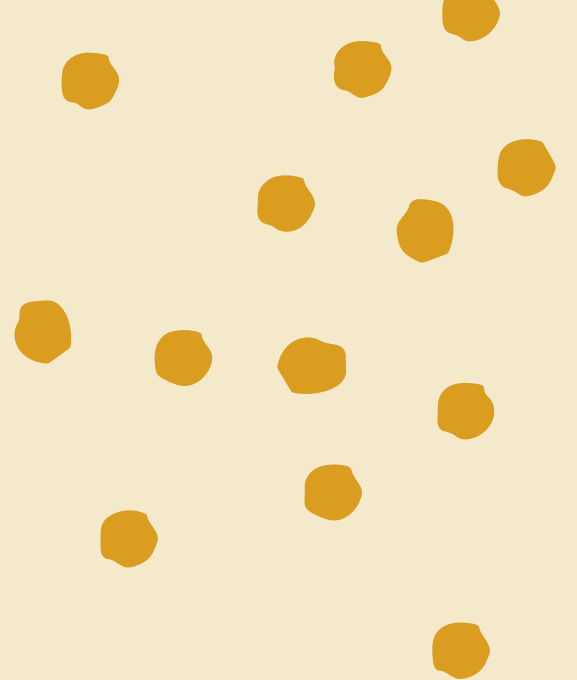




EQUITY PLANNING WORKSHOP

ROOTS OF RENEWAL: THE POWER OF PLANTING SEEDS

February 27 - 28, 2025
Long Beach City College



THE TEAM



Team Composition Considerations

- **Equity-minded; Race Conscious; Data Oriented; Action Oriented; Leverages Campus Social Status; Boundary Spanner**
- **Metrics/Sections:**
 - **Access - Enrollment Services**
 - **Math & English - English & Math Faculty**
 - **Persistence - Guided Pathways, Instruction, Student Services**
 - **Completion - Guided Pathways, SWP**
 - **Transfer - Transfer Center**
 - **Ed Plans - Counseling**
- **Campus Representation (Constituency; Division; Department)**

Miramar Team

- **Equity Lead - Nessa Julian**
- **Guided Pathways - Lisa Brewster**
- **Senior Leadership - Michael Odu**
- **Constituency Lead - Pablo Martin**
- **Transfer Center - Emily Kawafuchi**
- **Research - Luis Curacao**
- **Counseling - Allison Douglas-Chicoye**
- **Enrollment Services - Olivia Piccola**
- **English & LEAD Faculty Coordinator - Carmen Carrasquillo**
- **DI student group (Latinx)- Ivan Valdovinos-Gutierrez**



SESSION 1

GROWTH

INTEGRITY

COMPASSION

PURPOSE

COURAGE

DEFINING OUR VALUES & NEEDS

created by Hugo Yepes

COMMON UNIVERSAL VALUES AND NEEDS

acceptance accountability adaptability advocacy alignment appreciation	clarity collaboration communication community companionship compassion	empowerment equity flexibility follow-through freedom growth	justice learning love mattering meaning movement	reliability representation respect rest safety security	understanding unity voice warmth well-being
authenticity autonomy awareness balance belonging care	competence consciousness connection contribution cooperation courage	harmony healing honesty hope humility humor	mutuality nurturance openness participation partnership patience	self-expression self-reliance solidarity space stimulation spontaneity	
celebration challenge choice clarity collaboration	creativity dependability dignity effectiveness empathy	inclusion independence inspiration integration integrity joy	peace play presence progress purpose reflection	stability support sustainability transformation transparency trust	



SESSION 1

“

We commit to advocate courageously for intentional race-consciousness in our equity movement work, to grow continuously as we collaborate and cooperate with integrity and compassion, and to embrace our unified purpose and mission.

”

CREATING COMMITMENTS FOR RACIAL EQUITY

created by Hugo Yepes

Revisit Shared Values and Needs

- What does **racial equity look and feel like** on our campus when our values are lived out?
- How do these values and needs shape the commitments we need to make as a team?
- How do these values and needs define what success looks like for us as a team? How can they guide our long-term racial equity goals?

Crafting Commitments

- What commitments will help us stay aligned with our **shared vision for racial equity**?
- What commitments are you making to one another in this collective space to advance racial equity? How will we hold difficult truths? How will we push to learn, grow, and care?
- What is our commitment to **how we do** the work?

Feedback & Review

- How do these commitments reflect the values and needs we discussed?
- How can we ensure these commitments stay **central to our work**?
- How will the team remain accountable to these commitments?

Example Commitments

We commit to speaking truthfully, acknowledging discomfort and growth as necessary parts of racial equity work.

We commit to pausing decisions to assess racial equity implications and ensure minoritized voices are centered.

SESSION 2



Blooming Equity Efforts

Campus Name: _____

FLOWERS

What equity initiatives did you plant and how have they bloomed? How have campus policies, programs, and outcomes tangibly changed from these efforts? Why were they successful?

ROOTS

Which aspects of your equity initiatives need more nurturing to deepen their impact? Why are these aspects critical to strengthen?

SEEDS

What are your equity priorities and initiatives moving forward? Who do you need to engage and collaborate with to advance these efforts in 2025 and beyond?

We Have A Mandate to Advance Racial Equity

**Navigating Student Equity Work in California
Amid An Anti-DEIA Federal Context**

2025 Equity Planning Workshop | LBCC | 02.27.25

CCHALES | SDSU

Community College HigherEd Access Leadership Equity Scholarship



California Laws, Policies, and Guidance

- We find ourselves in a state context, where our roles, collaborations, strategies, and dreams focused on improving equity for minoritized students are all codified into state laws.
- We are empowered, if not required, to advance work to achieve educational equity, especially in community colleges.
- Despite federal policies seeking to punish justice-seeking educators and create fear around *if* and *how* we can advance equity, we have the ability and the charge to take action to “ensure equal educational opportunities and to promote student success” for racially minoritized students experiencing disproportionate impact in California Community Colleges.

California Laws, Policies, and Guidance

Education Code 78220

Senate Bill 1348 (23/24)

Education Code 79511



State of California

EDUCATION CODE

Section 78220

78220. (a) As a condition for receiving Student Success and Support Program funding, and in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, the governing board of each community college district shall maintain a student equity plan that includes all of the following for each community college in the community college district:

(1) Campus-based research, as to the extent of student equity by gender and for each of the following categories of students, that uses the methodology established pursuant to subdivision (d) of Section 78221:

- (A) Current or former foster youth.
- (B) Students with disabilities.
- (C) Low-income students.
- (D) Veterans.
- (E) Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:
 - (i) American Indian or Alaska Native.
 - (ii) Asian.
 - (iii) Black or African American.
 - (iv) Hispanic or Latino.
 - (v) Native Hawaiian or other Pacific Islander.
 - (vi) White.
 - (vii) Some other race.
 - (viii) More than one race.
- (F) Homeless students.
- (G) Lesbian, gay, bisexual, or transgender students.
- (H) Additional categories of students determined by the governing board of the community college district.

(2) To the extent that student data described in paragraph (1) has been collected,

Senate Bill No. 1348

CHAPTER 627

An act to add Article 7.5 (commencing with Section 66076) to Chapter 2 of Part 40 of Division 5 of Title 3 of the Education Code, relating to postsecondary education.

[Approved by Governor September 26, 2024. Filed with
Secretary of State September 26, 2024.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1348, Bradford. Postsecondary education: Designation of California Black-Serving Institutions.

Existing law establishes the California State University, under the administration of the Trustees of the California State University, the University of California, under the administration of the Regents of the University of California, the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, and independent institutions of higher education, as defined, as 4 segments of postsecondary education in the state.

This bill would establish the Designation of California Black-Serving Institutions to recognize campuses of these segments that excel at providing academic resources to Black and African American students. The bill would establish a governing board composed of certain members to approve or deny initial and renewal applications to receive this designation. The bill would designate the California State University Statewide Central Office for the Advancement of Black Excellence as the managing entity and would require it to act as a neutral administrative body tasked with, among other duties, developing the application processes and processing and presenting applications to the governing board, as specified. The bill would make an initial and renewal award for this designation valid for 5 years.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:
(a) Supporting Black and African American students attending postsecondary educational institutions in California serves the interests of all Californians.

(b) Historically, Black and African American students have faced overt discrimination, and have been prevented from attending many colleges and



State of California

EDUCATION CODE

Section 79511

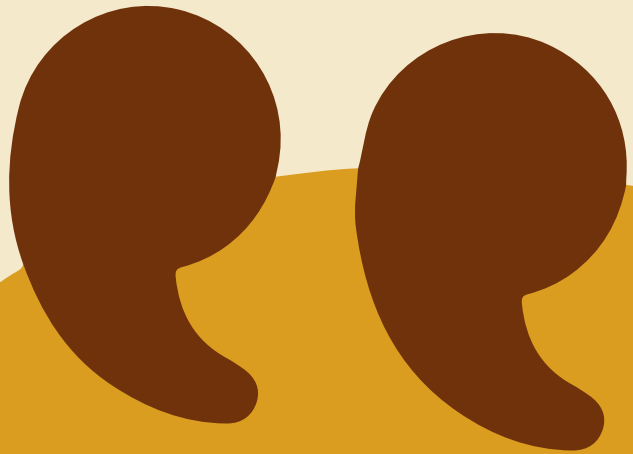
79511. (a) (1) The Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Student Achievement Program is hereby established at the California Community Colleges to provide culturally responsive services to enhance student educational experiences and promote higher education success for low-income, underserved, and first-generation AANHPI students and other underrepresented students.

(2) It is the intent of the Legislature that the program be coordinated with the Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Student Achievement Program established at the California State University pursuant to Article 11 (commencing with Section 89297) of Chapter 2 of Part 55 of Division 8.


(b) (1) Of the amount appropriated in the annual Budget Act for the program, up to 19 percent shall be allocated to a community college district to contract with a statewide central office at a nonprofit organization selected by the office of the Chancellor of the California Community Colleges, in consultation with the California Commission on Asian and Pacific Islander American Affairs. The office of the Chancellor of the California Community Colleges, in consultation with the California Commission on Asian and Pacific Islander American Affairs, shall periodically review the selection contract to ensure program alignment and effectiveness.

(2) The statewide central office shall employ at least the following full-time staff:
(A) One director.
(B) One program coordinator.
(C) One program analyst.

(3) The statewide central office, in consultation with the office of the Chancellor of the California Community Colleges and the California Commission on Asian and Pacific Islander American Affairs, shall develop the criteria and process for a grant program to provide funding to qualifying community colleges, pursuant to subdivision (c).



It is the intent of the Legislature that public higher education in California strive to provide educationally equitable environments that give each Californian, a reasonable opportunity to develop full his or her [their] potential.



2025-2028 Student Equity Planning Process

- From the Chancellor's Office perspective the 2025-2028 student equity planning cycle focuses on eliminating racial inequities experienced by students while offering campuses opportunities for continuity between existing work and new efforts going into 2025 and beyond.
- As well as an expanded emphasis on the goal setting process, improving transfer equity, considering the role of comprehensive student educational plans, and better aligning equity efforts with Vision 2030.



MEMORANDUM
December 17, 2024

ESLEI 24-72 | Via Email

TO: Chief Executive Officers
Chief Student Services Officers
Chief Instructional Officers
Chief Business Officers
Academic Senate Presidents
Institutional Research, Planning and Effectiveness

FROM: James Todd
Assistant Vice Chancellor, Educational Services and Support

RE: 2025-28 Student Equity Plan

Background

The Student Equity and Achievement (SEA) Program was established in Education Code (EC) [78222](#) with the intent of supporting Guided Pathways and the system-wide goal of eliminating equity gaps. The SEA Program is an on-going categorical funding source for colleges. As a condition of receiving funds, per EC [78222](#), districts shall complete the following: maintain a student equity plan; provide matriculation services; adopt placement policies; provide support or establish on-campus food pantries or regular food distributions; and provide all students with an education plan.

2025-28 Student Equity Plan

The 2025-28 Student Equity Plan (SEP) is **now available in NOVA**, and college plans are due on **November 30, 2025**.

The Chancellor's Office convened a Student Equity Plan (SEP) Taskforce in 2024, from August to October, to review the 2022-25 SEP and provide recommendations for the 2025-28 SEP template. The recommendation themes included: ensuring continuity (especially for metrics and highlighting priority student populations), streamlining where possible, remaining race-conscious in plan development, engaging the entire campus (especially student and academic affairs), focusing on student education plan rates, dedicating a specific section to the executive summary, and providing as much time as possible for campuses to complete the plan.

The [2025-28 Student Equity Plan Planning Resources and Development Template](#) reflects the recommendations of the SEP Taskforce, and the template has also been aligned with Vision 2030—

But Can We Talk About Race and Racial Equity?

- Yes, this cycle's planning process explicitly asks educators to consider the "importance of needing to be race-conscious in the development of this Student Equity Plan" and take action if inequities are identified for racially minoritized groups.
- But what about Prop 209? Within the Community College context, where there is not a selective admissions process, colleagues have the ability to address disparities based on race and gender for enrolled students, especially when it's persistent and pernicious.

SECTION 1: DETAILS

GUIDANCE

The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program ([Education Code 78222](#)). Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college's 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

ASSURANCES

1. Please attest to the following assurances and answer its associated questions:

- I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals. (2,500 characters max)

- I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges..."
- I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: [Empowering Lessons from SPP for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans](#) provides information on race-consciousness strategies and student equity planning. (2500 characters max)

- I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place. (2,500 characters max)

But Can What About SEA Funds?

- Simon! The new planning process highlights existing policies that empower equity advocates to reclaim and reallocate SEA resources to ensure that “Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- Annually, the state allocates nearly half a billion dollars to actively support institutions with the successful implementation of their equity efforts!

STUDENT EQUITY AND ACHIEVEMENT PROGRAM

2024-25 Total Allocation

\$497,781,950 – Ongoing

Revenue Recognition

Restricted, 8620 – General Categorical Programs

2024-25 Funding Formula

Per [EDC 78222 \(c\) \(1\)](#), Student Equity and Achievement (SEA) Program funds were allocated based on the total amount allocated to colleges in 2017-18 for the Student Success and Support Program (SSSP), Student Equity Plans, and the Student Success for Basic Skills program. Appropriations above the 2017-18 level were allocated to districts proportionally.

Purpose of Funds

The SEA Program supports the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

Per [Education Code 78222](#), SEA Program funds support all of the following:

- Implementing activities and practices pursuant to the California Community Colleges Guided Pathways Grant Program. [Ed Code 88921](#)
- Ensuring students complete their educational goals and a defined course of study.
- Providing quality curriculum, instruction and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

2024-25 Spending Guidelines

Expenditures of SEA Program funds should be consistent with the goals and activities of the SEA Program and colleges are urged to document expenditure plans and justification. Prohibited expenditures include gifts, stipends for students, political contributions, course delivery and supplanting of other general or categorical funds for similar program activities in place prior to availability of SEA funds. Please refer to the [Student Equity and Achievement \(SEA\) Program Expenditure Guidelines](#).

Reporting Requirements

The reporting requirements include the following:

What Else Can We Do With This Planning Process?

- Essential design elements include:
 - Be race-conscious,
 - Be data-driven,
 - Be systemic,
 - Be intentional (intensive focus)
 - Be integrated!

SECTION 10: METRIC - TRANSFERRED TO A FOUR-YEAR

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the MIS definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Transferred to a Four-Year metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Transferred to a Four-Year metric for the overall student population. Please review the table below and refer to the [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#) if you would like information on how disproportionate impact is calculated.

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

<https://datavista.cccco.edu/resources/42> (600C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1		GOAL 2	
			Eliminate Disproportionate Impact		Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population			N/A	N/A	N/A	N/A
DI: See NOVA						
DI: See NOVA						
DI: See NOVA						
Additional Student Population (see Note below)						

5. TRANSFER EMPHASIS

While the work and efforts for all student success metrics are crucial to the success of our students, the "Transfer" metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree*, September 2024, California State Audit, pg1)

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer. Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*

(2500 characters max)

*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity to Success: Outcomes 2d and 2e – *Baccalaureate Attainment* includes the following: (i) Increase with equity the number of California community college students who transfer to CSU or UC. (ii) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Can We Be Explicit And Focus On A Few Student Groups?

- Of course, the planning process has an “Intensive Focus” section that encourages college planners to “review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI populations, identify 1-3 student population(s) will intensively focus on during the equity plan cycle (2025-28).”
- Teams have the opportunity to select 1-3 student groups to prioritize over the next three years and create relevant strategies to improve equity between now and 2028.

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)

6. **GUIDANCE:** After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan. *(minimum of one population is required, maximum of three)*

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

Note: The following two questions will be repeated for each of the populations colleges selects above.

a. Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

--

b. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

- 1) How will your college address and overcome the challenges and/or barriers shared above?
- 2) What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?
- 3) What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

--

ADDITIONAL RESOURCE

THE EQUITABLE PROTECTION PRINCIPLE

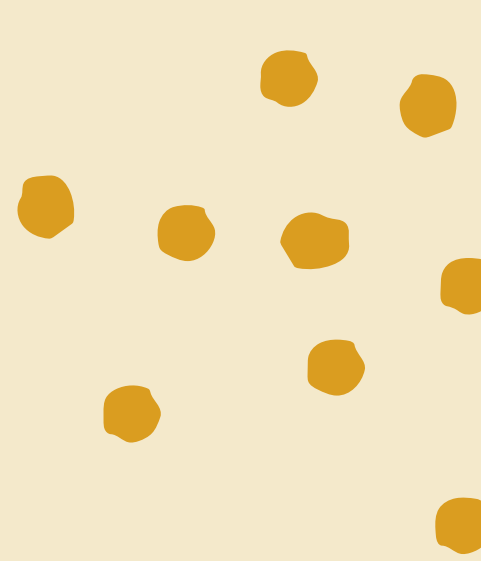
HOW CALIFORNIA COMMUNITY COLLEGES CAN MAKE PROGRESS TOWARD RACIAL EQUITY IN TODAY'S LEGAL CLIMATE

Thuy Thi Nguyen, J.D.
Partner, García Hernández Sawhney, LLP

USC Race and Equity Center

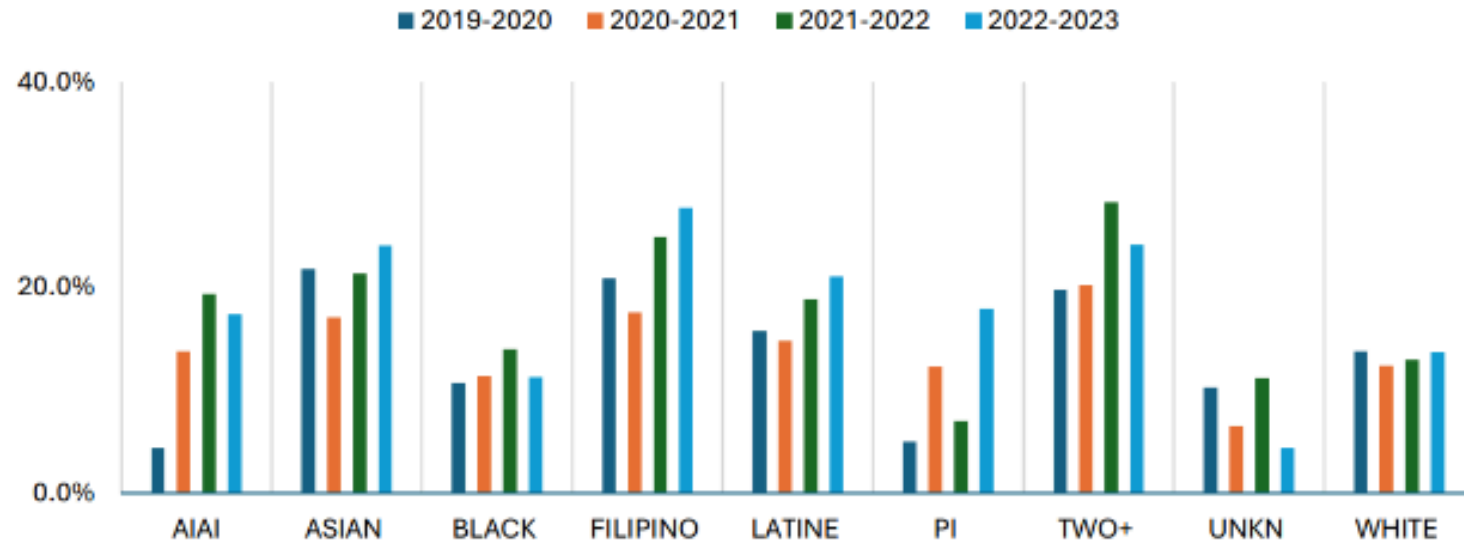


July 2023



SAN DIEGO MIRAMAR COLLEGE | SUCCESSFUL ENROLLMENT

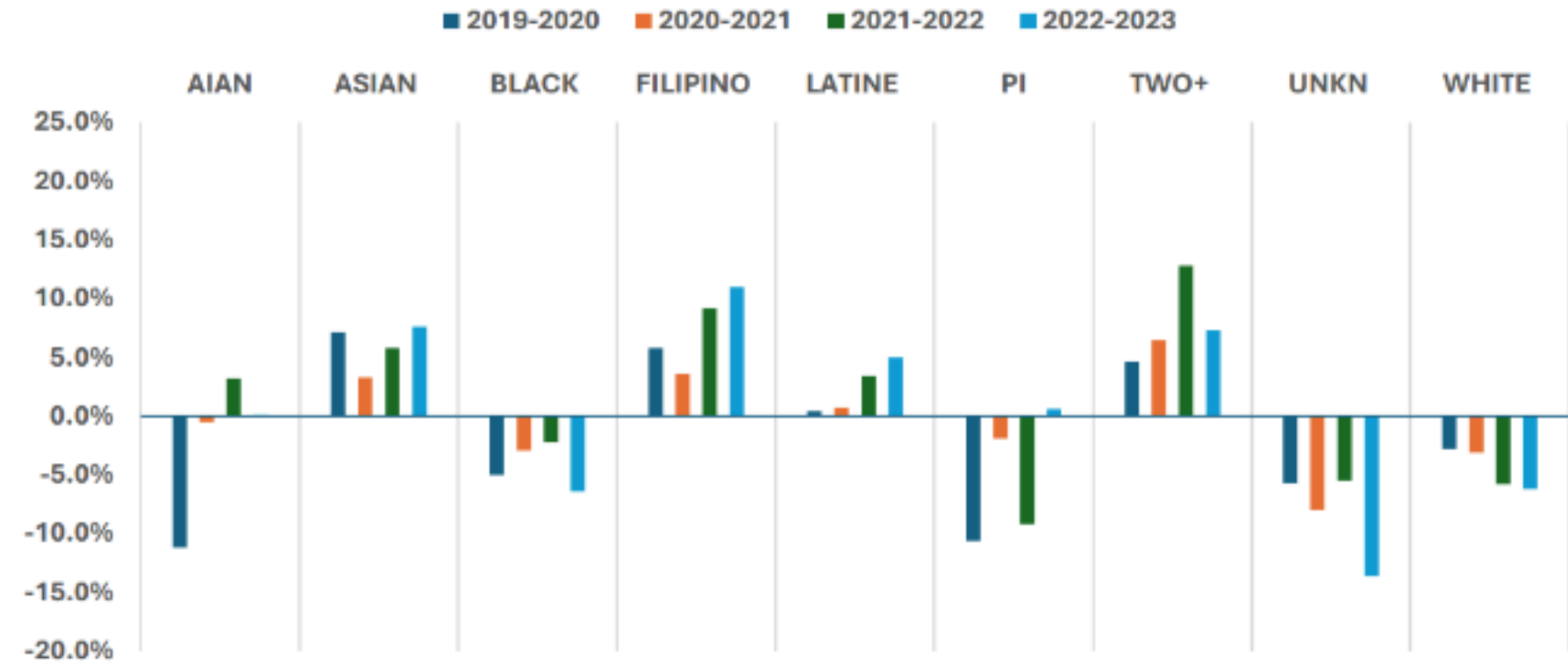
Trend Performance by Race/Ethnicity



		2019-2020	2020-2021	2021-2022	2022-2023
AIAI	Num	2	8	6	4
	Dem	45	58	31	23
	Rate	4.4%	13.8%	19.4%	17.4%
Asian	Num	246	195	201	234
	Dem	1,129	1,142	940	971
	Rate	21.8%	17.1%	21.4%	24.1%
Black	Num	43	46	58	70
	Dem	401	402	413	617
	Rate	10.7%	11.4%	14.0%	11.3%
Filipino	Num	125	94	120	113
	Dem	597	533	481	407
	Rate	20.9%	17.6%	24.9%	27.8%
Latine	Num	369	326	350	433
	Dem	2,333	2,207	1,852	2,052
	Rate	15.8%	14.8%	18.9%	21.1%
PI	Num	4	8	3	7
	Dem	80	65	43	39
	Rate	5.0%	12.3%	7.0%	17.9%
Two+	Num	114	124	155	134
	Dem	575	611	548	554
	Rate	19.8%	20.3%	28.3%	24.2%
Unkn	Num	77	19	127	20
	Dem	745	293	1,129	450
	Rate	10.3%	6.5%	11.2%	4.4%
White	Num	481	434	584	496
	Dem	3,485	3,500	4,501	3,619
	Rate	13.8%	12.4%	13.0%	13.7%

SAN DIEGO MIRAMAR COLLEGE | SUCCESSFUL ENROLLMENT

Equity Gap (PPG-1 Values) Trends by Race/Ethnicity

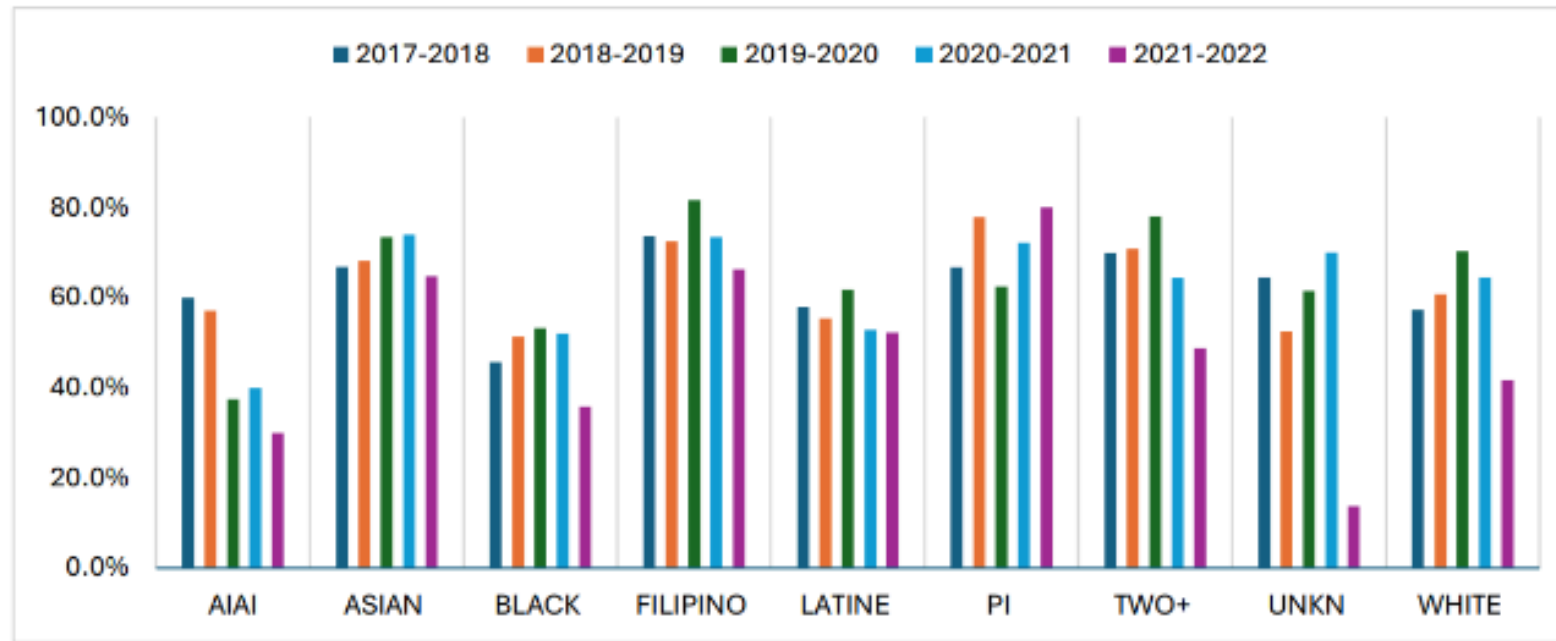


PPG-1	2019-2020	2020-2021	2021-2022	2022-2023
AIAN	-11.2%	-0.5%	3.2%	0.1%
Asian	7.1%	3.3%	5.8%	7.6%
Black	-5.0%	-2.9%	-2.2%	-6.4%
Filipino	5.8%	3.6%	9.2%	11.0%
Latine	0.4%	0.7%	3.4%	5.0%
PI	-10.6%	-1.9%	-9.2%	0.6%
Two+	4.6%	6.5%	12.8%	7.3%
Unk	-5.7%	-8.0%	-5.5%	-13.6%
White	-2.8%	-3.1%	-5.8%	-6.2%



SAN DIEGO MIRAMAR COLLEGE | TERM PERSISTENCE

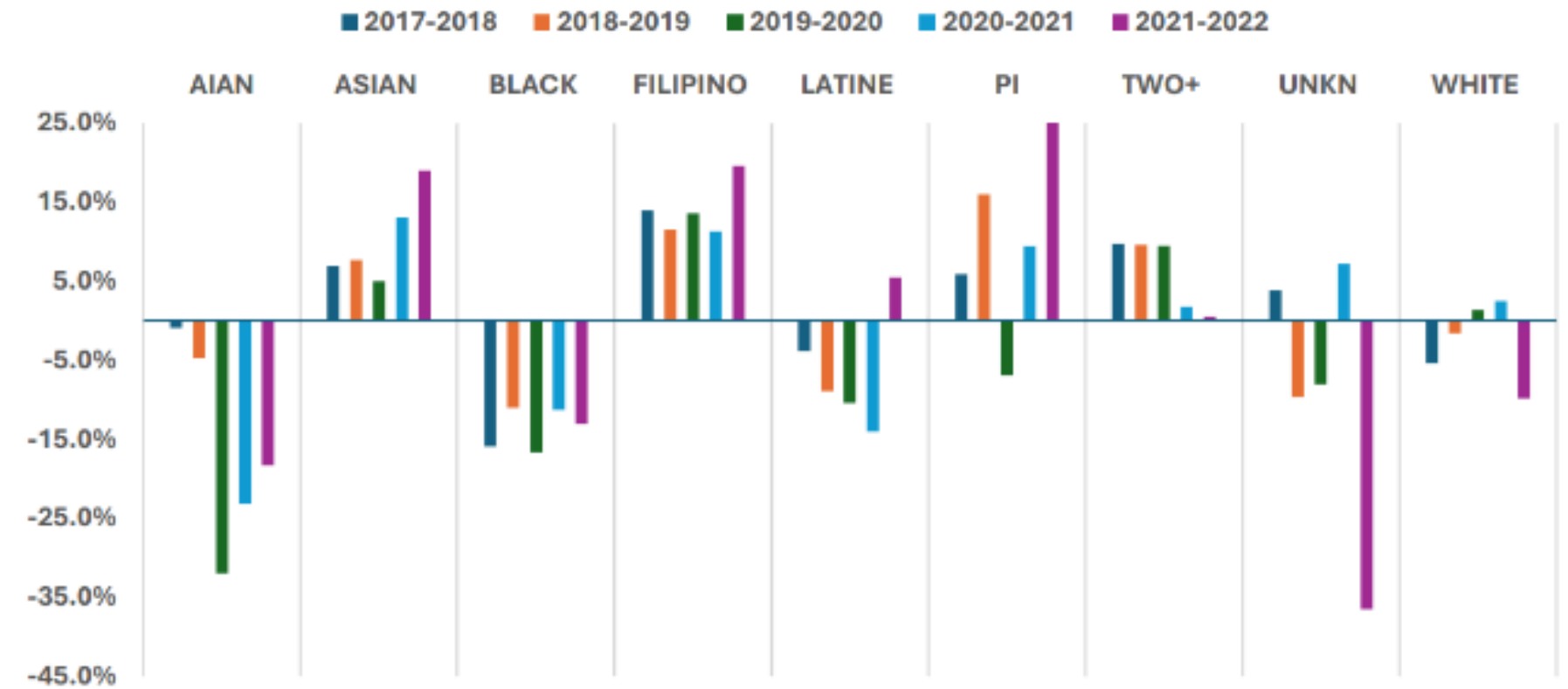
Trend Performance by Race/Ethnicity



		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
AIAI	Num	6	4	3	6	3
	Dem	10	7	8	15	10
	Rate	60.0%	57.1%	37.5%	40.0%	30.0%
Asian	Num	328	357	484	291	224
	Dem	491	524	659	394	346
	Rate	66.8%	68.1%	73.4%	73.9%	64.7%
Black	Num	69	59	66	51	44
	Dem	151	115	124	98	123
	Rate	45.7%	51.3%	53.2%	52.0%	35.8%
Filipino	Num	199	166	284	135	130
	Dem	270	229	348	184	196
	Rate	73.7%	72.5%	81.6%	73.4%	66.3%
Latine	Num	510	453	594	367	348
	Dem	879	817	963	694	665
	Rate	58.0%	55.4%	61.7%	52.9%	52.3%
PI	Num	16	14	10	13	4
	Dem	24	18	16	18	5
	Rate	66.7%	77.8%	62.5%	72.2%	80.0%
Two+	Num	153	150	221	151	112
	Dem	219	212	283	234	230
	Rate	69.9%	70.8%	78.1%	64.5%	48.7%
Unkn	Num	31	22	64	28	19
	Dem	48	42	104	40	139
	Rate	64.6%	52.4%	61.5%	70.0%	13.7%
White	Num	627	576	792	522	372
	Dem	1,094	948	1,127	808	890
	Rate	57.3%	60.8%	70.3%	64.6%	41.8%

SAN DIEGO MIRAMAR COLLEGE | TERM PERSISTENCE

Equity Gap (PPG-1 Values) Trends by Race/Ethnicity

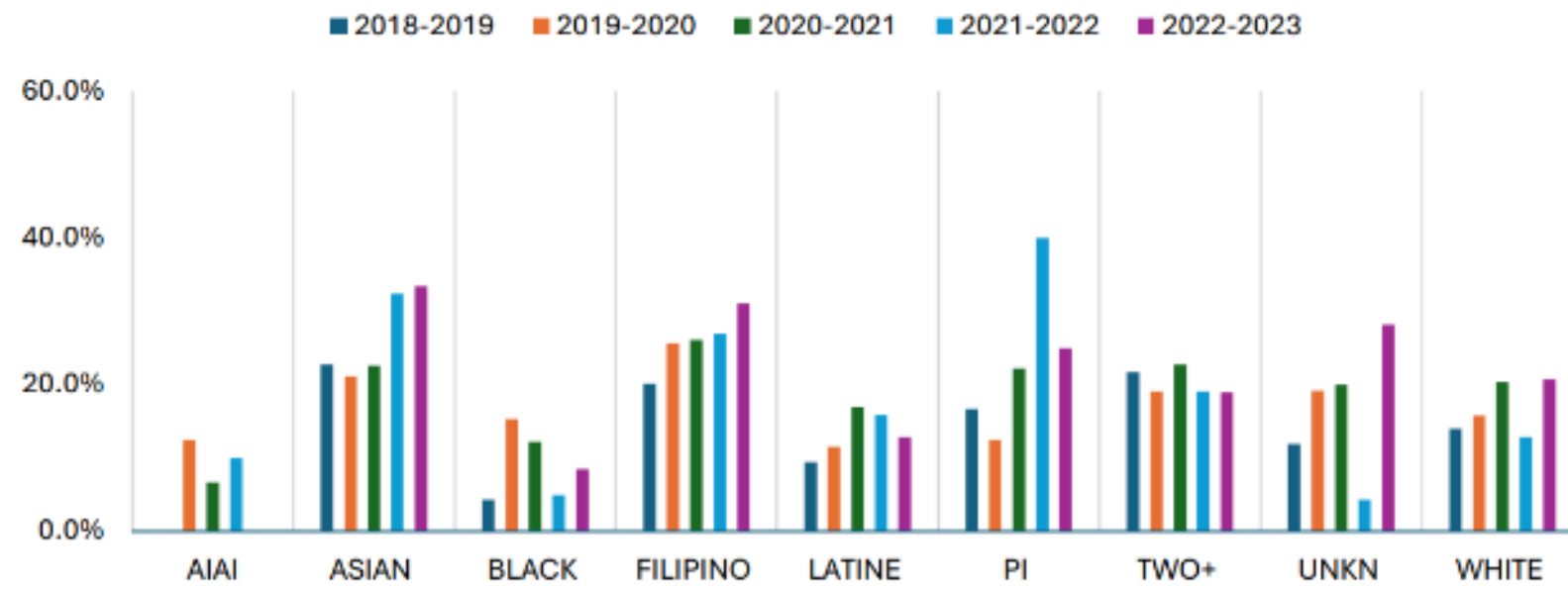


PPG-1	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
AIAN	-0.9%	-4.7%	-31.9%	-23.1%	-18.3%
Asian	7.0%	7.7%	5.0%	13.0%	19.0%
Black	-15.9%	-11.0%	-16.7%	-11.3%	-13.1%
Filipino	14.0%	11.5%	13.6%	11.3%	19.6%
Latine	-3.9%	-8.9%	-10.4%	-14.0%	5.5%
PI	5.9%	16.0%	-6.9%	9.4%	31.8%
Two+	9.7%	9.6%	9.5%	1.8%	0.5%
Unk	3.8%	-9.6%	-8.0%	7.2%	-36.5%
White	-5.4%	-1.6%	1.4%	2.5%	-9.8%



MATH & ENGLISH COMPLETION

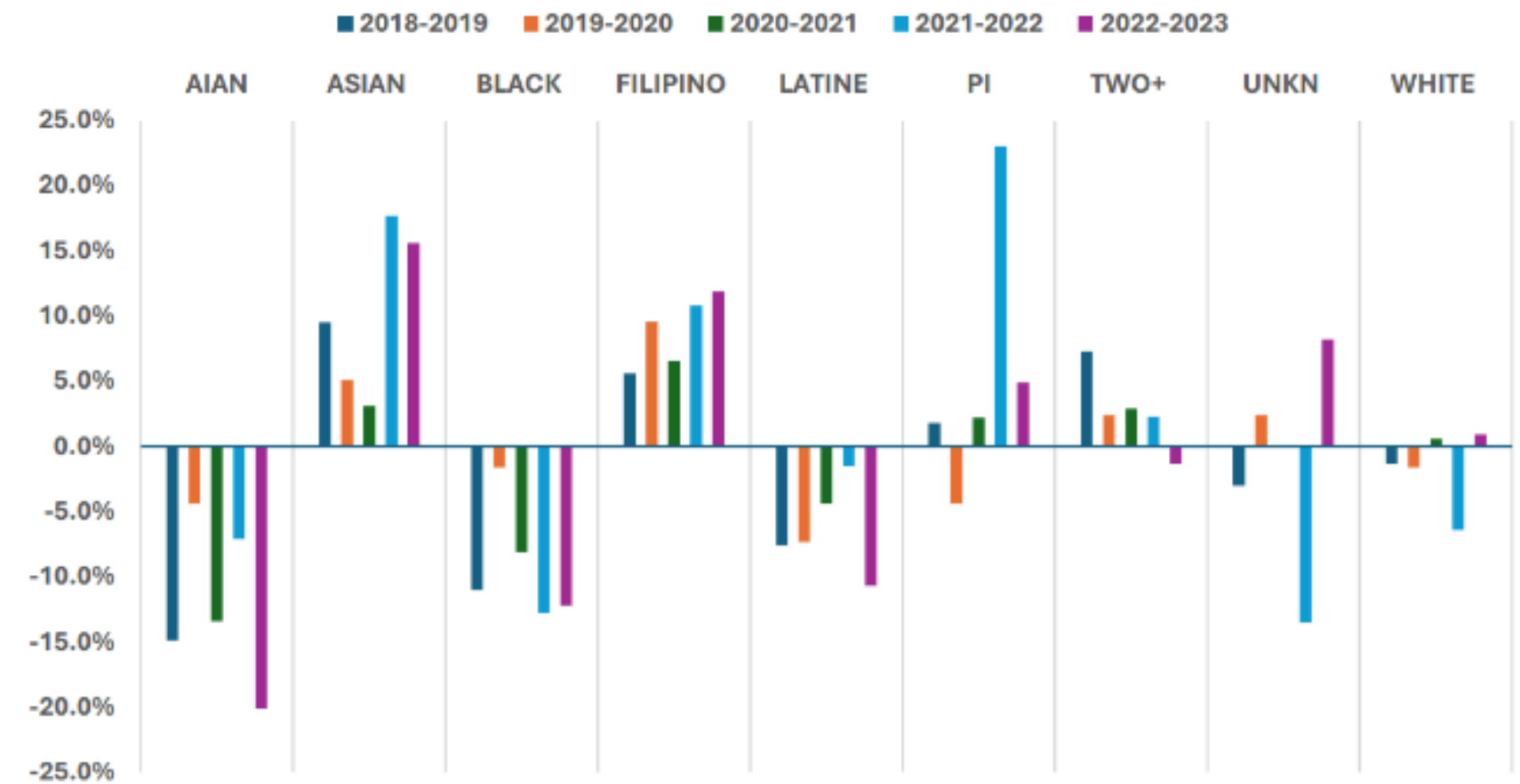
Trend Performance by Race/Ethnicity



		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
AIAI	Num	-	1	1	1	-
	Dem	7	8	15	10	4
	Rate	0.0%	12.5%	6.7%	10.0%	0.0%
Asian	Num	119	139	89	112	130
	Dem	524	659	394	346	389
	Rate	22.7%	21.1%	22.6%	32.4%	33.4%
Black	Num	5	19	12	6	12
	Dem	115	124	98	123	141
	Rate	4.3%	15.3%	12.2%	4.9%	8.5%
Filipino	Num	46	89	48	53	61
	Dem	229	348	184	196	196
	Rate	20.1%	25.6%	26.1%	27.0%	31.1%
Latine	Num	77	111	117	106	111
	Dem	817	963	694	665	865
	Rate	9.4%	11.5%	16.9%	15.9%	12.8%
PI	Num	3	2	4	2	3
	Dem	18	16	18	5	12
	Rate	16.7%	12.5%	22.2%	40.0%	25.0%
Two+	Num	46	54	53	44	41
	Dem	212	283	234	230	217
	Rate	21.7%	19.1%	22.7%	19.1%	18.9%
Unkn	Num	5	20	8	6	11
	Dem	42	104	40	139	39
	Rate	11.9%	19.2%	20.0%	4.3%	28.2%
White	Num	133	178	165	114	168
	Dem	948	1,127	808	890	811
	Rate	14.0%	15.8%	20.4%	12.8%	20.7%

SAN DIEGO MIRAMAR COLLEGE | TRANSFER-LEVEL MATH & ENGLISH COMPLETION

Equity Gap (PPG-1 Values) Trends by Race/Ethnicity

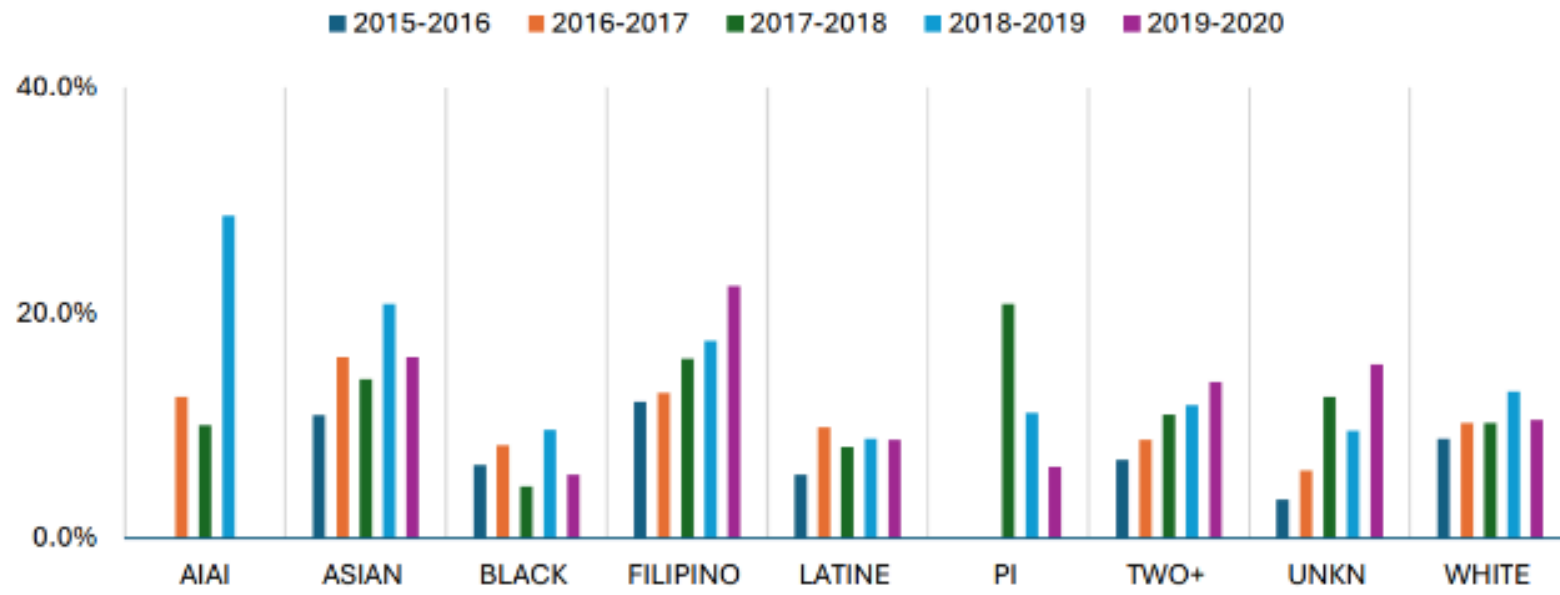


PPG-1	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
AIAN	-14.9%	-4.4%	-13.4%	-7.1%	-20.1%
Asian	9.5%	5.1%	3.1%	17.7%	15.6%
Black	-11.0%	-1.6%	-8.1%	-12.8%	-12.2%
Filipino	5.6%	9.6%	6.6%	10.8%	11.9%
Latine	-7.6%	-7.3%	-4.4%	-1.5%	-10.7%
PI	1.8%	-4.4%	2.2%	23.0%	4.9%
Two+	7.3%	2.4%	2.9%	2.3%	-1.3%
Unk	-3.0%	2.4%	0.0%	-13.5%	8.2%
White	-1.3%	-1.6%	0.6%	-6.4%	0.9%



SAN DIEGO MIRAMAR COLLEGE | VISION GOAL COMPLETION

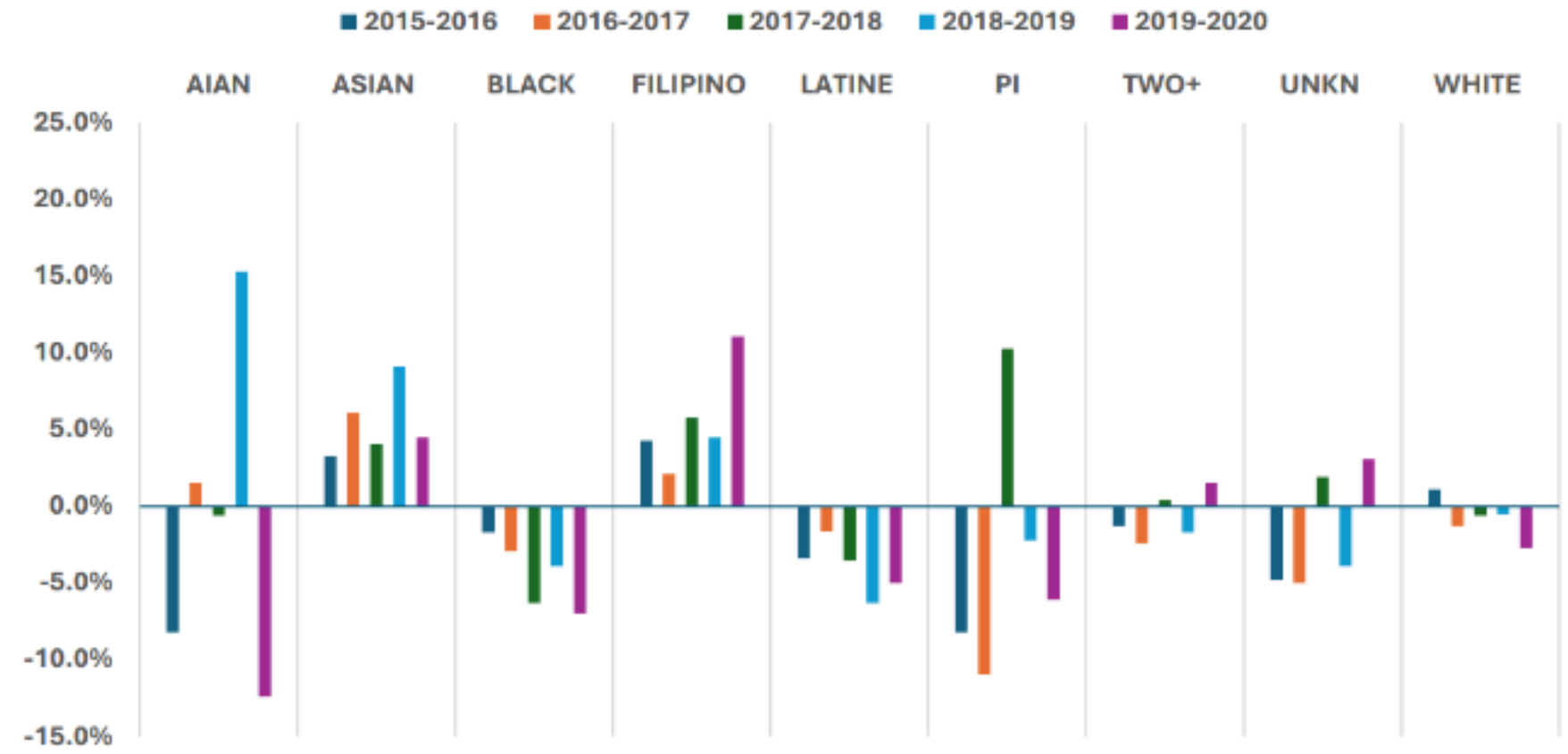
Trend Performance by Race/Ethnicity



		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
AIAI	Num	-	1	1	2	-
	Dem	6	8	10	7	8
	Rate	0.0%	12.5%	10.0%	28.6%	0.0%
Asian	Num	49	75	69	109	106
	Dem	449	465	491	524	659
	Rate	10.9%	16.1%	14.1%	20.8%	16.1%
Black	Num	7	10	7	11	7
	Dem	107	122	151	115	124
	Rate	6.5%	8.2%	4.6%	9.6%	5.6%
Filipino	Num	28	38	43	40	78
	Dem	232	295	270	229	348
	Rate	12.1%	12.9%	15.9%	17.5%	22.4%
Latine	Num	43	74	71	72	84
	Dem	766	755	879	817	963
	Rate	5.6%	9.8%	8.1%	8.8%	8.7%
PI	Num	-	-	5	2	1
	Dem	22	19	24	18	16
	Rate	0.0%	0.0%	20.8%	11.1%	6.3%
Two+	Num	14	18	24	25	39
	Dem	203	206	219	212	283
	Rate	6.9%	8.7%	11.0%	11.8%	13.8%
Unkn	Num	2	3	6	4	16
	Dem	58	50	48	42	104
	Rate	3.4%	6.0%	12.5%	9.5%	15.4%
White	Num	95	107	112	123	118
	Dem	1,078	1,054	1,094	948	1,127
	Rate	8.8%	10.2%	10.2%	13.0%	10.5%

SAN DIEGO MIRAMAR COLLEGE | VISION GOAL COMPLETION

Equity Gap (PPG-1 Values) Trends by Race/Ethnicity



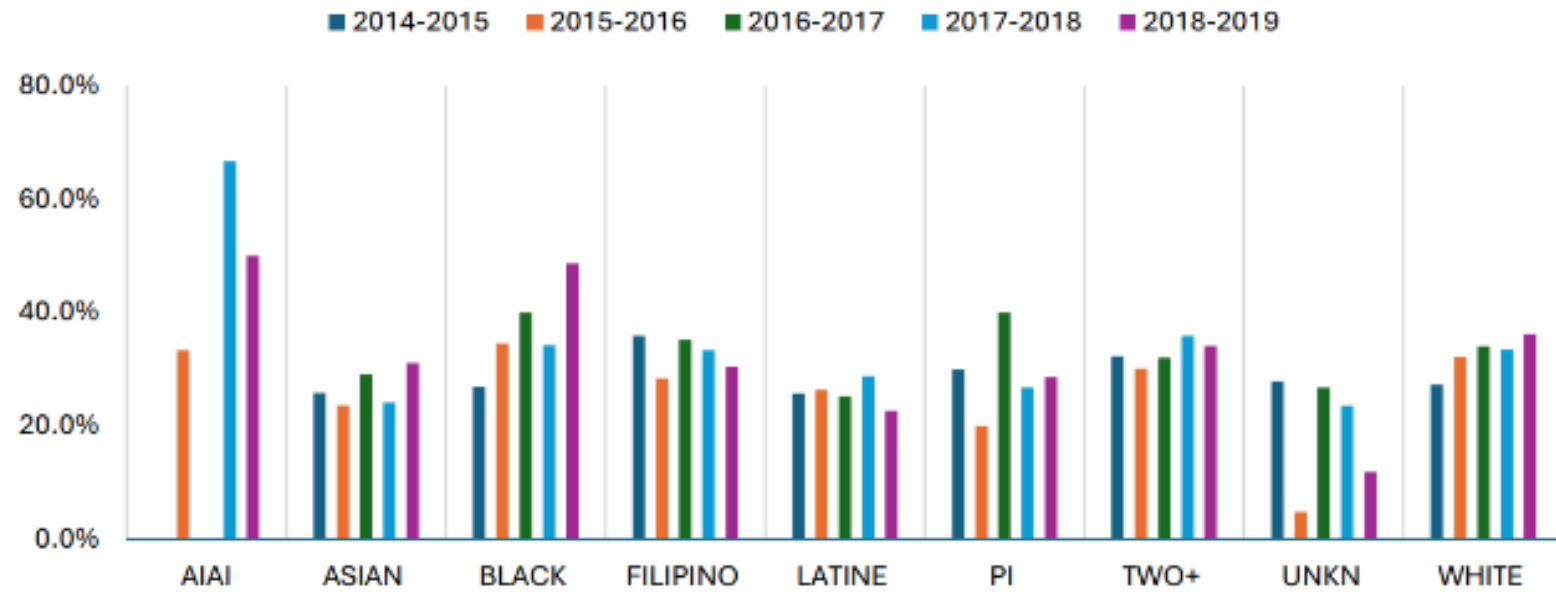
PPG-1	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
AIAN	-8.2%	1.5%	-0.6%	15.3%	-12.4%
Asian	3.3%	6.1%	4.1%	9.1%	4.5%
Black	-1.7%	-2.9%	-6.3%	-3.9%	-7.0%
Filipino	4.3%	2.1%	5.8%	4.5%	11.1%
Latine	-3.4%	-1.6%	-3.5%	-6.3%	-5.0%
PI	-8.2%	-11.0%	10.3%	-2.2%	-6.1%
Two+	-1.3%	-2.4%	0.4%	-1.7%	1.5%
Unk	-4.8%	-5.0%	1.9%	-3.9%	3.1%
White	1.1%	-1.3%	-0.6%	-0.5%	-2.7%

SESSION 3 - DATA



SAN DIEGO MIRAMAR COLLEGE | TRANSFERRED TO A FOUR-YEAR

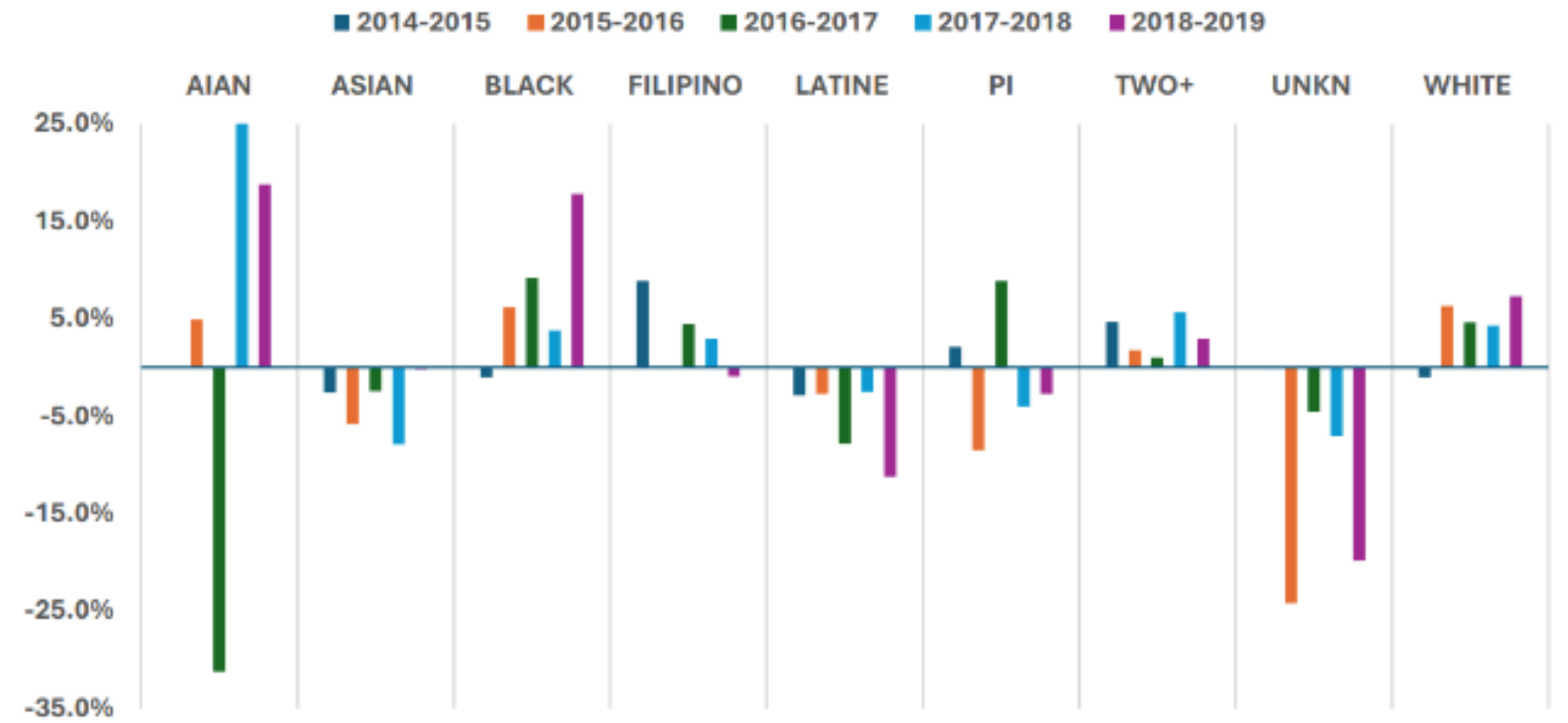
Trend Performance by Race/Ethnicity



		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
AIAI	Num		1	-	2	2
	Dem		3	2	3	4
	Rate		33.3%	0.0%	66.7%	50.0%
Asian	Num	47	39	55	55	84
	Dem	182	165	189	228	270
	Rate	25.8%	23.6%	29.1%	24.1%	31.1%
Black	Num	7	10	16	13	17
	Dem	26	29	40	38	35
	Rate	26.9%	34.5%	40.0%	34.2%	48.6%
Filipino	Num	33	23	38	35	28
	Dem	92	81	108	105	92
	Rate	35.9%	28.4%	35.2%	33.3%	30.4%
Latine	Num	49	57	69	91	65
	Dem	191	216	274	317	286
	Rate	25.7%	26.4%	25.2%	28.7%	22.7%
PI	Num	3	1	2	4	2
	Dem	10	5	5	15	7
	Rate	30.0%	20.0%	40.0%	26.7%	28.6%
Two+	Num	21	22	24	33	30
	Dem	65	73	75	92	88
	Rate	32.3%	30.1%	32.0%	35.9%	34.1%
Unkn	Num	5	1	4	4	2
	Dem	18	21	15	17	17
	Rate	27.8%	4.8%	26.7%	23.5%	11.8%
White	Num	82	127	145	143	149
	Dem	301	394	427	428	413
	Rate	27.2%	32.2%	34.0%	33.4%	36.1%

SAN DIEGO MIRAMAR COLLEGE | TRANSFERRED TO A FOUR-YEAR

Equity Gap (PPG-1 Values) Trends by Race/Ethnicity



PPG-1	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
AIAN	0.0%	4.9%	-31.2%	36.2%	18.8%
Asian	-2.6%	-5.8%	-2.4%	-7.9%	-0.2%
Black	-1.0%	6.2%	9.2%	3.8%	17.8%
Filipino	8.9%	-0.1%	4.5%	3.0%	-0.9%
Latine	-2.9%	-2.7%	-7.8%	-2.5%	-11.2%
PI	2.1%	-8.5%	8.9%	-4.0%	-2.7%
Two+	4.7%	1.8%	1.0%	5.7%	3.0%
Unk	-0.1%	-24.2%	-4.5%	-7.1%	-19.8%
White	-1.0%	6.3%	4.6%	4.3%	7.3%

SESSION 3 - DATA





SESSION 4

**Resistance to Change / New Political Climate:
Building a Coalition on Campus**

**Capacity for Inquiry
Activities:
Data-Driven Decisions**

**Equity at the Cost of...
Healing,
Liberation, and
Love in Equity Planning**

**Lack of Resources/SEA
Funds:
Creative Ways to Tap into Existing Resources**

**Changes in Leadership/
Administration:
Sustainability Strategies**

NEXT STEPS...

01

RESEARCH OFFICE

Data packets from 22-25 to current data.
How can we humanize the data?
Guiding questions

02

EQUITY INVENTORY

Campus audit tool to determine equity actions.

03

EQUITY COACHES NORMING

Refine inventory and develop presentation / talking points for process of campus equity audit.

04

CAMPUS EQUITY INVENTORY / AUDIT

Present equity audit to departments, division, committees, etc.

05

CAMPUS FORUM

Share out results from campus equity audit

06

COMPILATION

Campus audit tool to determine equity actions.

07

EQUITY PLAN FRAMEWORK

Develop workgroups and identify leads based on compilation to determine focus of plan

08

DEVELOP PLAN

1st draft to campus by mid May. Obtain feedback. Continue revisions throughout summer.

DON'T FORGET & AHA MOMENTS



STUDENT VOICE

DATA - DEFICIT VS ASSET

PLAN AS BOTH INQUIRY AND ACTION

PERFECTION VS PROGRESS

DI GROUP FOCUS

COMMUNICATION & ENGAGEMENT

SHARING OUT



CONVOCATION

GOVERNANCE

EQUITY SUMMIT

