



COLORADO

COMMUNITY COLLEGE SYSTEM

*We're Changing The
Way Colorado Goes to College.*

Assessment Institute
Keynote Session

Joe Garcia, CCCS Chancellor | Oct. 10, 2022

Today's Agenda

- Leading for Equity
- Importance of High Impact Practices (HIPs)
- Lessons Learned for Higher Ed Leaders

My Journey to Higher Education



La Alianza



“My involvement with the United Mexican American Students organization at the University of Colorado and with the Chicano law student organization at Harvard Law School, energized and motivated me as a student while also helping me develop an interest in and focus on equity and representation in postsecondary institutions. That interest has never waned.”

”

Committing to Closing Equity Gaps

- **Colorado's equity populations** are the fastest growing demographic groups in our K-12 system.
- **“Half the Gap:”** Educating Colorado policymakers, community leaders, and industry leaders about equity gaps and setting goals for the state as CDHE executive director.
- **ASSET:** Granting in-state tuition to undocumented students.
- **WICHE:** Refocusing the organization’s mission on students of color and first-generation students.



Why We Need High-Impact Practices



Just **13%** of community college students graduate in two years, **22%** in three years and **28%** after four years.

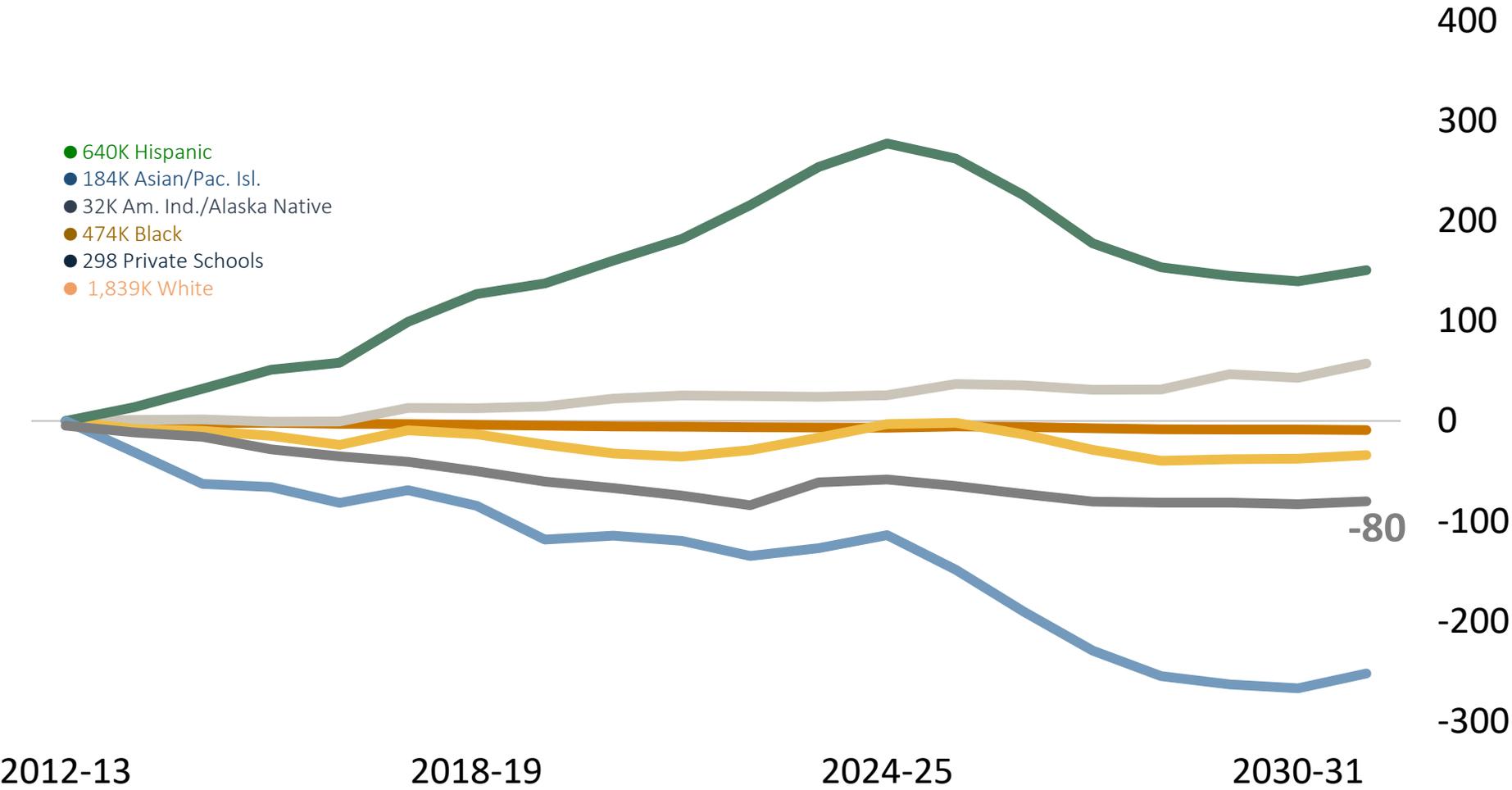


Between 1970 and 2009, **undergraduate enrollment in the United States more than doubled**, while the completion rate has been virtually unchanged.



On average, just **58%** of students who started college in the fall of 2012 had earned any degree six years later.

More Diversity, Fewer High School Graduates



Source: The Colorado Community College System; College Colloquium Data

The Student Population is Changing...Fast

As students of color rapidly become the majority of our student populations, we must prioritize equity.

Student Group	2013	2043
White	52.3%	37.9%
Hispanic	24.3%	34.5%
Black	13.8%	13.2%
Asian	4.5%	6.2%

HIPs at Pikes Peak State College

Outcomes

- Engaging in at least one HIP **boosted persistence** by 7% for all students and 11% for students of color.
- Black students were 16% more likely and Hispanic students 4% **more likely to earn a C or better** after engaging in service-learning projects.
- Students of color reported a 10% increase in **Sense of Belonging, Values and Beliefs, Community Connectedness and Likelihood to Continue Volunteering.**



Scaling HIPs Statewide

PPSC's positive gains motivated us to scale HIPs at our other 12 colleges.

- Establishing **CCCS HIPs Functional Group** that Share resources and expertise to strategize, implement, and assess HIPs across CCCS.
- Using grant funding to launch the **Colorado High Impact Practices Workshop** that provides high quality, interactive pedagogical capacitation on equity practices that is both interpersonal and accessible to faculty and instructors across the state of Colorado.



Building Support for HIPs

Put Students First

What are their needs? What's getting in their way? We need to adapt our approach to students—not the other way around.

Build Bridges

Validate concerns of team members across system—seek to understand before making assumptions.

Know Your Audience

Define terms and speak their language. Speak to the mission—tie decisions back to goals.

Encourage Innovation

Celebrate and try new approaches. Build “horizontal” solutions that bust through siloes.

Lessons Learned for Higher Ed Leaders

Prioritize Equity

Embed in strategic plan; disaggregate data. Equity is everyone's responsibility.

Embrace Partnerships

Look for cross-sector opportunities that help connect college to careers for students.

Pass the Baton

Find opportunities to bring other leaders along; support young leaders at your institution.



**Thank
You!**

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