



Voluntary
Framework of
Accountability

The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. The mission-appropriate measures determine how well community colleges are serving students; provide colleges the ability to identify problems and set goals for institutional improvement; and be properly accountable to stakeholders.

The VFA's *Public Outcomes Report* includes the data that colleges are required to report and share publicly. Listed below are the contents of this report.

Parkland College (Champaign, IL)

VFA Data Collection Cycle 2018

- **Overview of what is in the *VFA Public Outcomes Report***
- **Two Year Cohort (Fall Students 2015)**
 - o Two-Year Progress Measures
- **Six Year Cohort (Fall Students 2011)**
 - o Developmental Education Progress Measures
 - o Six-Year Outcomes Measures
- **Career & Technical Education (CTE)**
 - o CTE Profile
 - o CTE Credit and Non-Credit Measures, Tables
 - o CTE Credit Measures, Graphs
- **Adult Basic Education (ABE)**
 - o ABE Cohort
 - o ABE Outcomes

Overview of what is in the VFA Public Outcomes Report

STUDENT PROGRESS & OUTCOMES (SPO)

SPO Timeframes

The SPO measures are reported for students from two timeframes:

• TWO YEAR

Students that entered the college two years ago (Fall Students 2015) and their progress /attainment by the end of those two years

Colleges are required to report the **TWO-YEAR PROGRESS MEASURES** for the students that entered two years ago

• SIX YEAR

Students that entered the college six years ago (Fall Students 2011) and their progress and outcomes by the end of those six years

Colleges are required to report the **DEVELOPMENTAL EDUCATION** and **SIX-YEAR OUTCOMES MEASURES** for the students that entered six years ago

SPO Student Cohort Types

Colleges are also required to report the SPO measures for three types of student groups:

A. Main Cohort

Fall entering students who are first time at the reporting college

B. Credential Seeking

Students in the Main Cohort who earned 12 credits by the end of their first two years

C. First Time in College

Students in the Main Cohort who are first time in college

SPO: DEVELOPMENTAL EDUCATION PROGRESS MEASURES

Developmental Subjects: math, English, reading

- Distribution of developmental need (1, 2, or 3 levels below college level in subject)

Of the students with developmental need in a subject, the number who:

- Attempted any developmental education in subject
- Completed developmental education in subject
- Completed a college-level course in subject

Any Developmental (non-subject)

- Enrolled in any developmental
- Completed all developmental (and are college-ready)

SPO: TWO-YEAR PROGRESS MEASURES

- Retention: fall to next term
- Successful completion of credits: 1st term; by end of year two
of total credits completed with a C grade (C-, C+) or better by the cohort
- Reached credit threshold by end of year two
of students in the cohort that earned 24 credits (part-time) or 42 credits (full-time)
- Persistence/attainment: completed certificate/degree; transferred; still enrolled

SPO: SIX-YEAR OUTCOMES MEASURES (unduplicated; hierarchical)

- Completed certificate, associates, or bachelor's degree (with and without transfer)
- Transfer (no award)
- Persistence: still enrolled
- Left with > or = 30 credits; Left with < 30 credits

CAREER & TECHNICAL EDUCATION (CTE)

CTE Profile

CTE profile of the college

- CTE Enrollment (credit and non-credit); change over previous year
- CTE Completions (credit and non-credit); change over previous year

CTE Measures & Cohort

Reports on the post-collegiate outcomes of students that completed credit or non-credit CTE or had a significant CTE experience at the college

CTE student outcomes post CTE (credit and non-credit)

- Completed CTE certificate or degree
- Employed (with wage bands)
- Median wage growth of CTE students post CTE
- Enrolled post-CTE in higher education
- Passed licensure exam
- Completed industry credential(s)

ADULT BASIC EDUCATION (ABE)

Reports on the completion of ABE and post-ABE outcomes of students that took ABE at the college in a given year

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

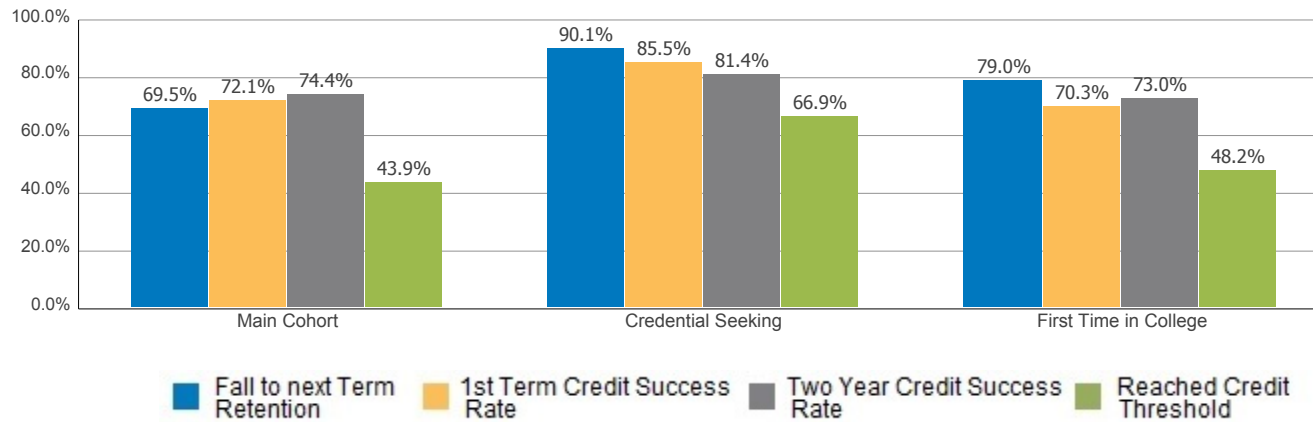
Parkland College (Champaign, IL)

Two Year Cohort (Fall Students 2015)

These data represent students that first entered the college in Fall Students 2015 (or summer before) and their progress by the end of their first two years.

Two-Year Progress Measures

Progress by End of Year Two by Cohort Type



Cohort Types

Different types of students

A. Main Cohort: fall entering, first time at **reporting** college; "all students"

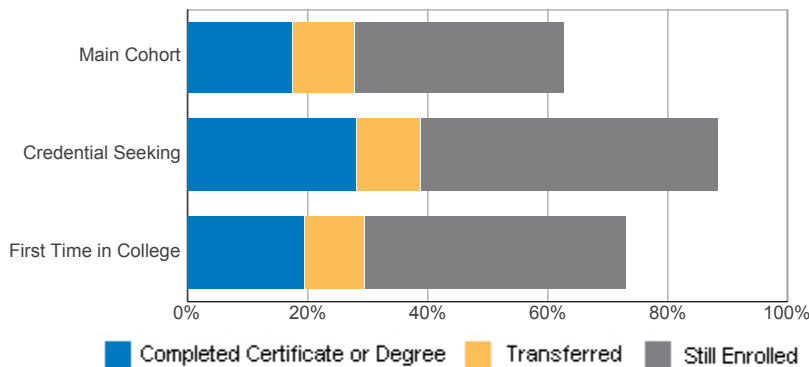
B. Credential Seeking: earned 12 credits by end of year two

C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Two-Year Progress Measures

Persistence/Attainment Outcomes by End of Year Two by Cohort Type



	Two Year Cohort Count	Completed	Transferred	Still Enrolled
Main Cohort	2,459	17.6%	10.2%	35.1%
Credential Seeking	1,548	28.0%	10.8%	49.8%
First Time in College	1,497	19.6%	9.9%	43.8%

These measures report milestones along the educational pathway and persistence/attainment outcomes by the end of a student's first two years at the college.

The persistence/attainment outcomes by the end of year two provide an early indicator of the cohort's performance. These outcomes are not exhaustive and will not sum to 100% of the students in the cohort. The outcomes are:

- Unduplicated
- Hierarchical
- Achieved by the end of two years
- Credentials earned at the **reporting** college

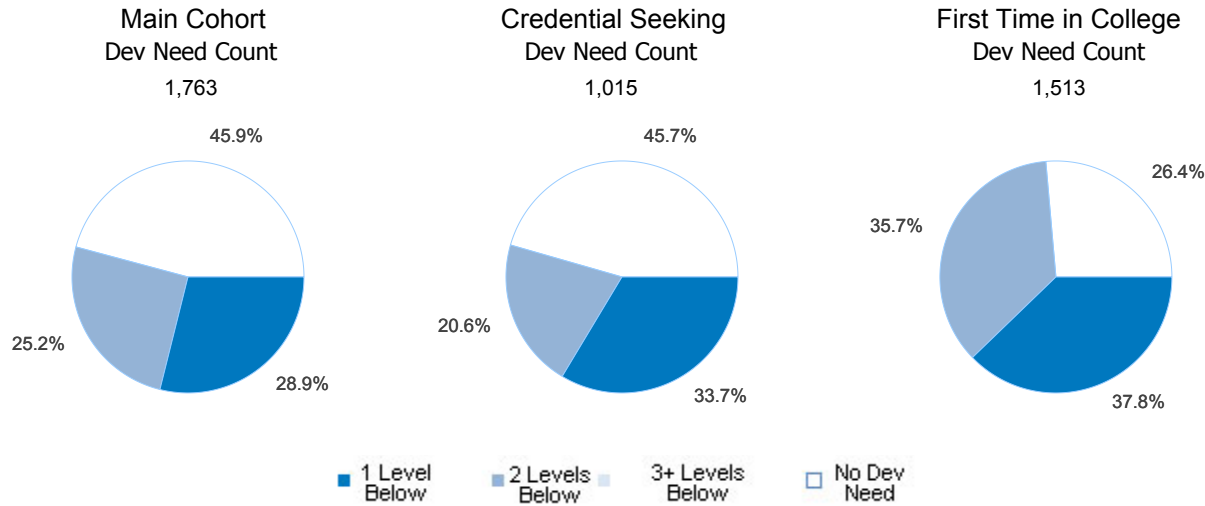
Parkland College (Champaign, IL)

Six Year Cohort (Fall Students 2011)

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Math

Developmental Need in Math by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

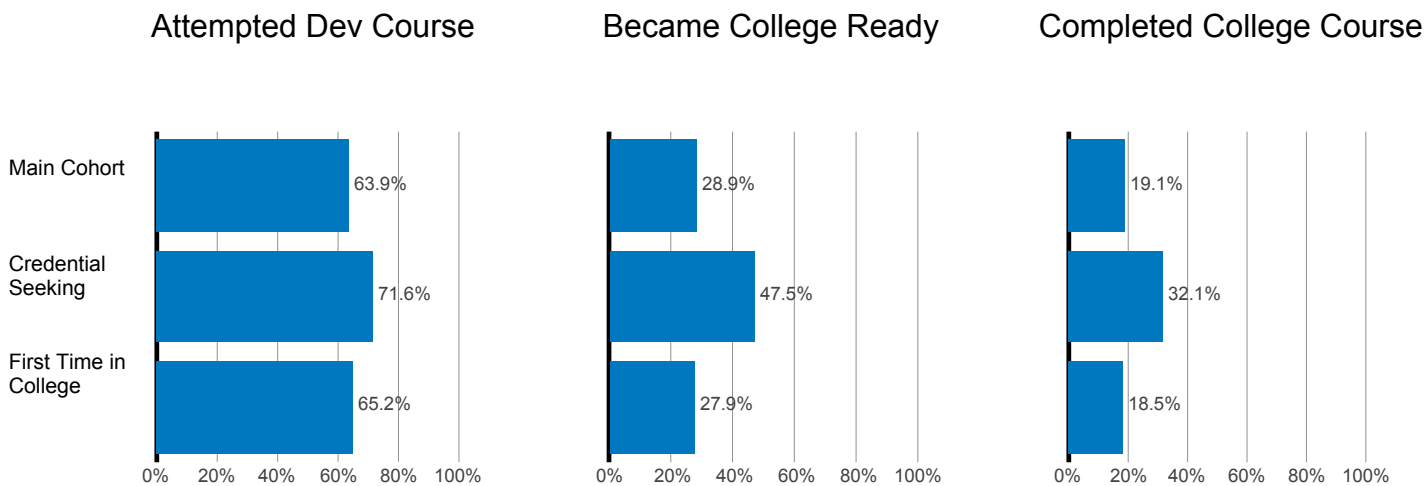
*Students could be in more than one cohort type.

Developmental Math Need*

Percent of students in cohort that were referred/placed into developmental math

Developmental need is broken down further into three levels of need, below college level.

Developmental Outcomes for Students Referred to Dev. Math by Cohort Type



Developmental Math Need

These outcomes answer the question:
 – What percentage of students in the cohort type that needed developmental math – completed developmental math and progressed to successfully complete a college-level course in math?

*The method of identifying students with a developmental need is "referral".

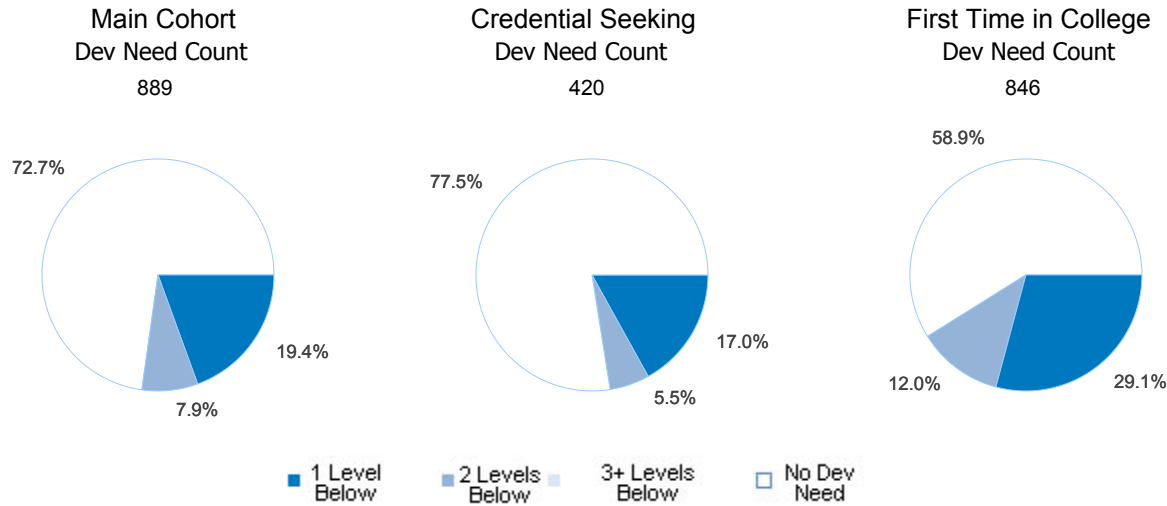
Parkland College (Champaign, IL)

Six Year Cohort (Fall Students 2011)

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental English

Developmental Need in English by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental English Need*

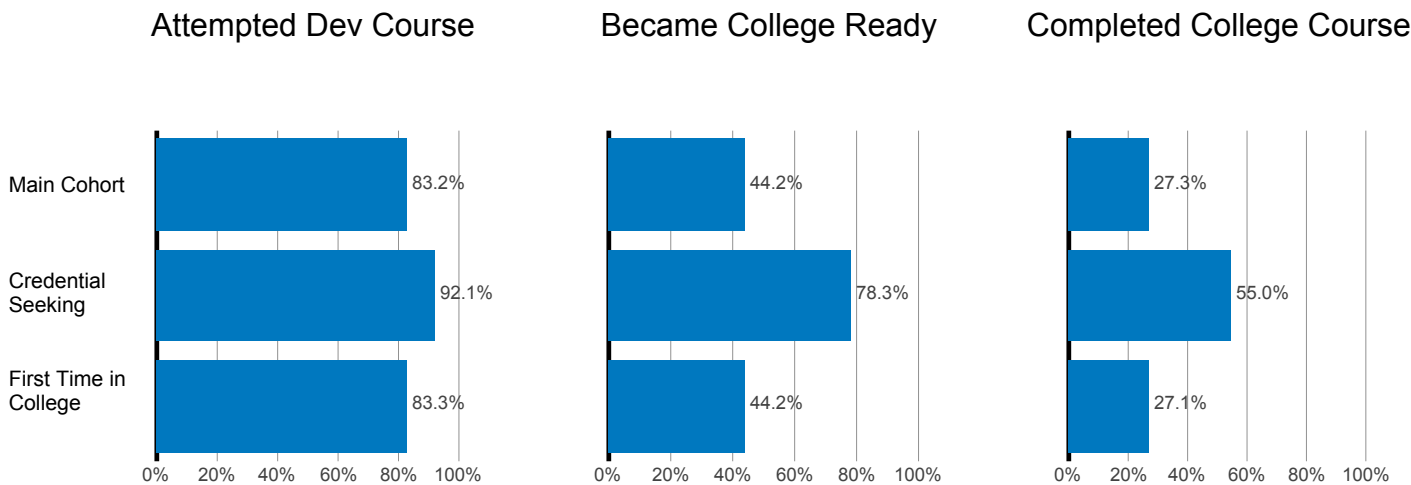
Percent of students in cohort that were referred/placed into developmental English

Developmental need is broken down further into three levels of need, below college level.

Developmental English Outcomes

These outcomes answer the question:
 – What percentage of students in the cohort type that needed developmental English – completed developmental English and progressed to successfully complete a college-level course in English?

Developmental Outcomes for Students Referred to Dev. English by Cohort Type



*The method of identifying students with a developmental need is "referral".

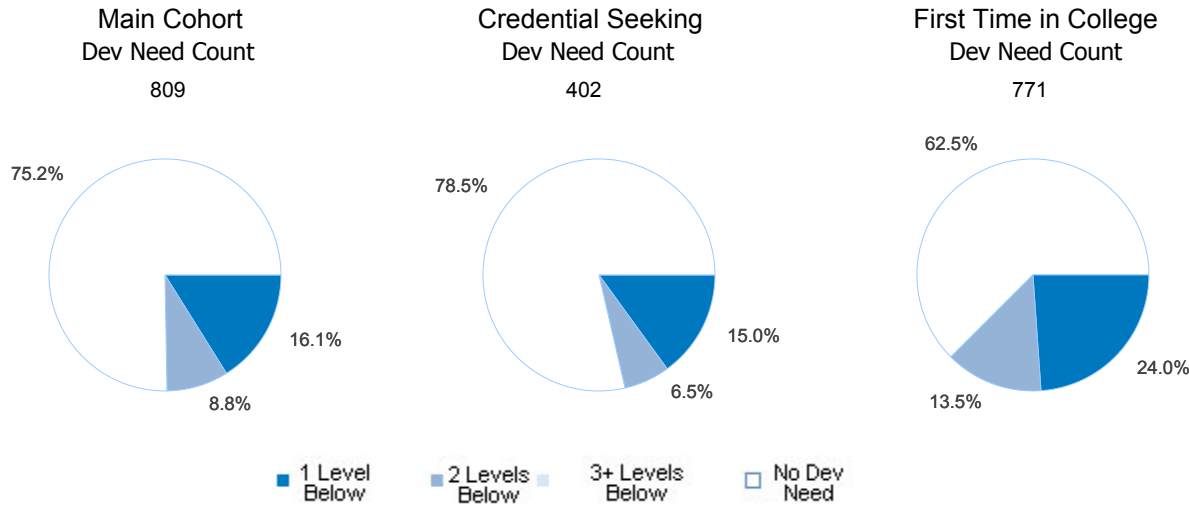
Parkland College (Champaign, IL)

Six Year Cohort (Fall Students 2011)

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Reading

Developmental Need in Reading by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

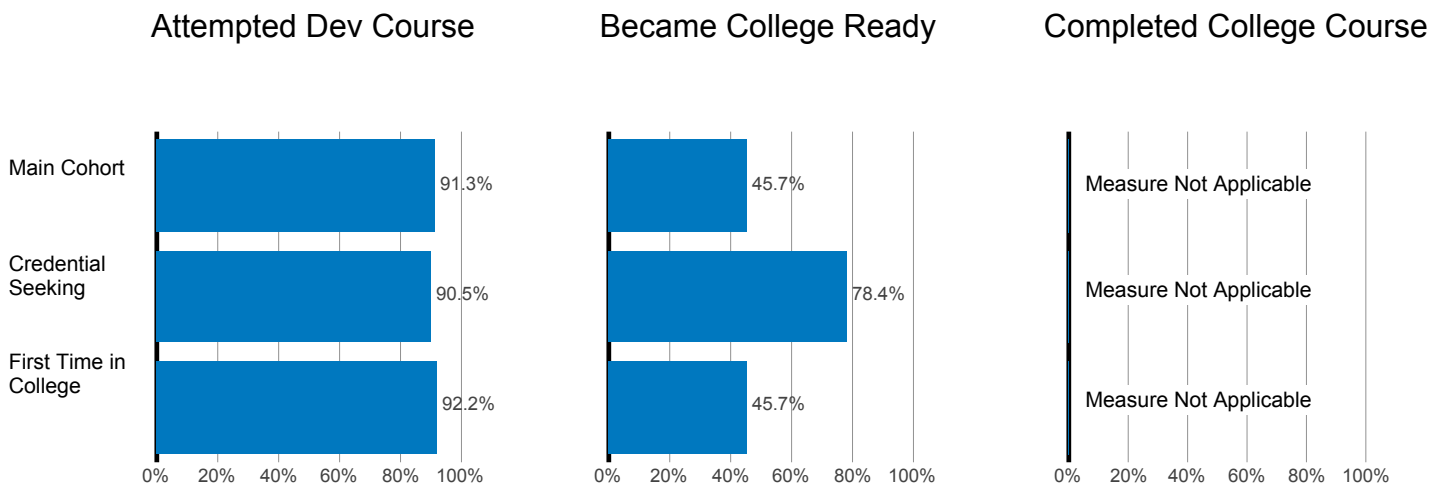
*Students could be in more than one cohort type.

Developmental Reading Need*

Percent of students in cohort that were referred/placed into developmental Reading

Developmental need is broken down further into three levels of need, below college level.

Developmental Outcomes for Students Referred to Dev. Reading by Cohort Type



Developmental Reading Outcomes

These outcomes answer the question:
 – What percentage of students in the cohort type that needed developmental Reading – completed developmental Reading and progressed to successfully complete a college-level course in Reading?

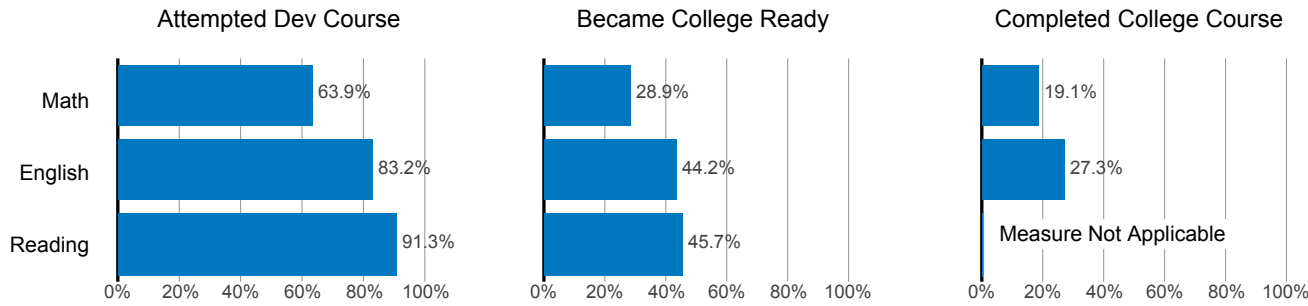
*The method of identifying students with a developmental need is "referral".

Parkland College (Champaign, IL)
Six Year Cohort (Fall Students 2011)

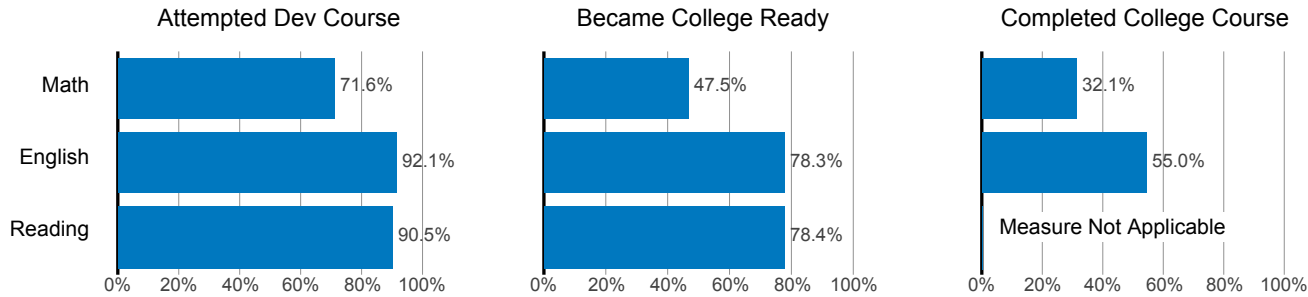
These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

Developmental Outcomes across Subjects by Cohort Type

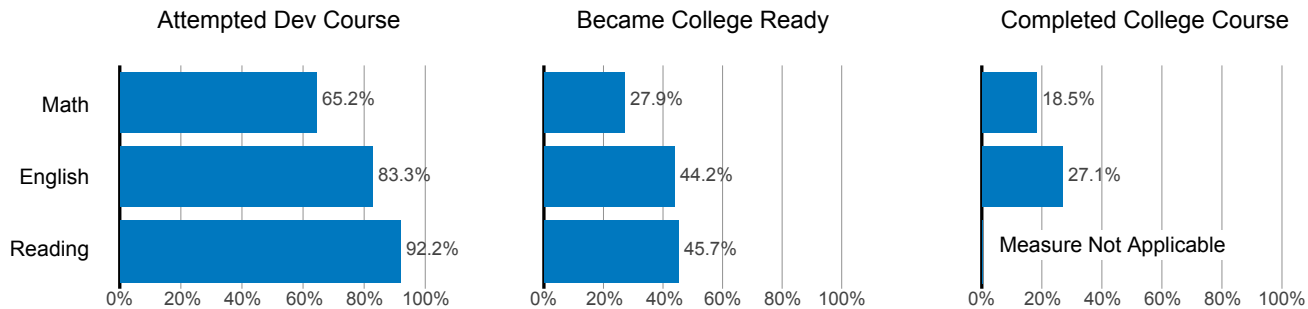
Main Cohort



Credential Seeking



First Time in College Cohort



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Developmental Outcomes by Subject

These outcomes answer the question – What percentage of students in the cohort type that needed developmental education in a subject – completed developmental education in that subject and progressed to successfully complete a college-level course in the subject?

This view of the data shows how students that are classified by a specific cohort type progress through and complete developmental education.

		Main Cohort	Credential Seeking	First Time in College
Dev Need Count	Math	1,763	1,015	1,513
Dev Need Count	English	889	420	846
Dev Need Count	Reading	809	402	771

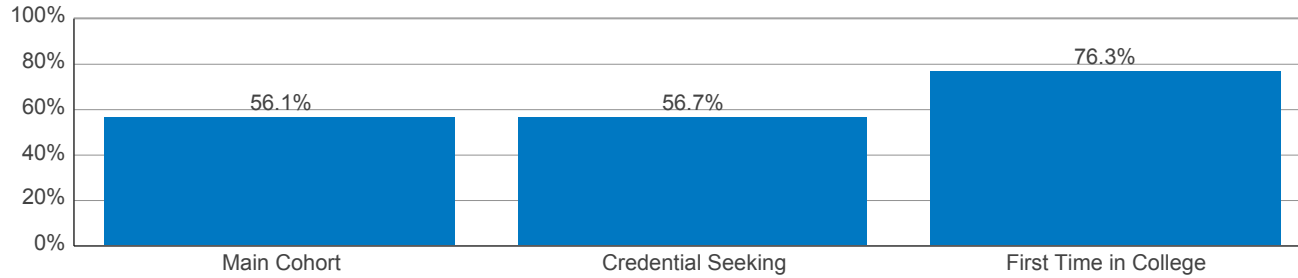
Parkland College (Champaign, IL)
Six Year Cohort (Fall Students 2011)

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress and outcomes by the end of six years.

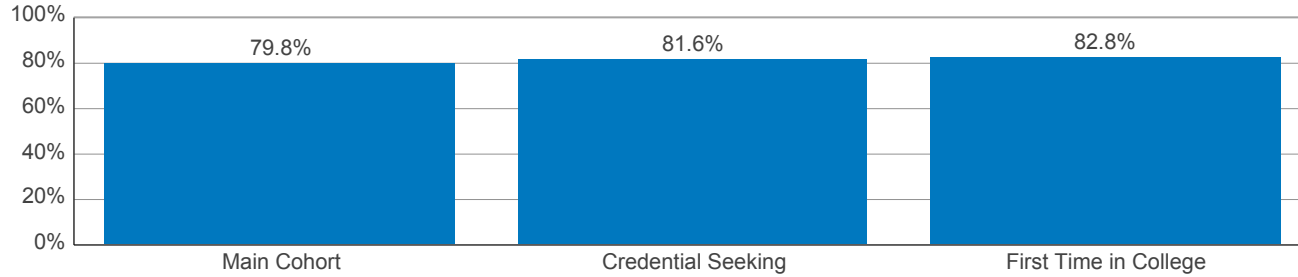
Any Developmental

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	1,826	1,060	1,569

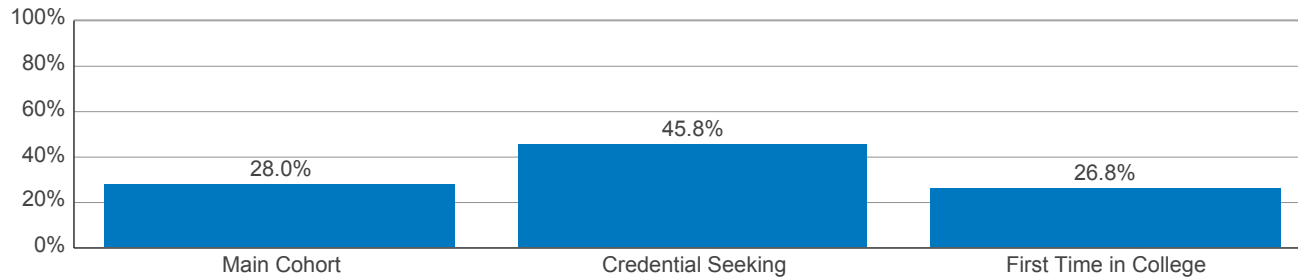
Any Developmental Need by Cohort Type



Attempted at Least One Developmental Course by Cohort Type



Completed All Developmental Education by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Any Developmental

Students represented by these data needed developmental education in math, English, reading, or any combination of these subjects. This is an unduplicated count of the students in each of the cohorts that were not college ready (needed developmental education).

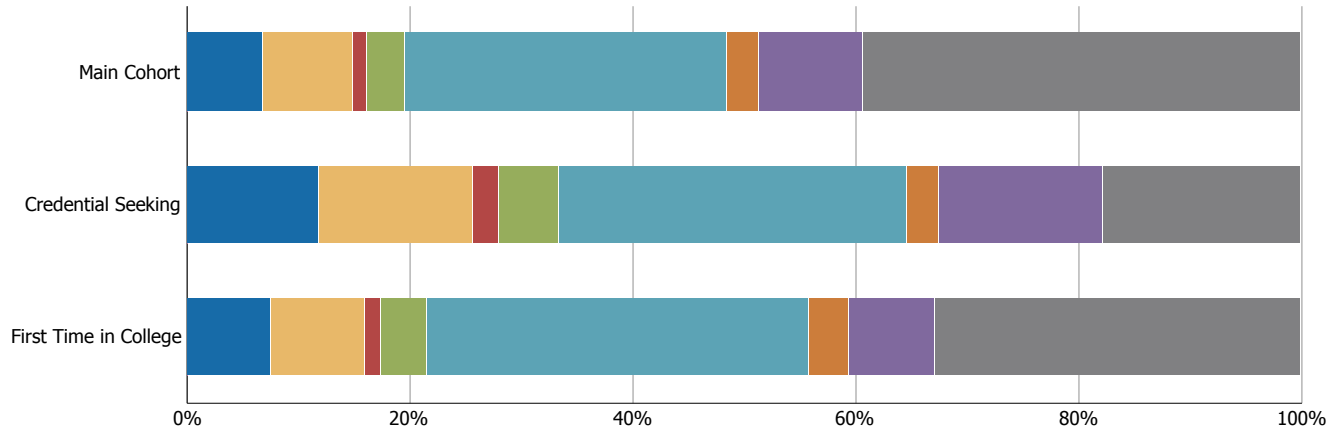
Parkland College (Champaign, IL)

Six Year Cohort (Fall Students 2011)

These data represent students that first entered the college in Fall Students 2011 (or summer before) and their progress by the end of six years.

Six-Year Outcomes

Outcomes by the end of Six Years by Cohort Type



Cohort Types

Different types of students

- A. Main Cohort: fall entering, first time at **reporting** college; "all students"
- B. Credential Seeking: earned 12 credits by end of year two
- C. First Time in College: fall entering, first time in college

*Students could be in more than one cohort type.

Six-Year Outcomes Measures

These measures report nine potential outcomes for the students in the cohort ranging from receipt of a credential (with and without transfer) to left the college.

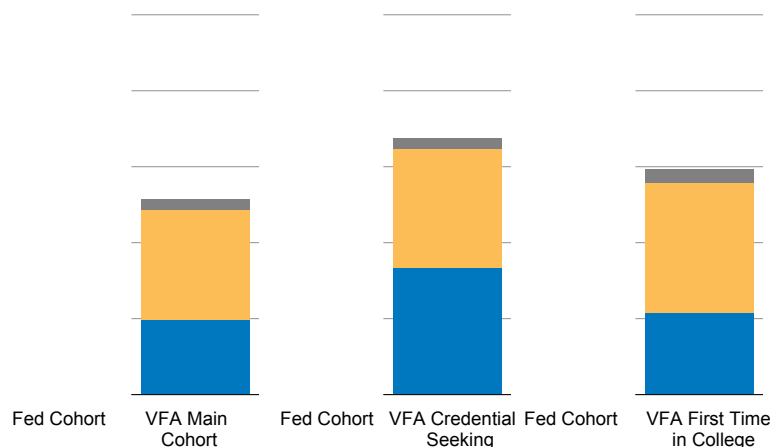
Each student in the cohort is counted in only one of the Six-Year Outcomes and the sum of all of the outcomes will total 100% of the cohort.

- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at the **reporting** college

Outcomes	Main Cohort	Credential Seeking	First Time in College
Cohort Count	3,257	1,869	2,057
Bachelor's	N/A	N/A	N/A
Associate (Transfer)	6.8%	11.8%	7.4%
Associate (No Transfer)	8.0%	13.9%	8.5%
Certificate (Transfer)	1.4%	2.3%	1.5%
Certificate (No Transfer)	3.3%	5.5%	4.1%
No Award (Transfer)	28.9%	31.1%	34.2%
Still Enrolled	2.9%	2.9%	3.6%
Left with > or = 30 credits	9.2%	14.7%	7.8%
Left with < 30 credits	39.5%	17.9%	32.9%

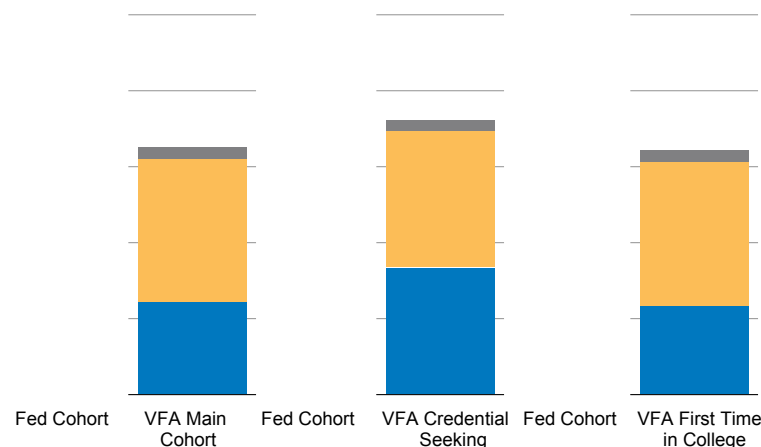
Comparison of the college's IPEDS (federal) graduation rate to the college's VFA Six-Year Outcomes

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time and part-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled		2.9%	2.9%	3.6%
No Award (Transfer)		28.9%	31.1%	34.2%
Total Earned Awards**		19.6%	33.4%	21.5%

Federal Grad Rate (IPEDS) Compared to VFA Outcomes (by VFA full-time students)



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
Still Enrolled		3.1%	3.0%	3.3%
No Award (Transfer)		37.6%	35.9%	37.8%
Total Earned Awards**		24.4%	33.4%	23.2%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: <http://nces.ed.gov/ipeds/glossary/index.asp?id=812>

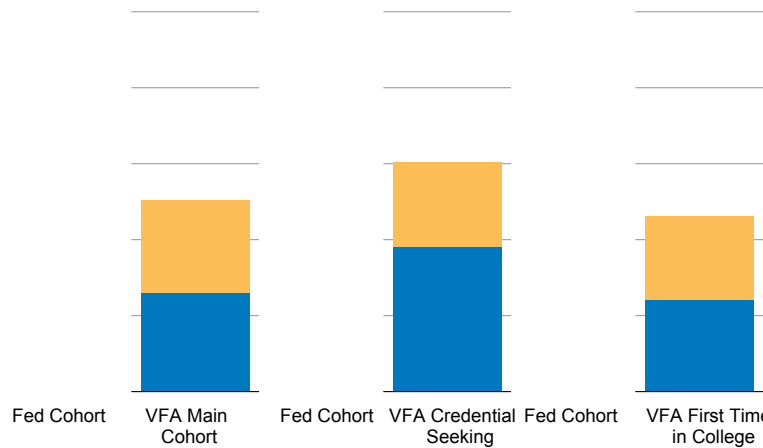
VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, "all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

Note: This is a baccalaureate degree granting college; therefore cohort data for Fall Students 2011 is not available and data for "Still Enrolled" is not available.

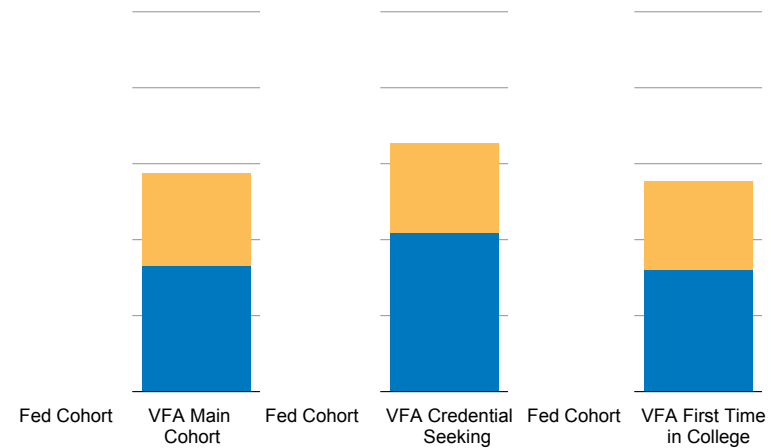
All VFA college's comparison of IPEDS (federal) graduation rate to VFA Six -Year Outcomes

**Federal Grad Rate (IPEDS) Compared to VFA Outcomes
(by VFA full-time and part-time students)**



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)		24.7%	22.3%	22.0%
Total Earned Awards**		25.7%	38.1%	24.1%

**Federal Grad Rate (IPEDS) Compared to VFA Outcomes
(by VFA full-time students)**



	IPEDS Fed Cohort	VFA Main Cohort	VFA Credential Seeking	VFA First Time in College
No Award (Transfer)		24.7%	23.7%	23.4%
Total Earned Awards**		33.1%	41.6%	31.9%

**VFA Total Earned Awards = Bachelor's degrees and associate degrees and certificates.

Federal Graduation Rate Cohort:

- Fall entering, first-time, full-time degree seeking students. For more information: <http://nces.ed.gov/ipeds/glossary/index.asp?id=812>

VFA Cohort Types:

- Main Cohort: fall entering, first time at **reporting** institution, "all students".
- Credential Seeking: fall entering, earned 12 credits by end of year two.
- First Time in College: fall entering, first time in any post-secondary institution.

These data represent the college's CREDIT and NON-CREDIT CTE enrollment and completions for the: 2014-15 and 2015-16. CREDIT CTE completions, are sourced from IPEDs.

Career & Technical Education (CTE) Measures

CTE Profile

Credit

Enrollment (Headcount; Unduplicated)

2015-16	2014-15	▼ -5.6%
3,061	3,241	

Completions

Award Type	2015-16	2014-15	%Change
CTE Bachelor's	0	0	(1) N/A
CTE Associate	412	410	▲ 0.5%
Certs. >= 1 Year	98	78	▲ 25.6%
Certs. <1 Year	605	643	▼ -5.9%
Total	1,115	1,131	▼ -1.4%

Source: IPEDS completions data

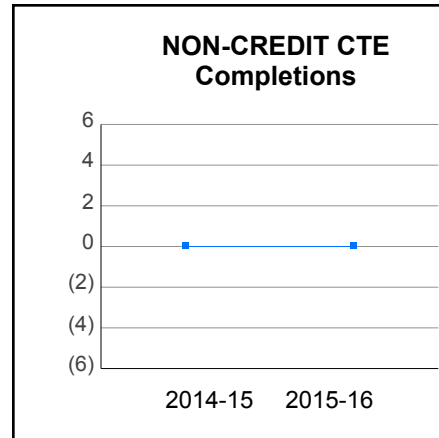
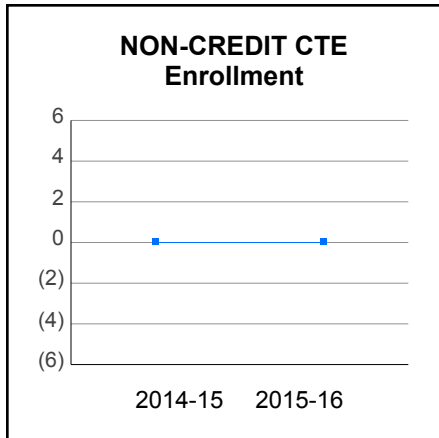
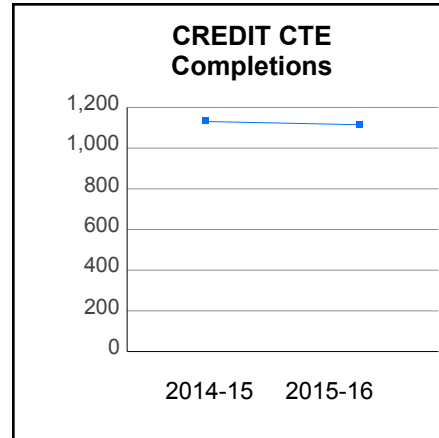
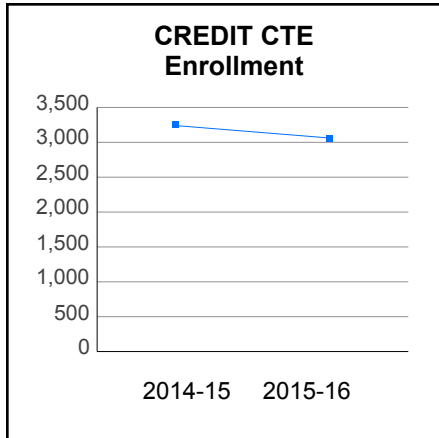
Non-Credit

Enrollment (Seat count; Duplicated)

2015-16	2014-15	0 N/A
0	0	

Completions

2015-16	2014-15	0 N/A
0	0	



About the CTE Profile

The CTE Profile provides the college's most recently available CTE enrollment and completions data (for both credit and non-credit CTE offerings). This information provides context about the college's CTE. It is not based on a cohort of students.

Parkland College (Champaign, IL)

Career & Technical Education Cohort Outcomes (CTE Students Completed/Left in 2014-15)

These data represent students that took CTE at the college, exited the college in the 2014-15 academic year, and their outcomes upon exiting the college with a CTE credential or a significant CTE experience (earned 7 CTE credit hours or received 180 contact hours of CTE instruction).

Career & Technical Education (CTE) Measures

CTE Completer/Leaver Cohort & Outcomes

CTE Completer/Leaver Cohort

CTE Completer/Leaver Cohort	Count	Percentage
Total Credit Completers/Leavers	1,568	
Awarded Associate Degree	393	
Completed Certificate	586	
Left with No Award	589	
Non-Credit Completers/Leavers	0	

Completers/Leavers with Prior Awards

	Prior Bachelor's or Higher	Prior Associate	Total Prior Awards
Total Credit Cohort	40 (02.6%)	37 (02.4%)	77 (04.9%)
Awarded Associates	15 (03.8%)	13 (03.3%)	28 (07.1%)
Completed Certificate	16 (02.7%)	14 (02.4%)	30 (05.1%)
Left with No Award	9 (01.5%)	10 (01.7%)	19 (03.2%)
Non-Credit Cohort	0 N/A	0 N/A	0 N/A

Industry Recognized Credentials of Completers/Leavers

Industry Recognized Credentials of Completers/Leavers	Count	Percentage
Total Credit Completers/Leavers	0	00.0%
Awarded Associate Degree	N/A	00.0%
Completed Certificate	N/A	00.0%
Left with No Award	N/A	00.0%
Non-Credit Completers/Leavers	0	N/A

Licensure Exam Pass Rate of Completers/Leavers

	Passed	Attempted	Pass Rate
Total Credit Cohort	0	0	N/A
Awarded Associate	N/A	N/A	N/A
Completed Certificate	N/A	N/A	N/A
Left with No Award	N/A	N/A	N/A
Non-Credit Cohort	0	0	N/A

Median Wage Growth of Completers/Leavers

	Wage Prior	Wage Post	Change
Total Credit Cohort	\$0	\$0	\$0 N/A
Awarded Associate	N/A	N/A	N/A N/A
Completed Certificate	N/A	N/A	N/A N/A
Left with No Award	N/A	N/A	N/A N/A
Non-Credit Cohort	\$0	\$0	\$0 N/A

Education and Earnings of Completers/Leavers

	\$49,200 or more	\$35,000 - \$49,199	\$25,000 - \$34,999	\$20,000 - \$24,999	\$15,000 - \$19,999	\$1 - \$14,999	Enrolled in Education	Unemployed /Unknown
Total Credit Cohort	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)	0 (00.0%)
Associate	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)
Certificate	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)
Left No Award	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)	0 (00.0%)	N/A (00.0%)	N/A (00.0%)	N/A (00.0%)
Non-Credit Cohort	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 N/A	0 (N/A)

CTE Completer/Leaver Cohort

The CTE Cohort is made up of students that took CTE at the college (credit or non-credit CTE) and either earned a formal award in CTE [completers] or left the college with a significant CTE experience – having earned 7 CTE credits or having received 180 contact hours of CTE instruction [leavers].

About CTE Outcomes

For the CTE Completer/Leaver Cohort, the VFA then reports these students' outcomes after the CTE experience (post-collegiate).

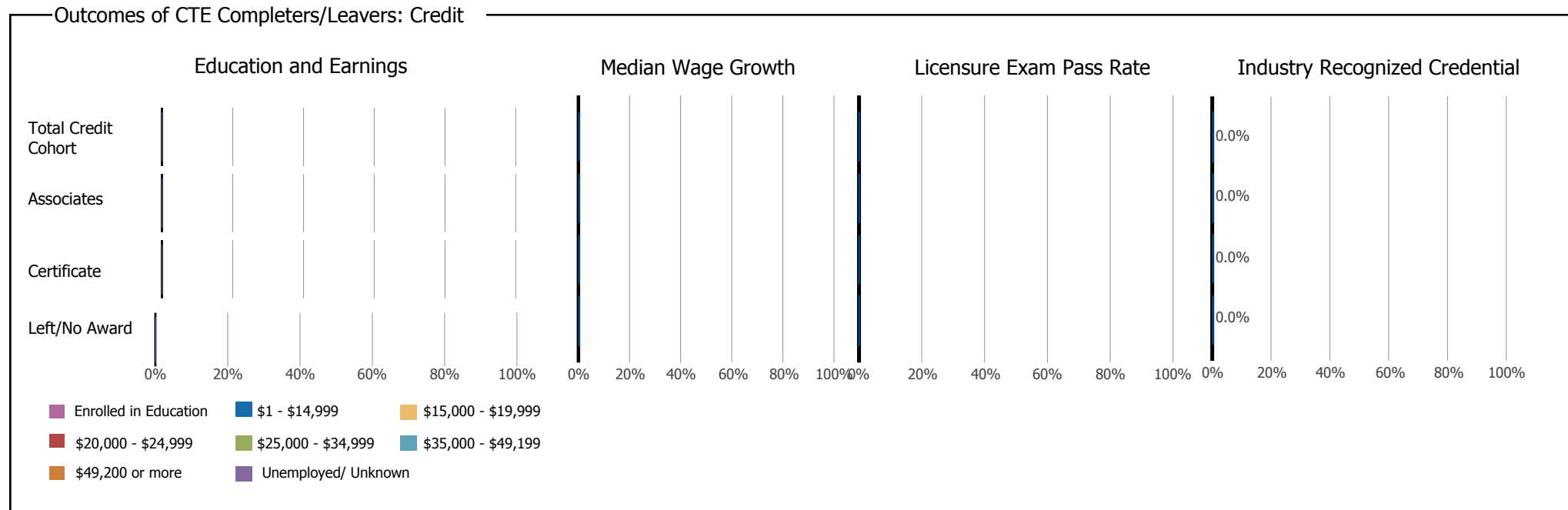
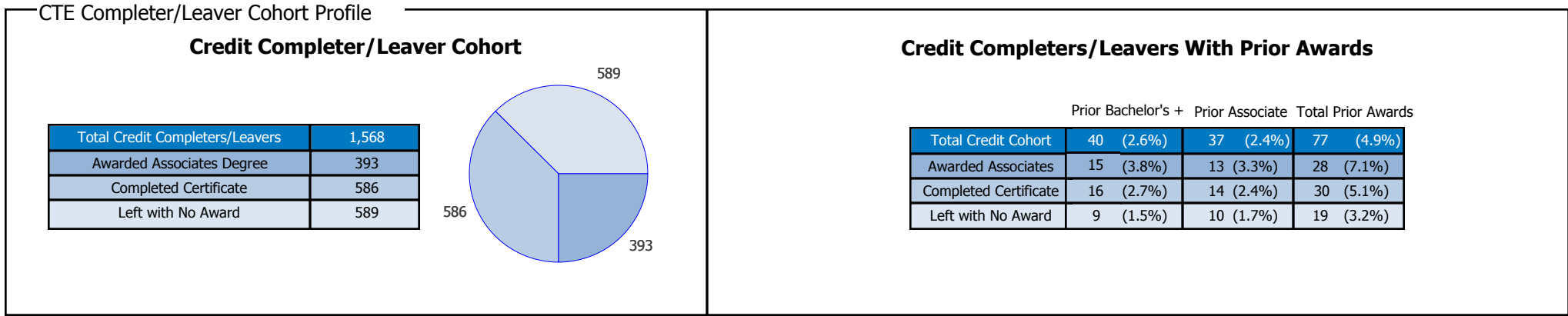
Parkland College (Champaign, IL)

Career & Technical Education Cohort (CTE Students Completed/Left in 2014-15)

These data represent students that took CREDIT CTE at the college, exited the college in the 2014-15 academic year, and their outcomes upon exiting the college with a CTE credential or a significant CTE experience (earned 7 CTE credit hours or received 180 contact hours of CTE instruction).

At present, the VFA provides graphical data for the CREDIT CTE measures but not for the NON-CREDIT CTE measures. The variances in how colleges track NON-CREDIT CTE and the lack of data available on NON-CREDIT CTE are challenges for many colleges. Therefore there is not enough NON-CREDIT CTE data to display appropriately using graphics.

Credit Career & Technical Education (CTE) Measures



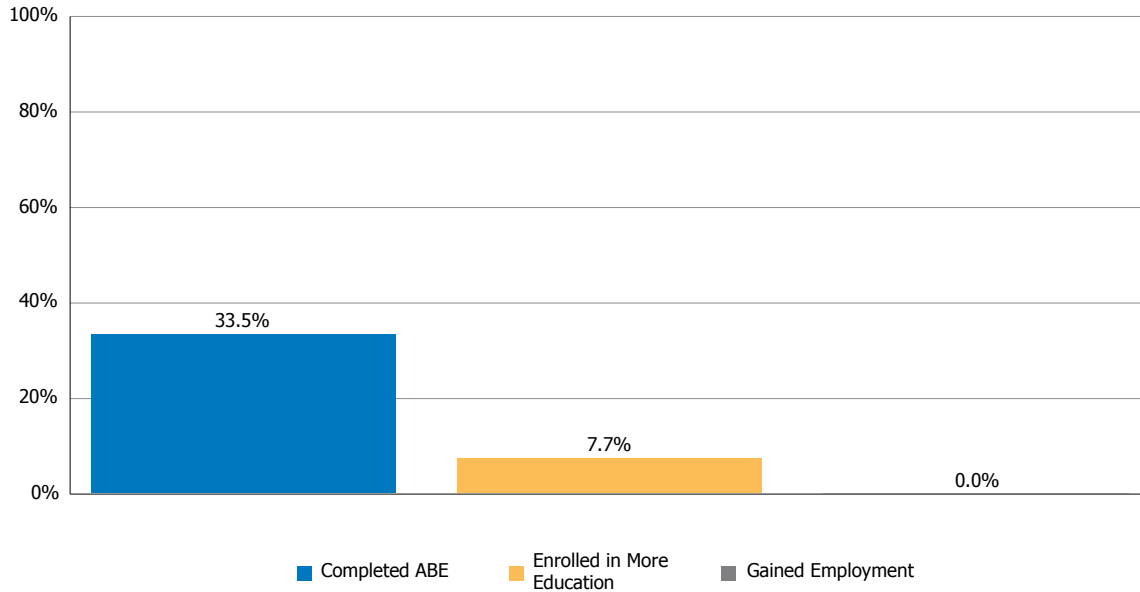
Parkland College (Champaign, IL)

Adult Basic Education Cohort (Students from 2014-15)

These data represent students that came to the college for ABE in the 2014-15 academic year.

Adult Basic Education (ABE) Measures (Optional)

ABE Cohort Year	Number of Students in Cohort	Number of Students Completed
2014-15	623	209



ABE Cohort

The ABE Cohort is students that took ABE at the college during the academic (or calendar year) indicated.

ABE Measures

These ABE measures determine first which students reached a standard level of high school equivalency (or completed adult basic education) at the college. Of those students that achieved an adult basic education, the measures determine what percentage of these students continued with their education or gained employment with a wage above the minimum wage, within one year of exiting the college.