

## Contacts

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Awaiting Submittal

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Awaiting Submittal

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Awaiting Submittal

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Awaiting Submittal

## Details

### Assurances

### Progress & Success

#### Process & Schedule

The college will need to determine our new structure for Student Equity and Achievement Program (SEAP) advisory and coordination. In the meantime, our current Student Success and Equity Advisory Group and Basic Skills Subcommittee will collaborate on the development of the SEP evaluation process. First, we will develop a crosswalk of all SEP activities to identify overlap among indicators and populations. For example, research/inquiry and professional development are included for most indicators and populations. We will develop an evaluation template that delineates each SEP activity. This template will include, but not be limited to, tracking: • Activity • Indicator(s) • Population(s) • Deliverables • Responsible Party(ies) • Expected Outcome • Data collection • Timeline • Required updates or adjustments to activity or goals Regular check-in points will be identified by the work groups, teams or departments assigned to specific projects. An annual report will be compiled to track overall SEP progress, and this timeline will be aligned with the annual report due to the CCCCO Chancellor's Office. Anticipated timeline: • December 2019 – Year 1 completed in preparation for January 2020 CCCCO report • December 2020 – Year 2 completed in preparation for January 2021 CCCCO report • December 2021 – Year 2 completed in preparation for January 2022 CCCCO report As new data

become available, we will also adjust benchmarks as needed. This is intended to be a dynamic, nimble process that both tracks the long-term progress of our SEP initiatives and remains responsive to new information and increased understanding about our students' needs.

### Success Criteria

There is significant coordination among counseling and student support programs at San Diego Miramar College. Representatives from EOPS/CARE/NextUp, DSPS and Promise currently serve as members of the Student Success and Equity Advisory Group (SSEAG), and a DSPS faculty member serves on the Basic Skills Subcommittee. Counselors serve as liaisons for special populations (e.g. veterans, undocumented students) and share resources among programs and offices. Funds from SEP (now SEAP) help support one full-time counselor and adjunct hours in DSPS and one full-time classified professional in EOPS/CARE/CalWORKs. Additionally, peer mentoring for FYE/Promise and Summer Bridge support is also funded through SEP. The college also leverages Strong Workforce Program (SWP) activities and funds to support career awareness and exploration. All of these support programs collaborate extensively to provide resources for students. As discussions take place regarding an appropriate committee and work group structure for the SEAP, categorical and special programs will continue to have a dedicated role in the planning, implementation and evaluation process for equity initiatives. Also embedded within the Miramar 2019-22 SEP are more intentional opportunities to engage with current groups focused on assisting equity populations, including veterans, foster youth, culturally-based groups such as Latinx and African American or Black student organizations, and Spectrum (LGBTQIA+ focus). As new or emerging populations are identified and special programs are developed, representatives will be engaged in equity efforts.

### Executive Summary

<http://www.sdmiramar.edu/institution/plan/>

## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	Not Available	7135	+713400%
Retained from Fall to Spring at the Same College	7889	8047	+2%
Attained the Vision Goal Completion Definition	1044	1117	+6.99%
Completed Both Transfer-Level Math and English Within the District in the First Year	387	395	+2.07%
Transferred to a Four-Year Institution	2090	2152	+2.97%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Hispanic or Latino	Male	Transferred to a Four-Year Institution	226	245	+8.41%    ◀
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	2	2	0% ◀   ▶
Some other race	Male	Transferred to a Four-Year Institution	15	15	0% ◀   ▶
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	4	4	0% ◀   ▶
LGBT	Female	Transferred to a Four-Year Institution	6	6	0% ◀   ▶
Foster Youth	Female	Transferred to a Four-Year Institution	19	20	+5.26%    ◀
LGBT	Female	Retained from Fall to Spring at the Same College	30	30	0% ◀   ▶
Some other race	Male	Retained from Fall to Spring at the Same College	86	86	0% ◀   ▶
Hispanic or Latino	Female	Retained from Fall to Spring at the Same College	1030	1051	+2.04%    ◀
Black or African American	Female	Retained from Fall to Spring at the Same College	162	167	+3.09%    ◀
White	Male	Retained from Fall to Spring at the Same College	1562	1594	+2.05%    ◀
Hispanic or Latino	Male	Retained from Fall to Spring at the Same College	1052	1073	+2% ◀   ▶
Black or African American	Male	Retained from Fall to Spring at the Same College	183	189	+3.28%    ◀
Economically Disadvantaged	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	110	113	+2.73%    ◀
White	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	45	46	+2.22%    ◀
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	41	53	+29.27%    ◀
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	3	4	+33.33%    ◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	39	64	+64.1% ▮▮◀
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	2	3	+50% ▮▮◀
Foster Youth	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	2	+100% ▮▮◀
Veteran	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	2	3	+50% ▮▮◀
Veteran	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	11	14	+27.27% ▮▮◀
Black or African American	Female	Attained the Vision Goal Completion Definition	15	18	+20% ▮▮◀
Black or African American	Male	Attained the Vision Goal Completion Definition	18	21	+16.67% ▮▮◀
Some other race	Male	Attained the Vision Goal Completion Definition	3	3	0% ◀ ▮
LGBT	Male	Attained the Vision Goal Completion Definition	2	2	0% ◀ ▮
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	3	3	0% ◀ ▮
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	1	1	0% ◀ ▮
American Indian or Alaska Native	Female	Enrolled in the Same Community College	Not Available	6	+500% ◀ ▮
Black or African American	Female	Enrolled in the Same Community College	Not Available	112	+11100% ◀ ▮
Black or African American	Male	Enrolled in the Same Community College	Not Available	160	+15900% ◀ ▮
Native Hawaiian or other Pacific Islander	Male	Enrolled in the Same Community College	Not Available	22	+2100% ◀ ▮

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Foster Youth	Female	Enrolled in the Same Community College	Not Available	59	+5800% ◀   ▶
Foster Youth	Male	Enrolled in the Same Community College	Not Available	50	+4900% ◀   ▶
Veteran	Male	Enrolled in the Same Community College	Not Available	617	+61600% ◀   ▶

### Additional Categories

No population groups selected.

## Activities

### Expanded Open Houses and In-Person Orientations

#### Brief Description of Activity

Expand involvement of instructional areas in open houses and orientations to highlight potential career and educational opportunities. Increase faculty involvement in open houses and orientations. Employee training on customer service, first impressions and fostering a welcoming environment. As additional data emerge about the needs of DI populations, appropriate focused interventions will be developed and implemented. (Note: since SDCCD does not currently use CCCApply, Successful Enrollment data is based on local application data and has been manually entered into NOVA.)

#### Related Metrics

- Overall : All : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College

### Community Outreach and Communication

#### Brief Description of Activity

Develop student success stories to promote via website, social media and advertisements (including Spanish language media). Outreach to community centers and gear outreach towards parent/guardians/families and DI populations. Translate admissions steps and other enrollment-related documents in predominate languages spoken in local community to facilitate parent/family communication. Explore new tools within CCCApply (and/or tools that integrate with CCCApply, such as MyPath) to facilitate student onboarding and pre-enrollment communication. Review college website to ensure consistent pre-enrollment and follow-up support information across programs. As additional data emerge about the needs of DI populations, appropriate focused interventions will be developed and implemented. (Note: since SDCCD does not currently use CCCApply, Successful Enrollment data is based on local application data and has been manually entered into NOVA.)

### Related Metrics

- Overall : All : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College

## Welcome Week and Early Interventions

### Brief Description of Activity

Develop and deliver early interventions at key points in a student's experience throughout the Fall semester, including comprehensive Welcome Week(s) and/or extended orientations to introduce students to campus resources, services, peer mentoring and college employees. Explore the development of a comprehensive early alert program/system to partner student services faculty and staff together with instructional faculty. Provide faculty/staff training and mentoring opportunities on techniques to identify and support students who are at risk or in need of additional support. As additional data emerge about the needs of DI populations, appropriate focused interventions will be developed and implemented.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Some other race : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- White : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College

## Proactive Promotion of Math and English Completion

### Brief Description of Activity

Actively promote the completion of English and math during the first semester through communication with incoming and new students. Increase counseling liaison activities with Math and English Departments. Partner and collaborate with programs, offices and student organizations that serve DI populations including: Veterans Office and Student Veterans Organization; Black Student Union; Latinx Club; EOPS/CARE/NextUp; CalWORKs; DSPS.

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- White : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Transfer English and Math - Inquiry and Implementation of Best Practices

### Brief Description of Activity

Analyze effectiveness of ongoing and new interventions (co-requisite classes, tutoring, embedded tutoring, supplemental instruction, etc.) within the context of AB 705 to determine successful practices to scale or those that require redesign. Explore best practices from other colleges for both overall and DI-specific interventions. Investigate barriers and needs related to specific DI populations. Provide professional development on successful math and English interventions. Disaggregate the White ethnicity category to identify intensity of DI for Middle Eastern/North African students.

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- White : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Transfer Student Success Channel

### Brief Description of Activity

Create YouTube (or other social media) Student Success Channel addressing transfer-relevant topics such as applying for scholarships/understanding financial aid, preparing to move out of area, considering private/online/out-of-state institutions, and accessing resources available at universities. Include DI-population specific topics, resources, role models. Partner and collaborate with programs, offices and student organizations that serve DI populations. Add topics as additional information emerges about completion goals and needs of DI populations.

### Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Overall : All : Transferred to a Four-Year Institution

## Proactive Promotion of Graduation Requirements and Petition Process

### Brief Description of Activity

Develop and implement focused interventions related to the petition to graduate process. Promote “What If” scenarios on new mySDCCD Student Portal and other technology tools for degree audit so that students can explore various certificate and degree options. Review the petitioning process to determine potential barriers and loss points to successful completion. Develop a petition promotion/marketing strategy to explain the value of attaining a community college credential by maximizing and enhancing the counselor instructional area liaison model. Collaborate with district office and colleges to make identified improvements to the petitioning process. Support campus-wide efforts to enhance early career exploration and create clear semester-by-semester program maps for each degree and certificate award in the catalog.



### Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition

## Focused Completion Initiatives

### Brief Description of Activity

Complete research and inquiry to identify the completion goals, needs and barriers to success for all students, including current and emerging DI populations. Develop and deliver new interventions including advising, intake/onboarding, differentiated orientations and other activities that help students explore career opportunities and clarify their educational attainment goals. Provide professional development on successful completion strategies and interventions. Leverage other SEP activities (Open Houses, Extended Orientations, Welcome Week, Promotion of Graduation Requirements) and additional funding sources (i.e. Strong Workforce, other categorical programs) to help students continually explore their goals and stay on track.

### Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- LGBT : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition

## Population-Specific Inquiry and Design: Latinx and Black/African American students

### Brief Description of Activity

We will engage in quantitative and qualitative research regarding Latinx (Hispanic or Latino) and Black or African American students in order to develop and implement appropriate interventions. These populations require campus-wide inquiry and professional development, as they have each been identified as populations with the highest level DI under several SEP indicators. We will engage in focused inquiry and professional development to identify the barriers to access, retention and completion to determine best practices, then design targeted interventions and activities to pilot, assess and scale. These inquiry and design activities will include partnering across Student Services and Instruction as well as collaborating with student clubs and organizations focused on the Latinx and Black/African American student experiences.

### Related Metrics

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

- Hispanic or Latino : Male : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College

## Population-Specific Inquiry and Design: New and Emerging Populations

### Brief Description of Activity

We will engage in quantitative and qualitative research on new and emerging SEP populations in order to better understand the size of these student populations, intensity of DI faced and necessary interventions. LGBTQIA+ students have been added to the SEP, but we have little data on this population. SDCCD has not used CCCApply in the past and does not currently capture this demographic data on the local admissions application. First generation and Homeless (or housing insecure) students were also added to SEP legislation but have not yet been embedded into the SEP data or planning process for 2019-22. We also plan to further investigate the barriers to success for students struggling with other unmet basic needs, such as food insecurity. Next, we have identified a need to disaggregate ethnicity data to better understand our Middle Eastern and North African student population across multiple indicators. Future implementation of CCCApply will provide this information on new applicants moving forward. Finally, although foster youth have previously been included in SEP, we will further explore the needs of this population, including those eligible and non-eligible for NextUp services.

### Related Metrics

- LGBT : Female : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- LGBT : Female : Retained from Fall to Spring at the Same College
- Foster Youth : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College

## Research on Applicant-to-Enrollee Conversion (Successful Enrollment)

### Brief Description of Activity

SDCCD will implement CCCApply in late April 2019 for summer and fall 2019 enrollment. Since our district does not currently participate in CCCApply, Student Success Metrics/Data on Demand data were not available for Miramar College within NOVA. District analysis of our local application data indicate that 42% of applicants from 2016-17 and 2017-18 were converted to enrollees in 2017-18, which is the highest conversion rate among the three colleges in the district. As we transition to CCCApply, we will learn how the application, communication and onboarding tools within the system impact applicant enrollment. Since Miramar is located in a multi-college district, within a region saturated with community colleges, it will also be necessary to research reasons for applicant-to-enrollee gaps. This will enable us to understand how many of these “lost” enrollees ultimately enroll elsewhere versus how many do not enroll in college at all. Further, we will couple the data on applicants-to-enrollees with community alignment data to further identify DI populations based on intensity of impact. This will allow us to focus any necessary interventions within our local service area and ensure that we are meeting the needs of our community. Activities and interventions for both the overall student population and DI populations will be designed and implemented as additional data emerge. (Note: since SDCCD does not currently use CCCApply, Successful Enrollment data is based on local application data and has been manually entered into NOVA.)

**Related Metrics**

- Overall : All : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Black or African American : Male : Enrolled in the Same Community College
- Native Hawaiian or other Pacific Islander : Male : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Foster Youth : Male : Enrolled in the Same Community College
- Veteran : Male : Enrolled in the Same Community College



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