



STUDENT EQUITY PLAN



2025 - 2028

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Executive Summary

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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Assurances

Campus Involvement & Leveraging Student Voice

Mt. San Jacinto College (MSJC) ensures the active and intentional involvement of all campus groups—including faculty (academic senate), classified professionals, student services, administrators, students, and community stakeholders—in the development and implementation of the Student Equity Plan. The planning process is designed to be inclusive, participatory, and equity minded.

Inclusive Planning Structure:

MSJC initiated the 2025–2028 Student Equity Plan development process through a series of cross-functional, data-informed focus groups that engaged faculty, classified professionals, and administrators from across instructional and student services divisions. These sessions were structured by SEP metrics and facilitated using a consistent protocol to collaboratively generate targeted strategies for disproportionately impacted (DI) student groups identified for each metric. The Academic Senate and participatory governance committees, including the Institutional Planning Committee, were engaged throughout the planning timeline to offer feedback.

Leveraging Student Voice:

To center student experiences and ensure authentic representation, MSJC conducted student-only virtual focus groups. This created a protected space where students could speak freely about their barriers, needs, and ideas for institutional change. Student feedback directly shaped the equity-minded strategies included in the plan. In addition, MSJC used disaggregated student outcome data, qualitative themes from student surveys, and outreach to student organizations and affinity groups (e.g., Puente, Umoja, Pride) to triangulate and elevate student voice in all phases of planning.

Ongoing Engagement and Accountability:

MSJC is committed to transparent communication and continuous improvement. The draft Student Equity Plan was shared collegewide via district email and through presentations at participatory governance meetings in Fall 2025. All employees and students will be invited to review the draft and provide additional feedback. This iterative process ensured that equity planning remains a shared institutional

responsibility and that strategies reflect the lived experiences and aspirations of our diverse student body.

Race-Consciousness

Mt. San Jacinto College (MSJC) is committed to race-conscious equity planning that explicitly addresses the systemic and structural barriers impacting racially minoritized students. The development of the 2025–2028 Student Equity Plan centers race as a critical factor in educational access, persistence, and completion—rejecting race-neutral approaches in favor of data-driven, identity-affirming strategies.

Race-Conscious, Data-Informed Focus Groups

The planning process began with a review of disaggregated student outcome data by race and ethnicity across all five equity metrics. This analysis revealed equity gaps for Black or African American, Hispanic/Latinx, and Native American students. To inform strategy development, MSJC conducted faculty, staff, and student focus groups that used this data to guide race-explicit conversations. Participants explored how systemic racism, implicit bias, and limited cultural representation show up in teaching, student services, and institutional structures—and collaboratively proposed equity-minded, race-conscious strategies in response. Intersections of race with gender, first-generation status, and economic disadvantage were also discussed to ensure more targeted and inclusive planning.

Centering Racially Minoritized Student Voice

Dedicated student-only focus groups were conducted to create brave spaces where students could share their lived experiences without the influence of college personnel. These sessions uncovered key themes around exclusion, stereotype threat, and the need for culturally responsive instruction and support. Insights from these conversations directly shaped the strategies included in the plan.

Capacity Building for Race-Conscious Practice

MSJC offers professional development to help employees shift from race-neutral to race-conscious mindsets and practices. This includes workshops on culturally responsive teaching, inclusive pedagogy, anti-racism, and equity-minded data analysis. Faculty are encouraged to reflect across disciplines on how race impacts student experiences and outcomes.

Accountability through Race-Based Metrics

MSJC will continue to disaggregate outcome data by race and ethnicity to ensure strategies are reaching racially minoritized students and closing gaps. These data will be reviewed and shared widely through governance structures to promote transparency and collective accountability.

Local Review Process & Schedule

To ensure ongoing review and continuous improvement, Mt. San Jacinto College (MSJC) will evaluate progress on the Student Equity Plan through existing participatory governance structures. Progress updates and outcomes will be shared with the campus community at regularly scheduled meetings of committees such as the Institutional Planning Committee, Student Success Committee, and Academic Senate.

In addition to ongoing committee-level review, MSJC will prepare an annual Student Equity Plan progress report that summarizes key activities, outcomes, and adjustments. This report will be presented to the Board of Trustees no later than June 30 of each year. This structured review process allows the college to monitor alignment with institutional equity goals, respond to emerging data, and make informed decisions that support equitable student outcomes.

Student Equity Plan Reflection

Key Learnings

Mt. San Jacinto College (MSJC) has made significant progress in identifying and addressing the root causes of equity gaps through intentional, data-driven, and race-conscious efforts. One of the college's key learnings is the need for integrated, identity-affirming support structures that prioritize access, persistence, and success for Black and African American students—the primary population identified for intervention across all five Student Equity Plan metrics.

Institutional Approaches Fostering a Culture of Equity

A major contributor to MSJC's progress has been its commitment to institutionalizing race-conscious leadership. The hiring of a Director of Black and African American Initiatives has provided dedicated oversight for equity work, ensuring coordination across departments and elevating the visibility of Black student success initiatives.

MSJC also learned the importance of collaborative, cross-functional approaches in tackling equity gaps. The development of comprehensive communication and outreach strategies, informed by student voice and culturally relevant practices, has improved awareness of support services and enrollment processes. These efforts include redesigning the equity website, targeted messaging through affinity programs (Umoja and A²MEND), and aligning first-year course scheduling with Guided Pathways and student needs.

Institutional Actions with Greatest Impact

Professional learning has been another powerful lever. The college institutionalized Communities of Practice and embedded equity-focused professional development for faculty and classified professionals. These efforts have addressed unconscious bias, improved culturally responsive pedagogy, and supported equitable grading and classroom policies, particularly in transfer-level Math and English.

Lastly, MSJC has embraced a culture of continuous improvement through equity-centered program review, disaggregated data analysis, and the creation of pathway-specific completion teams. These strategies are helping close gaps and

scale practices that foster persistence, transfer, and completion for historically marginalized students.

Plan Continuity

Building on the successes and lessons of the 2022–25 Student Equity Plan, Mt. San Jacinto College (MSJC) will continue several high-impact practices into the 2025–28 cycle while refining strategies to address the newly identified disproportionately impacted (DI) student populations. Although Black or African American students no longer appear as DI across all metrics, MSJC remains committed to sustaining the equity infrastructure developed to support this group, ensuring they do not re-emerge as disproportionately impacted in future analyses.

1. Collaborative Equity Leadership and Coordination

MSJC will strengthen collaboration among existing leaders and may reorganize responsibilities to ensure dedicated support for current DI populations. The success of the Director of Black and African American Initiatives in coordinating cross-campus efforts has demonstrated the value of focused leadership. Building on this model, MSJC will align existing roles across Student Services, Instruction, and Equity programs to provide intentional coordination, accountability, and responsiveness for DI populations identified in the 2025–28 plan, including First-Generation, LGBT & Non-Binary, and Hispanic Male students.

2. Equity-Focused Professional Development and Communities of Practice

Faculty and staff participation in Communities of Practice has helped shift mindsets and teaching practices, especially in transfer-level Math and English. These professional learning structures will continue and expand to reflect the experiences of current DI populations, reinforcing inclusive pedagogy, culturally responsive support, and equity-minded engagement strategies across the institution.

3. Disaggregated Data and Continuous Improvement

MSJC's commitment to equity-focused data analysis and program review has enabled more precise and responsive interventions. This practice will remain central to the 2025–28 plan to monitor progress, evaluate impact, and inform adjustments for current DI populations, while maintaining supports for previously impacted groups to ensure sustained success.

SEP Metric 1: Successful Enrollment

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

			Goal 1: Eliminate DI		Goal 2: Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Male	21.3%	1765	0.4%	34	2.4%	198
White	13.5%	1089	14.6%	1174	16.6%	1338

Key Strategies to Advance Successful Enrollment Goals

- 1. Strengthen Existing Dual Enrollment Partnerships**

Enhance the quality of dual enrollment offerings, particularly in school districts with lower college-going rates. Emphasize equity-driven scheduling and faculty engagement in high school sites.

- 2. Host Enrollment Fairs at Community Sites**

Host mobile “One-Stop” enrollment events at libraries, community centers, and housing developments, with application stations, financial aid support, and counseling available on-site.

- 3. Host Career and Program Pathway Engagement Events**

Host public, on-campus events aligned with Career and Academic Pathways (CAPs) where faculty showcase hands-on demonstrations, career insights, and real-world applications of degrees and certificates. These events will be designed to build excitement about attending college, understand long-term quality of life benefits, and see the return on investment in their education.

Additional Key Strategies for Overall Student Population

1. Establish College & Career Awareness Campaigns

Leverage social media and student ambassadors to deliver targeted messages around the value of higher education, demystifying college for first-generation and underrepresented student groups.

SEP Metric 2: Completed Both Transfer-Level Math & English

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

			Goal 1: Eliminate DI		Goal 2: Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Black or African American	19.2%	48	1.6%	5	6.5%	17
First Gen	22.1%	371	3%	51	5%	85
LGBT	20.4%	97	1.9%	9	5.5%	27
Non-Binary	15.9%	10	0.6%	1	9.7%	7

Key Strategies to Advance Transfer-Level Math & English Goals

1. Strategic Scheduling & Section Availability

Ensure sufficient day, evening, hybrid, online, and compressed sections of transfer-level Math and English are available to meet the needs of all students, especially working adults and underserved populations.

2. Enhance Faculty-Led Inclusive Instruction Initiatives

Develop communities of practice for Math and English instructors to redesign courses with inclusive teaching practices, embedded supports, and clear pathways for success.

3. Promote and Expand Academic Support Services

Launch a coordinated campaign across Canvas, social media, and classrooms to raise visibility of Writing and Math Centers, with a focus on underserved students. Integrate academic support into cultural and affinity spaces by aligning embedded tutoring, SI leaders, peer mentoring, and faculty office hours with these environments.

Additional Key Strategies for Overall Student Population

1. Normalize Support and Early Completion

Launch a “Math + English First” campaign to encourage students to complete transfer-level Math and English in their first year by emphasizing benefits such as faster graduation and improved transfer readiness. Simultaneously, promote tutoring, learning resource and library support as essential tools for first-year success through faculty messaging, classroom outreach, and social media to reduce stigma and boost engagement.

SEP Metric 3: Persistence: First Primary Term to Secondary Term

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population

			Goal 1: Eliminate DI		Goal 2: Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
First Gen	40.5%	742	21.3%	391	23.5%	432
LGBT	47.5%	171	2.6%	10	7.8%	29
Male	49%	1027	8.2%	171	10.3%	216
White	34.7%	494	26.3%	375	28.8%	411

Key Strategies to Advance Student Persistence Goals

1. Increase Campus Employment and Internships

Increase paid on-campus employment and internship opportunities that support retention, particularly for DI populations.

2. Design Flexible and Compressed Scheduling Options

Offer more 8-week, hybrid, and Saturday classes to support students balancing academics with work or caregiving responsibilities.

3. Continue Collaboration

Work collaboratively with the Academic Senate to establish additional strategies within this three-year planning cycle to ensure consistent access to basic needs and related support services between terms, aligning with institutionally adopted plans such as the Basic Needs, LGBTQ+, and SEA Program Plans to increase persistence for the identified populations.

Additional Key Strategies for Overall Student Population

1. Launch a “Second Semester Ready” Campaign

Use targeted communications and in-class prompts to ensure students are aware of registration dates, financial aid renewal steps, and campus resources before their second term begins. As part of the campaign, host second-term “Meet Your Pathway” gatherings where students interact with instructors, counselors, and peers in their major area to reinforce identity and direction.

SEP Metric 4: Completion

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

			Goal 1: Eliminate DI		Goal 2: Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Black or African American	9.6%	26	2.2%	6	5.7%	16
DSPS	11.5%	36	0.2%	1	3.6%	12
Econ Dis Male	13.3%	200	0.4%	7	2.4%	37
First Gen	13.1%	226	0.9%	17	3%	52
Hisp Male	10.7%	101	3.3%	31	5.3%	50
Male	12.1%	240	3%	61	5%	100

Key Strategies to Advance Completion Goals

1. Pathway-Wide Faculty Collaboration

Promote interdepartmental communication to reinforce academic pathways, clarify course sequencing, and help students recognize when they are close to completing.

2. Proactive Completion Support for Near-Graduates

Launch targeted campaigns for students with 45+ units to review degree progress, resolve holds and apply for graduation. Provide dedicated advising support for disproportionately impacted students facing barriers such as

missing units or paperwork to ensure equitable access to completion and credential attainment.

3. Improve Accessibility Compliance Across Courses

Monitor and enforce ADA accommodations to ensure that students with disabilities are supported through the final stages of their academic journey.

Additional Key Strategies for Overall Student Population

1. Automate Progress Notifications and Degree Reminders

Implement an automated system that alerts students when they are near degree or certificate completion, prompting counselor follow-up or self-service graduation application.

SEP Metric 5: Transferred to a Four-Year

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

			Goal 1: Eliminate DI		Goal 2: Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Econ Dis	24.5%	334	5.4%	74	7.7%	105
First Gen	20.9%	113	4%	22	7.4%	40
Hispanic	21.3%	175	6.2%	51	9%	74
Male	21.2%	145	4.9%	34	8%	55

Key Strategies to Advance Transfer Goals

1. Incentivize Early Transfer Preparation

Build scholarship and academic incentives around completing a transfer plan, attending application workshops, or completing all ADT requirements.

2. Host Partnership Transfer Events

Co-host transfer fairs that include university reps, MSJC faculty, Financial Aid, Writing Center, and Counseling to support a one-stop experience.

3. Integrate Transfer-Ready Coursework and Mentorship

Encourage faculty to embed UC/CSU application components—like personal statements and mock applications—into major coursework. Integrate undergraduate research and mentorship opportunities, especially in STEM and social sciences, to help students build competitive transfer portfolios and increase confidence in their transfer journey.

Additional Key Strategies for Overall Student Population

1. Develop a Transfer Milestone Map for All Students

Create a visual “Transfer Timeline” included in orientation and Second Semester Ready campaign to help students track steps like transfer prep, applications, and financial aid.

Transfer Emphasis

MSJC’s 2025–2028 Student Equity Plan prioritizes the transfer metric as a critical equity lever—recognizing that improving transfer outcomes for disproportionately impacted students ultimately benefits all learners. The college’s strategies intentionally focus on dismantling structural barriers, increasing early awareness, and embedding transfer preparation throughout the student journey to align with Vision 2030’s goals of equitable access, completion, and upward mobility.

Through **Incentivizing Early Transfer Preparation**, MSJC reframes transfer readiness as an attainable milestone rather than an abstract goal. By linking scholarships and academic incentives to completion of transfer plans, application workshops, and ADT requirements, students—particularly first-generation and economically disadvantaged populations—gain both financial motivation and structured guidance to stay on track.

Hosting Partnership Transfer Events create collaborative, student-centered experiences that bring university representatives, counseling, financial aid, and instructional faculty together in one space. These events help demystify the process, reduce fragmentation, and provide holistic support addressing both academic and personal barriers that often delay or derail transfer.

Integrating Transfer-Ready Coursework and Mentorship embeds transfer activities directly into the classroom, positioning faculty as key facilitators of transfer culture. Incorporating UC/CSU application components and undergraduate research opportunities into coursework builds students’ academic confidence, strengthens portfolios, and fosters a sense of belonging—especially for Hispanic and male students who are underrepresented among transfer completers.

Finally, MSJC’s **Transfer Milestone Map** ensures that all students receive clear, visual guidance on each step of the transfer pathway, reinforced during orientation and

through targeted campaigns like “Second Semester Ready.” Collectively, these strategies operationalize transfer equity by aligning student support, academic preparation, and institutional practices to create transparent, supported, and achievable routes to the bachelor’s degree.

Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

DI Student Population:

First Generation Students

- First-Generation students are disproportionately impacted across multiple metrics, including enrollment, retention, and completion.
- They often experience intersecting barriers related to socioeconomic status, college knowledge, and access to resources.
- Focus group data and student feedback indicate a persistent need for clearer pathways, intrusive advising, and culturally affirming support for this population.
- Unlike some groups that may have shown improvement or are not DI across all metrics in the 2025–28 cycle, First-Generation students remain consistently impacted and are representative of broader structural gaps in support.

Current Challenges/Barriers

This section examines how institutional policies, processes, practices, and culture may create structural challenges or barriers for the disproportionately impacted student populations at our college.

1. Limited Intrusive and Culturally Relevant Advising Structures

MSJC currently lacks fully scaled systems that proactively guide First-Gen students through academic planning, financial aid, and transfer. Many are unaware of available resources or how to navigate them, especially during key transition points (e.g., onboarding, second semester, nearing graduation). The absence of targeted, completion-focused advising leads to missed milestones and prolonged time to degree.

2. College Culture and Messaging Not Always Inclusive or Navigable

The institutional culture often assumes prior knowledge of how college works, which disadvantages First-Gen students who may lack familial support or role models with higher education experience. This includes unclear

messaging around program requirements, deadlines, or where to seek help—leading to confusion, self-doubt, and disconnection.

3. Fragmented Support Services

While MSJC offers robust student services, they are often siloed. First-Gen students must independently locate and connect various services, which can be overwhelming. Without coordinated touchpoints (e.g., embedded support within classes or pathway-specific engagement), students may fall through the cracks.

4. Insufficient Early Academic and Career Planning

Students often delay declaring a major or understanding how their courses align with long-term goals. Without early exposure to career-connected learning or major-specific communities, First-Gen students may lack direction and motivation, increasing attrition risk.

Action Plan for Ideal Institution

This section outlines the college's action plan for achieving the identified goals across all five metrics for the specified student population by answering three questions.

1. *How will your college address and overcome the challenges and/or barriers shared above?*

MSJC will address the barriers faced by First-Generation students by restructuring onboarding and support services to proactively guide students through each phase of their educational journey. This includes:

- Embedding completion-focused academic and career advising at critical points (onboarding, second semester, 45+ units).
- Normalizing help-seeking behaviors through campus-wide messaging and faculty-led encouragement.
- Streamlining access to services by improving alignment across academic and student affairs, ensuring clearer pathways to success.
- Creating inclusive, identity-affirming spaces where First-Gen students feel welcomed and seen.

2. *What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?*

Integrated Strategies:

- **"Second Semester Ready" Campaign:** Ensure First-Gen students receive proactive outreach on enrollment, financial aid, and resources.
- **Pathway-Based Welcome Events:** Build community and academic belonging by connecting students with peers, counselors, and instructors in their major early on.
- **Completion-Focused Advising:** Assign counselors to conduct degree audits and close completion gaps for students with 45+ units.
- **CAP-Aligned Events:** Highlight career and academic pathway connections with faculty-led demonstrations and public events.
- **Faculty Engagement in Transfer Readiness:** Embed transfer application and research opportunities into coursework.
- **Tutoring Visibility & Normalization:** Coordinate campaigns that reduce stigma and encourage regular use of Writing, Math, and embedded tutoring support.

Success Indicators:

- Increased first-year Math and English completion among First-Gen students.
- Higher rates of persistence into the second semester and following year.
- Improved degree/certificate completion within three years.
- Increased transfer rates and participation in academic/career engagement events.

3. *What resources, structures, and/or support will be utilized to effectively accomplish this action plan?*

To effectively implement the action plan, MSJC will:

- Leverage the Career and Academic Pathways (CAPs) framework to structure outreach, events, and academic community-building.

- Utilize existing professional development structures to equip faculty and staff with equity-minded, race-conscious, and First-Gen-inclusive practices.
- Coordinate cross-departmental collaboration between Instruction and Student Services through shared student milestones.
- Explore existing and new funding sources to scale embedded support, intrusive advising, peer mentorship, and targeted communication tools.
- Ensure progress is monitored through disaggregated data dashboards and reviewed through participatory governance to ensure continuous improvement.

Student Education Plans

Completed Comprehensive Student Education Plans

Comprehensive Student Education Plans [†]					
Academic Year Cohort (include summer and winter sessions if applicable)	Total number of enrolled students in cohort	# of students who received a Comp Ed Plan by end of first primary term	% of students* who received a Comp Ed Plan by end of First Primary Term	# of students who received a Comp Ed Plan by end of first Academic Year	% of students* who received a Comp Ed Plan by end of first Academic Year
Fall 2022 Cohort (comp ed plan by 6/30/23)	4,409	1,373	31%	217	5%
Spring 2023 Cohort (comp ed plan by 12/31/23)	1,950	559	29%	210	11%
Fall 2023 Cohort (comp ed plan by 6/30/24)	4,823	1,050	22%	312	7%
Spring 2024 Cohort (comp ed plan by 12/30/24)	2,013	568	28%	221	11%

[†]Local College Data

*out of the total number of students enrolled in cohort

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan

Based on an analysis of the Student Education Plans dataset using the PPG-1 methodology, several student populations are experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the first primary term and/or the first academic year. For the first primary term, White Non-Hispanic students had a SEP completion rate of 20%, significantly below the all-group average of 28%, resulting in a PPG-1 gap of -8%, with 363 additional SEPs needed to close the gap. Similarly, students with unknown ethnicity had a 22% completion rate versus an average of 28%, a -6% PPG-1 gap, and 112 SEPs needed to close the gap. These figures fall below the lower margin of error, indicating a statistically significant negative impact. By the end of the first academic year, the same two groups—White Non-Hispanic students and those of unknown ethnicity—continued to demonstrate disproportionate outcomes. White Non-Hispanic students had a 6% SEP completion rate compared to the 7% average (PPG-1: -0.94%), requiring 43 SEPs to close the gap, while the unknown ethnicity group had a

rate of 5% versus the 7% average (PPG-1: -2.25%), needing 40 additional SEPs. Additionally, students identifying with the gender category “Other” had a 0.00% SEP completion rate by the end of the first academic year, compared to the 7% average, creating a PPG-1 gap of -7% and indicating disproportionate impact, despite the small group size. These findings highlight the need for targeted support and outreach strategies for White Non-Hispanic students, those of unknown ethnicity, and gender-diverse students to ensure equitable access to comprehensive education planning services. Addressing these gaps is essential to improving educational outcomes and advancing student equity.

Comprehensive Education Plan Implementation for DI Student Populations

To proactively ensure disproportionately impacted (DI) student populations—such as White Non-Hispanic students, students of unknown ethnicity, and those identifying as “Other” gender—receive a comprehensive education plan early in their academic journey, Mt. San Jacinto College (MSJC) will implement and continue several key strategies. The college will strengthen early interventions through a case management model, leveraging ConexEd to flag students who reach 15+ units without a plan, triggering outreach by counselors. This outreach will be data-informed and personalized, ensuring timely and culturally responsive engagement. To support first-term delivery of education plans, MSJC will expand First Semester Planning Sessions, which include intake, career assessments, and counselor-led creation of initial plans within three business days. Explore Workshops will be embedded into English and other first-year courses to expose DI students to major and career pathways, especially for those undecided or underrepresented in key programs. Partnering with affinity groups and student support programs (e.g., EOPS, Veterans, LGBTQI, DSPS), the college will ensure planning conversations are relevant and supportive of students' lived experiences and goals. Structural improvements include refining ConexEd workflows for automated nudges and milestone alerts, enabling earlier scheduling and improved follow-up. Cross-functional teams, including faculty, staff, and peer mentors, will be trained to prompt students to meet with a counselor for comprehensive planning. Suggestions from the counselors emphasize enhancing student-facing

communication through orientation videos, planning timelines, and onboarding checklists to demystify education plans and normalize counseling visits early on. Progress will be monitored through dashboards disaggregated by term, demographic group, and milestone completion, with a focus on closing equity gaps and supporting DI student populations in completing a comprehensive education plan by the end of their first semester or, at minimum, by the end of their first academic year.

Comprehensive Education Plan Implementation for ALL Students

To proactively ensure all students—not just disproportionately impacted or transfer-intending populations—receive a comprehensive education plan early in their academic journey, Mt. San Jacinto College (MSJC) will scale several inclusive and equity-driven strategies that build on current practices to meet the primary goal is plan completion within the first semester, with a secondary goal of completion by the end of the first academic year. MSJC will expand its case management model to include milestone-driven alerts that identify all students reaching key thresholds (e.g., 15+ units) without a plan, triggering counselor outreach. Technology tools like ConexEd will continue to support this through enhanced tracking and automation. In addition, the college will broaden its Explore-Build-Prepare framework by integrating Explore Workshops into all introductory English and first-year courses, especially for undecided students, to normalize early career and academic planning. Feedback from counselors also supports the development of a Counseling Canvas shell, providing students with clear instructions, planning resources, and videos to demystify the SEP process. In alignment with AB928, MSJC will also explore placing a Planning Enrollment Requirement (PERC) hold to ensure all students meet with a counselor during their first semester. Default first-year course bundles and curriculum tracks aligned with programs of study will streamline planning and reduce decision fatigue, improving student follow-through. Further, MSJC will partner with instructional faculty by offering training and resources so they can support early educational planning conversations and refer students as needed. Offering evening and weekend SEP planning sessions and workshops—both virtually and in-person—will be explored to increase accessibility for working students and caregivers. To prepare students

for transfer and employment, MSJC will enhance its digital onboarding experience and connect students earlier to career services, internships, and transfer preparation. By combining technological tools, embedded planning opportunities, and inclusive communication strategies, MSJC aims to institutionalize timely, comprehensive education planning for all students, thereby promoting equitable outcomes and accelerating progress toward transfer, employment, and economic mobility.

Vision 2030 Alignment/Coordination

1. Guided Pathways

Mt. San Jacinto College (MSJC) continues to align its equity-centered efforts with the Guided Pathways framework to redesign structures and supports that ensure all students—particularly those historically underserved—can access, persist, and complete their academic and career goals. MSJC’s five academic pathways—Arts, Communication & Design; Business, Technology & Entrepreneurship; Health & Wellness; People Culture & Public Service; and Science, Math & Engineering—serve as the foundation for integrating academic and student services across the student journey.

Structural Alignment and Milestone-Based Support

MSJC is embedding key momentum-based practices into its pathway structure, such as pathway-based onboarding, proactive second-semester outreach, and completion milestone advising for students with 45+ units. Instruction and student support services collaborate to ensure students receive timely guidance on registration, financial aid renewal, and academic planning aligned with their pathway.

Pathway-Connected Student Engagement

To foster belonging and reinforce educational purpose, MSJC is exploring pathway-connected engagement efforts. These include “Meet Your Pathway” events, major spotlight experiences with faculty, and public career exploration events that highlight the connection between academic programs and long-term quality of life. All events are designed to build excitement about attending college and are open to the broader community.

Transfer and Completion Integration

MSJC encourages Faculty to embed transfer application components into major coursework—such as personal statements and research opportunities—to ensure students are prepared for competitive transfer. Counseling teams provide degree audits and targeted follow-up for students approaching completion to support timely graduation.

Equity-Minded Practice and Data Review

MSJC supports continuous reflection on equity and Guided Pathways alignment

through professional development in inclusive teaching and disaggregated data review by pathway. Instructional and counseling faculty co-develop strategies responsive to the needs of disproportionately impacted populations, ensuring student voice, identity, and experience are central to decision-making.

2. Student Financial Aid Administration

Mt. San Jacinto College (MSJC) is committed to reducing financial barriers for students by enhancing financial aid access, education, and outreach—especially for disproportionately impacted (DI) populations identified in the Student Equity Plan, including Black, Hispanic/Latino, and First-Generation students.

The Financial Aid Office provides federal, state, and institutional aid, which includes Pell Grants, Federal Supplemental Opportunity Grants, Federal Work Study, Cal Grants, Student Success Completion Grants, the California College Promise Grant, CHAFEE Grant, and scholarships. Holistic efforts are grounded in equity-focused outreach, cross-campus partnerships, and financial literacy education.

Workshops and support services—including FAFSA and California Dream Act Application workshops, SAP (Satisfactory Academic Progress) sessions, and a Financial Literacy Series—are regularly offered in person and virtually. Programming such as “Getting to the Money” and “Budgeting Basics” equips students with the tools to understand aid processes and sustain eligibility.

The college actively partners with support programs including EOPS/CARE, CalWORKs, TRIO/Upward Bound, Umoja, Puente, and Basic Needs to deliver aid information and personalized support. These collaborations are essential to increasing FAFSA/CADAA completion among DI students and ensuring follow-through on financial aid eligibility.

To improve consistency and outreach, MSJC has developed a centralized suite of financial aid tutorial videos and building additional staff training tools. Future efforts include targeted communication campaigns, improved coordination with high schools through the K-12 Partnerships program, and enhanced visibility at enrollment events such as Senior Days and App Jams.

Despite ongoing staffing and regulatory challenges, MSJC remains committed to improving access to financial resources. The Financial Aid Office will continue to evaluate aid utilization trends, enhance service delivery, and expand outreach to ensure all students—especially those from underrepresented backgrounds—are supported in navigating and maximizing financial aid opportunities.

3. *Students with Disabilities (DSPS)*

Mt. San Jacinto College's Accommodation Services Center (ASC) plays a critical role in advancing equity for students with disabilities and will continue to be an essential partner in eliminating disproportionate impact. While students with disabilities are not currently identified as disproportionately impacted in all metrics, the ASC remains committed to proactive support, inclusive instruction, and early engagement to ensure equitable outcomes across the student experience.

The ASC is currently undergoing a program review focused on improving the consistency, accessibility, and integration of services across all MSJC campuses. The ASC will implement a three-phase redesign—process mapping, analysis, and innovation—to strengthen accommodation delivery, improve technology use, and expand outreach to students who may not yet be connected to services.

The program's goals are intentionally aligned with institutional equity goals and focus on increasing student self-advocacy, communication with faculty, identification of barriers, and consistent use of academic accommodations. These outcomes are supported through personalized counseling, reminders for appointments, and intentional conversations about student needs and resources. Staff also work to ensure each ASC student is actively using accommodations to achieve their educational goals, including assistive technologies and classroom-based supports.

Recognizing the increasing need for flexibility and accessibility, the ASC has made strategic investments in virtual accommodation services, while also addressing challenges such as sensory overload and "virtual sickness" experienced by some students in online learning environments. Ongoing efforts to balance in-person and virtual service delivery will ensure students can access support in their preferred mode of learning.

In partnership with other student support programs, faculty, and local high school districts, ASC will continue to cultivate a culture of access, belonging, and high expectations. By embedding equity into its service model, MSJC's ASC is positioned to support all students with disabilities in achieving success—regardless of instructional modality or pathway.

4. Extended Opportunity Programs and Services (EOPS)/CalWORKs

Mt. San Jacinto College's EOPS and CalWORKs programs serve as essential components of the institution's equity infrastructure, offering proactive support to low-income, first-generation, parenting, undocumented, and underrepresented students—many of whom are identified as disproportionately impacted in the 2025–28 Student Equity Plan.

EOPS provides wraparound support including priority registration, book vouchers, dedicated counseling, university application waivers, and workshops focused on academic success and personal development. Under revitalized leadership, the program has enhanced its data tracking, clarified procedures, and increased visibility through collaboration with student services and instructional departments. Counselors help students develop comprehensive education plans by the end of their second semester, supporting early momentum and aligning with equity plan goals for persistence and completion.

CalWORKs provides targeted services for low-income parenting students, including case management, subsidized employment, job readiness training, and transfer support. Program staff work closely with Riverside County DPSS, MSJC's Basic Needs Center, and other campus programs to coordinate support. Education planning, childcare referrals, and transportation assistance are also offered to ensure students can persist through competing responsibilities. The program's focus on removing economic and logistical barriers aligns with MSJC's equity goals and Guided Pathways framework.

Together, EOPS and CalWORKs offer intrusive, personalized support grounded in cultural responsiveness and high expectations. These programs will continue improving coordination, refining services, and expanding outreach to support disproportionately impacted students in completing their academic and career goals.

5. *NextUp/Foster Youth*

Mt. San Jacinto College's NextUp (Foster Youth) support program provides targeted services to students with current or former foster care experience—many of whom face intersecting challenges including housing insecurity, limited family support, and disrupted educational pathways. These students are recognized in the 2025–28 Student Equity Plan as disproportionately impacted, particularly in completion and transfer outcomes.

The NextUp program offers dedicated counseling, book and supply support, transportation assistance, and guidance on navigating financial aid and county services. Students receive intrusive advising and case management that centers on building trust, meeting basic needs, and mapping long-term academic plans. Program staff also work to ensure foster youth students complete education plans early, meet with counselors regularly, and are connected to relevant campus resources.

Beyond core services, MSJC is focused on strengthening coordination between NextUp, Financial Aid, EOPS, and Basic Needs to deliver a seamless network of support. Outreach to K–12 partners and child welfare agencies helps identify eligible students early and support their transition to college. Program staff also participate in professional development and equity initiatives to promote trauma-informed practices and advocate for the inclusion of foster youth voices in planning and decision-making processes. Through these efforts, MSJC's NextUp program is helping to remove institutional barriers, improve retention, and support the long-term success of one of the college's most vulnerable student populations.

6. Programs for Veterans (Veterans Resource Center)

Mt. San Jacinto College (MSJC) is committed to proactively supporting veteran and military-connected students by addressing their unique needs and reducing barriers to success through a holistic, equity-centered approach. The Veteran Resource Centers (VRCs) serve over 1,200 students, including veterans, active-duty service members, reservists, and their dependents. These students often face overlapping challenges, such as mental health concerns, family obligations, and complex benefit requirements—all while navigating the transition to civilian and academic life.

In alignment with MSJC's equity goals and Guided Pathways framework, the VRC will implement several strategic actions over the 2025–28 cycle. These include increasing outreach to local military bases, advocating for expanded hybrid and face-to-face course offerings to accommodate VA benefit rules, and launching Credit for Prior Learning (CPL) and Military Articulation Platform (MAP) projects to accelerate academic momentum.

The VRC has also developed an intake tool to better identify mental health needs and is pursuing an MOU with the VA to provide on-campus access to a part-time mental health therapist. This complements existing collaborations with MSJC's Health Center and reinforces the college's commitment to wraparound support.

Veteran students are encouraged to take leadership in improving campus culture through student-led projects such as murals, community gardens, and a revitalized Veteran Club. These initiatives build belonging and promote visibility, enhancing persistence and success. Additionally, the VRC is expanding partnerships with local governments, NGOs, and veteran organizations to ensure broader support networks and stronger regional alignment.

MSJC's Veteran Services program continues to lead efforts that blend cultural competence, community connection, and student empowerment—ensuring that veteran and military-affiliated students can thrive academically and personally.

7. Justice-Involved and Justice-Impacted Students

While justice-involved and justice-impacted students are not currently a focus population at MSJC, the college is committed to serving all students who seek access to higher education, including those affected by the justice system.

MSJC recognizes that justice-impacted individuals face unique and systemic barriers to enrollment, persistence, and completion. These may include limited access to prior educational opportunities, stigma, and difficulty navigating institutional processes. In response, the college is exploring ways to strengthen internal structures and external partnerships to better serve this population.

Current efforts focus on strengthening partnerships with community-based organizations/programs to connect students with wraparound services not provided directly by the college, such as housing, legal aid, or trauma-informed care. MSJC will continue to leverage existing student support systems—including basic needs centers, intrusive advising, and equity-minded academic resources—to ensure that justice-impacted students who enroll receive holistic and inclusive support. The college will continue to integrate training and awareness for faculty and staff to reduce stigma and create more welcoming, affirming learning environments. Additionally, MSJC will monitor student needs and participation trends through available data and feedback to inform potential future program development, ensuring that new initiatives are responsive to student demand and aligned with institutional capacity.

MSJC remains committed to equity in access and outcomes and will continue to evaluate how programs or services may be adapted or created to meet the needs of justice-impacted students in alignment with Vision 2030 and the college's mission.

8. Low-Income Adults

Mt. San Jacinto College (MSJC) is committed to improving access, retention, and completion for low-income adult learners, particularly those identified as disproportionately impacted in the 2025–28 Student Equity Plan. Many of these learners face intersecting challenges related to work, childcare, transportation, and limited prior college experience. MSJC’s approach centers on flexible pathways, intrusive support, and resource coordination.

To address early onboarding barriers, the college facilitates inclusive enrollment events—such as College Kickoff, Senior Days, and App Jams—and offers personalized assistance with applications, financial aid, and education planning. Proactive advising continues throughout the student journey, including targeted outreach campaigns for students with 45+ units to support degree audits, graduation applications, and problem-solving for completion delays.

MSJC’s Basic Needs Center collaborates closely with programs like CalWORKs, EOPS, and Veterans Services to provide integrated wraparound support—including food, transportation, textbook assistance, and childcare referrals. CalWORKs specifically supports low-income parenting students with case management, subsidized employment, and academic counseling.

To increase adult learner flexibility and success, the college is enhancing access to Credit for Prior Learning (CPL), developing career-connected noncredit options, and advocating for expanded hybrid course offerings. Classroom-level equity is supported through embedded tutoring, communities of practice, and professional development in culturally responsive teaching.

Finally, MSJC continues to build partnerships with community-based organizations, workforce agencies, and county service providers to reach adult learners where they are and connect them to the resources they need to succeed. These coordinated efforts aim to close equity gaps and empower adult learners to achieve their academic, career, and personal goals.

9. Credit for Prior Learning

To support the equitable expansion of Credit for Prior Learning (CPL), the college is implementing a multi-pronged approach that builds upon prior efforts while addressing disproportionately impacted (DI) student populations. Structurally, the college will finalize and institutionalize the updated CPL process, ensuring it is embedded within policies and consistently communicated across departments. A key structural enhancement includes integrating Joint Services Transcripts (JSTs) into the Mapping Articulated Pathways (MAP) platform, in alignment with Vision 2030 goals, to streamline evaluation and awarding of credits for veterans and military-affiliated students.

Initiatives include broad faculty and staff engagement through training sessions on evaluating prior learning, clarifying CPL procedures, and fostering equity-minded practices to mitigate bias in credit evaluations. The college will develop targeted outreach campaigns to DI populations by collaborating with cultural and affinity groups such as Puente, Umoja, LGBTQ+, Veterans Resource Center, and Accommodation Services (ASC) to raise awareness of CPL opportunities and benefits.

Action steps include resuming work with administration to finalize CPL policy updates, expanding MAP integration for JST uploads, and scaling up direct support for students with CPL petitions. The college will also create student-facing resources such as workshops, guides, and counseling modules to demystify the CPL process. Emphasis will be placed on early outreach to first-generation and economically disadvantaged students who may be unaware of CPL opportunities.

Activities will include faculty-led CPL information sessions, veteran credit evaluation support, and dedicated counseling appointments to guide DI students through petition processes. Additionally, equity-centered data tracking will be implemented to monitor participation and outcomes across DI groups, informing continuous improvement efforts.

Collectively, these structural changes, initiatives, and supports will ensure CPL is accessible, transparent, and equitably awarded, advancing transfer, completion, and economic mobility for all students while addressing equity gaps among disproportionately impacted populations.

10. Dual Enrollment

To support Vision 2030's ninth grade strategy, Mt. San Jacinto College (MSJC) is committed to sustaining and enhancing the quality of its dual enrollment and early college credit efforts with a focus on equitable access and meaningful outcomes for disproportionately impacted (DI) student populations.

MSJC offers multiple dual and concurrent enrollment options, including Middle College programs with Beaumont and San Jacinto Unified School Districts. These programs allow high school students to complete college courses while earning their high school diploma, with embedded academic and counseling support tailored to economically disadvantaged, Hispanic, and first-generation students.

The K-12 Partnerships team leads comprehensive onboarding through College Kickoff, Senior Days, and App Jam events that support students through application, registration, and education planning. Equitable advising is reinforced by first semester planning sessions and workshops delivered by K-12 counselors and peer mentors.

Earning college credit while still in high school can be particularly transformative for first-generation college students. Early success in college-level coursework boosts confidence, affirms a sense of academic identity, and reduces time and cost to degree—mitigating financial and cultural barriers that often delay or derail postsecondary completion. These experiences also increase college-going self-efficacy for students and their families.

To enhance program quality, MSJC hosts a K-12 Partnership meeting monthly to increase alignment and communication with school districts and community stakeholders. The college also delivers professional development for high school staff on dual enrollment processes, student success strategies, and the needs of DI populations. Faculty and staff engagement will also focus on fostering a culture of belonging for dual enrollment students, including inclusive syllabi, culturally responsive instruction, and recognition of early college achievement. MSJC launched a new digital platform (DualEnroll.com) to manage enrollment which will streamline and improve access for students, parents, and partners.

Through these intentional efforts, MSJC is working to ensure all students—regardless of background—graduate high school with college credit and a clear, supported path toward transfer, career, or apprenticeship.

11. Strong Workforce Program/Perkins

To meet Vision 2030's workforce equity goals, Mt. San Jacinto College (MSJC) will strengthen coordination between its Strong Workforce Program (SWP), Perkins programs, and Student Equity & Achievement (SEA) efforts to support disproportionately impacted (DI) student populations in achieving living-wage careers.

SWP and Perkins will align with the 2025–28 Student Equity Plan by prioritizing support for DI groups—particularly First-Generation, Black, Hispanic/Latino, Foster Youth, and Adult Learners—through career-connected learning, early momentum strategies, and targeted outreach. Key activities include scaling career exploration within onboarding, expanding Credit for Prior Learning (CPL), and increasing access to high-opportunity career education programs aligned to regional labor market demand.

MSJC will enhance employer engagement to support paid work-based learning, internships, and apprenticeships, in alignment with the IEDRC's regional infrastructure Goal 4 strategies. Career Education and counseling faculty will collaborate to integrate job readiness into courses and support early completion of 9+ CTE units, a key milestone linked to employment outcomes.

To improve access for low-income and adult learners, MSJC will leverage CPL, and integrate workforce preparation into various pathways—aligned with the IEDRC's Goal 1 focus on diversity and access. Professional development in culturally responsive instruction will support inclusive practices in high-enrollment CTE programs.

Shared data review across SEA, SWP, and Perkins will track equity gaps in enrollment, completion, and employment in-field. By integrating planning, aligning resources, and centering student voice, MSJC will deliver workforce education that advances economic mobility with equity.



STUDENT EQUITY PLAN