



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.

College of the Ouachitas (Malvern, AR)

VFA Data Collection Cycle 2013-14

What's in the *Developmental Education Progress Report*

- **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)

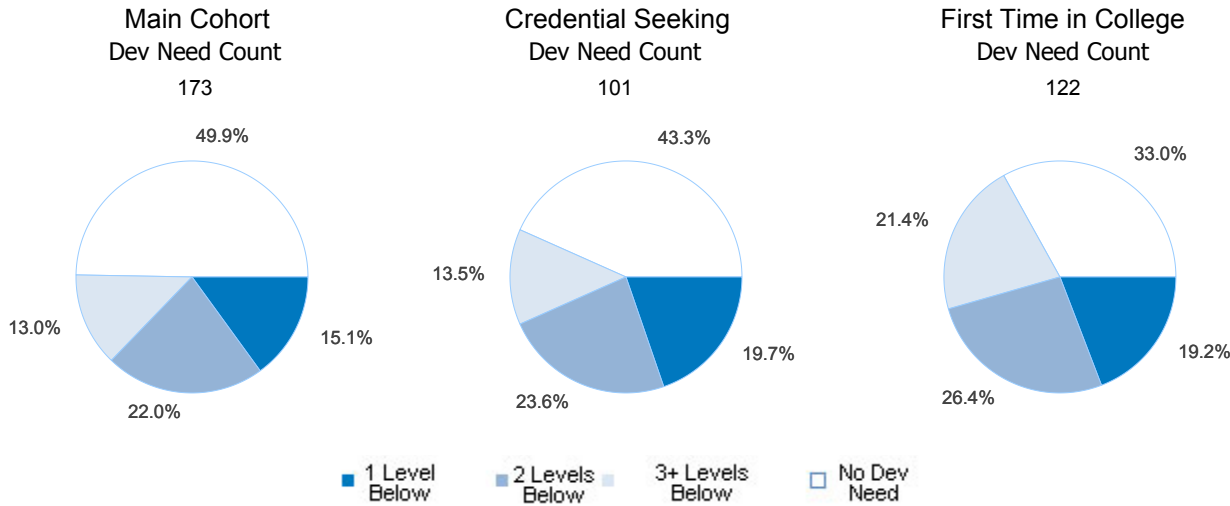
College of the Ouachitas (Malvern, AR)

Six Year Cohort (Fall Students 2007)

These data represent students that first entered the college in Fall Students 2007 (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

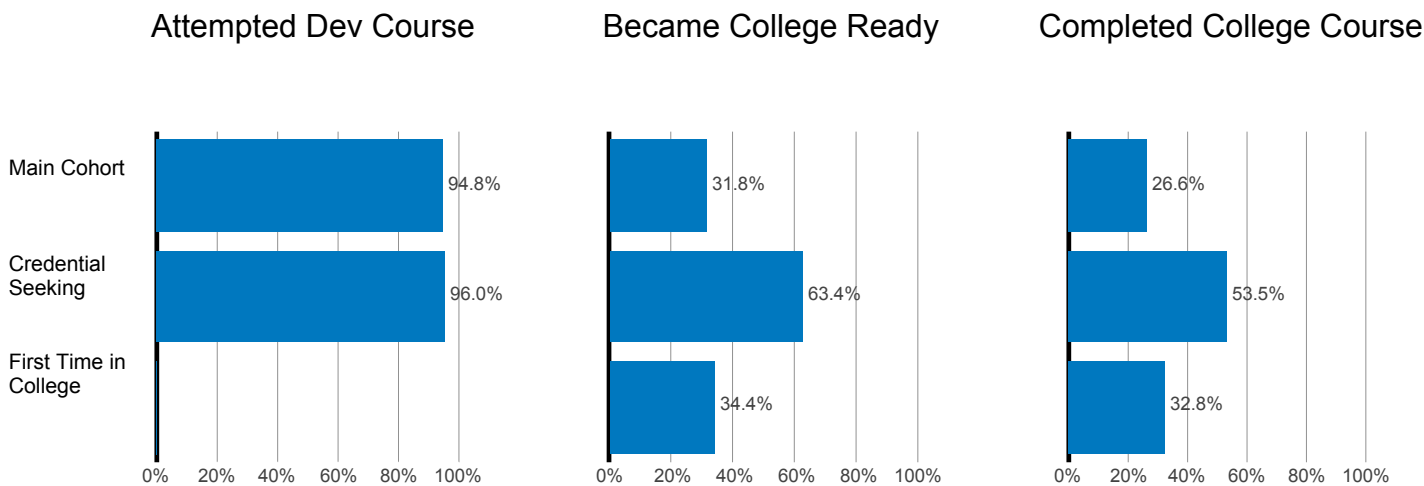
*Students could be in more than one cohort type.

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".

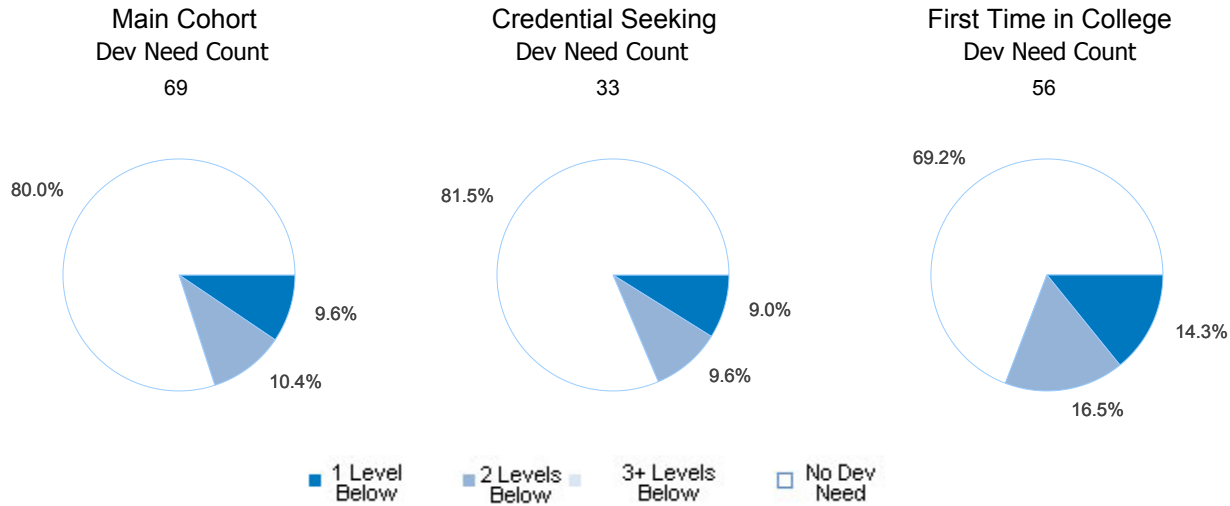
College of the Ouachitas (Malvern, AR)

Six Year Cohort (Fall Students 2007)

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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

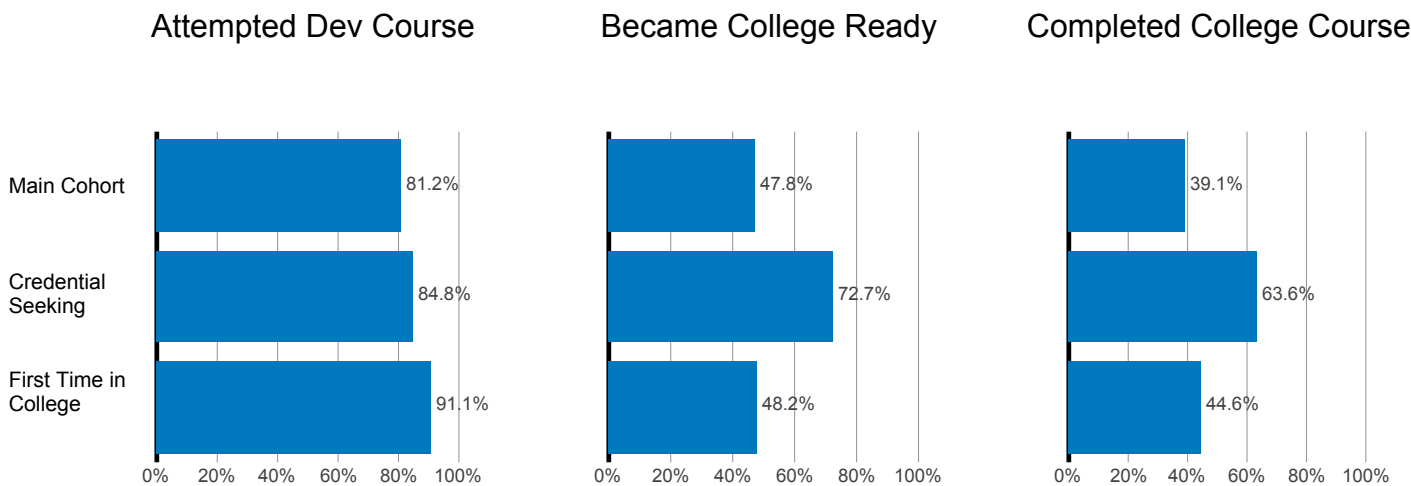
*Students could be in more than one cohort type.

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 Outcomes for Students Referred to Dev. English by Cohort Type



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?

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

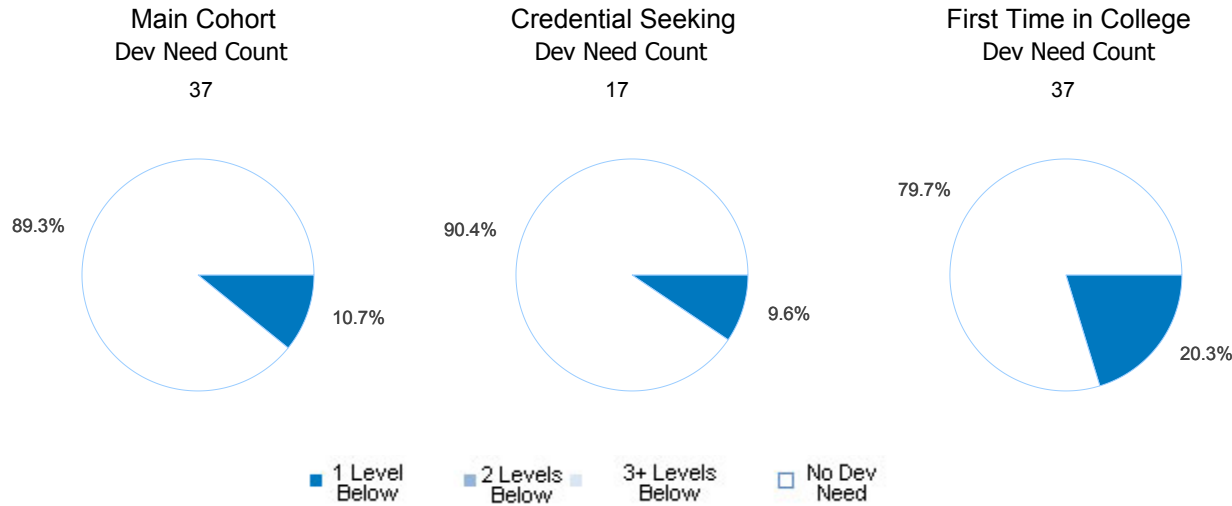
College of the Ouachitas (Malvern, AR)

Six Year Cohort (Fall Students 2007)

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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

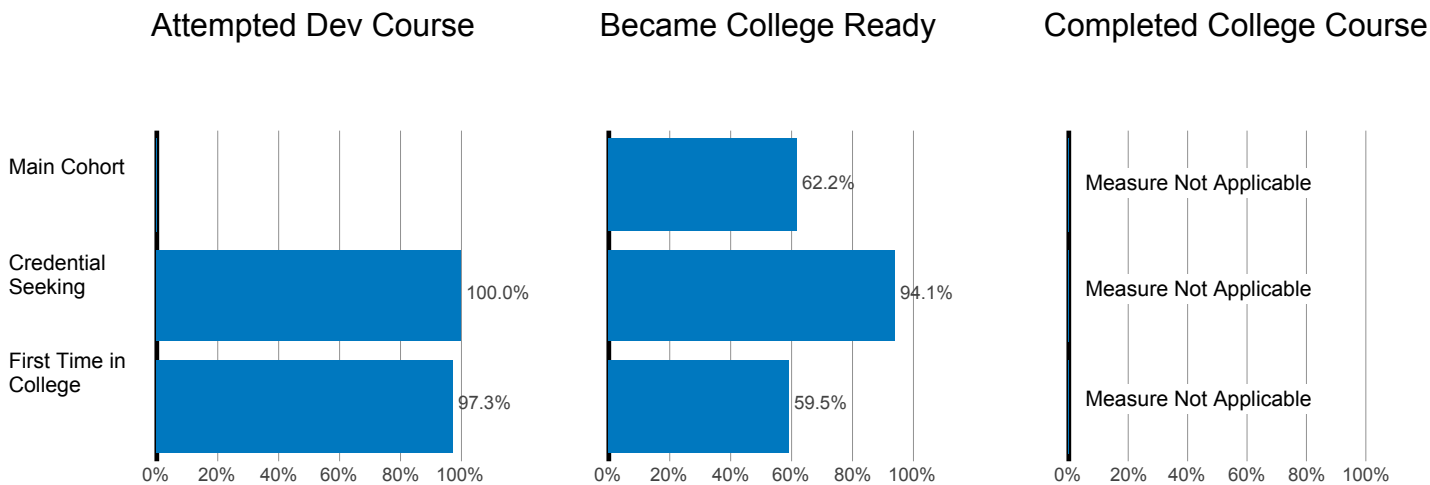
*Students could be in more than one cohort type.

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?

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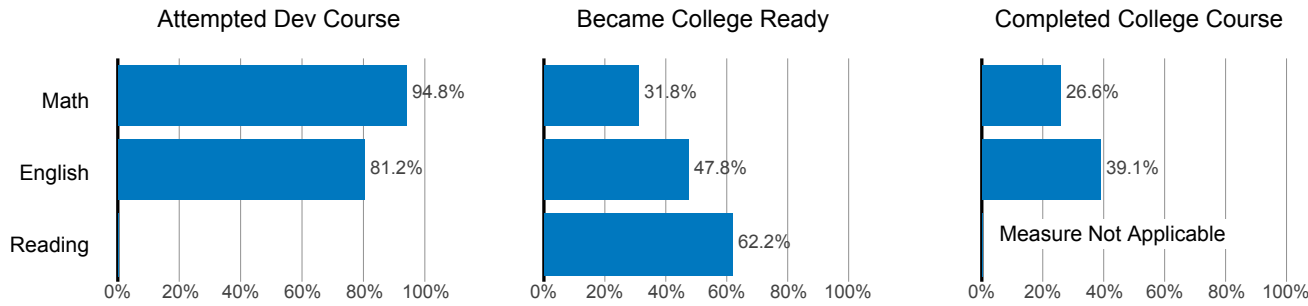
College of the Ouachitas (Malvern, AR)

Six Year Cohort (Fall Students 2007)

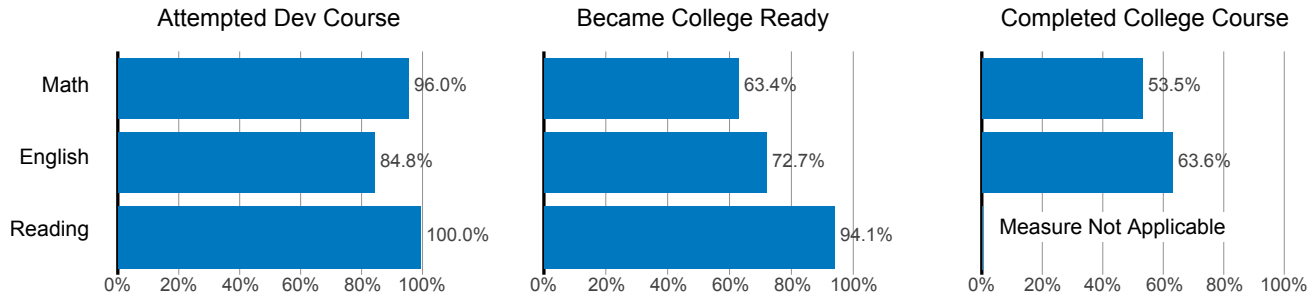
These data represent students that first entered the college in Fall Students 2007 (or summer before) and their progress and outcomes by the end of six years.

Developmental Outcomes across Subjects by Cohort Type

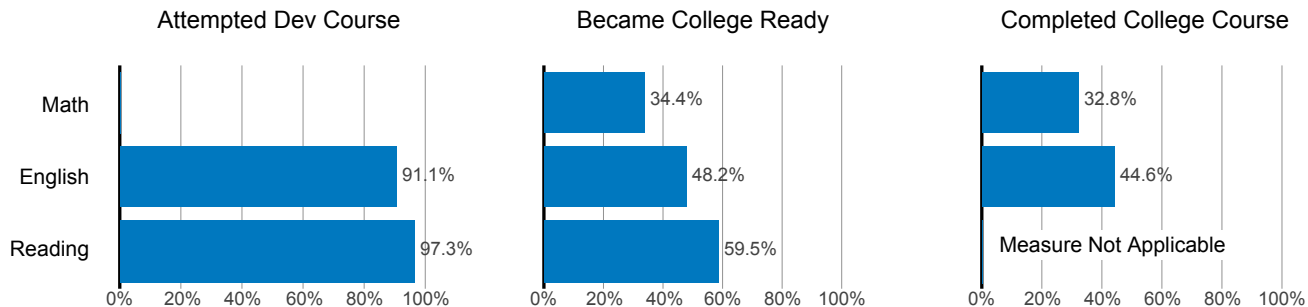
Main Cohort



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	173	101	122
Dev Need Count	English	69	33	56
Dev Need Count	Reading	37	17	37

College of the Ouachitas (Malvern, AR)

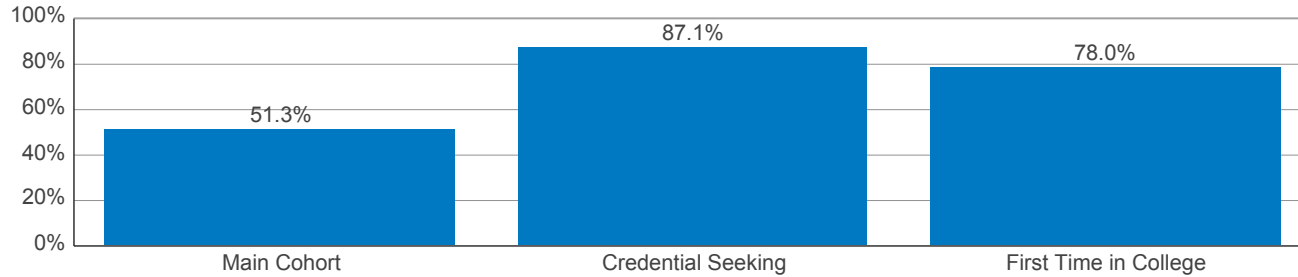
Six Year Cohort (Fall Students 2007)

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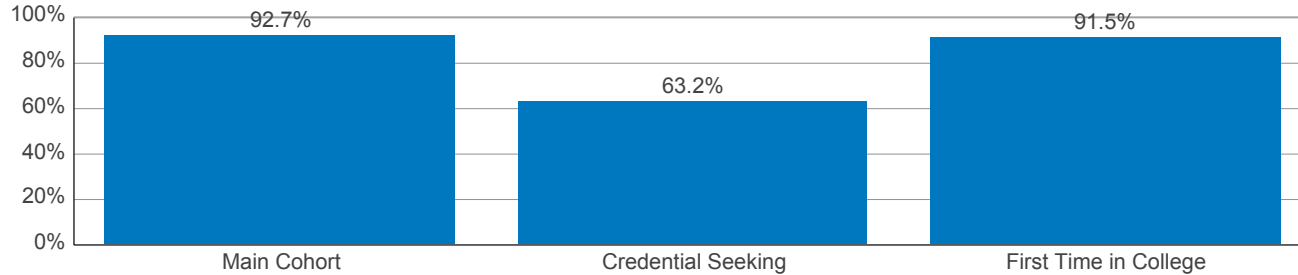
Any Developmental

	Main Cohort	Credential Seeking	First Time in College
Dev Need Count	177	155	142

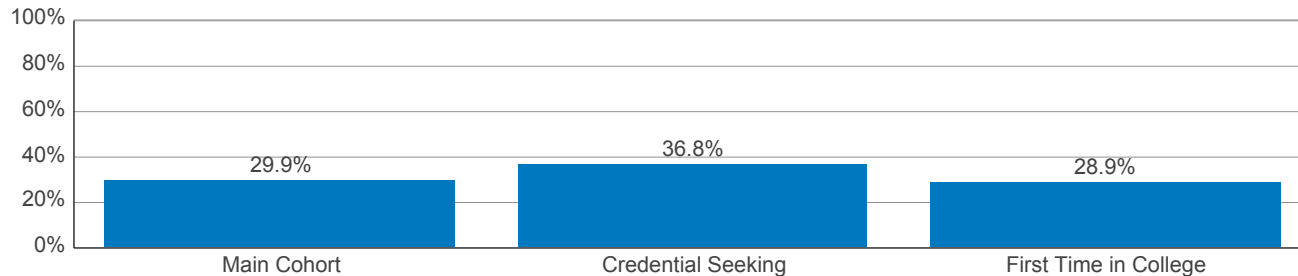
Any Developmental Need by Cohort Type



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).