Understanding where community college students come from, and how they do

KENT A. PHILLIPPE
AVP, RESEARCH & STUDENT SUCCESS
AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
“Numbers have an important story to tell. They rely on you to give them a clear and convincing voice”

-Stephen Few, founder
Perceptual edge
Overview

- Field Notes – an AACC / ACT collaboration
  - Identifying a service area
  - What potential students are in the service area
- Voluntary Framework of Accountability (VFA)
  - What happened to my incoming students?
  - The value of Leading Indicators
Field Notes
Collaborative Effort

- Provided to every community college
- Second round of Field notes
- Based on ACT product, with input and modifications based on AACC recommendations
- 1st round based on congressional district
- 2nd round attempt to define service area
El Paso Community College Service Area
Sinclair Community College Service Area
**How many students in your district go to college?**

Unfortunately, low-income and first-generation students lag behind their peers in their college enrollment rates. Below is a comparison of the college-going rates of these traditionally underrepresented students in your district, state, and nation.

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>State</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>OVERALL</td>
<td>79%</td>
<td>85%</td>
<td>88%</td>
</tr>
<tr>
<td>FIRST GENERATION</td>
<td>94%</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td>LOW INCOME</td>
<td>92%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**What percentage of your students come from underrepresented groups?**

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>State</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Black</td>
<td>69.3%</td>
<td>69%</td>
<td>70%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>20%</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Native American/Two or more languages</td>
<td>13.7%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Pacific Island</td>
<td>1.3%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Are your students ready for college?**

The ACT exam is the most frequently taken college entrance exam in the U.S. The chart below shows the ACT Composite score distribution for students in your district, state, and nation.

<table>
<thead>
<tr>
<th>ACT COMPOSITE</th>
<th>District</th>
<th>State</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-18</td>
<td>25%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>19-23</td>
<td>25%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>24-36</td>
<td>25%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

...But college readiness is more than ONE number.

Along with their ACT Composite score, students also receive scores in four subject areas – Math, Science, English, and Reading – along with target (or “Benchmark”) scores that will help them gauge their likelihood of earning a B or C in credit-bearing first-year college courses. The percentages of students who met at least three of these four Benchmark scores are provided below.

**Students in your district who met at least 3 of 4 College-Ready Benchmark Scores**

<table>
<thead>
<tr>
<th></th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>50%</td>
<td>44%</td>
</tr>
<tr>
<td>First Generation</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>Low Income</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**STEM Careers: Are your students interested and ready?**

In your state, 40% of ACT-tested students from the class of 2017 reported being interested in either a STEM major or career. 26% are prepared for first-year college coursework related to these careers.

**Is your state workforce ready?**

ACT’s National Career Readiness Certificate (NCRC) matches individuals with jobs and advancement opportunities, and employers with qualified workers. The NCRC is a single credential with four levels – Platinum, Gold, Silver, and Bronze. For more information about the NCRC and ACT Work Ready Communities, visit workreadycommunities.org.
Guide to Your Constituency
PRES. SERRATA
CLASS OF 2017

2 million students took the ACT in 2017. Of these, 145,866 students were from your state.

THIS REPRESENTS 45% OF YOUR STATE’S 598,800 HIGH-SCHOOL GRADUATES.

What are your students’ racial/ethnic backgrounds?

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>86.8%</td>
</tr>
<tr>
<td>Black</td>
<td>5.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.5%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or more</td>
<td>1.3%</td>
</tr>
<tr>
<td>No response</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

What percentage of your students come from underrepresented groups?

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>1-19</td>
</tr>
<tr>
<td>State</td>
<td>20-30</td>
</tr>
<tr>
<td>Nation</td>
<td>15-24</td>
</tr>
<tr>
<td>Low Income</td>
<td>25-36</td>
</tr>
<tr>
<td>First Generation</td>
<td>35-45</td>
</tr>
<tr>
<td>High Income</td>
<td>45-56</td>
</tr>
</tbody>
</table>

How many students in your district go to college?

Unfortunately, low-income and first-generation students lag behind their peers in their college enrollment rates. Below is a comparison of the college-going rates of these traditionally underrepresented students in your district, state, and nation.

<table>
<thead>
<tr>
<th>Category</th>
<th>District</th>
<th>State</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>66%</td>
<td>70%</td>
<td>66%</td>
</tr>
<tr>
<td>First Generation</td>
<td>69%</td>
<td>71%</td>
<td>69%</td>
</tr>
<tr>
<td>Low Income</td>
<td>66%</td>
<td>70%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Are your students ready for college?

The ACT test is the most frequently taken college entrance exam in the U.S. The chart below shows the ACT Composite score distribution for students in your district, state, and nation.

<table>
<thead>
<tr>
<th>Composite Score</th>
<th>District</th>
<th>State</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-19</td>
<td>61%</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>20-23</td>
<td>29%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>24-26</td>
<td>11%</td>
<td>23%</td>
<td>22%</td>
</tr>
</tbody>
</table>

...But college readiness is more than ONE number.

Along with their ACT Composite score, students also receive scores in four subject areas – Math, Science, English, and Reading – along with a Select Score (for “Benchmark”) score that will help them gauge their likelihood of earning a “B” or “C” in credit-bearing first-year college courses. The percentages of students who met at least three of these four Benchmark scores are provided below.

<table>
<thead>
<tr>
<th>Benchmark Scores</th>
<th>District</th>
<th>State</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>17%</td>
<td>37%</td>
<td>29%</td>
</tr>
<tr>
<td>First Generation</td>
<td>10%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>Low Income</td>
<td>13%</td>
<td>18%</td>
<td>11%</td>
</tr>
</tbody>
</table>

STEM Careers: Are your students interested and ready?

In your state, 43% of ACT-tested students from the class of 2017 reported being interested in either a STEM major or career. 24% are prepared for first-year college coursework related to these careers.

<table>
<thead>
<tr>
<th>STEM Careers</th>
<th>District</th>
<th>State</th>
<th>Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>17%</td>
<td>37%</td>
<td>29%</td>
</tr>
<tr>
<td>First Generation</td>
<td>10%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>Low Income</td>
<td>13%</td>
<td>18%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Is your state ready?

- 27 large employers (with 500+ employees) recognize or recommend the NCRC.
- 3% of all counties participate in ACT Work Ready Communities.
- There are 2 ACT Work Ready Certified counties in your state.

Is your workforce ready?

ACT’s National Career Readiness Certificate (NCRC) matches individuals with jobs and advancement opportunities, and employers with qualified workers. The NCRC is a single credential with four levels: Platinum, Gold, Silver, and Bronze. More information about the NCRC and ACT Work Ready Communities, visit workreadycommunities.org.
Measuring Community College Student Outcomes
The first comprehensive national accountability system created for community colleges, by community colleges.

2018 VFA Data Collection Now Closed

Webinars
Register today.

Participation
About VFA participation.

Participant List
View VFA Colleges
Developmental Outcomes across Subjects by Cohort Type

**Main Cohort**
- Attempted Dev Course (By Referral):
  - Math: 83.7%
  - English: 81.1%
  - Reading: 66.7%
- Became College Ready*:
  - Math: 59.2%
  - English: 73.1%
  - Reading: 68.1%
- Completed College Course*:
  - Math: 43.2%
  - English: 62.1%
  - Reading: Measure Not Applicable

**Credential Seeking**
- Attempted Dev Course (By Referral):
  - Math: 83.7%
  - English: 50.3%
  - Reading: 54.3%
- Became College Ready*:
  - Math: 59.2%
  - English: 73.1%
  - Reading: 88.1%
- Completed College Course*:
  - Math: 43.2%
  - English: 62.1%
  - Reading: Measure Not Applicable

**First Time in College**
- Attempted Dev Course (By Referral):
  - Math: 85.6%
  - English: 53.9%
  - Reading: 66.7%
- Became College Ready*:
  - Math: 29.2%
  - English: 33.4%
  - Reading: 54.9%
- Completed College Course*:
  - Math: 19.9%
  - English: 25.7%
  - Reading: Measure Not Applicable
Two-Year Progress Measures

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

### Progress by End of Year Two by Cohort Type

![Graph showing progress by end of year two by cohort type](chart)

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

<table>
<thead>
<tr>
<th>Cohort Type</th>
<th>Completed</th>
<th>Transferred</th>
<th>Still Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Cohort</td>
<td>11,102</td>
<td>2.7%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Credential Seeking</td>
<td>6,352</td>
<td>4.8%</td>
<td>18.7%</td>
</tr>
<tr>
<td>First Time in College</td>
<td>5,382</td>
<td>1.4%</td>
<td>13.7%</td>
</tr>
</tbody>
</table>
Six-Year Outcomes

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.

The Six-Year Outcomes are:
- Unduplicated
- Hierarchical
- Achieved by the end of six years
- Credentials earned at your college

### Outcomes by the end of Six Years by Cohort Type

#### Main Cohort

#### Credential Seeking

#### First Time in College

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Main Cohort</th>
<th>Credential Seeking</th>
<th>First Time in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort Count</td>
<td>13,406</td>
<td>6,277</td>
<td>5,951</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate (Transfer)</td>
<td>3.0%</td>
<td>6.2%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Associate (No Transfer)</td>
<td>4.6%</td>
<td>9.3%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Certificate (Transfer)</td>
<td>0.2%</td>
<td>0.4%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Certificate (No Transfer)</td>
<td>1.1%</td>
<td>2.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>No Award (Transfer)</td>
<td>35.6%</td>
<td>39.5%</td>
<td>25.2%</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>7.9%</td>
<td>9.6%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Left with &gt; 30 credits</td>
<td>5.8%</td>
<td>10.0%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Left with &lt; 30 credits</td>
<td>42.6%</td>
<td>22.9%</td>
<td>49.2%</td>
</tr>
</tbody>
</table>
Gateway Completion, Persistence, and College Course Completion KPIs

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Passed college math in year 1</th>
<th>Passed college English in year 1</th>
<th>Passed college English &amp; math in year 1</th>
<th>Persisted from term 1 to term 2</th>
<th>Total college credits attempted</th>
<th>Total college credits completed</th>
<th>Credit pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>16.8%</td>
<td>114</td>
<td>51.8%</td>
<td>351</td>
<td>85</td>
<td>655</td>
<td>13,983</td>
</tr>
<tr>
<td>2015</td>
<td>23.8%</td>
<td>125</td>
<td>50.1%</td>
<td>263</td>
<td>94</td>
<td>402</td>
<td>10,396</td>
</tr>
<tr>
<td>2016</td>
<td>19.4%</td>
<td>90</td>
<td>47.1%</td>
<td>218</td>
<td>80</td>
<td>337</td>
<td>8,580</td>
</tr>
</tbody>
</table>

Main Cohort Passed College Math in Year 1

- Blue line: Your College
- Orange line: All Other VFA Colleges

- 2011: 16.8%
- 2015: 21.9%
- 2016: 19.4%

Credit pass rate:
- 2011: 71.8%
- 2015: 73.7%
- 2016: 72.1%
Early support for value of leading indicators for predicting success

<table>
<thead>
<tr>
<th>Six Year Outcome</th>
<th>Earned 6 Credits Term One</th>
<th>Earned 15 Credits Year One</th>
<th>Reached Credit Threshold</th>
<th>Completed College English</th>
<th>Completed College Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence/Completion Rate</td>
<td>0.518 **</td>
<td>0.532 **</td>
<td>0.575 **</td>
<td>0.453 **</td>
<td>0.437 **</td>
</tr>
<tr>
<td>Credential Completion Rate</td>
<td>0.549 **</td>
<td>0.639 **</td>
<td>0.777 **</td>
<td>0.378 **</td>
<td>0.531 **</td>
</tr>
<tr>
<td>Transfer Rate (with or without credential)</td>
<td>0.211 **</td>
<td>0.193 *</td>
<td>0.207 **</td>
<td>0.305 **</td>
<td>0.142</td>
</tr>
</tbody>
</table>
Thanks

Kent A. Phillippe
kphillippe@aacc.nche.edu