

STUDENT EQUITY PLAN

Executive Summary



2025 - 2028

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Introduction

Mt. San Jacinto College (MSJC) is a dynamic and diverse institution located in Riverside County, California, serving a vast 1,700-square mile region through its three primary campuses in San Jacinto, Menifee, and Temecula. As a single-college district, MSJC is committed to providing open-access, high-quality education that empowers students to achieve their academic, career, and personal goals. This commitment is rooted in the belief that educational institutions have a responsibility to confront systemic inequities and ensure that all students, regardless of race, gender, socioeconomic background, or prior educational experiences, are supported in achieving success.

The 2025–2028 Student Equity Plan (SEP) reflects MSJC’s continued dedication to equity-centered planning and action. Developed through a collaborative process involving a series of cross-functional, data-informed focus groups that engaged students, faculty, classified staff, and administrators across the district, to outline targeted strategies to eliminate equity gaps and foster a culture of belonging, accountability, and continuous improvement. Aligned with the California Community Colleges Chancellor’s Office Vision 2030, this SEP focuses on data-informed interventions that will address disproportionate impact (DI) across five critical student success metrics: Successful Enrollment (M1), Completion of Transfer-Level Math & English (M2), Persistence from First to Second Term (M3), Degree and Certificate Completion (M4), and Transfer to a Four-Year Institution (M5).

Student Groups Identified for Goal Setting

MSJC’s analysis of disaggregated student outcome data provided by the California Community College Chancellor’s Office (CCCCO) identified several student populations that experience barriers to enrollment, persistence, and completion. The college has prioritized these groups within the 2025–2028 SEP to ensure resources and strategies are intentionally designed to address their specific needs.

The following student groups have been identified as disproportionately impacted (DI) in one or more of the Student Equity Plan metrics:

	M1 Enrollment	M2 Math & Engl	M3 Persistence	M4 Completion	M5 Transfer
First-Generation Students		✓	✓	✓	✓
Male Students	✓		✓	✓	✓
Economically Disadvantaged Students				✓	✓
Black or African American Students		✓		✓	
Hispanic/Hispanic Male Students				✓	✓
White Students	✓		✓		
LGBT and Non-Binary Students		✓	✓		
Students with Disabilities (DSPS)				✓	

Goals Set for DI Student Groups

MSJC has established clear, measurable targets for eliminating disproportionate impact (DI) and closing equity gaps across the five Student Equity Plan metrics. These goals are designed with both incremental (Goal 1: Eliminate DI) and aspirational (Goal 2: Fully Close Equity Gap) outcomes to guide progress throughout the 2025–2028 cycle.

Based on the Percentage Point Gap Minus One (PPG-1) methodology outlined by the CCCCO, the numeric goals set for each disproportionately impacted (DI) student population in MSJC’s Student Equity Plan represent the precise number of additional students who need to achieve the identified outcomes (enrollment, persistence, completion, or transfer) in order to eliminate disproportionate impact and fully close equity gaps.

The PPG-1 methodology improves the accuracy of DI detection by comparing a subgroup’s outcome rate to the rate of all other students, excluding the subgroup itself from the comparison group. This ensures that the performance of large DI

groups, such as First-Generation or Hispanic/Latinx students, does not obscure equity gaps when comparing outcomes across the institution. The method also accounts for sample size, adjusting thresholds to ensure that differences observed are statistically meaningful.

For example, in MSJC's 2025–2028 SEP, the identified gap in Transfer-Level Math & English completion for First-Generation students was calculated by applying the PPG-1 percentage gap to the cohort size of 371 students, resulting in a goal of an additional 51 completions to eliminate DI. Similarly, for persistence from first to second term, eliminating DI for Male students requires 171 additional persisting students out of a cohort of 1,027, based on their calculated gap percentage.

These calculations provide MSJC with clear, numeric targets for each DI group across all metrics. Achieving these incremental increases is essential for eliminating disproportionate impact, while the full equity gap targets (Goal 2) represent the aspirational numbers needed to ensure that DI groups are performing equitably compared to their peers across the entire institution. This precise approach allows MSJC to monitor progress effectively and implement strategies that are scaled to the size and needs of each identified student group.

Metric 1: Successful Enrollment

MSJC aims to eliminate DI by increasing enrollment of Male students by 34 and White students by 1,174. To fully close equity gaps, these numbers increase to 198 for Male students and 1,338 for White students.

Metric 2: Completion of Transfer-Level Math & English

MSJC aims to eliminate DI by increasing completions of Black or African American students by 5, First-Generation students by 51, LGBT students by 9, and Non-Binary students by 1. To fully close equity gaps, these numbers increase to 17 for Black or African American students, 85 for First-Generation students, 27 for LGBT students, and 7 for Non-Binary students.

Metric 3: Persistence from First to Second Term

MSJC aims to eliminate DI by increasing persistence of First-Generation students by 391, LGBT students by 10, Male students by 171, and White students by 375. To

fully close equity gaps, these numbers increase to 432 for First-Generation students, 29 for LGBT students, 216 for Male students, and 411 for White students.

Metric 4: Degree and Certificate Completion

MSJC aims to eliminate DI by increasing completions of Black or African American students by 6, DSPS students by 1, Economically Disadvantaged Male students by 7, First-Generation students by 17, Hispanic Male students by 31, and Male students by 61. To fully close equity gaps, these numbers increase to 16 for Black or African American students, 12 for DSPS students, 37 for Economically Disadvantaged Male students, 52 for First-Generation students, 50 for Hispanic Male students, and 100 for Male students.

Metric 5: Transfer to a Four-Year Institution

MSJC aims to eliminate DI by increasing transfers of Economically Disadvantaged students by 74, First-Generation students by 22, Hispanic students by 51, and Male students by 34. To fully close equity gaps, these numbers increase to 105 for Economically Disadvantaged students, 40 for First-Generation students, 74 for Hispanic students, and 55 for Male students.

Initiatives to Achieve These Goals

To meet these equity targets, MSJC will implement a comprehensive array of strategies aligned with Vision 2030's call for student-centered design, socio-economic mobility, and systemic transformation.

For Successful Enrollment, MSJC will enhance its collaboration with K-12 partners through existing dual enrollment initiatives. The college will prioritize outreach to schools throughout the service area, integrating Career and Academic Pathway (CAP)-aligned engagement events that showcase the real-world applications of MSJC's programs. Mobile One-Stop Enrollment Fairs will bring application assistance, financial aid workshops, and counseling directly to community sites, addressing access barriers and connecting students with the resources they need to start strong.

For Transfer-Level Math & English Completion, MSJC will ensure students have access to transfer-level coursework in flexible modalities—day, evening, hybrid, and online. The college will expand embedded tutoring and Supplemental Instruction

(SI) in high-enrollment Math and English courses, reducing stigma around help-seeking through targeted communications. Faculty will engage in Communities of Practice to redesign courses with inclusive pedagogy, equitable grading practices, and culturally relevant content to ensure DI students succeed in gateway coursework.

For Persistence to Second Term, MSJC will implement a “Second Semester Ready” campaign, combining proactive outreach, in-class prompts, and pathway-based events that foster connection and remind students of important registration, financial aid, and support service deadlines. The college will explore opportunities to increase on-campus employment and internship options, offering students paid, career-relevant experiences that also strengthen engagement. Eagles Landing (on-campus basic needs centers) will maintain continuous operations, ensuring food, transportation, and emergency resources are accessible throughout students’ academic journeys.

To increase Degree and Certificate Completion, MSJC will conduct targeted degree audit campaigns for students approaching completion, providing intrusive advising and case management to address final-stage barriers. Faculty will collaborate across pathways to streamline course scheduling and clarify completion milestones. The college will also automate progress notifications and degree reminders to keep students informed and on track.

For Transfer to a Four-Year Institution, MSJC will embed transfer preparation directly into academic coursework, ensuring that personal statements, research projects, and application components are scaffolded into classes. Transfer Fairs, university panels, and application workshops will be coordinated through partnerships with CSU and UC campuses. MSJC will review options to incentivize early transfer engagement through scholarships and milestone achievements, ensuring students stay focused on their transfer goals from the outset.

Throughout the plan cycle, MSJC will maintain a relentless focus on disaggregated data analysis to monitor progress, inform strategy adjustments, and ensure accountability. Faculty and staff professional development will emphasize race-conscious, equity-minded practices, fostering a campus culture that celebrates diversity and champions student success.

Resources Budgeted to Support Goals

Mt. San Jacinto College (MSJC) will strategically allocate Student Equity and Achievement (SEA) Program resources to sustain and expand the high-impact practices outlined in this plan. Priority funding will be directed toward embedded tutoring in transfer-level Math and English, intrusive academic advising, peer mentoring programs, and equity-focused professional learning communities that foster culturally responsive teaching and student support practices. These resources are designed to directly support disproportionately impacted (DI) student populations, ensuring targeted interventions remain accessible, relevant, and effective. MSJC will leverage additional institutional funds to strengthen basic needs coordination, execute targeted outreach campaigns, and enhance technological platforms that support data-driven student tracking and engagement.

In addition to new initiatives, MSJC is committed to continuing and enhancing equity strategies launched during the 2022–2025 Student Equity Plan cycle. These include maintaining First Semester Planning sessions to ensure early student engagement and clarity of academic pathways, sustaining the work of pathway-based student success teams, and providing comprehensive onboarding support through initiatives like Registration Labs and App Jam events. The college will also continue to invest in targeted communication strategies that normalize resource utilization and promote a culture of belonging for DI students. Professional development opportunities will be expanded, building upon the equity-minded teaching practices cultivated during the prior plan cycle.

MSJC will ensure that resource allocation is responsive and adaptive, guided by continuous evaluation of disaggregated student outcome data. Resource planning processes will be shared with the MSJC community via participatory governance structures, to maintain transparency and alignment with institutional equity priorities. Budgeted funds will be strategically monitored and adjusted as needed to respond to emerging needs, scale successful interventions, and sustain long-term institutional change.

By maintaining a balance of sustaining proven practices and scaling innovative strategies, MSJC will ensure that SEA Program resources are deployed effectively to eliminate equity gaps and foster a supportive, student-centered learning environment. The college's resource allocation approach is designed to create

sustainable, systemic improvements that extend beyond the current planning cycle, ensuring lasting impact for DI student populations.

Detailed Accounting of 2022–2025 Student Equity Plan Expenditures

Object Code	2022-23 (7/1/22-6/30/23)	2023-24 (7/1/23-6/30/24)	2024-25 (7/1/24-6/30/25)	Total by Object Code
1000	\$2,372,468.98	\$2,238,358.02	\$2,431,591.99	\$7,042,418.99
2000	\$1,278,602.94	\$1,410,697.45	\$1,625,409.17	\$4,314,709.56
3000	\$1,078,238.76	\$1,047,347.17	\$1,200,232.62	\$3,325,818.55
4000	\$15,512.31	\$5,134.98	\$7,006.37	\$27,653.66
5000	\$736,860.31	\$913,786.34	\$722,585.77	\$2,373,232.42
6000	\$5,502.95	\$10,809.52	\$0	\$16,312.47
7000	\$-701.73	\$0	\$0	\$-701.73
Total	\$5,486,484.52	\$5,626,133.48	\$5,986,825.92	\$17,099,443.92

During the 2022–2025 Student Equity Plan cycle, Mt. San Jacinto College (MSJC) invested over \$17 million in Student Equity and Achievement (SEA) Program funds to implement strategies focused on eliminating disproportionate impact (DI) and improving success for historically underserved student populations. These investments reflect a holistic and sustained commitment to equity, as funds were used to support direct instruction, student services, professional development, technology, and outreach—all critical components of MSJC’s race-conscious equity framework. Expenditures were tracked according to standard California Community Colleges object codes, allowing for transparent evaluation of how resources were aligned to student equity goals.

Instructional Salaries (Object Code 1000): 41.2%

Instructional salaries represented the largest investment category over the three-year cycle. These funds supported faculty participation in equity-aligned Communities of Practice, embedded tutoring in gateway Math and English courses, and instructor coordination of pathway-specific success interventions. Instructional leads also collaborated in the redesign of syllabi and assignments to integrate culturally responsive practices that improve learning outcomes for DI populations, particularly in transfer-level coursework.

Non-Instructional Salaries (Object Code 2000): 25.2%

Non-instructional salary expenditures supported key classified professionals and administrative roles directly engaged in equity-focused implementation. These included Basic Needs Coordinators, Academic Support Center staff, Guided Pathways Success Team leads, and peer mentors who provided intrusive advising, progress tracking, and wraparound services. Positions supported under this object code were instrumental in scaling initiatives like First Semester Planning, Registration Labs, App Jam events, and Second Semester Ready campaigns—all designed to improve enrollment, persistence, and completion among DI students.

Employee Benefits (Object Code 3000): 19.4%

Associated employee benefits were essential to sustaining the workforce needed to carry out Student Equity Plan strategies. These included retirement contributions, health insurance, and payroll taxes for all faculty, staff, and administrators whose roles were supported through SEA funds. Benefits were provided to personnel responsible for delivering direct student services, coordinating equity programming, and facilitating instructional transformation.

Supplies and Materials (Object Code 4000): 0.2%

SEA funds in this category supported instructional materials, outreach collateral, student engagement supplies, and academic toolkits. Items included learning resources distributed in tutoring centers, orientation materials used during onboarding events like College Kickoff and Welcome Week, and promotional items used to normalize support-seeking behavior. These resources helped reinforce MSJC's culture of care and belonging for DI student populations.

Other Operating Expenses and Services (Object Code 5000): 13.9%

Operating expenses included key technology platforms (e.g., ConexEd, CidiLabs) used for case management, early alert, and equity analytics. Contracts also supported professional development offerings such as equity audits, inclusive pedagogy workshops, and institutional equity planning. MSJC also invested in student-centered services, including transportation stipends, speaker series, and campuswide equity communications to improve visibility and engagement.

Capital Outlay (Object Code 6000): 0.1%

Although minimal, capital outlay expenditures supported targeted equipment and minor infrastructure improvements that enhanced access to academic support

services and ensured ADA compliance in key student-serving areas. These upgrades supported MSJC's goal of creating inclusive, accessible learning environments for all students, particularly those with disabilities.

Other Expenses (Object Code 7000): 0%

This negative balance reflects an accounting adjustment, and no ongoing expenditures were reported under this object code for the period. MSJC ensured that all major expenses were captured under the appropriate categories and aligned with the Student Equity Plan's intended outcomes.

Overall, MSJC's equity-centered investment strategy prioritized sustainable structures, responsive services, and intentional faculty/staff development to advance systemic change. The SEA Program resources supported a balanced mix of instruction, student services, technology, and planning—ensuring that equity efforts were embedded across the institution and responsive to the evolving needs of disproportionately impacted students.

Assessment of Progress Made in Achieving 2022–2025 SEP Goals

During the 2022–2025 Student Equity Plan cycle, Mt. San Jacinto College (MSJC) made substantial progress in addressing equity gaps and institutionalizing practices designed to support disproportionately impacted (DI) student populations. A key milestone was the hiring of a Director of Black and African American Initiatives in March 2023. This leadership role provided targeted coordination of equity strategies, enhancing cross-campus collaboration and amplifying the voices and needs of Black and African American students. The college developed a program review focused on Black and African American student initiatives and developed an institutional communication campaign centered on enrollment and financial aid deadlines to ensure equitable access to critical enrollment services.

In addressing gaps in Transfer-Level Math and English completion, MSJC successfully implemented a scheduling process that incorporated input from diverse stakeholders, ensuring course availability aligned with student needs. The college institutionalized practices encouraging first-year enrollment in Math and English and strengthened academic support structures by embedding tutoring and expanding equitable faculty professional development. Communities of Practice

(CoP) were formed, incentivizing faculty participation in race-conscious teaching and learning practices. This effort was complemented by an equity-centered audit of instructional programs and course policies, ensuring alignment with culturally responsive pedagogy and inclusive classroom practices.

MSJC also focused on enhancing persistence from first to second term by establishing accessible, student-centered support hubs in the Welcome Centers and Learning Resource Centers. These centers are designed to provide holistic student support with consistent hours of operation and well-trained staff. The college developed clear pathways for academic support service access, expanded engagement programming through collaborations with Umoja and A²MEND, and initiated efforts to institutionalize the First Year Experience (FYE) program. Additionally, MSJC prioritized faculty and staff professional development focused on transformational cultural shifts, promoting equity-minded retention strategies through Guided Pathways-aligned success teams.

To advance transfer outcomes, MSJC integrated transfer preparation into student experiences from the outset. Targeted messaging campaigns introduced Black and African American students to the Transfer Center early in their academic journey, and monthly transfer workshops were embedded within affinity programs such as Umoja and A²MEND. MSJC also completed a program review process that disaggregated transfer data and centered equity in evaluating program efficacy and staffing practices. The college began developing comprehensive Transfer Centers at all campuses, working to ensure dedicated resources, and streamlined services were available to support DI students through the transfer process.

These foundational accomplishments reflect MSJC's commitment to sustained, systemic equity work. Many action steps are ongoing and have informed the strategies outlined in the 2025–2028 SEP. MSJC's progress during the prior plan cycle has established a robust framework for scaling effective interventions, deepening institutional accountability, and closing remaining equity gaps through data-driven, student-centered practices.

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