San Diego Miramar College - Student Equity Plan (2025-28) DRAFT

Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

Details

Assurances

✓ 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."

Campus Involvement & Leveraging Student Voice

San Diego Miramar College has actively fostered an inclusive process in the development of the Student Equity Plan through formal and informal practices that empowered the campus community to contribute their feedback and ideas. The college operates under a participatory governance model that involves all constituencies: students, classified professionals, faculty, and administrators. The college Governance Handbook outlines a transparent and collaborative framework for college-wide engagement. In particular, the college encouraged involvement of all constituencies from the beginning of the process through approvals.

Miramar College participated in the Student Equity Planning Institute (SEPI) and sent a team of ten representatives of all constituencies. Team members were strategically chosen from areas directly connected to the metrics of the plan. Upon returning from SEPI, the team developed a plan and timeline to engage the campus in the development of the Equity Plan. The team presented at each governance council meeting several times during the spring 2025 semester and invited broader participation. In addition to governance, the college hosted several events on campus and via Zoom to invite colleagues to contribute to understanding our college history story. These events allowed the college community to deepen its understanding of our equity data and take deliberate action to address the barriers faced by our disproportionately impacted

student groups. In outlining our equity history story, we developed a pictograph that illustrated our equity story highlighting how we celebrated our successes in making big changes, our many firsts, how we're growing impact, and growing space, our innovations, growing teams, and celebrations. Reflecting on our equity history story allowed us to think about our implementation of the 22-25 plan and how to deepen our work around our DI groups. Our equity plan leads met with specific departments to dig deeper into the data to set the groundwork for action planning. We plan to continue to include student voice through the ASG, club leadership, and student affinity groups.

✓ 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.

Race-Consciousness

Miramar College is deeply committed to racial equity and intentionally embeds race conscious practices in the development and implementation of our Student Equity Plan. In continuation of our race-conscious approach, Miramar's definition of equity explicitly acknowledges the realities of systemic and institutional racism and its long-standing impact on marginalized and minoritized communities. This definition guides our work and aligns with the College's broader commitment to Diversity, Equity, and Inclusion, which calls on all members of our campus community to foster a climate of respect, anti-racism, and inclusion in pursuit of educational excellence.

As we implement strategies to address equity gaps, one of the primary demographics we review is the race/ethnicity of our disproportional impacted (DI) groups, while recognizing the intersectionality of our student identities. The college develops student data dashboards to support data-informed decision-making that disaggregates student success data by race/ethnicity, age, gender, ability, Veteran status, socioeconomic background, foster care, LGBTQ+ identity, foster care, and housing circumstance.

We have convened race/ethnicity-based affinity groups in connection to programs and services as a culturally responsive practice to provide targeted review and support for disproportionately impacted student groups.

✓ 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.

Local Review Process & Schedule

Miramar College is committed to advancing equity and student success goals through implementation and evaluation of our student equity plan. Our college recently developed the *Miramar College Pathway to Student Success & Equity Model,* which illustrates alignment of our Strategic Plan and the Miramar Education Plan (formerly referred to as our Master Plan), which reflects coordination of our *Strategic Enrollment Management Plan, Guided Pathways, and Equity Metrics).* This model illustrates our alignment mapping of key plans with Vision 2030 to address Equity in Access, Equity in Support, and Equity in Success.

Miramar College is leveraging its participatory governance structures to assess and advance the implementation of Student Equity Plan goals and actions. The Planning, Institutional Effectiveness, and Research (PIER) Committee, charged with integrated planning, and the newly formed Student Success Committee, focused on identifying and implementing student success strategies, collectively review institutional data, review benchmarks, and barriers, to implement strategic initiatives aimed at improving student outcomes and intentionally addressing equity gaps among disproportionately impacted (DI) student populations. Both committees will

Miramar is piloting a *Committee Coordination Plan* that invites all governance committees to develop and submit committee goals every semester. The idea is for all committees to submit their goals and objectives. College Council will compile committee goals and convene governance chairs to review and discuss college-wide areas of focus. This will provide opportunities for committees to streamline discussions and recommendations, increase collaboration, and address college-wide initiatives and planning - such as the goals and actions identified in the Student Equity Plan. Through this process, the

Student Success Committee plans to identify opportunities to collaborate with committees in alignment of carrying out actions identified in the Student Equity Plan. This coordination plan is a cycle that integrates college planning through governance, program review, campus-wide discussion (Fall & Spring Convocation), and intentional planning and review during the annual Equity Summit (fall) and Planning Summit (spring). Progress on strategies and success data will be shared with the campus during each of these campus-wide events.

College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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Adrian Gonzales	Approver: Chief Student Services Officer	n/a	agonzales@sdccd.edu	(619) 388-7810
Dr. Michael Odu	Approver: Guided Pathways Coordinator/Lead	n/a	modu@sdccd.edu	(619) 388-7350
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Student Equity Plan Reflection

Reflection

For reference: your most recent SEA Annual Report

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

Key Learnings *

As indicated in our 2022-2025 Student Equity Plan, we identified six key barriers that were common amongst all groups experiencing disproportionate impact across all five student success metrics. Miramar worked to reduce equity gaps by focusing on six core areas as follows:

1. Resources - Identify adequate funding, personnel, facilities, and equipment/supplies to directly support efforts to close gaps for DI student groups.
2. Data - Access to qualitative and quantitative data to better determine areas of strength/opportunities to support DI student groups.
3. (DI) representation in staffing - Miramar workforce that reflects the demographics of our student community and establishment of equity-focused practices in the recruitment, screening, and retention of employees.
4. Culturally responsive professional development - Intentional professional development opportunities for all constituency groups to increase capacity on equity-minded strategies to support student success.
5. Culturally responsive programs/services - Development and sustainability of culturally responsive programs to support efforts to close gaps for DI student groups.
6. Culturally responsive curriculum - Culturally inclusive pedagogy/andragogy honoring diverse narratives and worldviews

Since our last Equity Plan, our campus has embraced the theme: *Cultivating Community: Making the Invisible, Visible.* This theme has reshaped our campus culture, pushing us to identify the unseen challenges faced by our DI student groups and move beyond acknowledgement to action - identifying barriers and redesigning structures aligned with equity-driven change. The theme, embedded across key campus-wide events (Fall Convocation, Equity Summit, Spring Convocation, and Planning Summit) where we moved from asking why equity matters to exploring how we re-design institutional practices to support student success and close equity gaps. These conversations led to actionable steps that directly aligned with our core areas of focus. An example is the expansion of culturally responsive programs/services such as: HSI Stem Éxito, MESA, Rising Scholars, Dreamers, NASSSP, AANHPI SAP, Pride Programs, and the Jet Fuel Resource Center. These programs, in addition to existing programs (EOPS,CalWORKs, Next UP, DSPS, Veterans, Career, Tutoring, Counseling, Outreach), are culturally affirming programs/services that addressed barriers to student success from resources, data, representation, professional development, and collaboration with curriculum.

Plan Continuity *

Since the adoption of our 2022-2025 Student Equity Plan, Miramar has embraced equity as more than a value, but as a practice. We approach our work with greater intentionality and a race-conscious lens that critically examines institutional systems and barriers to redesign programs and services to more effectively support disproportionately impacted student groups. In addressing the barriers/focus areas of our previous plan, we discovered that a focus on race conscious design changed both our approach and action. We brought together affinity-based advisory groups to guide culturally responsive and race-conscious conversations to both research opportunities and support existing programs and services that reflect and uplift the lived experiences of our diverse student communities. These advisory groups provided opportunities for a cross section of our colleagues to explore the possibility of implementing programs such as Umoja and Puente to support Black Excellence and Latinx Student Success. To further our support of DI groups, we established the HSI Stem Éxito, MESA, NASSSP, Rising Scholars, Dreamers, and AANHPI programs. We will continue to implement wrap-around services and explore strategies to strengthen our support of students connected to these programs.

Executive Summary

URL and PDF Upload

Executive Summary URL *

https://sdmiramar.edu/node/42789

PDF Upload *

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

[SDMC 25-28 Student Equity Plan Executive Summary.pdf](#)

Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: 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
Successful Enrollment - DI Student Populations						
Black or African American	11.3%	70	4%	25	6.4%	40
White	13.7%	496	4.2%	152	6.2%	223
Completed Both Transfer-Level Math & English - DI Student Populations						
Black or African American	8.5%	12	7.6%	11	12.2%	18
First Generation	14.2%	105	5.7%	43	8.2%	61
Hispanic	12.8%	111	8.5%	74	10.7%	93
Homeless	14.2%	41	2.6%	8	6.6%	20
LGBT	14.7%	35	1.4%	4	5.9%	15
Veteran	11.8%	12	2.3%	3	8.6%	9
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Black or African American	35.8%	44	4.6%	6	13.1%	17
Econ Disadvantaged	45.3%	732	5.3%	86	7.7%	124
First Generation	30.2%	271	24.5%	220	27.4%	246
Homeless	32.1%	142	15%	67	19.4%	86
White	41.8%	372	6.6%	59	9.8%	88
Completion - DI Student Populations						
First Generation	9.3%	55	1.4%	9	3.7%	22
Hispanic	8.7%	84	3%	29	5%	48
Male	9.4%	169	3.9%	71	5.9%	108

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: 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
White	10.5%	118	0.7%	9	2.7%	31
Transferred to a Four-Year - DI Student Populations						
Asian Female	23.9%	38	1.9%	4	8.5%	14
Econ Disadvantaged	27.3%	217	8.4%	67	11.4%	91
Hispanic	22.7%	65	6.3%	18	11.2%	32

Successful Enrollment

Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	% 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	17.3%	1512	N/A	N/A	N/A	N/A
Black or African American	11.3%	70	4%	25	6.4%	40
White	13.7%	496	4.2%	152	6.2%	223

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

Vision 2030 Outcome: Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. (Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation)

Benchmark: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Successful Enrollment Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s) (500 character max for each strategy) *Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.*
1	A key strategy will be to establish a dedicated support group for Black/African American students. Collaborative programming between the LEAD Office and Enrollment Services will focus on student-centered guided pathways, improved onboarding, and greater program coherence. Promoting greater student engagement with activities will be a deliberate approach to close achievement gaps and remove barriers to equity.
2	The campus will increase outreach and recruitment to our DI communities with a focus on American Indian/Alaska Native, and Pacific Islanders. We have a goal to fully implement the AANAPISI, NASSSP, and other grants and to develop evaluation processes to assess the effectiveness of our equity efforts. We will form advisory groups to assess our progress through our work with the NASSSP grant and AANHPI Student Achievement program.
3	The campus will promote LGBTQIA+ support services and community building through creating safe spaces, increasing educational programming, and implementing inclusive policies. The college's continuous improvement efforts will include to identify and address systemic barriers for other groups experiencing disproportionate impact including our non-binary students.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

No, our college does not have additional key strategies for the overall student population

Completed Both Transfer-Level Math & English

Data Review/Establishing Equity and Student Populations Goals

Completed Both Transfer-Level Math & English Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	% 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	20.1%	537	N/A	N/A	N/A	N/A
Black or African American	8.5%	12	7.6%	11	12.2%	18
First Generation	14.2%	105	5.7%	43	8.2%	61
Hispanic	12.8%	111	8.5%	74	10.7%	93
Homeless	14.2%	41	2.6%	8	6.6%	20
LGBT	14.7%	35	1.4%	4	5.9%	15
Veteran	11.8%	12	2.3%	3	8.6%	9

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: Data Vista: Data View - Single Metric – First-Time NSA Cohort.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level

English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer-Level Math & English Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s)
	(500 character max for each strategy)
	Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.
1	A key initiative will be to establish structured learning communities (Puente, Umoja) with linked courses with smaller class sizes, culturally responsive pedagogy, embedded tutors and counselors (both academic and mental health), mentorship, and student research/presentation and conference opportunities. We will increase cross-departmental dialogue to explore linking courses such as English, Ethnic Studies, Math, and Personal Growth.
2	Another key strategy is to increase professional development for all employees (instructional and counseling faculty, embedded tutors, classified professionals, and administrators) in targeted areas, including culturally responsive pedagogy, humanizing, critical pedagogies that address class and other intersecting identities, and community-building, restorative practices. Professional development that is tailored specifically to meet the needs of specific student groups is essential.
3	Another collaboration strategy between the Basic Needs, English and Math departments will seek to better connect students to available resources, such as the food pantry, transportation and any direct student aid, such as grocery gift cards. Effort will be made to explore other campus distribution points besides the food pantry.
4	To increase a sense of belonging and engagement, we will deploy strategic early intervention for incoming first-year students through a summer bridge program offering short-term workshops and sessions designed to help English and math students improve their skills in a supportive environment.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer-Level Math & English - Overall Student Population

(500 character max)

Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.

To achieve the goal of fostering innovation in the teaching of transfer level English, we will create a C1000 community of practice known as Cafe 101. Cafe 101 will provide more opportunities for faculty to engage in dialogue about teaching and learning. This will involve collaborative seminars to encourage reflection and sharing of teaching methods. Faculty will collaborate on building a shared resource for inclusive teaching that reflet and honor students lived experiences.

We will emphasize cross-departmental collaboration between the LEAD Office, instruction, instructional and student services as a key strategic practice to improve communication, including identifying and recruiting students for learning community opportunities. Strategies to retain students will include periodic check-ins, culturally responsive and community building programming in Kaleidoscope, and educational workshops.

Persistence: First Primary Term to Secondary Term

Data Review/Establishing Equity and Student Populations Goals

Persistence: First Primary Term to Secondary Term Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	% 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	48.2%	1256	N/A	N/A	N/A	N/A
Black or African American	35.8%	44	4.6%	6	13.1%	17
Econ Disadvantaged	45.3%	732	5.3%	86	7.7%	124
First Generation	30.2%	271	24.5%	220	27.4%	246
Homeless	32.1%	142	15%	67	19.4%	86
White	41.8%	372	6.6%	59	9.8%	88

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

Vision 2030 Outcome: Increase with equity the number of California community college students who complete a meaningful educational outcome. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion)

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Student Persistence Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s) (500 character max for each strategy) *Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.*

1	A key strategy will be to pair students with African American faculty, alumni, or community leaders who can provide mentorship grounded in shared cultural experiences, role modeling, and professional networking. Mentors can serve as empowerment agents who provide important information about educational planning, coalition building, the importance of diversity, and other topics that can help students persist.
2	We aim to increase student engagement through varied communication methods and added flexibility in programming. Instead of relying on email communication, we will employ more social media and other communication techniques. We will add more flexibility to programming by hosting more evening events.
3	To help the college achieve the goal of creating a sense of belonging and validation, another strategic approach is to increase the visibility of our DI students with a primary focus on our Black or African American, Latinx, First Generation students. We will provide opportunities for students to share history, scholarship, and other creative contributions. We will support our newly dedicated cultural spaces

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

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Additional Key Strategies for Student Persistence - Overall Student Population
(500 character max)
Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.

A key strategy to provide more dedicated support to connect students with academic and career pathway success coaches who can serve as mentors from day one of the student journey. We will provide mentors with training so they can better share academic, financial, career, and other resources and information.

Completion

Data Review/Establishing Equity and Student Populations Goals

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Completion Data						
Student Population	**% of Students for 2019-20** (Baseline Year)	**# of Students for 2019-20** (Baseline Year)	**% 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	12.4%	449	N/A	N/A	N/A	N/A
First Generation	9.3%	55	1.4%	9	3.7%	22
Hispanic	8.7%	84	3%	29	5%	48
Male	9.4%	169	3.9%	71	5.9%	108
White	10.5%	118	0.7%	9	2.7%	31

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment](#))

Benchmark: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.
Benchmark: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Completion Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Completion - Disproportionately Impacted Student Population(s)
	(500 character max for each strategy)
	Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.
1	We will offer student workshops on campus services and technologies and strategically time them to take place no later than one week before students' first semester begins. We will include required orientations of library, tutoring and technology services, mandatory meetings with counselors, meet-and-greet events, and mandatory meetings with Academic Success Coaches. We will also offer workshops designed to help students navigate the Canvas learning platform, and campus resources.
2	A key strategy will be to disaggregate the data for Hispanic/Latinx Student group completion by program, school and department. We will use this as a metric to see which programs have been implementing strategies that have helped this group. We will also review the HSI STEM grant's most current completion data to glean insights on how we can support students in STEM and then use this as a model to spread to other departments and programs.
3	We will increase opportunities for professional development in culturally responsive pedagogy and practices. We will expand such professional development to include instructors, counselors, and other student support staff. This professional learning will focus specifically on building learning environments that validate DI student experiences and encourage them to complete coursework and degrees within three years of initial enrollment.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Completion - Overall Student Population
(500 character max)
Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.
We will increase the outreach of the Program Mapper and counseling services related to Guided Pathways. One approach is to conduct classroom presentations on the Program Mapper.

Transferred to a Four-Year

Data Review/Establishing Equity and Student Populations Goals

Transferred to a Four-Year Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	% 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	31.3%	379	N/A	N/A	N/A	N/A
Asian Female	23.9%	38	1.9%	4	8.5%	14
Econ Disadvantaged	27.3%	217	8.4%	67	11.4%	91
Hispanic	22.7%	65	6.3%	18	11.2%	32

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

Goals

Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

Vision 2030 Outcome: (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. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.
Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

Key Strategies to Advance Transfer Goals

Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

	Key Strategies for Transfer - Disproportionately Impacted Student Population(s)
	(500 character max for each strategy)
	Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.
1	A key strategy is to host a Transfer Conference. The event will feature two workshop tracks—Transfer Basics for first-year students and Transfer-Ready for those ready to apply. Sessions will cover key topics such as the application process and preparation for transfer. A student-alumni panel will highlight diverse transfer experiences to inspire and inform attendees. Breakout sessions will offer targeted support for disproportionately impacted student groups.
2	A second strategy is to create a Transfer Center Starter Packet for the UC & the CSU Application. Shared in both print and digital versions, the packet will include: a UC & CSU admissions application guide, four-year university representative contacts, an application log in tracker, a how to input classes guide, the transcript and certification graduation process, personal insight questions, a transfer admission guarantee (TAG) matrix, and general education (GE) sheets.
3	A third strategy is to create a baseline of transfer knowledge across campus. We will develop a series of professional development workshops focused on better understanding the transfer process, including state transfer policies, best practices to support disproportionately impacted populations, and support services. We will create interactive workshops that will prepare community college stakeholders to assist students with the transfer process. Sessions will demystify the transfer process.

Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

Additional Key Strategies for Transfer - Overall Student Population
(500 character max)
Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.
We will also administer a campus-wide survey to gather interest in transfer-related professional development topics. Moreover, a call for presenters will also be made to allow transfer agents to take ownership of building a transfer-going culture.

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.*

To improve transfer outcomes for disproportionately impacted (DI) and overall student populations, we began by identifying key barriers—such as limited funding, low student engagement, insufficient partnerships, staffing shortages, limited institutional support, and application challenges. Using the SMARTIE (**S**pecific, **M**easurable, **A**ction-Oriented, **R**ealistic, **T**ime-Bound, **I**nclusive, **E**quity-Minded) framework introduced during the SEPI convening, we developed targeted goals aligned with Vision 2030 to address these challenges.

Transfer Conference:

S: Two workshop tracks tailored to students' transfer readiness, plus breakout sessions and a diverse alumni panel.

M: Student surveys to assess understanding, confidence, and feedback for future improvements.

A: Use feedback to refine future events, develop new workshops, and address emerging needs.

R: Acknowledges the event's potential to raise awareness, while recognizing limits in addressing systemic barriers.

T: Surveys will be collected post-event and analyzed by DI student group.

I: Intentional outreach to DI groups and inclusion of alumni to ensure representation and access.

E: Follow-up interventions will be informed by disaggregated survey data to close gaps in transfer readiness and engagement.

Transfer Packet:

S: A comprehensive packet available in both print and digital formats including UC/CSU application guides, university contacts, login trackers, GE sheets, and TAG matrix.

M: We will survey students to measure the usefulness of the packet and areas of improvement

A: Feedback to inform emerging needs and strategies.

R: Packet can boost transfer awareness but will need to address systemic and intersectional barriers experienced by students.

T: Surveys will be collected post-event and analyzed by DI student group

I: Intentional outreach to DI group programs (EOPS, DSPS, PEARL, HSI STEM, MESA, Dreamers, Veterans) to ensure representation and access.

E: Follow-up interventions will be informed by disaggregated survey data to close gaps in transfer readiness and engagement.

Professional Development:

S: Host workshops on transfer policies, best practices, and support services to build campus-wide expertise.

M: Use pre- and post-workshop surveys to assess participant learning.

A: Feedback will guide future workshop topics and formats.

T: Surveys will identify knowledge gaps and inform ongoing workshop planning.

I: Survey and open call to presenters for broad input

E: Targeted PD to encourage an equity-driven transfer culture

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.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Student Population(s) Experiencing DI for Intensive Focus

DI Student Population

Black or African American

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

Miramar remains committed to closing equity gaps for our Black and African American students, who continue to face disproportionate impact across multiple student success metrics. Many of the barriers identified in the 2022-2025 Student Equity Plan persist, including commitment of resources (funding, personnel, facilities), underrepresentation of Black faculty and staff, limited access to sustained equity-focused professional development, and a lack of culturally responsive programs/services and curriculum that reflect and affirm the Black and African American experience. In addition, a significant challenge includes the need for centralized leadership and infrastructure to drive and sustain equity efforts to address systematic practices that build a campus culture where Black students feel seen, supported, and empowered.

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:

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?

Since the implementation of the 2022-2025 Student Equity Plan, Miramar College has actively expanded its commitment to closing equity gaps for Black and African American students. The College has engaged in a range of districtwide and statewide initiatives including participation in the District Black Student Success workgroup, engagement in the District Black Student Success Summit, District Black Professionals Day. Miramar has also contributed to statewide efforts through Black Student Success Week and continues to honor student achievement and cultural identity through its annual Rite of Passage Ceremony. These efforts reflect a growing institutional focus on visibility, belonging, and culturally affirming support for Black students. The college recently opened a Black Resource Center to support student success through the creation of a culturally affirming environment, academic/counseling/career support, mentorship and leadership development, transfer and completion support, and wellness and belonging. Building the foundation and infrastructure for the resource center through dedicated funding, staffing & coordination, and campus collaboration is essential to support Black Excellence and will be a key focus of our action plan. While the opening of the Black Resource Center marks a meaningful advancement in Miramar College's equity efforts, one ongoing challenge is that the space is currently shared with the Latinx Resource Center. This shared arrangement limits the ability to fully tailor programming, services, and cultural experiences specific to the Black student community. To deepen the impact and ensure both

centers can thrive independently, it is essential to address this space constraint by investing in dedicated environments that reflect and support the distinct identities and needs of each community.

Another strategy is to further support the establishment of a learning community such as Umoja that centers the lived experiences of Black students. This could include pairing linked courses such as English C1000 taught through a Black cultural lens alongside Introduction to Black Studies. Intentional course design supports persistence, success, engagement and belonging.

DI Student Population

Hispanic

Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

Since the implementation of the 2022–2025 Student Equity Plan, Miramar College has actively expanded its commitment to closing equity gaps for Latinx students, however, equity gaps still persist. The college has engaged in initiatives that promote Latinx student success, including participation in Hispanic Heritage Month programming, statewide Latinx-focused equity conferences, and targeted outreach through its HSI (Hispanic-Serving Institution) designation. These efforts reflect a growing institutional focus on visibility, belonging, and culturally affirming support for Latinx students.

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:

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?

To deepen this work, Miramar will work toward institutionalization of the HSI STEM Éxito program, which provides Latinx and first-generation students with academic support, research opportunities, and transfer preparation in STEM fields. Strengthening this program will be essential to improving persistence and completion rates among Latinx students pursuing STEM.

The college recently opened affinity-based Resource Centers designed to foster student success and belonging. Building the foundation and infrastructure for the resource center through dedicated funding, staffing & coordination, and campus collaboration is essential to support Latinx student success and will be a key focus of our action plan. While these centers mark a significant step toward advancing equity, one ongoing challenge is that the Latinx Resource Center currently shares space with the Black Resource Center, limiting the ability to fully tailor and expand programming specific to each community's unique needs and experiences. Addressing this space constraint will be essential to deepening impact and ensuring both centers can thrive independently.

Another key strategy is to further support the establishment of a learning community such as Puente, which centers the lived experiences of Latinx students through culturally relevant instruction, counseling, and mentorship. This could include pairing linked courses—such as English C1000 taught through a Latinx cultural lens alongside Introduction to Chicanx/Latinx Studies—to foster engagement, affirm identity, and promote academic success. Intentional course design and community-building are critical to increasing persistence, transfer, and a sense of belonging for Latinx students.

Student Education Plans

Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort: New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to* Title 5 Section 55532 *for a list of possible exempt students.*

Comprehensive Student Education Plans: A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. *(Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).*

Note: **The following is a newly proposed 2025 MIS definition for comprehensive education plans:** *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with* Title 55524 Student Education Plans *and include the student's declared course of study along with* all *required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	0	0	0%	0	0%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	0	0	0%	0	0%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	0	0	0%	0	0%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	0	0	0%	0	0%

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan *

Our college does not currently have direct access to the comprehensive education plan data called for in the Student Equity Plan. We will work with our college Institutional Research office, Counseling programs (general and specialized), and the District to

develop a system to collect comprehensive education plan data in alignment with the Equity Plan, requirements for Vision Aligned Reporting (VAR), MIS reporting, that can be disaggregated by student characteristics, including race/ethnicity. This data will help inform gaps in access to services and help our campus identify targeted strategies to increase access to counselors to complete comprehensive education plans.

Comprehensive Education Plan Implementation for DI Student Populations *

Dedicated Counselors are assigned to various departments including Athletics, Dreamers, Rising Scholars, MESA, HSI, Veterans, DSPS, EOPS/CalWORKs/NextUp/CARE, AANHPI SAP, and NASSSP. These programs serve diverse students, many of whom are part of disproportionately impacted student groups. Students involved in these important programs will continue to have access to Counselors and receive comprehensive education plans. As our campus expands services with new initiatives such as MESA, HSI, Rising Scholars, NASSSP, and AANHPI, we've strategically hired on and/or re-assigned Counselors to provide dedicated support for these groups. This approach aims to close equity gaps by ensuring disproportionately impacted groups have direct access to Counselors to receive comprehensive education plans, and targeted counseling support in three domains (academic, career, personal). Providing structured support allows students to have seamless access to Counselors from when they apply and subsequently enroll at the college, through on-going participation in our newly established programs (MESA, HSI, Rising Scholars, NASSSP, and AANHPI), which will lead to increased retention, persistence, and success. For example, as part of this initiative, Counselors assigned to NASSSP and AANHPI programs have actively engaged with students by reviewing their academic goals and completed coursework and met with students to develop their education plans. This targeted approach is leading to increased access to Counselors and timely review and completion of education plans for DS student groups.

Comprehensive Education Plan Implementation for ALL Students *

Increasing completion of education plans is an on-going goal for our Counseling team. Counseling recently launched a campaign utilizing Element 451, a CRM, to target students who have not met with Counselors to develop their comprehensive education plans through. The campaign utilizes a focused communication approach of scheduled emails and text messages that are responsive to student communication preferences and styles. Our college has also seen success through the introduction of the Program Mapper tool. The Program Mapper coupled with the implementation of our Academic & Career Pathways (ACP) allows students the opportunity to explore academic programs, view semester-by-semester course maps, and access career-related videos and information on career demand and wages. While the mapper provides short-term guidance, it does not replace the importance of meeting with a Counselor to develop a comprehensive education plan. Counselors take into account the unique needs and circumstances of each individual student, and specific academic and career goals. Another strategy to ensure all students receive a comprehensive education plan early in is the development of the Student Journey guide. The Student Success Committee is designing a guide that highlights key milestones in a student's journey that are critical to their success including the importance of meeting with a Counselor early on in their academic journey to develop their education plan.

Vision 2030 Alignment/Coordination

1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Miramar College has taken tremendous strides in implementing and integrating a Guided Pathways framework through our programs and services. The college developed Academic and Career Pathways (ACPs), implemented the Program Mapper Tool, and redesigned processes in alignment with the Strategic Enrollment Management Plan and Equity Plan. The Pathway to Student Equity and Success model illustrates alignment of the Guided Pathways pillars and key college plans in support of Vision 2030.

Examples of redesigned processes include including information on Academic and Career Pathways in a new student's welcome letter, enrolling students into ACP Canvas Shells depending on their course of study and hiring of ACP Success Coaches.

We plan to launch a Student Journey guide that outlines key steps for student success in alignment with the Guided Pathways pillars. While the guide is general to all students, we encourage different departments across campus to engage with it as a tool to inform culturally responsive strategies - especially those aimed at advancing equity to support disproportionately impacted student groups.

2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

Miramar College hosts a series of financial aid workshops to promote the completion of FAFSA and Dream Act applications among disproportionately impacted student groups. The Financial Aid office has expanded outreach throughout the campus by participating in events such as Jets Jump Start, Welcome, Week, program-specific orientation (AANHPI), to promote federal and state aid programs including Pell Grant, Cal Grant, and Federal Work Study.

3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Miramar DSPS is a critical partner in advancing the 2025-2028 Equity Plan. DSPS provides individualized accommodations and support for students with verified disabilities to support equitable access by removing barriers and fostering inclusive learning environments that lead to student success. The DSPS team continually reviews data to identify gaps and inform intervention strategies to provide greater access, awareness, and support for DI students.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs *

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Miramar College's EOPS and CalWORKs programs are deeply rooted in California's commitment to educational equity and continue to play a pivotal role in advancing the 2025-2028 Equity Plan. EOPS, created in response to the civil rights movement and need to address systemic barriers in higher education and CalWORKs, with a focus on students who are parents, are cornerstone programs committed to equity for students and social mobility. These programs proactively support DI student groups - including first-generation, low-income, parenting students, and those who are part of historically marginalized communities, by providing comprehensive and intentional programs/services to promote access, retention, and completion.

5. NextUp/Foster Youth *

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Miramar College's NextUp/Foster Youth programs serve current and former foster youth - many of whom may also identify with characteristics of students who are disproportionately impacted. Like EOPS, the program offers comprehensive, culturally responsive services that address academic and social needs to support students' success inside and outside of the classroom. The program offers dedicated counseling and case management, textbook assistance, meal and transportation cards, access to emergency aid and basic needs resources, and referrals through strong partnerships with community organizations/resources.

6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Miramar College recently expanded the Veterans Resource Center's physical space to better accommodate student needs and programming. The addition of a full-time Veterans Director and dedicated Veterans Counselor has enhanced the center's capacity to provide holistic, high-touch support. Veterans receive comprehensive support through one-on-one counseling, mental health referrals, and assistance navigating VA benefits and campus systems. Through partnerships with the Jet Fuel Resource Center, veterans also receive access to food, transportation, textbook assistance, and technology support.

7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

The Miramar Rising Scholars program provides services including counseling, direct student aid, application and financial aid assistance, mentorship, and support for formerly incarcerated students and students impacted by the justice system. The program has a partnership with the Miramar Naval Consolidated Brig, one of only three military prisons in the United States that houses members of all military branches, located at the nearby Marine Corps Air Station, Miramar. Miramar offers a degree program in Entrepreneurship that students can access on site, in addition to tutoring services in subjects such as math, through a collaboration with our Academic Success Center. Students who enroll in classes on campus can access application and financial aid assistance, on-on-one academic and counseling support, direct student aid, and opportunities to promote community-building and networking.

8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

In connection with Guided Pathways data, Miramar identified strategies to expand access and improve success for low-income adult learners. Some examples of strategies include expand evening, weekend, hybrid, and online course offerings and programs/services to accommodate working adults and caregivers; develop and promote pathways including certificates; and embedding success coaches. Additionally, students have access to a variety of services to support student success including basice needs through the Jet Fuel Resource Center, laptop and calculator program, and free in-person and online tutoring.

9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Miramar is a leader in Credit for Prior Learning and continues to develop a robust program that addresses the gap some DI students face by recognizing and validating the skills and knowledge students often acquire outside traditional academic settings - especially for adult learners, Veterans, working professionals, and first-generation students. Miramar ranks in the top 5 statewide for CPL implementation, offers 176 CPL approved courses, and recently submitted 30 more courses. We plan to increase awareness of CPL through the website, Counselors (including VA and CTE Specialists), instructional faculty, and peer to peer networks. In addition, Miramar plans to expand CPL beyond Veterans services and key CTE programs.

10. Dual Enrollment *

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - Vision 2030: A Roadmap for California Community Colleges (page 2)
Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Miramar will continue to advance Vision 2030 goals by expanding DuE (Dual Enrollment) opportunities to improve access and success for underrepresented student populations in alignment with the college's commitment to diversity, equity, and inclusion. Key objectives include:
  1. Expand DuE to increase access & success for underrepresented student populations
  2. Strengthen partnerships with high schools to create seamless pathways from high school to college
  3. Ensure course and program offerings in DuE align with strategic plan for Guided Pathways
  4. Enhance student support services
  5. Support ongoing improvement of and engagement with reporting and analysis tools
  6. Increase course delivery quality and consistency

During year one of implementation, the college will focus on identifying and targeting DI students and collaborate with high school counselors.

11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)
Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

The SWP/Perkins Program coordinate efforts to increase the number of students who earn a living wage but are also implementing high-impact projects that directly benefit disproportionately impacted (DI) student populations, including Black/African American, Latinx, low-income, foster youth, and veterans. Highlights include placement of ACP Career Ambassadors, courses being offered in formats that meet the needs of students (evening/weekends); work-based learning and employer engagement and placement of interns. Miramar College's Strong Workforce and Perkins Programs are building a high-tech/high-touch workforce in alignment with Vision 2030 and improving access to career opportunities to attain long-term socio-economic mobility.

12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.
If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Not Entered