

VCCS Resource Funding Distribution Taskforce

Metrics Data Collection

(Dates below reflect cohorts used for April 21, 2015 ACOP presentation)

Common Definitions

First Time in College (FTIC) student – A student who has no prior postsecondary experience (except as noted below) and is attending college for the first time in the fall semester of the cohort year. This includes students enrolled in the semester who attended college for the first time in the prior summer semester. It also includes students who were previously dual-enrolled, but who have graduated from high school.

College level course – any 100 or above course.

Successful completion – completing course with a grade of C or better.

For previously dual-enrolled students, the successful completion of a college-level math or English course within 3 years preceding their FTIC term should be counted as a completion.

For FTIC students who start in the previous summer, the successful completion of a college-level math or English course within the summer term should be counted as a completion.

Semesters included - the included semesters cover time passed since initial enrollment; they do not reflect the number of semesters a student was enrolled.

Entry

Math Performance Funding Measures:

- **Math DE** – Number of developmental math cohort students who successfully completed a college-level math course within 4 semesters of their first enrollment.
- **Math CR** – Number of college-ready math cohort students who successfully completed a college-level math course within 3 semesters of their first enrollment.

Math Performance Funding Definitions and Weighting:

Cohort: Fall 2013 FTIC students enrolled in any associate degree or diploma program in the fall or spring of the same academic year.

Semesters included:

- For developmental math students – Fall 2013, Spring 2014, Summer 2014, and Fall 2014.

- For college-ready math students – Fall 2013, Spring 2014, and Summer 2014.

Developmental Math Students: Students who took the Virginia Placement Test - Math (VPT-Math) and did not pass the “CAT-1” test or all of the subsequent diagnostic modules 1-5.

College-ready Math Students: Students who took the VPT-Math and passed the “CAT-1” or passed diagnostic modules 1-5; this also includes students who did not take the VPT-Math (this may include students who were exempted from the VPT-Math based on SAT/ACT or other scores).

Weighting: A student may earn .5 points for the college in one of the metrics for math.

English Performance Funding Measures:

- ***English DE*** – Number of developmental English cohort students who successfully completed a college-level English course within 4 semesters of their first enrollment.
- ***English CR*** – Number of college-ready English cohort students who successfully completed a college-level English course within 3 semesters of their first enrollment.

English Performance Funding Definitions and Weighting:

Cohort: Fall 2013 FTIC students enrolled in any associate degree or diploma program in the fall or spring of the same academic year.

Semesters included:

- For developmental English students – Fall 2013, Spring 2014, Summer 2014, and Fall 2014.
- For college-ready English students – Fall 2013, Spring 2014, and Summer 2014.

Developmental English Students: Students who took the Virginia Placement Test - English (VPT-English) and were placed in ENF1 or ENF2.

College-ready English Students: students who took the VPT-English and were placed in ENF3 and/or ENG 111; this also includes students who did not take the VPT-English (this may include students who were exempted from the VPT-English based on SAT/ACT or other scores).

Weighting: A student may earn .5 points for the college in one of the metrics for English.

Retention and Progression

Retention Performance Funding Measures:

- ***FT F2S*** – Number of full-time fall cohort students who enrolled in the spring of the same academic year.
- ***FT F2F*** – Number of full-time fall cohort students who enrolled in the fall of the next academic year.
- ***PT F2S*** – Number of part-time fall cohort students who enrolled in the spring of the same academic year.
- ***PT F2F*** – Number of part-time fall cohort students who enrolled in the fall of the next academic year.

Retention Performance Funding Definitions and Weighting:

Cohort: Fall 2013 FTIC students enrolled in any associate degree or diploma program.

Full-time: Students who were enrolled in 12 or more credits (including developmental credits) during the fall of the cohort year.

Part-time: Students who were enrolled in less than 12 credits (including developmental credits) during the fall of the cohort year.

Weighting: A student may earn .5 points for the college in Fall to Spring Retention and .5 points for the college in Fall to Fall Retention, as either a full-time student or as a part-time student, for a total of 1 point for Retention.

Progression Performance Funding Measures:

- ***Progress 12*** – Number of the fall cohort students who completed 12 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the same academic year.
- ***Progress 24*** – Number of fall cohort students who completed 24 college credits with a cumulative GPA of 2.0 or higher by the end of the spring of the next academic year.

Progression Performance Funding Definitions and Weighting:

Cohort: Fall 2012 FTIC students enrolled in any associate degree or diploma program.

Weighting: A student may earn .5 points for the college in each of the two Progression metrics, for a total of 1 point for Progression.

Completion

Awards Performance Funding Measures:

- *Awards* –Number of students who earn one or more awards within a given academic year.
- *Awards USP* –Number of students from underserved populations (USP) who earn one or more awards within a given academic year. These students are also included in the Awards number.

Awards Performance Funding Definitions and Weighting:

Award Year: 2013/14.

Underserved population (USP): Includes any student who is first generation (both mother's and father's education are high school graduate or below), minority (any student not white/Caucasian or unknown), or Pell-eligible (as indicated by ISIR as of the award year).

Awards: Includes any students earning associate degrees, diplomas, certificates, and career studies certificates. Students earning the General Education certificate only are not included in this number. Only the single highest award earned by a student in an award year will be included in the Award count.

Awards Weighting: Colleges will receive points for only one award per student in any given year. The weighting will be based on the highest award earned:

- The college will receive 1.5 points for each student whose highest award received is an associate degree or diploma;
- The college will receive 1 point for each student whose highest award received is an eligible certificate;
- Students earning the General Education certificate only are not included in these numbers.

Awards USP: Includes any USP students earning associate degrees, diplomas, certificates, and career studies certificates. Students earning only a General Education certificate are not included in this number.

Awards USP Weighting: Colleges will receive points only once for each USP student receiving award(s) in any given year, however all students receive the same weight of .5 points regardless of the award(s) received. These points are in addition to the points earned in Awards.

Transfer Performance Funding Measures:

- ***Transfer 16*** – The number of students that transfer with 16 or more credit hours, but no award. This category includes students who complete certificate or career studies certificate;
- ***Transfer AS*** – The number of students that transfer with 16 or more credit hours and an associate degree or diploma;
- ***Transfer Grad*** – The number of students that transfer with 16 or more credits and earn a bachelor's degree within 6 years from initial enrollment with the community college.

Transfer Performance Funding Definitions and Weighting:

Transfer Year: 2013/14

Transfer Student: Any student who attended a four-year institution as identified in the National Student Clearinghouse (NSC) data, was not attending a VCCS college at that time, attended a VCCS college as a program-enrolled or high school dual-enrolled student any time during the academic year preceding the transfer year, and earned 16 or more credit hours. Different weights will be given to the number of students transferring with an associate degree or diploma compared to the number of students transferring without associate degree or diploma.

Students will be counted as transfer students as of the year they first appear in the NSC data.

For the current year, transfer students include students who were program-enrolled or dual-enrolled in the VCCS any time during the 2012/13 AY (Fall 2012, Spring 2013, and Summer 2013), completed 16 or more credits, were not enrolled in the VCCS during next academic year, and transferred to a four-year institution by the end of the next academic year.

- For students whose last term in the VCCS was Fall 2012, first enrollments in four-year institutions between January 1, 2013 and July 31, 2014 were included.
- For students whose last term in the VCCS was Spring 2013 – first enrollments in four-year institutions between May 1, 2013 and July 31, 2014 were included; and,
- For students whose last term in the VCCS was Summer 2013 – first enrollments between August 1, 2013 and July 31, 2014 were included.

Transfer Graduate: Any students who graduated from a four-year institution and who earned 16 or more credits in VCCS anytime in the preceding five years.

For the current year, the students in the NSC data who graduated from the four-year college between August 1, 2013 and July 31, 2014 are matched to the students that were VCCS program-enrolled or dual-enrolled students and earned 16 or more credits in the preceding five years (Fall 2008 – Summer 2013).

Weighting:

- Transfer 16: students in this category earn 1 point for the college.
- Transfer AS: students in this category earn .5 points for the college. (These students will also earn additional points in the Award metric.)
- Transfer Grad: Students in this category earn .5 points for the college.

Workforce:

It is acknowledged that additional recognition should be given to the students in Career/Technical degree, diploma, and certificate programs. Just as some students earn additional points for transferring to a four-year institution, points should also be awarded to CTE students for job placement and/or improved earnings. It is suggested that once the reliable data are available, points should be awarded for workforce outcomes in the manner similar to the awarding of transfer points.