2022 - 2025
Student Equity Plan

March 22, 2022

01 '22 - '25 Template

03 RP Group Equity Framework

02 '19 - '22 Equity Plan

04 Miramar Planning Process

Meeting Agenda

'22-'25 Plan

Components

'22 - '25 Plan

Guided Pathways & Vision for Success

Alignment of Plans / Framework

Race-Conscious Design

Prioritize DI groups; USC CUE feedback

Activities →
Systemic Design

Leverage existing work and address campus reform

Intentional Design

Targeted Action

**Streamlined Metrics**

Data-Driven Continuous Improvement

Changes in Design

| Student Equity Plan 1.0 2018-2022	Student Equity Plan 2.0 2022-2025
Transactional	Transformational
Compliance oriented	Community driven, thoughtful/meaningful, reflective
One and done	Fluid and dynamic
Race-neutral	Race-consciousness
Standalone plan	Inform other institutional plans
Compartmentalized funding	Braiding of funds (trenza)
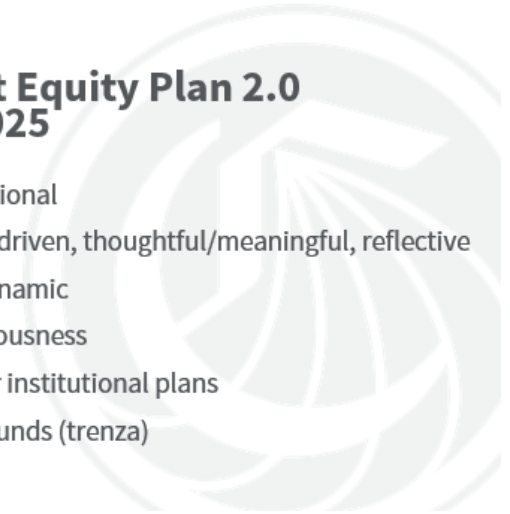
Status report

Details	Campus-wide equity approach [Race-consciousness, planned equity progression]
Contacts	Project lead(s);- Nessa Julian & Daniel Miramontez; President; VPI; VPA; VPSS; Academic Senate President; GP Coordinator
Equity Plan Reflection	'19-'22 activities summary; Key initiatives /projects/activities; Evidence of decreased DI; '22-'25 planning efforts [*Executive Summary*]
Student Populations (DI)	Campus use CO data and college data; Identify "main" student population experiencing DI. Select group for each metric. Can add additional groups not listed.
Metrics	Evaluation narrative includes: *Structure evaluation*; *Ideal Structure; Planning & Action; Budget; CCCCO Resources; Target Outcomes*
Survey	Guided Pathways; Financial Aid; Basic Needs; Zero-Cost Textbook; LGBTQ+; Mental Health

Miramar Plan

2019 - 2022 Equity Plan
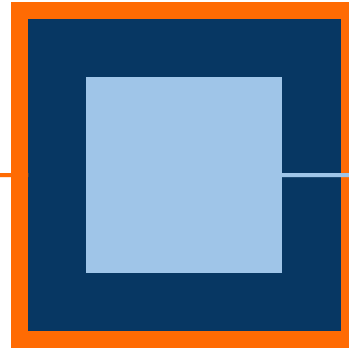
USC CUE

SEP Plan Review - Focus on Racial Equity

2019 - 2022 Student Equity Plan

Strengths: Executive Summary

"The plan shows a commitment to institutional change and innovation. There is a strong emphasis on inquiry in several activities. Some of the activities that are really innovative include the translation of admission procedures into local languages, the use of social media to share information, and an examination of policies and structures to transform." —Community College Expert Reviewer

Large Take Aways

"Many of the activities are focused on general, not specific racial groups. Consequently, the plan could be much more race conscious. While instructional faculty are included in some activities, there is room for more activities specifically in the classroom." —Community College Expert Reviewer

CUE Recommendations:
1. Make a **clear distinction between different types** of activities and goals (e.g., capacity-building, programs, etc.) rather than discussing numerous types of activities under the same goal.
2. Create equity activities that explicitly **align** the **race-specific metrics** to **race-specific activity descriptions.**
3. Focus on specific **racially minoritized** student populations rather than on all students.
4. Work to incorporate more **classroom-focused** equity efforts and **engage instructional faculty.**
5. Include **transfer-specific** equity activities.
6. Ensure **alignment between equity planning** and **Vision for Success, Guided Pathways,** and **AB 705.**
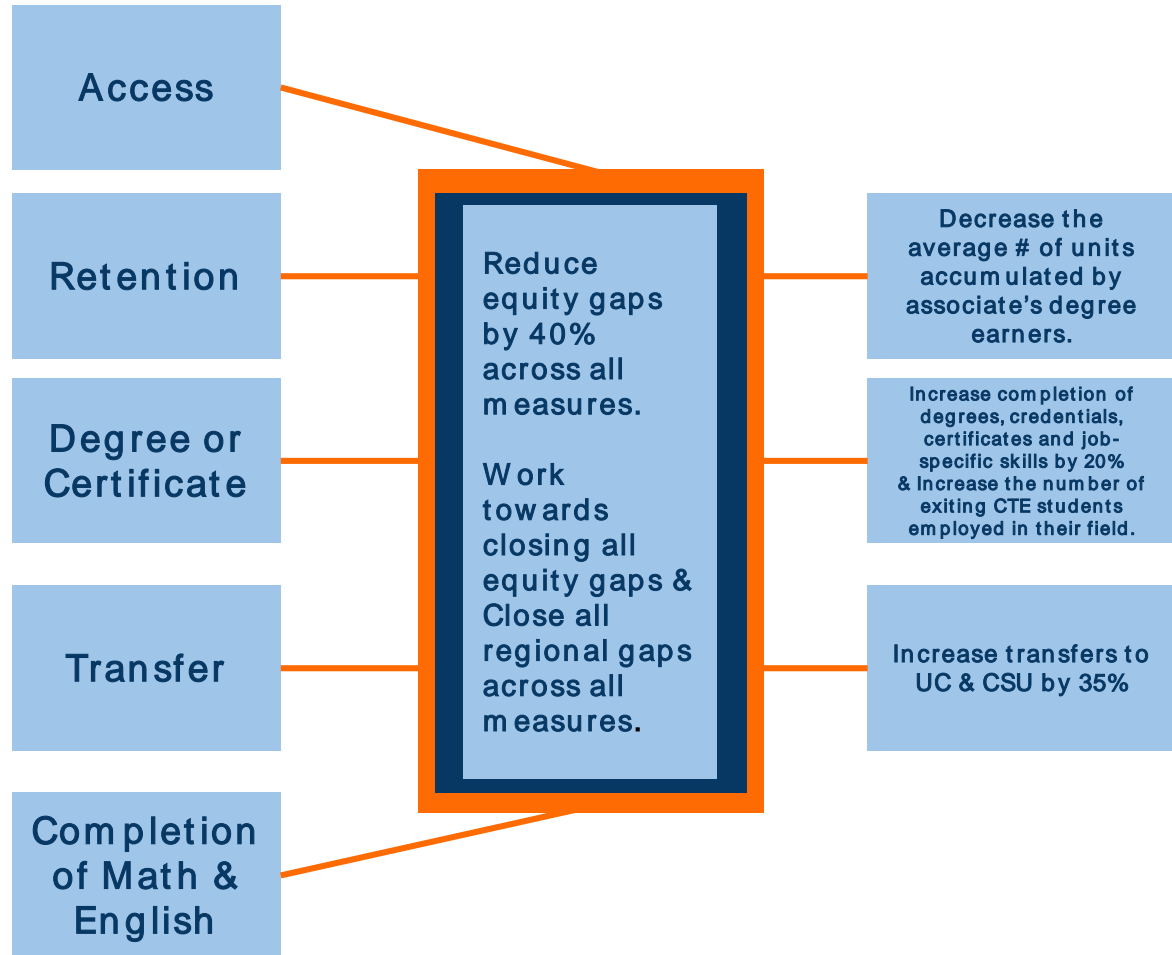
Note-The take aways listed here are ONLY based on what was submitted via NOVA, June 2019 and the content of the executive summary. It does not reflect other strategic planning documents.

Guided Pathways & Equity

	Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning
Access	✓	✓		
Retention	✓		✓	✓
Completion of Math & English	✓		✓	✓
Transfer	✓	✓	✓	
Degree or Certificate	✓		✓	✓

Equity Definition

"Equity is the framework and practice in which historically marginalized and minoritized populations (based on race, economic class, gender identity, sexual orientation, ability, and/or disproportionately impacted) are provided the resources, opportunities, and education to achieve success –from access through completion. Equity addresses systemic inequalities through the implementation of evidence-based policies, programs, procedures, and legislation which inform strategic and intentional resource allocation, support structures, and opportunities in order to ameliorate the impacts from past and current inequalities."

Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community

Strategic Goal # 5 DEI

Strategic Direction 1

Systemically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.

Strategic Direction 2

Establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.

Strategic Direction 3

Systematically review, develop and incorporate equity-minded practices in:
1) culturally responsive instructional pedagogy
2) student-centered, and
3) recruitment, screening, and retention of employees

RP Group Equity Framework

Equity-Minded

Cultural Humility

Distributed Leadership

Evidence-Based

RP Group Equity Framework

Equity-Minded

is a perspective or lens underpinning the operations of the organization that centers on recognizing and redressing systems of oppression in its policies, practices, and actions. This underpinning includes: self-reflection, examining and prioritizing who is/has been most directly impacted, and interrogation of the status quo to ensure equity is at the forefront of the work.

Cultural Humility

is the ability to reflect critically upon and acknowledge our own biases, perspectives, shortcomings, and limitations of our expertise as part of the process of learning and building the capacity to improve our community and the communities we serve; honoring the work, voice, and perspectives of those who have an experience with our institutions.

Distributed Leadership

is an equity-minded approach to leadership. DL is a collective commitment to lead and implement change, unified by a shared vision. It welcomes a variety of perspectives and leadership potential and is not limited to one person or position; ensuring those impacted by implementing the vision are valued, included, and empowered to implement change within their roles.

Evidence-Based

is a commitment to collecting and analyzing data from multiple sources and perspectives to identify problems as well as solutions; recognizing that something does not work unless it works for all; and integrating both quantitative and qualitative analyses to provide necessary context/perspective.

Assessment Tool

Applying the Equity Framework to the Student Equity Plan

Component: Equity Minded

Metric: Transfer-level Math & English

DI Group: African American

Component and Guided Questions	Current standing/progress	Next steps and/or supports
Equity-Minded is a perspective or lens underpinning the operations of the organization that centers		

Ideal Structure

Select the ideal structure focus—reflecting on both instruction and student affairs processes, policies, practices, and culture.

☑ Instruction

What equity-minded process / policy / practice / culture would facilitate a shift to equitable outcomes for this population?

Characters: 0/2500

☐ Student Services

☑ Business Services

What equity-minded process / policy / practice / culture would facilitate a shift to equitable outcomes for this population?

Characters: 0/2500

☐ Other

Component: Cultural Humility

Metric: Transfer-level Math & English

DI Group: African American

Component and Guided Questions	Current standing/progress	Next steps and/or supports
Cultural Humility is the ability to reflect critically upon and acknowledge our own biases, perspectives, shortcomings, and limitations of our expertise as part of the process of learning and building the capacity to improve our community and the communities we serve; honoring the work, voice, and perspectives of those who have an experience with our institutions.		
1. Incorporate multiple perspectives, including those outside the area of expertise or historically marginalized groups? Math and English faculty work with departments (Veterans, EOPS, CARE, Black Studies, Ethnic Studies) to review data and brainstorm	Success and progress:	Next steps or areas of focus: Focus on 1-2 groups per year in Equity Plan (align with Board priority for Black Student Success?)
	Challenges and barriers: Math and English connect with other affinity groups to collaborate	Support and resources needed: Additional data from IR; (focus group responses for Black Student Success Work Group)
2. Address institution- or system-level issues (policies, practices, services, etc.) to move toward equity?	Success and progress:	Next steps or areas of focus:
	Challenges and barriers:	Support and resources needed:
3. Address academic or service issues to move toward equity?	Success and progress:	Next steps or areas of focus:
	Challenges and barriers:	Support and resources needed:
4. Acknowledge any limitations as guidance for further work and future improvement?	Success and progress:	Next steps or areas of focus:
	Challenges and barriers:	Support and resources needed:
5. Focus on people/person vs. the institution or status quo?	Success and progress:	Next steps or areas of focus:
	Challenges and barriers:	Support and resources needed:
6. Include the voice and perspectives of those with experience with the organization?	Success and progress:	Next steps or areas of focus:
	Challenges and barriers:	Support and resources needed:

Structure Evaluation

Current Structure
Select the current structure focus—reflecting on both instruction and student affairs processes, policies, practices, and culture.

☑ Instruction
What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Characters: 0/2500

☑ Student Services
What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Characters: 0/2500

☐ Business Services
☐ Other

Ideal Structure
Select the ideal structure focus—reflecting on both instruction and student affairs processes, policies, practices, and culture.

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☐ Student Services
☑ Business Services
What equity-minded process / policy / practice / culture would facilitate a shift to equitable outcomes for this population?

Characters: 0/2500

☐ Other

Component: Distributed Leadership

Metric: Transfer-level Math & English

DI Group: African American

Component and Guided Questions	Current standing/progress	Next steps and/or supports
Distributive Leadership (DL) is an equity-minded approach to leadership. DL is a collective commitment to lead and implement change, unified by a shared vision. It welcomes a variety of perspectives and leadership potential and is not limited to one person or position; ensuring those impacted by implementing the vision are valued, included, and empowered to implement change within their roles.		
1. Reflect a variety of perspectives, including those impacted by the implementation of the program, process, practice, or policy? How are all of the Divisions (Instruction; Student Services, Business Services) & students included in the process?	Success and progress: Instructional - SEEM reviews data for X courses.; Challenges and barriers: Math and English connect with Black Student Success work group	Next steps or areas of focus: High impact interventions exploration (Study Jams, Learning community) Support and resources needed:
2. Provide opportunities to engage new individuals, who may have access resources and/or serve as a subject matter expert, to help advance the work?	Success and progress: Challenges and barriers:	Next steps or areas of focus: Support and resources needed:
3. Empower those most impacted to lead/implement change within their roles?	Success and progress: Challenges and barriers:	Next steps or areas of focus: Support and resources needed:
4. Include ample opportunities for deliberating and implementing a unified vision?	Success and progress: Challenges and barriers:	Next steps or areas of focus: Support and resources needed:
5. Include proactive and broad communication?	Success and progress: Challenges and barriers:	Next steps or areas of focus: Support and resources needed:
6. Have mechanisms in place to ensure learning and decisions are shared to support the unified vision?	Success and progress: Challenges and barriers:	Next steps or areas of focus: Support and resources needed:

Structure Evaluation

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Select the current structure focus—reflecting on both instruction and student affairs processes, policies, practices, and culture.

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☐ Other

Component: Evidence Based

Metric: Transfer-level Math & English

DI Group: African American

Component and Guided Questions	Current standing/progress	Next steps and/or supports
Evidence-based is a commitment to collecting and analyzing data from multiple sources and perspectives to identify problems as well as solutions; recognizing that something does not work unless it works for all; and integrating both quantitative and qualitative analyses to provide necessary context/perspective.		
1. Weave equity throughout and at the forefront of all stages of the process?	Success and progress:	Next steps or areas of focus:
	Challenges and barriers:	Support and resources needed:
2. Incorporate multiple sources and perspectives to identify inequities as well as solutions?	Success and progress:	Next steps or areas of focus:
	Challenges and barriers:	Support and resources needed:
3. Communicate methods for inquiry and any limitations clearly and transparently?	Success and progress:	Next steps or areas of focus:
	Challenges and barriers:	Support and resources needed:

Target Outcomes for 2022-25

Measurement
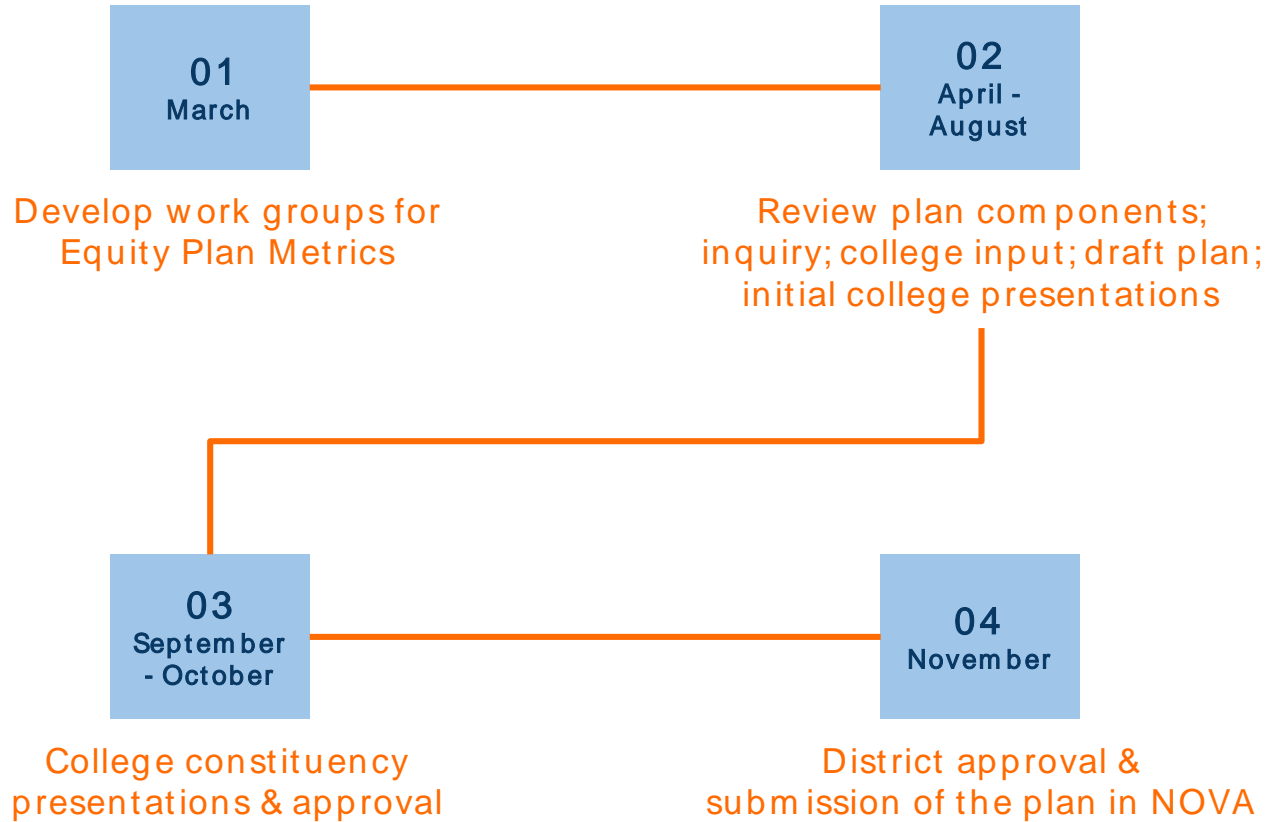How will you know the planning and action process has been successful?

Timeframe	Measurement Output		
1-year outcome	5 sections at XYZ high school in fall 2022	✎	🗑
2-year outcome	10 sections at XYZ high schools by fall 2023	✎	🗑
3-year outcome	Grow Black/African American dual enrollees to 12% of all dual enrollees by 2025	✎	🗑
3-year outcome	Increase college-wide Black/AA enrollment to 10% by fall 2025	✎	🗑

+ Add Evaluation Measurement

Intersections of Strategic Goal 5 & Equity Framework

	Strategic Direction 1	Strategic Direction 2	Strategic Direction 3
Equity-Minded	✓	✓	✓
Cultural Humility	✓	✓	✓
Distributed Leadership	✓	✓	✓
Evidence-Based	✓	✓	✓

College Engagement

Workgroups

Organized by equity plan metrics & DI group data

Campus Forums

College-wide discussion

Constituency Involvement

Senate meetings; Committee presentations/input

Target Board Approval Date

November 10, 2022