Mt. San Jacinto College

Student Equity Plan 2022-2025 Executive Summary

Introduction

A single college District, Mt. San Jacinto College (MSJC) serves a 1,700-square mile area from the San Gorgonio Pass to Temecula. We serve students throughout this region from the San Jacinto, Menifee Valley, Temecula Valley, and San Gorgonio Pass campuses, and many off-site locations.

The Mt. San Jacinto College Student Equity Plan grew out of Mt. San Jacinto College's Strategic Equity master planning and the California Community College Chancellor's Office Vision for Success Goal Alignment efforts which identified college-wide goals to be accomplished over a five-year period. Reduction and elimination of student equity gaps, facilitating student progression from enrollment to completion, improving student success and achievement through intentional academic support, increasing transfer and graduation rates, integrating strategies to alleviate financial educational costs and reliance on student loans, and decreasing unnecessary unit accumulation were all priority goals. Strategic Equity Educational planning initiated in 2018 and included all constituent groups (faculty, classified professionals, students, and administrators).

Additionally, Mt. San Jacinto College's 2019-2022 Student Equity Plan was an important tool in the development of the 2022-2025 plan. It provided perspective on our equity efforts and a starting point for reflecting on our processes and goals. In reviewing the 2019-2022 plan we engaged in a critical assessment of our approaches and practices.

Activities embedded within the Student Equity Plan 2022-2025 are funded through a combination and variety of financial resources including the general fund, funds from the Student Equity and Achievement (SEA) Program, and other categorical programs and grant funds. The commitment to the work and effort identified in this plan is wholistically based to ensure seamless institutionalization rather than focused on funding that is limited to a single program or strategy.

Mission Statement

Mt. San Jacinto College offers quality, accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals.

We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates, which meet workforce development needs in our diverse communities.
Our commitment to learning and achievement empowers students to enrich our communities and participate meaningfully in today's complex world.

Mt. San Jacinto College Equity Pledge

Mt. San Jacinto College is committed to supporting the diversity of its students and communities.

We, the Mt. San Jacinto College Faculty, Classified Professionals, and Administrators, acknowledge there are systemic barriers that have historically excluded and prevented equal outcomes for students on the basis of:

- Race/ethnicity
- Gender Identity and Expression
- Sexuality
- National Origin
- Socioeconomic status
- (Dis)Ability
- Language
- Religion
- Age
- Physical Appearance
- Intersections of these identities.

Therefore, we define equity as an investment and commitment to achieving parity in academic outcomes by removing institutional barriers and creating an inclusive and culturally affirming learning environment. As such, we are dedicated to challenging our perceptions, biases, and blind spots through self-reflection and constant inquiry to identify and eliminate equity gaps and reinvest in our communities.

Our purpose is to celebrate diversity, instill hope, and empower our students to transform their lives and those around them.

Equity Values at Mt. San Jacinto College

We believe in the Community College system Vision for Success - making sure students from all backgrounds succeed in reaching their goals and improving their families and communities. We have bold

and straightforward goals to significantly increase the numbers of student transferring to a UC or CSU campus; increasing the numbers of students earning degrees and certificates and completing career education programs leading to good jobs; reducing the number of unnecessary units many students are taking to get their degree and eliminating achievement gaps once and for all.

Appreciative and Affirming Mindset

- We believe in our students
- We believe students are resilient and bring valuable experiences and insights from their homes, communities, and cultural backgrounds
- We believe that having high expectations for our students will lead to greater academic success
- We believe in developing strategies based on student strengths
- We believe in connecting the academic rigor of content areas with our students' lives

Equity Mindset

- We believe there is a significant difference between equity and equality
- We believe every student deserves to receive what they need to succeed (equity), not that every student receives the same resources, instruction, attention, etc. (equality).
- We believe if students aren't achieving, WE are not doing our jobs
- We believe in confronting our own beliefs about achievement gaps

Cultural Humility

- We believe in a shift from a position of cultural and racial colorblindness and neutrality to one of self-examination and anti-racist practice
- We believe it is important to understand our own racial/ethnic identities A Culture of Care and Respect
- We believe in a culture of authentic care and respect
- We believe that words and actions matter
- We believe we must self-reflect and take ownership of our own mistakes
- We believe we should take action when we observe someone being treated unfairly or in a demeaning manner
- We believe in a shared responsibility to create a positive culture and to safeguard equity, inclusion, dignity, and respect

A Culture of Care and Respect

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Target Groups

In the previous Student Equity Plan, Mt. San Jacinto College identified groups that were disproportionately impacted according to five student success measures and characterized those as high priority student groups. Those included students within the African American, Hispanic/Latinx, LGBTQ+, Native American, Pacific Islander, Homeless, Undocumented, DSPS, and Foster Youth student population groups.

In review of the data for the 2022-2025 Student Equity Plan, Mt. San Jacinto College found that the data had not shifted in any considerable manner for one student group – our African American/Black students. While there were others target groups within the data that demonstrated disproportionate impact in at least one metric, Mt. San Jacinto College has opted to prioritize, leverage, and center our equity efforts to focus specifically on our African American student population for the 2022-2025 Student Equity Plan. This population was the only student group that illustrated disproportionate impact in all five-success metrics and warranted urgent and immediate action to alter and improve systems, practices and policies that will positively impact their short-and long-term success.

The table below shows the target student group for each success measure:

Success Measure	Target Student Group
Enrollment	Black and African-American
Transfer Level-Math and English	Black and African-American
Retention	Black and African-American
Completion	Black and African-American
Transfer	Black and African-American

Target Goals for 2022-2025

Metric – Successful Enrollment

Timeframe	Measurement Output
Year 1 (2022-23)	Increase the number of first-time Black and African American students who successfully enroll by 5% using 2021-2022 as a baseline
Year 2 (2023-24)	Increase the number of first-time Black and African American students who successfully enroll by 5% using 2021-2022 as a baseline
Year 3 (2024-25)	Increase the number of first-time Black and African American students who successfully enroll by 5% using 2021-2022 as a baseline

Metric: Completed Transfer-Level Math & English

Timeframe	Measurement Output
Year 1 (2022-23)	• Increase completion of transfer level math of Black and African American students by 5% of the baseline from 2021-2022 data • Increase completion of transfer level English of Black and African American students by 5% of the baseline from 2021-2022 data
Year 2 (2023-24)	• Increase completion of transfer level math of Black and African American students by 5% of the baseline from 2021-2022 data • Increase completion of transfer level English of Black and African American students by 5% of the baseline from 2021-2022 data
Year 3 (2024-25)	• Increase completion of transfer level math of Black and African American students by 5% of the baseline from 2021-2022 data • Increase completion of transfer level English of Black and African American students by 5% of the baseline from 2021-2022 data

Metric: Retention from Primary Term to Secondary Term

Timeframe	Measurement Output
Year 1 (2022-23)	Increase retention from primary term to secondary term of Black and African American students by 5% using 2021-2022 as a baseline from 2021-2022 data
Year 2 (2023-24)	Increase retention from primary term to secondary term of Black and African American students by 5% using 2021-2022 as a baseline from 2021-2022 data

Year 3 (2024-25)	Increase retention from primary term to secondary term of Black and African American students by 5% using 2021-2022 as a baseline from 2021-2022 data

Metric: Transfer

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer of Black and African American students by 5% using 2021-2022 data as a baseline
Year 2 (2023-24)	Increase transfer of Black and African American students by 5% using 2021-2022 data as a baseline
Year 3 (2024-25)	Increase transfer of Black and African American students by 5% using 2021-2022 data as a baseline

Metric: Completion

Timeframe	Measurement Output
Year 1 (2022-23)	Increase completion of Black and African American students by 5% using 2021-2022 data as a baseline
Year 2 (2023-24)	Increase completion of Black and African American students by 5% using 2021-2022 data as a baseline
Year 3 (2024-25)	Increase completion of Black and African American students by 5% using 2021-2022 data as a baseline

Activities

Enrollment Action Steps

In order to enhance our structure and practices, we envision the action steps listed below.

Hiring/Staffing:

- Create, recruit, and hire a Dean or Director of Black and African American Initiatives who is responsible for coordinating and improving the successful enrollment of Black and African American students.
- Recruit and retain staff and faculty with knowledge, skills, and abilities that support Black and African American student enrollment and success

Communication and Marketing:

- Develop strategic communication and marketing plan for successful enrollment of Black and African American students
- Establish strategies and plans for shared and collaborative communication to Black and African American students about programs and services available
- Establish communication plan about Enrollment Services, including Financial Aid to share out with the college community, especially faculty so they can be better informed about enrollment and financial aid processes
- Develop a communication campaign to students about enrollment and financial aid deadlines
- Develop a collaborative outreach strategy specifically targeting Black and African American students, bringing together Outreach, Student Life and Development, Counseling, Instruction, Career Ed, Enrollment and the IDEA Implementation team
- Revise MSJC equity web pages to reflect focus on Black and African American students and to focus on specific actions and goals

Professional Development:

- Develop a professional development plan that focuses on Black and African American student enrollment and success, especially one that emphasizes equity as social justice issue

Guided Pathways and Schedule Development:

- Create a year-long class schedule that aligns with Guided Pathways and make it public early on for each academic year
- Coordinate with Instruction Office to diversify offerings and add more sections of first-year courses with significant waitlists, starting with ENGL-101, MATH-105, MATH-110, MATH-140, and MATH-211
- Coordinate scheduling with Umoja, A2mend, and other Black and African American student affinity groups to provide a schedule that supports successful enrollment and aligns with the various Guided Pathways
- Revisit and develop a plan for Guided Pathways Success Teams that focuses successful enrollment practices for Black and African American students

Student-Centered Initiatives:

- Identify and meet with leaders of Black and African American cultural and social groups in our district
- Develop a Program Review that specifically reviews Black and African American student initiatives

- Work with existing Black and African American student groups and programs to develop a comprehensive action plan for successful enrollment of Black and African American students

Completed Transfer-Level Math and English Action Steps:

In order to enhance our structure and practices, we envision the action steps listed below.

Hiring/Staffing

- Create, recruit, and hire a Dean or Director of Black and African American Initiatives who is responsible for coordinating and improving the successful enrollment of Black and African American students
- Recruit and retain staff and faculty with knowledge, skills, and abilities that support Black and African American student enrollment and success

Guided Pathways and Scheduling

- Develop a scheduling process that ensures multiple stakeholders have input
- Work with Pathways counselors, Institutional Research, math and English department chairs, and Deans to diversify the way we offer and advertise late-start and evening classes
- Create Pathway student success teams to develop messaging about strategically scheduling in time for the use of support services as an expected component of their educational experience, which will be shared at all district-wide meetings regularly.
- Establish a year-long schedule that aligns to Guided Pathways and educational planning
- Establish policy and practice to require math and English enrollment and completion in first year

Professional Development

- Work with professional development committee and team to ensure that required faculty and staff development days continue to focus on addressing bias, microaggression, and equitable classroom practices for faculty
- Develop a stipend program for math and English faculty to develop and implement communities of practice that focus on equitable grading and classroom practices and policies, including OER, ZTC, and academic support programs and services
- Ensure tutoring staff and student-tutors are included in professional development that focuses on bias, microaggressions, and equitable practices for all learning environments

Comprehensive Program Review, Audit, and Evaluation of Instructional Programs

- Develop a team to select the method and tools to perform an equity audit for classroom policies and practices as well as alignment of Course Outline of Record and its implementation
- Collaborate with the Assessment Coordinator to develop a program review process that centers equity and a transparent equity-minded analysis of instruction, staffing (staffing and retention)

Academic Support Programs and Student Services

- LRC Coordinators and Library will develop strategies to offer embedded support services specifically for students in transfer-level Math and English classes with an emphasis on

normalizing support and creating welcoming environments for our Black and African American students

- Coordinate consistent messaging about academic support services and programs that normalize seeking support
- Establish clear expectations and presence of English and Math Center Coordinators at each campus to better support wrap-around student services in learning centers
- Analyze the efficacy of tutoring, FYE, Honors, Umoja, and A2MEND in regards to students' levels of completion in transfer level math and English to establish whether there is higher likelihood of success when accessing these services

Institutional Support

- Collaborate with IR and IT to determine how we can collect/mine data about access and success in academic support services and programs specific to successful completion in math and English
- Develop or enhance reporting systems that close the loop by notifying instructors about how students were contacted for Early Alert
- Work within the shared governance process to revisit 16-week calendar including offering winter session
- Create a Dean or Director of African American Initiatives who is responsible for coordinating and improving the successful completion of transfer level math and English of African Americans. This person would head initiatives and act as a liaison between departments and groups to better develop an overall vision, enhance coordination, collaboration, and communication
- Identify, clarify, and communicate expectations for accessing budget that connects to metrics

Retention Action Steps:

Integrated Student-Facing Communication and Support Systems

- Create accessible one-stop support “hubs” / “home-bases” (Welcome Center, Enrollment, Financial Aid, Affinity Groups, Campus Navigators…) to offer a more holistic approach to serving students
- Develop communication map for college employees about how to direct students to academic support services
- Develop a communication plan for students to know which resources to access, where to access them, and when and ensure remote/online services are at parity with staffing and hours of operation with face-to-face services
- Develop consistent hours of operation in student support centers (HUB, Welcome Centers, Academic Learning Resource Centers) that are properly staffed and trained
- Collaborate with Professional Development Committee to provide professional develop that focuses on transformational and cultural shifts

Collaborative Approach to Student-Centered Programming with retention as the Focus (FYE, Umoja, A2Mend)

- Develop a plan to institutionalize and scale First Year Experience program to all incoming first-year students
- Collaborate with Umoja, A2Mend and other programs to ensure Black and African American students are proportionately represented in FYE population
- Collaborate and plan for Black and African American students in FYE, Dual-enrollment, and concurrent-enrollment (early college programs) to enroll in courses and experiences where there's mentorship opportunities
- Collaborate and develop a plan with Student Life and Leadership to focus on engagement programming for Black and African American students

Equity and Guided Pathways Framework in Academic Planning and Counseling

- Develop persistence and retention focused case management systems to ensure students are connected, retained, and engaged throughout the academic year, especially in transfer options and updates

Instructional Professional Development

- Identify equity-minded faculty to create communities of practice and success teams based on major/disciplines and MSJC's Success Pathways and provide best practices in equity-minded retention

Learning Support Programs and Services

- Evaluate data in our disciplines and pathways to see where the largest disparities are for our Black and African American and then scale in-class support (SI and Embedded tutoring) to better support retention
- Recruit, hire, train, and mentor Black and African American students, staff, and faculty to work in learning support programs and services

Transfer Action Steps

In order to enhance our structure and practices, we envision the action steps listed below.

Hiring/Staffing

- Collaborate with Human Resources to prioritize hiring additional faculty and counselors trained in anti-racist practices, with a focus on reducing anti-Black racism

Guided Pathways and Scheduling

- Review schedule development processes and work towards offering more courses that align to Associate Degree for Transfer (ADT) and general education requirements
- Establish timelines that include working with instructional deans and departments to ensure required higher-level courses in program maps are identified and better integrated into the schedule development process so that students aren't required to delay their degree completion and/or transfer

Professional Development

- Establish a plan that ensures communication between Professional Development and Transfer to express the need for required professional development for faculty, classified professionals, and administrators on: Anti-racism, equity mindedness, implicit bias, and microaggressions
- Develop a professional development plan or action plan for creating a transfer culture and provide ongoing PD about transfer both in and out of the classroom

Academic Support Programs and Student Services

- Develop and implement marketing campaigns and disperse materials around transfer,
- Work with FYE, A2Mend, Umoja to introduce Black and African American students to the Transfer Center at the beginning of their academic career through targeted messaging via Civitas and email
- Establish monthly transfer workshops to engage with Black and African American students in Umoja and A2MEND
- Using the Guided Pathways framework, develop a system that assigns students one primary counselor so that the messaging is consistent, and counselors are able to better establish relationships with students
- Develop a repository for counselors including transfer pathways and university transfer updates.

Comprehensive Program Review, Audit, and Evaluation of Instructional Programs

- Collaborate with the Assessment Coordinator to revise the program review process so that it centers equity and a transparent equity-minded analysis of efficacy, staffing (staffing and retention), and communication, including disaggregated transfer data

Institutional Support

- Develop an action plan to have comprehensive transfer centers at all campuses, including Temecula Campus
- Create physical spaces for transfer students districtwide
- Clarify budget allocation procedures for transfer related activities and events

Completion Action Steps

Data-Driven and Communication Processes for Decision-Making

- Institute training and adequately resource data coaches districtwide
- Develop data requests as needed and provide it in a user-friendly manner
- Align data requests with initiatives, plans, etc., with a data-driven approach, ensuring they are explicitly connected to our institutional goals surrounding equity and Guided Pathways
- Develop a pilot/prototype Success Completion Team for Black and African American students in the People Culture and Public Service pathway where designated counselors, faculty, and staff associated with that pathway support that student journey using a data-informed approach with the intention of scaling the plan
- Develop a practice to hear from committees and constituents about equity efforts, plans districtwide

Professional Development that Leads to Culture-Shifts About Culturally Relevant and Affirming Practices

- Develop a professional development plan that incentivizes and institutionalizes Communities of Practice (CoP) that focus on race-conscious teaching & learning practices across all areas of administration, student services and instructional support
- Leverage internal and external professional development focused on race-conscious teaching & learning practices across all areas of administration, student services, and instructional support.
- Continue to provide institutional support in the creation of ongoing affinity and alliance groups to build community, belonging and to celebrate each group's unique history/culture/diversity/identity
- Provide opportunities for campus wide discussions about culturally relevant practices connect with students
- Develop a designated group of facilitators to present on institutional racism and addressing traumatic experiences with the specific goal of helping students feel empowered navigating all areas of the college
- Cultivate a culture of collaboration and support from our representative bodies: These include Student Government Association (SGA), Board of Trustees, Administration, Faculty (Academic Senate, Union), shared governance committees, and classified professionals

Scheduling and Academic Planning

- Coordinate scheduling development early on with Pathways deans and department chairs to ensure schedules that support students' work/home schedules, including evening classes, weekends, online, and short-term (8 week) early and late start courses
- Bring a resolution to academic senate, a group of faculty to union and admin to advocate for a 16 week schedule and to develop two year calendars that offer students a timely and clear path to completion

Opportunities for Students to Build Networks of Support and Experience Outside of the Classroom

- Coordinate access and support to partnerships with local businesses and industries to secure job, internship, externship, and college work experience opportunities within the pathways

Hiring/Staffing

- Develop recruitment strategies and hiring practices to support the successful recruitment of diverse professionals of differing experiences and backgrounds that better reflect our current and emerging student populations.

Contacts for the Student Equity Plan

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