



SAN DIEGO MIRAMAR COLLEGE

EQUITY SUMMIT

★ Friday, October 24th | 9AM - 2 PM | I-101

Per ardua ad astra



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MISSION Statement

San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate student completion for degrees/certificates, transfer, workforce training, and/or career advancement.

STRATEGIC Goals

1. Pathways: Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success.
2. Engagement: Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success
3. Organizational Health: Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making.
4. Relationship Cultivation: Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships
5. Diversity, Equity, and Inclusion (DEI): Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

EQUITY Definition

Equity is the framework and practice in which historically marginalized and minoritized populations (based on race, economic class, gender identity, sexual orientation, ability, and/or disproportionately impacted) are provided the resources, opportunities, and education to achieve success – from access through completion.

Equity addresses systemic inequalities through the implementation of evidence-based policies, programs, procedures, and legislation that inform strategic and intentional resource allocation, support structures, and opportunities in order to ameliorate the impacts from past and current inequalities.

LEAD Mission

The Leading Equity, Anti-Racism, and Diversity (LEAD) Office is dedicated to fostering an inclusive campus culture that centers equity-minded practices across the entire college community. We strive to promote social and racial justice by integrating culturally responsive pedagogy and androgogy in the workplace, classrooms, and support programs and services. LEAD actively works to ensure equity practices are interwoven into all aspects of the campus experience including student engagement inside and outside of the classroom, and through the recruitment and retention of employees.

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Charting the Constellations | 9:00 - 10:00 | I-101 Auditorium

9:00-9:15 Welcome, Land Acknowledgement, Overview

9:15-10:00 Keynote: Dr. Eric Felix

Session 1 - Star Exploration | 10:00 - 11:15 | H-Building

H-104 Courageous Conversations (Students)

I-101 Culturally Responsive Case Studies (Classified Professionals)

H-106 Building Supportive, Culturally Responsive Cohort-Based Learning Experiences (Faculty)

H-107 Race-Conscious Institutional Redesign (Administrators)

Lunch - Connect/Reflect/Discover | 11:15 - 12:30 | I-Building

I-Patio Connect-Dine and Align Equity Plan Strategies ✨

I-107 Reflect-Rest & Recharge in the Mindfulness Space

I - 2nd Floor Discover-LEAD/Kaleidoscope Resource Centers (*beginning at 12:00*)

I-122 Leading Equity, Antiracism, and Diversity (LEAD) Office

I-123 PEARL Resource Center

I-124 Black Excellence & Latinx Resource Centers

I-125 Pride Resource Center

I-126 Native Resource Center

Session 2 | Aligning the Stars | 12:30 - 1:30 | H-Building

H-104 Courageous Conversations (Students)

I-101 Culturally Responsive Case Studies (Classified Professionals)

H-106 Building Supportive, Culturally Responsive Cohort-Based Learning Experiences (Faculty)

H-107 Race-Conscious Institutional Redesign (Administrators)

Stellar Reflections | 1:30 - 2:00 | I-101 Auditorium

1:30 - 1:45 Galaxy Walk

1:45 - 2:00 Mission Forward

Together we rise. Together we shine.

Resources



25-28 Student Equity Plan
<https://bit.ly/25-28EquityPlan>



Equity Summit
<https://bit.ly/25EquitySummit>

LAND ACKNOWLEDGEMENT

We recognize that San Diego Miramar College sits on the ancestral homeland of the Kumeyaay, Luiseño, Cupeño, and Cahuilla tribes, who have lived in this area for well over 10,000 years, and we honor their past, present, and future connection to this land and its inherent connection to their identity.

We acknowledge our occupation of unceded Kumeyaay land and the violent systemic injustices this has continuously perpetuated for Native peoples of this region. We pay respect to the Indigenous people of San Diego County - past, present, and future - and honor their continuing presence in their homeland and their spiritual beliefs that land does not belong to people; people belong to land. We also acknowledge that this is merely the beginning, and there is far more work to be done in an attempt to heal all of the injustices and inequities that still exist today and throughout their entire historical diaspora. We commit to moving forward together.

Miramar College is committed to action supporting its land acknowledgment and recognize that without action, any acknowledgment is simply performative. Therefore, our college has taken the steps to engage in this work to support our Native students and communities.

- Developed an interactive self-study module, [Land Acknowledgement: Invitation to Begin](#), which is available on our LEAD pages of the Miramar College website. This module invites members of our campus community to engage with the reasons behind the land acknowledgment and connect with the statement in a personal way.
- Established the Native American Student Success & Support Program that centers the voices of our Native students and our local Native communities.
- Opened a Native Resource Center & created a full-time position to lead the program.
- Activated Native American Indigenous Studies.
- Hosted a Pow Wow in collaboration with SDUSD Indian Education Program.



We invite you to engage with NASSSP and learn how you can support our Native students and the community.

COMMUNITY Agreements



Speak from personal experience

Use "I" statements.



Practice active listening

Avoid interrupting or side conversations.



Honor confidentiality

Share the learning, not the story of someone else's experience without their permission.



Lean into discomfort

Stay present and be open to new challenges.



Challenge ideas, not people

Disagreement is okay, disrespect is not.



Expect and accept non-closure

Not everything will be solved in one day.



STUDENT EQUITY PLAN

Data Sheet

What are the 5 Student Equity Plan Metrics (in plain language)?

1. Successfully enrolled after starting a CCCApply application
2. Completed both transfer-level math and English in the first year
3. Persisted from first primary term to next primary term
4. Attained an award within three years
5. Transferred to a 4-year institution within three years

Which student subpopulations at Miramar College are or are at risk of being disproportionately impacted?

Table 1. SEP Metrics by Student Group				
Metrics	Student Group	Most Recent Cohort	Gap (PPG-1)	# of Students Needed
Successful Enrollment	Black/African-American	2022/23	-6.4%	70
	Native American	2022/23	0.1%	0
	Pacific Islander	2022/23	0.6%	0
	White (incl. Middle Eastern and North African)	2022/23	-6.1%	223
	Non-Binary	2022/23	11.8%	0
Transfer Level Math + English	Black/African-American	2022/23	-12.2%	18
	Hispanic/Latinx	2022/23	-10.7%	18
	Native American	2022/23	-20.1%	1
	First Generation	2022/23	-8.2%	61
	Homeless	2022/23	-6.6%	20
	LGBT	2022/23	-5.9%	15
	Veteran	2022/23	-8.6%	9
Persistence to Next Term	Black/African-American	2021/22	-13.1%	17
	Hispanic/Latinx	2021/22	5.5%	0
	White (incl. Middle Eastern and North African)	2021/22	-9.8%	88
	First Generation	2021/22	-27.4%	246
	LGBT	2021/22	-0.9%	0
	Unhoused	2021/22	19.4%	86
	Veteran	2021/22	0.8%	0
Attained an Award	Black/African-American	2019/20	-7.0%	9
	Hispanic/Latinx	2019/20	-5.0%	48
	Native American	2019/20	-12.4%	1
	Pacific Islander	2019/20	-6.1%	0
	White (incl. Middle Eastern and North African)	2019/20	-2.7%	31
	First Generation	2019/20	-3.7%	22
	Veteran	2019/20	-7.4%	12
Transfer to 4-Year	Hispanic/Latinx	2018/19	-11.2%	32

- Notes:**
1. These metrics are displayed by student cohorts (ex: 2022/23 indicates students who began in the 2022-2023 academic year).
 2. "Most Recent Cohort" differs across metrics. Some metrics need more time to gather data. For example, we do not know the award attainment rate or transfer rate for students who just started a couple years ago – these students are still working on it.
 3. Rows in red are groups that were disproportionately impacted in the most recent cohort year and may need immediate attention for the indicated metric.
 4. Rows in yellow are groups that were disproportionately impacted in a previous cohort year and may need attention to keep them from falling behind the rest of the population for the indicated metric.

SESSION 1 | 10:00 - 11:15

STAR EXPLORATION

*Practical Equity-Driven Strategies
for Student Success*

Students (H-104)

Courageous Conversations

Let's make the invisible visible!
Engage in honest dialogue about race, identity and social justice. Learn the Courageous Conversations Four Agreements framework and other resources for discussing race and other difficult topics.

Classified (I-101)

Culturally Responsive Case Studies

This session begins with an overview of Title V's "Statement on Diversity, Equity, and Inclusion in the California Community Colleges."
Participants will discuss scenarios about potential challenges students face on campus with accessibility, language inclusion, and a welcoming environment.

Faculty (H-106)

Building Supportive, Culturally Responsive Cohort-Based Learning Experiences

Puente, Umoja, Pearl, and other learning community or linked-course structures are research-backed initiatives for closing equity gaps. Participants will collaborate to map out a culturally responsive first-year cohort learning community model that integrates counseling and instruction.

Managers (H-107)

Race-Conscious Institutional Redesign

Persistent racial disparities across the community college system call for transformative action. This session invites administrators to explore how intentional, race-conscious redesign of institutional structures can better meet the diverse needs of students and dismantle systemic barriers.

STAR EXPLORATION

CLASSIFIED PROFESSIONALS

Title V – Statement on Diversity, Equity, and Inclusion in The California Community Colleges

- The California Community Colleges aim to ensure equal educational opportunities for all students by embracing diversity among students, faculty, staff, and communities.
- Embracing diversity involves practicing acceptance, anti-racism, and respect while acknowledging that racism, discrimination, and prejudices create privileges for some and disadvantages for others.
- The system acknowledges the existence of institutional racism, discrimination, and biases and commits to eradicating these barriers to equity.
- The colleges strive to create a safe, inclusive, and anti-racist environment where individual and group differences are valued and leveraged for growth and understanding.
- Advancing diversity, equity, inclusion, and social justice requires honoring individual uniqueness and implementing policies, encouraging systemic change, reflecting on efforts, and holding the system accountable for results.
- The California Community Colleges are committed to fostering an anti-racist environment that ensures equal opportunity for all.
- The colleges aim to cultivate a climate where equity, anti-racism, and mutual respect are intrinsic and explicit, valuing individuals and groups from diverse backgrounds, demographics, and experiences.
- Dimensions of diversity include, but are not limited to, race, ethnicity, national origin, citizenship, immigration status, sex, gender, sexual orientation, disability, medical condition, marital status, age, political beliefs, religion, military or veteran status, socioeconomic status, and other protected categories.



STAR EXPLORATION

CLASSIFIED PROFESSIONALS

Culturally Responsive Case Studies

What practical steps could break down barriers
and create a welcoming environment?

Scenario 1

A new student who speaks limited English asks for help completing financial aid forms. No classified professionals in the area are fluent in the student's native language, leading to confusion and frustration for both the student and the staff members. The student leaves without completing the forms. Later, classified staff discuss possible strategies to improve support for students with language barriers.

Notes

Notes

Scenario 2

A new student who speaks limited English asks for help completing financial aid forms. No classified professionals in the area are fluent in the student's native language, leading to confusion and frustration for both the student and the staff members. The student leaves without completing the forms. Later, classified staff discuss possible strategies to improve support for students with language barriers.

Scenario 3

While assisting a group of students at the help desk, a classified professional member overhears a colleague making an insensitive joke about a particular cultural holiday that some students nearby observe. The students appear uncomfortable but do not say anything. The classified professional must decide how to respond in the moment and how to address the situation with the colleague afterward.

Notes

The title is centered at the top of the page. It is surrounded by several decorative yellow starburst graphics of varying sizes, some with multiple points and others as simple dots. The stars are scattered around the title, with a larger one at the top left and another at the top right.

Collective Equity in Action

- Accessibility is equity. How can Miramar remove accessibility barriers through greater cross-group collaboration to ensure students have access to equitable participation in our programs and services?
- For cohort-based learning communities to be effective, stakeholders must work together. In what ways can we strengthen linked course planning, design and implementation efforts so that cross-group roles and responsibilities are most effective?
- How might other equity-focused initiatives identified in the 2025-2028 Student Equity Plan (such as mentoring programs, professional development, or increasing students' sense of belonging) be supported in a truly collaborative, cross-group manner?

What strengths and assets do these student groups bring that can be leveraged to help them succeed at higher rates?

What successful programs or initiatives have been introduced that have positively impacted the outcomes for DI students?

What effective strategies have contributed to student success, and how can these be applied to support other students currently identified as disproportionately impacted?

QUESTIONS TO CONSIDER

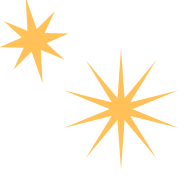


How can the unique characteristics and strengths of different student groups be utilized to tailor approaches that close the gap?



Who are the key collaborators and stakeholders that can share best practices and implement positive changes to further improve outcomes?

My Notes





What kinds of early interventions are in place to help students succeed?

What are some non-academic barriers students face that need to be addressed with additional equity-mindedness?



How can campus life further increase students' sense of belonging?



Are there any data on the success of these early interventions, and if so, what are some potential next steps to improve these systems and close equity gaps?

Are class scheduling patterns reviewed for flexibility in consideration of students' balancing academic, work and life responsibilities?



My Notes

Resources



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Equity Summit

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