

Common Equity Goals for SEP and VFS

There are two common goals across the Student Equity Plan (SEP) and Vision for Success (VFS) alignment: Transfer and Degree/Certification Completion. However, each plan uses different definitions and data sources, as outlined below:

TRANSFER			
Plan	Definition	Potential Populations	Further Disaggregated by ...
SEP	Transfer to a Four-Year Institution	Economically Disadvantaged; Race/Ethnicity; Disabled; LGBT; Veteran; Foster Youth	1. Gender (male or female only)
VFS	Transfer	Age; Pell Grant; College Promise Grant; Economically Disadvantaged; Ethnicity; Gender; LGBT; First Generation; Foster Youth; Disabled; Veteran	1. Completion of ADT 2. Transfer to CSU/UC

COMPLETION			
Plan	Definition	Potential Populations	Further Disaggregated by ...
SEP	Attained the Vision Goal Completion Definition (certificate over 18 unites, associate degree, CCC bachelor's degree)	Economically Disadvantaged; Race/Ethnicity; Disabled; LGBT; Veteran; Foster Youth	1. Gender (male or female only)
VFS	Certificate and Degree Completion	Age; Pell Grant; College Promise Grant; Economically Disadvantaged; Ethnicity; Gender; LGBT; First Generation; Foster Youth; Disabled; Veteran	1. ADTs 2. Chancellor's Office Approved Certificate

To align the common equity sections of the Miramar SEP and VFS plans, we will rely on the work of the SEP subject matter expert Indicator Teams for Transfer and Certificate/Degree Completion. The percentage increase goals identified by the teams will be applied to both SEP and VFS.

While the overarching SEP goal is to reduce and ultimately eliminate equity gaps, the process recognizes that setting too many goals across multiple indicators and populations may mean that there will not be enough focus on *any* of the goals to have a meaningful impact. Colleges may prioritize goal setting for populations with the greatest DI intensity to set realistic goals and actionable activities. Thus, the 2019-22 SEP template allows colleges to establish a goal that mirrors the baseline (indicating 0% expected increase). Populations with higher goals indicate these as the priority populations identified by the college, based on the intensity of the disproportionate impact (DI). In the Miramar SEP, populations with goals that mirror the baseline will still be included in continued inquiry and research on appropriate SEP interventions. Further, all populations will benefit from the overarching activities that will be designed for all students.

The tables below include only the populations identified as DI by the CCCCCO on the Miramar College SEP template. As per VFS instructions, only populations (1) identified as DI through Data on Demand; (2) required in SEP; and (3) have baseline data available in Student Success Metrics and NOVA are required to be included in the VFS template.

Transfer to a Four-Year Institution

DI Population	Goal applied to both SEP and VFS	Rationale
Ethnicity: American Indian or Alaskan Native	0% increase	Four-year data identify low intensity of impact due to small population size. Need further inquiry to understand the transfer goals, needs and intensity of DI for this population before SEP goals and appropriate interventions can be established.
Ethnicity: Native Hawaiian or other Pacific Islander	0% increase	Four-year data identify low intensity of impact due to small population size. We will need further inquiry to understand the transfer goals, needs and intensity of DI for this population before SEP goals and appropriate interventions can be established.
Ethnicity: Hispanic or Latino	9% increase	Due to the size of this student population and impact across multiple indicators, this will be a priority SEP population. The goal decreases the gap to minimum equity, but does not yet eliminate the gap. Comprehensive inquiry on the needs of this population and appropriate interventions will help the college develop and implement long-term strategies to move this population to full equity.

Ethnicity: Some other race	0% increase	This category captures a wide variety of ways that students may choose to identify their ethnicity. This is not a defined racial or ethnicity group for which specific interventions and best practices can be identified to directly target services or support.
Foster Youth	6% increase	This goal helps to reduce the gap to minimum equity but further interventions will need to be designed to move the population to full equity. Miramar has received a new NextUp grant to help support foster youth, which will enable greater attention to this population.
LGBT	0% increase	Because Miramar has not utilized CCC Apply in the past and currently does not have a way for students to self-identify as LGBT+, data for this population only considers students who applied to another district using CCCApply and then enrolled at Miramar. Thus, the data shows a very small pool of students and no trend data to be able to set a meaningful benchmark.

Certificate and Degree Completion

DI Population	Goal applied to both SEP and VFS	Rationale
Ethnicity: American Indian or Alaskan Native	0% increase	Four-year data identify low intensity of impact due to small population size. Need further inquiry to understand the completion goals, needs and intensity of DI for this population before SEP goals and appropriate interventions can be established
Ethnicity: Black or African American	18% increase	Due to the intensity of impact across multiple indicators, this will be a priority SEP population. This goal helps move the population closer to minimum equity, with further work needed to move to full equity. Review of four-year data indicate this is an achievable increase with targeted activities and interventions
Ethnicity: Native Hawaiian or other Pacific Islander	0% increase	Four-year data identify low intensity of impact due to small population size. Need further inquiry to understand the completion goals, needs and intensity of DI for this population before SEP goals and appropriate interventions can be established

<p>Ethnicity: Some other race</p>	<p>0% increase</p>	<p>Since this category captures a wide variety of ways that students may choose to identify their race/ethnicity, this is not a defined racial or ethnicity group for which specific interventions and best practices can be identified to directly target services or support</p>
<p>LGBT</p>	<p>0% increase</p>	<p>Because Miramar has not utilized CCC Apply in the past and currently does not have a way for students to self-identify as LGBT+, data for this population only considers students who applied to another district using CCCApply and then enrolled at Miramar. Thus, the data shows a very small pool of students and no trend data to be able to set a meaningful benchmark.</p>