

PIEC 101:

Institutional Effectiveness & Educational Equity

Prepared for the Grossmont College Planning & Institutional Effectiveness Committee
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Guiding questions for today's dialogue:

How are institutional effectiveness & educational equity related?

Why is it critical for PIEC to have an understanding of educational equity?

How can PIEC support & enable the college's broader focus on educational equity?

Review: What is Institutional Effectiveness?



Institutional Effectiveness

Happens when achievements and outcomes indicate how well the College's mission is being fulfilled. Through institutional effectiveness, we measure our improvement in student learning, educational/administrative support services, and educational programs.

Best practices for institutional effectiveness include improving equity and student learning and achievement by analyzing data and using results to inform practice.

What do we mean by equity?

“Equity is not about equal treatment of all *students*. Rather, it is about equal *outcomes* achieved by individualizing the instruction and support for each and every student.”
(Linton)

“Equity means recognizing the historical and systemic disparities in opportunities and outcomes and providing the resources and actions necessary to address to disparities.” (Smith)

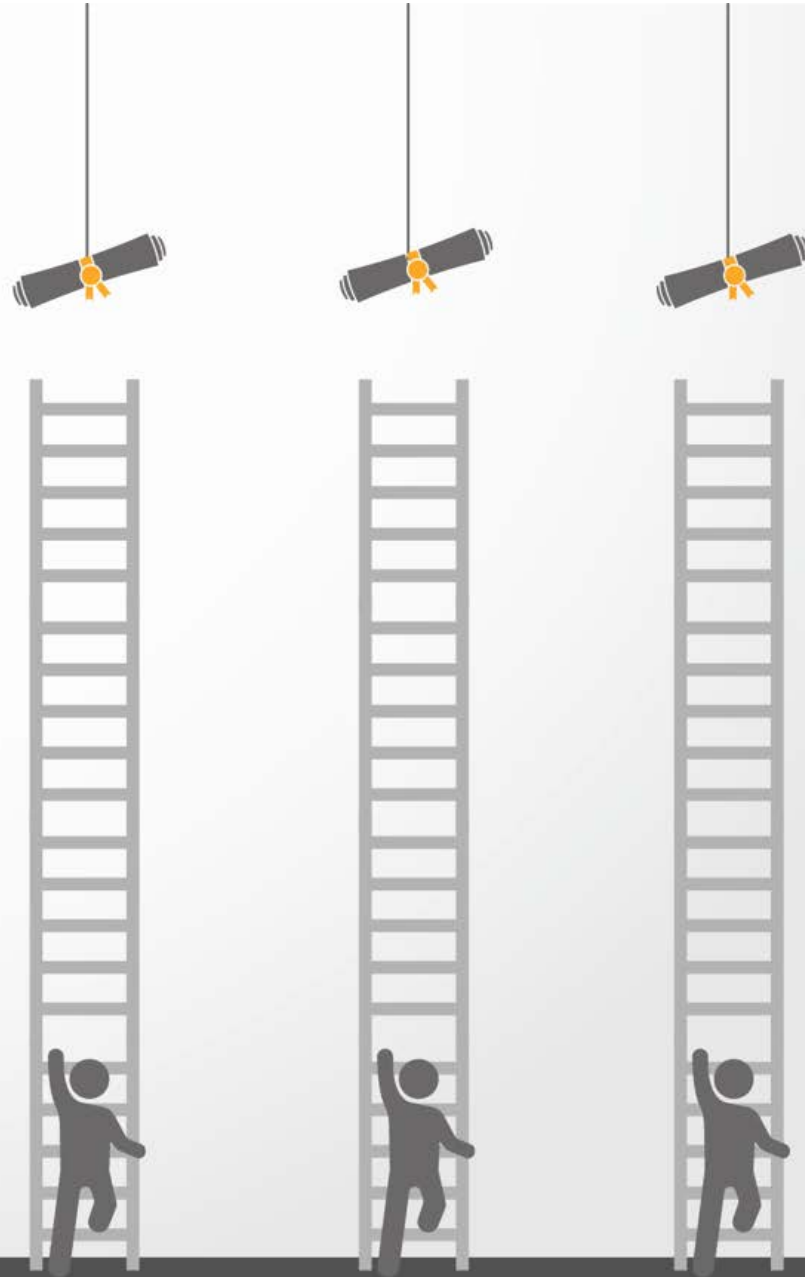
EQUALITY

imagines an
equal world.

*"I care about all
students equally"*



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But the world
ISN'T EQUAL.



Scholarships

Educated
Parents

SAT / ACT Tutors

Middle to Upper Class

Honors Courses, AP Credit &
Highly Skilled Teachers

Active Social Networks and Social Capital

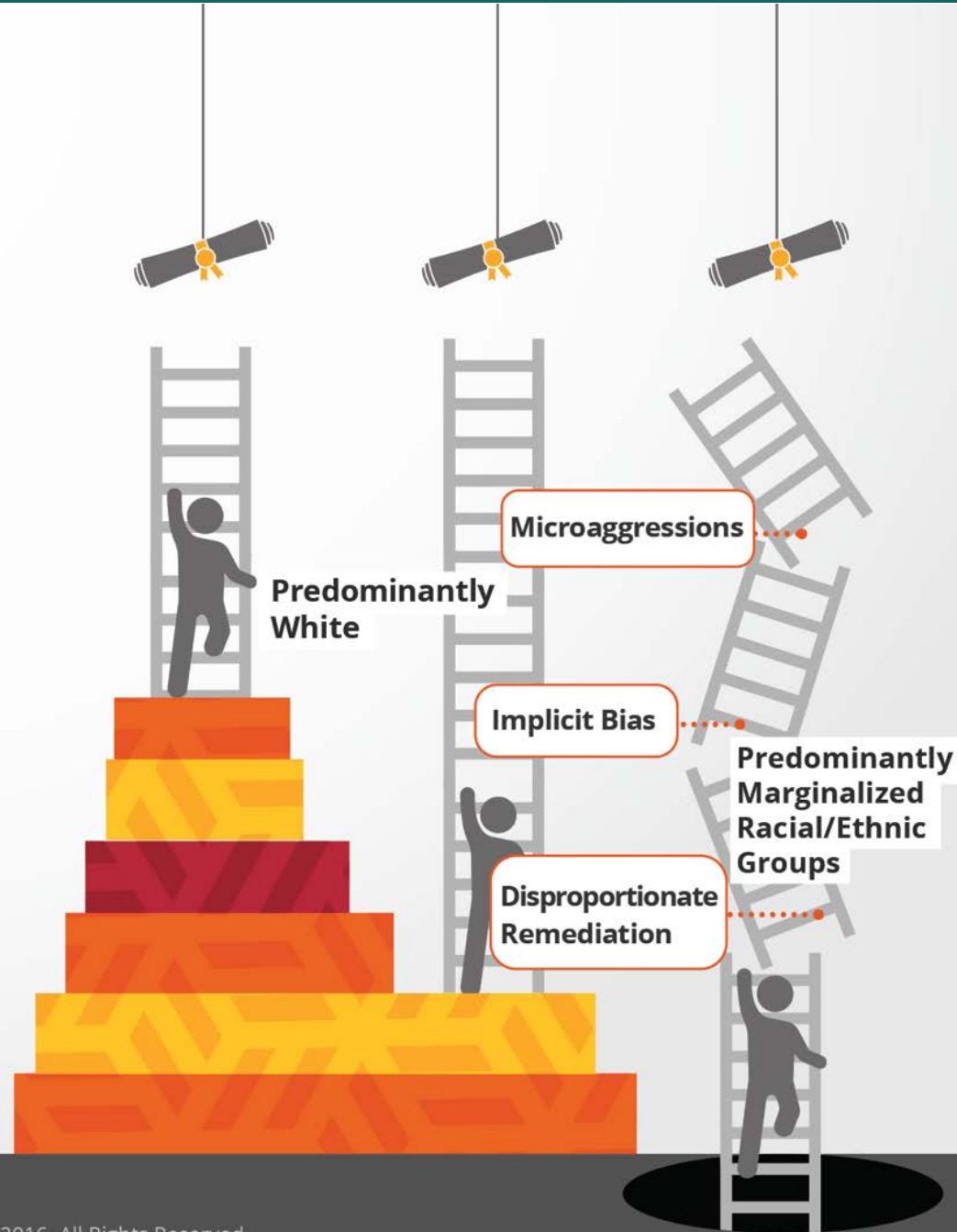


Poorly Funded Schools
Less-Skilled Teachers
Counselor Ratios: 1:1000
Truncated Curriculum



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And it has
**BIAS AND
SYSTEMIC
RACISM.**



Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway.



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In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.



What do we mean by equity?

Working towards equity involves:

- Ensuring equally high outcomes for all participants in our educational system;
- Removing the predictability of success or failures that currently correlates with any social or cultural factor;
- Interrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children; and
- Discovering and cultivating the unique gifts, talents and interests that every human possesses.

(National Equity Project)

From your perspective:

What is the relationship
between educational equity
and institutional effectiveness?

PIEC's Charge:

What aspects of the PIEC charge are related to our work towards educational equity?

Supporting the College Mission

MISSION

Grossmont College provides an exemplary higher education learning environment through comprehensive and innovative instructional programs and student support services. **By advancing equity and inclusion**, we prepare our diverse student population to lead and engage with local and global communities.

We fulfill our mission by providing the people of East San Diego County with:

- Associate / transfer degrees and certificates programs
- Career education and workforce development
- Preparation for collegiate success
- Exploration of academic and career options
- Lifelong learning opportunities

Something to ponder:

What if we are only effective as an institution to the degree that we are working to address educational inequity?

“IE” tools PIEC can use regularly to explore areas of inequity

Key Performance Indicators

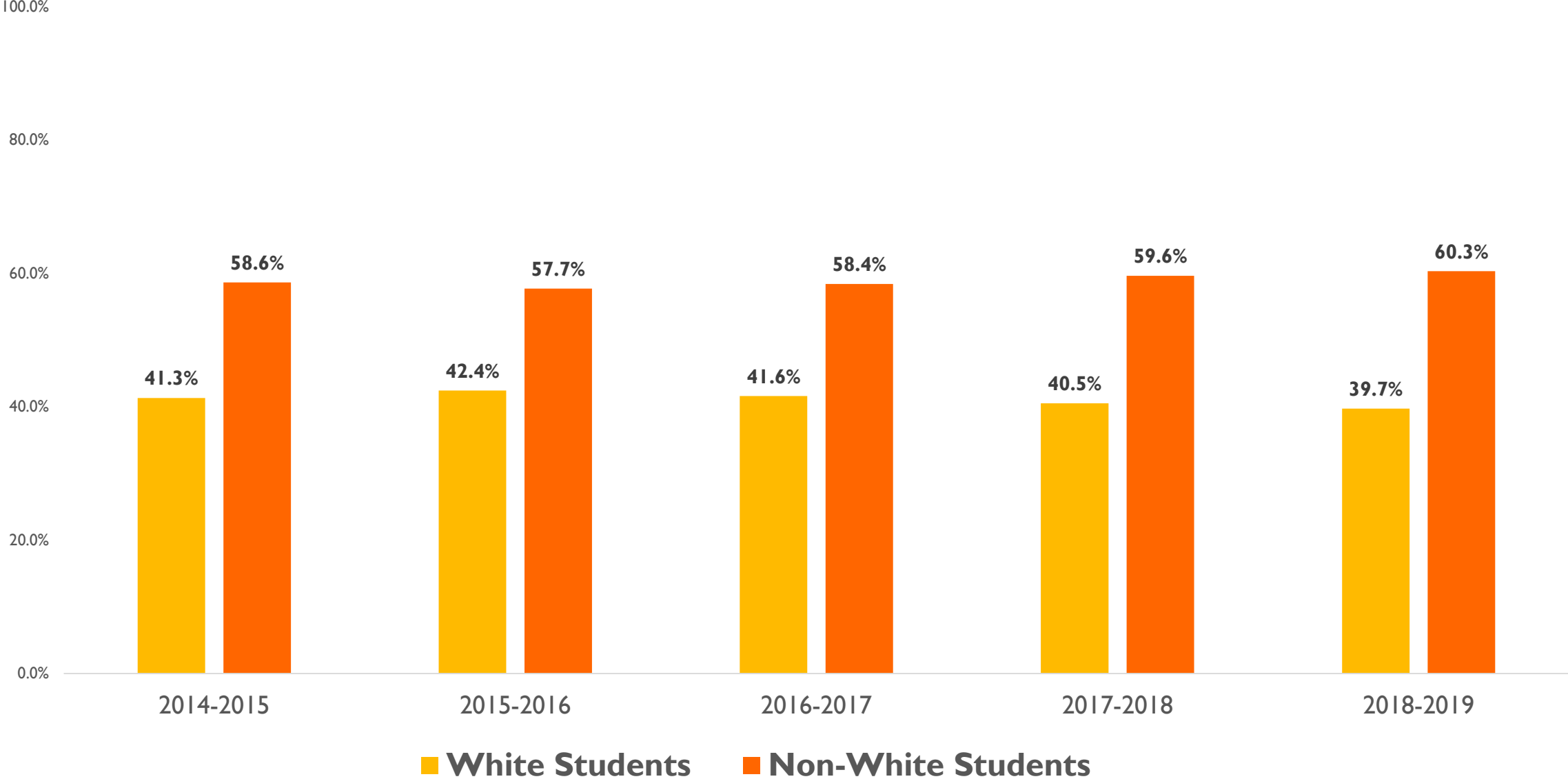
Internally-agreed upon standards and goals

Student Learning Outcomes

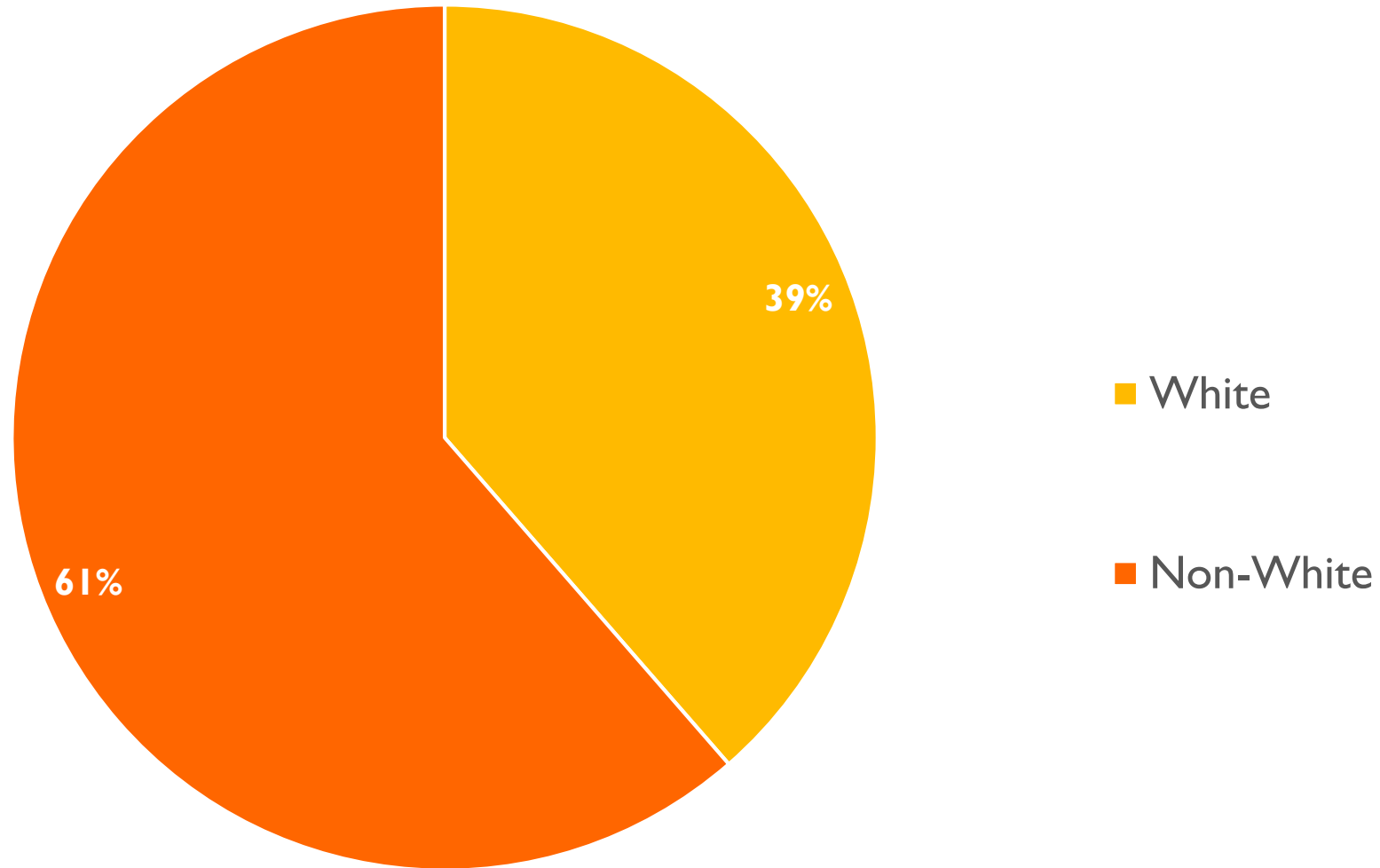
Disaggregated data

Other ideas?

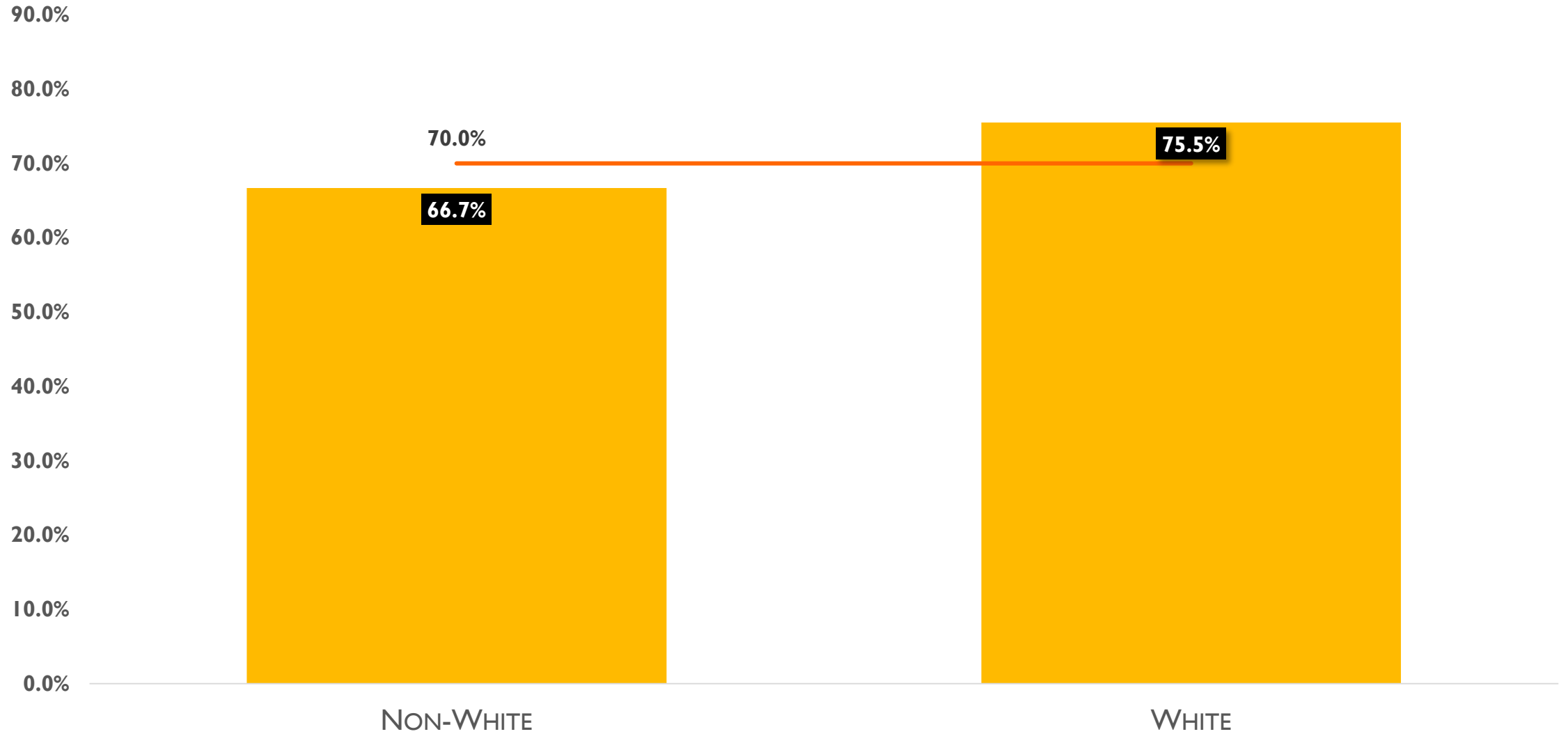
Grossmont's student body has remained about 60% non-White since 2014-15



Grossmont's Students are Majority Non-White (Fall 2018)



Course Success is Lower for Non-White Students (Fall 2018)



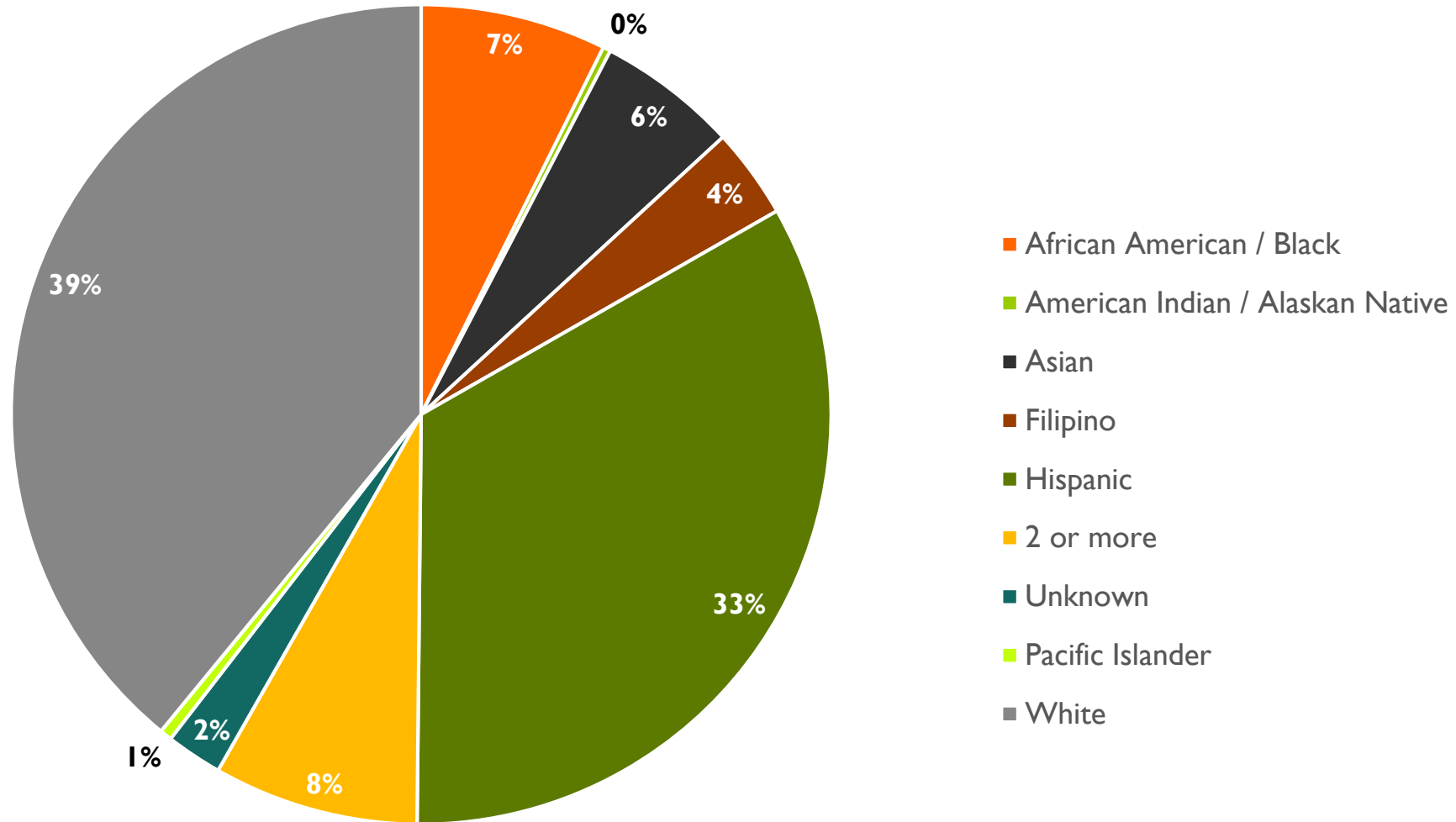
Pause & Reflect

How do you notice yourself reacting when you see these slides?

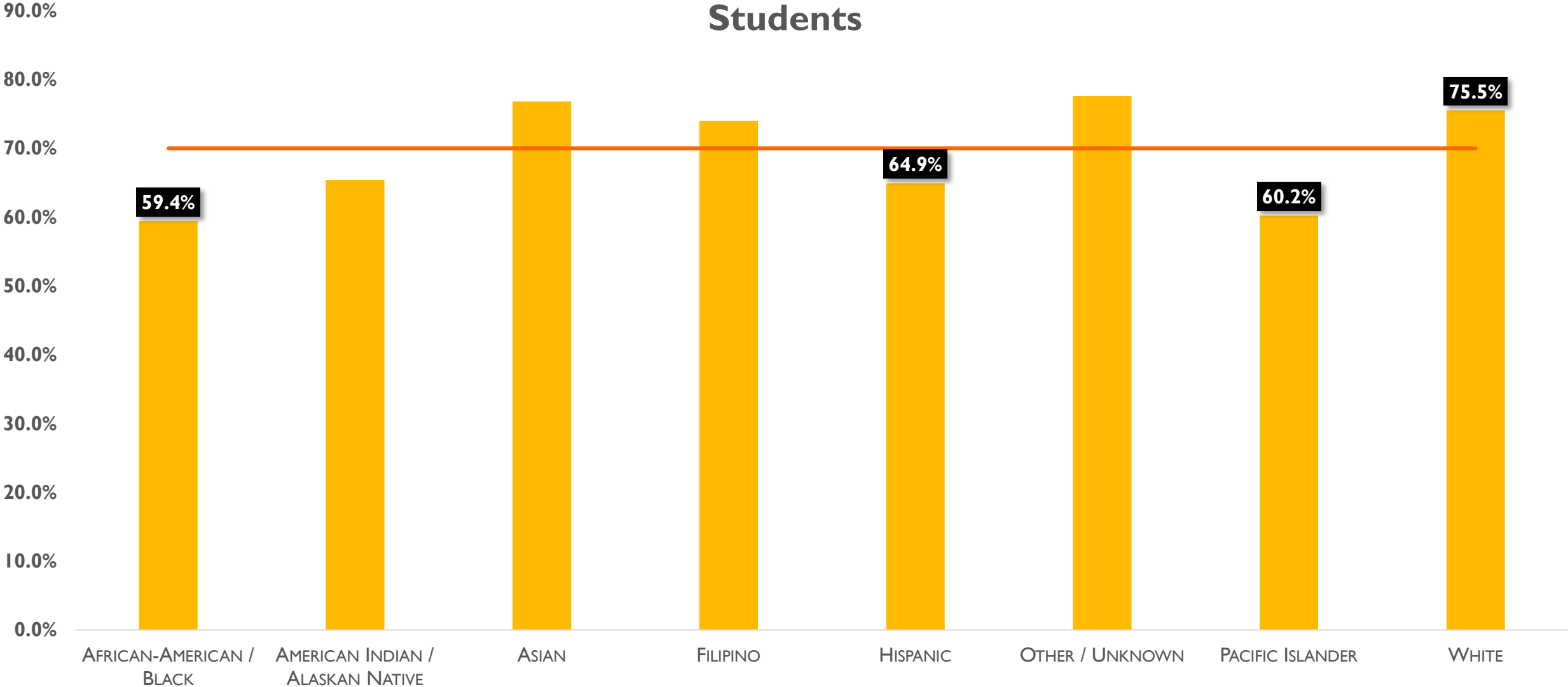
What questions occurred to you as viewed those data?

What underlying assumptions about these data might we have?

Grossmont's Students are Majority Non-White (Fall 2018)

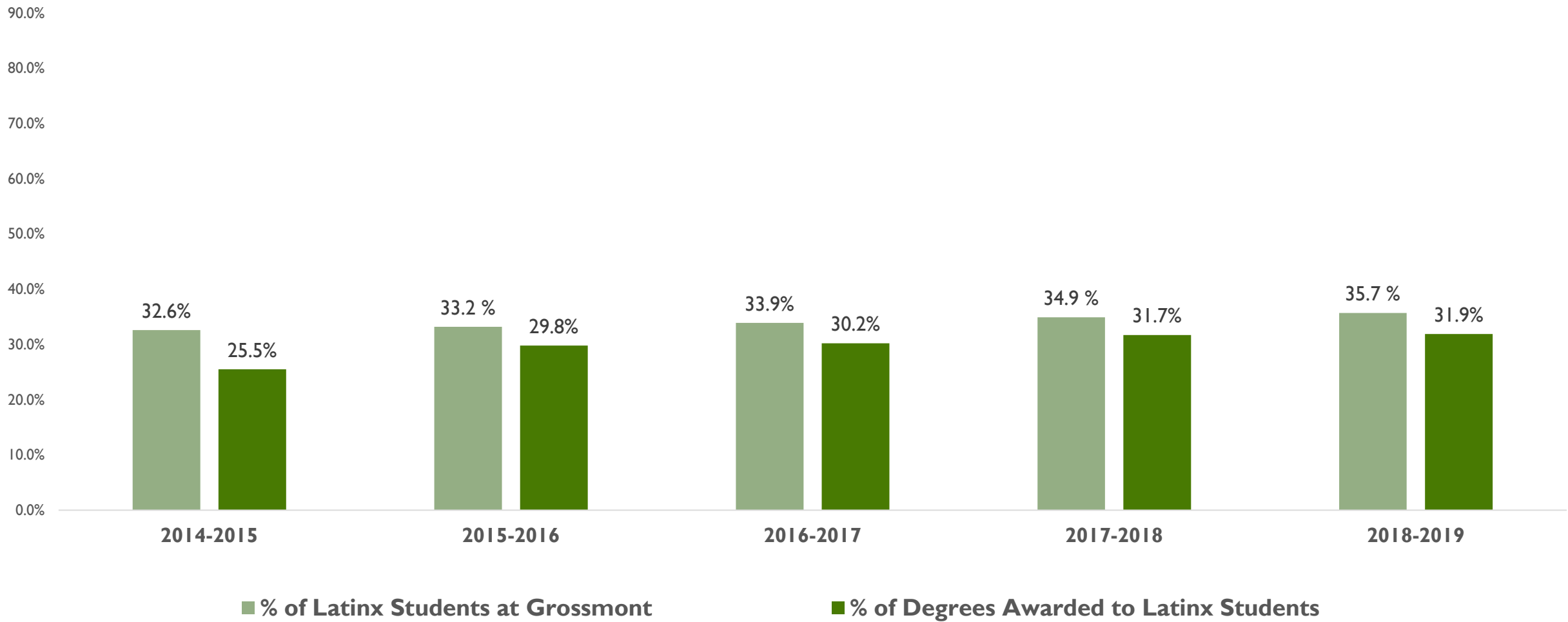


Course Success is Lowest for Black, Latinx, and Pacific Islander Students



Course Success Rates for Fall 2018, Disaggregated by Race / Ethnicity. Data source: GCCCD Information Systems (via the Cubes)

Degree awards to Latinx students increasingly reflect the demographics of the student body



Pause & Reflect

How do you notice yourself reacting when you see the slides again?

What else do we need to know to help us understand factors contributing to the inequities we see in the data?

How do we acknowledge and interrogate our own assumptions about the inequities we see in the data?

To be continued!