Overview of Mt. San Jacinto College (MSJC)

MSJC is a comprehensive community college that is one of California's 115 community colleges. A single college District, 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 and San Gorgonio Pass campuses, the Temecula Education Complex, Temecula Higher Education Center, and many off-site locations.

MSJC offers courses and programs that satisfy the transfer requirements of four-year colleges and universities. We offer a variety of vocational and technical programs to prepare students for rewarding careers. Basic Skills and English as a Second Language (ESL) training programs are designed for students who want to build a strong foundation and ensure academic success. Distance Education allows students access to more than 140 online classes to help complete your educational goal. Continuing Education programs and classes help lifelong learners and those seeking personal enrichment.

Our faculty members are master instructors, all dedicated to student success, all experts in their fields and all enthusiastic about sharing their knowledge with you. Our classified and professional staff-- including those in counseling, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Veterans' Services, Financial Aid and others-- share a commitment to provide excellent service to students. Because we are focused on student success, we ensure that our courses, programs and services are designed with you in mind.

MSJC provides enriching experiences that contribute to a robust student life on campus and go beyond the typical two-year college experience. MSJC boasts intercollegiate teams in men's football, basketball, baseball, tennis and golf; and women's teams in soccer, volleyball, basketball, tennis and softball. Student life is bustling with nearly 30 clubs and a host of activities each month, including student BBQ's, Homecoming events and more. Students can get involved in the Student Government Association (SGA), Honors Enrichment Program, Phi Theta Kappa chapter, leadership classes, Puente Project, Honors Convocations and more. The MSJC Foundation provides support through scholarships and faculty grants.

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.

Vision Statement

Transforming Learners. Transforming Communities. Transforming Lives.

Values Statement

We are students, employees and a community. We believe that the act of teaching and learning is vital to a thriving community that enriches and, at times, saves lives. We commit to opportunities that inspire the following values in ourselves:

Excellence – We challenge students by setting high standards for learning and critical thinking, which we model with action.

Collaboration – We believe the best results are achieved through communication and participation among students, employees, industry and the community we serve.

Relationship – We nurture a community built on positive interactions and a genuine concern for the welfare of others.

Innovation – We cultivate a creative environment that promotes the development of new ideas for continuous quality improvement.

Relevance – We create educational experiences that have meaningful applications in a local and global context, today and tomorrow.

Access – We ensure equitable rights of all students by removing barriers to a quality education and promoting a network of support that improves learning opportunities.

Leadership – We empower people throughout the community to support and facilitate positive change.

Diversity – We respect and embrace the power of sharing our differences in thought, opinion, culture and background to optimize our collective strength.

Integrity – We believe in being true to our core values by consistently demonstrating our character and an institutional commitment to do the right thing.

Overview of Student Equity Plan 2019-2022

In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, Mt. San Jacinto College maintains a current Student Equity Plan. The Student Equity Plan for 2019-2022 was developed drawing upon the Integrated Plan 2017-2018, the Student Equity Plan 2015-2018, and the MSJC Strategic Plan. The campus community participated in planning via the Student Equity Committee, equity workgroups, and an Equity Summit. This included representation by faculty, staff, students, and administrators from a variety of campus units, departments, and initiatives, including Student Equity, Basic Skills, SSSP, Guided Pathways, CTE, Instruction, Student Services, Business Services, Institutional Effectiveness, and Institutional Research.

Success Indicators

Attained the Vision Goal Completion Definition: Among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year

Completed Both Transfer-Level Math and English within the District in the First Year: Among all students, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district

Retained from Fall to Spring at the Same College: Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a postsecondary institution

Enrolled in the Same Community College: Among all applicants to MSJC in the previous or selected year, the proportion who enrolled in the MSJC by census in the selected year

Transferred to a Four-Year Institution: Among all degree/transfer students, the number of students who transferred to various types of postsecondary institutions

Metrics and Disproportionately Impacted (DI) Student Groups	
Attained the Vision Goal Completion Definition	
LGBT	Female
Foster Youth	Male
Native Hawaiian or other Pacific Islander	Male
Some other race	Female and Male
American Indian or Alaska Native	Female
Black or African American	Female
Completed Both Transfer-Level Math and English Within the District in the First Year	
Foster Youth	Female
Black or African American	Female and Male
Disabled	Female and Male
Retained from Fall to Spring at the Same College	
Foster Youth	Female
Some other race	Female and Male
Black or African American	Female and Male
Enrolled in the Same Community College	
Foster Youth	Female and Male
Some other race	Female and Male
American Indian or Alaska Native	Female
Black or African American	Female
White	Female
Transferred to a Four-Year Institution	
Foster Youth	Female and Male
Native Hawaiian or other Pacific Islander	Male
Some other race	Female and Male
American Indian or Alaska Native	Female

Interventions and Activities

The following indicates the metrics to be addressed along with the interventions and activities MSJC plans to implement during the academic years from Fall 2019 to Spring 2022.

Transferred to a Four-Year Institution

- Cultivate and Support a Transfer Culture
  - Increase support with career and transfer counseling
  - Provide more opportunities for 4-year college visits, tours, and outreach
  - Expand existing transfer programming with local 4-year institutions (transfer coalition)
  - Expand FYE, Puente, A2Mend, Umoja, LGBTQ+, EOPs culturally responsive programs for all students on ALL campus locations
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)

- o Provide access to Academic and Career Advisors, College Life Coaches, Next Step Coaches
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
  - o Provide more technical training and knowledge of private institutions, out-of-state institutions, and minoritized institutions (e.g.:HBCUs or other colleges) through student conference travel, external speakers, college tours
  - o Provide cultural responsible and relevant teaching practices, equity-minded practitioners; unconscious bias; micro and macro aggression.

Attained the Vision Goal Completed Definition

- Develop and Enhance Intentional Student Programming that Emphasizes Culturally Responsive Best Practices
  - o Expand FYE, Puente, A2Mend, Umoja, LGBTQ+, EOPs, programs for students on ALL campus locations
  - o Create opportunities to educate and provide college-going awareness to parents (e.g.: financial aid, college planning, career awareness, etc.)
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)
  - o Provide access to Academic and Career Advisors, College Life Coaches, Next Step Coaches Expand student mentoring program
  - o Provide advisors to students (faculty-student, classified-student, administrator-student, student-student)
  - o Create learning community models/cohorts with contextualized materials (race/ethnicity)Improve student on-boarding to include advising/mentoring component
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
  - o Provide culturally responsive and relevant teaching practices; equity-minded practitioner; unconscious bias; micro and macro aggression.
  - o Create coordinated intentional student/faculty speaker series
- Improved Communications and Outreach Interventions
  - o Create a media-user-friendly environment (APP, Twitter, Instagram)
  - o Develop notification system that notifies/alerts students on phone/text
  - o Create marketing and outreach campaigns of student success testimonies related to graduation and specific demographic groups (e.g.: Banners, flyers, etc.)

Completed Both Transfer-Level Math and English within the District in the First Year

- Develop and Enhance Intentional Student Programming that Emphasizes Culturally Responsive Best Practices
  - o Expand FYE, Puente, A2Mend, Umoja, LGBTQ+, EOPs, programs for students on ALL campus locations
  - o Provide embedded tutors
  - o Expand Supplemental Instruction
- Examine Enrollment Practices/Procedures, Processes, and/or Practices
  - o Adjust schedule of classes to better reflect student needs (e.g.: class start times)

- o Work with Financial Aid to better align financial aid disbursements with start of semester and/or provide stop-gap measures to ensure students' ability to pay for tuition, books, materials, etc.
- Invest in Student Centered Spaces
  - o Group all culturally responsible programs together for leveraging of resources, events, space, collaboration, institutional support (e.g.: move Umoja out of athletics)
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)
  - o Provide embedded tutors
  - o Expand Supplemental Instruction
  - o Expanding student mentoring and tutoring (English/Math)
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
  - o Provide culturally responsible and relevant teaching practices; equity-minded practitioners; unconscious bias; micro and macro aggression.

Retained from Fall to Spring at the Same College

- Develop and Enhance Intentional Student Programming that Emphasizes Culturally Responsive Best Practices
  - o Expand service hours of key student resources (e.g.: Library, LRC, Student Services, Counseling, Eagle Access Center, etc.) on evenings, Fridays and weekends for non-traditional students
  - o Provide more instructional and academic resources and materials to students (printing, laptop checkout stations, Wi-Fi, etc.)
  - o Expand FYE, Puente, A2Mend, Umoja, LGBTQ+, EOPs, programs for students on ALL campus locations
  - o Create opportunities to educate and provide college-going awareness to parents (e.g.: financial aid, college planning, career awareness, etc.)
  - o Expand Food for Thought Program (weekly distribution, grab-and-go bags, free meal vouchers through cafe)
- Examine Enrollment Policies/Procedures, Processes, and/or Practices
  - o Adjust schedule of classes to better reflect student needs (e.g.: start times)
- Invest in Student Centered Spaces
  - o Create One-Stop-Shop for all services (Genius Bar, Genius Bar, Café)
  - o Create more welcoming environments and spaces (library, lounges, colors, artwork, etc.)
  - o Create more family friendly spaces and family friendly events/activities
  - o Provide access to childcare Allow student and staff access to weight room, gym, showers, and track/field
  - o Provide healthier food options / cultural and diverse food options to create community
  - o Intentional Social Justice and Equity Center programming (student engagement activities/workshops/events) – bridging of Culturally Responsive Student programs (Puente, umoja, A2mend, LGBTQ+, etc.)
  - o Grouping all culturally responsive programs together for leveraging of resources, events, space, collaboration, institutional support (i.e.: move Umoja out of athletics)
- Improve Communications and Outreach Intervention

- o Recognizing our HSI-ness – reflect in promotional materials, in campus life, and in outreach efforts, etc. (communication)
  - o Create a media-user friendly environment (app, twitter, Instagram, system that notifies them on their phone/text)
  - o Ensure that our media and messaging reflects "who we are"… (i.e. Digital banners, student spaces, etc.)
  - o Improve the internal communication and awareness of policies and practices (Shared governance process)
  - o Inform students regarding important timelines and deadlines (text/system notifications or through use of app)
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)
  - o Expand student mentoring program
  - o Provide access to Academic and Career Advisors, College Life Coaches, Next Step Coaches
  - o Expand student mentoring program
  - o Provide advisors to students (faculty-student, classified-student, administrator-student, student-student)
  - o Create learning community models/cohorts with contextualized materials (race/ethnicity)Improve student on-boarding to include advising/mentoring component
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
  - o Provide professional development and training to faculty regarding drop policy and withdrawal policy implementations
  - o Provide all staff with ongoing and intensive customer service (campus and student caring) training and professional development Ensure diversity of speakers to create a sense of community and belonging to student groups and populations
  - o Provide better employee/faculty on-boarding practices (norming, orientation, handbooks, and follow up)
  - o Provide more professional development on early connect (alert) strategies and implementation
  - o Culturally responsive and relevant teaching practices; equity minded practitioner; unconscious bias, micro and macro aggression
  - o More mental health training and awareness including (FERPA training); and mandated reporting training
  - o Coordinated intentional student/faculty speaker series
  - o Hold Student Success Summits annually
- Build Stronger Partnerships
  - o Work with RTA to modify bus schedules to 1) create an express bus between all campus locations, 2) reflect student schedules, 3) reflect class schedules

Enrolled in the Same Community College

- Examine Enrollment Policies/Procedures, Processes, and/or Practices
  - o Application Assistance (virtually/in-person)
  - o Communications to students who do/do not enroll (text)

- o   Create open year-round application approach for all students
- o   Open house days – Eagle Day (apply, registration, Bakersfield model – summer bridge)
- o   Work with Financial Aid to better align FA disbursements with start of semester and/or provide stop-gap measures to ensure students' ability to pay for tuition, books, materials, resources, etc.
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)
  - o   Expand student mentoring program
  - o   Provide advisors to students (faculty-student, classified-student, administrator-student, student-student)
  - o   Improve student on-boarding to include advising/mentoring component
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
  - o   Provide all staff with ongoing and intensive campus and student caring training and professional development
  - o   Ensure diversity of speakers to create a sense of community and belonging to student groups and populations
  - o   Provide better employee/faculty on-boarding practices (norming, orientation, handbooks, and follow up)
  - o   Culturally responsive and relevant teaching practices; equity minded practitioner; unconscious bias, micro and macro aggression
- Improve communications and outreach intervention
  - o   Application Assistance (virtually/in-person)
  - o   Communications to students who do/do not enroll (text)
  - o   Create open year-round application approach for all students
  - o   Open house days – Eagle Day (apply, registration, Bakersfield model – summer bridge)
  - o   Work with Financial Aid to better align FA disbursements with start of semester and/or provide stop-gap measures to ensure students' ability to pay for tuition, books, materials, resources, etc.
  - o   Ensure that our media and messaging reflects "who we are"… (i.e.: Digital banners, student spaces, etc.)
  - o   Recognizing our HSI-ness – reflect in our materials, in our campus life, in our outreach, etc. (communication)
- Build Stronger Partnerships
  - o   More outreach to the middle and high schools in the service area
  - o   Messaging out to the community/marketing

Previous Student Equity Plan 2015-2018

Access: the percentage of each population group that is enrolled at Mt. San Jacinto College compared to that group's representation in the adult population within the communities served by the college.

Course Completion (Retention): the ratio of the number of credit courses that students, by population group, complete at Mt. San Jacinto College compared to the number of courses in which students in that group are enrolled on the census day of the term.

Basic Skills and ESL Course Completion: the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course at Mt. San Jacinto College compared to the number of those students who complete such a final ESL or basic skills course.

Degree and Certificate Completion: the ratio of number of students by population group who receive a degree or certificate at Mt. San Jacinto College compared to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Transfer: the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Interventions and Activities

The Student Equity Plan contains an ambitious set of goals, activities, programs, staffing, and follow-up services to improve access, success and retention among the targeted populations. The overarching equity goal at Mt. San Jacinto College is to provide a teaching and learning environment that is responsive to the needs, and facilitates the success and learning, of all students, taking into account ethnicity, gender, age, culture, nationality, language, disability, sexual orientation, economic, veteran, foster youth status, or religion. The main planned interventions and activities are as follows:

Professional Development

Professional Development for faculty and staff who work with targeted at-risk populations
- Identify, recruit, and send First Year Experience (FYE) staff to trainings to integrate assignments and learn model teaching practices and techniques.
- Cultural competency training for classified staff, students, faculty, and administrators who work with targeted populations
- Provide coordinated training to counselors
- Develop coordinated and comprehensive infrastructure for professional development district-wide
- Develop incentive system to support acceleration, learning cohorts, communities of practice among faculty
- Promote and improve scholarship of teaching and learning through speaking engagements on campus
- Evaluate and assess integrated professional development activities
- Provide additional support for the Office of Institutional Effectiveness by hiring a Senior Research Analyst to develop student success database to provide data to support program evaluation and decision-making.

Support for First Year Students

Develop, pilot, implement and assess a First Year Experience Pathway for incoming students and identify student cohorts targeting African American, foster youth, and students aged 20-24

- Promote early student support and pre-assessment preparation strategies that include resources for self-remediation modules and pre-testing opportunities for targeted populations to improve Math and English assessment scores increasing successful transition of target populations into higher level basic skills or college level Math and English
- Develop and implement a first-year academic cohort for targeted students placed into lowest developmental English and Math
- Development of a summer bridge program for FYE, veterans, foster youth, and other target populations
- Provide intensive student support and learning resources (supplemental instruction, embedded counseling, mentoring) in FYE to increase academic success and retention of basic skills students
- Provide textbook vouchers for targeted groups as well as additional textbooks in the Library Reserve section
- Assign three (3) Full-time counselors to provide counseling and advising services to allow program participants (foster youth, ESL, African American, first-time, and 20-24 year old students) an opportunity to increase their understanding of an educational goal plan and establishing career markers for students
- Expand student mentoring program

Student Mentoring Program

Implement, expand, and assess a comprehensive student mentoring program that provides intrusive peer-to-peer advising, mentoring, and outreach for FYE students through regular and effective contact and case management
- Develop training modules for student mentors
- Recruit and train student mentors to support students in the targeted populations
- Increase engagement between students and MSJC community by embedding mentors within the FYE cohort groups
- Provide pre-assessment support and tutoring to targeted student groups prior to taking the placement test

Progress and Achievement

- Improved availability, access, and analysis of data related to student equity, disproportionate impact, and student success
- Implemented and refined a First Year Experience (FYE) Program
  o Refined and expanded student mentoring program
  o Implemented speaker series for students with speakers to educate, encourage, inspire, and serve as role models for students
  o Expanded Supplemental Instruction (SI) for FYE students
- Targeted professional development activities and speakers
  o Cultural competency training for classified staff, faculty, and administrators
  o Speaking engagements on campus by nationally renowned speakers in the areas of student equity, educational equity, working with students experiencing poverty, teaching men of color, supporting men of color, and racial equity.

- o Purchased and promoted an institutional partnership with Center for Organizational Responsibility and Advancement (CORA)
  - Men of Color and Education Suite
    - Teaching Men of Color in the Community College
    - Supporting men of Color in the Community College
  - Racial Equity and Education Suite
    - Unconscious Bias
    - Racial Microaggression
- o Piloted faculty book club
- o Supported faculty, staff, students, and administrators in participating in conferences on a variety of equity-related topics
- o Trained faculty, staff, and administrators to train the campus community
  - Safe Zone Trainers (LGBTQ+ awareness)
  - Poverty Coaches (Working with students and colleagues experiencing poverty)
- Support for programs and departments who serve a high proportion of disproportionately impacted groups
  - o Created two labs equipped with computers to support the lowest level of English
  - o Provided equipment and supplies for EOPS so they can better serve students on all MSJC locations
  - o Provided equipment for Student Life for use with student clubs representing disproportionately impacted student groups
  - o Provided equipment and books for Puente
  - o Funded the expansion of library hours
- Established Umoja Community to support Black and African American students and other students
- Established A2MEND to support Black and African American male students and other male students

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