



Los Medanos College  
Institutional Development for Equity & Access  
Theory of Change & Assessment Planning Meeting #2

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Meeting Notes: March 5, 2009

**Meeting Purpose**

This was the second of four meetings; the group clarified IDEA's purpose, the key problems to be addressed and the target populations, and began discussing strategies and tactics.

**In Attendance**

Rosa Armendariz, HSI Grant Activity Director  
Dave Belman, Director, Office of Student Life  
Karl Debro, AVID Coordinator and Instructor  
Joellen Hiltbrand, Faculty English Department, Academic Senate Representative  
Erlinda Jones, Faculty Child Study Department  
Linda Kohler, Classified Staff  
Frances Moy, Counselor  
Newin Orante, Interim Dean of Student Development  
Tue Rust, Math Instructor  
Humberto Sale, Research Office  
Alex Sterling, English Instructor  
Jamila Stewart, Student Representative and Classified Staff  
Jennifer Curry Villeneuve and Sheila Nickolopoulos, BTW *informing change*

**I. LMC IDEA THEORY OF CHANGE**

**IDEA's Purpose**

Proposed Purpose Statement: "The purpose of the IDEA Committee is to inspire and advocate for institutional practices that value and promote equity and access for all members of the Los Medanos College community."

- The Purpose Statement should describe why IDEA exists; this is the charge of the Committee.
- The group agreed that the statement summarizes IDEA's purpose but wants to add the term "inclusion" along with equity and access. They agreed that the word "access" refers to students, not employment, which is the focus of their work. Inclusion means being validated and having a presence in the decision-making process (primarily classified staff and faculty). For students specifically, inclusion is also about health and safety, especially for LGBT students (e.g., feeling safe on campus).

- The group discussed the term “equity” and agreed that it means trying to promote success of historically marginalized communities; the definition may or may not include inclusion. It has traditionally meant serving students who are historically underrepresented – generally African-Americans, Latinos and Native Americans – but now includes other marginalized communities.
- The group agreed not to use the term “social justice” in the purpose statement because it may trigger a negative reaction. Social justice is included in the ultimate impact statement.
- The group acknowledged that they share an understanding of what these terms mean and that it is important to share these ideas with others on campus. One IDEA strategy will be to create a shared language on the Committee and on campus.
- Words are loaded and need to be clearly defined. For examples, equity and diversity aren’t the same; IDEA needs to define what it means to create access.
- Jennifer encouraged the group to consider the appropriateness of the verbs “inspire and advocate.” IDEA is not implementing policies but is the voice for changes in policies. SGC is the policy-making body and IDEA is making recommendations to them.
- “Advocate” has positive connotations about giving voice to those who do not have a voice on the campus, but it can also be a lobbyist. There was a suggestion to use “contribute.”
- Terms that will be clearly defined in the Theory of Change narrative companion: Inspire, advocate, institutional practices, equity, access and inclusion (these will be defined in the next draft of the ToC deck).

Revised Purpose Statement: “The purpose of the IDEA Committee is to inspire and advocate for institutional practices that define, value and promote equity, access and inclusion for all members of the Los Medanos College community.”

### **The Problems to be Addressed**

- The problems in a ToC represent what motivates the work of the Committee and defines the focus of the Committee’s work.
- There are three problem areas proposed for IDEA to consider:
  - ◆ An inadequate focus of the institutional mission on equality;
  - ◆ Procedural issues of planning and research; and
  - ◆ Student learning outcomes.

Each problem was discussed:

1. Values and principles of access, equity and social justice are not part of the lens by which institutional priorities or practices are examined or acted upon.
  - Add the word “consistently” because these values and principles of access, equity and social justice happen in pockets, but not everywhere all the time. There are currently activities and funding around these issues, but nothing pulling disparate efforts together. There are structural inequities around how space, time and money are allocated.
  - Distribution of capital is a problem.

- Equity is embedded in the educational master plan, but it is not explicit. Resources are not currently allocated for equity, access and implementation. It is not part of program review (one *strategy* could make it a part of program review).
  - The Teaching and Learning Project (TLP) is reviewing all the instructional programs for learning outcomes assessment; for example, each program could describe what this program is doing to address equity and access. This is a way to elevate the awareness of equity and access.
  - IDEA may identify the need for a rubric, create the rubric or use the rubric – it will depend on the task at hand.
2. Campus-wide decision making is not adequately informed by research and analysis of equity and access issues and does not include all campus constituents.
    - The information is sometimes there but the decision-makers don't know what to do with it; this is about having information and building the lens in the first problem statement. Humberto argues that the information is available, but perhaps not accessible; it is also possible that there is not interest in it or the decision-makers don't value it.
    - "Does not effectively use."
    - Is it a charge of IDEA to lead the campus in understanding data?
  3. Student learning outcomes are not adequate, especially among African American and Latino students.
    - The issue is one of opportunity, the achievement gap and retention; SLO focus is a possible strategy.
    - The group did not like the term "adequate." They agreed that the College is failing in helping students achieve their educational goals. The IDEA Committee does not have a clear picture of why students are not achieving their goals, but it is clear that the institution is failing students. Responsibility to address the issue should be placed on the school and not solely the students.
    - It is important to improve learning outcomes for all students, not just African American and Latino students.

### Target Populations

- The proposed target population is students; IDEA would work with administrative leaders, department heads, faculty and staff to accomplish its goals.
- Working committees that run the college and the community outside of LMC will be added.
- Students should remain the center (this will be made into a circular graphic), though the work of IDEA is not directly with students.

### Strategies + Tactics

Strategies are broad and static; tactics are specific and targeted and usually not ongoing.

1. Assess and analyze current status of equity and access – this is the internal work that needs to precede "influence & advocate":
  - a. Equity scorecard

- b. Analyze
    - c. Share data that is digestible is accessible ways
    - d. There may need to be more research capacity on campus; Humberto's department is not enough
    - e. Systematically collect data on students' voices and stories (e.g., the Faculty Inquiry Network)
  - 2. "Work collaboratively" to influence and advocate for change:
    - a. Change RAP process
    - b. Support culturally responsive pedagogy
    - c. Present a series of seminars on student belonging uncertainty <sup>1</sup>
  - 3. Inform planning efforts "and the distribution of resources":
    - a. Augment program review process; modify standards
    - b. Apply a lens of IDEA + RAP / all capital distributed (space + people)
    - c. Assess hiring practices and other HR policies
    - d. Assess evaluation process of staff and faculty
    - e. EEO
- Tactics should include working with others on campus and beyond that are interested in similar work, including a connection to K-12. "Work collaboratively" might include working with high schools or with funders.
  - Working on equity issues means that IDEA needs to model them.
  - When IDEA started, it was about helping to get programs going, but the group prefers to be part of institutional systemic change by supporting the codification and implementation of policies and procedures.
  - There is a formidable hierarchy at the institution, so IDEA would like tactics that transcend that hierarchy as much as possible
  - The change that IDEA envisions needs to be embraced by those outside the group; it needs to be systemic, not folks making the little differences that they can. Are they content with incremental change or are they holding out for big ticket items?

## II. NEXT STEPS & ADJOURN

Notes from meeting #2 will be emailed to the IDEA committee by March 19 in addition to homework questions. Jennifer asked them to consider current campus activities that IDEA can connect to.

The next meeting is in four weeks, on April 2, 2009 from 1:30-3:30 p.m. Materials for that meeting will be distributed on Thursday, March 26.

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<sup>1</sup> "Belonging Uncertainty" is a psychological term that hypothesizes that people targeted by negative intellectual stereotypes and stigma in school settings may come to feel uncertain of their social belonging. In turn, this belonging uncertainty may lead such students to perceive negative social events in school—like critical feedback, or feelings of isolation—as meaning they do not belong in general in the school environment, an inference that may undermine motivation.