Student Equity and Achievement Program Produced: 12/05/2022 02:44 PM PST Rebecca Teague

Mt. San Jacinto College - Student Equity Plan (2022-25): Certified

Details

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American
1-year outcome: Increase the number of first-time Black and African American students who successfully enroll by 5% using 2021-2022 as a baseline
2-year outcome: Increase the number of first-time Black and African American students who successfully enroll by 5% using 2021-2022 as a baseline
3-year outcome: Increase the number of first-time Black and African American students who successfully enroll by 5% using 2021-2022 as a baseline

Completed Transfer-Level Math & English

Black or African American
1-year outcome: ● 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
2-year outcome: ● 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
3-year outcome: ● 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

Persistence: First Primary Term to Secondary Term

Black or African American
1-year outcome: 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
2-year outcome: 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
3-year outcome: 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

Transfer

Black or African American
1-year outcome: Increase transfer of Black and African American students by 5% using 2021-2022 data as a baseline
2-year outcome: Increase transfer of Black and African American students by 5% using 2021-2022 data as a baseline

3-year outcome: Increase transfer of Black and African American students by 5% using 2021-2022 data as a baseline

Completion

Black or African American
1-year outcome: Increase completion of Black and African American students by 5% using 2021-2022 data as a baseline
2-year outcome: Increase completion of Black and African American students by 5% using 2021-2022 data as a baseline
3-year outcome: Increase completion of Black and African American students by 5% using 2021-2022 data as a baseline

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Cultivate and Support a Transfer Culture
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
- Develop and Enhance Intentional Student Programming that Emphasizes Culturally Responsive Best Practices
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
- Improved Communications and Outreach Interventions
- Develop and Enhance Intentional Student Programming that Emphasizes Culturally Responsive Best Practices
- Examine Enrollment Practices/Procedures, Processes, and/or Practices
- Invest in Student Centered Spaces
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
- Develop and Enhance Intentional Student Programming that Emphasizes Culturally Responsive Best Practices
- Examine Enrollment Policies/Procedures, Processes, and/or Practices
- Invest in Student Centered Spaces

- Improve Communications and Outreach Intervention
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
- Build Stronger Partnerships
- Examine Enrollment Policies/Procedures, Processes, and/or Practices
- Strengthen Mentoring Programs (Peer-to-Peer, Faculty-to-Peer)
- Provide Professional Development that Frames Institutional Understanding and Practices for Equity
- Improve communications and outreach intervention
- Build Stronger Partnerships

Key Initiatives/Projects/Activities *

MSJC has been building and enhancing its equity efforts by creating and expanding initiatives focused on addressing achievement gaps. Our efforts range from supporting curriculum committee diversity efforts to supporting cultural graduation ceremonies, equity focused professional development, and providing structured equity work at the college. Faculty worked to change the curriculum approval process to require incorporating equity and cultural responsiveness in the Course Outline of Record. Changes include, incorporating culturally sensitive and inclusive readings, integrating students' experiences and various backgrounds by validating students' knowledge and diverse perspective, more equitable assessment practices, and inclusive and student-friendly schedule and catalog descriptions. Other instructional efforts include expanding the Puente program by adding a cohort at the Menifee campus and increased support for Umoja. The college provides ongoing support for Black History Month, Latinx Heritage Month, Native American Heritage Month, and American Asian Pacific Islander Heritage Month. The college currently has two end-of-year cultural celebrations, Raza Graduation, a graduation celebration for Latinx and indigenous students and their families and the Imani Celebration for African Americans students. Professional development opportunities include, CORA: Supporting Men of Color in Community Colleges, the Equity Literacy Institute, Black Minds Matter, and SEEDS: Student Empowerment, Equity, and Diversity Series. The Latinx Advisory Council and African American/Black Advisory Council have participation from faculty, staff, and administrators. The councils meet with the president of the college on a regular basis. The college established a "Inclusion, Diversity, Equity, and Accessibility Implementation Committee" to support a broad-based collaborative approach to IDEA. The committee serves as a central space for groups working on specific populations and projects, such as Latinx Heritage Month, Black History Month, Native American History Month, and Asian Pacific Islander, DESI Heritage Month. Additionally, the team functions as a space to assess and offer feedback on facets of equity in initiatives and programs, such as the OER Faculty Stipend, and to form workgroups as needs arise.

Evidence of Decreased Disproportionate Impact *

The ongoing efforts of the college on diversity, equity, inclusion, and accessibility are having a positive impact. We have local data and SEPI data that show improvements in the outcomes of African Americans and in some cases decreases in disproportionate impact. For example, local data show an increase in the success rates of African Americans in online courses. The success rate in fall 2017 was 45.8%. The success rate in fall 2021 was 63.9%. The increasing success rate is evidence that specific professional development on online teaching and broader professional development on equity are having a positive impact. However, there is still an achievement gap in the area of success in online classes. The fall 2021 success rate in online classes for all non-African American students was 70.8%. The SEPI data also shows some positive trends. For example, in the category of "Persisted First Primary Term to Subsequent Primary Term" from the SEPI data, in 2016 the Primary PPG for African Americans was -0.145. The Primary PPG for African Americans in 2020 was -0.111. Disproportionate impact decreased, but was still occurring. In terms of transferring to a four-year school, there were 242 African American transfers in 2020 compared to 197 in 2017. These positive trends are likely the result of a number of different factors, such as a higher percentage of students making educational plans, high quality support services, such as tutoring and supplemental instruction, and student-centered schedule development.

2022-25 Planning Efforts *

MSJC'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. What emerged were discussions about addressing key tensions. One

significant issue that emerged was the importance of differentiating between transactional and transformative practices. Transactional practices focus on improving practices leaving larger/broader structures in place or perhaps not even being considered or questioned. Transformational approaches seek to bring into focus the overarching structural processes and divisions and the actual values and priorities that sustain them. A key component of transforming the institution is moving away from a student-deficit mindset. Another dynamic that emerged from the discussions about the Student Equity Plan was the compliance imperative that drives it versus the opportunity it provides for a critical assessment of college practices and for discussing ideas to truly advance student equity. The Student Equity Plan can reflect a commitment to advancing equity. To succeed, the commitment will need to be sustained by hard work of the faculty, staff, and administrators of the college working together.

Another dynamic that emerged from our discussions of the previous plan was the challenge of integrated planning. On one hand, faculty, staff, and administrators have shown dedication and commitment to arranging numerous different projects, each of which can be a challenge to plan and organize. With different groups of people each working on their own projects, coordinating and collaborating with others does not happen as often as we would like. Finally, the previous plan was broad in scope and sought to address disproportionate impact in a number of different groups of students. Of course, our efforts to support all of our students, including undocumented students, students with disabilities, our LGBTQ+ population, and others will continue. However, there was a consensus to focus this plan on the outcomes of African American students based on the disproportionate impact from SEPI data. While several groups experience disproportionate impact in some areas, African Americans experience disproportionate impact in multiple areas.

Pandemic Acknowledgement

× Interrupted Work Fully
× Catalyzed Work
√ Delayed Work

Provide an explanation (optional)

The pandemic definitely impacted our equity efforts in all three ways. It interrupted how we function as an equity team as most of the meetings and work moved to a virtual platform. Student-facing events and activities were also moved online, and student participation varied.

As such, some work was delayed as well. Other initiatives and needs were prioritized, including shifting efforts to support all students who were lacking technology, and supporting faculty districtwide who had little to no experience teaching online. These priorities were further impacted by large impacts to staffing, as many faculty and staff retired or resigned from the district.

 The pandemic was also the catalyst for shifting priorities in ways the college had not before, such as access to technology and scheduling specific modalities with student need in mind.

Executive Summary URL *

https://www.msjc.edu/institutionalplanningandeffectiveness/institutional-goals-and-plans.html

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✓	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

There are several overarching themes that inform friction points impacting Black and African American students' successful enrollment:

- Lack of or limited communication between various departments that specifically target and provide support for Black and African American student successful enrollment
- Lack of or limited recruitment practices and strategies, including marketing campaigns that specifically address Black and African American student enrollment
- Lack of or limited personnel whose primary focus is successful enrollment for Black and African American students
- Lack of or limited outreach efforts and partnerships with Black and African American community leaders

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current structures in Instruction that have contributed to inequitable enrollment practices for our students over the years, particularly for our Black and African American student population. They include:

- Delayed schedule development process results in schedule of classes being published much later than neighboring colleges
- Persistent waitlists for courses that new students should be taking, particularly ENGL-101, MATH-105, MATH-110, MATH-140, and MATH-211
- Schedule development process is not informed by Guided Pathways educational planning
- Student deficit mindset that puts the onus on Black and African American students for successful enrollment
- Limited participation and engagement in professional development that targets best practices or high impact practices for enrolling and retaining Black and African American students
- Limited participation and engagement in professional development that addresses racial equity in the classroom

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current structures in Student Services that have contributed to inequitable enrollment practices for our students over the years, particularly for our Black and African American student population. They include:

- Limited to no coordination on outreach strategies specifically targeting Black and African American students
- Lack of engagement with off-campus Black and African American community members and leaders
- Lack of or limited communication between divisions as it pertains to Black and African American student outreach and enrollment
- Lack of or limited strategic planning about college and department communication to Black and African American students
- Lack of or limited communication to Black and African American community about the role Guided Pathways and Career Education tracks play in preparing students for good paying jobs and careers that do not require a four-year degree
- Siloed efforts kept to one specific area, program, department, or division

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✗ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified Other current structures that have contributed to inequitable enrollment practices for our students over the years, particularly for our Black and African American student population. They include:

- Work-load and organizational culture, including policies that impact campus-wide participation. It is easy to fall back on isolated efforts due to time constraints or out of concern about practices and or priorities being questioned
- Complacency/exhaustion that leaves us comfortable with incremental change and forgoes transformational ambitions

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal Instructional structure for successful enrollment for Black and African American students would include the following:

- Schedule development process that considers Guided Pathways and populated educational planning
- Addressing waitlists early on in enrollment period and early on in the schedule development
- Equity-focused scheduling collaboration with Umoja, A2mend, and Math and English Departments
- Professional development to address implicit bias, bias against AAVE, and racism - especially bias against Black and African Americans students pre and post-enrollment
- Regular proactive approach to communication, including regularly informing the college community about the efforts being undertaken to improve the successful enrollment of Black and African American students
- Intentional collaboration with Pathways, Career Education, and department leads/chairs

√ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal Student Services structure for successful enrollment for Black and African American students would include the following:

- Dean or Director of African American Initiatives who can develop and coordinate equity efforts, head initiatives, and act as a liaison between departments and affinity groups to enhance collaboration and enact our equity vision for Black and African American students successful enrollment
- A collaborative outreach strategy specifically targeting Black and African American students
- Additional counseling support for Black and African American students during peak enrollment periods
- Engagement with off-campus Black and African American community members and leaders, including high school partnerships and outreach
- Training to address implicit bias, bias against AAVE, and racism - especially bias against Black and African Americans as they enroll/seek services
- Regular proactive approach to communication, including regularly informing the college community about the efforts being undertaken to improve the successful enrollment of Black and African American students

X Budgeting and Administration (HR, Purchasing, Processes, etc.)
X General Operations (A&R, Parking, Campus Policing, etc.)
√ Other
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, Other ideal structures for successful enrollment for Black and African American students would include the following:

- A shared vision and expectation that successful enrollment of Black and African American students is a priority in all areas

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The necessary transformation required to reach ideal structure is dependent on several key areas, including working with Human Resources and departments for hiring and staffing practices that will ensure we are hiring staff that has the knowledge, skills, and abilities to support successful enrollment of Black and African American students. Additionally, partnerships with the Public Information Office and specific departments and programs to

develop a campaign and market programs and services that are available for Black and African American successful enrollment. This includes working with A2mend, Umoja, and similar programs to ensure students receive support early on in their matriculation. Professional development for all staff and faculty is also essential for this transformation to reach ideal. Providing clear expectations about serving BIPOC students and especially first generation, Black and African American students and the intersections of their identities is critical. Scheduling is also a necessary transformation. In particular, developing a scheduling process with a Guided Pathways and racial equity focused lens would be necessary to ensure Black and African American students can identify their pathway early on and know the various support systems in place for their successful enrollment. Finally, developing intentional targeted initiatives or campaigns that focus on successful enrollment for Black and African American students is necessary.

Action

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

Chancellor's Office Supports

Supports Needed
✗ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

Explanation of Supports Needed

- Data and Research: We have a great deal of data available here at the college. There may be a few areas where additional information is needed. For example, we need to know which first-time African Americans students have not seen a counselor by a certain point in the semester. Also, from available reports we know which students have applied for financial aid, but not which ones are actually receiving financial aid awards, including CCPG.
- Technology Investment and Tools: Providing consultancy and staffing resources to allow the enrollment systems to exchange data more actively would assist successful enrollment.
- Policy and Regulatory Actions: The number of students who begin an application versus the number who are able to complete it presents challenges and points to a need for evaluating and revising the application. It would also be helpful to include additional data acquisition points to help us identify intersections of groups experiencing DI, which would improve and help equitize the enrollment experience.
- Professional Development: The Chancellor's office has an overall perspective and has insights into the work being done at other colleges. It would be helpful to have their insights on effective practices and successes at other community colleges. Additionally, professional development about equitable practices in enrollment specifically for staff and counseling would help facilitate a cultural shift.
- Pilots and Building Communities of Practice: Afford opportunities to interact with other colleges so we can tap into a wider reservoir of approaches and strategies.

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

While we have made improvements to some policies and practices, especially as we have pivoted away from remedial classes completely, we continue to see friction points or inequities that are perpetuated. There are several overarching themes that inform friction points impacting Black and African American students' successful completion of transfer level math and English:

- Inconsistent and often punitive classroom policies and procedures, such as late policies and grading practices vary from class to class
- Wide variation in online course design is confusing to navigate, especially when students are talking multiple courses with vastly different approaches, policies, and practices
- Cost of textbooks, materials, technology, and equipment is prohibitive
- Unclear communication and confusion about Guided Pathways and Math and English courses to enroll in given AB705 and AB1705 legislation
- Communication with instructors and counseling feels transactional and reported as experiencing bias, microaggressions, and explicit racism
- Academic support programs and services don't always align with student academic needs (i.e., hours of operation)
- The combination of the pandemic, economic instability, lack of access to healthcare, and cultural climate are resulting in students who feel anxious, overwhelmed, underprepared, disengaged, and/or distracted when they are in class and in turn faculty feel under-supported and unprepared to help students navigate these realities

Structure Evaluation

Current Structure
√ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Instruction

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current structures in Instruction that have contributed to inequitable practices that impede completion of transfer level math and English for our students over the years, particularly for our Black and African American student population. They include:

- Post pandemic scheduling of classes has limited face-to-face course offerings, including limited evening options
- The support models (i.e., co-requisite classes) developed in response to AB705 are not sufficiently effective
- Grading practices and policies that do not align with an racial equity lens and often do not assess or measure mastery
- Schedule development driven by department and faculty preferences not Guided Pathways and educational planning need
- Academic support services are often siloed and seen as last resort alternatives rather than success strategies
- Early alert systems, especially in Math and English are not comprehensive and follow-up communication and closing loops are not consistent
- Inconsistent professional development opportunities or shared department and faculty opportunities for Math and English to develop equitable practices that are consistent
- The onus of time management (metacognition, motivation, and discipline) is placed onto students instead of creating environments where support is normalized and integrated into the learning process
- Classroom experiences in Math and English (as well as other disciplines) are reported as biased with microaggressions and racist in policies and practices
- Classroom practices and mindsets about rigor and academic expectations that do not align with students' cultural and linguistic identities
- Limited OER and ZTC courses and marketing of those courses in class schedule and within departments
- Lack of or limited diverse representation of diverse faculty and staff in math and English departments
- No requirement or incentive to enroll in math and English first year

√ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current structures in wrap around services that have contributed to inequitable practices that impede completion of transfer level math and English for our students over the years, particularly for our Black and African American student population. They include:

- Limited technology and textbook programs and access in Math and English classes and in libraries for check out
- Limited communication and comprehensive planning for students to learn the scope of resources such as courses with embedded tutors, library services, and tutoring services
- Academic support services are often siloed and seen as last resort alternatives rather than success strategies
- The onus of time management (metacognition, motivation, and discipline) is placed onto students instead of creating environments where support is normalized and integrated into the learning process
- Limited OER and ZTC courses and marketing of those courses in class schedule and within departments
- Lack of or limited collaboration with Guided Pathways counselors and departments, high school partnerships, dual and concurrent enrollment
- Lack of or limited representation of diverse faculty and staff in math and English

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
√ General Operations (A&R, Parking, Campus Policing, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current structures in General Operations that have contributed to inequitable practices that impede

completion of transfer level math and English for our students over the years, particularly for our Black and African American student population. They include:

- Classroom spaces that are not conducive or lack resources to support active and student-centered learning in math and English

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Prior to the pandemic, Math and English were required to restructure our programs in response to AB705; in this process, we began to look at data disaggregated by race, which drew our attention to inequities in successful completion rates. The pandemic and national struggle with racial injustice further exposed the systemic inequities embedded in our departments' policies, practices, and culture. Based on our data, SEPI and CUE data, student surveys, open forums, and listening sessions, we have identified a number of factors that have contributed to inequitable enrollment practices for our students over the years, particularly for our Black/African American student population.

Drawing on the feedback in listening sessions we held with students and the USC racial climate student survey, we identified the following barriers; Students reported experiencing pressured to enroll in transfer level classes for which they felt underprepared. Students reported experiencing bias, microaggressions, and explicit racism in classes. Students reported experiencing "burn-out". The wide variation in online course design is confusing to navigate, especially when students are talking multiple courses with vastly different approaches, policies, and practices. Classroom policies and procedures, such as late policies and grading practices, were sometimes confusing and extreme. Students who experienced disconnect and a lack of communication with some instructors, resulted in perceptions of student-faculty relationships as transactional. Students reported feeling overwhelmed and when attempting to communicate this with faculty, they felt under-supported and sometimes were met with no response. The lack of availability of face to face course formats during the evening has been a barrier. Textbook and material costs are prohibitive.

Faculty, classified, and administrators who participated in the listening sessions identified the following barriers: Students are experiencing a lack of confidence and belonging; they report hearing from students who experience racism, bias, and microaggressions; there is bias against students who speak AAVE; the combination of the pandemic, economic instability, lack of access to healthcare, and cultural climate are resulting in students who feel anxious, overwhelmed, underprepared, disengaged and/or distracted when they are in class and in turn faculty feel under-supported and underprepared to help students navigate these realities.

Ideal Structure
✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal instructional structure for successful completion of transfer level math and English for Black and African American students would include the following:

- Comprehensive department and course audit of math and English Course Outline of Records (COR), including policies and practices that do not align with COR
- Develop equity-driven classroom policies and practices that better facilitate the completion of transfer level English and Math classes for Black and African American students.
- Professional development focused on addressing bias, microaggression, and equitable classroom practices for math and English faculty
- Schedule development process that aligns with Guided Pathways and educational planning
- Addressing waitlists early in the registration process, including making sure we have faculty available to teach last minute

- A program review process that centers racial equity and a transparent equity-minded analysis of instruction, especially math and English
- Institutionalize compensation so faculty can discuss and address equitable grading practices, classroom policies, syllabus design, as well as OER, ZTC, and DE course design
- Strategic scheduling by monitor student withdrawals and use Early Connect to identify students who can get a "fresh start" enrolling in late-start classes
- Make more strategic use of Incompletes to help students on the verge of passing
- Professional development focused on addressing traumatic experiences and metacognitive assignments to help students understand and implement learning strategies, including normalizing support and success seeking behaviors and attitudes
- Schedule development based on student and enrollment needs, including online, evening, short term, and late start classes
- Increased awareness and collaboration with math and English department chairs and Umoja, A2Mend, and other affinity groups that support Black and African American student successful completion of transfer level math and English
- Recruitment, hiring, and retaining diverse faculty and staff for math and English
- Require and/or incentivize transfer math and English enrollment and completion in first year

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal Wraparound Services structure for successful completion of transfer level math and English for Black and African American students would include the following:

- Expand various embedded support services and programs (SI, tutors, library services, counseling, etc.) in all transfer level math and English classes
- Coordination between Counseling, LRC, PALS, FYE, Honors program, and Affinity groups to offer the same messaging about strategically scheduling support services as an expected component of their educational experience
- Comprehensive program reviews and analysis about the efficacy of 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
- Comprehensive program reviews and analysis that measures impact and success of academic support programs and services
- Increased collaboration and communication with math and English, learning support programs and services and student programs such as Umoja and A2Mend
- Evaluation of early alert and developing systems provide more information about students' progress
- Recruitment, hiring, and retaining diverse faculty and staff to support wrap around services in Guided Pathways success teams

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal Budgeting and Administration structure for successful enrollment for Black and African American students would include the following:

- Create a Dean or Director of Black and African American Initiatives who is responsible for coordinating and improving the successful completion of transfer level math and English of Black and African American

students. 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.

✗ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

We have made improvements to our policies, and practices, especially as we have pivoted away from remedial classes completely; however, in order to move from our current practices to increase success in transfer level math and English, we need to develop communities of practice and a more strategic instructional plan in addition to improving our collaboration with student services and institutional support. In doing so, we will be able to better assess which practices should be replicated and expanded or revised. We see shifts in the following areas leading to more equitable outcomes for African American and Black students:

Instructional Faculty Work: Evaluate what equity gaps exist in classroom policy and practice in transfer level Math 105, 140, 110, and English 101; Complete an equity audit of what's on the Course Outline of Record vs how it's being implemented; Engage in Professional Development focused on addressing bias, microaggression, and equitable classroom practices for full-time and associate faculty; Institutionalize compensated Communities of Practice so faculty can discuss and address equitable grading practices, classroom policies, syllabus design, as well as OER, ZTC, and DE course design; Offer and advertise late-start classes taught by instructors teaching full term courses so they can identify students who might benefit from a "fresh start."; Encourage faculty to teach the same class in consecutive semesters; Make more strategic use of Incompletes to help students on the verge of passing; Develop units or strategies on addressing traumatic experiences and metacognitive assignments to help students understand and implement learning strategies; Develop strategies to strategically offer short term early and late start classes as well as more evening classes; Create environments where support is normalized and integrated into the learning process; A program review process that centers equity and a transparent equity-minded analysis of instruction, staffing (staffing and retention), and communication.

Institutional Support: Identify better ways to measure impact and success using data in the LRC (IT/IR); Identify whether a student is repeating the class on the roster; Hire more counselors to help better follow-up with students; Convert to a sixteen week semester so we can offer summer classes and winter terms and help avoid student burnout; coordinate with the Office of Instruction to a two-year schedule.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The necessary transformation required to reach ideal structure for successful completion of transfer level math and English for our Black and African American student population is dependent on several key areas, including working with Human Resources and departments for hiring and staffing practices that will ensure we are hiring staff that has the knowledge, skills, and abilities to support Black and African American students. Intentional collaboration with Guided Pathways, counseling, and academic support services and programs. Similarly, instituting a more collaborative and communicative approach to scheduling, one the centers equity and Guided Pathways would be necessary to ensure Black and African American students can identify which math and English course best addresses their needs at the time of enrollment. This includes working with A2mend, Umoja, and similar programs to ensure students receive support early on in transfer level math and English courses. To support departments, staff and faculty also need ongoing professional development that centers and incentives communities of practice strategies and high impact practices for successful completion of math and English for Black and African American students. Establishing a comprehensive audit and evaluation of policies and practices

that may not be student-centered and/or culturally affirming and validating in math and English classrooms would be transformational for successful completion of transfer math and English for our Black and African American student population. Finally, working with existing resources such as Institutional Research and Information Technology to enhance and access necessary data and reporting mechanisms that will provide necessary data to make more data informed decisions is essential to transformational shifts in successful completion of math and English for Black and African American students.

Action

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

Chancellor's Office Supports

Supports Needed

X Field Guidance & Implementation

✓ Technical Assistance/Professional Development

X Data & Research

X Policy & Regulatory Actions

✓ Technology Investments & Tools

✓ Proof of Concept Pilots

X Strategic and Operational Communication

Explanation of Supports Needed

Professional Development:

- Continue offering Professional Development provided by the Chancellor's office in areas such as: addressing bias, microaggression, and equitable classroom practices, communities of practice, equitable grading practices, among others that can help increase the completion of Transfer Level Math and English courses.
- Communities of Practice: English requires financial support for professional development, dedicated coordinators, and communities of practice to manage the target goals of increasing successful completion by 10-15% in three years.
- Technology Investments & Tools: By offering technology and support to collect and mine data about student activity in the library and LRC, the Chancellor's Office can support more efficacious data collection and analysis for program review.

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

There are several overarching themes that inform friction points impacting Black and African American students' retention from primary to secondary terms.

- Lack of or limited diverse representation of staff and faculty who have knowledge, skills, and abilities to support retention of Black and African American students
- Understaffed health support services to meet the needs of students experiencing stress and other mental health issues
- Lack of or limited academic support services for students who are feeling overwhelmed, especially early in the semester
- Implicit bias and racism, including bias against African-American Vernacular English (AAVE) in learning spaces
- Lack of facilities, Student Union and Life to support student and academic support (e.g., computer labs, study labs, meeting spaces, Village space, Puente Space, Engagement Centers)
- Inconsistent collaboration and structures for Early Alert and for addressing students who are on academic probation and possibly dismissal

Structure Evaluation

Current Structure
√ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current structures in Instruction that have contributed to inequitable practices that impede retention

from primary term to secondary term for our Black and African American student population. They include:

- Lack of or limited diverse representation of staff and faculty who have knowledge, skills, and abilities to support retention of Black and African American students
- Lack of or limited integrated and intentional planning with instruction to create a sense of belonging or foster community in and out of the classroom
- Lack of equity-focused teaching philosophy in faculty evaluations that foster a culture of continuous improvement for retention of Black and African American students
- Lack of or limited resources and personnel to scale up learning communities and programs such as Umoja, FYE, Puente
- Lack of or limited integrated systems that report back just-in-time data about student withdrawals
- Lack of or consistent professional development about best practices for retention of Black and African American student population

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current structures in wraparound services that have contributed to inequitable practices that impede retention from primary term to secondary term for our Black and African American student population. They include:

- Lack of or limited resources and personnel to scale up learning communities and programs, such as Umoja, FYE, Puente
- Lack of or limited integrated systems with Guided Pathways counselors that alert or communicate student progress early in the semester
- Lack of or limited counseling personnel to support caseload management system
- Reactive systems in place rather than proactive systems with a Guided Pathways and Equity framework
- Unclear requirements and expectations in our High School Partnership programs (e.g., Dual Enrollment and Concurrent Enrollment) that establish a clear pipeline to MSJC)

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current structures in Budgeting and Administration that have contributed to inequitable practices that impede retention from primary term to secondary term for our Black and African American student population. They include:

- No Director or Dean in place that oversees and leads Black and African American student retention and success
- Lack of or limited diverse representation of staff and faculty who have knowledge, skills, and abilities to support retention of Black and African American students
- SEA budget allocation is tied to salaries as well as prior and ongoing initiatives

✗ General Operations (A&R, Parking, Campus Policing, etc.)
✗ Other

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal Instruction structure for retention from primary term to secondary term for Black and African American students would include the

following:

- Implement strategies and marketing to identify and enroll students who would benefit from late start classes
- Provide equitable scheduling that better supports students' work/home schedules, including evening classes, weekends, online, and short-term (8 week) early and late start courses
- Work with Guided Pathways framework to market and share out information related to Adult Ed, Non-credit and certificate programs at MSJC, including enhancing job-related skills
- Provide ongoing and consistent professional development opportunities about best practices for retention
- Develop and utilize pathways success teams that connect with instructional faculty about student progress
- Create systems in place to communicate instructional and learning support services and resources for retention

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal Wraparound Services structure for retention from primary term to secondary term for Black and African American students would include the following:

- Institute practices that check-in with students about their major (navigator) at major milestones to determine if they're still invested in their major selection
- Targeted messaging to undeclared Black and African American students in Spring semester to ensure students receive adequate financial aid and support services and a major is declared in their 2nd semester
- Expand mental health support, including hiring social workers as part of the Pathways success teams
- Schedule regular check-ins within affinity groups-specifically Black and African American groups
- Expand wrap-around services that support students academically (LRC, Welcome Center, SI, Embedded Tutoring)
- Provide expanded access to financial resources, scholarships, internships/externships, on-campus student employment and other financial assistance
- Foster a transfer and career culture districtwide
- Strategize and create a concentrated outreach plan aimed at bringing Black and African American students (K-12) to our campuses across the district
- Remove any barriers we find in our K-12 Partnership Programs in order to increase enrollment of Black and African-American students into Dual Enrollment and Concurrent Enrollment programs

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal Budgeting and Administration structure for retention from primary term to secondary term for Black and African American students would include the following:

- Recruit and retain staff and faculty with knowledge, skills, and abilities that support Black and African American student enrollment and success
- Hire more BIPOC faculty and staff to match student population and demographics
- Create a Dean or Director of African American Initiatives who is responsible for coordinating and improving the successful retention 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.

✗ General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, Other more ideal structures for retention from primary term to secondary term for Black and African American students would include the following:

- Move from an 18 to 16 week schedule to reduce burnout, and develop two year calendars that offer students a timely and clear path to completion
- Continue strategically planning for annual events that build community among Black and African American students and intersections of their lived experiences and identities

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The necessary transformation required to reach ideal retention from primary term to secondary term for our Black and African American student population is dependent on several key areas, including developing integrated communication systems for students to access and utilize support hubs and services more effectively. Additionally, a more intentional and collaborative approach with student first year and retention programs, such as FYE, Umoja, and A2Mend is necessary. Similarly, Academic planning needs to align with Equity and Guided Pathways framework and move towards a case management system that has multiple check-points and communication between areas and services. Ongoing professional development about retention strategies for instructional faculty is essential. Finally, enhancing and expanding learning support services and programs that can be scaled and consider hiring of more BIPOC students for representation in those programs and service areas.

Action

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

Chancellor's Office Supports

Supports Needed
- ✓ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

- Professional Development: Offer additional professional development opportunities in areas such as: addressing best practices related to retention of Black and African American students, implementation of communities of practice, recommendations for strategic outreach planning aimed at increasing Black/African-American students at MSJC.
- Field Guidance and Implementation: Funds for manager position focused on Black Initiatives and Engagement and outreach specialist position that focuses on recruiting to ensure Black and African American students register at MSJC .

Transfer

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

There are several overarching themes that inform friction points impacting Black and African American students' successful transfer. These include:

- Lack of or limited messaging about pathways to timely transfer and incentives from ADTs and Vision for Success encourage students to take units and courses that are not eligible for credits at four-year institutions, including earning multiple associate degrees which delay transfer
- Lack of or limited academic educational planning outreach that would encourage an early transfer plan which results in students taking unnecessary courses and delays transfer
- Confusing counseling structures in which students must consult with multiple counselors which causes miscommunication or misinformation for Black and African American students
- Implicit bias and racism, including bias against African-American Vernacular English (AAVE) for students seeking student services and counseling support
- Course scheduling that is driven by enrollment that is not linked to pathway needs is an impediment for transfer or completion
- Lack of clearly identified physical spaces for Transfer Centers, including limited personnel to create a transfer-going culture

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current instruction structures that have contributed to inequitable transfer outcomes for our Black and African American student population. They include:

- Schedule development practices driven by departments and do not align with pathways which results in delayed transfer
- Lack of or limited professional development for instructional faculty to learn more about how to support transfer
- Lack of or limited transfer culture in the classroom and throughout the campus
- Lack of or limited diversity in the faculty that represent student demographics and transfer experience

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current wrap-around service structures that have contributed to inequitable Transfer outcomes for our Black and African American student population. They include:

- Lack of or limited training professional development structures for counselors to gain expertise in pathways-specific transfer counseling
- Lack of or limited transfer culture and awareness of non UCs and CSUs as transfer options (i.e. HBCUs)
- Lack of or limited visibility of a comprehensive transfer center/spaces within Student Services across all campuses

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified Budgeting and Administration structures that have contributed to inequitable transfer practices for our students over the years, particularly for our Black and African American student population. They include:

- Lack of or limited communication about budget allocation and processes for accessing funds that would support transfer related activities and events
- Lack of earmarked budget that is transfer-focused

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified other structures that have contributed to inequitable transfer practices for our students over the years, particularly for our Black and African American student population. They include:

- Implicit bias among faculty and staff, including anti-Black racism towards Black and African American students
- Lower retention rates of our Black and African American students affect transfer rates
- Lack of or limited communication to Black and African American community about options in higher education, including obtaining Master's and doctorate degrees
- Students of color are targeted by colleges that don't demonstrate high success rates

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal instructional structure for successful transfer for Black and African American students would include the following:

- Establish communities of practice for faculty that center equitable practices to help increase transfer

- Offer more courses that align with Pathways, Associate Degree for Transfer (ADT), and general education requirements
- Required higher level courses in pathways program maps should be identified and better integrated into the schedule development process so that students aren't required to delay their degree completion and/or transfer
- Integrated systems that link educational planning with schedule development
- Professional development and transfer resources to build transfer-culture in the classroom

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal Wrap around Services structure for successful transfer for Black and African American students would include the following:

- Develop structures to introduce Black and African American students to the Transfer Center in their first year rather than waiting until they complete 30 units
- Assign counselors to specific pathways so that there are more opportunities to gain depth of knowledge in each area
- Assign students to one primary counselor within a specific pathway so that the messaging is consistent and counselors are able to establish relationships with students
- Embed on-going transfer-specific professional development for counselors in structures that support wide participation
- Develop a transfer checklist that can be shared throughout the campus
- Develop clear transfer maps that clarify pathways for transfer to UC/CSU as well as private institutions and Historically Black Colleges and Universities (HBCUs)
- Ensure there's collaboration with Transfer Center and Student Services to better establish a transfer culture that is aligned with Guided Pathways and counseling efforts
- Establish defined, comprehensive, and accessible transfer centers across all three campuses

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal budgeting and administration structure for successful transfer for Black and African American students would include the following:

- Clarify processes around budget allocation for specific programs and services directly linked to the Transfer Center

✗ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal structure for successful transfer for Black and African American students would include the following:

Increase the number of faculty, classified professionals, and administrators trained in anti-racist practices and equity literacy, with a focus on reducing anti-Black racism

Establish communities of practice for classified professionals that center of equitable practices

Develop a regular proactive approach to communication informing the college community about community college degree options for transfer

Develop a thriving transfer culture that is properly staffed and resourced

Revised Student Center Funding Formula that disincentivizes multiple Associates Degrees and units

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The necessary transformation required to reach ideal transfer success for our Black and African American student population is dependent on several key areas, including developing increased visibility of comprehensive transfer centers within Student Services across all campuses and integrated communication systems for students to access and utilize support hubs more effectively. Intentional collaboration with Guided Pathways areas and promoting programs and services that are pathway-focused, such as Umoja and A2Mend are also important to reach idea transfer success. This includes ensuring students have accurate opportunities and educational planning information early in their matriculation. Intentional collaboration with Guided Pathways, counseling, and academic support services and programs, especially the Transfer Center is needed as well. Similarly, instituting a more collaborative and communicative approach to scheduling, one that centers equity and Guided Pathways would be necessary to ensure Black and African American students can identify which transfer options best address their needs and experiences.

Action

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

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✓ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Policy & Regulatory Actions: The Chancellor's Office should revise the Student Center Funding Formula so that multiple Associates Degrees and units aren't incentivized. Multiple associate's degrees delay transfer and encourage accumulating unnecessary units. The Chancellor's office should also revise the SCFF to include transfers from HBCU's in addition to UCs and CSUs.

Completion

Black or African American

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

There are several overarching themes that inform friction points impacting Black and African American students' completion rates. These include:

- Inequitable practices, policies and structures in our instructional and student services areas
- Racism, bias, and implicit bias - including extreme bias against African American Vernacular English (AAVE) and other dialects
- An 18 week long semester that leads to burnout and drops/withdrawals
- Inadequate scheduling processes that impact access to specific courses needed for completion

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current instruction structures that have contributed to inequitable completion outcomes for our Black and African American student population. They include:

- Gateway courses with low success rates

○ Lack of or limited access to impacted courses where students are able to access courses to complete degree/certificate

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified current wrap-around service structures that have contributed to inequitable completion outcomes for our Black and African American student population. They include:

○ Support Service structures that encourage students to earn multiple associate degrees

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified Budgeting and Administration structures that have contributed to inequitable completion practices for our students over the years, particularly for our Black and African American student population. They include:

○ Lack of or limited diverse representation of staff and faculty who have knowledge, skills, and abilities to support completion of Black and African American students

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Based on our internal data, SEPI and CUE data, student surveys, open forums and listening sessions, we have identified other structures that have contributed to inequitable completion practices for our students over the years, particularly for our Black and African American student population. They include:

○ Lack of structure and buy-in to support large-scale inquiry and implementation of equitable practices and policies
○ Lack of or little coordinated communication efforts and integration among the committees each doing equity work but in isolation
○ Low faculty morale is negatively impacting student success. BIOPIC faculty in particular report feeling unsupported at MSJC, as noted in the Staff/Faculty Diversification and Representation Survey

Ideal Structure
✓ Instruction
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal instructional structure for successful completion for Black and African American students would include the following:

○ Schedule development process that aligns with Guided Pathways and educational planning needs
○ Scheduling that better supports students' work/home schedules, including evening classes, weekends, online, and short-term (8 week) early and late start courses
○ More professional development about economic imperatives linked to completion
○ Align classroom practices, strategies, and policies around completion and transfer mindsets

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal wrap around services structure for successful completion for Black and African American students would include the following:

- Continue to provide institutional support in the creation of ongoing affinity and alliance groups to build community and belonging and to celebrate each group's unique history/culture/diversity/identity
- Provide clear student-centered and wrap-around supported Pathways (meta majors) that ensure students meet their educational and career milestones
- Ensure students' Pathways (meta-majors) cultivate new and emerging partnerships with local businesses and industries to secure job, internship, externship, and college work experience opportunities

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal budgeting and administration structure for successful completion for Black and African American students would include the following:

- Increase the number of faculty, classified professionals, and administrators trained in anti-racist practices and equity literacy, with a focus on reducing anti-Black racism

✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Based on analysis of the current process, policy, practice and/or culture, a more ideal structure for successful completion for Black and African American students would include the following:

- Identify, implement, and support ongoing high-impact practices that embrace the concepts of race-conscious equity and diversity to encourage the equitable participation of all students
- Create an institutional culture of holistic support where students feel part of a cohesive and caring learning community through culturally affirming and relevant curricular design, representation in course materials and subject matter
- Scale and institutionalize Communities of Practice (CoPs) that increase and assess diversity-rich learning, curricular and project-based learning that raise students' critical self-awareness and cultural competency, increase understanding of global diversity, and encourage engagement in the greater community
- Implement a 16 week schedule and develop two year calendars that offer students a timely and clear pathway to completion
- Develop regular communication strategies among the committees to prevent siloed equity work
- Work 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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The achievement of transformative structures for completion for our Black and African American student population is dependent on several key areas, including a data-driven campus culture that centers equitable and anti-racist practices with proper communication and feedback systems in place to support completion efforts. Additionally, professional development that also centers equitable and anti-racist practices for instructional faculty. The professional development should be focused on culture shifts and mindsets and in collaboration with Guided Pathways, counseling, and academic support services and programs. Similarly, instituting a more

collaborative and communicative approach to scheduling, one the centers equity and Guided Pathways would be necessary to ensure Black and African American students can access courses and complete programs that best meet their individual needs. Finally, staffing and hiring for these efforts is essential as it would help support the work that has to be done to sure completion.

Action

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.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✕ Data & Research
✕ Policy & Regulatory Actions
✓ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

- Professional Development: Additional and continued professional development in areas such as: addressing bias, microaggression, and equitable classroom practices, communities of practice, equitable grading practices, among others that can help increase completion.
- Technology: A reliable and integrated student management system that supports every step of the student journey (Onboarding to degree/certificate completion and/or transfer/career).

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

MSJC has been building and enhancing its equity efforts by creating and expanding initiatives focused on addressing achievement gaps. Our efforts range from supporting curriculum committee diversity efforts to supporting cultural graduation ceremonies, equity focused professional development, and providing structured equity work at the college. Faculty worked to change the curriculum approval process to require incorporating equity and cultural responsiveness in the Course Outline of Record. Changes include, incorporating culturally sensitive and inclusive readings, integrating students' experiences and various backgrounds by validating students' knowledge and diverse perspective, more equitable assessment practices, and inclusive and student-friendly schedule and catalog descriptions. Other instructional efforts include expanding the Puente program by adding a cohort at the Menifee campus and increased support for Umoja. The college provides ongoing support for Black History Month, Latinx Heritage Month, Native American Heritage Month, and American Asian Pacific Islander Heritage Month. The college currently has two end-of-year cultural celebrations, Raza Graduation, a graduation celebration for Latinx and indigenous students and their families and the Imani Celebration for African Americans students. Professional development opportunities include, CORA: Supporting

Men of Color in Community Colleges, the Equity Literacy Institute, Black Minds Matter, and SEEDS: Student Empowerment, Equity, and Diversity Series. The Latinx Advisory Council and African American/Black Advisory Council have participation from faculty, staff, and administrators. The councils meet with the president of the college on a regular basis. The college established a "Inclusion, Diversity, Equity, and Accessibility Implementation Committee" to support a broad-based collaborative approach to IDEA. The committee serves as a central space for groups working on specific populations and projects, such as Latinx Heritage Month, Black History Month, Native American History Month, and Asian Pacific Islander, DESI Heritage Month. Additionally, the team functions as a space to assess and offer feedback on facets of equity in initiatives and programs, such as the OER Faculty Stipend, and to form workgroups as needs arise.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

We have made great strides in developing our 5 Pathways (meta majors). Our current scale of adoption includes the development of the following: Pathways (Meta-Majors) Created - Arts, Communication, and Design; Business, Technology, and Entrepreneurship; Health and Wellness; People, Culture, and Public Service; Science, math, and Engineering.

- Recommended GE & electives embedded
- English & Math in the first year
- Dedicated counselors have been assigned to each of the Pathways.

With these structural elements in place, our challenge continues to be coordinating equitable, race-conscious support structures around the Pathways. The MSJC Student Success Committee (our Pathways shared governance committee), have determined a focus on three priorities within the Guided Pathways framework:

- Onboarding: continuing to improve on equitable and student centered processes, policies, and practices
- Success/Completion Teams: working to develop the support structure for each of the Pathways based on specific key performance indicators (KPIs) we are in the process of identifying
- Ensure Learning: Communities of Practice (CoP) Alignment Project: The purpose of this project is to provide all (district-wide) departments and faculty teams the opportunity to strengthen retention and success in their courses. The MSJC Community of Practice (CoP) Course Alignment Project is intended to support faculty teams with resources and time to focus on "gateway" assignments, units, assessments, and/or projects that have been barriers for student retention and success. Teams will be trained and supported to innovate diversity-rich learning, curricular and project-based learning to develop a culture of continuous improvement among all departments at the college.

Our next steps will be to:

- establish success/completion team structure to support students in their respective Pathways;
- identify and implement a case-management platform for better support students in their Pathway;
- create community/belonging in each of the Pathways.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

The MSJC Accommodation Service Center (ASC) formerly known as Disabled Student Programs and Services strives to ensure that all students can reach their full potential. ASC assists students with disabilities so they have equal access to all educational programs and activities on campus. ASC provides support services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, brain injury, visual impairments, health problems, and hearing impairments.

Key Initiatives:

At the Menifee Valley Campus, ASC moved our office and services from our previous location in building 1019 to a shared space, with enrollment services, located within the student services building. This new location affords a better atmosphere for both students and staff/faculty. There is more physical space, a much improved high-tech center for training and proctored testing, as well as an office space that is accessible and allows for all appointments and conversation to be truly private and confidential. We are now offering services at the Temecula campus on a limited basis and will expand as more in person classes are scheduled. Ongoing efforts by ASC to support accessibility of curriculum and technology include:

- increasing our in-reach efforts to faculty. We want to continue to build strong relationships and have solid communication with the instructional faculty in efforts to raise awareness of the services our program offers and provide guidance in order to maintain compliance pursuant to federal and state disability law as it applies to higher education.
- enhancing our test request procedures to make them more streamlined and user friendly for both students and faculty
- improving ASC access to services by streamlining our program's website to make direct access our focal point, particularly by creating an online ASC application
- the Alternate Media Specialist trains all students that qualify for assistive or adaptive software and devices that are designed to provide equal access to education. In addition, our Alternate Media specialist is in continuous contact with textbook publishers and instructors in order to meet state mandated deadlines associated with the production of alternate forms of media
- we continue to assess the utilization and benefits of our software and hardware
- we continue to work closely with the Counseling department to develop a guidance course that is geared towards

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

In reference to the Cal Grant Success Dashboard Data Tool, our region (Riverside and San Bernardino county) has experienced a reduction in financial aid applications completed prior to the March 2 priority deadline for the 2022-23 academic year as compared to prior years. As of March 2, 2022, completed financial aid applications for the 2022-23 academic year were 11.26% less than those completed for 2021-22. Compared to applications completed by the March 2 deadline for the 2020-21 year, this is a 14.49% decline.

MSJC is committed to a proactive financial aid strategy. Below are the main current and new efforts being implemented to increase successful FAFSA completion:

- develop financial Aid Application Workshops in collaboration with different student government associations, affinity groups, and clubs in collaboration with the Financial Aid Office in addition to those conduct as part of the Financial Aid Office's in-reach and outreach efforts;

- continue to run regular reports to identify students without an Institutional Student Information Record (ISIR) or with a rejected ISIR on file with MSJC with the goals of improving targeted communication to these student segments by offering follow-up, additional support, and information on upcoming workshop;
- implement cross department collaboration between the Financial Aid Office and Enrollment Services to identify and connect with students who have an unconverted records.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

The Federal Pell Grant is one of MSJC's largest cash grant financial aid programs. Below are the main current and new efforts being implemented to increase the number of Federal Pell Grant recipients and Pell Grant funds awarded:

- Collaboration between the Financial Aid Office and other departments, student government associations, affinity groups, and clubs to promote and emphasize the importance of attending a "Getting to the Money Workshop" hosted by the Financial Aid Office at the start of every semester
- The "Getting to the Money Workshop" was developed and implemented by the Financial Aid Office in 2020 as a non-mandatory financial aid "orientation." This session covers the financial aid application process, verification process, Offer Letters, Pell Entitlement and enrollment status, SAP, disbursement schedule, etc.
- Satisfactory Academic Progress (SAP) Workshops hosted by different student government associations, affinity groups, and clubs in collaboration with the Financial Aid Office in addition to those conduct as part of the Financial Aid Office's in-reach efforts aimed at helping students understand the impact their academic progress has on financial, reinstatement, and the petition process.
- Run regular reports to identify students with high Expected Family Contribution (EFC) and zero financial need so that we can offer targeted communication to this student segment regarding the Family Contribution Appeal process.
- Indicate year-round Pell Grant awards on Financial Aid Offer Letters in advance of the summer term to increase student knowledge of Fall, Spring, and Summer eligibility so that we can offer targeted communication to eligible students regarding consideration for up to 150% of their Pell Grant award when enrolled during the summer term.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

No

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

The MSJC Basic Needs Center opened at the San Jacinto campus on July 1, 2022. The MSJC Basic Needs Center is a onestop, single location and point of contact for students to more easily access and gain awareness of basic needs services and resources. Prior to the opening the college hired a Basic Needs Coordinator, a 40 hour per week, 12 month, supervisory/confidential position.

The Basic Needs Coordinator (BNC) has a range of responsibilities. They are tasked with coordinating with our financial aid office to ensure students are receiving the maximum aid available. In addition to on-campus resources, the BNC identifies and connects students to off-campus housing, food, mental health and other basic needs services and resources. Assisting students who are homeless or at risk of being homeless is also part of the position's job duties. The BNC works on developing on- and off-campus partnerships, including coordination with local agencies addressing homeless issues, with the aim of increasing student access to community based services. Also, the BNC is tasked with ensuring that MSJC students receive CalFresh and other public benefits.

MSJC understands that success in college is more than doing well in the classroom. Basic Needs Center is a place where students can get the assistance they need to be able to focus on academics. Therefore, MSJC provides the following services through our Basic Needs Center:

- Food assistance (food pantry, café meal cards, grocery store cards)
- CalFresh Outreach (Application assistance)
- Housing (resources for housing assistance and shelters)
- Utility assistance * (community resources)
- Transportation (RTA passes/students ride for free on RTA)
- Childcare *(campus child development center and community resources)
- Clothing Closet (Interviews; referrals to local thrift stores for clothing)
- Coat closet (winter months)
- Hygiene items
- Technology assistance (Hotspots, Chromebook rental program)
- Free parking passes
- Resume/Job Prep assistance
- Soft skills training for students
- School shower access (homeless students)
- School lockers for homeless students (Not purchased yet)
- "How to" corner to assist students with applying for various eligible resources
- Health care, mental health and crisis intervention services provided in conjunction with the MSJC Student Health Centers

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

With the opening of the Basic Needs Center in July, the fall 2022 semester will see an ongoing marketing campaign designed to inform students, faculty, and staff about the center and its services. We are coordinating with Instruction and Student Services to provide information to students during Welcome Week and throughout the term, for example by encouraging faculty to include information about the Basic Needs Center in their syllabi and to send reminders throughout the semester. Our activities will include:

- Participation in Welcome Week activities and Club Rush
- Social media campaigns
- Flyers, Postcards, and Email messaging
- Resource events
- Encouraging faculty to include information about the BNC on course syllabi
- Classroom presentations
- Information session with academic counselors and with teaching faculty
- Student worker positions to promote peer to peer interaction

- Collaboration with community based organizations such as nonprofits to assist students with with housing and utility assistance

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

MSJC established pop-up food pantries at SJC and MVC in 2017. We were transitioning to dedicated locations at each campus, offering food three days a week. During the pandemic we switched to bi-weekly drive-thru food distributions. Maintenance staff drove to the city of Riverside to transport large packages of food on pallets. Maintenance staff and volunteers (faculty, staff, and administrators) opened packages, organized the different foods and distributed them to students. Students were required to sign in. We coordinate with the college's marketing department to widely publicize our food pantry efforts on the main college web page, announcements, and through social media.

Additional food pantry efforts include, hiring student workers to assist with the CAIFresh Outreach efforts and participating in campus tabling events to spread awareness about the services the Food pantry offers, including:

- Packaged food items
- Grocery food cards
- Turkey/Ham gift certificates
- CAlfresh outreach to students

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

MSJC is in the intermediate stages of integrating ZTC into our programs. We are currently working on adoption in our high-enrollment, high-impact courses, including Math and English. The adoption rate has grown enough that ZTC programs can be implemented at our institution.

To facilitate a culture of open andragogy, we have created faculty-facing programs. For instance, we are developing a Community of Practice model to encourage faculty to work together to adopt and facilitate OER for courses department-wide. This Fall 2022, an OER orientation and development course will be produced as an asynchronous option for full-time and associate faculty hoping to improve skills and become familiar with OER adoption at MSJC. The course will have an OER Coordinator as a facilitator for one-on-one support. In Spring 2022, discipline-specific faculty liaisons were appointed as advocates for OER with the explicit responsibility of collecting information on adoption hesitancy and facilitating professional development to create more faculty buy-in on a more individual level. These programs serve as the foundational structure for moving toward ZTC degrees and ensuring their success once the institution provides the option.

From this faculty-support position, we plan to follow the recommendations from the ASCCC OERI on how to proceed with determining our ZTC degrees: In fall 2022, we will work to facilitate core needs for the ZTC infrastructure. First, the focus will be on compliance with California Education Code 66406.9, which requires colleges to provide textbook information in the online schedules. While we do designate ZTC courses in the schedule with an icon, we do not currently list the cost of materials for all courses. This is slated to be corrected in Fall 2022. Secondly, the existing courses will be mapped to determine what certificates and degrees can be completed with ZTC. This will identify which courses to focus on with our faculty-facing efforts. Once the degrees are identified and prioritized, we will create communities of practice toward moving those courses to potential adoption or adaption of materials. If given funding from the state, we will use it to ensure printed copies are available for all OER in the library as well as subscriptions to materials where a reasonable OER alternative is not readily available.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Mt. San Jacinto College intends to provide core programming and support to address the specific academic and personal basic needs of its LGBTQ+ student population through a variety of strategies, best practices, and methods. The primary goal for the Mt. San Jacinto College LGBTQ+ Plan is to establish institutionalized approaches to improve the identification of LGBTQ+ students so that we may incorporate and implement targeted programming to address the specific academic, curricular, unique student support, and basic needs of our LGBTQ+ students. Mindful and discrete data acquisition, collection, and tracking will be a centerpiece of the College's efforts to better serve this population of students so that we may identify the specific gaps, academic barriers or systemic policy/procedural obstacles in place that inhibit the overall success of our LGBTQ+ students. Through this approach, Mt. San Jacinto College aims to ultimately focus on increasing the retention and persistence of our LGBTQ+ students by utilizing the data to make improvements and adjustments to our various programs and services within each division -- as well as appropriately plan and resource for specific professional development of staff/faculty, student leadership and development opportunities, learning communities, marketing and outreach, support for our LGBTQ+ faculty/staff and student affinity groups, targeted events/activities/workshops, and ultimately the creation of an LGBTQ+ Center at all of our three main campus locations to ensure a safe space to support community and a sense of belonging for one of our highest priority student population groups. The plan also aims to leverage institutional support as well as services embedded within our Basic Needs, Mental Health, and Health Services areas to ensure holistic wrap-around support for our LGBTQ+ students.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

MSJC's mental health services are provided by board licensed mental health professionals, associates and graduate level interns. We currently provide direct individual counseling, group counseling, crisis intervention, suicide prevention tools, psycho-educational workshops and presentations for our students. In the next academic year, we plan to continue and improve greater outreach and collaborative services for our high-risk and identified populations in need including but not limited to various minority/culture/ethnic groups, LSES, veterans, LGBTQ, and students with disabilities. This will include but not limited to group specific counseling groups, mental health presentations and workshops at identified events. Further collaborative services are in process with our local community agencies and mental health chapters including but not limited to Riverside University Health Systems, Active Minds, NAMI, City of Menifee and the Public Health Suicide Prevention Coalition.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Mt. San Jacinto College Board of Trustees recently approved their Strategic Board Goals which highlight the measurable outcomes that the Board aims to achieve over the course of the next two years. As a part of the Board Goals, the Mt. San Jacinto College Board of Trustees intentionally committed to designing and developing two of their five goals to focus on their ongoing engagement with student equity, diversity, inclusion and accessibility planning and

implementation efforts. The Goals and Objectives specifically outline the manner in which the Board of Trustees plans to support, participate, and monitor student equity efforts at Mt. San Jacinto College.

Board Goal: Ensure the quality, integrity, and improvement of student learning and achievement through the comprehensive review of Board Policies that are consistent with the mission and positively impact outcomes targeting equity, diversity, and inclusion

- OBJECTIVES
  Create an updated and improved process for comprehensive review of Board Policies to ensure thorough Board engagement

Board Goal: Provide Board leadership and institutional commitment to accelerate and achieve equitable student access, learning, and success

OBJECTIVES:

- Receive comprehensive annual report/presentation on student equity outcomes and performance indicators illustrating progress towards meeting the Chancellor's Office Vision for Success goals, MSJC's Strategic Equity Plan, and MSJC's Student Equity Plan
- Review on annual basis disaggregated student data and reports used to evaluate the effectiveness of student learning programs and services
- Monitor strategies, support systems, programs, and services for improving college success for the district's highest priority students
- Participate in regular professional development and training
- Support measures and allocate resources for programs that address barriers to educational success

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Mt. San Jacinto College has a long history and tradition of finding innovative and creative strategies to leverage funding beyond what the Chancellor's Office is able to allocate through the SEA program. Mt. San Jacinto College will continue to pursue additional categorical funding through local, state and federal grant opportunities that align with the goals and complement the objectives set forth in the Mt. San Jacinto College Student Equity Plan. At this time, Mt. San Jacinto College is leveraging support from several different categorical programs such as Puente, UMOJA, U.S. Department of Education Hispanic Serving Institution Grant (Title V), Upward Bound, Talent Search, as well as other statewide categorical programs such as EOPS/CARE, Veterans, Health and Mental Health Services, LGBTQ+ Program, Basic Needs, and a host of others to further advance our institutional equity goals. Additionally, the Mt. San Jacinto College Foundation will continue to provide support through scholarships and mini-grants that aim to support and expand the College's equity efforts.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Mt. San Jacinto College will continue to center and leverage student voices and perspectives as outlined in our Call to Action and Strategic Equity Plan. As part of this work, Mt. San Jacinto College works to center the voices of our students through the following strategies:

- Create opportunities for meaningful and critical dialog centering the voices of professionals and students of color to explore topics surrounding diversity, racial equity and inclusion as well as current events and issues affecting our national, global and local communities
- Engage in outreach to build positive relationships with our diverse communities, promote feelings of inclusion, enhance intercultural sensitivity, and foster mutual respect
- Create an institutional culture where students feel supported and part of a cohesive and caring learning community through culturally affirming and relevant curricular design, representation in course materials and subject matter

- 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
- Foster an institutional culture of inclusivity through events, affirming communication, employee and student engagement, and recognition
- Foster an institutional climate that promotes inclusivity, is welcoming and engaging, and creates community and belonging for students, faculty, and staff

Certification

Chancellor/President

Roger Shultz
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Approved by Roger Shultz

11/28/2022 02:50 PM PST

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