



## 2021 Leader College of Distinction Data Collection

This workbook is designed to serve as a companion to the Leader College of Distinction Application by providing you with an organized space to enter all of the requested metrics. **Please make sure you read these instructions carefully before proceeding.**

All metrics require four years of data with evidence of growth or an upward trend for at least three years. To apply for **Leader College of Distinction**, you must select **three** metrics - two from the purple tabs (**Group A**), one from the orange tabs (**Group B**) and demonstrate that growth occurred in the **Overall category**.

Further, you must indicate that an equity gap was narrowed or closed between the groups in at least **two student characteristics** on at least **two** metrics. Note that gateway/college-level courses count for a single metric toward this count, even if you present data for the three separate options (Math Only, English Only, Math/English Combined).

### Student characteristics include the following:

- Race or Ethnicity
- Gender
- Income status (Pell recipient status)
- Veteran status
- First-generation college student status
- Student parent status
- Enrollment intensity (full-time or part-time)
- Dichotomous (two discrete options) characteristic of your choice not previously listed (e.g., traditional-age students; formerly dual-enrolled students)

Please keep in mind the following as you select metrics and student characteristics.

- In one example, the 3-year graduation rate for all students increased from 18% to 29% (11 percentage points) over a 4-year period, which is strong evidence of improvement in the overall metric. In the first year of the comparison, the gap between developmental students (the population for equity gap measurement) and all students was 10 percentage points (8% vs 18%). The percentage of developmental students who graduated in 3 years also increased by 11 percentage points from 8% to 19%, but the gap did **not** narrow or close. In this example, the equity gap remained at 10 percentage points.
- In another example, female students were graduating at higher rates than male students (26% vs 21%); the gap was 5 percentage points. Over time, as the result of student success strategies and interventions, the male graduation rate increased to 27% but the female graduation rate fell to 23%. In this case, even though male students improved performance and the gap was reduced to 4 percentage points, female students slid backward and are now performing more poorly than male students.
- If you have solid explanations for why the data show such results as provided in the above examples, please be sure to use the data narrative section of your application to explain such patterns.
- You can pick and choose different metrics and student characteristics for showing the narrowing or closing of equity gaps. For example, you select credit attempts as one of your metrics and show gap narrowing for Pell status and gender. If you then select 4-year completion as your other metric, you are not required to show gap narrowing specifically for Pell status and gender - you can pick two entirely different student characteristics. The goal is to show improvement on multiple types of metrics. Once you have filled out your spreadsheet and reviewed your data, **use the metric selector at the bottom of this page** to visually ensure you have met all requirements. If you have at least two different metric types and at least two different student characteristic types represented, you have likely met requirements.
- Please fill out all data tabs to the best of your institution's ability. For example, if you do not have any students in a particular population, you may leave these areas blank, but we expect to see data filled out in each of the data tabs.

More information is provided in the general application instructions.

**Before you begin, please make a selection for each of the green boxes.** By making the selection on this page, the values will carry through to the appropriate places in the remaining tabs of the workbook. Other student characteristics are static; their values will already appear on each tab.

**Institutional Identification** (mandatory)

<b>Institution Name</b>	Phillips Community College of the University of Arkansas
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**Cohort Type** (please select one; mandatory)

**New to Institution:** all students, full-time and part-time, who entered your institution for the first time in a given fall (includes transfer-in credits and students who earned college-level credit during high school, through dual enrollment, International Baccalaureate, and/or Advanced Placement).

**FTEIC (w/Prior HS Credit):** First-time-ever-in-college. All students, full-time and part time, who are both new to your institution AND have no prior collegiate enrollment after high school. Students who earned college-level credit during high school (through dual enrollment, International Baccalaureate, and/or Advanced Placement) are INCLUDED in this cohort definition, but those with credits earned during prior postsecondary enrollment are EXCLUDED.

**FTEIC (w/o Prior HS Credit):** First-time-ever-in-college. All students, full-time and part time, who are both new to your institution AND have no prior college credits. This cohort definition EXCLUDES students who earned college-level credit during high school (through dual enrollment, International Baccalaureate and/or Advanced Placement), as well as those with credits earned during prior postsecondary enrollment.

<b>Cohort Type</b>	All Students New to Institution
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**Race/Ethnicity** (please select three, if referencing race/ethnicity for any metric)

In the green drop-down boxes below, please select the three race/ethnicity groups for which you will be providing metrics. These three groups should represent, at a minimum, your two largest groups in population sizes, and also tie to the focus of your student success agenda. We recommend that regardless of your interest level, your group sizes consist of at least 25 students or more (when possible), with no fewer than 10 students.

**Ethnicity** (Select up to 3 groups)

Race/Ethnicity Group #1 (largest)	White
Race/Ethnicity Group #2 (second-largest)	Black
Race/Ethnicity Group #3	Hispanic

**Your Choice** (optional)

Although we are providing a variety of options for populations of interest, you may wish to provide metrics on another population that is not listed. If you choose to do so, please enter that group in the green box below. **Please enter a group that can be defined in binary terms (e.g., traditional-age students vs non-traditional-age students; formerly dually-enrolled students vs not formerly dually-enrolled students).** The converse group will also automatically populate.

<b>Group Name</b>	( - enter group - )
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### Earned Baccalaureate Denominator

One of the two Group B metrics for applicants of Leader College of Distinction is the percentage of students who have earned a baccalaureate degree within 6 years. There are two commonly accepted ways of calculating this metric, with the differences focused upon the denominator. **If you are using this metric, please select the denominator you wish to use.**

**All Students in Cohort:** This denominator should be the same as those of most of your other metrics, as it represents all students who began in your institution in the given cohort. This option will yield a smaller percentage, as it includes more students than the transfer students only option, but will still have the potential to show year-over-year growth.

**Transfer Students Only:** This denominator is more limited, as it consists only of students who started at your school but transferred to a four-year institution sometime within the 6-year time period. This option will yield a larger percentage, as students need to have transferred to be included in the denominator in the first place.

Denominator Type	(- select denominator -)
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### Selected Metrics for Gap Narrowing

Please review this section as you begin filling out the template, but complete only AFTER you have completed the rest of the template. The information you enter below will help clarify your case to the ATD reviewers who will be examining your application.

To be eligible for Leader College of Distinction, you must show the narrowing or closing of achievement gaps in at least **two student characteristics** on at least **two metrics**. Once you have had the opportunity to explore your data, please use the dropdowns below to check off the four metric-student characteristic combinations in which you narrowed or closed an achievement gap. When you are finished, you should see **at least two different metric types** represented and should also see **at least two different student characteristic types** represented. (Reminder: all Gateway Course metrics count as the same metric for count purposes, but two different ethnicity combinations can count as two different student characteristic.)

If you don't see an ethnicity combination you anticipated seeing, please check the cells above to ensure that you declared all your expected ethnicity groups and check the dropdown below for a scroll bar.

	Metric	Student Characteristic Type
Gap Improvement Area #1	Four-Year Completion	Gender
Gap Improvement Area #2	Four-Year Completion	Ethnicity: White vs. Black
Gap Improvement Area #3	Fall-to-Fall Persistence	Pell Status
Gap Improvement Area #4	Fall-to-Fall Persistence	Ethnicity: White vs. Black