professional Cooking/Kitchen Assistant
12.0506	Meat Cutting/Meat Cutter
12.0507	Food Service, Waiter/Waitress & Dining Room Management/Manager
12.0508	Institutional Food Workers
12.0599	Culinary Arts & Related Services, Other
12.9999	Personal & Culinary Services, Other
13.0101	Education, General
13.1314	Physical Education Teaching & Coaching
13.1399	Teacher Educ. & Professional Development, Other Specific Subjects
15.0000	Engineering Technology, General
15.0101	Architectural Engineering Technology/Technician
15.0201	Civil Engineering Technology/Technician
15.0303	Electrical, Electronic & Communications Engineering Tech.
15.0399	Electrical & Electronic Engineering Technologies/Technicians, Other
15.0499	Electromechanical & Instrumentation & Maintenance Techns, Other
15.0599	Environmental Control Technologies/Technicians, Other
15.0699	Industrial Production Technologies/Technicians, Other
15.0799	Quality Control & Safety Technologies/Technicians, Other
15.0805	Mechanical Engineering/Mechanical Technology/Technician
15.0899	Mechanical Engineering Related Technologies/Technicians, Other
15.1202	Computer Technology/Computer Systems Technology
15.1203	Computer Hardware Technology/Technician
15.1301	Drafting & Design Technology/Technician, General
15.1302	CAD/CADD Drafting and/or Design Technology/Technician
15.9999	Engineering Technologies and Engineering-Related Fields, Other
19.0505	Foodservice Systems Administration/Management
19.0599	Foods, Nutrition & Related Services, Other
19.0701	Human Development & Family Studies, General
19.0702	Adult Development & Aging
19.0799	Human Development, Family Studies & Related Services, Other
19.0901	Apparel & Textiles, General
19.0902	Apparel & Textile Manufacture
19.9999	Family & Consumer Sciences/Human Sciences, Other
22.0000	Legal Studies, General
22.0302	Legal Assistant/Paralegal
22.9999	Legal Professions & Studies, Other
25.0301	Library and Archives Assisting
25.9999	Library Science, Other
30.1601	Accounting & Computer Science
31.0501	Health & Physical Education, General
31.0504	Sport & Fitness Administration/Management
31.0599	Health & Physical Education/Fitness, Other
31.9999	Parks, Recreation, Leisure & Fitness Studies, Other
41.0205	Nuclear/Nuclear Power Technology/Technician
41.0299	Nuclear & Industrial Radiologic Technologies/Technicians, Other

41.0301	Chemical Technology/Technician
41.0399	Physical Science Technologies/Technicians, Other
41.9999	Science Technologies/Technicians, Other
43.0102	Corrections
43.0103	Criminal Justice/Law Enforcement Administration
43.0104	Criminal Justice/Safety Studies
43.0107	Criminal Justice/Police Science
43.0109	Security & Loss Prevention Services
43.0111	Criminalistics & Criminal Science
43.0112	Securities Services Administration/Management
43.0199	Corrections & Criminal Justice, Other
43.0201	Fire Protection & Safety Technology/Technician
43.0203	Fire Science/Firefighting
43.0299	Fire Protection, Other
43.9999	Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other
44.0401	Public Administration
46.0000	Construction Trades, General
46.0101	Mason/Masonry
46.0201	Carpentry/Carpenter
46.0302	Electrician
46.0399	Electrical & Power Transmission Installers, Other
46.0402	Concrete Finishing/Concrete Finisher
46.0408	Painting/Painter & Wall Coverer
46.0410	Roofer
46.0412	Building/Construction Site Management/Manager
46.0499	Building/Construction Finishing, Management & Inspection, Other
46.0502	Pipefitting/Pipefitter & Sprinkler Fitter
46.0503	Plumbing Technology/Plumber
46.0504	Well Drilling/Driller
46.0599	Plumbing & Related Water Supply Services, Other
46.9999	Construction Trades, Other
47.0000	Mechanics & Repairers, General
47.0101	Electrical/Electronics Equipment Installation & Repair, General
47.0103	Communications Systems Installation & Repair Technology
47.0105	Industrial Electronics Technology/Technician
47.0106	Appliance Installation & Repair Technology/Technician
47.0199	Electrical/Electronics Maintenance & Repair Technology, Other
47.0302	Heavy Equipment Maintenance Technology/Technician
47.0303	Industrial Mechanics & Maintenance Technology
47.0399	Heavy/Industrial Equipment Maintenance Technologies, Other
47.0408	Watch making & Jewelry making
47.0409	Parts & Warehousing Operations & Maintenance Technician
47.0603	Autobody/Collision & Repair Technology/Technician
47.0604	Automobile/Automotive Mechanics Technology/Technician
47.0606	Small Engine Mechanics & Repair Technology/Technician

47.0612	Vehicle Emissions Inspection & Maintenance Technology/Technician
47.0613	Medium/Heavy Vehicle & Truck Technology/Technician
47.0616	Marine Maintenance/Fitter & Ship Repair Technology/Technician
47.0699	Vehicle Maintenance & Repair Technologies, Other
47.9999	Mechanic & Repair Technologies/Technicians, Other
48.0000	Precision Production Trades, General
48.0304	Shoe, Boot & Leather Repair
48.0399	Leatherworking & Upholstery, Other
48.0501	Machine Tool Technology/Machinist
48.0503	Machine Shop Technology/Assistant
48.0506	Sheet Metal Technology/Sheet working
48.0507	Tool & Die Technology/Technician
48.0508	Welding Technology/Welder
48.0509	Ironworking/Ironworker
48.0599	Precision Metal Working, Other
48.0701	Woodworking, General
48.0702	Furniture Design & Manufacturing
48.0703	Cabinetmaking and Millwork
48.0799	Woodworking, Other
48.9999	Precision Production, Other
49.0101	Aeronautics/Aviation/Aerospace Science & Technology, General
49.0104	Aviation/Airway Management & Operations
49.0105	Air Traffic Controller
49.0108	Flight Instructor
49.0202	Construction/Heavy Equipment/Earthmoving Equipment Operation
49.0205	Truck and Bus Driver/Commercial Vehicle Operator and Instructor
49.0206	Mobil Crane Operation/Operator
49.0299	Ground Transportation, Other
49.0303	Commercial Fishing
49.0304	Diver, Professional & Instructor
49.0309	Marine Science/Merchant Marine Officer
49.0399	Marine Transportation, Other
49.9999	Transportation & Materials Moving, Other
50.0101	Visual & Performing Arts, General
50.0301	Dance, General
50.0302	Ballet
50.0399	Dance, Other
50.0401	Design & Visual Communications, General
50.0499	Design & Applied Arts, Other
50.0599	Dramatic/Theatre Arts & Stagecraft, Other
50.0699	Film/Video & Photographic Arts, Other
50.0701	Art/Art Studies, General
50.0912	Music Pedagogy
50.9999	Visual & Performing Arts, Other
51.0000	Health Services/Allied Health/Health Sciences, General

51.0699	Dental Services & Allied Professions, Other
51.0703	Health Unit Coordinator/Ward Clerk
51.0710	Medical Office Assistant/Specialist
51.0711	Medical/Health Management & Clinical Assistant/Specialist
51.0712	Medical Reception/Receptionist
51.0713	Medical Insurance Coding Specialist/Coder
51.0716	Medical Administrative/Executive Assistant & Medical Secretary
51.0799	Health & Medical Administrative Services, Other
51.0802	Clinical/Medical Laboratory Assistant
51.0803	Occupational Therapist Assistant
51.0805	Pharmacy Technician/Assistant
51.0806	Physical Therapy Technician/Assistant
51.0808	Veterinary/Animal Health Technician & Veterinary Assistant
51.0810	Emergency Care Attendant (EMT Ambulance)
51.0899	Allied Health & Medical Assisting Services, Other
51.0907	Medical Radiologic Technology/Science - Radiation Therapist
51.0908	Respiratory Care Therapy/Therapist
51.0999	Allied Health Diagnostic/Intervention/Treatment Professions, Other
51.1502	Psychiatric/Mental Health Services Technician
51.1899	Ophthalmic/Optometric Support Services & Allied Professions, Other
51.2601	Health Aide
51.2699	Health Aides/Attendants/Orderlies, Other
51.2799	Medical Illustration & Informatics, Other
51.9999	Health Professions & Related Clinical Sciences, Other
52.0101	Business/Commerce, General
52.0201	Business Administration & Management, General
52.0203	Logistics, Materials, and Supply Chain Management
52.0208	E-Commerce/Electronic Commerce
52.0209	Transportation/Mobility Management
52.0299	Business Administration, Management & Operations, Other
52.0302	Accounting Technology/Technician & Bookkeeping
52.0401	Administrative Assistant & Secretarial Science, General
52.0402	Executive Assistant/Executive Secretary
52.0406	Receptionist
52.0407	Business/Office Automation/Technology/Data Entry
52.0408	General Office Occupations & Clerical Services
52.0409	Parts, Warehousing & Inventory Management Operations
52.0410	Traffic, Customs & Transportation Clerk/Technician
52.0411	Customer Service Support/Call Center/Teleservice Operation
52.0499	Business Operations Support & Secretarial Services, Other
52.0803	Banking & Financial Support Services
52.0901	Hospitality Administration/Management, General
52.0903	Tourism & Travel Services Management
52.0999	Hospitality Administration/Management, Other
52.1301	Management Science

52.1399	Management Sciences & Quantitative Methods, Other
52.1501	Real Estate
52.1701	Insurance
52.1801	Sales, Distribution & Marketing Operations, General
52.1803	Retailing & Retail Operations
52.1804	Selling Skills & Sales Operations
52.1899	General Merchandising, Sales & Related Marketing Operations, Other
52.1905	Tourism & Travel Services Marketing Operations
52.1906	Tourism Promotion Operations
52.1907	Vehicle & Vehicle Parts & Accessories Marketing Operations
52.1909	Special Products Marketing Operations
52.1999	Specialized Merchandising, Sales & Related Marketing Operations, Other
52.9999	Business, Management, Marketing & Related Support Services, Other

APPENDIX B: SAMPLE REPORTING OF SIX-YEAR OUTCOMES MEASURES

The visual below represents how the Outcomes Measures included in the VFA might be displayed. The data are simulated data based on a review of data from pilot testing.

CHART AND DATA ARE FOR ILLUSTRATIVE PURPOSES ONLY.

