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The Voluntary Framework of Accountability (VFA) is building on the work of the American Association of Community Colleges Pathways Project (AACC Pathways) reform work to improve the value of the VFA to participating colleges. College-wide reforms, like AACC Pathways, are complex endeavors that take many years to implement fully. That means that colleges will not see expected improvements in student completion rates for several years after the implementation of such reforms. Colleges need indicators in the near-term that they can examine to see if their reform efforts are having a positive effect and are likely to improve student success over a longer term. The AACC Pathways KPIs can fulfill this need.

The calculation of the KPIs is included in the process of calculating metrics for data submitted through the VFA data system. These metrics were chosen for community colleges because they can be measured over a single year and yet research suggests that they are the leading indications of increased student completion over a longer term*. In addition to the value of these one-year measures as early indicators of progress toward longer term student success goals, tracking year-over-year change in these KPIs can motivate colleges to implement practices that can effectively create the initial conditions required for subsequent success.

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*For a review, see Jenkins, D., & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf

Colleges will not see major improvements in student completion rates until several years after the implementation of reforms. Therefore, colleges can use KPIs in the short-term so they are able to examine if their reform efforts are having a positive effect and are likely to improve student success over a longer term.

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Cohort Year	Earned 6+ credits first term		Earned 12+ credits first term		Earned 15+ credits first year		Earned 24+ credits first year		Earned 30+ credits first year	Total main cohort students
2011	33.8%	527	11.5%	180	28.8%	449	10.8%	168	5.4%	85	1,561
2015	39.9%	532	16.4%	218	32.6%	435	13.3%	177	5.8%	77	1,333

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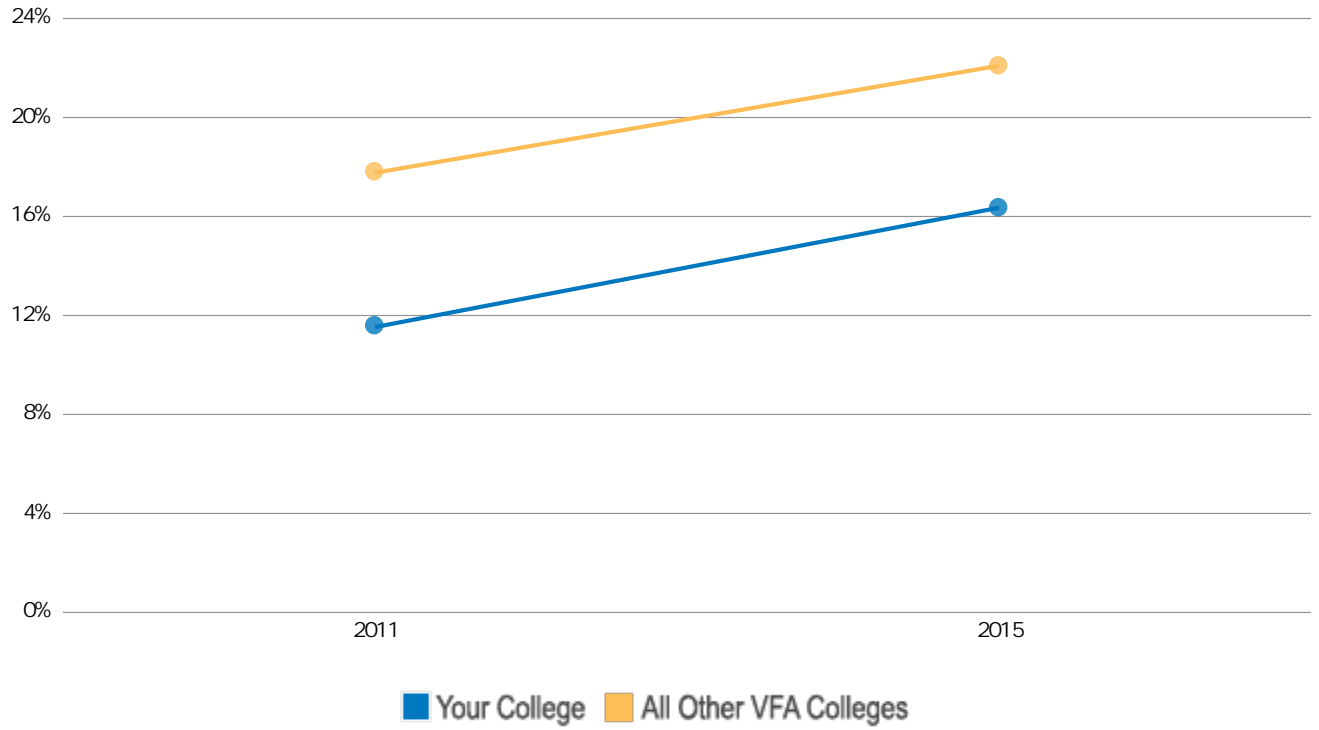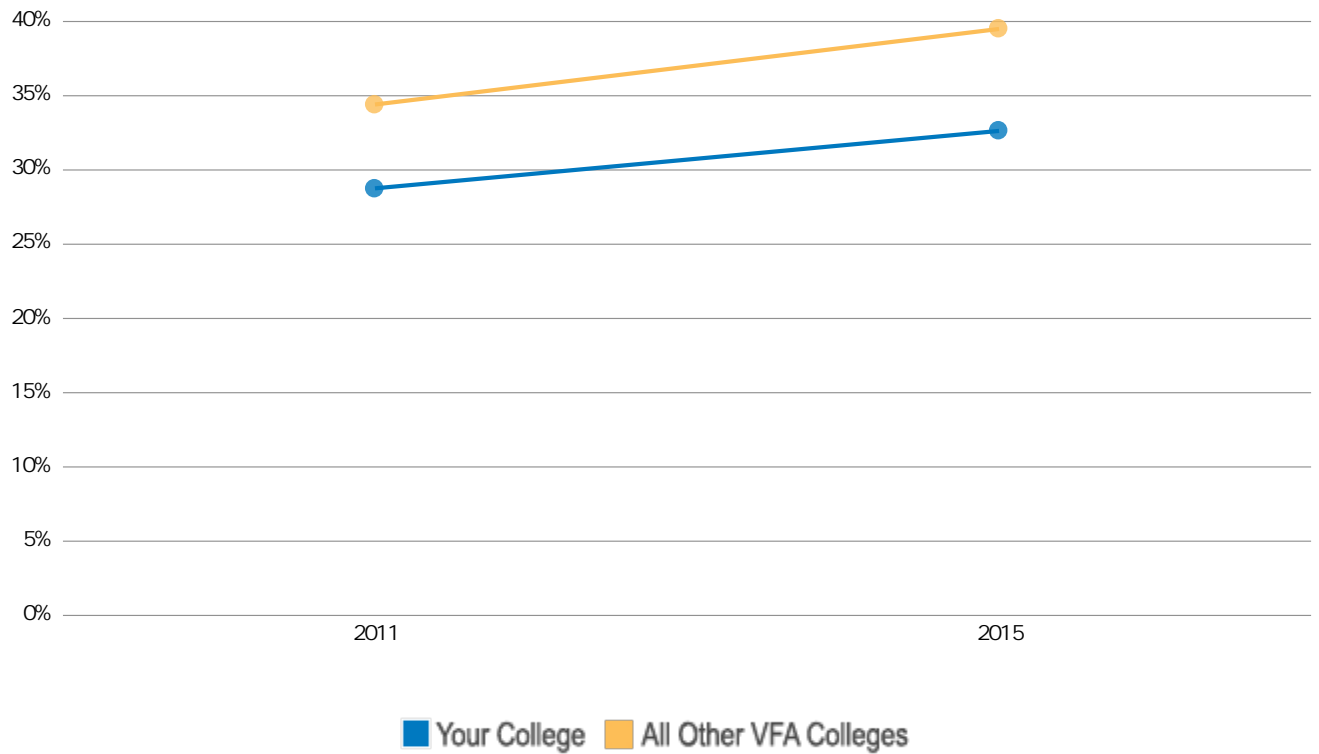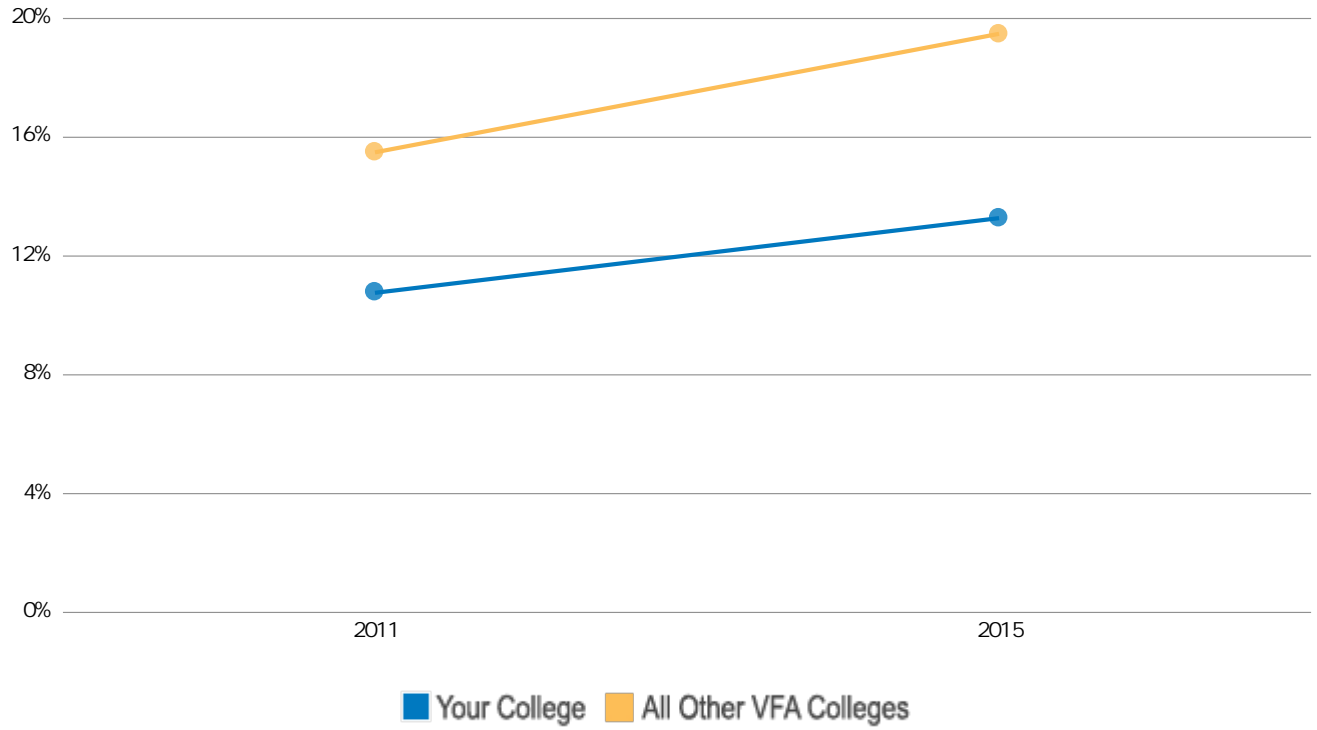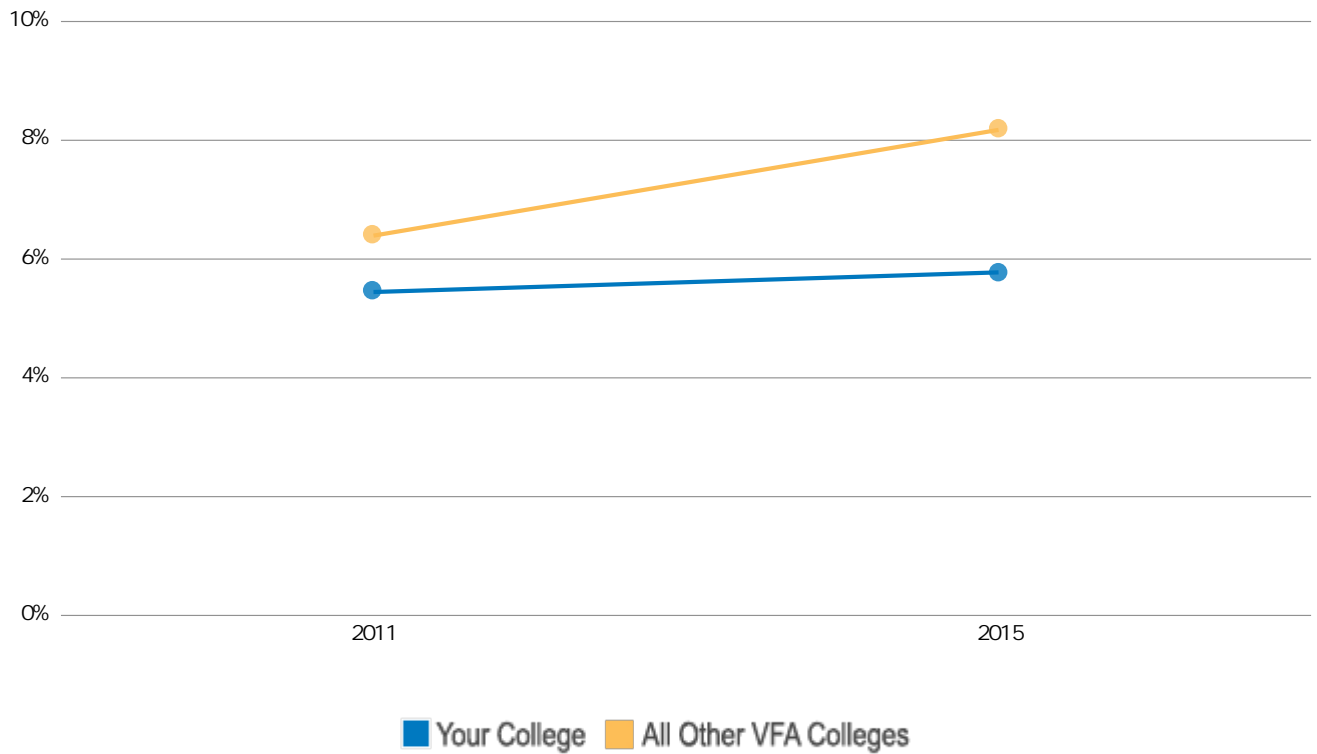
Cohort Year	Passed college math in year 1		Passed college English in year 1		Passed college English & math in year 1		Fall to next term retention		Total college credits attempted	Total college credits successfully completed	Credit success rate
2011	18.8%	293	43.1%	673	12.5%	195	69.4%	1,084	28,514	20,716	72.7%
2015	23.9%	319	44.3%	591	15.4%	205	71.9%	958	24,804	18,601	75.0%
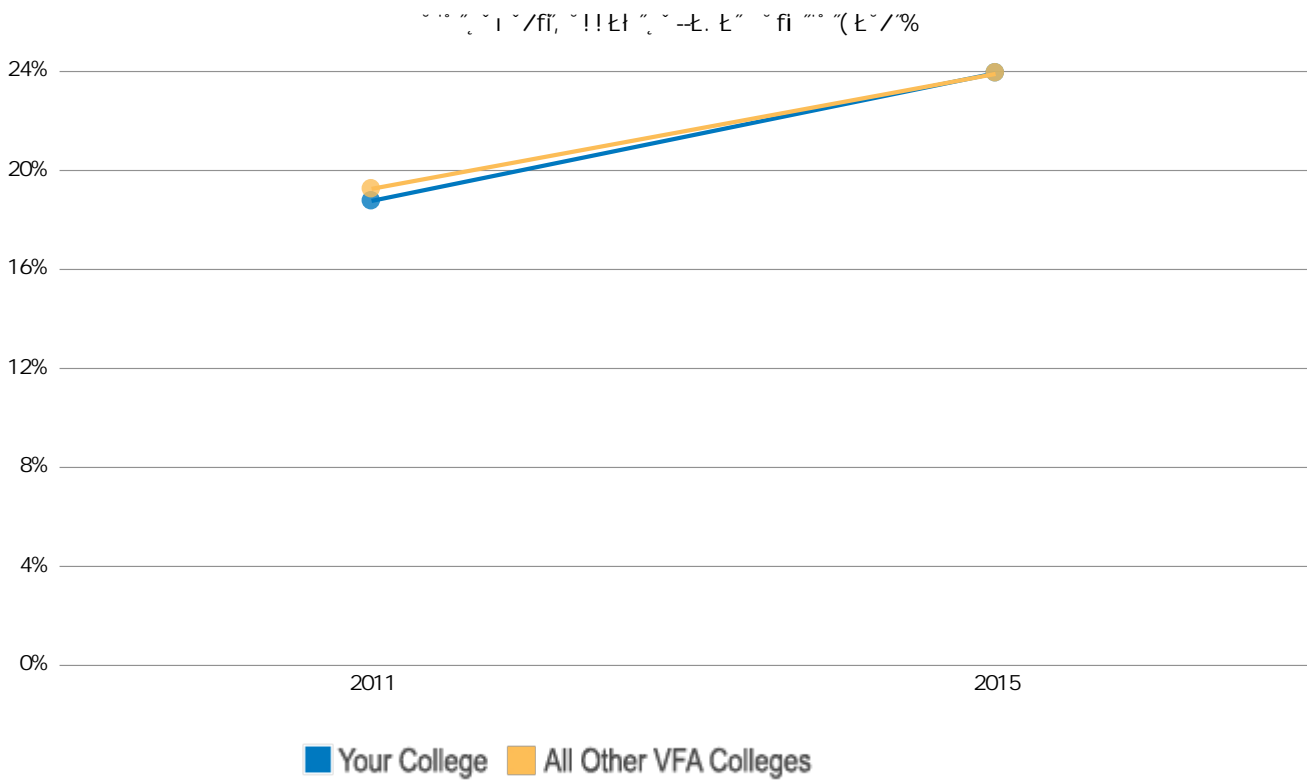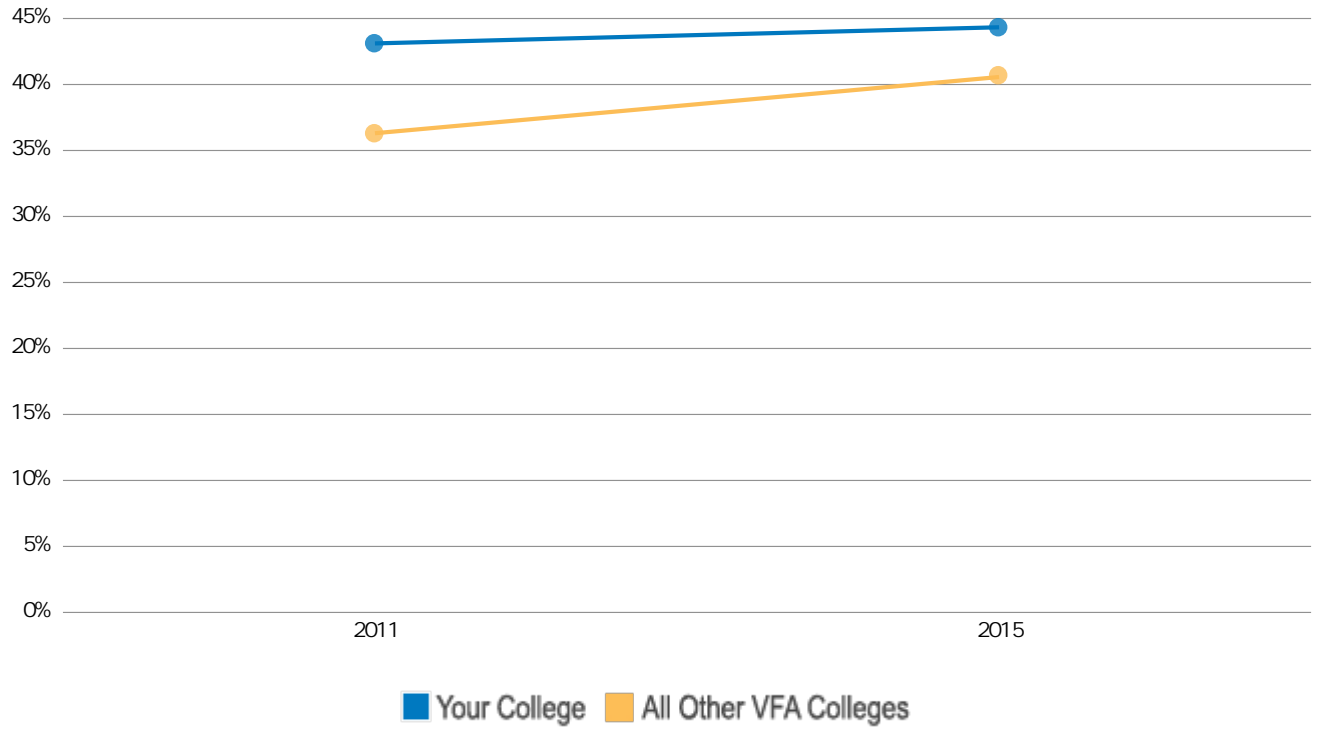
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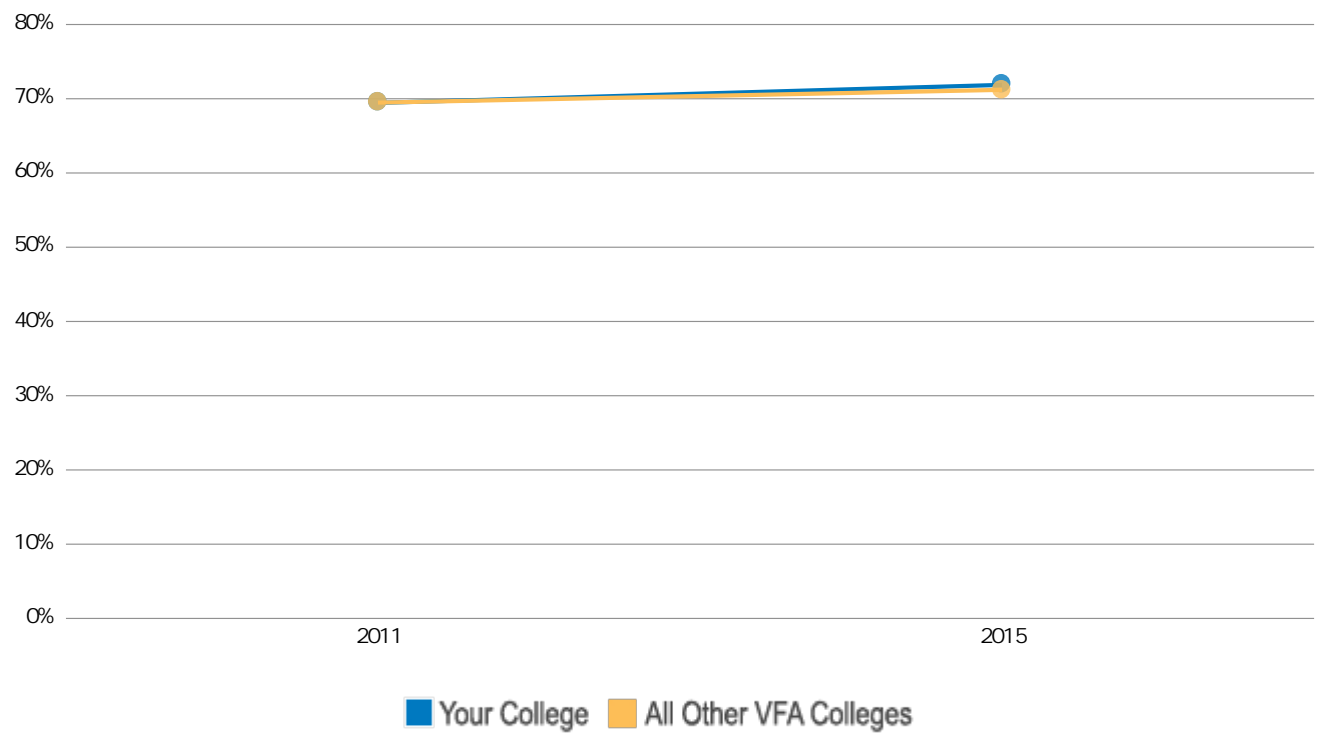
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First Term Credit Success Rate by College Readiness

College Course Success Rate by College Readiness Status

Year 1 Credit Success Rate by College Readiness Status

Retention and Credit Success Rate by College Readiness Status

First Term Credit Success Rate by Pell Status

College Course Success Rate by Pell Status

Year 1 Credit Success Rate by Pell Status

Retention and Credit Success Rate by Pell Status

First Term Credit Success Rate by First-term Attendance Status

College Course Success Rate by First-term Attendance Status

Year 1 Credit Success Rate by First-term Attendance Status

Retention and Credit Success Rate by First-term Attendance Status

First Term Credit Success Rate by Gender

College Course Success Rate by Gender

Year 1 Credit Success Rate by Gender

Retention and Credit Success Rate by Gender

First Term Credit Success Rate by Race/Ethnicity

College Course Success Rate by Race/Ethnicity

Year 1 Credit Success Rate by Race/Ethnicity

Retention and Credit Success Rate by Race/Ethnicity

Definitions

Cohort	Definition
Main Cohort students	All students who entered the institution for the first time post high school completion and are enrolled in credit or developmental education classes in the fall term. Includes the following: Full-time and part-time enrollment, degree and non-degree seeking students, and transfer-in, and first-time in college students.

KPI	Definition
Earned 6+ college credits in 1st term	Number and % of fall cohort students who successfully completed 6 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 12+ college credits in 1st term	Number and % of fall cohort students who successfully completed 12 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 15+ college credits in year 1	Number and % of fall cohort students who successfully completed 15 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 24+ college credits in year 1	Number and % of fall cohort students who successfully completed 24 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 30+ college credits in year 1	Number and % of fall cohort students who successfully completed 30 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Completed college Math in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) Math course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) English course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college math and English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) course (with grade A-C- or P) in both Math and English in the first academic year. Withdrawals are counted as attempting but not passing the course.
Fall to next term retention	Number and % of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term) or earned a formal award in the fall term.
Credit success rate	Number of college-level (i.e., non-remedial) credits successfully completed (with grade A-C- or P) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year.