



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 word

Danville Area Community College (DACC) has demonstrated a commitment to fostering an equitable learning environment and closing the achievement gaps among its total student population since becoming a part of the Achieving the Dream network in 2009. The College's mission and vision statements pledge to provide quality, innovative, and accessible learning experiences for all students. Over the last four years, DACC has experienced steady and continuous growth in completion of gateway math in year one and college credits completed with a C- or higher within one year of initial enrollment.

Completion of Gateway Math in Year One

From fall 2015 to fall 2018, the overall percentages of students that have completed gateway math in year one at DACC has gradually increased. Both female and male students have remained relatively steady throughout the past three years. There have also been solid increases for Pell students and non-Pell students throughout these years. Hispanic student success has significantly expanded each year, from 11% in fall 2015 to 27% in fall 2018.

College credits completed with a C- or higher within one year of initial enrollment

There has also been an overall steady increase in the percentages of students that have obtained college credits completed with a grade of C- or higher over the past three years. Male students, in particular, have shown a 7% increase within this three-year timeframe. There is also an 8% point difference between full-time and part-time participants.

The College credits data-driven decisions and effective interventions such as the offering of Open Educational Resources (OER) and an active learning professional development training, developed by the ATD Teaching & Learning Team, that provided new approaches to effective teaching strategies for all faculty have significantly contributed to increases for both of the above metrics.

Narrowing of equity gap of African-American and White Students- Completion of Gateway Math in Year One

An important aspect of our student success agenda is closing the achievement gaps between student groups. From Fall 2015 to Fall 2018, our gateway math completion rates have increased overall and the achievement gap between African-American students and white students and has decreased with a 23% gap closure. Closing this gap is just one step toward creating a more equitable college experience for all students.

A reorganization of developmental education, revised math pathways, and expanded tutoring services across campus have helped with closing this gap between our African-American and White students.

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*

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

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 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

Since joining the ATD network, DACC has embarked on a number of student-centered initiatives that have significantly increased retention, persistence, and completion metrics. The College's student success plan operates according to three main principles: 1) Students will be given information upfront concerning all services and processes needed to reach their individual educational goals; 2) Students will feel engaged in classes, welcome on campus and have at least one person on campus with whom they connect; and 3) Students will have an educational goal to strive for, an academic plan to keep them on track toward this goal, and an easy, accessible way to view their progress each semester until they reach their goal.

The College's institutional culture displays a commitment to student success in numerous ways that build upon the foundation of the seven capacity areas of the Institutional Capacity Framework as noted below.

Campus-wide Strategic Planning & Matrix

The College is now streamlining and building a culture of assessment, planning, and budgeting with five campus-wide planning documents (Academic Services Master Plan, Student Services Master Plan, Technology Plan, Marketing Master Plan, and Professional Development Plan). With the mission as our foundation, the College utilizes an annual Strategic Matrix to provide the focus for the year and deliver clear direction to all stakeholders.

Developing our Human Resources

With demanding compliance mandates, the evolution of campus-wide assessment, and after reviewing our Key Performance Indicators, the College determined the need for an institution-wide Professional Development Plan. The ATD Teaching & Learning Team, CQI Employee Development Team, our new Employment and Professional Development Coordinator, and Deans and Directors will work together to execute and assess the plan.



Operation Graduation

To focus on the College's graduation rate, student retention, and overall student success, first-time fall students are tracked each semester to see if their progress is at least that of previous student cohorts. The progress of each fall cohort is reported by graduate/still enrolled/transferred/dropped out and by the number of credits earned if still enrolled. These sub-categories are further broken down by ethnicity and gender.

Introduction of Multiple Placement Measures

DACC now utilizes multiple measures (two or more criteria for assessment and placement) to place students into courses. Examples of multiple measures include successfully completion of high school coursework in math and English, cumulative grade point average in high school, standardized tests (SAT, ACT, ALEKS, Accuplacer), and the ability for students to re-test after refreshing their math skills with ALEKS tutorials.

Mandatory New Student Orientation

All new, transfer, or returning students that have not attended DACC since 2010, must complete a new student orientation before enrolling in classes. The orientation is conducted in two formats, on-campus or online, and includes an overview of academic and support services.

Mandatory Academic Advisement

All full-time and part-time students who are pursuing a certificate and/or degree are required to work with a professionally-qualified counselor and/or academic advisor. Academic advisement consists of developing an academic plan to ensure timely student success and completion of student academic goals.

INST 101 Success in College (Introduction to College) Course

Success in College is an introduction to college course that provides students with strategies and tools for academic success. All incoming freshmen are required to complete this course for academic success and as a graduation requirement. To accommodate student learning needs, this course is taught various delivery methods.

Mentorship

First-time, full-time DACC students are partnered with a faculty or staff member during their first year of college. Mentors are encouraged to engage in three contacts with their student mentees each fall and spring semesters to build impactful relationships with students for academic 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	3-Year Pct
		N	%	N	%	N	%	N	%	Point Change	Point Change
<i>Total Students (denominators) - Please refer to your cohort definition up top</i>											
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 -)											
<i>Gateway/College-Level Math-Only Completion</i>											
Overall											
Gender											
Female											
Male											
<i>Gap/Difference (percentage point)</i>											