

MT. SAN ANTONIO
COMMUNITY COLLEGE
DISTRICT



EDUCATIONAL
MASTER PLAN
2008-2009

CONCLUSIONS AND RECOMMENDATIONS

A review of the department descriptions in Chapter 3 make it clear that some classes and programs are projected to grow faster or slower than the projected overall District growth rate. Decisions for these growth rate adjustments are based upon departmental interviews and projections, then translated into more specific growth rates by the consultants.

Following executive review of the projections, these growth rates were reduced by the District. The projected growth rate adjustments are not displayed in the departmental tables in Chapter 3, but can be seen displayed in Appendix A. The same adjustment methodology, however, was employed in both the departmental tables and the Master Table which shows all active credit TOP Codes.

As described in Chapter 2 of this Master Plan, there is a possibility that the administration's plans to limit growth may still be averted. Many factors involved in the decision are still moving targets. Therefore the District has asked that both of these scenarios be documented. Scenario 1, which appears in this Master Plan, includes the two District changes to limit growth.

The Educational Master Plan *ADDENDUM* presents Scenario 2. In the *ADDENDUM* the consultants provide all of the projections set forth in this Master Plan before District changes. Only tables which are different from Scenario 1 are provided in the Scenario 2 *ADDENDUM*. These tables include all enrollment projections in this chapter and all personnel projections which are based upon enrollment. Personnel projections for areas with no enrollment are projected by the departments and do not change between scenarios.

Although enrollment projections are lower and in some years below those of the Chancellor's Office of the California Community Colleges, analysis of the resulting Scenario 1 growth adjustments from this projection process shows patterns which echo many of the needs and opportunities within the District. For example, these patterns point to hospitality and retail as job areas with strength in the District's employer base and indicate continued growth in the area of health care. The College can expect an increase in demand for occupational, general education and transfer classes for students returning to education as a result of the recession and increasing unemployment. Described below are those District needs and opportunities as they correlate with adjustments made to the projected District growth rates.

The District lies in the San Gabriel Valley, which has an economy dominated by health services, professional and business services, leisure and hospitality. Programs showing higher growth rates than the District which correspond to these sectors' employment needs in the San Gabriel Valley include: hospitality and restaurant management, fashion merchandising and design, medical services, radiologic technology, and related prerequisites like mathematics, accounting, biology, chemistry, anatomy and physiology. It should be noted that nursing has limited growth in this area due to a current lack of clinical placements required for program expansion, but the College is active in planning for future expansion.

Rising unemployment and the recession bring students back to school for many reasons including upgrading skills, training and continuing previously interrupted educational. Programs affected by these students include courses in many areas. General education courses projected to have higher than District growth include history, political science, sociology, geography, communication and languages including English, English as a Second Language, Chinese, Japanese, and Spanish, all in the humanities and social sciences area.. Natural Sciences courses, also affected were listed above in relation to the health services growth.

Service and specialty areas which have projected higher than District growth rates include sign language interpreting, fire technology, radio and television, animation and advertising design, and aeronautics and transportation.

The courses and programs highlighted above could all produce growth rates greater than the growth rate for the District. These courses and programs reflect many of the needs and opportunities for growth in the District's future.

The current financial crisis facing community colleges, although not unique, presents once again the continuing dichotomy between the needs of a struggling economy and the inability of the State to provide adequate support for Community Colleges, the most successful and cost effective sources of economic vitality. Mt. San Antonio could serve as a primary engine for recovery in their service area if provided the resources to do so.

Given the strengths and potential of Mt. San Antonio College, the data analyzed during this study, and having taken a long-term view in the resulting projections, the consultants believe that Mt. San Antonio has a strong future and will fulfill the projections made in Scenario 2 of this Educational Master Plan.

RECOMMENDATIONS

The Educational Master Plan is intended to be used as a part of a comprehensive college planning process, the basis for department planning, a possible catalyst for discussion and change, and a foundation for facilities planning. The process followed – and the results – also yielded suggestions and recommendations for the College's programs and services. Although not intended to be comprehensive, some of those follow.

PROGRAMS AND SERVICES: OBSERVATIONS AND RECOMMENDATIONS

- a. There are many signs of forward-looking and coordinated development in the programs and services of the College. A few examples include the Early College High School, Upward Bound and Bridge Programs. Successful programs should be studied for the reasons they are successful; plans should be made to institutionalize these programs whenever possible as "soft" funding declines.
- b. Many instructional departments report positive curricular changes or plans for change that recognize changes in their fields and are responsive to business and residents' needs. Examples are Foreign Languages and Communications.
- c. Many College departments seem disinterested in or opposed to distance learning. Many other colleges use different forms of distance learning very successfully. Given the concern about serving residents of the District and the restrictions of the size of the campus, it would be advisable, in our opinion, to look into the possibility of additional offerings of this kind.
- d. Based on the large number of needs expressed in most areas for additional managerial and classified staff, there appears to be a need for the development of a Non-Teaching Staffing Plan to be used as a basis for prioritization of positions as budget becomes available.
- e. Although they recognize the budget constraints of the College, many department heads and deans expressed the need to hire more full-time faculty and staff in order to improve the quality of their instructional offerings by having more staff available to develop and improve programs, to provide student assistance, and to improve student services, learning resources and support services. A multi-year College Staffing Plan with a scheduled annual review for response to new circumstances may serve to facilitate this process.
- f. A coordinated College-wide response involving training and retraining opportunities for students seeking to enter or re-enter the job market should be pursued. A study of the changing employment opportunities from manufacturing and construction to a more services-related economy, and the changing educational needs

related to this environment will point to program development opportunities. Baldwin Park, La Puente and Pomona, which have higher unemployment, should be closely examined during this needs study. Two approaches should be used: 1) an immediate offering of presently available programs “packaged” to meet the needs of those potential students; and 2) a longer-term plan to showcase the College as a resource for employees or job seekers by offering programs in formats that meet the needs of adults seeking further educational attainment and new employment opportunities, especially in these times of recession. This response should include and be coordinated through all segments of the College – credit, non-credit, community education, and student services.

- g. Given the changing nature of today’s student body, we recommend the formation of a first response team to be available in case of student mental health emergencies. Possible members of such a team include counselors, medical personnel, and public safety personnel.
- h. The College has begun important improvements in fund raising, grants development, marketing and the encouragement of innovation. We encourage the support and expansion of these efforts.
- i. Due to the size of the main campus, staff suggested and we agree that measures be taken to facilitate student access to services, including: improved signage, consolidation of services in one location or area, improved parking facilities, in addition to staff training to improve their ability to assist students, especially during this continual construction period.

PROGRAMS AND SERVICES: TARGETED IMPROVEMENTS

- a. The Master Plan indicates that there are areas of the District underserved by the College, where the participation rate is lower than in other parts of the District. It is recommended that there be ongoing demographic and needs studies of these areas to be used in decisions about where to locate new services and which programs and services to offer.
- b. Data indicate that the growing Hispanic population in the District is concentrated in Baldwin Park, Pomona, Covina, La Puente and West Covina. The data also show that there is a significant gap between the percentage in the population and the percentage of enrollees. These data provide a growing and continuing opportunity to serve the increasingly large population of Hispanic youth in the District. Planning for a College response should include not only the addition of accessible curriculum but the development of teaching and learning strategies which assist students in being successful, and a welcoming atmosphere for students of diverse backgrounds.
- c. Data on District outflow and participation by age indicate opportunities in the 21-25 and 31-40 age groups. Baldwin Park, La Verne and San Dimas have significant outflow and are particularly underserved in these age groups. A study of this outflow and the related needs of these age groups should be conducted. A learning center located in these outlying areas that provides needs-targeted programs should be considered.
- d. Data indicate that the College has ready opportunities to increase 51+ enrollment if the College provides additional offerings in locations more convenient to the larger senior populations wherever this is possible in cooperation with the local adult schools. Proximity of offerings is a significant driving factor affecting the attendance of this age group.
- e. An Enrollment Management Plan should be developed and updated on a regular basis for the purpose of planning, monitoring and repositioning the College with regard to its enrollment status. It should enable the College to respond to both District residents’ needs and to State financial inconsistencies.

- f. All marketing efforts throughout the College should be tied directly to an Enrollment Management Plan and coordinated through an oversight body, manager, or department to make the most effective use of this Educational Master Plan as well as future studies of community needs. For example, areas such as Baldwin Park, San Dimas and La Verne, with higher unemployment and lower educational attainment, should be targeted for marketing studies.
- g. A large number of District residents attend neighboring colleges – approximately 12,000 per year. This outflow presents the District with significant opportunities. Since participation rates in the District are low compared to the statewide average, it is recommended that a study be conducted to ascertain the reasons for these behaviors and to determine possible actions to counteract them. It is possible that a targeted marketing campaign combined with a programmatic response and the placement of center(s) in closer proximity to these residents would result in significant enrollment gains.
- h. Develop administrative structures that can react quickly to demographic, economic and developing needs by providing programs and services in an effective way. This may mean developing a permanent liaison of some type (person, practice, department, other) to encourage innovation and development.

ADMINISTRATIVE SERVICES / SPACE / FACILITIES

- a. After reviewing current facilities qualifications as related to the Educational Master Plan, make possible revisions to current and future building plans to improve program housing. Many staff members expressed the view that even as space is added, it is still not adequate for their needs (they “outgrow” it before they move in).
- b. The District should establish a policy regarding the build-out size of the main campus and, subsequently, its philosophy regarding the possible development of centers in other parts of the District. Specific reasons for considering the addition of other centers are addressed in previous recommendations
- c. The projections developed in this Educational Master Plan seem to indicate that other centers should be developed in the District. The first steps in planning for Centers should begin as soon as possible given the length of time required for approval (reference to the process required can be found in Chapter 1).
- d. A number of changes to the campus should be pursued. For example, the planned parking structure will certainly make access easier for the public and students. Signage on campus could also be clearer and more available. We recommend that everything possible be done to improve access to and passage on the main campus.
- e. Develop and maintain an updated and effective emergency response plan for campus public safety (e.g. bomb threat, shooting, earthquake, etc.). This plan will require an effective campus-wide communication system as well. This recommendation came from the departments most closely associated with Public Safety on campus, and we believe it to be an urgent need.
- f. As the campus has grown, the number of personnel in the Facilities Department has not kept pace sufficiently. Although facilities seem to be in good condition, given the age of some of the buildings, the paucity of personnel will make long-term maintenance difficult.
- g. Departments that require specialty labs often express the need for an additional lab by a date in the future. The results of this Educational Master Plan might be used to explain how the qualification for space is dependent on enrollment growth and types of space. Frequently, that does not result in a department “owning” a space for exclusive use.

- h. Several service areas express the need for more adequate and/or usable space either now or in the near future. Many of these needs are dependent on buildings already on the list of those to be added to the campus; others depend on remodeling projects already planned. These needs, detailed at the conclusion of the *Services* section of Chapter 3, should be systematically and regularly gathered, and plans already in place should be shared more regularly and more widely with department leadership for their information.
- i. Some complex or multi-layered departments with special facility needs (e.g. the Arts, EOPS, Health Services) appear to need “long-term mini-plans” worked out for them which take into account their special needs. These mini-plans would provide some reliable notion of what they can expect in meeting their space needs.
- j. Many department heads express the need for additional smart classrooms. If the Technology Plan includes these needs, we recommend that the Plan be shared with that leadership group. If it does not, we recommend that a cross-referenced smart classroom plan be developed from building and remodel plans.
- k. Several building modifications and department moves that have been made or are planned should be reviewed for efficacy. One example is the IT Department move to Building 23, across the street from the main campus. This move included the Help Desk. Many staff have expressed concern regarding the inaccessibility of the Help Desk. Another concern is the remodeling of Building 4 and changes to be made to Mail Services/Switchboard/Purchasing departments.
- l. A key component of serving all groups in the service area is to place service or learning centers as near as possible to the areas of concentrated population. Proximity is a most important factor in attracting any group to a campus.

PLANNING AND RESEARCH

- a. Continue to develop a college-wide planning process that coordinates all aspects of planning. Its overall purpose should be clear to all constituents, including the various parts of the process, who is responsible, the direction of the flow of information, and which activities are to be conducted by whom, when and where. A well developed planning process can be used to coordinate all aspects of college development and operations.
- b. Other support area plans, such as those for technology, staff development, enrollment management and staffing should be closely aligned with the Educational Master Plan (see the sample planning diagram in Chapter 1).
- c. In addition, the Educational Master Plan should be used to support and drive the Facilities Master Plan (FMP,) and the FMP will support the District’s requests for State and local bond dollars.
- d. College research activities that support instruction and student services should be directed primarily by the data needed to drive the planning process, such as student outcomes, student enrollment and demographic studies, cost effectiveness studies, etc.
- e. The District has a rich resource in its Information Technology and Research and Institutional Effectiveness departments. Considerable time is spent producing multiple reports for various departments and divisions. Our recommendation is that these reports should be highly coordinated and standardized, using data needed for operations, to manage enrollment, to report to the State, to determine student outcomes, etc. Consistency in the reports and data used across the College would facilitate communication regarding enrollment, recruitment, facilities planning and related matters.
- f. A study of the enrollment numbers reported to and used by the California Community Colleges Chancellor’s Office (CCCCO) for building qualification as compared to actual enrollment numbers should be done. The

results might very well be an increase in qualification for space for the College, since the enrollment in non-credit programs is considerably higher after it is reported to the Facilities Unit of the CCCCO.

- g. Information regarding enrollment used by the College should be uniform, used only by designated spokespersons (e.g. President, Vice President, and Marketing Director) for the College, and agreed upon in advance. There seem to be several numbers used by the College during any given period of time.
- h. College fund raising efforts should also be directed by the needs determined through the College's planning processes and, whenever possible, supported by research.