



2022 Leader College of Distinction Rubric

This document includes criteria and rubrics that application reviewers at ATD will use to score the merits of each application. We encourage you to review these rubrics and criteria to help ensure you have provided all the information reviewers are looking for.

Part I: Data Template Review

1. Did the applicant report four years of data and show a substantive three-year upward trend on the three metrics selected in the All Students (Overall) group? At a minimum, colleges must select two metrics from Group A (Leading Indicators, the purple tabs on the data template) and one metric from Group B (Lagging Indicators, the orange tabs on the data template).
2. Did the applicant demonstrate, through disaggregation, the narrowing of equity gaps on at least two student characteristic categories on at least two metrics?

Regarding data disaggregation,

- Did the applicant show improvement in a student group over time, but not a case in which one group is benefitting at the expense of another group?
- Did the applicant's selected student characteristic(s) selected represent a sizable proportion of their student body? *These groups should represent, at a minimum, the applicant's two largest groups in population sizes, and tie to the focus of the applicant's student success agenda. We recommend that regardless of the applicant's interest level, the applicant's group sizes consist of at least 25 students or more (when possible), with no fewer than 10 students.*

Part II: Data Analysis

Did the college provide qualitative evidence to support the institution’s success and is there a clear link between the impact of the specific actions the college has taken and the success the institution has experienced?

Each metric will be reviewed on the following:

0	1	2	3	4 - Exemplary
No explanation of how institutional changes were connected to improvement on this outcome was provided.	The narrative includes descriptions of actions taken at the institution but there is no explanation as to how the actions may have influenced this metric.	The narrative includes descriptions of actions taken, but the argument for how these actions influenced the metric outcome is weak.	The narrative includes descriptions of actions taken and provides a solid argument as to how these actions may have improved this metric.	The narrative includes descriptions of actions taken and provides a clear argument with evidence as to how these actions influenced this metric.

Metrics where the equity gap was narrowed will be reviewed on the following:

A strong response links actions to the student population who saw improvement. For example, if the outcomes for Black students improved and the applicant narrowed the gap between Black and White students we expect the narrative to make an argument for how the institution’s actions made a difference for Black students specifically (not just all students generally).

For example, an institution implemented policies in 2014 to specifically focus on college success and persistence. Their goals were to increase persistence overall and to specifically address an equity gap in persistence between Black and White students. The institution began to disaggregate persistence data by ethnicity every term to identify groups of students who needed more supports. Additionally, over 60% of faculty were trained on culturally responsive teaching strategies. Because the research shows that having safe spaces such as clubs and meeting space increases sense of belonging for Black students, the institution implemented an African American leadership program that brought in mentors from the business community and provided space for students to share their challenges and successes. In addition, Black students now have a meeting room of their own in the student union. The institution also has an aggressive recruitment strategy in place to ensure the faculty, staff, and student body represent the community the institution serves. In the 2018-19 academic year, the college experienced a persistence increase of 1 percentage point and among Black students, persistence has increased by 7 percentage points. The institution believes these efforts have contributed narrowing the equity gap for persistence between Black and White students by 7 percentage points. Sense of belonging scores on the institution’s student survey has steadily increased for Black students since 2014 when these changes were made.

Note: Each metric will be scored individually.

0	1	2	3	4 - Exemplary
No explanation of how institutional changes were connected to improvement on this outcome was provided.	The narrative includes descriptions of actions taken at the institution but there is no explanation as to how the actions specifically helped the indicated student population improve.	The narrative includes descriptions of actions taken, but the argument for how these actions specifically helped the indicated student population improve is weak.	The narrative includes descriptions of actions taken and provides a solid argument as to how these actions may have improved this metric for the indicated student population.	The narrative includes descriptions of actions taken and provides a clear argument with evidence as to how these actions influenced this metric for the indicated student population.

Part III: Overall Narrative

This narrative should bring together the narratives of success on specific outcomes that you described above. Successful applicants will tell a cohesive, engaging story of how institution leveraged and/or augmented institutional strengths to implement transformative student success reforms, and the extent to which their college has built and/or strengthened capacity to sustain these reforms.

Narrative is cohesive and engaging

0	1	2	3	4 - Exemplary
Narrative does not address the steps taken toward the college success.		Narrative tells the story of the college's success but lacks cohesiveness or is not engaging.		Narrative is well written, engaging, and tells the story of the college's success.

Narrative includes how institution implemented transformative student success reforms. Colleges can be in any stage of implementation; however, their narrative should place their reforms and programs within the context of transformative change and capacity building to achieve equitable student outcomes. Transformative change that raises the individual, organizational, and system performance of community colleges to unprecedented levels without sacrificing their historic commitment to access and equity. Therefore, we are looking for a narrative that discusses reforms in the context of the full institution and how those reforms or programs influenced the student outcomes they referenced in the metrics responses. These should be reforms or programs that are not boutique programs. The narrative should also make the connections between capacity building, reforms, and the improved success outcomes highlighted in their application.

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0	1	2	3	4 - Exemplary
Narrative lacks connections to capacity building or primarily focuses on boutique programs and does not connect the reform to outcomes.	Narrative explains the connections between reforms and outcomes but does not situate these changes within capacity building efforts or transformative change OR narrative highlights different outcomes from those metrics highlighted above.	Narrative explains the ways capacity building led to reforms for student success but DOES NOT connect those changes to outcomes.	Narrative explains the way capacity building led to reforms for student success AND references the metrics above. Reforms are framed as transformative.	Narrative clearly explains the way capacity building led to reforms for student success AND references the metrics above. Reforms are transformative in the way they affect the institution as a whole and keep equity at the forefront.

Narrative includes how capacity has been strengthened to sustain reforms.

0	1	2	3	4 - Exemplary
Narrative does not address capacity building and sustainability of reforms.		Narrative discusses sustainability but does not reference the capacity building.		Narrative links sustainability of reforms to capacity building and future work.

Equity: How well did the college link their student success work and outcomes to their institution’s measurable goals and strategies to advance equity. Is equity central to the work?

0	1	2	3	4 - Exemplary
No reference to equity is provided.	The narrative includes descriptions of actions taken at the institution but there is minimal references to the equity work at the college.	The narrative includes descriptions of actions taken, and references equity work at the college, but does not explain the connection between equity goals and actions taken.	The narrative includes descriptions of actions taken and connects these actions to equity work at the college.	Equity is central. The narrative includes equity goals and clearly links the equity work to student outcomes. Equity is referenced across campus – administrative departments, advising, teaching, student events, etc. Racial equity is a focus of current and/or future equity work.

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Benchmarking and goals

0	1	2	3	4 - Exemplary
Narrative does not address goals/benchmarks for outcomes.	Narrative lists goals/benchmarks without compelling reasons for selecting these priorities.	Narrative discusses goals/benchmarks with some reasoning as to selection.	Narrative clearly lists the goals/benchmark for student outcomes and how data or other criteria guided setting the benchmarks and how they align to the strategic plan.	Narrative clearly lists priorities around student success for the coming year and how data, ICAT, and/or strategic planning guided identifying each of these priorities. Narrative clearly lists the goals/benchmark for student outcomes and how data, ICAT, and/or strategic planning guided setting the benchmarks and how they align to the strategic plan.

Part IV: President/Chancellor’s Letter

Argument for Leader College of Distinction (LCOD) status

0	1	2	3	4 - Exemplary
Letter does not address evidence for LCOD status.		Argument for LCOD status is weak, lacks examples or evidence.		Letter makes a clear argument for LCOD status.

Equity: College describes how equity is centered in student success work

0	1	2	3	4 - Exemplary
Letter does not address equity.	Equity is mentioned minimally	Equity goals are shared, but not linked to action steps.	Letter shares equity goals for equity and links the work to student outcomes. Equity has clearly been centered within student success work.	Letter shares equity goals and clear links the equity work to student outcomes and references structural racism . Equity is referenced across campus — administrative departments, advising, teaching, student events, etc. Racial equity is a focus of current and/or future equity work.

What progress has the college made on their equity work?

0	1	2	3	4 - Exemplary
Letter does not address equity.	Equity is mentioned in passing.	Equity goals are shared, but not linked to action steps.	Letter identifies progress in the area of equity with examples of changes made OR outcomes.	Letter identifies progress in the area of equity with examples of changes made AND outcomes.

Future opportunities to deepen racial equity work

0	1	2	3	4 - Exemplary
Letter does not address future racial equity work that is needed.		Letter identifies future racial equity work that is needed, although steps are unclear.		Letter identifies future racial equity work that is needed and lays out steps that will be taken to move forward. Racial equity is clearly addressed.

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Past Contributions to ATD Network

0	1	2	3	4 - Exemplary
Letter does not include past contributions to ATD.		Contributions are limited to DREAM.	Letter includes examples of contributions to ATD — primarily focused on attending ATD learning events (HSS Institute, Equity Institute, Data and Analytics Summit, Teaching and Learning Summit).	Letter includes examples of contributions to ATD — beyond presenting at DREAM (including: presenting on ATD work at national conferences or panels; hosting other colleges to showcase their ATD work; mentored other ATD colleges).

Future contributions to ATD Network

0	2
Future contributions are not mentioned in the letter.	Letter mentions future contributions to the network.

TOTAL SCORE ____/62