Achieving the Dream™

2019 Leader College Recertification and Leader College of Distinction

Application Worksheet

For more information or questions about the 2019 Leader College Recertification and Leader College of Distinction, please contact network@achievingthedream.org

The Application Worksheet enables colleges to collaborate on their responses to the quantitative data analysis and qualitative narratives. Colleges must upload their completed application, including the data template, worksheet, and the President or Chancellor letter to the Qualtrics Submission Website.

Select Application Type:

Leader Colleges up for renewal may choose to apply for the standard **Leader College Recertification OR Leader College of Distinction Certification** and submit the required material for the application they select.

☐ Leader College Recertification
☐ Leader College of Distinction

Criteria & Review Process:

Each application for **Leader College Recertification** OR **Leader College of Distinction** status will be reviewed through a process that may include consultation and feedback from ATD staff and coaches to supplement information submitted by applicants.

Criteria include:

1. Evidence of an upward trend for the metrics selected over the last four years;
2. Qualitative explanation to support the improvement in student outcomes;
3. A clear link between the impact of the specific actions the college has taken and the improvement in student outcomes. We recognize that unanticipated changes may interrupt a steady improvement in student success outcomes. Please explain the circumstances of any such unexpected events, if applicable.

Successful applications incorporate evidence of each of these items, together with a description of how the strategies that were implemented intentionally address barriers to student success and narrowing or closing equity gaps among student populations.

Section I: Quantitative

Student Success Metrics

Leader Colleges must build upon their achievements from the point of Leader College designation and show a progression of growth. This year we have designed two Recertification tracks: **Leader College Recertification** and **Leader College of Distinction Certification**.

Leader College Recertification Metrics

Colleges applying for **Recertification** are required to meet the following criteria:

1) Colleges must report **four years of data** and show a **three-year upward trend** on the **two** metrics selected. Definitions for the metrics are provided in Appendix A of this document.

   ☐ Completion of Gateway Math and/or English in Year One
   ☐ Persistence from Year One to Year Two (fall-to-fall retention)
   ☐ College credits completed/attempted with C- or higher grade within one year of initial enrollment
   ☐ Completion of a certificate or degree within four years of initial enrollment

2) Colleges must demonstrate, through disaggregation, the narrowing of equity gaps on at least **one** student characteristic. Suitable student characteristics include the following:

   ☐ Ethnicity
   ☐ Gender
   ☐ Income status (Pell recipient status)
   ☐ Veteran status
   ☐ First-generation college student status
   ☐ A dichotomous characteristic of your choice not already listed here
   Dichotomous = two branches (or options). (di = two). Example, veteran or non-veteran

   We ask that your disaggregated groups represent sizeable proportions of your student body.

Data Analysis

Institutions must describe the improvement in the **two or more metrics** they selected. The narrative should include a description of the equity gap the college narrowed on **at least one metric** and the student population affected. Colleges should describe the nature, scale, and timing of the large-scale student success reforms and practices they have implemented to improve outcomes.

Maximum word count 400 words

OR

Leader College of Distinction Certification Metrics

Colleges that choose to apply for the *Leader College of Distinction* status must meet the more rigorous recertification metrics outlined below.

1) Colleges must report **four years of data** and show a **three-year upward trend** on the **three** metrics selected. At a minimum, colleges must select two metrics from Group A and one metric from Group B. Definitions for the metrics are provided in Appendix A of this document.

   Group A (Pick Two)
   ☐ Completion of Gateway Math and/or English in Year One
   ☐ Persistence from Year One to Year Two (fall-to-fall retention)
   ☐ College credits completed/attempted with C- or higher grade within one year of initial enrollment

   Group B (Pick One)
   ☐ Completion of a certificate or degree within four years of initial enrollment
   ☐ Transfer metric and earned baccalaureate (B.A. or B.S.) degree within six years

2) Colleges must demonstrate, through disaggregation, the narrowing of equity gaps on at least **two** student characteristics. Suitable student characteristics include the following:

   ☐ Ethnicity
   ☐ Gender
   ☐ Income status (Pell recipient status)
   ☐ Veteran status
   ☐ First-generation college student status
   ☐ A dichotomous characteristic of your choice not already listed here
   Dichotomous = two branches (or options). (di = two). Example, veteran or non-veteran

Data Analysis

Institutions must describe the improvement in the **three or more metrics** they selected. The narrative should include a description of the equity gap the college narrowed on **at least two metrics** and the student population affected. Colleges should describe the nature, scale, and

Thank you for such a clear and easy to use data template. We collect virtually all of the information requested and more and our format is similar, so it was easy to translate.

We have chosen to fill out the template completely, rather than focusing solely on areas that would help our application. There are only a couple of exceptions. We do track our veteran students separately, but the numbers are too small for comparison purposes. We also track first generation college students, but only began this practice about 2013, so the data for older cohorts are unavailable. Data for Pell students are not yet available for the most recent academic year.

We added one group (of several others we track) and that is students with disabilities (measured by participation in our Disabled Students Programs and Services office). While the numbers are somewhat small, we do see some measurable improvement in some areas and it is a group of recent local focus because of substantial gaps.

Our biggest improvement is in gateway course completion. In math, this metric has improved from 32% to 52%, with even greater improvement in English (21% to 52%). Gateway completion in both areas has nearly tripled, from 13% to 37%.

These changes result from a massive culture and policy change, described more fully in the qualitative section, involving revised placement practices, compressed and accelerated courses, and now, corequisite support. As of the current semester, all students are being placed into college-level courses and we are encouraging students to take them early, so we expect continued improvement.

We also have improvement in fall-to-fall persistence rates, from 55% to 64% and in credit completion, from 69% to 73%.

Degree completion has been slower because cohorts are older, but our transfer and baccalaureate completion rate has increased by half, from 6% to 9%.

The narrowing of achievement gaps has been more modest, but we have reduced the gender gap in English completion by three percentage points, eliminated a small gap in the persistence rate for students with disabilities, cut in half the gender gap in credit completion (from 6 percentage points to 3). Ironically, some of the areas where we have made the largest strides in narrowing gaps (gender, ethnicity, and Pell) are for 4-year completion, the metric where overall improvement is modest.

timing of the large-scale student success reforms and practices they have implemented to improve outcomes.

Maximum word count 400 words

Section II: Qualitative

Please reflect on the extent to which your institution's culture promotes student success and demonstrate how your institution's approach builds on the foundations of the seven capacity areas of the Institutional Capacity Framework. Successful applicants will tell a cohesive, engaging story of how institution leveraged and/or augmented institutional strengths to implement large-scale student success reforms, and the extent to which their college has built and/or strengthened capacity to sustain these reforms.

Maximum word count 600 words

Porterville College joined the Achieving the Dream initiative in 2013 and became a Leader College in 2016. From the beginning, our goal was a culture shift, a desire to focus every aspect and endeavor of the college toward student success and equity. That culture shift is ongoing, but the change to the college has been transformative.

We began by seeking out and removing barriers to success, whether they be policy, bureaucracy, or attitudinal. We formed a Success and Equity Committee (recently renamed the Pathways to Success and Equity Committee) and a Data Team. Together, they research what policies and practices will promote student success and narrow achievement gaps.

Among the major initiatives we have implemented is reform of remedial education. We started by joining the Multiple Measures Assessment Project, implementing assessment based on high school grades and reforming our placement practices. Through our involvement in the California Assessment Project (CAP), we also implemented compressed and accelerated courses in both English and mathematics, reducing course sequences. We worked with counselors and others to encourage students to take English and math in their first semester.

Through these initiatives, we have more than doubled rates of completion of college-level English and math; now over half of our students accomplish each. But we're not done. As of Fall 2019, we have eliminated remedial sequences altogether, implementing corequisite support for any student who needs it. In a recent study by the Campaign for College Opportunity found that PC was one of only two colleges (of 47 studied) who have completed full implementation of AB705, the transformative California law aimed at streamlining remediation.

We're also committed to a wide suite of student support, including writing and math mentors and tutors, a new writing center, and a supplemental instruction program. Through several success and equity initiatives, we are targeting those most in need of support and finding ways to provide it quickly.

We are committed to using data to support evidence-based decision-making. When we learned that students who attempt 15 units in a term were more likely to be successful than even full-time students who take 12, we implemented a "15 to Finish" campaign that is increasing the rate of students taking a full unit load. Noting that students with educational plans fare better, we began contacting students and setting up appointments for plans. We track all of the items in the AtD data template and several others. We add new metrics and new student characteristics to break out as we learn more. Our most dramatic success has been in math and English progression, but we also have seen improvement in things like course success rates, closing the success gap between traditional and distance education courses, even as we expand online offerings.

Not only can our efforts be duplicated by other colleges, some already are. Through organizations like CAP and the Central Valley Higher Education Consortium (CVHEC), we send faculty and others to conferences and regional meetings to share what we have learned and learn from others. Our AB705 implementation coordinator is recognized throughout California as a change agent who can teach anyone willing to listen and help colleges improve their outcomes.

We are also currently implementing a Guided Pathways approach to help our students understand find their best trajectory to success and how to achieve it efficiently. What will we do next? Who knows? But we know that the decision will be made with an absolute focus on student success.

Section III: President/Chancellor Letter

Please include a letter from the President/ Chancellor that further explains why the institution should **maintain Leader College status OR** elevate to *Leader College of Distinction* status, including how your college has contributed to the ATD Network (i.e., hosted other colleges for learning days, presented on the college's ATD work at national conferences, contributed to an ATD publication, participated in national media calls, ATD grant participant, etc.). Please also explain how your college will continue to contribute to the Network as a **Leader College OR** a *Leader College of Distinction*.

APPENDIX A
Student Success Metrics & Definitions

General Student Success Data Specifications

For Leader College **Recertification**, Achieving the Dream requires that:

- Each institution analyzes **at least four years of data** on the **two** outcomes selected**, at a minimum, showing a three-year upward trend** of progress.

- **Data should be disaggregated** on at least one student characteristic such as:
  - ➢ Ethnicity
  - ➢ Gender
  - ➢ Income status (Pell recipient status)
  - ➢ Veteran status
  - ➢ First-generation college student status
  - ➢ A dichotomous characteristic of your choice not already listed here
  - *Dichotomous = two branches (or options). (di = two). Example, veteran or non-veteran*

We ask that your disaggregated groups represent sizeable proportions of your student body.

For *Leader College of Distinction*, Achieving the Dream requires that:

1) Colleges report **four years of data** and show a **three-year upward trend** on the **three** metrics selected (at least two metrics from Group A and one metric from Group B); and
2) Colleges demonstrate, through disaggregation, the narrowing of equity gaps on **at least two** student characteristics. Suitable student characteristics include the following:

   - ➢ Ethnicity
   - ➢ Gender
   - ➢ Income status (Pell recipient status)
   - ➢ Veteran status
   - ➢ First-generation college student status
   - ➢ A dichotomous characteristic of your choice not already listed here
   - *Dichotomous = two branches (or options). (di = two). Example, veteran or non-veteran*

We ask that your disaggregated groups represent sizeable proportions of your student body.

Regarding subgroup disaggregation, you should show improvement in a subgroup over time, *but not a case in which one group is benefitting at the expense of another group.* For example, perhaps your female students were outperforming your male students in graduation rate several years ago. Over time, an increase of five percentage points in graduation rate among male students is considered an improvement, but not when the same comparison among female students yields a decline of three percentage points. Although that change closes a gap, it does so at the expense of a decline in performance of another group.

Further, if you select race/ethnicity as one of your disaggregating factors, you will be asked to choose three specific groups. Among these three groups, one should consist of your largest in population size (your majority population). The other two groups, while not required to be your second and third largest, should represent minority groups on your campus that are of the greatest interest to your student success agenda.

Analyzing Your Data

Achieving the Dream has developed the **Leader College Recertification and Leader College of Distinction Data Template** to assist institutions with tracking student success data and presenting results.

The **Leader College Recertification and Leader College of Distinction Data Template** can be found in Appendix B of this document.

Defining the Cohort

The Achieving the Dream Cohort may be defined in one of two ways: (1) certificate- or degree-seeking students **new** to your institution in the fall term, including full-time and part-time students; or (2) certificate- or degree-seeking **first-time-ever-in-college students** attending your college in the fall, including full-time and part-time students.

Measure 1: Completed Gateway (college-level) English and/or Math in Year 1

Number and percentage of students successfully completing (with C- or higher grade) gateway (college-level) courses within **one year of initial enrollment**.

Institutions may report gateway course completion in one of three ways, but regardless of which option is chosen, the data in this measure will count for only one metric in the overall evaluation of student outcomes improvement.

1. Math
2. English
3. Math and English

Measure 2: Persistence of cohort from Year 1 to Year 2

Number and percentage of students persisting from Year One to Year Two (fall-to-fall retention). Persistence can be defined as (a) re-enrollment in your institution or (b) graduation.

Measure 3: College credits earned vs. attempted with a grade of C- or higher within one year of initial enrollment

Number of college-level (i.e., non-developmental) credits completed (with a grade of C- or higher, or Pass/Fail) 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. For this metric, please note that the specific unit of measurement is credit hours not students.

Measure 4: Four-year certificate or degree completion

Number and percentage of students attaining a certificate or degree within **four years from initial enrollment.**

Measure 5: Transfer metric and earned baccalaureate (B.A. or B.S.) degree within six years (*Group B*) - **Additional metric for Leader College of Distinction ONLY**

Number and percentage of students attaining a baccalaureate degree within **six years from initial enrollment**. Your denominator can consist of (a) your entire cohort (the same as used in other metrics) or (b) all students in your cohort who transferred to a four-year institution anytime within six years from initial enrollment at your institution.

APPENDIX B
Leader College Recertification and Leader College of Distinction Data Template

Downloading Data Template

Click here to download the Leader College Recertification and Leader College of Distinction Data Template. Please see a preview of the template on the next page. Once you have filled out and saved the Data Template, you may upload it via the online form.

Preview of Data Template

Achieving the Dream™

2019 Leader College Recertification Data Collection

INSTITUTION:	Sample Community College
Cohort Type	(- select cohort -)

Gateway Course KPIs: Number and percentage of students who completed gateway/college-level Math and/or English in Year 1

Cohort →	Fall 2015		Fall 2016		Fall 2017		Fall 2018		1-Year Pct Point Change	3-Year Pct Point Change
	N	%	N	%	N	%	N	%		
Total Students (denominators) - Please refer to your cohort definition up top										
Overall										
Gender										
Female										
Male										
Ethnicity										
(- select group -)										
(- select group -)										
(- select group -)										
Pell Status										
Pell Recipient										
Non-Pell Recipient										
Veteran Status										
Veteran										
Non-Veteran										
First-Generation Status										
First-Generation Student										
Non-First-Generation Student										
Optional Group										
(- enter group -)										
(- enter group -)										
Gateway/College-Level Math-Only Completion										
Overall										
Gender										
Female										
Male										
Gap/Difference (percentage point)										