

Summary of Master Plan Themes (as of September 5, 2017)

Instructional Programs Themes

1. Expand intrusive/proactive Counseling and tutoring to increase student completion of courses, degrees, and certificates
2. Use Guided Pathways to increase students' completion of degrees, certificates, and transfer requirements
3. Expand interdepartmental collaboration to leverage resources and enrich student understanding
4. Expand the number of courses that offer students a distance learning option
5. Expand opportunities for experiential learning to increase student engagement, retention, and success

Student Services Themes

1. Create a welcoming and inclusive environment that promotes student engagement and academic success
2. Respond to emergent issues/concerns through intentional collaboration, drawing from the campus community's collective wisdom
3. Provide equity-minded support services that empower students from diverse backgrounds and experiences to achieve their educational, personal and career aspirations
4. Maximize equitable access and use of technology to enhance student success by integrating functional usage to improve communication and engagement campus-wide and keep students informed of critical information
5. Achieve a balance of course offerings and integrated student services across the campus
6. Build and expand facilities that establish environments that are welcoming and safe, value open access, are innovative, and promote active student engagement

Administrative Services and Human Resources Themes

1. Maintain services while adapting to a rapid pace of changes in regulations, equipment, and emerging technologies
2. Increase services to accommodate College-wide growth
3. Expand the quality of services

College Themes

1. Expand and support innovation in teaching, learning, support, and management within the College
2. Ensure fiscal stability and effective and efficient use of resources
3. Provide professional development that advances the contribution of college personnel in achieving the College mission
4. Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented
5. Ensure access, equity, and completion of educational goals for all current and future Mt. SAC students

IMPLICATIONS FOR PLANNING

DATA MOST RELEVANT TO LONG-TERM PLANNING

External Environmental Scans

Mt. SAC's mission articulates a commitment to provide higher education opportunities for residents who live in the communities served by the College. Therefore, the first step in the development of Mt. SAC's data-informed long-term plan is to identify the changes that these communities expect in the next decade.

This analysis identified five projections that are most relevant to long-term planning at Mt. SAC.

- Projected slow population growth
- Projected decline in college-age population
- Projected continuation of community diversity
- Projected increased need for opportunities provided by Mt. SAC
- Projected stability and growth in local economy

Data describing these projections and the implications of each for Mt. SAC's future are summarized in the following section.

- **Projected slow population growth**
 - Data summary: Populations for the cities in Mt. SAC's geographic boundaries as well as in Mt. SAC's larger service area are projected to see an annual compounded growth rate of 0.8 percent per year over the next 20 years. The statewide population is growing at only a slightly greater rate (0.9 percent per year).
 - Implications for Mt. SAC: Relying on population growth alone to maintain or increase student enrollment is likely to

result in student enrollment growth of less than one percent per year. Refer to Recommendation 1 in the next section.

- **Projected decline in college-age population**
 - Data summary: The portion of the total population in the typical college-going ages (15 to 24 years old) is projected to decrease. The population aged 15 to 24 currently comprises 15.2 percent of the total population. This proportion is projected to decline to 13.4 percent of the population by 2021 while the proportion of the population over 25 years of age is projected to increase.
 - Implications for Mt. SAC: In order to better serve its communities in the next decade the College should plan on continuing and expanding higher education options tailored to a variety of student ages, such as increasing evening offerings of career technical education programs and the programs offered by the School of Continuing Education. Refer to Recommendation 4 in the next section.
- **Projected continuation of community diversity**
 - Data summary: The communities surrounding Mt. SAC are quite diverse in terms of race/ethnicity. One indicator of this diversity is that compared to the state, Mt. SAC and its service area include a lower percentage of residents who speak only English at home and a higher percentage of people who speak Spanish or Asian and Pacific Island languages at

home. This broad diversity is projected to continue. The percentages of the population that are Asian and Hispanic are likely to increase in the next five years while the White Alone and Black Alone groups are projected to decrease slightly as a percentage of the population.

- Implications for Mt. SAC: In order to serve its communities, in the next decade the College should plan on continuing and expanding higher education options tailored to a wide range of racial/ethnic groups, such as the variety of Specialized/Caseload Management-Based Student Services described in the Student Services chapter of this document. Refer to Recommendation 4 in the next section.
- **Projected increased need for opportunities provided by Mt. SAC**
 - Data summary: The levels of educational attainment are lower for adults living in the communities surrounding Mt. SAC than for adults in the State. About 45 percent of residents near Mt. SAC have a high school diploma or less compared to 38.7 percent for adults in California. Similarly, a little over 26.0 percent of the residents near Mt. SAC have earned a baccalaureate degree or higher compared to 32.0 percent for adults in California. A second factor in the communities' need for Mt. SAC services is the national trend for the average person to make several career changes during their working lifetime (Source: bls.gov). Career technical education programs are needed to

provide training to prepare residents for career changes as well as career entry.

- Implications for Mt. SAC: There is need for the services provided by Mt. SAC both in terms of basic skills education as well as postsecondary credentials for job entry, career change, and transfer to four-year institutions. Refer to Recommendation 3 in the next section.
- **Projected stability and growth in local economy**
 - Data summary: The cities surrounding Mt. SAC are recovering from the recession and show signs of recovery. For example, thanks to increases in local job opportunities, the local median household income is slightly higher than the state, and unemployment rates are returning to pre-recession levels. The industry sectors projected to grow fastest in Los Angeles County over the next decade are health care, construction, business, and hospitality.
 - Implications for Mt. SAC: Mt. SAC has numerous career technical programs in place that would prepare students for the industries projected to grow over the next decade. These programs could be expanded to serve a greater number of students and/or provide a variety of credentials for the industry sectors projected to grow. Refer to Recommendation 3 in the next section.

PROFILE OF THE COLLEGE'S COMMUNITIES AND STUDENTS IMPLICATIONS FOR PLANNING (cont.)

DATA MOST RELEVANT TO LONG-TERM PLANNING (CONT.)

Internal Environmental Scans

A second step in the development of Mt. SAC's data-informed long-term plan is to identify the College's current performance on various data elements. In this analysis, Mt. SAC was compared to its prior performance (comparing fall 2012 and fall 2015 data) and/or Mt. SAC was compared to other California college colleges. This analysis identified the following strengths.

- Increased student headcount and FTES
- Increased noncredit FTES
- Increased enrollment from students living within Mt. SAC boundaries
- Increased diversity in Mt. SAC student demographics
- Increased student achievement on some benchmarks
- Increased median earnings after completion of courses and program

This analysis also identified the following patterns in student achievement that are worthy of attention in the College's upcoming plans.

- Decrease in student unit load
- Disparities in retention, successful course completion, and remedial progress rates based on students' race/ethnicity
- Lower successful course completion rates
- Lower remedial progress and transfer level achievement rates

Data describing the details of this Internal Environmental Scans and implications for future planning at Mt. SAC are summarized in the following section.

- **Increased student headcount and FTES**
 - Data summary: Mt. SAC's unduplicated student headcount grew 10.2 percent between 2012 – 2013 and 2015 – 2016 while FTES, or the number of full-time equivalent students, increased 5.3 percent. These increases exceed the enrollment patterns experienced by most California community colleges. (Note: FTES is the state metric for measuring workload and is the basis for state apportionment to the College.)
 - Implications for Mt. SAC: Continuing growth or maintaining enrollment stability will require a continuation or expansion of outreach efforts. Refer to Recommendation 1 in the next section.
- **Increased noncredit FTES**
 - Data summary: Noncredit FTES has recently grown at a significantly higher rate than credit FTES. Between 2012 – 2013 and 2015 – 2016, the amount of noncredit FTES increased 14.4 percent while the amount of credit FTES increased 3.3 percent. Mt. SAC's total FTES for 2015 – 2016 was 32,154, of which 80.5 percent was credit FTES and 19.4 percent was noncredit FTES.
 - Implications for Mt. SAC: Programs offered by School for Continuing Education appear to be meeting community needs, as evidenced by this increase in noncredit FTES. Given the age shifts projected for the local population, such offerings have the potential to

contribute to the College's stability in enrollment. Refer to Recommendation 1 in the next section.

- **Increased enrollment from students living within Mt. SAC boundaries**
 - Data summary: Credit and noncredit student headcount increased between fall 2012 and fall 2015, the majority of which was due to an increase in students who live within Mt. SAC boundaries. Fall 2015 saw an increase of 1,670 more students who live within Mt. SAC boundaries enrolled at the College compared to an increase of 43 students who live outside of Mt. SAC boundaries. About 30 percent of this increase is due to a reinvigorated high school outreach program. Between fall 2012 and fall 2015 there was an increase of 496 in-district high school graduates who enrolled at Mt. SAC in the fall semester following graduation.
 - Implications for Mt. SAC: Recent high school graduates provide a rich pool of potential new students for Mt. SAC to offset the projected decrease in typical college-age residents. The impressive 26.5 percent increase of in-district high school graduates who enrolled at Mt. SAC between fall 2012 and fall 2015 can be just the beginning. For example, although the number of Pomona High School graduates who enrolled at Mt. SAC in fall 2015 was almost double the number of those who enrolled in fall 2012, the 2015 total of 84 students is less than one-third of the high school's total

graduating class for 2014 – 2015. Refer to Recommendation 1 in the next section.

- **Increased diversity in Mt. SAC student demographics**
 - Data summary: Mt. SAC's student population is a mosaic of different ages, races/ethnicities, and other factors that define special populations.
 - Age: Although a little over 60 percent of Mt. SAC students were age 24 or younger in fall 2012 and fall 2015, there was a greater increase in the number of students age 25 and above compared to the increase in the number of students age 24 and younger. Compared to community colleges across the State, Mt. SAC has a higher proportion of students who are between the ages of 20 and 24 as well as students age 50 and above.
 - Race/ethnicity: In fall 2015, 84.7 percent of Mt. SAC's students identify as members of one of three groups based on race/ethnicity: Hispanic (54.6 percent), Asian (18.6 percent), and White Non-Hispanic (11.5 percent). Between fall 2012 and fall 2015, the percentage of Hispanic and Asian students increased while the percentage of White Non-Hispanic students decreased.
 - Special populations: First-generation college students, who are the first in their families to attend higher education, accounted for 29.5

PROFILE OF THE COLLEGE'S COMMUNITIES AND STUDENTS IMPLICATIONS FOR PLANNING (cont.)

- percent of the total Mt. SAC student population in fall 2015.
- Implications for Mt. SAC: To better serve its communities, in the next decade the College should plan on continuing and expanding higher education options tailored to a wide range of ages, racial/ethnic groups, and special populations, such as increasing evening offerings of career technical education programs, the diverse programs offered by the School of Continuing Education, and the variety of Specialized/Caseload Management-Based Student Services described in the Student Services chapter of this document. Refer to Recommendation 4 in the next section.
- **Increased student achievement on some benchmarks**
 - Data summary: Mt. SAC's student population has demonstrated significant improvements in recent years on a number of key measures of student success.
 - Retention in a course: Between fall 2012 to fall 2015, the College's retention rate (a ratio of the number of students enrolled in a course at census to the number of students who completed the course with any grade) remained strong, from 86 percent to 88 percent for all types of courses.
 - Successful course completion rates in online courses: Student's successful course completion rates in online-only courses improved significantly between fall 2012 and fall 2015 and were close to student successful course completion rates in face-to-face instruction in fall 2015 (64 percent for online courses and 67 percent for traditional courses).
 - Remedial Progress Rates in English: The percentage of credit students who took remedial English and subsequently completed a college-level English course increased slightly, from 50.4 percent to 53.2 percent, in a comparison of students who entered in 2007 – 2008 with those who entered in 2010 – 2011.
 - Number of Program Awards: Mt. SAC recently increased the number of Associate Degrees for Transfer awarded, from 134 of these associate degrees in 2012 – 2013 to 427 in 2015 - 2016. Although the number of local Associate Degrees decreased over the same period, from 1,892 in 2012 – 2013 to 1,792 in 2015 – 2016, the total number of local Associate Degrees awarded was approximately three times larger than the total number of Associate Degrees for Transfer awarded.
 - Implications for Mt. SAC: In the next decade the College should plan on continuing and expanding the programs that were instrumental in supporting and producing these upswings in student achievement measures. The College's Student Equity Plan provides data on the current status of equity across five

metrics and populations to be assisted, such as African American Males and Latinos, as well as programs to help these populations. Refer to Recommendation 3 in the next section.

o **Increased median earnings after completion of courses and programs**

- o Data Summary: Comparing the percentage change in earnings one year before and one year after exiting the California community college system in 2013 - 2014, students who attended Mt. SAC had a 43.0 percent median change in earnings compared to a 22.6 percent median change in earnings for students who attended community colleges throughout California.
- o Implications for Mt. SAC: In the next decade the College should plan on maintaining and expanding career technical education programs that match needs within the local communities. For example, the fastest growing occupations in Los Angeles County between now and 2024 are projected to be in health care (personal care aides, nurse practitioners, home health aides, and occupational therapy assistants), construction (ironworkers, brick masons and helpers, and floor layers), business (statisticians, web developers, and operations research analysts), and hospitality (restaurant cooks). Since Mt. SAC currently offers career technical education programs to prepare students for most of these occupations, the future focus should

be on maintaining the caliber of these programs and expanding course offerings into evening hours. Refer to Recommendation 3 in the next section.

o **Decreased student unit load**

- o Data summary: Mt. SAC's FTES and student headcount have not grown proportionately. Between 2012 – 2013 and 2015 – 2016, student headcount increased almost twice as much as FTES, which indicates that the average amount of FTES earned per student declined. Although there are more students, they are taking fewer units.
- o Implications for Mt. SAC: Students who take fewer than 12 units per semester are less likely to complete degrees, certificates, and transfer requirements. In order to make significant progress on Mt. SAC's completion agenda, efforts must be developed and/or expanded to ensure an increase in students' unit load each semester. Refer to Recommendation 2 in the next section.

o **Disparities in retention, successful course completion, and remedial progress rates based on students' race/ethnicity**

- o Data Summary:
 - o Retention in a course: Although Mt. SAC's retention rates were strong in both fall 2012 and fall 2015, there were disparities in retention rates by students' race/ethnicity, with higher rates for Asian and White Non-Hispanic students and lower rates

PROFILE OF THE COLLEGE'S COMMUNITIES AND STUDENTS IMPLICATIONS FOR PLANNING (cont.)

- for Hispanic and African-American students.
- Successful course completion rates: In fall 2015, the student race/ethnicity groups with the highest successful course completion rates were Asian and White Non-Hispanic and the lowest successful course completion rates were African-American.
- Remedial progress rates: In a comparison of all students who initially took remedial Mathematics courses and subsequently completed a college-level course in the same discipline, there was a disparity of outcomes based on students' race/ethnicity. African American students had the lowest achievement rate of 24.1 percent compared to 34.7 percent for the group as a whole.
- Implications for Mt. SAC: The College is currently focused on Achievement Gap issues, as seen in the current Student Equity Plan, which provides data on the current status of equity across five metrics and populations to be assisted and identifies programs to help these populations. Refer to Recommendation 3 in the next section.
- **Lower successful course completion rates**
 - Data Summary:
 - Analysis of course type: Students' successful course completion rates fell slightly in all course types between fall 2012 and fall 2015. In both semesters, there were disparities in student successful course completion rates by course type, with the highest completion rates in career technical education programs and the lowest rates in basic skills classes.
 - Analysis of disciplines: Chapter 3 of this document compares Mt. SAC's rates of student successful course completion rates to the statewide rates for the same instructional discipline in the same semester. In fall 2015 Mt. SAC's students' successful course completion rates were two or more percentage points below the statewide rates in 45 of the College's 85 disciplines.
 - Implications for Mt. SAC: In the next decade the College should plan on developing and expanding programs that have been proven to be instrumental in increasing student successful course completion, such as intrusive counseling and tutoring. Refer to Recommendation 3 in the next section.
 - **Lower remedial progress and transfer level achievement rates**
 - Data Summary:
 - Analysis of transition from basic skills to college-level: In a comparison of students who entered in 2007 – 2008 with those who entered in 2010 – 2011, the percentages of credit students who initially took ESL or remedial Mathematics courses and subsequently completed a college-level course in the same

- discipline decreased. Successful transition to college-level courses decreased in ESL from 50.9 percent to 44.2 percent and decreased in Mathematics from 36.7 percent to 34.7 percent.
- o Analysis of transfer achievement milestones: Fewer than half of the first-time students who entered the College in 2014 – 2015 completed transfer-level English courses in their first or second years and only about a quarter of first-time students completed transfer-level Mathematics courses in their first or second years. Mt. SAC Transfer Achievement Rates are lower than the statewide rates for students in English and Mathematics.
 - o Implications for Mt. SAC: In the next decade the College should plan on developing and expanding programs that have been proven to be instrumental in increasing student completion of degree and transfer requirements, such as Guided Pathways, intrusive counseling and tutoring, and multiple measures for placement. Refer to Recommendation 3 in the next section.

PLANNING RECOMMENDATIONS BASED ON DATA

Given the diversity of community population characteristics, future enrollment stability and growth require the College to support a broad range of community needs in order to maintain its legacy of success and innovation.

1. Support innovations that are likely to maintain patterns of moderate enrollment growth.

The College has a proven track record of taking advantage of opportunities to reach out to students and grow enrollment. It is essential to continue – and expand – this impressive array of programs and services to maintain fiscal stability. For example, the outreach to recent high school graduates has been successful. The College may consider building on this success by developing additional opportunities to connect with high school seniors, such as expanding dual enrollment programs or establishing other partnerships with K-12 districts and faculty. Similarly, the College’s recent expansion of its noncredit programs has been well received by the communities. Expansion of these programs, especially the Adult Basic Education and Short-term Vocational programs, would provide support for continued enrollment growth as well as meet community needs.

2. Support innovations that been proven to increase the rates of degree, certificate, and transfer completion and narrow the Achievement Gap.

The College’s track record related to the Completion Agenda and the Achievement Gap described in Chapter 1 is mixed. Along with the many significant successes described in this Internal Environmental Scans, there are also multiple specific areas in need of attention as highlighted by the following data.

- o Mt. SAC students are diverse in many ways, such as age, race/ethnicity, and life experiences. Since this diversity is projected to increase over the next decade, closing the Achievement Gap will require College-wide

PROFILE OF THE COLLEGE'S COMMUNITIES AND STUDENTS IMPLICATIONS FOR PLANNING (cont.)

- efforts to maintain and expand initiatives tailored to a broad array of students' educational needs. For examples of current projects, refer to the College's Guided Pathways as well the initiatives described in the Mt. SAC Student Equity Plan.
- Successful course completion rates fell slightly in all course types between fall 2012 and fall 2015. Students' successful course completion rates for each discipline are included in Chapter 3 of this document.
 - The percentages of credit students who initially took ESL or remedial Mathematics courses and subsequently completed a college-level course in the same discipline decreased, in ESL from 50.9 percent to 44.2 percent and in Mathematics from 36.7 percent to 34.7 percent, in a comparison of students who entered in 2007 – 2008 with those who entered in 2010 – 2011.
 - Fewer than half of the first-time students who entered the College in 2014 – 2015 completed transfer-level English courses in their first or second years and only about a quarter of first-time students completed transfer-level Mathematics courses in their first or second years.

3. Align programs, practices, and policies with current community needs.

This obvious recommendation is to use the information in this document to identify segments of Mt. SAC's heterogeneous communities that currently may be underserved. Working adults are one example of a segment of the population that may be currently underserved due to program scheduling and/or program branding.

Mt. SAC's communities rightly boast of residents' high levels of employment. However, coupled with higher-than-average commute times, working adults in Mt. SAC's communities have busy daily schedules, which limit their access to higher education.

- **Schedule:** There are limited opportunities to enroll in evening classes; only 15.5 percent of Mt. SAC students took evening classes in fall 2015. Further study is needed to determine if this is due to the lack of student interest, the lack of classes scheduled during the evenings, or the types of courses offered in the evenings. There is also limited access to distance learning, which reduces students' access to schedule flexibility. Mt. SAC's course delivery by distance education and hybrid models is far below that for all California community colleges combined, accounting for only 2.8 percent of FTES at Mt. SAC compared to 11.4 percent and growing for all community colleges.
- **Program branding:** Career trends indicate that the average person will make several career changes during their working lifetime, so the concept of "career preparation" could be expanded to include models of "career transitioning" and "career positioning." The two most sizeable age groupings in Mt. SAC's population are those in the millennial generation (between 21 and 36 years of age) and the Gen Xers (between 37 and 51 years of age). Outreach to these populations with programs and schedules that accommodate the work, family responsibilities, and learning preferences of these age groups would be pacesetting.

4. Adjust programs, practices, and policies to accommodate projected demographic shifts.

For Mt. SAC, the population is projected to grow at a slow and steady rate. The population surrounding the College, as well as across the country, is aging. The typical 18- to 22-year-old, college-age segment is declining and the population age 25 and over is increasing. To accommodate these shifts in the age demographics, the College may consider how to craft outreach, student recruitment and support, types of programs, and schedules to meet the new population age distributions.

For example, older-age segments of the population include populations with vastly different educational attainment levels and with different educational needs than those starting college as new high school graduates. Examples of populations that could benefit from targeted outreach and program development are the over-25-years-of age residents in the College's communities, 21% of whom do not have a high school diploma. Further development of the targeted programs initiated by the College's School of Continuing Education are likely to benefit the communities and the College.