

Los Medanos College

Committee for Institutional Development of Equity & Access

Narrative Companion to the Theory of Change

Introduction

BACKGROUND

The Institutional Development of Equity and Access (IDEA) Committee evolved out of Los Medanos College's (LMC) partnership with California Tomorrow's Campus Change Network, an initiative to support community college leaders in improving, expanding and institutionalizing efforts to address issues of diversity, access and equity. Although its two-year commitment with the Campus Change Network ended in 2008, the group of faculty, staff and students involved in the project were energized to continue its work. The group wanted to delve deeper into the issues and continue developing plans to implement change on the LMC campus.

To focus its work moving forward, IDEA held a one-day retreat in May 2008 facilitated by BTW *informing change* (BTW), a strategic consulting firm providing evaluation and organizational learning support to nonprofit and philanthropic organizations. The goals of the retreat were to better understand individual levels of power and privilege within the group and to build consensus around the group's identity and function. The group also wanted to translate that function into a multi-year action plan.

As a result of the planning work done during the retreat, in late 2008 the working group became the IDEA Committee under a formal charge from the Shared Governance Council (SGC) of LMC.¹ As recognized by the SGC, the IDEA Committee is charged with analyzing equity and diversity issues on campus and developing solutions informed by research. The first charge to IDEA was to create a plan for developing the Student Equity Plan in fall 2009 and to contribute to the Equal Employment Opportunity Plan (EEO) at the district level.

The action plan for spring 2009 involved solidifying committee membership, developing a strategic focus and planning for its work. IDEA hired BTW to facilitate a process to articulate IDEA's purpose, strategies and intended outcomes as a part of its strategy and planning process.

This document summarizes the work undertaken in spring 2009. There are two parts: the first is IDEA's theory about how they will contribute to the change that they hope to see at LMC; the second part defines a plan for action and the implications for documenting progress through

¹ The Shared Governance Council is charged with promoting and facilitating collaborative decision making at LMC. It reviews high-level issues affecting college-wide planning, with a focus on outcomes rather than process. The President of the College, students, faculty, classified staff, managers and curriculum representatives are members of the SGC. There are a number of committees and task forces that are authorized on an annual basis; IDEA is the most recent in the 2008-09 Academic Year.

assessment practices. That plan describes specific activities, roles and responsibilities and timelines.

IDEA'S GUIDING PRINCIPLES

IDEA's primary charge is to analyze equity and diversity issues on campus and develop solutions informed by research. Developing these solutions is undergirded by a set of guiding principles which animate and inform IDEAs work.

Early in its evolution, IDEA members recognized that making policy recommendations was only one part of the solution to bring about greater equity on campus. In order for policies to have a lasting impact, systemic institutional change needs to occur. Therefore, IDEA committed itself to shifting the culture of the institution, an effort that will ensure that the implementation of new policies and practices is more than a token gesture but a genuine commitment to support the success of all students. IDEA's conviction is that policy alone will not bring about the change needed to transform the campus into a more equitable place for students, faculty and staff. Changes to policy must be accompanied by changes to culture—this principle is embedded throughout IDEA's work.

To change the culture of the institution, IDEA believes that the language used within the institutions must also shift. LMC's current language and discourse around equity, which can both reflect and determine interactions, is almost non-existent. IDEA is sensitive to the impact that language can have on individuals and groups in formal classroom settings or in the informal interactions between students and staff in the college's hallways. IDEA members consciously use language that reflect the values they would like to see internalized on campus, an effort that is reflected in their internal work and external messaging.

IDEA also intends to model the change that it wants to see throughout the institution. It believes in building consensus and including representatives from all segments of the institution. Through developing a shared vision, a sustainable and viable new LMC culture will emerge. IDEA is committed to modeling the equitable practices that it intends to see implemented on campus and that is also reflected throughout the Theory of Change.

IDEA's values are anchored by a broad, global vision of education. One role of a school is to build students' academic, technical and workforce skills. However, schools should also be expected to foster thoughtful, engaged citizens. Educational attainment is not just about grades and jobs but also about realizing full human potential and creating caring individuals with a strong sense of value and worth, capable of transforming society.

Part One: IDEA's Theory of Change

The first step of IDEA's work with BTW was to articulate a Theory of Change, a process that lays out the foundation for planning future activity. In its graphic form, the Theory of Change condenses the language used to describe IDEA's goals, strategies, targets and outcomes. The narrative version that follows captures a more complete and nuanced description of IDEA's Theory of Change, as conceived to date.

The Theory of Change elements are not designed to map one-to-one so that one strategy addresses each articulated goal; many of the goals and strategies overlap. Collectively, the Theory of Change demonstrates IDEA's reasoning and approach to its work. It is a graphic representation of the change it would like to see and the path it hypothesizes taking to enact that change. The Theory of Change also reflects IDEA's charge as an official SGC committee.

Like any theory, this is stated as conjecture. The Theory of Change is intended to be a living document that reflects where IDEA has grown from, its current perspectives and where it sees itself going. It is a theoretical roadmap based on a thorough process of determining what matters most to IDEA in its work towards a more equitable community college environment. IDEA should review and revise its Theory of Change as needed to ensure that it continues to mirror the group's goals and strategies.

DEFINITION OF TERMS

Recognizing that language shapes one's understanding of the issues around equity, inclusion and social justice, it was important to the IDEA Committee to clearly define terms, particularly those that are used by different people to mean different things. Since definitions can shift depending on audience, IDEA defines what the following terms mean to them.² In attempting to define these terms, the group acknowledges that what follows are first iterations and that their understanding of the terms may evolve as their work in the area deepens.³

Diversity: An inclusive collection of individuals and groups who bring varied human characteristics, backgrounds, interests, and points of view to enrich the university community. Diversity is defined as both characteristics that people possess and as processes that build community. (Center for Urban Education)

Equity: The success of student, staff and faculty populations that are marginalized at LMC. To achieve success, resources will be distributed and policies will be designed with a focus on socially-just outcomes. It is also achieving parity in student educational representation and

² Additional terms that IDEA intends to define in fall 2009 include, but are not limited to: social justice, multiculturalism, education and praxis.

³ The definitions stated here come from meeting notes, discussions with IDEA co-chairs and from materials IDEA will incorporate from the Center for Urban Education (CUE) in their Equity Scorecard work.

outcomes. In the CUE Equity Model, equity is the point at which equitable outcomes would be achieved for a given measure.

Social justice: To be defined based on information from the Center for Urban Education.

Student success: The achievement of personal educational goals, understanding that students need to be in an environment where they can discover their possibilities and realize what they want to do and then have the support they need to set and accomplish their goals. IDEA defines success broadly to recognize the transformational aspects of education that should accompany the fulfillment of academic goals. Education at LMC should offer academic and technical skills, self-fulfillment, the skills to develop good relationships and a sense of belonging.

Inclusion: The effort to involve as diverse a group as possible in informing the decisions of LMC so that the campus is a welcoming, healthy and safe place. For example, one step towards inclusion would be to offer certain services in different languages.

Access: Refers to the availability of educational opportunities and resources that will support students' educational and career goals, understanding that students can only truly access what is readily available.

Institutional culture: The relationships between individuals and formal and informal groups that influence policy and its implementation; also, the relationships that influence the informal practices that impact students, staff and faculty.

IDEA PURPOSE

As stated in the Theory of Change graphic: *The purpose of the IDEA Committee is to inspire and advocate for an institutional culture that defines, values and promotes equity, inclusion and social justice for all members of the Los Medanos College community.*

The purpose statement defines the scope and charge of IDEA. The vision about the greater change that IDEA would like to see is represented in the Ultimate Impact Statement (described on page 11). IDEA will contribute to the ultimate impact but is not solely responsible for achieving it or the only ones working towards it. This purpose statement was endorsed by SGC in April 2009.

The IDEA Committee serves LMC in an advisory capacity by working as a committee of the SGC to identify opportunities to improve equity and make recommendations for ways to institutionalize practices and create systems of accountability. The IDEA Committee does not hold decision-making authority and therefore does not directly implement policies and practices.

As an advocate for equity, inclusion and social justice, IDEA intends to give voice to those on campus who do not have a voice; it will also vocally support changing policies and practices to better reflect the principles of equity, inclusion and social justice. The institutional practices that IDEA hopes to see shift include formal policy and its implementation and the informal practices that impact students, staff and faculty.

UNDERLYING ASSUMPTIONS

Several underlying assumptions are embedded in IDEA's Theory of Change. These assumptions are relevant specifically to IDEA's work, not the environment in which IDEA operates nor the activities of other campus groups.

- The founding principles of Los Medanos College need to be revisited and updated to more accurately reflect changes in the school's constituents and the contemporary issues facing those constituents.
- There are systemic reasons for low student engagement in decision-making processes on campus.
- There are systemic reasons why students are not matriculating and are not either graduating with an Associates degree or moving on to a four-year college.
- Institutional research—communicated well—can help change belief systems, which can bring about changes in policy and practice and ultimately, culture.

ENVIRONMENTAL CONTEXT

In addition to the underlying assumptions of IDEA's work, there is the environmental context in which it operates. Environmental factors are beyond the scope of the IDEA's Theory of Change but are realities that may influence its work. Existing factors that may influence or challenge the ability of IDEA to promote institutional policies and practices that will increase equity, inclusion and social justice may include, but are not limited to the following.

- IDEA's role as a committee of the Shared Governance Council (SGC) legitimizes its work and also defines some of the expected milestones, such as the completion of the Student Equity Plan and contributing to the EEO Plan.
- For students, the distribution of financial resources influences the extent to which equity is a priority for services and courses. For faculty and staff, allocation of funding impacts whether they have full- or part-time positions or if they have access to professional development.

PROBLEMS

Operating within the above environmental context, IDEA's work is motivated by the following four problems. IDEA recognizes that it alone cannot solve these problems but its strategies are directly related to addressing these four.

- 1. Values and principles of equity, inclusion and social justice are not systematically part of the lens by which institutional priorities or practices are examined or acted upon.**

The values and principles of equity, inclusion and social justice are sporadically integrated into institutional policies and practices but are not consistently embedded in the way LMC communicates or works with students, faculty and staff. In addition, the disparate efforts to

include equity in institutional priorities that do happen are rarely pulled together, which perpetuates fragmentation and hinders progress towards substantive change.

2. Campus-wide decision making does not effectively use research and analysis of equity, inclusion and social justice issues.

Although research, data and analysis on equity, inclusion and social justice on campus are generated by various departments, few decision makers know how to access it or how to use it to inform their own work. While considerable research is generated through the Office of Institutional Research, there are no systematic mechanisms for its use in decision making concerning equity, inclusion or social justice. More of this information needs to move from the hands of those who manage it into the hands of those who can use it to improve policies and practices. Information needs to be more accessible so that the right data get to the right people in a way that is useful to them.

3. Campus-wide decision making does not include all campus stakeholders.

Participation at LMC in conversations about improving achievement, access and inclusion for the most vulnerable students is limited to formal committees (like the SGC) or individual pockets of concerned faculty and staff. Rarely does the discussion include student voices or cross-disciplinary perspectives to address more systemic issues and concerns.

4. LMC is not sufficiently supporting all students in reaching their educational goals.

Although some students do successfully move through LMC, there are a host of systemic reasons why many students do not. Previous approaches to remedying this failure have focused on students, rather than the ways in which college programs, curriculum and pedagogy relate to students. Ultimately, LMC is failing to help students achieve their educational goals.

STRATEGIES & TACTICS

IDEA has identified three specific strategies that will drive its work in the next six years: two external strategies and one internal to IDEA. The first two strategies align directly with its role of brokering information in a way that facilitates increased discussion and action on campus. The third strategy supports IDEA's commitment to modeling cultural change through scholarship and intellectual growth.

Where IDEA's strategies are broad, static and encompass the overarching direction towards fulfilling its purpose, the specific tactics within those strategies are more nimble and define the Committee's specific activities. Tactics will likely change over time in anticipation of and in response to new opportunities. Placing tactics in the context of strategies helps IDEA to be intentional about what changes it wants to see and avoid getting bogged down in myopic tactical activities.

External Strategy #1: Assess, analyze and share current status of equity, inclusion and access

There is no overarching research agenda related to equity, inclusion or access at LMC; when and how information is distributed is idiosyncratic. For example, Umoja Scholars and the Puente Program, both housed in the English Department, have developed best practices that could be applied to other programs in other departments. Yet, those models do currently not extend beyond the English Department. Another example is the persistence study agenda of Developmental Education. That information has not been disseminated either.

To address this, IDEA will examine how information moves between departments and other college entities and will support the systematic collection and analysis of information. This work will raise awareness, through SGC meetings, about reports and documents that haven't been broadly shared across the school community. It will also raise awareness on campus about trends happening at others campuses. Several specific tactical activities that IDEA will be involved with in through 2012 include:

- Working with the Center for Urban Education to produce the Equity Scorecard and benchmarking measures. This work, which will take place in fall 2009, will systematically assess and contextualize race-based inequitable education outcomes in order to improve an institution's effectiveness.
- Supporting and disseminating research on student equity issues.
- Facilitating the systematic collection of data representing students' voices and stories.
- Supporting the analysis of available data with a lens of equity, inclusion and social justice.

External Strategy #2: Recommend to SGC changes in policies, practices and planning efforts

As a committee of the Shared Governance Council, IDEA will make recommendations to that governing body. IDEA also expects to take on work assigned by the SGC, such as updating the Student Equity Plan. Several specific tactical activities that IDEA will be involved in through 2012 include:

- Analyzing and updating the Student Equity Plan (fall 2009).
- Planning to address equity, inclusion and social justice perspectives in the LMC Master Plan.
- Examining and augmenting the program review process and modifying standards.
- Assessing the Resource Allocation Process (RAP) and proposing changes.
- Recommending changes to Human Resources policies (EEO, hiring and other).
- Assessing the evaluation process for staff and faculty and authoring recommendations for improvements.

Internal Strategy: Reflect on issues, conditions and scholarship that impact institutional praxis

In tandem with its efforts to advocate for institutional practices that promote equity, inclusion and social justice, IDEA is deeply committed to a thoughtful assessment of how cultural understandings of equity emerge and how they are perpetuated through relationships and policies. Engaging in scholarship and debate is important to IDEA. Committee members want to examine the personal and organizational behaviors that can shift relationships in ways that profoundly and permanently alter equity, inclusion and social justice on the LMC campus. This effort will ensure that IDEA is intentional and reflective, rather than task driven. Through this strategy, IDEA will model the behavior that it would like to see adopted on campus.

The tactics listed below are suggestions that the group will revisit in fall 2009. The group agrees that these activities should be both focused on current charges and nurture their intellectual curiosities in order to do their best work possible.

- Convening annual IDEA retreats.
- Continuing to work with student services to increase awareness of issues related to equity, inclusion and social justice.
- Participating in personal and professional development activities.
- Practicing culturally responsive pedagogy.
- Cultivating internal practices that demonstrate a commitment to equity, inclusion and social justice (e.g., through meeting structure).

IDEA'S PROCESS OF CHANGE

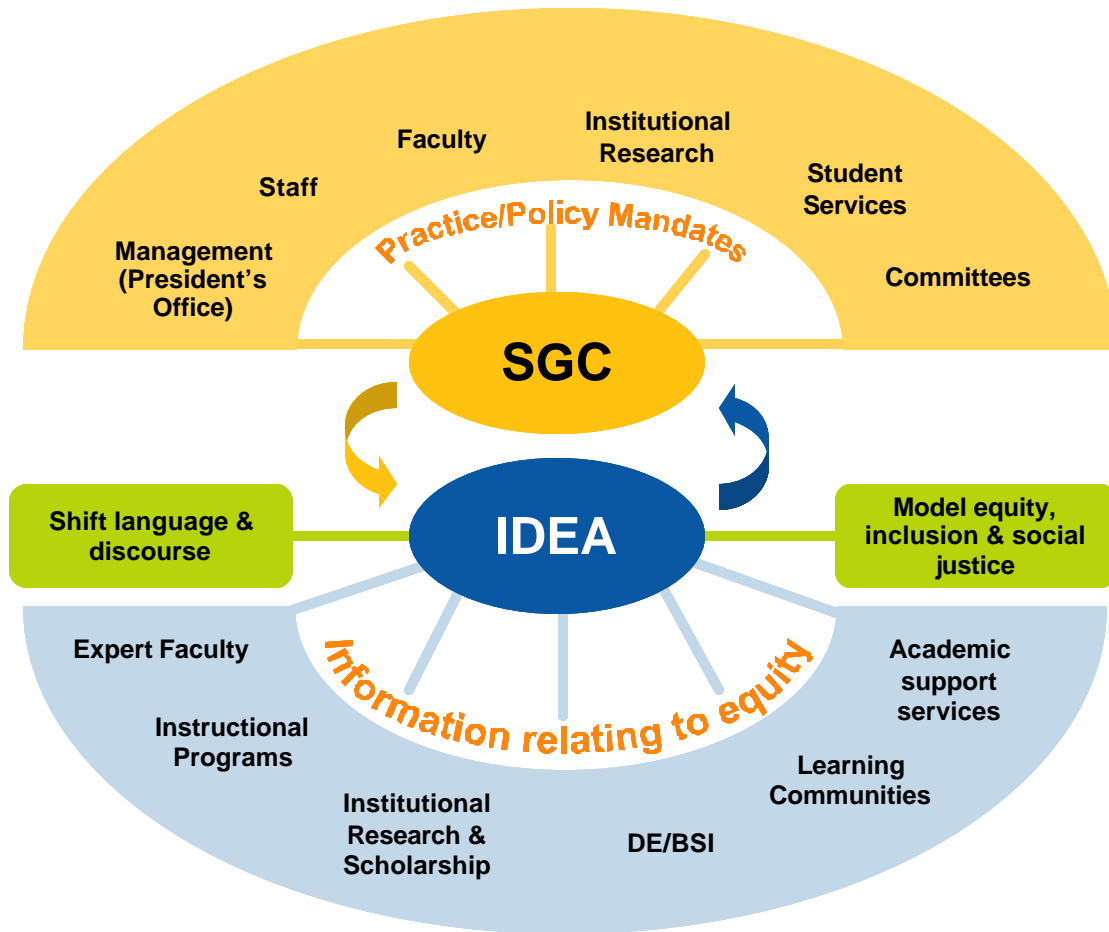
The primary beneficiaries of IDEA's work are the students who attend Los Medanos College.⁴ In order to reach and support students, IDEA supports the movement of information from researchers, educators and evaluators to the Shared Governance Council, which oversees the LMC Master Plan and has authority to mandate changes in LMC's policies and procedures.⁵ As illustrated in Exhibit 1, IDEA is the hub that gathers information relating to equity. IDEA then filters and consolidates that information, making recommendations to the SGC, which in turn authors policy and procedural mandates. In addition, SGC holds IDEA responsible for completing certain tasks, such as developing the new Student Equity Plan in fall 2009.

IDEA considers Exhibit 1 a preliminary sketch of their process for change. The relationship of the pieces will become more apparent as IDEA operationalizes the work and defines how it will engage with each information source.

⁴ It is also an aspiration of IDEA to involve students in the process of creating change but the primary directive of IDEA is to improve outcomes for students.

⁵ The SGC can only mandate policies affecting the college as a whole and must defer to the particular legal rights and responsibilities of the Governing Board, Chancellor, President, Academic Senate, Classified Senate, Associated Students and collective bargaining units.

Exhibit 1: Using Information for the Process of Change



The information sources identified in Exhibit 1 include faculty, departmental programs, students and student support services. Some specific programs that IDEA has already identified include Umoja, Puente and Student Voices. IDEA will cull information on equity, inclusion and social justice from these programs and will pursue other opportunities as they arise.

IDEA will analyze and synthesize this information. IDEA's primary charge is to deliver their findings and recommendations to the Shared Governance Council. The SGC holds the authority to issue college-wide policy mandates, which is a crucial step in institutionalizing the changes that will ultimately impact the extent to which students succeed at LMC.

In addition to delivering information to the SGC, IDEA has also been tasked by the SGC with two important pieces of work in the next year. In fall 2009, IDEA will revise the Student Equity Plan. It will also work with the Center for Urban Education to produce the Equity Scorecard (these are identified in IDEA's tactical activities associated with its first external strategy).

IDEA will also look for opportunities to share this information with campus researchers, staff, faculty and students whose policies and/or procedures may benefit from this new knowledge.

Simultaneous to this effort to move information and advise the SGC, IDEA will also work to shift the culture of the school by modeling equitable practices and reframing the discourse on equity, inclusion and social justice. This work will be reflected in IDEA's approach to its internal practice, such as how it structures its committee meetings and who is involved in the work. It will also be evident in how the group and individual members communicate to others about the issues.

MILESTONES & OUTCOMES

The Theory of Change graphic details outcomes in three timeframes. There are a set of specific milestones that IDEA hopes to accomplish by 2010. Milestones, which generally correspond to tactics, are check-list type items that are easy to identify as completed. IDEA has identified short-term outcomes to accomplish by 2012 and long-term outcomes to achieve by 2015. Outcomes, which likely correspond to strategies, are more complex than milestones and progress should be measured in degrees of success. IDEA will measure its success against the long-term outcomes.

IDEA's milestones for 2010 are:

- *The new Student Equity Plan will recommend policies and practices to address equity.* The SGC has tasked IDEA with authoring this document in fall 2009. The Student Equity Plan will document the current state of equity on campus and identify areas for improvement.
- *The Equal Employment Opportunity (EEO) Plan, a district effort, will be completed in fall 2009 and will include equity values and principles, as appropriate.* IDEA members are represented on the EEO Plan committee and serve as a bridge to IDEA.
- *The Equity Scorecard project will identify benchmarks for improving equity, inclusion and social justice.* In addition to writing the new Student Equity Plan, IDEA's other major responsibility for fall 2009 is to work with the Center for Urban Education at the University of Southern California to develop the Equity Scorecard, a method of systematically assessing and contextualizing race-based inequitable educational outcomes to improve an institution's effectiveness. A working group from IDEA will be established in May 2009 to work on this project.
- *IDEA Committee members will deepen their personal and professional understanding of equity, inclusion and social justice issues,* which will improve the group's collective ability to understand the complexities of equity issues, develop plans to address the problems and present the solutions in a succinct fashion to decision makers on campus.

IDEA's short-term outcomes for 2012 are:

- *Dissemination of institutional research measures for student achievement by demographics will increase.* The more that information is available and shared, the more likely it is there will be a unified, rather than fragmented, movement towards increasing equity.
- *Equity will be embedded in the LMC Master Plan.* Equity will not be an additional goal added to the Master Plan but rather a tenet reflected in all of the Master Plan's goals.

This will ensure that equity is integrated into campus research, student services and course curriculum.

IDEA's long-term outcomes for 2015 are:

- *LMC's culture will be more reflective of equity, inclusion and social justice.*
- *Resource allocation will be more aligned with student success goals and the values of equity, inclusion and social justice.*
- *Coordinated LMC student support services will be more accessible to a diversity of students.*
- *The IDEA Committee will be a model for working towards institutional change.*

ULTIMATE IMPACT

Los Medanos College will be an educational community that positively reflects in its culture and practices the values and principles of social justice and equity for all that leads to increased academic success for its students.

The ultimate impact is IDEA's vision of the future, understanding that it will take the work of others to accomplish it. IDEA will contribute to the ultimate impact but is not directly responsible for all of it. Although the statement specifically references academic success, the group agreed that they are interested in success for students more broadly. They view education as more than individual economic potential—equity at LMC also means encouraging civic engagement and democratic involvement.

Part Two: From Theory to Action & Assessment

IDEA spent the spring semester focused on clarifying its purpose and procedures as a newly endorsed Shared Governance Council (SGC) committee. The group worked on developing and articulating a vision for cultural and structural change at LMC to better serve its diverse student body. The resulting Theory of Change is described earlier in the document. The next step for IDEA is to develop a plan for action that prioritizes activities, defines roles and responsibilities and sets timelines. An action plan will be built directly from the Theory of Change so that each action plan activity ties back to the specific strategies and tactics already identified. Assessing progress toward the milestones, short- and long-term outcomes identified in the Theory of Change will be embedded in the action plan. An action plan will provide a clear roadmap for IDEA's ambitious and important work.

To ensure the completion of its work, IDEA will need to clearly define leadership responsibilities and committee structure. Newly endorsed by the SGC, IDEA's meetings and activities to date have been coordinated by two temporary co-chairs. Throughout the spring semester, the group's structure and membership remained relatively informal. As it moves from planning to action, IDEA should consider the resources needed to do the work, in particular, who will take on critical leadership roles.

In this section, a plan for action is introduced. A primary tactic for IDEA in fall 2009—completing the Student Equity Plan—is used as an example for how the committee might consider all aspects of an action plan, including assessment. Worksheets are provided in the Appendix for the committee to develop action plans for other tactics and strategies.

THE PLAN FOR ACTION

Step One: Determine IDEA committee structure, teams and communications

Two temporary co-chairs have led IDEA, represented the committee at SGC meetings and coordinated materials and meeting agendas with BTW staff. Moving forward, it is critical to determine not only what the priority work of IDEA will be but how the group will accomplish that work. IDEA needs to define the organizational structure of the committee, including leadership responsibilities, work teams for the primary activities, a communications plan for involving other groups on campus and a master calendar for the 2009-10 Academic Year. In determining this structure, IDEA will need to decide its role on upcoming projects. For example, is the group coordinating or participating in the development of the EEO Plan? Is IDEA a broker or a sponsor of the CUE Equity Scorecard?

Specific administrative tasks that IDEA needs to accomplish before starting its real work are listed below.

1. Generate a master calendar for the 2009-10 academic year with the following:
 - a. SGC check-in meetings

- b. Monthly meetings and agendas for the full IDEA group committee and for working groups; these should always be the same day and at the same time
 - c. Time to update IDEA's intranet page
- 2. Define roles and responsibilities of IDEA Committee members, which will include:
 - a. Writing individual "job" contracts/work plans for all committee members
 - b. Defining working groups, which in the short-term will include:
 - i. Student Equity Plan
 - ii. EEO Plan
 - iii. Access, Diversity and Equity (connect with Associated Students Diversity group)
- 3. Create a communications plan to invite others to learn with IDEA
 - a. Consider flex activities or other professional development opportunities to engage more of the college community into equity conversations
 - b. Identify allies at the college on specific issues and action items.
 - c. Determine processes for internal and external communications (e.g., regular e-mail updates, listserv)

In each of these three tasks, it is important to reflect on how IDEA's own policies and procedures will demonstrate the equitable practices that the group wants to see on campus. An important part of this is building relationships, so in communicating with the SGC, IDEA should consider how the frequency of communication and reporting mechanisms will foster a relationship with the SGC. When defining individual roles and responsibilities, IDEA should look for opportunities for its members to be more involved in campus-wide research and planning activities that relate to equity, inclusion and social justice. Also, when developing a communications plan, IDEA should think creatively about how IDEA can invite others on campus to learn with them in ways that will facilitate a cultural shift at the college.

Step Two: Create action plans for priority activities

Along with determining committee structure and responsibilities, a more specific action plan for the next year is advised. Individual action plans for each activity (or tactic, as identified in the Theory of Change) will define what steps need to be taken, who will be responsible for those steps, the timeline and the anticipated milestones. The action plan is intended to be a working document that the group adjusts along the way as new steps arise or new opportunities present themselves. The more specific the group can be in laying out the steps, the more clarity each committee member will have about expected contributions.

A template action plan is included in Appendix B. Using IDEA's charge of completing the Student Equity Plan as an example, BTW created a draft action plan, which delineates the steps, including responsible personnel, a timeframe and anticipated milestones (see Appendix A). IDEA should continue to articulate similar steps for the top priority tactics, paying careful

attention to how the completion of the tactic leads to indicators of progress towards intended outcomes.

Step Three: Embed formative assessment in the action plan

In order to understand the impact of IDEA's work on the campus, two types of assessment can be used: formative and summative. First, IDEA should assess the impact of each action item: Was the task accomplished? What was the impact of getting that piece of work done? This is formative evaluation and where IDEA should focus assessment efforts for the next two to three years to inform IDEA's work and provide feedback to the SGC of progress made.

Following this formative evaluation, a summative evaluation will examine macro-level accomplishments, which will tell IDEA the extent to which its strategies are shifting the institutional culture, policies and practices to better serve students. This kind of evaluation will be useful in two to three years, once IDEA has accomplished more substantive work. However, summative evaluation will be most informative if the data or indicators of change are tracked from the inception of the work.

To both assess progress of activities and begin to collect the information that will contribute to summative evaluation, IDEA can examine how each tactic or action item contributes to intended outcomes. A series of assessment questions, listed below (and included as a worksheet in Appendix B) are intended to complement the action plan. Keeping these questions in mind while creating an action plan and diligently answering them at the conclusion of an action item will help IDEA understand the campus-wide impact of its work. It will also help IDEA reflect on the task and identify opportunities to improve its own processes and procedures.

1. How well did IDEA use existing data to accomplish this action item?
2. What additional data would have been helpful but was not available?
3. What, if any, changes to policy or practice (either formal or informal) resulted from this action item?
4. How, if at all, has this action item influenced the actions of the SGC?
5. How, if at all, did this action item increase the coordination of research?
6. How, if at all, has this action item fostered a culture of equity, inclusion and social justice on campus?
7. How, if at all, has this action item clarified language around equity? Who benefits most from that clarity?
8. How, if at all, has this action item contributed to IDEA members' personal and professional understanding of equity, inclusion and social justice?
9. What lessons learned in this completing this activity can be applied to IDEA's work moving forward?

Ideally, all IDEA members directly involved in the action plan should participate in answering the above questions. The group can also think about who else should be involved that can lead to alternative perspectives on the process and the impact of the group’s work.

Step Four: Create an assessment plan for summative evaluation

While it was not feasible to create an assessment plan prior to determining the more specific operational plan for IDEA, key learning questions emerged during the Theory of Change process (listed below in Exhibit 2). Although in draft form, these key learning questions illustrate how assessment will indicate movement towards “an institutional culture that defines, values and promotes equity, inclusion and social justice for all members of the Los Medanos College community.”

Addressing these questions will better enable IDEA to answer the larger learning questions, as indicated below.

Exhibit 2: Key Learning Questions & Assessment Plan

Key Learning Questions	Indicators	Possible Data Collection Methods
<p>1. To what extent is LMC’s culture more reflective of equity, inclusion and social justice?</p>	<ul style="list-style-type: none"> • Adoption and implementation of recommendations from the new Student Equity Plan • Ratification of a new Master Plan that prioritizes equity • Adoption and implementation of a new EEO plan that includes principles of equity • Increased policies that improve student learning • Increased policies that impact student access to services • XX% of XX students successfully matriculate 	<ul style="list-style-type: none"> • Equity Scorecard measures • Interviews and/or meetings with campus decision makers • Policy tracking tool • Data on student enrollment • Analysis of SGC recommendations
<p>2. To what extent is the allocation of resources more aligned with student success goals and the values of equity, inclusion and social justice?</p>	<ul style="list-style-type: none"> • Equity priorities and indicators embedded in Resource Allocation Process • Increased dissemination of institutional research measures for student achievement by demographic • Creation of systems for cross-departmental data sharing • Increased funding and staff for services identified by students as most important to their educational goals 	<ul style="list-style-type: none"> • Data monitoring systems • Policy tracking tool • Student surveys

Key Learning Questions	Indicators	Possible Data Collection Methods
<p>3. To what extent do LMC student support services reflect the needs of the diversity of students?</p>	<ul style="list-style-type: none"> • XX% of benchmarks identified in Equity Scorecard are achieved by XXXX • XX% increase in students using XX services 	<ul style="list-style-type: none"> • Student surveys • Student focus groups • Equity Scorecard follow-up
<p>4. To what extent have knowledge, language and skills among the IDEA committee expanded and been developed?</p>	<ul style="list-style-type: none"> • IDEA committee members advocate for equity in their other professional engagements • IDEA committee members adjust teaching and/or communications with students to reflect equity • IDEA tools and practices adopted by other committees 	<ul style="list-style-type: none"> • Annual IDEA retreats • Surveys and/or interviews with SGC members
<p>5. To what extent have accountability metrics, including program review and assessment, changed to include more questions about equity, inclusion and social justice?</p>	<ul style="list-style-type: none"> • Program review process categories have changed to include consideration of who succeeds, where and why • Student Learning Outcomes expanded to be more than cognitive outcomes 	<ul style="list-style-type: none"> • Data monitoring systems • Student Learning Outcomes assessment

NEXT STEPS

Using the Action Plan model, the IDEA Senior Team (Rosa Armendariz, Dave Belman and Newin Orante) will draft plans for each strategy and tactic as appropriate and present those to IDEA at the first meeting in the fall at either a flex-day retreat or an extended meeting.

Appendix A: Sample Action Plan

Strategy: Recommend to SGC changes in policies, practices and planning policies

Tactic: Analyze and update the Student Equity Plan

Intended Impact: Identify policy and practice implications from the Student Equity Plan to make recommendations to SGC

Action Steps (What)	Personnel responsible (Who)	Timeline (When)	Input needed (from full committee, SGC, other)
IDEA creates working group	IDEA Committee	By beginning of fall 2009	
Identify indicators for Equity Plan	Proposed working group: Dave Belman, Chair	Fall 2009	
Request data from IR	Working group	Fall 2009	
Ask SGC for 25% IR time for IDEA	IDEA Co-Chairs	Fall 2009	
Create a social marketing plan for internal and external communication	IDEA & working group		
SGC retreat			
Author final draft		December 2009	
Internal review of plan	Sr Dean of Instruction (Livingston); Sr Dean of Student Services (Newmand)		
Submit final report to Chancellor's Office		Spring 2010 (?)	
Present final report to SGC		Spring 2010	

Appendix B: Assessment Questions for Action Items

1. How well did IDEA use existing data to accomplish this action item?

2. What additional data would have been helpful but was not available?

3. What, if any, changes to policy or practice (either formal or informal) resulted from this action item?

4. How, if at all, has this action item influenced the actions of the SGC?

5. How, if at all, did this action item increase the coordination of research?

6. How, if at all, has this action item fostered a culture of equity, inclusion and social justice on campus?

7. How, if at all, has this action item clarified language around equity? Who benefits most from that clarity?

8. How, if at all, has this action item contributed to the IDEA Committee members' personal and professional understanding of equity, inclusion and social justice?

9. What lessons learned in this completing this activity can be applied to IDEA's work moving forward?

Appendix C: 2009-10 IDEA Action Plan

Strategy: _____

Tactic: _____

Intended
Impact: _____

Action Steps	Personnel responsible	Timeframe	Input needed (from full committee, SGC, other)



Los Medanos College

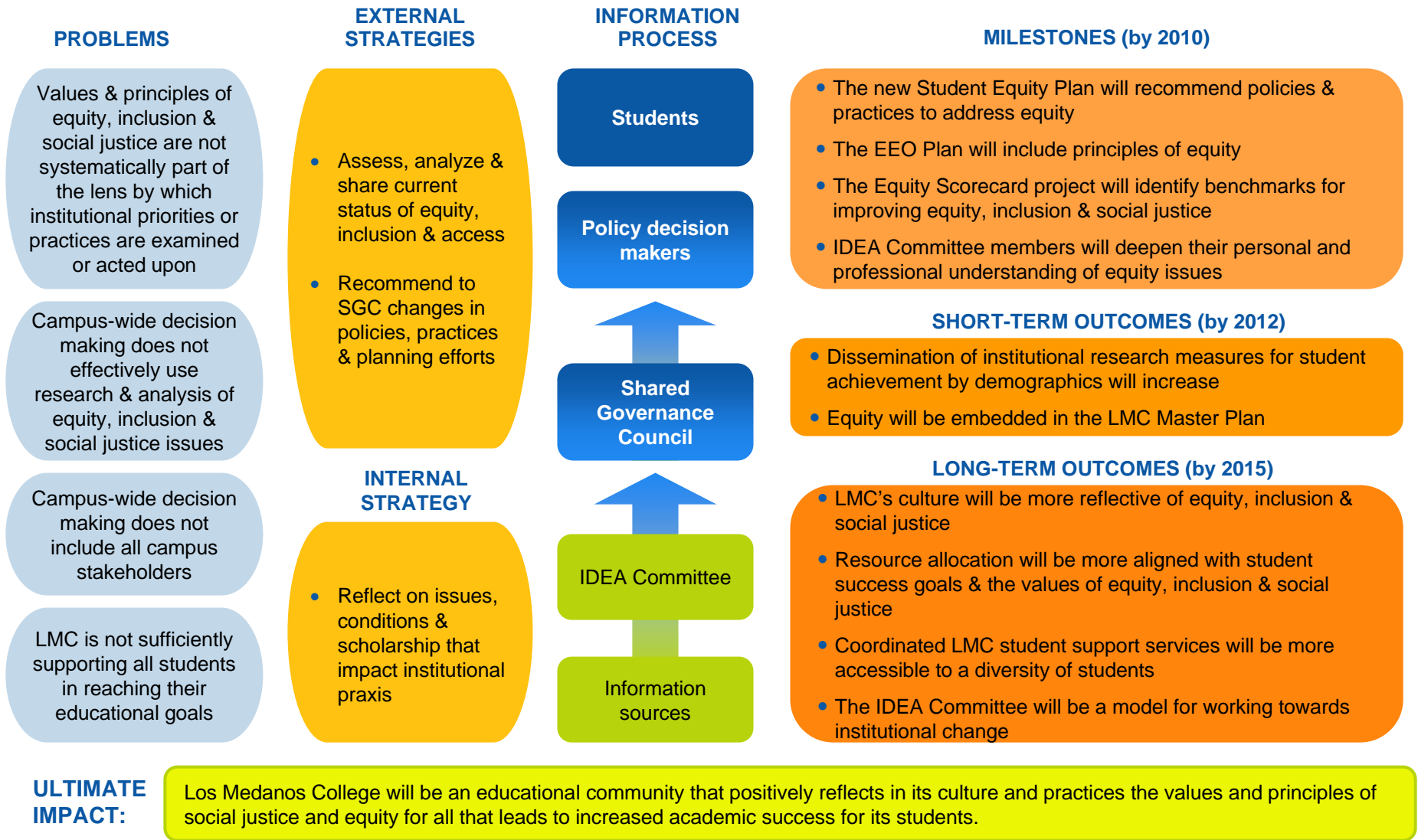
Institutional Development for Equity and Access (IDEA)

Theory of Change

BTW *informing change*
May 2009

Los Medanos College IDEA Committee Theory of Change

PURPOSE: The purpose of the IDEA Committee is to inspire and advocate for an institutional culture that defines, values and promotes equity, inclusion and social justice for all members of the Los Medanos College community.



Purpose Statement

The purpose of the IDEA Committee is to inspire and advocate for an institutional culture that defines, values and promotes equity, inclusion and social justice for all members of the Los Medanos College community.

Problems

Values & principles of equity, inclusion & social justice are not systematically part of the lens by which institutional priorities or practices are examined or acted upon

Campus-wide decision making does not include all campus stakeholders

Campus-wide decision making does not effectively use research & analysis of equity, inclusion & social justice issues

The College is not sufficiently supporting all students in reaching their educational goals

Strategies

External Strategies

Assess, analyze and share current status of equity, inclusion and access

Recommend to SGC changes in policies, practices and planning efforts

Internal Strategy

Reflect on issues, conditions & scholarship that impact institutional praxis

Strategies & Tactics

EXTERNAL STRATEGY #1

TACTICS (2009-12)

Assess and analyze current status of equity, inclusion & access



- Work with the Center for Urban Education to produce the Equity Scorecard and benchmarking measures
- Support and disseminate research on student equity issues
- Support the systematic collection of data representing students' voices and stories
- Support the analysis of available data with a lens of equity, inclusion and social justice

Strategies & Tactics

EXTERNAL STRATEGY #2

TACTICS (2009-12)

Recommend to SGC changes in policies, practices & planning efforts



- Analyze and update the Student Equity Plan (Fall 2009)
- Plan to address equity, inclusion and social justice perspectives in the LMC Master Plan
- Examine and augment program review processes and modify standards
- Assess RAP process and propose changes
- Recommend changes to Human Resources policies (EEO, hiring and other)
- Plan to assess the evaluation process for staff and faculty; make recommendations for improvements

Strategies & Tactics

INTERNAL STRATEGY #1

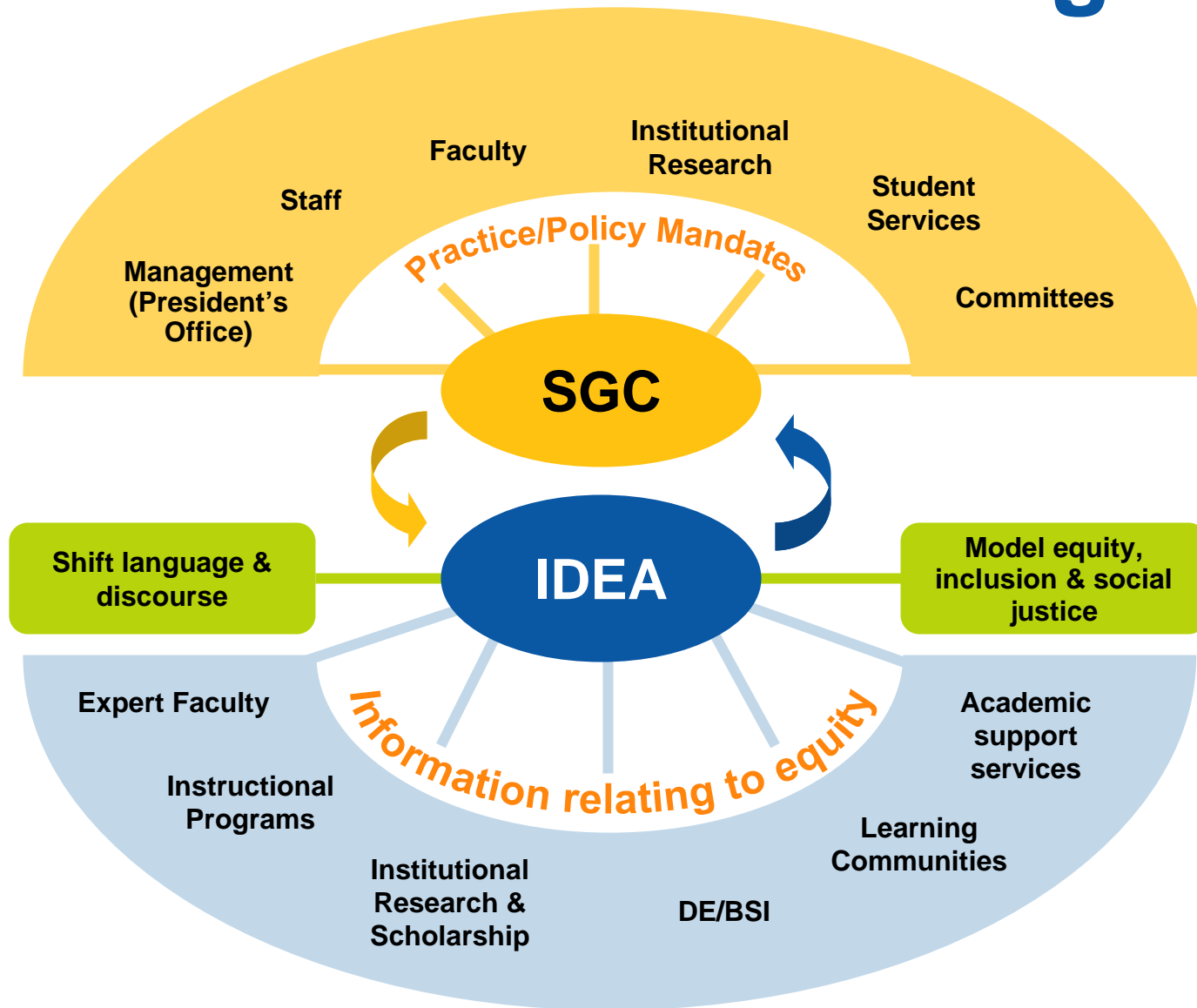
TACTICS (2009-12)

Reflect on issues, conditions & scholarship that impact institutional praxis



- Convene annual IDEA retreats
- Continue working with student services to increase IDEA's awareness of issues related to equity, inclusion and social justice
- Participate in personal and professional development activities
- Practice culturally-responsive pedagogy
- Cultivate internal practices that demonstrate a commitment to equity, inclusion and social justice (e.g., through meeting structure)

IDEA's Process for Change



Milestones and Outcomes

Milestones (by 2010)

- The new Student Equity Plan (Fall 2009) will recommend policies and practices to address equity
- The EEO Plan will include principles of equity
- The Equity Scorecard project will identify benchmarks for improving equity, inclusion and social justice
- IDEA Committee members will deepen their personal and professional understanding of equity, inclusion and social justice

Short-Term Outcomes (by 2012)

- Dissemination of institutional research measures for student achievement by demographics will increase
- Equity will be embedded in the LMC Master Plan

Long-Term Outcomes (by 2015)

- LMC's culture will be more reflective of equity, inclusion and social justice
- Resource allocation will be more aligned with student success goals and the values of equity, inclusion and social justice
- Coordinated LMC student support services will be more accessible to a diversity of students
- The IDEA Committee will be a model for working towards institutional change

Ultimate Impact

Los Medanos College will be an educational community that positively reflects in its culture and practices the values and principles of social justice and equity for all that leads to increased academic success for its students.