

MSJC EQUITY PLEDGE

2019



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EQUITY @ MSJC

**“TRANSFORMING LEARNERS. TRANSFORMING
COMMUNITIES. TRANSFORMING LIVES.”**

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.

LETTER FROM THE MSJC SUPERINTENDENT/PRESIDENT



It is my honor to provide leadership in promoting an inclusive environment at Mt. San Jacinto College. Through the *Equity Pledge*, our campus community will ensure that MSJC is a place that values all who work and learn here and that our mission, vision, values, and institutional policies and practices model and support equity, inclusiveness, and institutional excellence.

Our institution has rallied and been actively engaged in Student Equity planning development efforts. I am extremely proud of our collective passion and dedication to our planning process and I want to acknowledge and personally thank the faculty, classified professional staff, administrators, and students who have been actively involved and invested in student equity planning discussions. As a result, our institution has proposed highly inclusive and data-supported strategies and interventions that will address the needs of our disproportionately impacted student populations across the required student success metrics.

I am pledging our institutional commitment, on behalf of the Executive Cabinet Leadership and the Board of Trustees, to create the institution's first *Equity Pledge* that not only addresses the needs of our highest priority student populations but also aims to identify institutional priorities related to ensuring student success, access, and achievement for our historically underrepresented and marginalized student communities.

I invite you to join me in pledging that our College is one where everyone feels included, welcomed, and valued for who they are and what they contribute to the community. It is incumbent upon each one of us to be actively involved and help the institution to grow stronger in our pursuit of eradicating educational disparities.

HISTORY OF DISCRIMINATORY LAWS IN THE U.S.

While we look to the future of increased transfer rates, increased graduation rates, reduction of unnecessary units, and eliminating achievement gaps among our student population, we must look back to see how we got to where we are. MSJC strives for continuous improvement via innovative practices, dedication, professional development, and data-informed decision making. We have made positive strides in many areas, but struggle with reducing achievement gaps between minoritized student groups and their non-minoritized peers. We see these struggles throughout the California Community Colleges and beyond. In order to address this issue, we must look to the roots of stratification in American schools. There are systemic barriers that have historically excluded students, prevented equal outcomes, and have shaped our implicit biases. Today, we see current effects of past and persistent discrimination.

The United States has a history of discriminatory laws and practices. Here, we will focus on laws and legislation that shape the societal and educational environment in which we operate. Since colonists came to what is now the United States, groups of people have been excluded from basic human rights, property rights, citizenship, labor rights, education, and the ability to take part in the political process. These groups were excluded from developing and voting on laws that brought us to where we are today.

Laws and practices related to land and home ownership played a major role in creating systemic barriers for students. Land increases in value and adds to the wealth of its owner. Land can also be passed down from generation to generation, thus providing increased wealth for the heirs of landed citizens. Restricting land ownership restricts people's wealth and that of their descendants. Indigenous people, people of Mexican descent, people of African descent, and other non-European immigrants experienced restrictions in land and home ownership as well as having land taken from them. The unfulfilled promises to people of Mexican descent in the Treaty of Guadalupe Hidalgo in 1848 separated Mexican people from their land, denied many of citizenship that was promised, and made them a disenfranchised, minoritized group living in poverty on what was once their land. We see other discriminatory practices codified into law with the Homestead Act and Dawes Act continuing to deny Native Americans land rights. Restrictive covenants

and the Federal Housing Administration (FHA) denied home ownership to people of color.

While many White Americans enjoyed the privileges of land and home ownership, starting in the early 1900's, restrictive covenants became a popular way of "protecting" White neighborhoods from having people of color living amongst them. Housing sales could specify restrictions such that properties could not be sold to non-Whites and non-Christians. These covenants remained legal until they were declared unconstitutional in 1966. The FHA took advantage of restrictive covenants and codified a racist practice into law – redlining. From 1934 to 1968, FHA mortgage insurance required redlining. Redlining consisted of drawing red lines on maps indicating communities of color and denying loans to residents in those areas demarcated by red lines regardless of their creditworthiness or qualifications. The FHA gave White Christians an unprecedented opportunity to purchase homes with the new mortgage system while denying that opportunity to non-Christians and people of color.

These discriminatory laws and practices had, and continue to have, negative consequences in terms of reproducing inequity in public schools, particularly for those in communities of color. Public schools have been viewed as local institutions that are to serve their local communities. Hence they were traditionally supported by contributions from community members. By the end of the 19th century, the tradition of funding schools through local property taxes was widespread. Funding schools through property taxes creates a disparity in the funding that schools receive. Schools in higher-income areas receive more funding than those located in low-income areas. Low-income areas have comparatively lower property and income taxes which impacts the funding of the schools. Low income areas are disproportionately resided in by people of color. The California Supreme Court ruled this funding practice unconstitutional in 1971 and ordered the state to provide supplemental funding, but the damage had already been done and property taxes are still part of the funding equation for public schools. We see the current day impact of past land ownership inequities, restrictive covenants, and redlining in public schools.

Some salient discriminatory laws and legislation are highlighted above and there are more in the Timeline of Discriminatory Laws in the United States

below; however, the timeline is not exhaustive in nature. The timeline covers laws and legislation relating to human rights, citizenship, voting, property rights, ability status, LGBTQ status, education, rights to earn a living and more. However, these only represent de jure discrimination as opposed to de facto practices. Practices and ideals including Manifest Destiny, Jim Crow laws, the Black Codes, and voter suppression such as poll taxes, grandfather clauses, and automatic voter purges have contributed to building the systemic barriers our students face today.

Timeline of Discriminatory Laws in the United States

We experience present effects of past discriminatory laws and practices.

1769	*	American colonies adopted an English common law that established women became one with their husbands when they married with only the husband retaining legal rights; a woman ceased to legally exist and essentially became the property of her husband when she married.
1776	\$	Declaration of Independence; "All Men are Created Equal" except for those who had no legal rights, including Native Americans, indentured servants, poor White men who did not own property, slaves (Blacks), and women
1777	\$	Laws passed in every US state prohibiting all women from voting in elections
1789	*	US Constitution "three-fifths compromise"; Slaves (Blacks) will be counted as 3/5 of a person for calculating representation in Congress for states
1790	\$	Naturalization Act of 1790; Citizenship restricted to free Whites
1819	*	Civilization Act of 1819; Assimilation of Native Americans; Provided US government funds to subsidize Protestant missionary educators in order to convert Native Americans to Christianity
1830	*	Indian Removal Act; Legalized removal of all Native Americans east of the Mississippi
1831	%	Act Prohibiting the Teaching of Slaves to Read; "Whereas the teaching of slaves to read and write, has a tendency to excite dissatisfaction in their minds, and to produce insurrection and rebellion, to the manifest injury of the citizens of this State", teaching slaves to read or write is illegal.
1848	!	Treaty of Guadalupe Hidalgo; Ceded Mexican territory in the Southwest to the US (over 1 million square miles, including what is now California, New Mexico, Nevada, parts of Colorado, Arizona, and Utah). The treaty promised to protect the land, language, and culture of Mexicans living in the ceded territory. Mexicans were given the right to become US citizens if they decide to stay in the territory. Many were not granted citizenship despite adhering to the treaty. US Congress did not pass Article X, which stipulated the protection of the ancestral lands of Mexican people. US Congress required inhabitants to prove, in US courts, speaking English, with US lawyers that they had legitimate titles to their lands. Many became landless and disenfranchised.
1848	+	Gold found at Sutter's Mill in California; California Gold Rush 1848-1855; White miners learned mining techniques from miners of Mexican ancestry because techniques for extracting gold were developed in Mexico. The Gold Rush also drew many Chinese miners.
1848	!	The Great Mahele in Hawaii 1848-1855; allowed private ownership of land for the first time in Hawaii; Lands were formally divided and commoners were given an opportunity to claim their traditional family (kuleana) lands; Due in part to different cultural notions of property, many claims were never established and foreigners (whites) were able to acquire large tracts of land

1849	+	California Constitutional Convention; Called by Governor Riley to draft the first California Constitution; decided not to allow slavery in California because they did not want southerners to bring their slaves to work the gold mines due to competition for gold.
1850	%	Alien Land Ownership Act in Hawaii; written by an American lawyer, it allowed foreigners (non-Hawaiians) to hold title to Hawaiian Land.
1850	&	Foreign Miners Tax; California levied taxes on all "foreigners" engaged in mining (aimed at Mexicans); After a revolt it was repealed in 1851 and then reestablished in 1852 (aimed at Chinese); Remained in effect until the 1870 Civil Rights Act.
1850	+	California enters Union as a State
1851	*	Governor of California, John McDougall declared a "war of extermination" against Native Americans
1854	\$	People v. George W. Hall; "No Black, or Mulatto person, or Indian, shall be allowed to give evidence in favor of, or against a White man"; (people of color cannot testify against White men)
1855	%	California requires all instruction to be conducted in English
1860	%	Bureau of Indian Affairs established the first Indian boarding school on the Yakima Indian Reservation in the state of Washington; Boarding schools were made to assimilate Native Americans into U.S. society
1862	!	Homestead Act; Allotted 160 acres of western land (Native American land) to anyone who could pay \$1.25 and cultivate it for five years. European immigrants and land speculators bought 50 million acres. Congress gave another 100 million acres of Native American land to the railroads for free. Since the Homestead Act applied only to US citizens, Native Americans, Blacks and non-European immigrants were excluded.
1865	*	Juneteenth; Union soldiers landed at Galveston, TX with news that all slaves were free (two and a half years after the 1863 Emancipation Proclamation and a year after the 13th Amendment to the Constitution abolishing slavery).
1868	+	Treaty of Fort Laramie; Whites will not enter Black Hills without Native American permission. When gold was found there, the terms of the treaty were changed by US Congress without Native American consent.
1870	\$	Naturalization Act of 1870 revises Naturalization Act of 1790 and 14th Amendment so naturalization is limited to white persons and persons of African descent, excluding Chinese and other Asian immigrants from naturalization.
1873	&	Bradwell v. Illinois; US Supreme Court permitted states to ban women from practicing law
1875	\$	Minor v. Happersett; confirmed the right of suffrage was not protected by the 14th Amendment; women still denied right to vote
1878	\$	US Supreme Court rules Chinese individuals are ineligible for naturalized citizenship.
1880	%	By the 1880s, the U.S. operated 60 schools for 6,200 Indian students, including reservation day schools and reservation boarding schools.
1882	+	Chinese Exclusion Act; Prohibits Chinese immigration for 10 years, bowing to pressure from nativists on the West Coast (renewed 1892, made permanent 1902, repealed 1943).
1887	!	Dawes Act; Dissolves tribal lands, granting land allotments to individual families; Explicitly prohibits communal land ownership; Supreme Court decides in favor of the Maxwell Company and allocates millions of acres of Mexican and Native American land in New Mexico to the Anglo corporation.

1887	\$	Bayonet Constitution in Hawaii; King David Kalakaua, the last reigning monarch of Hawaii, was forced at gunpoint to sign a constitution drafted by white businessmen that stripped the monarchy of much of its power; changed voting rights in the kingdom -- only men of Hawaiian, American, and European ancestry who met certain financial requirements could vote; disenfranchised thousands of Asian voters, and opened voting to thousands of non-citizens.
1890	*	Wounded Knee massacre of Native Americans by US Army
1893	+	Queen Liliuokalani is deposed in an overthrow of the Hawaiian monarchy by a group of American businessmen, led by Sanford B. Dole.
1896	*	Plessy v. Ferguson: upholds "separate but equal" doctrine among Blacks and Whites in public facilities
1901	\$	US citizenship granted to the "Five Civilized Tribes" -- Cherokee, Choctaw, Seminole, Creek, and Chickasaw.
1910	@	Restrictive covenants became popular as a way of "protecting" White Neighborhoods. The states were barred from setting racial boundaries in housing, but private citizens could. An example of restrictive covenant language is "Racial Restrictions: No property in said Addition shall at any time be sold, conveyed, rented or leased in whole or in part to any person or persons not of the White or Caucasian race".
1920	\$	Nineteenth Amendment; prohibits states and the federal government to deny the right to vote to citizens of the US on the basis of sex; women granted right to vote
1921	@	Corrigan v. Buckley; Supreme Court upheld the rights of property owners to protect their land from being sold to non-Whites.
1921	+	The Black Wall Street Massacre occurred in Greenwood, OK., when 300 African Americans lost their lives and more than 9,000 were left homeless when the small town was attacked, looted and literally burned to the ground by Whites
1923	\$	Japanese businessman, Takao Ozawa, petitions Supreme Court for naturalization arguing that his skin is as white as any Caucasian; Supreme Court rules Ozawa cannot be a citizen because he is not "white" within the meaning of the statute because science defined him as of the Mongolian race. In US v Bhagat Singh Thind, the Supreme Court recognizes that Indians are scientifically classified as Caucasians but concludes that Indians are not white in popular understanding. (Reversing the logic used in the Ozawa case in the same year)
1924	@	Realtor Code of Ethics, Article 34 said, "A Realtor should never be instrumental in introducing into a neighborhood a character of property or occupancy, members of any race or nationality, or any individual whose presence will clearly be detrimental to property values in that Neighborhood"; This clause remained in effect from 1924 to 1950.
1924	\$	Indian Citizenship act; Native Americans granted US Citizenship
1931	%	Alvarez v. Lemon Grove; Mexican parents overturn school segregation on the grounds that separate facilities for Mexican American students were not conducive to their "Americanization" and prevented them from learning English.
1932	&	National Recovery Act; forbade more than one family member from holding a government job; removed women from the workplace who filled jobs while men were fighting in World War II

1934	@	Federal Housing Administration (FHA) created in part by the National Housing Act of 1934; The mortgage lending system we still use today was created and enabled the White masses to purchase homes while denying home loans to Blacks, other people of color, and non-Christians. The FHA took advantage of racially restrictive covenants and insisted that the properties they insured use them. Along with the Home Owner's Loan Coalition (HOLC), a federally-funded program created to help homeowners refinance their mortgages, the FHA introduced redlining policies in over 200 American cities. 1934-1968 FHA mortgage insurance requirements Utilized redlining. Redlining is the practice of denying or limiting financial services to certain neighborhoods based on racial or ethnic composition without regard to the residents' qualifications or creditworthiness. The term "redlining" refers to the practice of using a red line on a map to delineate the area where financial institutions would not invest. At the same time, the FHA was subsidizing builders who were mass-producing entire subdivisions for whites — with the requirement that none of the homes be sold to African-Americans.
1935	\$	California law declares Mexican Americans are foreign-born Native Americans (not citizens).
1935	&	Social Security Act; established a system of old-age benefits for workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped; excludes farm workers and domestic workers from coverage, denying those disproportionately minority sectors of the work force protections and benefits routinely distributed to Whites
1935	&	Wagner Act legalizes the right to organize and create unions but excludes farm workers and domestic workers, most of whom are Chicano/a, Asian, and African American.
1943	+	Zoot Suit riots; police arrest only Mexican youth, not Whites.
1946	%	Mendez v. Westminster; Court ends de jure segregation in California finding that Mexican American children were segregated based on their "Latinized" appearance and district boundaries manipulated to ensure Mexican American children attended separate schools
1953	^	President Dwight D. Eisenhower signed an executive order that bans homosexuals from working for the federal government, saying they are a security risk
1954	+	Civil Rights Movement; height of the Civil Rights Movement was from 1954 - 1968
1954	*	Brown v. Board of Education; overturns Plessy v. Ferguson "separate but equal" doctrine; Supreme Court rules segregation in education is inherently unequal.
1961	^	Illinois becomes the first state to decriminalize homosexuality by repealing their sodomy laws
1963	@	Rumford Fair Housing Act; California act which outlawed restrictive covenants and the refusal to rent or sell property on the basis of race, ethnicity, gender, marital status or physical disability.
1963	+	Martin Luther King jailed during anti-segregation protests; writes "Letter from the Birmingham Jail" arguing that individuals have a moral duty to disobey unjust laws.
1964	@	California Proposition 13 was passed, amending the California Constitution and nullifying the Rumford Fair Housing Act. Proposition 13 remained in effect until it was declared unconstitutional by the California Supreme Court in 1996.
1964	*	Civil Rights Act of 1964; outlaws discrimination based on race, color, religion, sex, or national origin; prohibits discrimination in a number of settings including: employment, housing, public accommodations;
1965	^	Beginning of Gay Rights Movement in California
1971	%	Serrano v. Priest; California case where students of Los Angeles County public schools and their families argued that the California school finance system, which relied heavily on local property tax, disadvantaged the students in districts with lower income. The California Supreme Court found the system in violation of the Equal Protection Clause because there was too great a disparity in the funding provided for various districts.

1972	%	Lau v. Nichols; Supreme Court rules that school programs conducted exclusively in English deny Equal access to education to students who speak other languages; determines that districts have a responsibility to help students learn English
1972	*	Title IX, a portion of the US Education Amendments of 1972; No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance
1973	%	San Antonio Independent School District v. Rodriguez; Texas case where Parents of students in a Texas school district argued that the school finance system in Texas, which relied on local property tax for funding beyond that provided by the state, disadvantaged the children whose districts were located in poorer areas. Unlike the state court in Serrano v. Priest, the Supreme Court found that the system did not violate the Equal Protection Clause after determining that the system did not intentionally or substantially discriminate against a class of people.
1973	%	Robinson v. Cahill; a New Jersey case where the public school funding system relied heavily on local property tax. The New Jersey Supreme Court found that this system violated the state constitutional guarantee of access to a “thorough and efficient” public education system.
1973	#	The Rehabilitation Act of 1973 was the first disability civil rights law in the US, It set the stage for the ADA and prohibits discrimination against people with disabilities in programs that receive federal financial assistance. Two sections, 504 and 508 are pertinent to education. Section 504 protects access to education in institutions that receive federal funds, and section 508 protects access to technology, which of course is a large part of higher education and includes accommodations that help mediate the disability symptoms in education.
1973	+	Roe v. Wade; a right to privacy under the Due Process Clause of the 14th Amendment extended to a woman's decision to have an abortion, but that this right must be balanced against the state's two legitimate interests in regulating abortions: protecting women's health and protecting the potentiality of human life.[84] Arguing that these state interests became stronger over the course of a pregnancy, the Court resolved this balancing test by tying state regulation of abortion to the third trimester of pregnancy.
1974	%	Milliken v. Bradley; US Supreme Court rules schools may not be desegregated across school districts; The ruling clarified the distinction between de jure and de facto segregation, confirming that segregation was allowed if it was not considered an explicit policy of each school district
1978	%	The Indian Child Welfare Act was passed wherein Native American parents gained the legal right to deny their children’s placement in off-reservation schools
1982	%	Plyler v. Doe; A Texas law allowed the state to withhold school funds for undocumented children. The Supreme Court found that this law violated the Fourteenth Amendment rights of these children because it discriminated against them on the basis of a factor beyond their control, and because this discrimination could not be found to serve a large enough state interest.
1982	^	Wisconsin becomes the first state to outlaw discrimination based on sexual orientation
1990	#	Americans with Disabilities Act (ADA); civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.
1993	^	President Bill Clinton signs a military policy known as “Don’t Ask, Don’t Tell” that prohibits openly gay Americans from serving in the military, but prohibits the harassment of “closeted” homosexuals.

1995	+	Hate Crimes Sentencing Enhancement Act; allows a judge to impose harder sentences if there is evidence showing that a victim was selected because of the “actual or perceived race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation of any person”.
1996	+	California Proposition 209: prohibits state governmental institutions from considering race, sex, or ethnicity in the areas of public employment, public contracting, and public education; ended affirmative action in California;
1996	^	Defense of Marriage Act; banned federal recognition of same-sex marriage and defined marriage as a “legal union between one man and one woman as husband and wife”.
1996	^	Hawaii Circuit Court judge ends ban on gay marriage in Hawaii
2008	^	California Supreme Court rules that limiting marriage to opposite sex couples is unconstitutional
2008	^	Proposition 8: California voters approve Prop 8, making same-sex marriage illegal
2009	^	Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act; signed into law by President Barack Obama; makes it a federal crime to commit crimes motivated by a victim's actual or perceived gender, sexual orientation, gender identity, or disability.
2017	^	Hively v. Ivy Tech; The 7th Circuit Court of Appeals rules that the Civil Rights Act prohibits workplace discrimination against LGBT employees,
2017	+	President Trump issued a series of discriminatory executive orders banning Muslims from travel to the United States; The first was Executive Order 13769 Protecting the Nation from Foreign Terrorist Entry into the United States, also known as the Muslim ban; the Supreme Court allowed the third iteration of the Muslim ban to stay in place pending further legal challenges; separates American families.
2017	^	President Donald Trump announced Transgender individuals may not serve in any capacity in the US military
2018	\$	Deferred Action for Childhood Arrivals (DACA) rescinded by President Trump leaving nearly 700,000 Dreamers eligible for deportation; rescission was to be effective as of March 2018, but a Supreme Court ruling postponed the effective date to October 2018
2019	^	The Supreme Court allows President Trump’s transgender military ban to go into effect; individuals diagnosed with gender dysphoria may not serve in the military unless they serve according to the sex they were assigned at birth.

Key

!	General Property Rights
@	Home ownership
#	Ability
\$	Citizenship & Voting
%	Education
^	LGBTQ
&	Labor/Workers Rights
*	Human Rights
+	Misc. Discrimination and Important Dates

HISTORY OF EQUITY @ MSJC

A Brief History of Student Equity Planning and Reporting at MSJC

According to the California Community College System's Office and the California Code of Regulations 51026 Student Equity and 54220 Student Equity Plans, each college within the system is charged with the responsibility of designing and implementing a student equity plan. Below is a brief timeline about Student Equity at the state level and MSJC.

<i>Timeline of Equity Milestones @ MSJC</i>	
1992	Board of Governors (BOG) introduce Student Equity Policy
1996	BOG makes receipt of state funding contingent on having a Student Equity Plan (SEP)
2001	MSJC was designated as a Hispanic-Serving Institution (HSI) with a 25% Hispanic student body
2002	BOG requires community colleges to develop SEPs
2004	Upward Bound Program begins at MSJC
2005	BOG requires community colleges to update and complete SEPs
2006	Talent Search Program begins at MSJC
2007	Puente begins at MSJC
2008	BOG suspends SEP requirement
2010	Academic Senate of the California Community Colleges (ASCCC) releases updated guidelines for developing SEPs
2009-2010	MSJC Student Equity Taskforce develops and submits a 3-year Student Equity Plan (2010)
2011	BOG creates Student Success Task Force
2012	Student Success Act of 2012 (SB 1456) passes; requires coordination of Student Success and Support Program and SEPs
2012	California Community College Chancellor's Office (CCCCO) convenes Student Equity Workgroup
2012-2013	MSJC opens the Veterans Resource Centers at both the San Jacinto and Menifee Valley Campuses
2014	CCCCO revises SEP guidelines; Governor's 2014-2015 budget approves \$70 million to support SEPs
2014	MSJC Student Equity Taskforce develops, submits, and implements a 3-year (2014-2017) Student Equity Plan
2015	MSJC Student Equity Plan 2015-2018 submitted to CCCCCO
2015	Basic Skills Coordinator hired
2015	First Year Experience (FYE) Program is initiated through the US Department of Education Title V grant

Timeline of Equity Milestones @ MSJC

2016	Director of Student Equity and Success hired; Professional Development Coordinator hired
2017	UMOJA and A2MEND begins at MSJC
2017	Integrated Plan (SSSP, BSI, Equity) submitted to Chancellor's Office
2019	Student Equity Plan (2019-2022) submitted to Chancellor's Office
2019	DACA and LGBTQ+ Task Forces started
2019	Health Service Centers Open at MVC and SJC with Mental Health Counseling
2019	MSJC joins Caring Campus
2019	Development and implementation of MSJC Equity Pledge
2019	20 Administrators and 20 faculty begin the USC Equity Institute
2019-2020	Equity Strategic Plan developed

HIGH PRIORITY STUDENTS @ MSJC

At Mt. San Jacinto College we understand that to effectively eliminate disproportionate impacts, we must remove institutional barriers that lead to inequitable educational outcomes in the five (5) Performance Indicators established by the Chancellor’s Office. Our first step in eradicating these institutional obstacles, practices, and structures, is to boldly identify our highest priority students. [Institutional data](#) over the last five year (2014-2019) has been used to determine the highest priority student categories and expose the level of urgency necessary to responding to these critical student needs. For DACA/Undocumented and Homeless students – data is not readily available; however, the institution categorizes these two groups as Institutionally Underserved.

Performance Indicators	African American	Hispanic	Native American	Pacific Islanders	Bisexuals	DACA/Undocumented	DSPS	Foster Youth	Homeless
Access - Successful Enrollment				X		~			~
Retention - Fall to Spring	X			X		~			~
Completion of Transfer-Level Math and English	X				X	~			~
Earned Credit Certificate over 18 units, Associate Degree	X		X			~		X	~
Transfer to a 4-Year Institution	X	X	X			~	X	X	~
<i>Priority</i>	!	#	*	*	#	#	#	*	#

Priority Key

Highest Priority	!
High Priority	*
Institutionally Underserved	#

EQUITY VALUES @ MSJC

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 color-blindness 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*

THE MSJC EQUITY PLEDGE

Pledge and Commitment to Promoting Diversity, Inclusion and Equity @ MSJC

Consistent with our mission, vision, and values, *the MSJC Equity Pledge*, is a new initiative by which faculty, classified professionals, administrators, and students can pledge and commit, as individuals and members of the College community, to actions toward creating a welcoming and safe learning environment at MSJC for each and every student. We understand this to be a collective responsibility we owe to our students, staff members, and the communities we serve.

To pledge your commitment to this effort please find information available on the [MSJC Equity Pledge](#)

EQUITY RESOURCES

Equity Links

Black Minds Matter <https://jlukewood.com/black-minds-matter/> A public course where we seek to raise the national consciousness about issues facing Black boys and men in education.

CCCCO Student Equity <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Equity>

CCCCO Using Disproportionate Impact Methods to Identify Equity Gaps
https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Network-Operations/Accountability/Files/Disproportionate_Impact_Equity_and_Placement-201701051.ashx

Center for LGBT Health Equity (CLHE) <https://dworakpeck.usc.edu/research/centers-affiliations/center-for-lgbt-health-equity-clhe> The Center for LGBT Health Equity (CLHE) was created to lead scientific inquiry into the physical, emotional and social health of LGBT youth, adults and families, and guide best practices for achieving health equity for this population.

Center for Urban Education (CUE) <https://cue.usc.edu/> Achieving racial equity by partnering with educational systems to change policies and practices

Community College Equity Assessment Lab (CCEAL) <https://cceal.org/> The Community College Equity Assessment Lab (CCEAL) is a national research laboratory under the Interwork Institute at San Diego State University. CCEAL support community colleges with research, assessment, and training activities that support the success of historically underserved students of color.

EdChange <http://www.edchange.org/index.html> EdChange is a team of passionate, experienced educators dedicated to educational equity and justice. With this shared vision, we have joined in collaboration to develop resources, workshops, and projects that contribute to progressive change in ourselves, our schools, and our society.

MSJC Student Equity Data
<https://www.msjc.edu/InstitutionalResearch/Pages/Student-Equity-Data.aspx>

Project Implicit <https://implicit.harvard.edu/implicit/> The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit

attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.

Social Justice Training Institute (SJTI) <http://www.sjti.org/> The Social Justice Training Institute provides a forum for the professional and personal development of social justice educators and practitioners to enhance and refine their skills and competencies to create greater inclusion for all members of the campus community.

Teaching Tolerance <https://www.tolerance.org/> Our mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy.

The National SEED Project <https://nationalseedproject.org/> The National SEED ProjectSM is a peer-led professional development program that creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity.