



2025-2028 Student Equity Plan Executive Summary

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.

Equity Plan Metrics (Data, Goals, Strategies)

Successful Enrollment DI Data:

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (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*
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.

Successful Enrollment Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)

- 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.
- 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.
- 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

NA

Completed Both Transfer-Level Math & English DI Data:

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (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*
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](#).

Completed Both Transfer-Level Math & English Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Completed Both Transfer-Level Math & English - Disproportionately Impacted Student Population(s)

- 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.
- 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.

- 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.
- 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

- 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 reflect 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 DI Data:

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (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*
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.

Persistence Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Persistence - Disproportionately Impacted Student Population(s)

- 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.
- 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.
- 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

- 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 DI Data:

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (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*
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.

Completion Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Completion - Disproportionately Impacted Student Population(s)

- 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.
- 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.

- 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

- 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.

Transfer to a Four-Year DI Data:

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (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*
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.

Transfer to a Four-Year Goals:

Goal 1: a baseline goal of eliminating disproportional impact

Goal 2: fully closing equity gaps

Key Strategies for Transfer to a Four-Year - Disproportionately Impacted Student Population(s)

- 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.
- 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.
- A third strategy is to create a baseline for transferring 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

- 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

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

Resources

We will leverage funding through the Student Equity and Achievement Program, General Fund, and several categorical funding sources. Although funding allocated to the following programs align with many of the goals/objectives of the Student Equity Plan, the college will follow all funding and spending guidelines as outlined in the Compendium: Asian American Native Hawaiian Student Achievement Program (AANHPI SAP); Native American Student Success & Support Program (NASSSP); Basic Needs, Dreamers, LGBTQ+, MESA, Veterans Resource Center.

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2022 – 2025 Student Equity & Achievement Program (SEA) *Expenditures*

2022-23 Allocation Amount

\$4,216,644

Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$1,049,117	\$641,604	40.1%
2000 - Non-Instructional Salaries	\$708,246	\$460,426	27.72%
3000 - Employee Benefits	\$808,829	\$461,580	30.13%
4000 - Supplies and Materials	\$4,156	\$59,595	1.51%
5000 - Other Operating Expenses and Services	\$8,162	\$13,722	0.52%
6000 - Capital Outlay	\$628	\$579	0.03%
7000 - Other Outgo	\$0	\$0	0%
Total Expenditures	\$2,579,138	\$1,637,506	100%
Allocation Remaining		\$0	

2023-24 Allocation Amount

\$4,436,145

Expenditure Type	Year 1 Amount	Year 2 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$988,828	\$719,218	38.5%
2000 - Non-Instructional Salaries	\$455,334	\$775,378	27.74%
3000 - Employee Benefits	\$638,073	\$658,813	29.23%
4000 - Supplies and Materials	\$3,301	\$9,128	0.28%
5000 - Other Operating Expenses and Services	\$12,377	\$60,249	1.64%
6000 - Capital Outlay	\$0	\$30,709	0.69%
7000 - Other Outgo	\$212	\$101,109	2.28%
Total Expenditures	\$2,098,125	\$2,354,604	100.37%
Allocation Remaining		-\$16,584	

Reflection

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.

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.