PIERCE COLLEGE
possibilities realized.

The Aspen Institute
Aspen Prize
Top 10
2019

Achieving the Dream
Leader College
Intentional Leadership:
Engaged Inquiry & Meaningful Action
Scaled to Achieve Outcomes that Advance Equity

Matthew Campbell, Ed.D.
Vice President, Learning & Student Success
Intentional Leadership:
Engaged Inquiry & Meaningful Action
Scaled to Achieve Outcomes that Advance Equity

...or simply,

Students at the Center
Pierce College is...

Mission-Driven
Data-Informed
Equity-Focused
& Highly Collaborative
Community College 3.0
Moving Beyond Access

1.0 > Access
2.0 > Completion
3.0 > Post-Completion

Joshua Wyner, College Excellence Program, Aspen Institute
What does “access” really mean?
What does “access” really mean??
Are you a gate-keeper?
The Four Fundamentals

Highly Collaborative

Equity-Focused

Data-Informed

Mission = Students
Mission

Pierce College creates quality educational opportunities for a diverse community of learners to thrive in an evolving world.
MISSION
Pierce College creates quality educational opportunities for a diverse community of learners to thrive in an evolving world.

VISION
Possibilities realized: Innovative and engaged learners enriching our local and global communities.

VALUES
- Learning
- Integrity
- Respect
- Accountability
- Sustainability

CORE THEMES AND OBJECTIVES

Access
The community Pierce College serves will have access to comprehensive educational offerings and support services.
1. Learning opportunities will align with students' educational and career goals, and will be consistent with workforce needs.
2. Students will have timely access to the support services they need to accomplish their educational and career goals.
3. We will engage with, and equitably serve, our diverse communities.

Excellence
Pierce College will assure quality and continuous improvement in all endeavors.
1. Departments and programs will meet or exceed their stated outcomes.
2. We will meet the requirements for accreditations, fiscal viability, compliance measures, and other elements necessary to sustain our work.
3. We will provide, and employees will engage in, learning and development opportunities that contribute to mission fulfillment.

Contribution to Community
Pierce College will be a recognized leader in building and sustaining academic, industry, and broad-based community partnerships to advance educational opportunities and align with economic development.
1. We will initiate, lead, and sustain mission-driven partnerships and collaborations within our community.
2. Our community will recognize Pierce College’s value and impact.
3. We will foster economic equity and development within our community.

Equity, Diversity, and Inclusion
Pierce College will promote an equitable, diverse environment for teaching, learning, and working, with collaborative decision-making and mutual respect.
1. Our infrastructure will foster positive teaching, learning, and working opportunities.
2. Employees and students will be engaged in, and support, shared governance.
3. We will engage students, employees, and community members in ways that respect human dignity and lead to equitable, inclusive experiences.

Student Learning and Success
Students will experience quality, relevant learning that maximizes their potential for success.
1. Students will make timely progress toward their educational and career goals.
2. Students will achieve institutional and programmatic learning outcomes.
3. Students will be successful when they transfer for further education or move directly into the workforce.
Data

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111011010010011001010010010101
001001010010110010101010100101
101001101010101011100100100100
10010101010101010010011101
011001011100101001011010001010
The Five Stages …of (Data) Grief

1. Denial: Saying “Those data aren’t real.”
2. Anger: Shouting “THOSE DATA AREN’T REAL!!”
4. Depression: Guilt - “Oh #@&!, those data are real.”
5. Acceptance: Okay, so how do we change this?!

+ Stage Six: Action.
Data ≠ The Crown Jewels
Data = The Crown Jewels?

1. Both are plural.
2. Both are valuable.
3. Both do need to be protected.
4. Both bestow the holder a fair amount of power.
5. Both bestow responsibility with that power.
6. Both belong more to the people than the holder.
Data: Hidden in Averages

Section-Level Data Reveals Vast Student Success Variability Across A Single Course
Data: Culture of Discovery

Trust, largely born out of care.
Data-Positive Environment.
Risk-Taking.
Data: The Three “T”s

Trust.
Technology.
Training.
“Our findings suggest that the most frequent and intensive users of student progression and outcomes data and data disaggregated by student characteristics were not those closest to students.”

Data: Hidden in Averages

How many students successfully completed their courses?

- Academic Year
  - 14-15
- Quarter
  - (A1)
- Campus
  - (A1)
- Division
  - Arts & Humanities
- Program / Discipline
  - ENGL
- Course Number
  - 101

Tableau Tips:
- Hover over the headers and click the + or - to expand or summarize the criteria.

% Successful
- 20.6% to 80.2%

NOTE: Please note that these data show the total # of successful course completions/enrollments for each area. This will show duplicate students, but allows for equivalent assessment at the course level. Successful completion consists of decimal grades equal to or greater than 2.0 or a letter grade of "P" or "S". This criteria applies to all courses.
In 2015, the Median Successful Course Completion Rate was under 70% with the lowest rate under 30%.

By the end of the 2017 academic year, the median success rate was nearly 80% with the lowest rate over 40%.
Equity

Note individual *and* systemic/structural barriers.

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2015 Cohort exceeded 38%, more than doubling completions since 2010.

**Degree and Certificate Completions (3-Year Rate)**

20 percentage point increase in degree and certificate completions by 2020

- 2007-10: 18.7% (311 students)
- 2008-11: 18.9% (353 students)
- 2009-12: 22.2% (399 students)
- 2010-13: 22.5% (352 students)
- 2011-14: 24.7% (374 students)
- 2012-15: 28.4% (458 students)
- 2013-16: 31.4% (487 students)
- 2014-17: 35% (135 students)
- 2015-18: 38% (118 students)
- 2016-19: 41% (91 students)
- 2017-20: 45% (73 students)
Equity: Gap 2010-15 Cohorts

What are our Cohort Graduation Rates?

Students of Color

Select Display Type:
Chart

Cohort Year
(Multiple values)

Select Student Demographics...
Students of Color

Filter Student Demographics:
(Multiple values)

- Students of Color
- White
Equity: Initial Work

- Redesigned hiring practices.
- Built/Implemented Guided Career Pathways
- Explicit EDI expectations in job descriptions.
- Equity focus in faculty research on pedagogy.
- Embedded EDI into all aspects of employee learning & development.
- Evaluate technology for replication of bias.
Equity: Goals & Measurement

Intentional leadership and meaningful action require:

Goals
Assessment
Accountability
Repeat
...which brings us back to Mission.

_Pierce College creates quality educational opportunities for a diverse community of learners to thrive in an evolving world._

At Pierce, one way this is revealed is through explicit institutional and Board of Trustees’ goals, including:

- 2020 Goals to **Eliminate** Equity Gaps;
- Monitoring of institutional actions to advance equity, diversity and inclusion with specific attention to success of African American males and single parents (the two largest equity gaps);
- Commitment to “culturally responsive engagement to achieve racial and social equity.”
Highly Collaborative

<insert organizational chart here>

[okay, picture lots of dotted lines]
Scaled to Your Institution

Consider:

- How does and how will your institution work collaboratively to fully meet the equity needs of your diverse student population?
- How might you further access to data to drive racial and social justice outcomes?
- How will you systematically identify and remove barriers that impact equity and student success?
Thank you.

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