Student Equity and Achievement Program Produced: 10/31/2022 04:42 PM PDT Nessa Julian

San Diego Miramar College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

📄 EDC_78220.pdf

Additional 78220 Acknowledgement

✓ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

Since our last Student Equity Plan submission, San Diego Miramar College has worked toward creating a culture that centers on diversity, equity, and inclusion (DEI) in addressing our mission and vision to support our diverse students and community. Our campus engaged in an inclusive process to develop an equity definition. Our shared understanding of equity guides us in how we operationalize our work by engaging in intentional and comprehensive strategies to dismantle systemic inequalities.

Furthermore, our campus has interwoven DEI in our Strategic Goals and Directions. In particular, DEI is specifically called out in Strategic Goal #5 to *build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community*. The Strategic Directions delineate how we will approach our work toward DEI. The newly created Leading for Equity, Anti-racism, and Diversity (LEAD) Office, helps guide our collective commitment to creating a campus culture that centers DEI as a framework for our college community. The strategic placement of the LEAD Office under the School of Planning, Research, and Institutional Effectiveness underscores the importance of grounding our work in data-informed practices to inform strategic planning and institutional effectiveness.

The strides we have made as a campus to center DEI, along with the CUE Report, inspired a more intentional focus on race consciousness as we work to close equity gaps for our disproportionately impacted student groups. Reviewing our disaggregated student equity data, highlighted the need to intentionally focus on racially minoritized student populations and develop targeted equity activities – particularly for our Black and African American, and Latinx students who are experiencing disproportionate impact across all equity metrics. As a campus, we recognize that systemic and institutional racism is real and has long impacted marginalized and minoritized groups. Through their roles and responsibilities, we affirm that everyone in the college community will implement the College's equity initiatives as part of our institution's commitment to educational excellence.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American
3-year outcome: Increase Black/African American student enrollment to 21% (3% increase)

Hispanic or Latino
3-year outcome: Increase Latinx student enrollment to 21% (1% increase)

Completed Transfer-Level Math & English

Black or African American
3-year outcome: Increase Black/African American successful completion of math & English to 18% (2% increase)

Hispanic or Latino
3-year outcome: Increase Latinx successful completion of math & English to 18% (5% increase)

Persistence: First Primary Term to Secondary Term

Black or African American
3-year outcome: Increase Black/African American persistence to 65% (7% increase)

Hispanic or Latino
3-year outcome: Increase Latinx persistence to 65% (12% increase)

Transfer

Black or African American
3-year outcome: Increase transfer to a four-year for Black/African-American students to 24% (2% increase)

Hispanic or Latino
3-year outcome: Increase transfer to a four-year for Latinx students to 24% (1% increase)

Completion

Black or African American
3-year outcome: Increase Black/African American student completion to 9% (2% increase)

Hispanic or Latino
3-year outcome: Increase Latinx student completion to 9% (2% increase)

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Expanded Open Houses and In-Person Orientations
- Community Outreach and Communication
- Welcome Week and Early Interventions
- Proactive Promotion of Math and English Completion
- Transfer English and Math - Inquiry and Implementation of Best Practices
- Transfer Student Success Channel
- Proactive Promotion of Graduation Requirements and Petition Process
- Focused Completion Initiatives
- Population-Specific Inquiry and Design: Latinx and Black/African American students
- Population-Specific Inquiry and Design: New and Emerging Populations
- Research on Applicant-to-Enrollee Conversion (Successful Enrollment)

Key Initiatives/Projects/Activities *

Access: In an effort to increase access to Miramar, we reviewed our outreach, application, and onboarding processes to determine potential barriers for our DI student groups. Some examples of increasing access include the development of a New Student Resource Guides in English and Spanish, and conducting high school matriculation presentations in Spanish.

Completion of Transfer Math & English: To address DI in transfer-level math and English, Miramar collaborated with various departments on campus to promote enrollment in transfer-level courses. To address DI through teaching and learning, the departments participated in targeted professional development on best practices in the classroom.

Persistence: At the onset of the pandemic, our focus shifted from retention to re-engagement. Miramar recognized the importance of meeting student needs by instituting a laptop lending program, Wi-Fi parking lots and hotspots, emergency grants, food distributions, and the Jet Fuel Resource Center. Providing resources was integral to student retention and persistence.

Transfer: The Miramar College Transfer Center Director position became vacant at the start of Fall 2019 and was later eliminated due to a lack of funding. This lack of staffing and leadership for the Transfer Center, combined with the challenges of

the pandemic, limited the Center's ability to implement the Transfer Student Success Channel on social media. However, the Transfer Center did ramp up its use of Canvas as a comprehensive repository for student-facing transfer information.

Completion: As Miramar implements Guided Pathways, significant progress has been made in several areas including the development of seven Academic and Career Pathways (ACP), a Program Mapper Tool, (ACP) Success Teams, a revamped website, and career exploration modules. Guided Pathways is a campus-wide effort and teams are engaging in intentional inquiry around equity gaps to inform how to design with an equity lens.

Additionally, Miramar is involved in the District-wide Black Student Success Workgroup and has convened a Native American Indigenous Students workgroup and Justice Impacted workgroup to conduct inquiry and engage in district and campus dialogue to develop long-term, and sustainable practices to continuously define and develop long-term, and sustainable practices to support students.

Evidence of Decreased Disproportionate Impact *

Miramar College developed the Program Review Equity Data Dashboard (PREDD) as a tool for the campus to review program-level and course-level achievement data by infusing an equity lens. In accordance with our College Strategic Goals, we have also developed a benchmarking process through our Key Performance Indicators (KPIs) and Strategic Plan Assessment Scorecard (SPAS). Utilizing these tools allows us to better track and review our progress toward meeting equity goals. Although we have seen some decreases in disproportionate impact, we have also seen gaps widen and new gaps appear for different student groups. We will continue to conduct inquiry into what strategies lead to success in closing gaps.

2022-25 Planning Efforts *

The 2019-22 equity planning cycle allowed us to think more deeply about specific strategies to address equity gaps for our students. The Call to Action throughout our California Community College system served as a catalyst for Miramar College to approach the Equity Plan with the lens of structural change for transformational redesign to become a student-ready college.

Through the process of developing our 2022-2025 Student Equity Plan, we were intentional in focusing our efforts on closing equity gaps for our racially minoritized student groups. Miramar College was selected to pilot the newly developed Equity Framework and Assessment Tool developed by the Research and Planning (RP) Group. Our Equity Plan workgroups conducted an extensive inquiry into four components of equity: equity-mindedness; cultural humility; distributed leadership; and evidence-based. Each workgroup completed the assessment tool based on the metric and DI group (eg. Access – Black and African-American). This allowed each team to examine the success, barriers, next steps, and resources needed respective to the metric and DI group.

The next steps in our process include the review of plan outcomes and the connections and alignment with Guided Pathways initiatives and our College Strategic Goals and Directions.

Pandemic Acknowledgement

✕ Interrupted Work Fully
✓ Catalyzed Work

Provide an explanation (optional)

Although we did provide online course offerings previously, the need to pivot to fully remote instruction provided the campus an opportunity to assist faculty in the development of a more robust online teaching environment. The transition to a remote environment also allowed the campus to pivot to providing programs and services online which did not exist prior to the pandemic (eg. Online tutoring, online counseling, etc.). The pandemic also heightened our awareness of the challenges and barriers our students face with respect to basic needs including financial assistance, food, housing, technology, and mental health.

✓ Delayed Work

Provide an explanation (optional)

The onset of the pandemic impacted the campus due to the abrupt transition to online/remote operations. Additionally, the pandemic impacted important campus programs and events including the launch of Guided Pathways, the annual Planning Summit, and various outreach and student events and programs. Despite these setbacks, the pandemic also led to a re-focused conversation around being student-ready through the lens of diversity, equity, and inclusion.

Executive Summary URL *

https://sdmiramar.edu/sites/default/files/documents/2019-06/SEP%202019-22%20Executive%20Summary%20for%20web%206.18.19.pdf

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✓	✓
Hispanic or Latino	✓	✓	✓	✓	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In developing the Equity Plan, our campus participated in a pilot to utilize the Equity Framework Assessment Tool developed by the Research and Planning (RP) Group. Work teams conducted inquiry and reflection on campus policies, processes, and practices with respect to four components of the framework: equity-minded;

cultural humility; distributed leadership; and evidence-based. The workgroups were organized around the five metrics connected to the equity plan. In conducting an inquiry into our college practices around the equity metrics, six key themes emerged as friction points or barriers to student equity and success for our students experiencing disproportionate impact (DI). The six barriers are listed below. Our approach in developing this equity plan centers on addressing and removing these barriers in each of the metrics for the specified student population experiencing disproportionate impact.

1. *Resources to directly support efforts to close gaps for DI students*: One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the prioritization of resources to support efforts to close equity gaps directly.
2. *Quantitative/qualitative data to determine areas of strength/weakness to support DI students*: Access to data is a challenge and opportunities to "close the loop" and engage directly with students regarding their experiences are disparate.
3. *DI representation in staffing who reflect DI students*: The current Black and African American make-up of personnel does not reflect/mirror the Black / African American student population.
4. *Targeted professional development on strategies/practices to support DI student success*: While there are opportunities to engage in professional development on DEIA strategies, there are limited, targeted professional development that addresses specific strategies to support Black and African American students and participation is minimal and not widespread.
5. *Structure/programs to support the success of DI students and student engagement opportunities for students to connect:* These opportunities create a sense of belonging on campus, however, there are few programs and events for students to participate in.
6. *Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture:* The current offerings are limited, and may not adequately reflect the voices and experiences of our Black and African American students on campus.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

While there are opportunities for instruction to engage in professional development on DEIA strategies to engage in the classroom setting, there are limited, *targeted professional development* that addresses specific strategies to support Black and African American students. Professional development opportunities such as Faculty Learning Online Community (FLOC) and Data and Equity Coaching Communities (DECC), do highlight both research on DI for Black and African American students, and strategies to remove barriers to success for Black and African American students, however, participation is not mandatory for all faculty, and participation is not widespread. Additionally, some of the focus of these professional development programs target strategies for retention, transfer, employment and completion, and may not be focused on successful enrollment. There are also opportunities for Miramar to review disaggregated data for successful enrollment based on our newly developed Academic and Career Pathways (ACP) to determine how to better engage and conduct outreach to our Black and African American students based on their identified academic and career pursuits. This will also allow us to conduct strategic enrollment management decisions on how to help direct students to their intended Academic and Career pathways. We need to consider DI when developing courses of students as there may be opportunities for our campus to expose more Black and African American students to academic and career pathways where they are underrepresented. In addition, our *materials, curriculum offered, and programming* may not adequately reflect our Black and African American students' history, experiences, and culture. Although some faculty may highlight the voices and experiences of Black and African American students in the curriculum, it is limited. We also have very limited Ethnic Studies and Black Studies courses in particular, available to our students.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Wraparound Services. One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the amount of financial *resources to directly support intentional efforts* to close equity gaps and address opportunity gaps. While Miramar has amazing wraparound services through Outreach, Admissions, Financial Aid, etc., there are opportunities to further review *quantitative/qualitative data* and the connection between successful enrollment and engagement with additional wraparound services that may influence and impact a student's decision to continue enrollment at Miramar Having access to this level of data to triangulate contributing factors that lead to successful enrollment, will help us identify where to prioritize resources toward successful and intentional strategies. It is difficult to connect the dots on how access to wraparound services may contribute to success for Black / African American students. Additionally, we are limited in enrollment data that is available to us. Yet another barrier that may play a role in Black and African American student success is regard to *DI representation in staffing* (Faculty, Classified Professionals, Administrators). The current Black and African American make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Wraparound Services, do not reflect/mirror the Black and African American student population. While there are opportunities to engage in professional development on DEIA strategies to integrate into our services, there are limited, *targeted professional development* that addresses specific strategies to support Black and African American students. While Miramar has amazing programs such as Promise and EOPS, specific *programs, and student engagement opportunities* for our Black and African American students to connect and create a sense of belonging on campus do not currently exist at Miramar. Programs such as Umoja, and the Black Student Union club also allow for Black and African American students to see themselves reflected as part of the campus culture through programming highlighting the voices and experiences of Black and African American students.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In previous sections, we described how *DI representation in staffing* (Faculty, Classified Professionals, Administrators) may present as a barrier to success as students do not see themselves reflected in our staffing. While we have made changes in how we promote our DEI culture and goals through our job announcements, there is still more work to be done to not only recruit a diverse workforce but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Black and African American Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar.

Currently, the offices of Outreach, Admissions, and Financial Aid report to three different managers. The current organization of these three key areas serves as a barrier regarding *structures, programs, and student engagement opportunities*. Placing these three offices under a single unit/manager will allow for increased coordination of strategic enrollment planning efforts to focus on the target population. This proposed reorganizational structure will be implemented in the 2023 academic year. This will provide a collective approach to enhancing overall access for students to receive onboarding and matriculation support from the onset. Additionally, data sharing among the key access areas of enrollment services will provide a holistic picture of what students will need. The focus becomes more on engagement rather than transactions once duplicity is replaced with more efficiency.

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Ideal Structure

✓ Instruction

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

To address *resources to directly support intentional efforts* to close equity gaps and address opportunity gaps, we need to adequately fund support programs and professional development opportunities that intentionally support equity (Eg. Outreach activities with Black African American community, differentiated orientation, teaching institute, equity institute). Funding must be tied to the strategic goals of the institution and the college must utilize mechanisms such as program review to direct resources to contribute to success and equity. Departments must review data including our Program Review Equity Data Dashboard (PREDD) which includes *quantitative data,* and review *qualitative data* from student focus groups (District Black Student Success workgroup) to inform discussions that lead to specific action for closing the loop on strategies to support Black and African American student success. Ideally, faculty engagement in *professional development* on DEIA strategies to incorporate in the classroom setting is required. (eg. instructors discuss the delivery of courses with a focus on humanizing. Specifically offer training for instructors in pedagogy that has shown to be successful in supporting Black and African American students.) Discussions on strategies to support Black / African American students in the classroom take place during all department and school meetings (Eg. Department welcome message, best practices, inclusive language, liquid syllabi). To address *materials, curriculum offered, and programming,* we need to explore the creation of learning communities such as Umoja, or paired courses that target Black and African American student populations and develop academic support programs that conduct direct, targeted, and intentional services to support Black and African American students (eg. Culture and Inclusion Center). Faculty should also evaluate course materials, activities, and readings to incorporate multiple perspectives.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

To address *prioritizing resources* to directly support intentional efforts to close equity gaps, we will work with College and District Institutional Research to better understand both *qualitative and quantitative data* regarding the connection between Black and African American successful enrollment and engagement with additional wraparound services that may influence and impact a student's decision to continue enrollment at Miramar. Currently, the offices of Outreach, Admissions, and Financial Aid report to three different managers. Placing these three offices under a single unit/manager will allow for increased coordination of strategic enrollment planning efforts to focus on the target population. This proposed reorganizational structure will be implemented in the 2023 academic year. This will provide a collective approach to enhancing overall access for students to receive onboarding and matriculation support from the onset. Additionally, data sharing among the key access areas of enrollment services will provide a holistic picture of what students will need. In addition, developing outreach programming to specific communities/ neighborhoods that have a high representation of our Black and African American student population in our service population, and creating safe spaces for students, including the development of a Culture and Inclusion Center, would be ideal. Additionally, as we implement our Academic and Career Pathways, we will review the Equity Metrics disaggregated by race and ethnicity to better understand what our Black and African American students are pursuing in terms of majors and career pathways. This will also allow us to identify academic and career pathways that our students are now pursuing and identify any contributing factors as to why. We are also working on building up *student engagement* opportunities through exploration of establishing and Umoja program and supporting the re-establishment of the Black Student Union Club at Miramar.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Miramar College is well positioned to address the structural changes necessary to transform inequitable practices that lead to disproportionate impact across our institution. The recently developed College Strategic Goal #5 – which focuses on Diversity, Equity, and Inclusion, directly addresses our goals around process, policy, practice, and culture. Specifically, strategic goal #5 indicates that Miramar College will build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. The Strategic directions further clarify what we plan on examining and developing to meet Strategic Goal #5. The Strategic Directions are as follows:

- Strategic Direction 1: Systematically 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:
    - culturally responsive instructional pedagogy,
    - student-centered services, and
    - recruitment, screening, and retention of employees.

Miramar has also developed Key Performance Indicators (KPI) to help us track and measure our progress toward meeting our strategic goals and directions, which include several measures to track our progress toward closing equity gaps as we examine leading and lagging indicators tied to the respective equity metric outcomes.

As Miramar implements Guided Pathways, we are designing with intention around equity to ensure that we work to close the equity and opportunity gaps to meet the needs of all our students, with particular attention toward our students experiencing disproportionate impact. As participants in the California Guided Pathways Institute 2.0, our Guided Pathways teams are examining how we develop a holistic approach to serving students and meeting the student need where they need it, how they need it, and when they need it in a DEI-affirming culture.

Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
2. Quantitative/qualitative data to determine areas of strength/weakness to support DI students: We will develop strategies to collect and review data in alignment with our equity goals and advocate for more support in Research as we are severely understaffed and under-resourced in this department. As we launch our Academic and Career Pathways Success Teams, we will conduct training for all members on the Student Equity Plan, data metrics, and intentional strategies to target equity gaps to design action to specifically address equity gaps through an equity and race-conscious lens.

3. DI representation in staffing (Faculty, Classified Professionals, Administrators) who reflect DI students: In alignment with Strategic Goal 5.3, we will systematically review, develop and incorporate equity-minded practices in the recruitment, screening, and retention of employees.

4. Targeted professional development on strategies/practices to support DI student success: In alignment with Strategic Goal 5.2, we will establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.

5. Structure/programs to support the success of DI students & Student engagement opportunities for DI students to connect to campus: In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.

6. Materials/curriculum/programming related to DI students' history, experiences, and culture (courses, materials representative of DI community). In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Additionally, we will review, develop and incorporate equity-minded practices in culturally responsive instructional pedagogy, and student-centered services.

Chancellor's Office Supports

Supports Needed

× Field Guidance & Implementation
× Technical Assistance/Professional Development
× Data & Research
× Policy & Regulatory Actions
× Technology Investments & Tools
× Proof of Concept Pilots
× Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that

impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In developing the Equity Plan, our campus participated in a pilot to utilize the Equity Framework Assessment Tool developed by the Research and Planning (RP) Group. Work teams conducted inquiry and reflection on campus policies, processes, and practices with respect to four components of the framework: equity-minded; cultural humility; distributed leadership; and evidence-based. The workgroups were organized around the five metrics connected to the equity plan. In conducting an inquiry into our college practices around the equity metrics, six key themes emerged as friction points or barriers to student equity and success for our students experiencing disproportionate impact (DI). The six barriers are listed below. Our approach in developing this equity plan centers on addressing and removing these barriers in each of the metrics for the specified student population experiencing disproportionate impact.

1. *Resources to directly support efforts to close gaps for DI students:* One of the most challenging barriers we face in addressing how to close the equity gap for our Latinx students is connected to the prioritization of resources to support efforts to close equity gaps directly.
2. *Quantitative/qualitative data to determine areas of strength/weakness to support DI students:* Access to data is a challenge and opportunities to "close the loop" and engage directly with students regarding their experiences are disparate.
3. *DI representation in staffing who reflect DI students:* The current Latinx make-up of personnel does not reflect/mirror the Latinx student population.
4. *Targeted professional development on strategies/practices to support DI student success:* While there are opportunities to engage in professional development on DEIA strategies, there are limited, targeted professional development that addresses specific strategies to support Latinx students and participation is minimal and not widespread.
5. *Structure/programs to support the success of DI students and student engagement opportunities for students to connect:* These opportunities create a sense of belonging on campus, however, there are few programs and events for students to participate in.
6. *Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture:* The current offerings are limited, and may not adequately reflect the voices and experiences of our Latinx students on campus.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

While there are opportunities for instruction to engage in *professional development* on DEIA strategies to engage in the classroom setting, there are limited, targeted professional development that addresses specific strategies to support Latinx students. Professional development opportunities such as Faculty Learning Online Community (FLOC) and Data and Equity Coaching Communities (DECC), do highlight both research on DI for Latinx students, and strategies to remove barriers to success for Latinx students, however, participation is not mandatory for all faculty, and participation is not widespread. Additionally, some of the focus of these professional development programs target strategies for retention, transfer, and completion, and may not be focused on successful enrollment. There are also opportunities for Miramar to review disaggregated *data* for successful enrollment based on our newly developed Academic and Career Pathways (ACP) to determine how to better engage and conduct outreach to our Latinx students based on their identified academic and career pursuits. This will also allow us to conduct strategic enrollment management decisions on how to help direct

students to their intended Academic and Career pathways. We need to consider DI when developing courses of students as there may be opportunities for our campus to expose more Latinx students to academic and career pathways where they are underrepresented. In addition, our *materials, curriculum offered, and programming* may not adequately reflect our Latinx students' history, experiences, and culture. Although some faculty may highlight the voices and experiences of Latinx students in the curriculum, it is limited. We also have very limited Ethnic Studies and Chicanx Studies courses in particular, available to our students.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Wraparound Services. One of the most challenging barriers we face in addressing how to close the equity gap for our Latinx students is connected to the amount of financial *resources to directly support intentional efforts* to close equity gaps and address opportunity gaps. While Miramar has amazing wraparound services through Outreach, Admissions, Financial Aid, etc., there are opportunities to further review *quantitative/qualitative data* and the connection between successful enrollment and engagement with additional wraparound services that may influence and impact a student's decision to continue enrollment at Miramar Having access to this level of data to triangulate contributing factors that lead to successful enrollment, will help us identify where to prioritize resources toward successful and intentional strategies. It is difficult to connect the dots on how access to wraparound services may contribute to success for Latinx students. Additionally, we are limited in enrollment data that is available to us. Yet another barrier that may play a role in Latinx student success is regard to *DI representation in staffing* (Faculty, Classified Professionals, Administrators). The current Latinx make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Wraparound Services, do not reflect/mirror the Latinx student population. While there are opportunities to engage in *professional development* on DEIA strategies to integrate into our services, there are limited, targeted professional development that addresses specific strategies to support Latinx students. While Miramar has amazing programs such as Promise and EOPS, specific programs, and *student engagement opportunities* for our Latinx students to connect and create a sense of belonging on campus do not currently exist at Miramar. Programs such as Puente, and the Latinx Club also allow Latinx students to see themselves reflected as part of the campus culture through programming highlighting the voices and experiences of Latinx students.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In previous sections, we described how *DI representation in staffing* (Faculty, Classified Professionals, Administrators) may present as a barrier to success as students do not see themselves reflected in our staffing. While we have made changes in how we promote our DEI culture and goals through our job announcements, there is still more work to be done to not only recruit a diverse workforce but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Latinx Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar.

Currently, the offices of Outreach, Admissions, and Financial Aid report to three different managers. The current organization of these three key areas serves as a barrier regarding *structures, programs, and student engagement* opportunities. Placing these three offices under a single unit/manager will allow for increased coordination of strategic enrollment planning efforts to focus on the target population. This proposed reorganizational structure will be implemented in the 2023 academic year. This will provide a collective approach to enhancing overall access for students to receive onboarding and matriculation support from the onset. Additionally, data sharing among the key access areas of enrollment services will provide a holistic picture of what students will need. The focus becomes more on engagement rather than transactions once duplicity is replaced with more efficiency.

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Ideal Structure

✓ Instruction

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

To address resources to directly support *intentional efforts to close equity gaps* and address opportunity gaps, we need to adequately fund support programs and professional development opportunities that intentionally support equity (Eg. Outreach activities with Latinx community, differentiated orientation, teaching institute, equity institute). Funding must be tied to the strategic goals of the institution and the college must utilize mechanisms such as program review to direct resources to contribute to success and equity. Departments must utilize PREDD to review quantitative data and review qualitative data from the District Research to inform discussions that lead to specific action for closing the loop on strategies to support Latinx student success. Ideally, Faculty engagement in professional development on DEIA strategies to incorporate in the classroom setting is required. (eg. instructors discuss the delivery of DE courses with a focus on humanizing. Specifically offer training for instructors in pedagogy that has shown to be successful in supporting Latinx students.) Discussions on strategies to support Latinx students in the classroom take place during all department and school meetings. (Eg. Department welcome message, best practice, inclusive language, liquid syllabi). To address materials, curriculum offered, and programming, we need to explore the creation of learning communities such as Puente, or paired courses that target Latinx student populations and develop academic support programs that conduct direct, targeted, and intentional services to support Latinx students (eg. Culture & Inclusion Center). Faculty should also evaluate course materials, activities, and readings to incorporate multiple perspectives.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

To address *prioritizing resources* to directly support intentional efforts to close equity gaps, we will work with College and District Institutional Research to better understand both *qualitative and quantitative* data regarding the connection between Latinx successful enrollment and engagement with additional wraparound services that may influence and impact a student's decision to continue enrollment at Miramar. Currently, the offices of Outreach, Admissions, and Financial Aid report to three different managers. Placing these three offices under a single unit/manager will allow for increased coordination of strategic enrollment planning efforts to focus on the target population. This proposed reorganizational structure will be implemented in the 2023 academic year. This will provide a collective approach to enhancing overall access for students to receive onboarding and matriculation support from the onset. Additionally, data sharing among the key access areas of enrollment services will provide a holistic picture of what students will need. In addition, developing outreach programming to specific communities/ neighborhoods that have a high representation of our Latinx student population in our service population, and creating safe spaces for students, including the development of a Culture and Inclusion Center, would be ideal. Additionally, as we implement our Academic and Career Pathways, we will review the Equity Metrics disaggregated by race and ethnicity to better understand what our Latinx students are pursuing in terms of majors and career pathways. This will also allow us to identify academic and career pathways that our students are now pursuing and identify any contributing factors as to why. We are also working on building up student engagement opportunities through exploration of establishing a Puente program and supporting the establishment of a Latinx Club at Miramar.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Miramar College is well positioned to address the structural changes necessary to transform inequitable practices that lead to disproportionate impact across our institution. The recently developed College Strategic Goal #5 – which focuses on Diversity, Equity, and Inclusion, directly addresses our goals around process, policy, practice, and culture. Specifically, strategic goal #5 indicates that Miramar College will build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. The Strategic directions further clarify what we plan on examining and developing to meet Strategic Goal #5. The Strategic Directions are as follows:

- Strategic Direction 1: Systematically 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:
  - culturally responsive instructional pedagogy,
  - student-centered services, and
  - recruitment, screening, and retention of employees.

Miramar has also developed Key Performance Indicators (KPI) to help us track and measure our progress toward meeting our strategic goals and directions, which include several measures to track our progress toward closing equity gaps as we examine leading and lagging indicators tied to the respective equity metric outcomes.

As Miramar implements Guided Pathways, we are designing with intention around equity to ensure that we work to close the equity and opportunity gaps to meet the needs of all our students, with particular attention toward our students experiencing disproportionate impact. As participants in the California Guided Pathways Institute 2.0, our Guided Pathways teams are examining how we develop a holistic approach to serving students and meeting the student need where they need it, how they need it, and when they need it in a DEI-affirming culture.

Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
2. Quantitative/qualitative data to determine areas of strength/weakness to support DI students: We will develop strategies to collect and review data in alignment with our equity goals and advocate for more support in Research as we are severely understaffed and under-resourced in this department. As we launch our Academic and Career Pathways Success Teams, we will conduct training for all members on the Student Equity Plan, data metrics, and intentional strategies to target equity gaps to design action to specifically address equity gaps through an equity and race-conscious lens.

3. DI representation in staffing (Faculty, Classified Professionals, Administrators) who reflect DI students: In alignment with Strategic Goal 5.3, we will systematically review, develop and incorporate equity-minded practices in the recruitment, screening, and retention of employees.

4. Targeted professional development on strategies/practices to support DI student success: In alignment with Strategic Goal 5.2, we will establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.

5. Structure/programs to support the success of DI students & Student engagement opportunities for DI students to connect to campus: In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.

6. Materials/curriculum/programming related to DI students' history, experiences, and culture (courses, materials representative of DI community). In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Additionally, we will review, develop and incorporate equity-minded practices in culturally responsive instructional pedagogy, and student-centered services.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In developing the Equity Plan, our campus participated in a pilot to utilize the Equity Framework Assessment Tool developed by the Research and Planning (RP) Group. Work teams conducted inquiry and reflection on campus policies, processes, and practices with respect to four components of the framework: equity-minded; cultural humility; distributed leadership; and evidence-based. The workgroups were organized around the five metrics connected to the equity plan. In conducting an inquiry into our college practices around the equity metrics, six key themes emerged as friction points or barriers to student equity and success for our students experiencing disproportionate impact (DI). The six barriers are listed below. Our approach in developing this equity plan centers on addressing and removing these barriers in each of the metrics for the specified student population experiencing disproportionate impact.

1. *Resources to directly support efforts to close gaps for DI students:* One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the prioritization of resources to support efforts to close equity gaps directly.
2. *Quantitative/qualitative data to determine areas of strength/weakness to support DI students:* Access to data is a challenge and opportunities to "close the loop" and engage directly with students regarding their experiences are disparate.
3. *DI representation in staffing who reflect DI students:* The current Black and African American make-up of personnel does not reflect/mirror the Black and African American student population.
4. *Targeted professional development on strategies/practices to support DI student success:* While there are opportunities to engage in professional development on DEIA strategies, there are limited, targeted professional development that addresses specific strategies to support Black and African American students and participation is minimal and not widespread.
5. *Structure/programs to support the success of DI students and student engagement opportunities for students to connect:* These opportunities create a sense of belonging on campus, however, there are few programs and events for students to participate in.
6. *Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture:* The current offerings are limited, and may not adequately reflect the voices and experiences of our Black and African American students on campus

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Instruction. One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the amount of financial *resources to directly support efforts*. There is limited funding to support programs and professional development opportunities to support equity. Despite the success of strategies such as offering corequisite courses, providing embedded tutoring support, and offering professional development such as the Equity Institute, funding is limited and oftentimes

not supported by institutional funds. Another challenge is in regard to *quantitative/qualitative data* to determine areas of strength/weakness of intervention strategies. Due to limited staffing in Research, access to data in a timely manner is a challenge. Review of data to "close the loop" and opportunities to engage directly with students regarding their experiences are disparate. Yet another barrier that may play a role in Black and African American student success is regard to *DI representation* in staffing. The current Black and African American make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Instructional Division, do not reflect the Black / African American student population. While there are opportunities for instruction to engage in professional development on DEIA strategies to engage in the classroom setting, there are limited, *targeted professional development* that addresses specific strategies to support Black and African American students. Opportunities to discuss strategies are also limited to school meetings/department meetings which are not consistent in all areas (once/semester versus monthly/weekly department meetings). Additionally, FLOC and DECC, do highlight both research on DI for Black and African American students, and strategies to remove barriers to success for Black/African American students, however, participation is not mandatory for all faculty, and participation is not widespread. **Structures, programs, and student engagement opportunities** allow for Black/African American students to connect and create a sense of belonging on campus, however, there are few programs and events for students to participate in. Learning communities such as Umoja, or paired courses that target Black and African American students do not exist at Miramar.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Wraparound Services. One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the amount of financial *resources to directly support intentional efforts* to close equity gaps and address opportunity gaps. Programs such as tutoring, which has a direct impact on retention and success, are not adequately funded. We have limited opportunities for wraparound services departments to further explore and discuss *quantitative/qualitative data* and the connection between PREDD and student service data. Due to limited staffing in Research, not only is access to data in a timely manner a challenge but creating an infrastructure to collect data on student usage of wraparound services is also a challenge. It is difficult to connect the dots on how access to wraparound services may contribute to success for Black / African American students. Yet another barrier that may play a role in Black and African American student success is regard to *DI representation* in staffing (Faculty, Classified Professionals, Administrators). The current Black and African American make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Wraparound Services, do not reflect/mirror the Black / African American student population. While there are opportunities to engage in professional development on DEIA strategies to integrate into our services, there are limited, targeted *professional development* that addresses specific strategies to support Black and African American students. Opportunities such as FLOC and DECC, are currently focused on instruction and faculty. While Miramar has amazing programs such as Promise and EOPS, specific programs, and *student engagement opportunities* for our Black / African American students to connect and create a sense of belonging on campus do not currently exist at Miramar. Programs such as Umoja, and the Black Student Union club also allow for Black and African American students to see themselves reflected as part of the campus culture through programming highlighting the voices and experiences of Black and African American students.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In previous sections, we described how *DI representation* in staffing (Faculty, Classified Professionals, Administrators) may present as a barrier to success as students do not see themselves reflected in our staffing. While we have made changes in how we promote our DEI culture and goals through our job announcements,

there is still more work to be done to not only recruit a diverse workforce, but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Black and African American Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar.

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Ideal Structure

✓ Instruction

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

To address *resources to directly support intentional efforts* to close equity gaps and address opportunity gaps, we need to adequately fund support programs and professional development opportunities that intentionally support equity (Eg. Corequisite courses, embedded tutors, teaching institute, equity institute). Funding must be tied to the strategic goals of the institution and the college must utilize mechanisms such as program review to direct resources to contribute to success and equity. Departments must utilize PREDD to review *quantitative data and review qualitative data* from the District Black Student Success workgroup to inform discussions that lead to specific action for closing the loop on strategies to support Black and African American student success. Ideally, Faculty engagement in *professional development* on DEIA strategies to incorporate in the classroom setting is required. (eg. instructors discuss the delivery of DE courses with a focus on humanizing. Specifically offer training for instructors in pedagogy that has shown to be successful in supporting Black and African American students.) Discussions on strategies to support Black and African American students in the classroom take place during all department and school meetings. (Eg. Department welcome message, best practice, inclusive language, liquid syllabi). To address *materials, curriculum offered, and programming*, we need to explore the creation of learning communities such as Umoja, or paired courses that target Black and African American student populations and develop academic support programs that conduct direct, targeted, and intentional services to support Black and African American students (eg. Tutoring, Library). Faculty should also evaluate course materials, activities, and readings to incorporate multiple perspectives.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Prioritizing resources such as tutoring, which has a direct impact on retention and success, are not adequately funded. We heavily rely on categorical funding to support general tutoring as well as embedded tutoring, where we have seen success in retention and completion of math and English. Ideally, tutoring funding should be institutionalized, and embedded tutoring support should be a model for all math and English courses rather than solely for our Math X and English 101X courses. As we move to implement Guided Pathways and our Academic and Career Pathways, it is critical that we review quantitative/qualitative data and the connection between accessing academic support programs such as tutoring and the impact on success in math and English. Yet another barrier that may play a role in Black and African American student success is regard to *DI representation* in staffing (Faculty, Classified Professionals, Administrators). The current Black and African American make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Wraparound Services, do not reflect/mirror the Black / African American student population. As we move to implement the ACPs, we must also address how our tutors reflect our DI student populations. While there are opportunities to engage in *professional development* on DEIA strategies to integrate into our services, there are limited, targeted professional development that addresses specific strategies to support Black and African American students. Opportunities such as FLOC and DECC, are currently focused on instruction and faculty. We must explore how to engage in meaningful professional development for all constituencies. As a campus, we will continue to host our Community, Connections, and Conversations (3Cs), our campus book reads, and our emerging Community of Inquiry opportunities. This fall 2022 semester, we are hosting a Community of Inquiry focused on Supporting our Black and Latinx students. Miramar has amazing programs such as Promise and

EOPS, specific programs, and **student engagement** opportunities for our Black / African American students to connect and create a sense of belonging on campus do not currently exist at Miramar. We are also working on building up student engagement opportunities through exploration of establishing an Umoja program and supporting the establishment of a Black Student Union Club at Miramar.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Miramar College is well positioned to address the structural changes necessary to transform inequitable practices that lead to disproportionate impact across our institution. The recently developed College Strategic Goal #5 – which focuses on Diversity, Equity, and Inclusion, directly addresses our goals around process, policy, practice, and culture. Specifically, strategic goal #5 indicates that Miramar College will build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. The Strategic directions further clarify what we plan on examining and developing to meet Strategic Goal #5. The Strategic Directions are as follows:

- Strategic Direction 1: Systematically 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:
  - culturally responsive instructional pedagogy,
  - student-centered services, and
  - recruitment, screening, and retention of employees.

Miramar has also developed Key Performance Indicators (KPI) to help us track and measure our progress toward meeting our strategic goals and directions, which include several measures to track our progress toward closing equity gaps as we examine leading and lagging indicators tied to the respective equity metric outcomes.

As Miramar implements Guided Pathways, we are designing with intention around equity to ensure that we work to close the equity and opportunity gaps to meet the needs of all our students, with particular attention toward our students experiencing disproportionate impact. As participants in the California Guided Pathways Institute 2.0, our Guided Pathways teams are examining how we develop a holistic approach to serving students and meeting the student need where they need it, how they need it, and when they need it in a DEI-affirming culture.

Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students.

Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.

2. Quantitative/qualitative data to determine areas of strength/weakness to support DI students: We will develop strategies to collect and review data in alignment with our equity goals and advocate for more support in Research as we are severely understaffed and under-resourced in this department. As we launch our Academic and Career Pathways Success Teams, we will conduct training for all members on the Student Equity Plan, data metrics, and intentional strategies to target equity gaps to design action to specifically address equity gaps through an equity and race-conscious lens.

3. DI representation in staffing (Faculty, Classified Professionals, Administrators) who reflect DI students: In alignment with Strategic Goal 5.3, we will systematically review, develop and incorporate equity-minded practices in the recruitment, screening, and retention of employees.

4. Targeted professional development on strategies/practices to support DI student success: In alignment with Strategic Goal 5.2, we will establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.

5. Structure/programs to support the success of DI students & Student engagement opportunities for DI students to connect to campus: In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.

6. Materials/curriculum/programming related to DI students' history, experiences, and culture (courses, materials representative of DI community). In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Additionally, we will review, develop and incorporate equity-minded practices in culturally responsive instructional pedagogy, and student-centered services.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In developing the Equity Plan, our campus participated in a pilot to utilize the Equity Framework Assessment Tool developed by the Research and Planning (RP) Group. Work teams conducted inquiry and reflection on campus policies, processes, and practices with respect to four components of the framework: equity-minded; cultural humility; distributed leadership; and evidence-based. The workgroups were organized around the five metrics connected to the equity plan. In conducting an inquiry into our college practices around the equity metrics, six key themes emerged as friction points or barriers to student equity and success for our students experiencing disproportionate impact (DI). The six barriers are listed below. Our approach in developing this equity plan centers on addressing and removing these barriers in each of the metrics for the specified student population experiencing disproportionate impact.

1. *Resources to directly support efforts to close gaps for DI students:* One of the most challenging barriers we face in addressing how to close the equity gap for our Latinx students is connected to the prioritization of resources to support efforts to close equity gaps directly.
2. *Quantitative/qualitative data to determine areas of strength/weakness to support DI students:* Access to data is a challenge and opportunities to "close the loop" and engage directly with students regarding their experiences are disparate.
3. *DI representation in staffing who reflect DI students:* The current Latinx make-up of personnel does not reflect/mirror the Latinx student population.
4. *Targeted professional development on strategies/practices to support DI student success:* While there are opportunities to engage in professional development on DEIA strategies, there are limited, targeted professional development that addresses specific strategies to support Latinx students and participation is minimal and not widespread.
5. *Structure/programs to support the success of DI students and student engagement opportunities for students to connect:* These opportunities create a sense of belonging on campus, however, there are few programs and events for students to participate in.
6. *Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture:* The current offerings are limited, and may not adequately reflect the voices and experiences of our Latinx students on campus.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Instruction. One of the most challenging barriers we face in addressing how to close the equity gap for our

Latinx students is connected to the amount of financial *resources to directly support efforts*. There is limited funding to support programs and professional development opportunities to support equity. Despite the success of strategies such as offering corequisite courses, providing embedded tutoring support, and offering professional development such as the Equity Institute, funding is limited and oftentimes not supported by institutional funds. Another challenge is in regard to *quantitative/qualitative data* to determine areas of strength/weakness of intervention strategies. Due to limited staffing in Research, access to data in a timely manner is a challenge. Review of data to "close the loop" and opportunities to engage directly with students regarding their experiences are disparate. Yet another barrier that may play a role in Latinx student success is regard to *DI representation* in staffing (Faculty, Classified Professionals, Administrators). The current Latinx make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Instructional Division, do not reflect/mirror the Latinx student population. While there are opportunities for instruction to engage in professional development on DEIA strategies to engage in the classroom setting, there are limited, targeted *professional development* that addresses specific strategies to support Latinx students. Opportunities to discuss strategies are also limited to school meetings/department meetings which are not consistent in all areas (once/semester versus monthly/weekly department meetings). Additionally, FLOC and DECC, do highlight both research on DI for Latinx students, and strategies to remove barriers to success for Latinx students, however, participation is not mandatory for all faculty, and participation is not widespread. **Structures, programs, and student engagement** opportunities allow for Latinx students to connect and create a sense of belonging on campus, however, there are few programs and events for students to participate in. Learning communities such as Puente, or paired courses that target Latinx students do not currently exist at Miramar.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Wraparound Services. One of the most challenging barriers we face in addressing how to close the equity gap for our Latinx students is connected to the amount of financial *resources to directly support intentional efforts* to close equity gaps and address opportunity gaps. Programs such as tutoring, which has a direct impact on retention and success, are not adequately funded. We have limited opportunities for wraparound services departments to further explore and discuss *quantitative/qualitative data* and the connection between PREDD and student service data. Due to limited staffing in Research, not only is access to data in a timely manner a challenge but creating an infrastructure to collect data on student usage of wraparound services is also a challenge. It is difficult to connect the dots on how access to wraparound services may contribute to success for Latinx students. Yet another barrier that may play a role in Latinx student success is regard to *DI representation* in staffing (Faculty, Classified Professionals, Administrators). The current Latinx make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Wraparound Services, do not reflect/mirror the Latinx student population. While there are opportunities to engage in professional development on DEIA strategies to integrate into our services, there are limited, *targeted professional development* that addresses specific strategies to support Latinx students. Opportunities such as FLOC and DECC, are currently focused on instruction and faculty. While Miramar has amazing programs such as Promise and EOPS, specific programs, and *student engagement* opportunities for our Latinx students to connect and create a sense of belonging on campus do not currently exist at Miramar. Programs such as Puente, and the Latinx Club also allow Latinx students to see themselves reflected as part of the campus culture through programming highlighting the voices and experiences of Latinx students.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In previous sections, we described how *DI representation* in staffing (Faculty, Classified Professionals, Administrators) may present as a barrier to success as students do not see themselves reflected in our staffing. While we have made changes in how we promote our DEI culture and goals through our job announcements,

there is still more work to be done to not only recruit a diverse workforce but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Latinx Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar.

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Ideal Structure

✓ Instruction

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

To address resources to directly support *intentional efforts* to close equity gaps and address opportunity gaps, we need to adequately fund support programs and professional development opportunities that intentionally support equity (Eg. Corequisite courses, embedded tutors, teaching institute, equity institute). Funding must be tied to the strategic goals of the institution and the college must utilize mechanisms such as program review to direct resources to contribute to success and equity. Departments must utilize PREDD to review *quantitative data and review qualitative data* from the District and College Research to inform discussions that lead to specific action for closing the loop on strategies to support Latinx student success. Ideally, Faculty engagement in professional development on DEIA strategies to incorporate in the classroom setting is required. (eg. instructors discuss the delivery of DE courses with a focus on humanizing. Specifically offer training for instructors in pedagogy that has shown to be successful in supporting Latinx students.) Discussions on strategies to support Latinx students in the classroom take place during all department and school meetings. (Eg. Department welcome message, best practice, inclusive language, liquid syllabi). To address materials, curriculum offered, and programming, we need to explore the creation of learning communities such as Puente, or paired courses that target Latinx student populations and develop academic support programs that conduct direct, targeted, and intentional services to support Latinx students (eg. Tutoring, Library). Faculty should also evaluate course materials, activities, and readings to incorporate multiple perspectives.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Prioritizing *resources* such as tutoring, which has a direct impact on retention and success, are not adequately funded. We heavily rely on categorical funding to support general tutoring as well as embedded tutoring, where we have seen success in retention and completion of math and English. Ideally, tutoring funding should be institutionalized, and embedded tutoring support should be a model for all math and English courses rather than solely for our Math X and English 101X courses. As we move to implement Guided Pathways and our Academic and Career Pathways, it is critical that we review *quantitative/qualitative data* and the connection between accessing academic support programs such as tutoring and the impact on success in math and English. Yet another barrier that may play a role in Latinx student success is regard to *DI representation* in staffing (Faculty, Classified Professionals, Administrators). The current Latinx make-up of faculty (contract, adjunct), Classified Professionals, and Administrators, within the Wraparound Services, do not reflect/mirror the Latinx student population. As we move to implement the ACPs, we must also address how our tutors reflect our DI student populations. While there are opportunities to engage in professional development on DEIA strategies to integrate into our services, there are limited, targeted professional development that addresses specific strategies to support Latinx students. Opportunities such as FLOC and DECC, are currently focused on instruction and faculty. We must explore how to engage in meaningful professional development for all constituencies. As a campus, we will continue to host our Community, Connections, and Conversations (3Cs), our campus book reads, and our emerging Community of Inquiry opportunities. This fall 2022 semester, we are hosting a Community of Inquiry focused on Supporting our Black and Latinx students. Miramar has amazing programs such as Promise and EOPS, specific programs, and student engagement opportunities for our Latinx students to connect and create a sense of belonging on campus do not currently exist at Miramar. We are also

working on building up student engagement opportunities through exploration of establishing a Puente program and supporting the establishment of a Latinx Student Club at Miramar.

- ✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✕ General Operations (A&R, Parking, Campus Policing, etc.)
- ✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Miramar College is well positioned to address the structural changes necessary to transform inequitable practices that lead to disproportionate impact across our institution. The recently developed College Strategic Goal #5 – which focuses on Diversity, Equity, and Inclusion, directly addresses our goals around process, policy, practice, and culture. Specifically, strategic goal #5 indicates that Miramar College will build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. The Strategic directions further clarify what we plan on examining and developing to meet Strategic Goal #5. The Strategic Directions are as follows:

- Strategic Direction 1: Systematically 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:
  - culturally responsive instructional pedagogy,
  - student-centered services, and
  - recruitment, screening, and retention of employees.

Miramar has also developed Key Performance Indicators (KPI) to help us track and measure our progress toward meeting our strategic goals and directions, which include several measures to track our progress toward closing equity gaps as we examine leading and lagging indicators tied to the respective equity metric outcomes.

As Miramar implements Guided Pathways, we are designing with intention around equity to ensure that we work to close the equity and opportunity gaps to meet the needs of all our students, with particular attention toward our students experiencing disproportionate impact. As participants in the California Guided Pathways Institute 2.0, our Guided Pathways teams are examining how we develop a holistic approach to serving students and meeting the student need where they need it, how they need it, and when they need it in a DEI-affirming culture.

Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the

equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.

2. Quantitative/qualitative data to determine areas of strength/weakness to support DI students: We will develop strategies to collect and review data in alignment with our equity goals and advocate for more support in Research as we are severely understaffed and under-resourced in this department. As we launch our Academic and Career Pathways Success Teams, we will conduct training for all members on the Student Equity Plan, data metrics, and intentional strategies to target equity gaps to design action to specifically address equity gaps through an equity and race-conscious lens.

3. DI representation in staffing (Faculty, Classified Professionals, Administrators) who reflect DI students: In alignment with Strategic Goal 5.3, we will systematically review, develop and incorporate equity-minded practices in the recruitment, screening, and retention of employees.

4. Targeted professional development on strategies/practices to support DI student success: In alignment with Strategic Goal 5.2, we will establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.

5. Structure/programs to support the success of DI students & Student engagement opportunities for DI students to connect to campus: In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.

6. Materials/curriculum/programming related to DI students' history, experiences, and culture (courses, materials representative of DI community). In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Additionally, we will review, develop and incorporate equity-minded practices in culturally responsive instructional pedagogy, and student-centered services.

Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In developing the Equity Plan, our campus participated in a pilot to utilize the Equity Framework Assessment Tool developed by the Research and Planning (RP) Group. Work teams conducted inquiry and reflection on campus policies, processes, and practices with respect to four components of the framework: equity-minded; cultural humility; distributed leadership; and evidence-based. The workgroups were organized around the five metrics connected to the equity plan. In conducting an inquiry into our college practices around the equity metrics, six key themes emerged as friction points or barriers to student equity and success for our students experiencing disproportionate impact (DI). The six barriers are listed below. Our approach in developing this equity plan centers on addressing and removing these barriers in each of the metrics for the specified student population experiencing disproportionate impact.

1. *Resources to directly support efforts to close gaps for DI students:* One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the prioritization of resources to support efforts to close equity gaps directly.
2. *Quantitative/qualitative data to determine areas of strength/weakness to support DI students:* Access to data is a challenge and opportunities to "close the loop" and engage directly with students regarding their experiences are disparate.
3. *DI representation in staffing who reflect DI students:* The current Black and African American make-up of personnel does not reflect/mirror the Black and African American student population.
4. *Targeted professional development on strategies/practices to support DI student success:* While there are opportunities to engage in professional development on DEIA strategies, there are limited, targeted professional development that addresses specific strategies to support Black and African American students and participation is minimal and not widespread.
5. *Structure/programs to support the success of DI students and student engagement opportunities for students to connect:* These opportunities create a sense of belonging on campus, however, there are few programs and events for students to participate in.
6. *Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture: The current offerings are limited, and may not adequately reflect the voices and experiences of our Black and African American students on campus*

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

While there are opportunities for instruction to engage in professional development on DEIA strategies to engage in the classroom setting, there are limited, targeted *professional development* that addresses specific strategies to support Black and African American students. Professional development opportunities such as Faculty Learning Online Community (FLOC) and Data and Equity Coaching Communities (DECC), do highlight both research on DI for Black and African American students, and strategies to remove barriers to success for Black and African. There are siloed efforts to review data for specific DI groups, and the information is not shared broadly. Data should be analyzed intentionally based on our newly developed Academic and Career Pathways (ACP) to determine how to better engage and support our Black and African American. This will also allow us to help identify student needs and connect them to resources available on campus. In addition, our *materials, curriculum offered, and programming* do not adequately reflect our Black and African American students' history, experiences, and culture. Although some faculty may highlight the voices and experiences of Black and African American students in the curriculum, it is limited. Although Black History Month programming occurs on campus, there is a lack of purposeful gathering prior to these events to raise awareness for the entire campus, and lack of connection to the classroom. Additionally, Miramar does not have an Umoja program, which can be a critical resource to students in their success on campus. The Umoja program allows for Black and African American students to see themselves reflected in their curriculum and pedagogy which creates a foundation for academic and student success.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Wraparound Services. One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is in connection to *resources that directly support intentional efforts* to close equity gaps and address opportunity gaps. The District Black Student Success Workgroup provides a space for those interested in building a culture of inclusivity, but our campus work is siloed and actions are not strategically woven into our campus practices. There is a lack of awareness of available resources such as health services, mental health, financial aid, zero-cost textbooks, food assistance, etc., amongst students and the campus community as a whole. These holistic student supports are critical to student success and persistence. As we move to implement our Academic and Career Pathways Success Teams, understanding the barriers our students face is important as we work toward becoming a student-ready campus that is able to meaningfully holistically support the needs of our students. While there are opportunities to engage in professional development on DEIA strategies to integrate into our services, there are limited, targeted professional development that addresses specific strategies to support Black and African American students. While Miramar has amazing programs such as Promise and EOPS, specific programs, and *student engagement* opportunities for our Black / African American students to connect and create a sense of belonging on campus do not currently exist at Miramar. Programs such as Umoja, and the Black Student Union club also allow for Black and African American students to see themselves reflected as part of the campus culture through programming highlighting the voices and experiences of Black and African American students.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In previous sections, we described how *DI representation* in staffing (Faculty, Classified Professionals, Administrators) may present as a barrier to success as students do not see themselves reflected in our staffing. While we have made changes in how we promote our DEI culture and goals through our job announcements, there is still more work to be done to not only recruit a diverse workforce but to support and retain our

employees who do reflect our disproportionately impacted student groups. There are very few Black and African American Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar.

We do not have a Culture and Inclusion Center at Miramar for our Black and African American students to gather and create community. Additionally, *professional development* opportunities are not widespread. There are programs that are faculty-focused, however, similar opportunities do not exist for our Classified Professionals. Miramar hosts annual college-wide Equity and Planning Summits, in the fall and spring, respectively, however, participation is voluntary. These summits are critical opportunities for the campus to engage in dialogue and action to transform from college ready to student ready college. Oftentimes, professional development opportunities do not include the student voice.

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✓ Instruction

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

Departments must utilize PREDD to review *quantitative data and review qualitative dat*a from the District Black Student Success workgroup to inform discussions that lead to specific action for closing the loop on strategies to support Black and African American student success. Ideally, Faculty engagement in professional development on DEIA strategies to incorporate in the classroom setting should be required. Training includes discussion on pedagogy that has shown to be successful in supporting Black and African American students, as well as inclusive practices, language, and incorporating multiple perspectives. To address *materials, curriculum offered, and programming*, we need to explore the creation of learning communities such as Umoja, or paired courses that target Black and African American student populations and develop academic support programs that conduct direct, targeted, and intentional services to support Black and African American students. With the development of Academic and Career Pathways, success teams should also review disaggregated data by race/ethnicity to better determine how to support our Black and African American students in their success in the classroom and how to promote holistic student support.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Miramar has engaged in conversations regarding becoming a student-ready campus and is currently working on re-imagining the campus experience through Guided Pathways by meeting students where they are by providing students with what they need, when they need it, and how they need it. There is a shift toward equity-mindedness through holistic student support. As the campus culture evolves, we must create opportunities to engage in professional development on DEIA strategies to integrate into our services. Incorporating targeted *professional development* that addresses specific strategies to support Black and African American students and providing information on available resources such as health services, mental health, financial aid, zero-cost textbooks, food assistance is critical in promoting holistic student supports. To address *programs, and student engagement* opportunities for our Black and African American students to connect and create a sense of belonging on campus, we need to invest in developing a robust Umoja program, support the Black Student Union, create spaces for students to gather and create a sense of belonging such as a Culture & Inclusion Center. Through these opportunities, our Black and African American students will see themselves reflected as part of the campus culture through programming and experiences. With the development of Academic and Career Pathways, success teams should also review disaggregated data by race/ethnicity to better determine how to support our Black and African American students in their success in the classroom and how to promote holistic student support.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

In regard to *DI representation* in staffing, we have made changes in how we promote our DEI culture and goals through our job announcements, yet there is still more work to be done to not only recruit a diverse workforce but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Black and African American Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar. We must critically examine our practices that perpetuate lack of representation by reviewing our policies. We must also examine how we can foster widespread and intentional professional development opportunities for the entire campus community to engage.

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Miramar College is well positioned to address the structural changes necessary to transform inequitable practices that lead to disproportionate impact across our institution. The recently developed College Strategic Goal #5 – which focuses on Diversity, Equity, and Inclusion, directly addresses our goals around process, policy, practice, and culture. Specifically, strategic goal #5 indicates that Miramar College will build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. The Strategic directions further clarify what we plan on examining and developing to meet Strategic Goal #5. The Strategic Directions are as follows:

- Strategic Direction 1: Systematically 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:
    - culturally responsive instructional pedagogy,
    - student-centered services, and
    - recruitment, screening, and retention of employees.

Miramar has also developed Key Performance Indicators (KPI) to help us track and measure our progress toward meeting our strategic goals and directions, which include several measures to track our progress toward closing equity gaps as we examine leading and lagging indicators tied to the respective equity metric outcomes.

As Miramar implements Guided Pathways, we are designing with intention around equity to ensure that we work to close the equity and opportunity gaps to meet the needs of all our students, with particular attention toward our students experiencing disproportionate impact. As participants in the California Guided Pathways Institute 2.0, our Guided Pathways teams are examining how we develop a holistic approach to serving students and meeting the student need where they need it, how they need it, and when they need it in a DEI-affirming culture.

Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
2. Quantitative/qualitative data to determine areas of strength/weakness to support DI students: We will develop strategies to collect and review data in alignment with our equity goals and advocate for more support in Research as we are severely understaffed and under-resourced in this department. As we launch our Academic and Career Pathways Success Teams, we will conduct training for all members on the Student Equity Plan, data metrics, and intentional strategies to target equity gaps to design action to specifically address equity gaps through an equity and race-conscious lens.
3. DI representation in staffing (Faculty, Classified Professionals, Administrators) who reflect DI students: In alignment with Strategic Goal 5.3, we will systematically review, develop and incorporate equity-minded practices in the recruitment, screening, and retention of employees.
4. Targeted professional development on strategies/practices to support DI student success: In alignment with Strategic Goal 5.2, we will establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.
5. Structure/programs to support the success of DI students & Student engagement opportunities for DI students to connect to campus: In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.
6. Materials/curriculum/programming related to DI students' history, experiences, and culture (courses, materials representative of DI community). In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Additionally, we will review, develop and incorporate equity-minded practices in culturally responsive instructional pedagogy, and student-centered services.

Chancellor's Office Supports

Supports Needed

× Field Guidance & Implementation
× Technical Assistance/Professional Development
× Data & Research
× Policy & Regulatory Actions
× Technology Investments & Tools
× Proof of Concept Pilots
× Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In developing the Equity Plan, our campus participated in a pilot to utilize the Equity Framework Assessment Tool developed by the Research and Planning (RP) Group. Work teams conducted inquiry and reflection on campus policies, processes, and practices with respect to four components of the framework: equity-minded; cultural humility; distributed leadership; and evidence-based. The workgroups were organized around the five metrics connected to the equity plan. In conducting an inquiry into our college practices around the equity metrics, six key themes emerged as friction points or barriers to student equity and success for our students experiencing disproportionate impact (DI). The six barriers are listed below. Our approach in developing this equity plan centers on addressing and removing these barriers in each of the metrics for the specified student population experiencing disproportionate impact.

1. *Resources to directly support efforts to close gaps for DI students:* One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the prioritization of resources to support efforts to close equity gaps directly.
2. *Quantitative/qualitative data to determine areas of strength/weakness to support DI students:* Access to data is a challenge and opportunities to "close the loop" and engage directly with students regarding their experiences are disparate.
3. *DI representation in staffing who reflect DI students:* The current Black and African American make-up of personnel does not reflect/mirror the Black and African American student population.
4. *Targeted professional development on strategies/practices to support DI student success:* While there are opportunities to engage in professional development on DEIA strategies, there are limited, targeted professional development that addresses specific strategies to support Black and African American students and participation is minimal and not widespread.
5. *Structure/programs to support the success of DI students and student engagement opportunities for students to connect:* These opportunities create a sense of belonging on campus, however, there are few programs and events for students to participate in.
6. *Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture:* The current offerings are limited, and may not adequately reflect the voices and experiences of our Black and African American students on campus

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

While there are opportunities for instruction to engage in *professional development* on DEIA strategies to engage in the classroom setting, there are limited, targeted professional development that addresses specific strategies to support Latinx students. Professional development opportunities such as Faculty Learning Online Community (FLOC) and Data and Equity Coaching Communities (DECC), do highlight both research on DI for Latinx students, and strategies to remove barriers to success for Latinx students. There are siloed efforts to review *data* for specific DI groups, and the information is not shared broadly. Data should be analyzed

intentionally based on our newly developed Academic and Career Pathways (ACP) to determine how to better engage and support our Latinx students. This will also allow us to help identify student needs and connect them to resources available on campus. In addition, our ***materials, curriculum offered, and programming*** do not adequately reflect our Latinx students' history, experiences, and culture. Although some faculty may highlight the voices and experiences of Latinx students in the curriculum, it is limited. Although Hispanic Heritage Month programming occurs on campus, there is a lack of purposeful gatherings prior to these events to raise awareness for the entire campus, and a lack of connection to the classroom. Celebration, awareness should not be limited to programming for specific heritage and history months, but should occur throughout the year. Additionally, Miramar does not have a Puente program, which can be a critical resource to students in their success on campus. The Puente program allows Latinx students to see themselves reflected in their curriculum and pedagogy which creates a foundation for academic and student success

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Wraparound Services. One of the most challenging barriers we face in addressing how to close the equity gap for our Latinx students is in connection to *resources* that directly support intentional efforts to close equity gaps and address opportunity gaps. The District created a Black Student Success Workgroup and should also create a similar workgroup for Latinx student support. There is a lack of awareness of available resources such as health services, mental health, financial aid, zero-cost textbooks, food assistance, etc., amongst students and the campus community as a whole. These holistic student supports are critical to student success and persistence. While there are opportunities to engage in professional development on DEIA strategies to integrate into our services, there are limited, targeted *professional development* that addresses specific strategies to support Latinx students. While Miramar has amazing programs such as Promise and EOPS, specific programs, and ***student engagement*** opportunities for our Latinx students to connect and create a sense of belonging on campus do not currently exist at Miramar. Programs such as Puente, and the Latinx Club also allow Latinx students to see themselves reflected as part of the campus culture through programming highlighting the voices and experiences of Latinx students.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In previous sections, we described how *DI representation* in staffing (Faculty, Classified Professionals, Administrators) may present as a barrier to success as students do not see themselves reflected in our staffing. While we have made changes in how we promote our DEI culture and goals through our job announcements, there is still more work to be done to not only recruit a diverse workforce but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Latinx Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar.

We do not have a Culture and Inclusion Center at Miramar for our Latinx students to gather and create a community. Additionally, professional development opportunities are not widespread. There are programs that are faculty-focused, however, similar opportunities do not exist for our Classified Professionals. Miramar hosts annual college-wide Equity and Planning Summits, in the fall and spring, respectively, however, participation is voluntary. These summits are critical opportunities for the campus to engage in dialogue and action to transform from college ready to student-ready college. Oftentimes, professional development opportunities do not include the student voice.

✗ General Operations (A&R, Parking, Campus Policing, etc.)
✗ Other

Ideal Structure

✓ Instruction

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

Departments must utilize PREDD to review *quantitative data and review qualitative data* to inform discussions that lead to specific action for closing the loop on strategies to support Latinx student success. Ideally, Faculty engagement in professional development on DEIA strategies to incorporate in the classroom setting should be required. Training includes discussion on pedagogy that has shown to be successful in supporting Latinx students, as well as inclusive practices, language, and incorporating multiple perspectives. To address materials, curriculum offered, and programming, we need to explore the creation of learning communities such as Puente, or paired courses that target Latinx student populations and develop academic support programs that conduct direct, targeted, and intentional services to support Latinx students. With the development of Academic and Career Pathways, success teams should also review disaggregated data by race/ethnicity to better determine how to support our Latinx students in their success in the classroom and how to promote holistic student support when needed.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Miramar has engaged in conversations regarding becoming a student-ready campus and is currently working on re-imagining the campus experience through Guided Pathways by meeting students where they are by providing students with what they need, when they need it, and how they need it. There is a shift toward equity-mindedness through holistic student support. As the campus culture evolves, we must create opportunities to engage in professional development on DEIA strategies to integrate into our services. Incorporating targeted *professional development* that addresses specific strategies to support Latinx students and providing information on available resources such as health services, mental health, financial aid, zero-cost textbooks, and food assistance is critical in promoting holistic student support. To address programs, and student engagement opportunities for our Latinx students to connect and create a sense of belonging on campus, we need to invest in developing a robust Puente program, support the Latinx Club, create spaces for students to gather and create a sense of belonging such as a multicultural center. Through these opportunities, our Latinx students will see themselves reflected as part of the campus culture through programming and experiences. With the development of Academic and Career Pathways, success teams should also review disaggregated data by race/ethnicity to better determine how to support our Latinx students in their success in the classroom and how to promote holistic student support when needed.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

In regard to *DI representation* in staffing, we have made changes in how we promote our DEI culture and goals through our job announcements, yet there is still more work to be done to not only recruit a diverse workforce but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Latinx Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar. We must critically examine our practices that perpetuate lack of representation by reviewing our policies. We must also examine how we can foster widespread and intentional professional development opportunities for the entire campus community to engage.

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Miramar College is well positioned to address the structural changes necessary to transform inequitable practices that lead to disproportionate impact across our institution. The recently developed College Strategic Goal #5 – which focuses on Diversity, Equity, and Inclusion, directly addresses our goals around process, policy, practice, and culture. Specifically, strategic goal #5 indicates that Miramar College will build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. The Strategic directions further clarify what we plan on examining and developing to meet Strategic Goal #5. The Strategic Directions are as follows:

- Strategic Direction 1: Systematically 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:
  - culturally responsive instructional pedagogy,
  - student-centered services, and
  - recruitment, screening, and retention of employees.

Miramar has also developed Key Performance Indicators (KPI) to help us track and measure our progress toward meeting our strategic goals and directions, which include several measures to track our progress toward closing equity gaps as we examine leading and lagging indicators tied to the respective equity metric outcomes.

As Miramar implements Guided Pathways, we are designing with intention around equity to ensure that we work to close the equity and opportunity gaps to meet the needs of all our students, with particular attention toward our students experiencing disproportionate impact. As participants in the California Guided Pathways Institute 2.0, our Guided Pathways teams are examining how we develop a holistic approach to serving students and meeting the student need where they need it, how they need it, and when they need it in a DEI-affirming culture.

Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
2. Quantitative/qualitative data to determine areas of strength/weakness to support DI students: We will develop strategies to collect and review data in alignment with our equity goals and advocate for more support in Research as we are severely understaffed and under-resourced in this department. As we launch our Academic and Career Pathways Success Teams, we will conduct training for all members on the Student Equity Plan, data metrics, and intentional strategies to target equity gaps to design action to specifically address equity gaps through an equity and race-conscious lens.
3. DI representation in staffing (Faculty, Classified Professionals, Administrators) who reflect DI students: In alignment with Strategic Goal 5.3, we will systematically review, develop and incorporate equity-minded practices in the recruitment, screening, and retention of employees.
4. Targeted professional development on strategies/practices to support DI student success: In alignment with Strategic Goal 5.2, we will establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.
5. Structure/programs to support the success of DI students & Student engagement opportunities for DI students to connect to campus: In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.

6. Materials/curriculum/programming related to DI students' history, experiences, and culture (courses, materials representative of DI community). In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Additionally, we will review, develop and incorporate equity-minded practices in culturally responsive instructional pedagogy, and student-centered services.

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In developing the Equity Plan, our campus participated in a pilot to utilize the Equity Framework Assessment Tool developed by the Research and Planning (RP) Group. Work teams conducted inquiry and reflection on campus policies, processes, and practices with respect to four components of the framework: equity-minded; cultural humility; distributed leadership; and evidence-based. The workgroups were organized around the five metrics connected to the equity plan. In conducting an inquiry into our college practices around the equity metrics, six key themes emerged as friction points or barriers to student equity and success for our students experiencing disproportionate impact (DI). The six barriers are listed below. Our approach in developing this equity plan centers on addressing and removing these barriers in each of the metrics for the specified student population experiencing disproportionate impact.

1. Resources to directly support efforts to close gaps for DI students: One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the prioritization of resources to support efforts to close equity gaps directly.
2. Quantitative/qualitative data to determine areas of strength/weakness to support DI students: Access to data is a challenge and opportunities to "close the loop" and engage directly with students regarding their experiences are disparate.
3. DI representation in staffing who reflect DI students: The current Black and African American make-up of personnel does not reflect/mirror the Black and African American student population.
4. Targeted professional development on strategies/practices to support DI student success: While there are opportunities to engage in professional development on DEIA strategies, there are limited, targeted professional development that addresses specific strategies to support Black and African American students and participation is minimal and not widespread.
5. Structure/programs to support the success of DI students and student engagement opportunities for students to connect: These opportunities create a sense of belonging on campus, however, there are few programs and events for students to participate in.
6. Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture: The current offerings are limited, and may not adequately reflect the voices and experiences of our Black and African American students on campus

Structure Evaluation

Current Structure
✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The lack of a Transfer Center Director/Counselor creates an absence of leadership for the transfer of information and initiatives. Only basic transfer counseling and advising services are currently provided, with a central focus on applications and appeals. Aside from utilizing HBCU resources provided by the Chancellor's Offices, there are services developed around or targeted toward specialized populations. In addition, there is a lack of awareness of milestone classes that might prevent students from starting or completing a specific major.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The lack of a Transfer Center Director/Counselor creates an absence of leadership for the transfer of information and initiatives. Only basic transfer counseling and advising services are currently provided, with a central focus on applications and appeals. Aside from utilizing HBCU resources provided by the Chancellor's Offices, there are services developed around or targeted toward specialized populations. In addition, there is a lack of awareness of milestone classes that might prevent students from starting or completing a specific major. There is also a lack of knowledge/understanding about how our Black or African-American students receive and perceive information about transfer. Lack of identity groups/organizations or learning communities organized around

race or ethnicity to provide transfer mentoring and support within the community context (no HUBU, Umoja, BSU, etc.) Financial Aid hurdles: students don't always know how to access financial aid, or may not be aware that some aid (Pell Grants) can run out if they take too many courses at the community college level. Only basic transfer counseling and advising services are currently provided, with a central focus on applications and appeals. Aside from utilizing Historically Black Colleges and Universities (HBCU) resources provided by the Chancellor's Offices, there are no specific services developed around or targeted towards specialized populations. There are also protentional external factors: Successful transfer does not always equal an Associate Degree for Transfer (ADT); ADT does not always equal admission to the preferred institution; impaction at local 4-years negatively impacts location-bound students.

- ✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✕ General Operations (A&R, Parking, Campus Policing, etc.)
- ✕ Other

Ideal Structure

✓ Instruction

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

The ideal structure to support equitable transfer outcomes would start with an equity-minded faculty Transfer Center Director (TCD)/Counselor who serves in an advocacy and leadership role to bolster understanding, support, and actions that promote transfer as an institution-wide responsibility. This would include TCD engaging deeply with Academic and Career Pathway Teams to ensure research on transfer barriers for Black or African American students, transfer pathways, and opportunities at public and private institutions, local and out-of-area institutions, and online bachelor's degrees. As Miramar's representative to four-year institutions, the TCD will continue to relay timely and relevant transfer information to classroom and counseling faculty.

Clear program maps will demonstrate the pathway to entering the CSU, UC system, and other institution types. Additional Ethnic Studies courses, specifically Black Studies, would not only provide culturally relevant and responsive learning opportunities but would also fulfill both Miramar and CSU requirements.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Development of learning communities and organizations focused on the Black and African American experience, including a focus on men of color, would provide an avenue for setting the transfer experience in a community context. This may include a PERG course with a transfer-focused curriculum paired with a Black Studies course, field trips to universities, and culturally-responsive mentoring.

Partnerships across ACPs, Transfer Center, Financial Aid, Dreamers Support Program, and organizations, and learning communities, such as Umoja, that focus on the Black and African-American experience will both collect feedback on how Black and African-American students receive transfer-related information and help deliver information to help Black and African-American students navigate the transfer process.

- ✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✕ General Operations (A&R, Parking, Campus Policing, etc.)
- ✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Miramar College is well positioned to address the structural changes necessary to transform inequitable practices that lead to disproportionate impact across our institution. The recently developed College Strategic Goal #5 – which focuses on Diversity, Equity, and Inclusion, directly addresses our goals around process, policy, practice, and culture. Specifically, strategic goal #5 indicates that Miramar College will build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. The Strategic directions further clarify what we plan on examining and developing to meet Strategic Goal #5. The Strategic Directions are as follows:

- Strategic Direction 1: Systematically 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:
  - culturally responsive instructional pedagogy,
  - student-centered services, and
  - recruitment, screening, and retention of employees.

Miramar has also developed Key Performance Indicators (KPI) to help us track and measure our progress toward meeting our strategic goals and directions, which include several measures to track our progress toward closing equity gaps as we examine leading and lagging indicators tied to the respective equity metric outcomes.

As Miramar implements Guided Pathways, we are designing with intention around equity to ensure that we work to close the equity and opportunity gaps to meet the needs of all our students, with particular attention toward our students experiencing disproportionate impact. As participants in the California Guided Pathways Institute 2.0, our Guided Pathways teams are examining how we develop a holistic approach to serving students and meeting the student need where they need it, how they need it, and when they need it in a DEI-affirming culture.

Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
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Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

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equity plan centers on addressing and removing these barriers in each of the metrics for the specified student population experiencing disproportionate impact.

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Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

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✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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ADT does not always equal admission to the preferred institution; impaction at local 4-years negatively impacts location-bound students.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✗ General Operations (A&R, Parking, Campus Policing, etc.)
✗ Other

Ideal Structure

✓ Instruction

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

The ideal structure to support equitable transfer outcomes would start with an equity-minded faculty Transfer Center Director (TCD)/Counselor who serves in an advocacy and leadership role to bolster understanding, support, and actions that promote transfer as an institution-wide responsibility. This would include TCD engaging deeply with Academic and Career Pathway Teams to ensure research on transfer barriers for Latinx students, transfer pathways, and opportunities at public and private institutions, local and out-of-area institutions, and online bachelor's degrees. As Miramar's representative to four-year institutions, the TCD will continue to relay timely and relevant transfer information to classroom and counseling faculty.

Clear program maps will demonstrate the pathway to entering the CSU, UC system, and other institution types. Additional Ethnic Studies courses, specifically Chicano Studies, would not only provide culturally relevant and responsive learning opportunities but would also fulfill both Miramar and CSU requirements.

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

The development of learning communities and organizations focused on the Latinx experience, including a focus on men of color, would provide an avenue for setting the transfer experience in a community context. This may include a PERG course with a transfer-focused curriculum paired with a Black Studies course, field trips to universities, and culturally-responsive mentoring.

Partnerships across ACPs, Transfer Center, Financial Aid, Dreamers Support Program, and organizations, and learning communities, such as Puente, that focus on the Latinx experience will both collect feedback on how Latinx students receive transfer-related information and help deliver information to help Latinx students navigate the transfer process.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✗ General Operations (A&R, Parking, Campus Policing, etc.)
✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
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Chancellor's Office Supports

Supports Needed
- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completion

Black or African American

Areas of Completion

Areas of Completion *
- ✕ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

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5. *Structure/programs to support the success of DI students and student engagement opportunities for students to connect:* These opportunities create a sense of belonging on campus, however, there are few programs and events for students to participate in.
6. *Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture:* The current offerings are limited, and may not adequately reflect the voices and experiences of our Black and African American students on campus

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In implementing Guided Pathways, Miramar is working to transform the student journey by connecting students to Academic and Career Pathways (ACP) and becoming a student-ready campus to meet the needs of our diverse students. The ACPs help to provide a structure around *programs and services* to support the success of DI students increase and student engagement. As we launch the ACPs and orient the campus to the Program Mapper tool, we have not yet developed intentional strategies to opportunities to connect, engage, and support our Black and African American students. While there are opportunities for instruction to engage in *professional development* on DEIA strategies to engage in the classroom setting, there are limited, targeted professional development that addresses specific strategies to support Black and African American students. Professional development opportunities such as Faculty Learning Online Community (FLOC) and Data and Equity Coaching Communities (DECC), do highlight both research on DI for Black and African American students, and strategies to remove barriers to completion for Black and African American students. There are siloed efforts to review data for specific DI groups, and the information is not shared broadly. Once the ACP

Success Teams launch, members should discuss data needs including the need to disaggregate completion *data* to address existing barriers to completion and develop intentional strategies to support Black and African American students. As indicated in other sections of the Equity Plan, Miramar does not have an Umoja program, which can be a critical resource to students in their success on campus. The Umoja program allows for Black and African American students to see themselves reflected in their curriculum and pedagogy which creates a foundation for academic and student success.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Wraparound Services. One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is in connection to *resources that directly support intentional efforts* to close equity gaps and address opportunity gaps. The District Black Student Success Workgroup provides a space for those interested in building a culture of inclusivity, but work at Miramar is siloed and actions are not strategically woven into our campus practices – especially as we transform our campus through Guided Pathways. There is a lack of awareness of available resources such as health services, mental health, financial aid, zero-cost textbooks, food assistance, etc., amongst students and the campus community as a whole. These holistic student supports are critical to student success and completion. Additionally, as students explore their academic and career pathways, we are working toward developing a robust career exploration module through Guided Pathways. *Data* is also a barrier at Miramar. Once the ACP Success Teams launch, members should discuss data needs including the need to disaggregate completion data to address intentional strategies to support Black and African American students. As a campus, we are not able to effectively review quantitative/qualitative data and the connection between completion and student engagement with wraparound services that may influence and impact a student's successful completion at Miramar. Having access to this level of data to triangulate contributing factors that lead to completion, will help us identify where to prioritize resources toward successful and intentional strategies. It is difficult to connect the dots on what factors may contribute to successful completion for our Black and African American students. While there are opportunities to engage in professional development on DEIA strategies to integrate into our services, there are limited, targeted *professional development* that addresses specific strategies to support Black and African American students. While Miramar has amazing programs such as Promise and EOPS, specific programs, and student engagement opportunities for our Black and African American students to connect and create a sense of belonging on campus do not currently exist at Miramar. Programs such as Umoja, and the Black Student Union club also allow for Black and African American students to see themselves reflected as part of the campus culture through programming highlighting the voices and experiences of Black and African American students.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

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

Departments must utilize PREDD to review *quantitative data and review qualitative data* from the District Black Student Success workgroup to inform discussions that lead to specific action for closing the loop on strategies to support Black and African American student success. Ideally, Faculty engagement in *professional development* on DEIA strategies to incorporate in the classroom setting should be required. Training includes discussion on pedagogy that has shown to be successful in supporting Black and African American students, as well as inclusive practices, language, and incorporating multiple perspectives. To address materials, curriculum

offered, and *programming*, we need to explore the creation of learning communities such as Umoja, or paired courses that target Black and African American student populations and develop academic support programs that conduct direct, targeted, and intentional services to support Black and African American students. With the development of Academic and Career Pathways, success teams should also review disaggregated data by race/ethnicity to better determine how to support our Black and African American students in their success in the classroom and how to promote holistic student support.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Miramar has engaged in conversations regarding becoming a student-ready campus and is currently working on re-imagining the campus experience through Guided Pathways by meeting students where they are by providing students with what they need, when they need it, and how they need it. There is a shift toward equity-mindedness through holistic student support. As the campus culture evolves, we must create opportunities to engage in *professional development* on DEIA strategies to integrate into our services. Incorporating targeted professional development that addresses specific strategies to support Black and African American students and providing information on available resources such as health services, mental health, financial aid, zero-cost textbooks, and food assistance is critical in promoting holistic student support. To address programs, and *student engagement* opportunities for our Black and African American students to connect and create a sense of belonging on campus, we need to invest in developing a robust Puente program, support the BSU, create spaces for students to gather and create a sense of belonging such as a Culture and Inclusion Center. Through these opportunities, our Black and African American students will see themselves reflected as part of the campus culture through programming and experiences. With the development of Academic and Career Pathways, success teams should also review *disaggregated data* by race/ethnicity to better determine how to support our Latinx students in their success in the classroom and how to promote holistic student support when needed.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

In regard to *DI representation* in staffing, we have made changes in how we promote our DEI culture and goals through our job announcements, yet there is still more work to be done to not only recruit a diverse workforce but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Black and African American Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar. We must critically examine our practices that perpetuate lack of representation by reviewing our policies. We must also examine how we can foster widespread and intentional professional development opportunities for the entire campus community to engage.

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Miramar College is well positioned to address the structural changes necessary to transform inequitable practices that lead to disproportionate impact across our institution. The recently developed College Strategic Goal #5 – which focuses on Diversity, Equity, and Inclusion, directly addresses our goals around process, policy, practice, and culture. Specifically, strategic goal #5 indicates that Miramar College will build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college

community. The Strategic directions further clarify what we plan on examining and developing to meet Strategic Goal #5. The Strategic Directions are as follows:

- Strategic Direction 1: Systematically 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:
  - culturally responsive instructional pedagogy,
  - student-centered services, and
  - recruitment, screening, and retention of employees.

Miramar has also developed Key Performance Indicators (KPI) to help us track and measure our progress toward meeting our strategic goals and directions, which include several measures to track our progress toward closing equity gaps as we examine leading and lagging indicators tied to the respective equity metric outcomes.

As Miramar implements Guided Pathways, we are designing with intention around equity to ensure that we work to close the equity and opportunity gaps to meet the needs of all our students, with particular attention toward our students experiencing disproportionate impact. As participants in the California Guided Pathways Institute 2.0, our Guided Pathways teams are examining how we develop a holistic approach to serving students and meeting the student need where they need it, how they need it, and when they need it in a DEI-affirming culture.

Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
2. Quantitative/qualitative data to determine areas of strength/weakness to support DI students: We will develop strategies to collect and review data in alignment with our equity goals and advocate for more support in Research as we are severely understaffed and under-resourced in this department. As we launch our Academic and Career Pathways Success Teams, we will conduct training for all members on the Student Equity Plan, data metrics, and intentional strategies to target equity gaps to design action to specifically address equity gaps through an equity and race-conscious lens.
3. DI representation in staffing (Faculty, Classified Professionals, Administrators) who reflect DI students: In alignment with Strategic Goal 5.3, we will systematically review, develop and incorporate equity-minded practices in the recruitment, screening, and retention of employees.
4. Targeted professional development on strategies/practices to support DI student success: In alignment with Strategic Goal 5.2, we will establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.
5. Structure/programs to support the success of DI students & Student engagement opportunities for DI students to connect to campus: In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.
6. Materials/curriculum/programming related to DI students' history, experiences, and culture (courses, materials representative of DI community). In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Additionally, we will review, develop and incorporate equity-minded practices in culturally responsive instructional pedagogy, and student-centered services.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✕ Technical Assistance/Professional Development

✕ Data & Research

✕ Policy & Regulatory Actions

✕ Technology Investments & Tools

✕ Proof of Concept Pilots

✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In developing the Equity Plan, our campus participated in a pilot to utilize the Equity Framework Assessment Tool developed by the Research and Planning (RP) Group. Work teams conducted inquiry and reflection on campus policies, processes, and practices with respect to four components of the framework: equity-minded;

cultural humility; distributed leadership; and evidence-based. The workgroups were organized around the five metrics connected to the equity plan. In conducting an inquiry into our college practices around the equity metrics, six key themes emerged as friction points or barriers to student equity and success for our students experiencing disproportionate impact (DI). The six barriers are listed below. Our approach in developing this equity plan centers on addressing and removing these barriers in each of the metrics for the specified student population experiencing disproportionate impact.

1. ***Resources to directly support efforts to close gaps for DI students:*** One of the most challenging barriers we face in addressing how to close the equity gap for our Black and African American students is connected to the prioritization of resources to support efforts to close equity gaps directly.

2. ***Quantitative/qualitative data to determine areas of strength/weakness to support DI students:*** Access to data is a challenge and opportunities to "close the loop" and engage directly with students regarding their experiences are disparate.

3. ***DI representation in staffing who reflect DI students:*** The current Black and African American make-up of personnel does not reflect/mirror the Black and African American student population.

4. ***Targeted professional development on strategies/practices to support DI student success:*** While there are opportunities to engage in professional development on DEIA strategies, there are limited, targeted professional development that addresses specific strategies to support Black and African American students and participation is minimal and not widespread.

5. ***Structure/programs to support the success of DI students and student engagement opportunities for students to connect:*** These opportunities create a sense of belonging on campus, however, there are few programs and events for students to participate in.

6. ***Materials/curriculum/programming related to the DI' student groups' history, experiences, and culture:*** The current offerings are limited, and may not adequately reflect the voices and experiences of our Black and African American students on campus.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In implementing Guided Pathways, Miramar is working to transform the student journey by connecting students to Academic and Career Pathways (ACP) and becoming a student-ready campus to meet the needs of our diverse students. The ACPs help to provide a structure around *programs and services* to support the success of DI students increase and student engagement. As we launch the ACPs and orient the campus to the Program Mapper tool, we have not yet developed intentional strategies to opportunities to connect, engage, and support our Latinx students. While there are opportunities for instruction to engage in professional development on DEIA strategies to engage in the classroom setting, there are limited, targeted *professional development* that addresses specific strategies to support Latinx students. Professional development opportunities such as Faculty Learning Online Community (FLOC) and Data and Equity Coaching Communities (DECC), do highlight both research on DI for Latinx students, and strategies to remove barriers to success for Black and African students. There are siloed efforts to review *data* for specific DI groups, and the information is not shared broadly. Once the ACP Success Teams launch, members should discuss data needs including the need to disaggregate completion data to address intentional strategies to support Latinx students. As indicated in other sections of the Equity Plan, Miramar does not have a Puente program, which can be a critical resource

to students in their success on campus. The Puente program allows for Latinx students to see themselves reflected in their curriculum and pedagogy which creates a foundation for academic and student success.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Miramar College has identified practices on our campus that serve as friction points/barriers to equity relative to Wraparound Services. One of the most challenging barriers we face in addressing how to close the equity gap for our Latinx students is in connection to *resources that directly support intentional efforts* to close equity gaps and address opportunity gaps. The governance committees are opportunities for the campus to discuss topics such as completion, and we are working towards creating a culture of inclusivity, but work at Miramar is siloed and actions are not strategically woven into our campus practices – especially as we transform our campus through Guided Pathways. There is a lack of awareness of available resources such as health services, mental health, financial aid, zero-cost textbooks, food assistance, etc., amongst students and the campus community as a whole. These holistic student supports are critical to student success and completion. Additionally, as students explore their academic and career pathways, we are working toward developing a robust career exploration module through Guided Pathways. Data is also a barrier at Miramar. Once the ACP Success Teams launch, members should discuss data needs including the need to disaggregate completion data to address intentional strategies to support Latinx students. As a campus, we are not able to effectively review *quantitative/qualitative data* and the connection between completion and student engagement with wraparound services that may influence and impact a student's successful completion at Miramar. Having access to this level of data to triangulate contributing factors that lead to completion, will help us identify where to prioritize resources toward successful and intentional strategies. It is difficult to connect the dots on what factors may contribute to successful completion for our Latinx students. While there are opportunities to engage in *professional development* on DEIA strategies to integrate into our services, there are limited, targeted professional development that addresses specific strategies to support Latinx students. While Miramar has amazing programs such as Promise and EOPS, specific programs, and *student engagement* opportunities for our Latinx students to connect and create a sense of belonging on campus do not currently exist at Miramar. Programs such as Puente, and the Latinx club also allow for Latinx students to see themselves reflected as part of the campus culture through programming highlighting the voices and experiences of Latinx students.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In previous sections, we described how *DI representation* in staffing (Faculty, Classified Professionals, Administrators) may present as a barrier to success as students do not see themselves reflected in our staffing. While we have made changes in how we promote our DEI culture and goals through our job announcements, there is still more work to be done to not only recruit a diverse workforce but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Latinx Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar.

We do not have a Culture and Inclusion Center at Miramar for our Latinx students to gather and create community. Additionally, professional development opportunities are not widespread. There are programs that are faculty-focused, however, similar opportunities do not exist for our Classified Professionals. Miramar hosts annual college-wide Equity and Planning Summits, in the fall and spring, respectively, however, participation is voluntary. These summits are critical opportunities for the campus to engage in dialogue and action to transform from college ready to student ready college. Oftentimes, professional development opportunities do not include the student voice.

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✓ Instruction

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

Departments must utilize PREDD to review *quantitative data and review qualitative data* from the District Black Student Success workgroup to inform discussions that lead to specific action for closing the loop on strategies to support Latinx student success. Ideally, Faculty engagement in *professional development* on DEIA strategies to incorporate in the classroom setting should be required. Training includes discussion on pedagogy that has shown to be successful in supporting Latinx students, as well as inclusive practices, language, and incorporating multiple perspectives. To address *materials, curriculum offered, and programming*, we need to explore the creation of learning communities such as Puente, or paired courses that target Latinx student populations and develop academic support programs that conduct direct, targeted, and intentional services to support Latinx students. With the development of Academic and Career Pathways, success teams should also review disaggregated data by race/ethnicity to better determine how to support our Latinx students in their success in the classroom and how to promote holistic student support when needed.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Miramar has engaged in conversations regarding becoming a student-ready campus and is currently working on re-imagining the campus experience through Guided Pathways by meeting students where they are by providing students with what they need, when they need it, and how they need it. There is a shift toward equity-mindedness through holistic student support. As the campus culture evolves, we must create opportunities to engage in *professional development* on DEIA strategies to integrate into our services. Incorporating targeted professional development that addresses specific strategies to support Latinx students and providing information on available resources such as health services, mental health, financial aid, zero-cost textbooks, and food assistance is critical in promoting holistic student support. To address programs, and student engagement opportunities for our Latinx students to connect and create a sense of belonging on campus, we need to invest in developing a robust Puente program, support the Latinx Club, create spaces for students to gather and create a sense of belonging such as a Culture and Inclusion center. Through these opportunities, our Latinx students will see themselves reflected as part of the campus culture through programming and experiences. With the development of Academic and Career Pathways, success teams should also review disaggregated data by race/ethnicity to better determine how to support our Latinx students in their success in the classroom and how to promote holistic student support when needed.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

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

In regard to *DI representation* in staffing, we have made changes in how we promote our DEI culture and goals through our job announcements, yet there is still more work to be done to not only recruit a diverse workforce but to support and retain our employees who do reflect our disproportionately impacted student groups. There are very few Latinx Faculty (contract, adjunct), Classified Professionals, and Administrators at Miramar. We must critically examine our practices that perpetuate lack of representation by reviewing our policies. We must also examine how we can foster widespread and intentional professional development opportunities for the entire campus community to engage.

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Miramar College is well positioned to address the structural changes necessary to transform inequitable practices that lead to disproportionate impact across our institution. The recently developed College Strategic Goal #5 – which focuses on Diversity, Equity, and Inclusion, directly addresses our goals around process, policy, practice, and culture. Specifically, strategic goal #5 indicates that Miramar College will build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community. The Strategic directions further clarify what we plan on examining and developing to meet Strategic Goal #5. The Strategic Directions are as follows:

- Strategic Direction 1: Systematically 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:
    - culturally responsive instructional pedagogy,
    - student-centered services, and
    - recruitment, screening, and retention of employees.

Miramar has also developed Key Performance Indicators (KPI) to help us track and measure our progress toward meeting our strategic goals and directions, which include several measures to track our progress toward closing equity gaps as we examine leading and lagging indicators tied to the respective equity metric outcomes.

As Miramar implements Guided Pathways, we are designing with intention around equity to ensure that we work to close the equity and opportunity gaps to meet the needs of all our students, with particular attention toward our students experiencing disproportionate impact. As participants in the California Guided Pathways Institute 2.0, our Guided Pathways teams are examining how we develop a holistic approach to serving students and meeting the student need where they need it, how they need it, and when they need it in a DEI-affirming culture.

Action

Action Steps *

1. Resources to directly support efforts to close gaps for DI students: Utilize the Program Review process to examine areas of strength and opportunities to improve support for Black and African American students. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics, and disproportionate impact data, and the friction point/barriers to equity. Program Review also includes the Budget Resource Development Planning Process.
2. Quantitative/qualitative data to determine areas of strength/weakness to support DI students: We will develop strategies to collect and review data in alignment with our equity goals and advocate for more support in Research as we are severely understaffed and under-resourced in this department. As we launch our Academic and Career Pathways Success Teams, we will conduct training for all members on the Student Equity Plan, data metrics, and intentional strategies to target equity gaps to design action to specifically address equity gaps through an equity and race-conscious lens.
3. DI representation in staffing (Faculty, Classified Professionals, Administrators) who reflect DI students: In alignment with Strategic Goal 5.3, we will systematically review, develop and incorporate equity-minded practices in the recruitment, screening, and retention of employees.
4. Targeted professional development on strategies/practices to support DI student success: In alignment with Strategic Goal 5.2, we will establish comprehensive professional development for the campus community to increase capacity around and engage in equity, diversity, inclusion, social justice, and anti-racism.

5. Structure/programs to support the success of DI students & Student engagement opportunities for DI students to connect to campus: In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services.
6. Materials/curriculum/programming related to DI students' history, experiences, and culture (courses, materials representative of DI community). In alignment with Strategic Goal 5.1 we will systematically update college processes, programs, and practices within a comprehensive equity framework for equity-minded practices in the workplace, the classroom, and support programs/services. Additionally, we will review, develop and incorporate equity-minded practices in culturally responsive instructional pedagogy, and student-centered services.

Chancellor's Office Supports

Supports Needed

× Field Guidance & Implementation
× Technical Assistance/Professional Development
× Data & Research
× Policy & Regulatory Actions
× Technology Investments & Tools
× Proof of Concept Pilots
× Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Miramar College developed the Program Review Equity Data Dashboard (PREDD) as a tool for the campus to review program-level and course-level achievement data by infusing an equity lens. In accordance with our College Strategic Goals, we have also developed a benchmarking process through our Key Performance Indicators (KPIs). Utilizing these tools allows us to better track and review our progress toward meeting equity goals. Although we have seen some decreases in disproportionate impact, we have also seen gaps widen and new gaps appear for different student groups. We will continue to conduct inquiry into what strategies lead to success in closing gaps. In our implementation of Guided Pathways, we will continue to conduct our inquiry and action with an equity lens.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

Our Guided Pathways Steering Committee – a governance committee – is currently undergoing a membership review process in order to be inclusive of all constituencies and representative of the holistic support structures throughout the campus community. Just recently, we concluded our first round of student success professional development, where faculty and staff looked at the inequities that exist within our Academic and Career Pathways (ACPs), and researched strategies and interventions to help disproportionately impacted students. As we move further into the implementation of the Guided Pathways ACP Success Teams, we are developing training sessions to ensure the team understands our campus equity gaps and the connections of our guided pathways work with our Equity Plan. The goal is for the ACP Teams to better understand and analyze disproportionate impact metrics data relative to their ACPs. This data analysis will provide our teams with the ability to make data-informed decisions that lead to holistic student support. Our Guided Pathways leads and Equity Office (Leading for Equity, Antiracism, and Diversity - LEAD) are working collaboratively on key projects and initiatives and developing a crosswalk of the intersections between GP work and the Equity Plan (metrics, DI groups, barriers addressed), and connections to the college strategic plans.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Miramar College has an identified Online Accessibility Mentor who:

- Acts as the official liaison among faculty for support in the development of accessible courses to effectively include all learners;
- Works one-on-one with faculty to encourage and support them in developing accessible course content for online instruction;
- Collaborates with the Online Faculty Mentor to write, curate, and email updates to the institution's faculty and select members regarding info for accessible online and hybrid education;
- Coordinates and delegates email questions from faculty who seek out technical assistance for accessible course development;
- Champions adoption of accessible design to new online instructors;
- Leads workshops for faculty on accessibility such as alt text, headings, and Canvas.

In addition to an Online Accessibility Mentor, faculty can earn a professional development micro badge in online accessibility.

Miramar has an Online Faculty Mentor who

- Serves as the primary campus contact and official liaison between online faculty and SDCCD Online Learning Pathways
- Works one-on-one with online faculty to encourage and support them in developing course content for online instruction.
- Maintains regular and effective communication with the campus community about distance education and online learning.
- Conducts faculty surveys to assess needs for online teaching and learning for informal and formal professional development
- Conducts professional development workshops to foster collaboration and sharing of best practices and experiences for equitable distance education pedagogy.

- Recruits faculty participants and mentors to participate in collaborative professional development programs such as FLOC (Faculty Learning Online Community)
- Manages professional development initiatives such as the FLOC program
- Attends meetings of the Districtwide Distance Education Steering Committee, Distance Education Subcommittee and regular online faculty mentor meetings to represent the concerns of online faculty.
- Provides reports, as requested, to the San Diego Miramar College Academic Senate.

The college offers several programs/services to support accessibility. Miramar College utilizes a site-wide license for Read & Write Gold, a screen reading software installed on all campus computer labs. The Disability Support Office runs a High-Tech Center that trains students on the use of adaptive and assistive hardware and software. The Canvas MLS platform includes a built-in immersive reader.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Miramar College hosts a series of financial aid workshops to promote the completion of FAFSA and Dream Act applications. We are collaborating with CalSOAP to host a Cash for College event on campus in order to create more awareness regarding what types of aid and other resources are available for students.

Currently, we are working on developing a query to identify enrolled students who have not completed the FAFSA or Dream Act application. We intend to use the data to communicate with students via email and SMS text messaging about the importance of completing the FAFSA or Dream Act application. Students may be aware of the opportunities to qualify for any federal or state aid.

We are also in the process of creating a webpage for departments, including faculty members, and the community, to submit a request for a Financial Aid Representative to conduct a financial aid presentation. The presentation topics include: how to complete a FAFSA or Dream Act application; types of resources available through the FAFSA or Dream Act application; students' responsibilities of receiving federal and/or state aid, scholarships, etc.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

As mentioned prior, there are plans to utilize various resources such as workshops, collaboration events such as the Cash for College campus event, and utilizing queries to determine which students to communicate with using email and SMS texting campaigns.

Along with the in-reach/out-reach about completing the FAFSA or Dream Act application, we will also work on a query to identify students with high Expected Family Contribution (EFC) to share if their family income has changed, students/parents can request a professional judgment – income reduction request.

In addition, we plan on conducting additional outreach to students who are required to petition for reinstatement due to not meeting financial aid Satisfactory Academic Progress (SAP), and provide information on the process to submit the petition to be re-instated.

Although not related to the Pell Grant and other types of Federal Aid, we intend to conduct outreach to Dream Act students to assist Undocumented, AB540, and other students with similar backgrounds. The focus for these students will be to assist them with receiving State aid including Cal Grant and other State resources available.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell

Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

The Campus is working closely with our District Office to create a query report to identify eligible students for the 2021-22 Budget Act. The queries include the following:

- Term enrollment information for Fall, Spring, and Summer (21-22 and 22-23)
- Current and Cumulative G.P.A (Program requirement need to be G.P.A 2.0 above.
- Financial Aid info.
  - Unmet Need
  - COA (Budget)
  - EFC
  - CCPG info

- Award amount to be awarded
  - F/T 12-13.9 units = $ 1,000.00
  - 3/4 9-11.9 units = $ 750.00
  - H/T 6-8.9 units = $ 500.00

Emergency aid should not have a negative impact on a student's financial aid package and where applicable, the financial aid office should exercise professional judgment to increase the student's cost of attendance (COA). We intend to award eligible students will be the SEOG grants which are primarily for students with low family income and who meet other criteria.

We have increased our communication with students regarding the Federal Work-Study (FWS) program, a type of federal aid that provides students with additional resources while working on Campus. Students who qualify can work in different departments with a schedule that works around their classes and other obligations and develop a multitude of skills to prepare them for their future careers.

Additionally, we will soon begin promoting our scholarship application process. These scholarships provide much-needed funds for students to help ease any financial barriers they are experiencing so they can focus on their academic success.

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

The College is currently in the process of hiring a full-time Basic Needs Coordinator who will take over the duties which are being currently shared by the Dean of Students and a Student Support Services Officer. The institution has an operational pantry housed in a former Coffee Bar located in a Student Lounge. This lounge will serve as the "Basic Needs Center". In addition to the Food Pantry which is open four days per week for 6 hours per day, there is a "Clothing Closet" and other basic needs resources located in the lounge.

The Jet Fuel Basic Needs Resource Center currently provides a Food Pantry stocked with canned goods and other items collected from three "Retail Rescue Sites" (Bread, milk, eggs, frozen food, meats, fruits, and vegetables). In addition, the Pantry hosts a "Farmer's Market" twice a month with fresh produce provided by Feeding San Diego. The Lounge also has a Clothing Closet with gently worn items that students can take. We currently offer CALFresh information and will be offering CALFresh Application Workshops in the future. The Resource Center hosts monthly visits by the San Diego County's WOW Bus, coordinates vaccination clinics with Student Health Services, and offers mindfulness workshops with mental health services.

Future plans include increasing our ability to make housing referrals to students who are housing insecure, offering low-cost bus passes, providing limited transportation and housing vouchers, and expanding resources as needed.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

The Jet Fuel Resource Basic Needs Center conducts a variety of outreach efforts. Our bi-weekly Farmer's Markets are held in the center of campus where all can see. At these events, we have brochures and materials highlighting the services that we currently offer. A variety of emails and flyers are distributed throughout the semester informing students, faculty, and classified staff of the services we offer our students.

We are currently developing plans to do CALFresh outreach events with each of the LPIE (Learning Programs that Increase Employability). These events will be coordinated with the Program Chairs and be held at a location close to the building in which the LPIE classes are held. Once the Basic Needs Coordinator is hired, we will be conducting a needs assessment survey and focus group to get feedback from our students in regards to their needs and how we can better promote the services that we offer.

We will continue to partner with the San Diego County WOW bus and place this bus in a prominent place near the center of campus. We will also work directly with our faculty to make class presentations regarding the services that we offer.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Our current food pantry operates four days a week, four hours a day. This pantry is housed in a former "Starbucks" location on campus and affords us the necessary refrigeration and access to water essential to operating a food pantry. The pantry is stocked with canned goods purchased from one of our local food banks and these items are supplemented with items obtained through a "retail rescue" program with three area grocery stores. Each Monday, items are picked up at Sprouts and Smart and Final. On Tuesdays, items are picked up from a local Target store. These "rescued" items include bread, milk, eggs, other dairy products, grab-and-go items, produce, and frozen food. In addition, we periodically receive toiletries, menstrual products, and diapers.

On a bi-weekly basis, we host a "Farmer's Market" with produce provided by Feeding San Diego. These Farmer's Market provide at least three to four different fruits and vegetables.

In addition, the pantry prepares "emergency kits" which are distributed to a variety of offices on campus such as Student Health Services and EOPS.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Textbook affordability is a growing concern in higher education as the cost of buying textbooks may often be more than the cost to take a class(es). During the Spring 2022 semester, the Associated Student Government (ASG) prioritized the issue of high-cost textbooks and the need to increase access to open educational resources (OER) or zero-cost textbooks. Student leaders in the ASG presented their concerns to faculty at governance committee meetings including Chairs Committee and the Academic Senate. The ASG is currently working with Cailyn Nagle of Michelson 20 MM Foundation to develop OER plans/campaigns to possibly develop a district-wide plan to address zero-textbook cost. In addition to the Michelson 20 MM Foundation, the ASG continues to advocate for open education resources with local and state legislators.

Miramar College will receive $20,000 for the first distribution to develop a ZTC plan. To help us implement this plan, we will also receive an additional $180k. The Student Textbook Affordability Committee (STAC), a district-wide committee, will convene a smaller task force in October 2022 to discuss how best to utilize the initial funding, and apply for additional grant funding. In addition to the one-time grant, the San Diego Community College District (SDCCD) received $975k from the House Appropriations Committee in Washington, D.C., thanks to Representative Scott Peters. The STAC will also discuss how to best utilize this funding across the District.
The campus is working to incorporate a continuous OER Faculty Learning Online Community (FLOC). The FLOC is an opportunity for faculty to spend a semester with a coach to explore, apply, or create OER for their courses. The faculty enroll in a canvas course where they receive a basic understanding of OER, search strategies for various repositories for course content, and adapt what they find for the courses they teach. There is also a version of this course in Canvas available for 100% independent learners. Participants of FLOC receive professional development or professional advancement credit.

The Math Department at Miramar College acquired funding to train fifteen math faculty in using MyOpenMath in Spring and Fall 2021. Over 50% of our math sections are now ZTC. In Spring 2022, the Math faculty developed Canvas courses for a ZTC Statistics course and a ZTC College Algebra course. Through HEERF funding, the Math department will continue to work to convert math courses to ZTC.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Miramar College has offered Safe Zone training since 2017 for all campus employees. Over 200 Miramar employees and more from throughout the District have completed Safe Zone training. Miramar currently has three trainers for the Safe Zone program with an opportunity for more as the District is hosting a train the trainer workshop later this semester.

Miramar has several groups that work to support our LGBTQ+ community. Club SPECTRUM is a student-led club. The club meets biweekly and hosts events and opportunities for students to participate in learning and engagement opportunities such as the California Community College LGBTQ+ Summit in 2021. The LGBTQ+ Alliance is a cross-campus group of faculty, classified professionals, managers, and students. The Alliance meets monthly. The District recently created the LGBTQ+ Employee Resource Group.

There are a host of programs and services available to the community at Miramar. Miramar hired a mental health counselor to support students and designated two counselors to support the LGBTQ+ community.   LGBTQ+ panels and resource fairs annually and held a virtual conference in 2021. Rainbow commencement stoles are available at the

Bookstore, and pronouns have been added to District cards. A list of Safe Zone trained employees is available on the college website an the LGBTQ+ Resource Page.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

With the recent allocations for Mental Health related programs, the campus has been able to supplement the current two full-time contract Mental health counselors with two part-time mental health counselors and two part-time program assistants who are focused on outreach. Currently, Mental Health services provide numerous outreach events throughout campus. They engage in classroom presentations and set up outreach booths throughout campus.

These allocations have also afforded us the opportunity to provide an online Suicide prevention module to any student who may be interested. This module has been assigned as extra credit in our EMT classes, Psychology classes, and a variety of other classes. Our Athletic Department has required the coaching staff to take the module and this training has also been offered to classified staff who work in our student services offices.

Our mental health staff offer weekly Mindfulness Monday Workshops and have created a mindfulness room with a variety of tools such as an "Egg Chair" that students can use.

Mental Health Services is also working closely with our Guided Pathways Committee to provide holistic support through a variety of programs and services.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Governing Board has a long-standing deep commitment to student success and equity. This commitment is reflected in the District's mission statement, Board policies, and the Board's annual goals and ongoing practices. The Board carefully monitors key indicators of student success and remains informed about student learning on an ongoing basis. The Board receives regular reports at its public meetings on various student outcomes and achievements, including transfer outcomes, annual degrees and certificates awarded, enrollment trends, student demographic trends, basic skills outcomes, student success planning, student support services including outcomes indicators, diversity, assessment and placement data, the Student Success Scorecard, Honors Program outcomes, and the Student-Centered Funding Formula indicators. The Board also reviews the curriculum after review and approval by the faculty, including new and revised courses and academic programs.

The Board is fully engaged in discussions about student outcomes and institutional effectiveness. It is committed to student success and academic quality, as evident in its policies, practices, processes, and ongoing collaboration with the Board of its feeder high school District. The Board of Trustees establishes clear expectations for student success and equity. It regularly reviews key student learning and achievement indicators with a focus on continuous improvement of academic programs and services to ensure the District is accomplishing its goals for student success. The Board is informed of student outcomes through its Subcommittee on Student Success and Accreditation, created in 2009, and through regular reports on student outcomes at Board meetings and Board retreats.

The Board of Trustees exercises oversight of the academic quality and effectiveness of the student learning programs and services through several policies and actions. They receive regular reports at Board meetings on student outcomes

and accountability measures. They review and approve Student Equity Plans, enrollment strategies, commitment to student and faculty diversity, and policy changes. BP 3050 Student Success and Support Program; and Student Equity articulates the Board's commitment to educational opportunity and academic success.

The Board of Trustees' annual goals also reflect an expectation for institutional effectiveness, student success, and equity.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

The Budget and Resource Development Subcommittee (BRDS) is a subcommittee of the Planning and Institutional Effectiveness Committee. BRDS provides guidance and direction for budget management and development, encourages transparency and constituency understanding of the budget, and works to ensure that the budget allocation process is driven by college-wide planning and strategic priorities. In particular, a key responsibility of the committee is to ensure student equity in the budget development process. Utilizing processes such as Program Review, the campus also ensures that programs and services examine student equity data. Our revamped Program Review & Outcomes Assessment Guide includes guides for DEI reflection such as the equity definition, equity plan metrics and disproportionate impact data, and the friction point/barriers to equity. Program Review is part of the budget review process which feeds into intentional budget development driven by the college strategic goals and directions

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

The LEAD Office will continue to work with the Associated Student Government on the development, implementation, and assessment of our equity planning efforts. Student representatives currently serve on governance committees including the Inclusion, Diversity, Equity, and Antiracism (IDEA) committee where we regularly discuss DEI and have begun conversations on inquiry and implementation of actions connected to the Equity Plan. Miramar hosts an annual Equity Summit and are working on highlighting aspects of the Equity Plan as part of the programming for the event. A student panel is planned for this years Summit where we will highlight the voices of our students to shed light on their experiences (both successes and barriers). Our campus has adopted the concept of becoming a "student-ready" culture which re-emphasizes and elevates the voices of our students in our planning. Additionally, the LEAD Office will work with student clubs and organizations including the Black Student Union, Latinx Club, Club Spectrum on intentional strategies to advance our equity goals with a focus on students.

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Continued from above:

The Board of Trustees' annual goals also reflect an expectation for institutional effectiveness, student success, and equity.

Board Goals 2022-23

Support the District's efforts to promote social justice and racial equity and the success of students of color who have historically been disadvantaged through the support and refinement of existing programs and the creation of new programs by:

1.2 Monitoring on an annual basis the College Student Equity Plans as recommended in the Call to Action and support the Chancellor in the work to support and implement these plans.

Continue to monitor the impact of the coronavirus (COVID-19) pandemic on student success and equity by:

2.1 Receiving regular updates from the Chancellor on the District's response to the ongoing pandemic and changing public health guidelines in order to ensure the health and safety of students and staff.

2.2 Reviewing preparations for the expanded reopening of District campuses and facilities for the Spring 2022 semester.

2.3 As part of regular presentations on Student Success, receiving information on online vs. on-campus student success, including information on success in classes not traditionally offered online, remote vs. distance education success rate, and student retention. Disaggregate the data by TOP code, race/ethnicity, gender identity, economic status, and sexual orientation.

Provide leadership and support to ensure continuing progress in student success measures and equity in student outcomes by:

12.1 Receiving an annual report on student outcomes at each college and District progress toward meeting the State Vision for Success Goals with broad demographic data, including LGBTQ categories (with "gender identity" and "sexual orientation" as categories).

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Not Entered

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Not Entered

California Community Colleges

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