SAN DIEGO MIRAMAR COLLEGE

2019-22 Student Equity Plan
Executive Summary

During Spring 2019, San Diego Miramar College engaged in the planning process to develop the campus 2019-22 Student Equity Plan (SEP). The entire plan was submitted to the California Community Colleges Chancellor's Office (CCCCO) via NOVA, an online submission portal, on ==XX/XX/19==. As part of plan requirements, this executive summary provides the SEP goals for each student group and the activities our college will undertake to achieve these goals.

This summary also includes an assessment of the progress made in achieving identified goals from the previous SEP, as well as an accounting for how prior funding was expended. Finally, the summary includes the name of the Miramar College official to contact for further information.

2019-22 Student Equity Goals

The SEP requires goals and activities to be set for both the Overall Student Population and for Disproportionately Impacted (DI) populations. The 2019-22 goals and activities for Miramar College are listed in the tables below:

==*Insert metrics, goals and activities tables for Retained from Fall to Spring, Attained Vision for Success Goal, Completed Both Transfer Level Math and English, and Transferred to a Four-Year Institution from NOVA after entire plan is approved*==

==*Insert Access: Successful Enrollment table to reflect local application data:*==

Metric	Demographic	Gender	Baseline	Goal
Access: Successful Enrollment	All	All	7135	7135
Access: Successful Enrollment	American Indian/Alaska Native	F	6	6
Access: Successful Enrollment	Black or African American	F	112	112
Access: Successful Enrollment	Black or African American	M	160	160
Access: Successful Enrollment	Native Hawaiian or Other Pacific Islander	M	22	22
Access: Successful Enrollment	Unknown/Not Reported	F	53	53
Access: Successful Enrollment	Foster Youth	F	59	59
Access: Successful Enrollment	Foster Youth	M	50	50
Access: Successful Enrollment	Veteran	M	617	617

Source: SDCCD Information System

Access: Successful Enrollment metrics have been manually entered based on local application data, since SDCCD does not currently use CCCApply. Goals are the same as baseline, as the college does not yet know the potential impact that CCCApply may have on applicants' onboarding and enrollment.

DRAFT as of 4/30/19

Overarching Strategies for Increasing Success Across All Indicators

In addition to the activities identified for each indicator and population listed above, overarching equity themes emerged during the planning process. These are outlined below as broad strategies or population-specific focus areas:

- **Inquiry:** The statewide Student Equity Plan development process was marked with delayed access to student data and multiple iterations of both metrics and the SEP template itself. These issues limited time for colleges to embark on deep analysis of the data, comparisons with existing local data, and exploration of additional local qualitative and quantitative student data. We also require more time to measure success of some of our most recent initiatives to determine successful practices to scale. During the 2019-22 plan cycle, we will gather additional data on our student populations to gain a better understanding of student success in light of updated SEP definitions and requirements. Further, we will need to engage in inquiry on promising practices to identify targeted interventions to pilot. This process will be especially important as we consider the needs of new and emerging student SEP populations (LGBTQIA+, Homeless, First Generation) that were not previously included in equity research and planning.

- **Professional development:** Our campus will benefit from learning activities dedicated to understanding and addressing the SEP indicators. These needs include strategies that support cultural competency and cultural responsiveness, as well as training more narrowly focused on identifying the needs of our DI populations. Equity-minded professional development opportunities need to be available for faculty, classified professionals and administrators. Training related to supporting achievement, retention and completion will also be necessary as the campus focuses on overall student outcomes as part of the CCC Chancellor's Vision for Success. Finally, with the implementation of AB 705, transfer level math and English faculty will benefit from training and professional development focused on best practices in concurrent support classes and pedagogy for our DI populations.

- **Collaboration:** Miramar College will be able to develop more impactful equity initiatives through intentional partnerships among diversity, inclusion and equity-focused programs, committees, organizations and task forces. Collaborations between and among instructional areas, student services programs focused on underrepresented populations, and student organizations will support broad equity and achievement efforts. Embedded within our 2019-22 SEP activities are meaningful opportunities for instructional and noninstructional faculty to collaborate with one another and with classified professionals, student organizations, peer mentors and administrators in order to achieve our equity goals.

- **Coordination:** There is currently no office or home for comprehensive equity-based initiatives. While there is benefit in embedding SEP-related programming into existing program operations (e.g. direct student support provided within Counseling, EOPS, Academic Success Center, Outreach, etc.), there is no dedicated "hub" where campus-wide initiatives are initiated or maintained. This is a critical component for successful implementation of new and ongoing inquiry, professional development, collaborations and programming. Such a space or office would help centralize efforts that increase student and employee engagement, education and empowerment, as well as provide referrals to campus and community resources. The Culture and Inclusion Task Force formed during 2018-19, a first tangible step in realizing the vision for such a center/space at Miramar College.

- **Population-specific inquiry on age groups:** In April 2019, the State Chancellors Office removed age groups from the SEP metrics in NOVA. Initially, data indicated that students over 35 were disproportionately impacted under several indicators. Currently we do not know the informed educational goals or barriers to completion for Miramar students in this age group, particularly among the 50+ category. This population may include skills builders and/or lifelong learners who do not intend to complete a certificate or degree (such as law enforcement professionals taking courses for additional training or professional advancement). Additional inquiry is necessary to determine the accuracy or intensity of DI and to determine if reentry supports are needed for these student populations.

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Assessment of Progress on Prior Goals

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This section provides an update on the populations identified as DI in the 2015-16 SEP, describes differences between indicator definitions from 2015-16 to 2019-22, and highlights progress or additional work needed in key activities included in the previous plan.

Disproportionately Impacted Student Populations: 2015-16

Access. The 2015-16 SEP identified African American, Latino, White and DSPS students as DI based on the 80% index methodology. The new Access definition for 2019-22 focuses on *Successful Enrollment* (applied and then enrolled in the same community college). Under the new definition, only African American students remain DI from the initial 2015-16 group. The 2019-22 SEP includes dedicated efforts to engage in comprehensive inquiry and design of interventions for this student population, as African American or Black students are currently DI under multiple indicators. Successful enrollment data indicate Latinx students are not DI, but local community alignment (previous definition) research indicates that Latinx students are still DI. Additional research will be explored during the 2019-22 cycle to better understand the intensity of impact on access for this population.

Course Completion. The 2015-16 SEP identified African American students as DI under Course Completion based on the 80% index methodology. Course Completion is no longer an SEP indicator, as it has been replaced with *Retention: Fall to Spring*. Under the new Retention indicator, male African American students remain DI, but not female African American students. Since African American or Black students are DI under multiple indicators, the 2019-22 SEP includes dedicated efforts to engage in comprehensive inquiry and design of interventions for this student population.

ESL and Basic Skills Completion. The 2015-16 SEP identified African American students as DI under Basic Skills English (progressing from English 48/49 to 101) based on the 80% index methodology. Under AB 705, new assessment methods will place most students into transfer-level math and English courses within their first year of enrollment. Thus, Basic Skills is no longer an SEP indicator and has been replaced with *Completed Both Transfer Level Math and English within the District in the First Year*. Under the new indicator, male and female African American students remain DI. Since African American or Black students are DI under multiple indicators, the 2019-22 SEP includes dedicated efforts to engage in comprehensive inquiry and design of interventions for this student population.

Degree and Certificate Completion. The 2015-16 SEP identified African American, American Indian, Latino, Pacific Islander and DSPS students as DI under Degree and Certificate Completion by applying the 80% index methodology to a six-year cohort. The new *Attained the Vision for Success Goal Definition* indicator for 2019-22 includes completion of a certificate over 18 units, associate's degree or CCC bachelor's degree.

Further, the new indicator considers student counts (volume) rather than cohort-based data. Male and female African American, female American Indian and male Pacific Islander students remain DI under the new indicator definition and methodology. The 2019-22 SEP dedicates inquiry and activity development to increase completion rates of all students, including better promotion of the value of earning a community college credential and hands-on assistance with completing the petitioning process.

Transfer. The 2015-16 SEP identified American Indian, Latino and Pacific Islander students as DI under Transfer by applying the 80% index methodology to a six-year cohort. The current *Transfer to a Four Year Institution* indicator considers student counts (volume) rather than cohort-based data. Based on the current methodology, female American Indian, male Hispanic or Latino, and male Pacific Islander students remain DI. The 2019-22 SEP dedicates inquiry and activity development to increase transfer rates of all students by gaining a better understanding of student goals and barriers to goal attainment.

Highlights from Key 2015-16 Planned SEP Activities

Develop a process for SEP Request for Proposals (RFP). Based on previous allocations, two RFP cycles were completed. Funding helped offices pilot activities such as peer mentors, tutoring, textbook loans and special one-time projects. Due to the fluctuating requirements with SEAP and SEP, as well as pending changes to the future SEAP funding formula (which combines SEP, SSSP and BSI), the RFP process for both SEP and BSI are on hiatus. Tutoring and first-year peer mentoring will be incorporated into the SEAP budget beginning in 2019-20, rather than through an RFP process.

Supplement existing categorical programs needs that are currently unmet. Student Equity funds supported the hiring of one contract Senior Student Services Assistant for EOPS/CARE and CalWORKs and one contract Counselor in DSPS. Additionally, SEP funds support all current adjunct counseling in DSPS.

Hire peer mentors. Outreach and First Year Experience successfully implemented peer mentor and student ambassador programs. By leveraging other grant and categorical funding, additional campus programs are planning or have implemented peer mentors/ambassadors, including Transfer Center, Dreamer Support Program, Career Services, NextUp and CalWORKs.

Research possibility of multicultural center on campus for students to have a gathering place. There was no progress on this goal under the previous plan. However, in Spring 2018, campus constituencies approved a proposal to move forward with this concept. In 2018-19, a new Culture and Inclusion Center Task Force formed under the Diversity and International Education Committee. The task force developed and launched a comprehensive user needs survey for students and employees in Spring 2019. Planning will continue during 2019-20; the task force will utilize survey data to help advocate for and identify virtual and physical spaces to support diversity, equity and inclusion activities.

Professional development for faculty to establish cultural competency across the curriculum. Under the previous plan, there was limited progress on establishing equity-focused training or professional development related to cultural competency across the curriculum. Professional development and training have been embedded into the 2019-22 SEP to focus on diversity, equity, inclusion and cultural competency, and is further expanded to include classified professionals, administrators and students.

Prior Budget Expenditures

2015-16

Object Code	Classification	Outreach	Student Services & Categoricals	Research & Evaluation	Student Equity Coordination & Planning	Professional Development	Instructional Support	Direct Student Support	Totals
1000	Academic Salaries		52,689			40,836		290,925	384,450
2000	Classified Salaries	89,214	29,096				8,341	3,428	130,079
3000	Benefits	12,238	29,310			11,567	619	73,546	127,280
4000	Supplies & Materials	50				584		12,254	12,888
5000	Operating Expenses	29,575	1,992		10,446	20,957		119,291	182,261
6000	Capital Outlay	540				9,974	50,000	19,699	80,213
7000	Other Outgoing							170,861	170,861
Totals		131,617	113,087	0	10,446	83,918	58,960	690,004	1,088,032

2016-17

Object Code	Classification	Outreach	Student Services & Categoricals	Research & Evaluation	Student Equity Coordination & Planning	Professional Development	Instructional Support	Direct Student Support	Totals
1000	Academic Salaries		5,699		144,172			244,631	394,502
2000	Classified Salaries	300,831			29,662	14,100	23,431	51,172	419,196
3000	Benefits	45,305	2,801		56,510	9,074	2,037	95,181	210,908
4000	Supplies & Materials	3,369	15		3,090				6,474
5000	Operating Expenses	15,419	109	12,367		9,978			37,873
Totals		364,924	8,624	12,367	233,434	33,152	25,468	390,984	1,068,953

2017-18

Due to the two-year budget cycle for SEP, spending for the 2017-18 allocation continues through June 30, 2019. Annual budget reports are due to the State Chancellor's Office each September for prior cycle funding. This table will be updated when the budget report has been submitted.

Object Code	Classification	Outreach	Student Services & Categoricals	Research & Evaluation	Student Equity Coordination & Planning	Professional Development	Instructional Support	Direct Student Support	Totals
1000	Academic Salaries								
2000	Classified Salaries								
3000	Benefits								
4000	Supplies & Materials								
5000	Operating Expenses								
Totals									

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