



MT. SAN ANTONIO COLLEGE

BOARD OF TRUSTEES STUDY SESSION

Saturday, March 12, 2016

MINUTES

CALL TO ORDER

The special meeting of the Board of Trustees of Mt. San Antonio College was called to order by Board President Chen Haggerty at 8:44 a.m. on Saturday, March 12, 2016. Trustees Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos, and Student Trustee Santos were present.

STAFF PRESENT

Bill Scroggins, President/CEO; Mike Gregoryk, Vice President, Administrative Services; Irene Malmgren, Vice President, Instruction; and Audrey Yamagata-Noji, Vice President, Student Services were present.

1. CHANGES IN ENROLLMENT

- a./b. Irene Malmgren, Vice President, Instruction; and Audrey Yamagata Noji, Vice President, Student Services; gave a presentation entitled "Instruction and Student Services – Changes in Enrollment."

The presentation may be found on the College's website with these minutes.

- c. Uyen Mai, Director, Marketing; and Eric Turner, Supervisor, Web and Portal Services, gave a presentation entitled "Marketing for Enrollment."

The presentation may be found on the College's website with these minutes.

The Board recessed for a break at 10:40 a.m.

The Board reconvened at 10:53 a.m.

The Board reserves the right to modify the order of business in the manner it deems appropriate.

Closed session shall not extend past the designated time, but should the business considered in closed session require additional time, the Board shall reserve time after the public meeting to continue discussion.

- d. Audrey Yamagata Noji, Vice President, Student Services; and Irene Malmgren, Vice President, Instruction; continued with the presentation entitled “Instruction and Student Services – Changes in Enrollment,” beginning with the slide entitled “Changing Landscape: High Schools and CCCs.”

The presentation may be found on the College’s website with these minutes.

2. CURRENT OFF-CAMPUS CLASSES

Irene Malmgren, Vice President, Instruction; and Madelyn Arballo, Dean, School of Continuing Education; gave a presentation entitled “Responding to Community Need – Off-Campus and Noncredit Programs.”

The presentation may be found on the College’s website with these minutes.

3. STATE ACTIONS CHANGING COMMUNITY COLLEGE MISSION

Bill Scroggins, President & CEO, talked about the State actions that are changing the Community College Mission.

4. BOARD COMMENTS

Discussion:

Trustee Hidalgo made comments about helping high school students transition more easily to Mt. SAC.

Trustee Hall said that the Women’s Basketball Team won the semi-finals and will play East Los Angeles City College in the finals tomorrow.

The Board recessed for lunch at 12:15 p.m.

The Board reconvened at 12:30 p.m.

5. LOOKING FORWARD AT FUTURE FACILITY NEEDS

- a. Gary Nellesen, Director, Facilities Planning and Management; and Gary Gidcumb, Senior Construction Project Manager; talked to a handout entitled “Measure R and Measure RR Project Status

The handout may be found on the College’s website with these minutes.

- b. Gary Nellesen, Director, Facilities Planning and Management; and Gary Gidcumb, Senior Construction Project Manager; talked to a handout entitled “Future Facilities Improvements – 2018 through 2030.”

The handout may be found on the College’s website with these minutes.

- c. Gary Nellesen, Director, Facilities Planning and Management; and Gary Gidcumb, Senior Construction Project Manager; talked to a handout entitled “Parking Plan.”

The handout may be found on the College’s website with these minutes.

- d. Gary Gidcumb, Senior Construction Project Manager; talked to a handout entitled “Transit Center.”

The handout may be found on the College’s website with these minutes.

6. ACCREDITATION

Irene Malmgren, Vice President, Instruction; and Kristina Allende, English, Literature, and Journalism Department Chair; gave a presentation entitled “Excellence & Distinction – Our Pathway to Accreditation.”

Board members were asked to write down what they do as Board members. Afterwards, their responses were aligned with the specific Accreditation Standard 4C (Governing Board) sub-standard that was affected.

The results of the written assignment may be found on the College’s website with these minutes.

The presentation may be found on the College’s website with these minutes.

7. BUDGET

This presentation was tabled and will be brought back to the April Board of Trustees meeting.

8. STUDENT SUCCESS AND STUDENT EQUITY

Audrey Yamagata-Noji, Vice President, Student Services; and Irene Malmgren, Vice President, Instruction; gave a presentation entitled “Mt. SAC’s Student Equity Agenda.”

The presentation may be found on the College’s website with these minutes.

9. DISCUSSION OF WHAT’S ON THE HORIZON

Bill Scroggins, President & CEO, talked about what’s on the horizon for community colleges regarding the following subjects:

1. Workforce Initiative
2. Accreditation
3. Basic Skills Innovation
Trustee Baca made a comment, and Dr. Scroggins responded to it.
4. The Concept of Pathways
Trustee Hall made a comment, and Dr. Scroggins responded to it.
5. Proposition 30
Trustee Santos made a comment, and Dr. Scroggins responded to it.
6. Community College Baccalaureate Degree
7. CalSTRS/CalPERS Assessment

8. The Demographics of California
9. Presidential Election This Year
10. Gubernatorial Election Next Year

10. BOARD SELF-EVALUATION AND PRIORITY SETTING

President Scroggins distributed a compilation of survey responses from Board Members to questions regarding the Board's areas of strengths and those areas they thought needed improvement.

- The first part of the self-evaluation required Board members to give themselves a letter grade (A through F).

Discussion:

Trustee Hall made comments regarding some of the grades that were given by his fellow trustees.

Trustee Santos made comments regarding Mt. SAC's relationship with its neighbors.

Trustee Hall made comments regarding Mt. SAC's relationship with its neighbors and the City of Walnut.

The responses of Board members to each of the open-ended questions were reviewed.

- The second part of the self-evaluation asked Board members to respond to particular open-ended questions.

Trustee Bader asked everyone to look at No. 3 (What are the areas in which the Board could improve?).

Dr. Scroggins suggested updating the Board every other month on the College's Facilities Master Plan.

Dr. Scroggins suggested a Community Advisory Committee, which would be comprised of approximately 30 diverse community members. Board members thought it was a good idea.

Dr. Scroggins talked about the community's complaints about voting on another bond.

Dr. Scroggins talked about advocating the College and working with elected officials.

Trustee Hall made a comment regarding the Mt. SAC's partnerships with other colleges regarding baccalaureate. Trustees Bader and Hall and Dr. Malmgren made comments regarding this subject, as well.

Dr. Scroggins will summarize the Board's goals for 2016-17.


The Board of Trustees Self-Evaluation compilation for 2016 is posted on the College's website with these minutes.

11. ADJOURNMENT

The meeting adjourned at 4:25 p.m.



Mt. SAC Board of Trustees Retreat

March 12, 2016 

Instruction and Student Services

Changes in Enrollment





Changes in Enrollment: Student Services and Instruction 





The Changing Landscape of Community Colleges

State, Federal and Local Actions Impacting the Mission of the Community Colleges



No longer an “open door”

- The mission of the California community colleges now has a different focus.
- Students can no longer “just show up.”
- The “rules of the game” have changed.
- To enroll, students must plan ahead.
- **Process Barriers for Enrolling**
 - Requirements for assessment, orientation, education plan must be completed at least 2 months in advance of classes starting
 - Loss of enrollment priorities (over 100 degree applicable units; probationary status)
- **Other limitations**
 - Loss of course repeatability
 - Limit on the repeat of substandard grades; withdrawals
 - Course prerequisites: students must meet eligibility requirements to enroll in most classes



**Open Access
with
Conditions**

Change in Focus

- **Federal focus: “Completion Agenda”**
 - Increase emphasis on student completion of goals (graduation)
 - Limitations on financial aid: **Pell lifetime limit** [12 semesters for B.A.]
 - Loss of financial aid: students without high school diplomas cannot receive federal aid under the **Ability to Benefit** provision
- **State focus: “Timely Student Success”**
 - Student Success: mandated core services; “every student needs a plan” (education plan)
 - Limitations on financial aid: **loss of BOGW** eligibility for unsatisfactory academic progress
 - Monitoring students’ progress and alerting/communicating requirements and status
 - Pending imposition of statewide **Common Assessment**
 - New focus on **Acceleration**



Incoming Student Profile

- **Level of preparation**
 - Preponderance of students are not at college level when they enter Mt. SAC
 - **88% test at basic skills (not college level) in English**
 - **58% test at basic skills level in math**
- **Need for intervention and services**
 - Majority of students are low income
 - **73% of students receive BOGW (20,075)**
 - **48% of students receive federal Pell grant (12,750)**
 - Increasing number of new students are first generation college students (44%)
 - Increasing number of new students whose **native language is other than English (70%)**
 - 5.14% increase in the enrollment of disabled individuals over 2,200 registered with DSPS
 - 95% increase in enrolled veterans, since the inception of post 911 benefits, to now over 1,100
 - 169 foster youth (estimated)
 - 1,193 AB 540/Dream students





Impacts on Enrollment

Ensuring and Prioritizing Access Along With Enrollment Planning and Management



New State Mandates: In the Name of Student Success

- **Mandatory Assessment** (Placement Testing)
 - 17,003 assessed in 2014-15 (95.3% of new, first time students)
- **Mandatory Orientation** (Counseling)
 - 13,992 orientations provided in 2014-15 (85.5% of new, first time students)
- **Mandatory Education Plan**
 - Total Abbreviated and Comprehensive Plans from 6/16/2014 to 3/9/16: **30,649**
 - Total Comprehensive Plans from 6/16/2014 to 3/9/16: 10,799
 - Total Abbreviated Plans from 6/16/2014 to 3/9/16: 19,850



Statewide Concern: Basic Skills

- Alignment with K-12 and the Common Core: to be “college ready”
- Students need to immediately enroll in basic skills courses
- More options for placement should be considered (multiple measures, use of high school grades/test scores)
- More options for completion of basic skills should be considered including:
 - Mandatory enrollment in student success courses
 - Mandatory enrollment in basic skills courses in first year
 - Acceleration models





Impacts on Enrollment: Incentives and Limitations


- **Enrollment Incentive:** Higher priority registration date by completing mandatory assessment, orientation, ed plan
- **100 Unit Limit:** Over 100 degree applicable units at Mt. SAC, loss of enrollment priority
- **Probation:** Below 2.00 GPA or dropping more units than retaining, on probation and can be subject to dismissal; loss of enrollment priority
- **BOGW:** If on probation, subject to loss of BOGW
- **Pell:** Based on number of terms receiving Pell; potential loss of Pell grant – limited to 12 semesters “lifetime”

Course Enrollment: Repeatability restrictions

- Repeatability restrictions: students may only repeat a course two times (enroll three times) if they have received either a “D”, “F” “NC” or “W” mark.
- Impact: some students cannot complete their degree requirements at Mt. SAC.




- 
- *When I entered Mt. SAC in fall 2011, after graduating high school, I had already completed 5 units.*
 - *I joined the Bridge Program and took math and English paired with counseling courses. While those courses were helpful, they impacted my units because of the accumulation of units.*
 - *I declared myself as a Business Administration major but after taking some courses, I decided that I was far more interested in Mathematics than in Business Administration.*
 - *Therefore, in the spring of 2014, I declared myself as a Mathematics major.*
 - *As time passed, I realized I had most of the requirements to transfer as a Business Administration major. So, I changed my major.*
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- *By changing majors, I ended up taking some math classes that are not required for my business major.*
 - *I have learned from my mistakes and each semester I make sure I choose my courses carefully so that I take the right courses and so that I do not waste my units in courses that are not part of my preparation/major.*
 - *Spring 2016 will be my last semester at Mt. SAC as I will be transferring to a four year university.*



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- Spring 2016: PRIOR TO ENROLLMENT: 113.5 units completed, 100.5 units of degree applicable units completed; 3.47 GPA.
 - **Denied 1st day priority registration. .5 units over 100 unit limit.**
 - Registration date moved from day 1 to day 9

In Review

- ✓ Where he began -- Assessment Level: English 67 (1 level below 1A); Math 50 Pre-Algebra (3 levels below transfer)
 - ✓ Passed all math classes through calculus with mostly A's and some B's. Enrolled in honors courses.
 - ✓ Took classes for a math major that aren't required as a Business Accounting major.
 - ✓ Ready to transfer after completing 3 remaining required courses.
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- *I want to say that I do not regret my 100+ units for I have grown as a person and as a scholar throughout these years.*



Unintentional Consequences

- For this student, changing majors between math and business is not outrageous.
- He is a good student, especially after starting at basic skills levels in English and math.
- He was a Bridge student and is an Honors student.
- This student is eligible for a Petition to approve his ability to maintain priority registration for one more semester.



Probation

- Mt. SAC has had a mandatory probation intervention system in place for over 20 years.
 - 4,179 probation students were provided intervention services (97.1%)
 - Priority Registration is moved until last day until intervention is completed (first level)
 - Counseling intervention required for second level probation



Loss of BOGW

- Beginning Fall of 2016, students placed on academic or progress probation for 2 primary terms will lose the Board of Governors Fee Waiver (BOGW).
- Presently, this would impact approximately 600 students or 3% of all BOGW recipients.



Impact of Lifetime Pell Limit

New federal regulations limit a student's ability to receive the federal Pell grant to 6 years, or 12 terms (semester). Who does this impact?

- High unit majors – like nursing; engineering
- Basic skills and ESL students who need to take many courses to get to college level
- Transfer students who have not been able to transfer due to impaction at the university level

Students Need to Know: students need to understand how close they are to reaching their maximum, especially if they intend to transfer

Critical decisions: some students are electing to stop receiving Pell while at Mt. SAC in order to save their eligibility until they transfer. When students lose the Pell, students will have to take out loans, including personal loans.



Probation Story: 21 year old Latina Female

- “Maria” placed into **LERN 48 Math**; **AmLa 42 Writing**; **Reading 80**.
- She began college as a Law Enforcement Major and enrolling in the lowest level of math and AmLa (ESL) courses. Based on her placement levels, she would need to take 5 levels of English and 5 levels of math to graduate.
- After 3 terms, Maria had a 2.00 GPA and changed her major to Radiologic Technology.
- After completing 7 terms, Maria lost her job, had no funds, couldn't afford books, needed money for her son's milk and diapers. Her GPA dropped to 1.00 for the fall of 2014.
- A year later, in the spring of 2015, Maria gave birth 3 months prematurely and had to stay in the hospital for an entire month.



Impact of Life Issues on Student Success

- During this downward spiral, Maria ended up taking Math 51 (elementary algebra) 3 times with unsatisfactory grades.
- By the fall of 2015, Maria completed only 6 of 12 units; had a 2.00 term GPA; but only had a **1.73 cum GPA**.
- Maria was placed on **Academic Dismissal**
- Maria is not able to enroll in Math 51 again at Mt. SAC and will need to complete this math requirement at another college.
- Maria will be unable to receive the BOGW due to her probationary status.
- The counseling department's probation intervention program prevented her from re-enrolling and required her to see a counselor.



Petition for Probation

- *Appeal: My mom is helping with child care. I will commit to tutoring 2-3 times a week and go to professors' offices. I will see a counselor regularly. I won't drop or fail another class if I can come back to school. I will get all the help I need. I want to come back to school and finish what I have started and become a radiology technician.*
- Current status: enrollment limited to 7 units by counseling; BIOL 1 (4 units); ANTH 1 (3 units)





Maximizing Enrollment

Steps and strategies for integration and implementation



Instruction

Yesterday does not predict tomorrow!



What is Enrollment Management?

Goal: Maximize student access and completion

Tools: data, data, data, & more data!

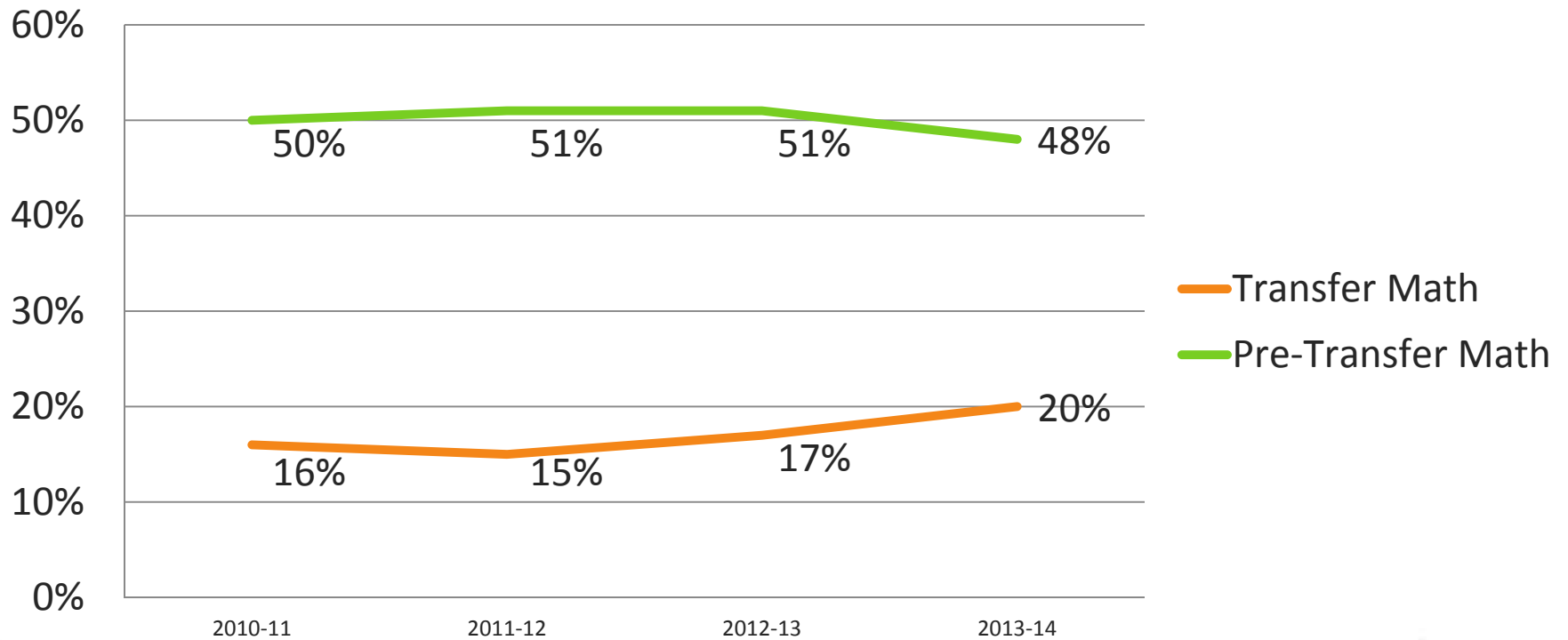
- Critical course analysis
 - sequential courses
 - gateway courses
 - capstone courses
 - basic skills
 - general education



What is Enrollment Management?

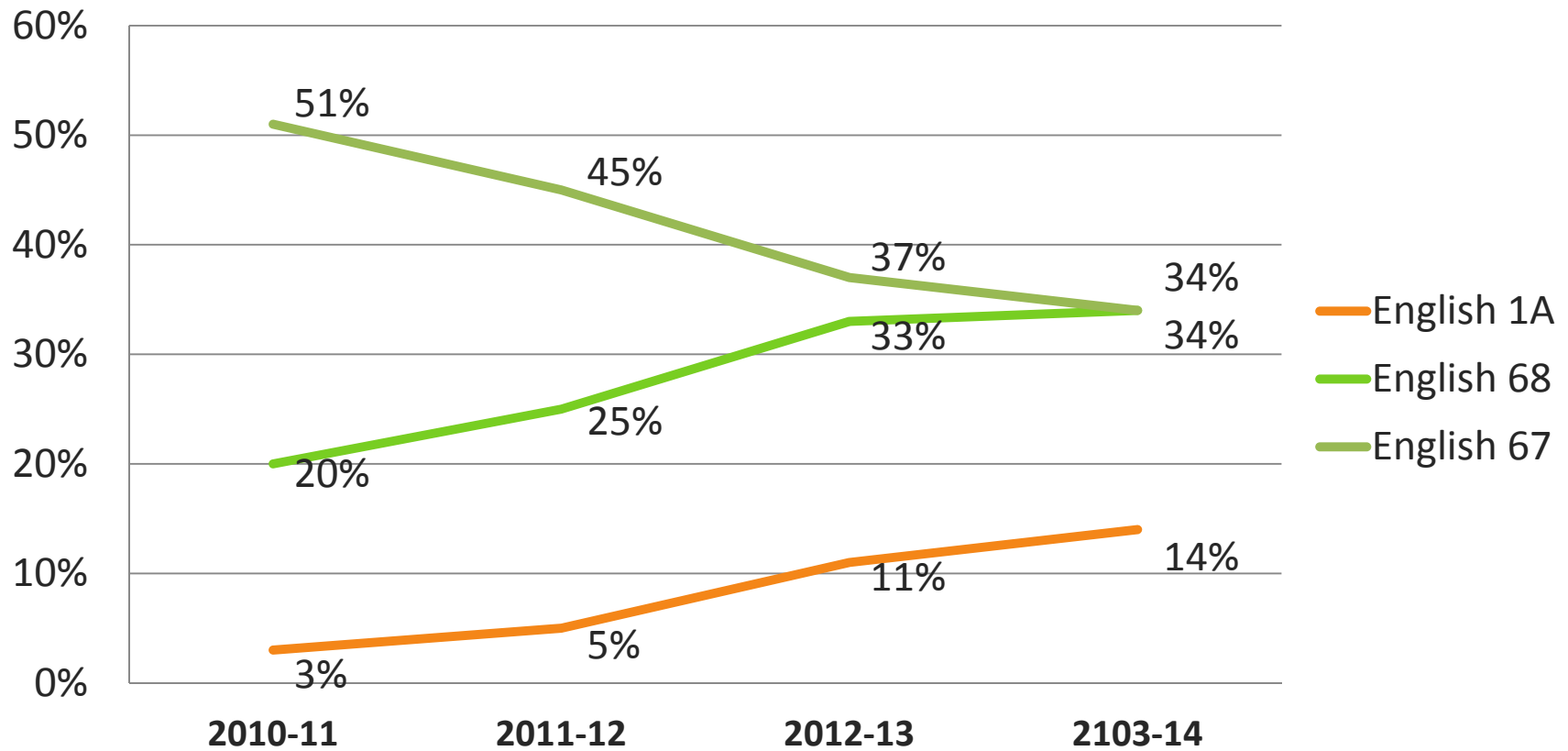
- Critical course analysis

Placement Distribution – Math



What is Enrollment Management?

Placement Distribution – English (AWE)



What is the Student Goal?

- Associate Degrees for Transfer

<u>2013/14</u>	<u>2014/15</u>	<u>Increase</u>
235	310	32%

Kinesiology & Wellness:

- Highest number of AA degrees awarded!! **315**

Where do our athletes go when they leave Mt. SAC?

Alabama	Florida St.	Oklahoma St.	Stanford	UCSB
Arizona St.	Hawaii	Ole' Miss	TCU	UCSD
Boise St.	Idaho	Oregon	Tennessee	UNLV
BYU	Kansas	Oregon St.	Texas	USC
Cal	Minnesota	Purdue	Tuskegee	Utah
CPP	Nebraska	Reno	UCI	Utah State
CSUF	New Mexico	San Jose St.	UCLA	Washington
CSULB	New Mexico St.	SDSU	UConn	Wisconsin
CSUN	Oklahoma	South Carolina	UCR	Wyoming



What is the Student Goal?

Certificates

- Mapping pathway to completion

Mt. San Antonio College

Portal Login Search A A

Paralegal Program

PARALEGALS AND LEGAL ASSISTANTS (SOC CODE:23-2011.00) PRINT A BROCHURE

ABA AMERICAN BAR ASSOCIATION
Defending Liberty. Promoting Justice

This program is approved by the American Bar Association

Job Description | Related Careers | Job Duties | Wage/Job Growth Info | Classes Offered

Print A Brochure | Personality Profiler | Required Courses

Job Description Overview

Assist lawyers by investigating facts, preparing legal documents, or researching legal precedent. Conduct research to support a legal proceeding, to formulate a defense, or to initiate legal action.

Graduates of the program can work under the direction and supervision of an actively licensed attorney in the state, but may not work directly with members of the public without such supervision. California law places restrictions on unauthorized practice of law by non-lawyers. Paralegals are governed by California law, Business and Professions Code section 6450 et. seq.

Obtaining a paralegal degree does not entitle anyone to practice law or to hold themselves out to members of the public as being able to do so

Print Out A Brochure

EXPLORE YOUR INTERESTS

Take the O*Net Interest Profiler today and identify careers that you may wish to explore.

Meet with a counselor to learn more about the additional requirements needed to earn this associate degree.

Start Now

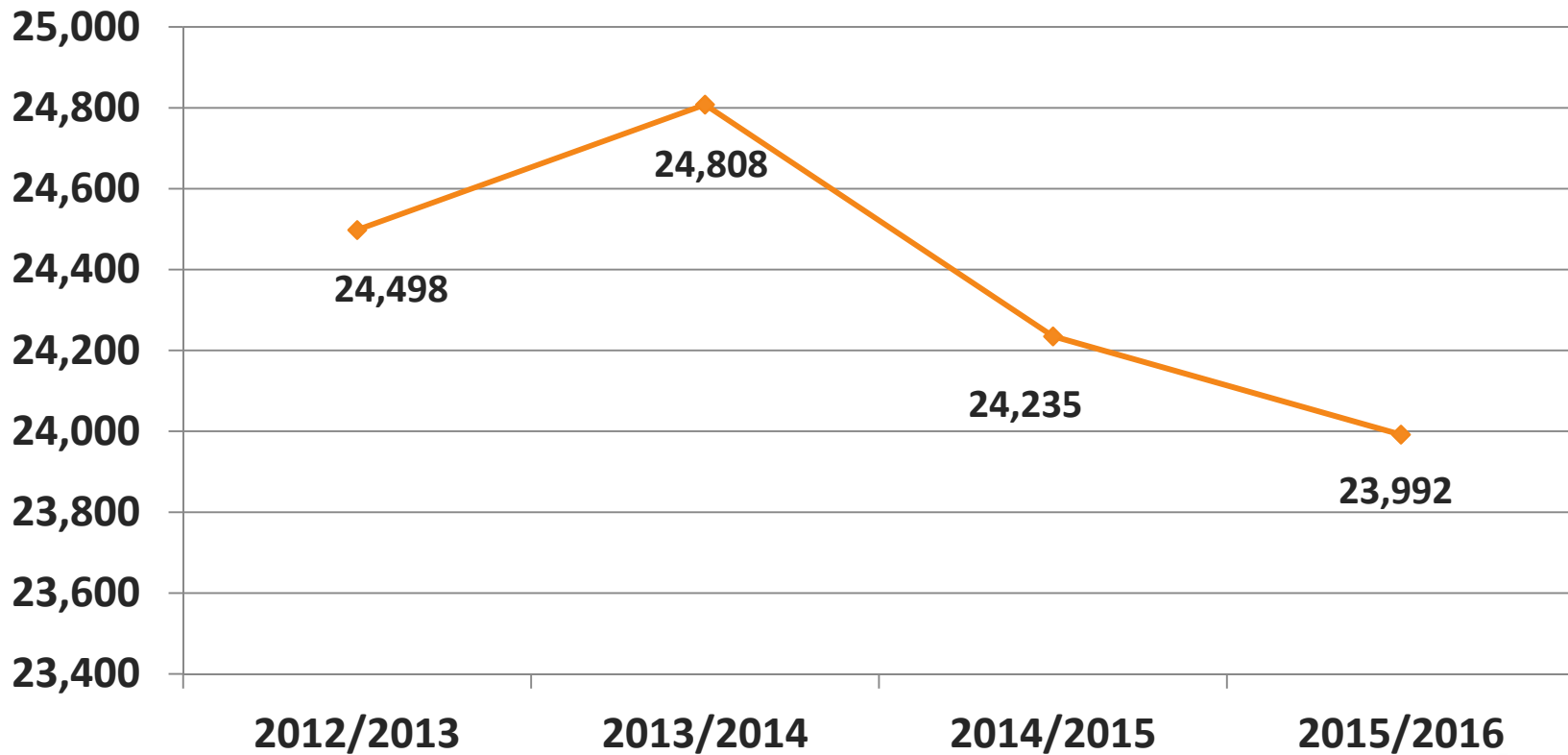
REQUIRED MAJOR COURSES FOR AN AA IN PARALEGAL STUDIES

Respond to Student Needs

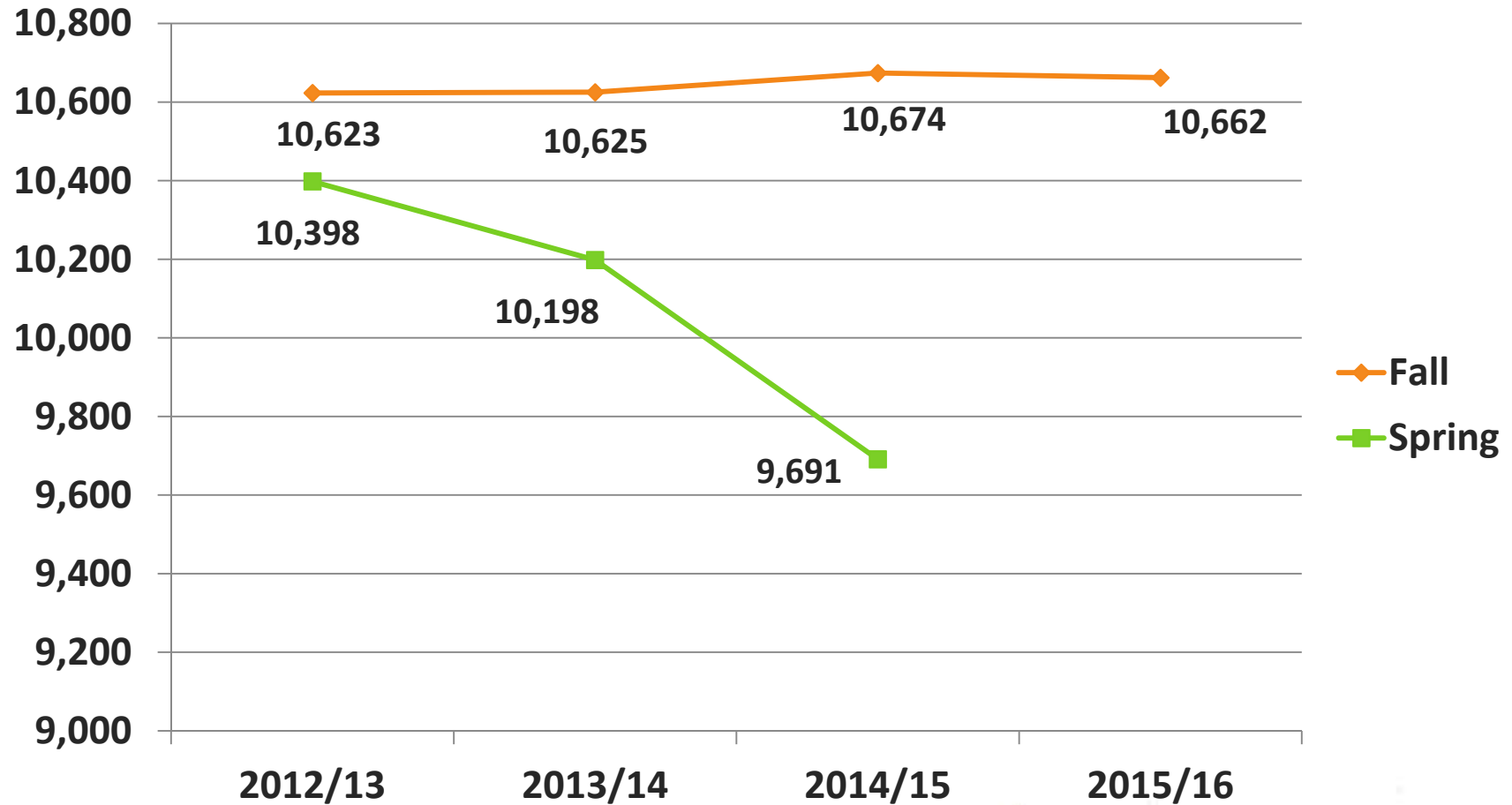
- Before the semester starts
 - Schedule Development
 - Examine trend lines
 - Conduct environmental scan
 - Forecast with historical factors
 - Scheduling decisions
 - Major courses
 - General education
 - Day/evening allocations
 - Adjust as necessary
 - Consult with department chairs
 - Classroom Utilization
 - Maximize campus resources



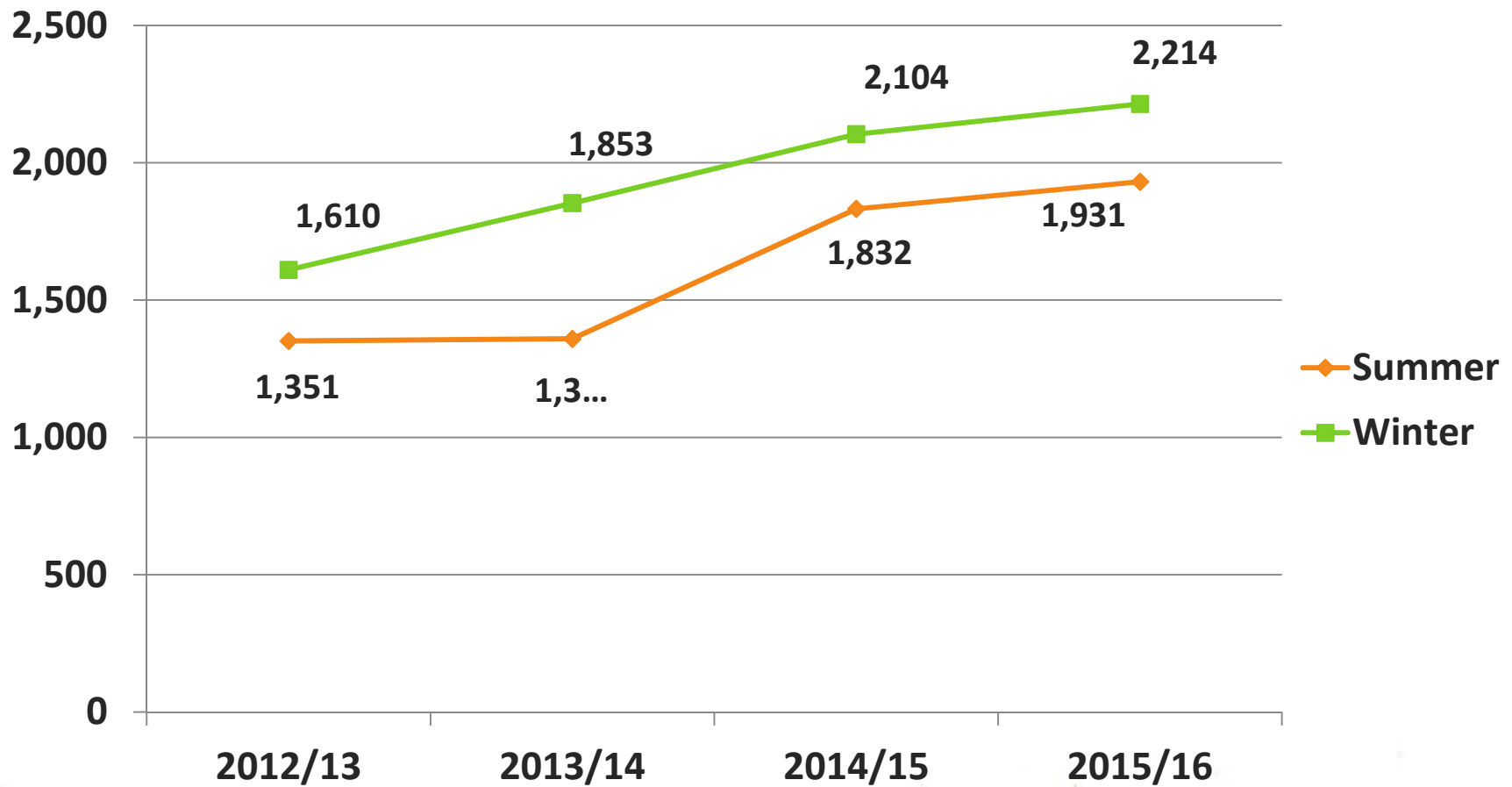
Credit FTEs (Annual)



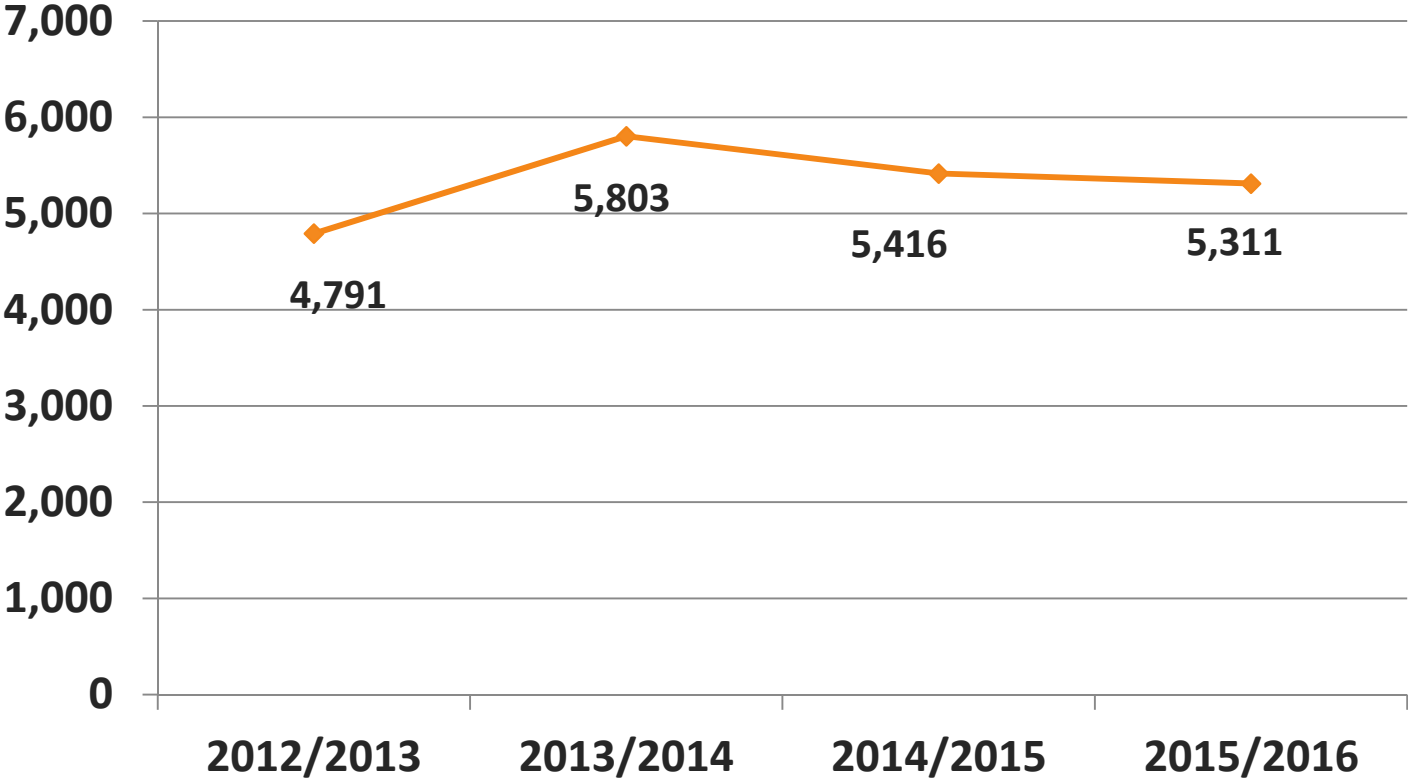
Credit FTEs (Fall & Spring)



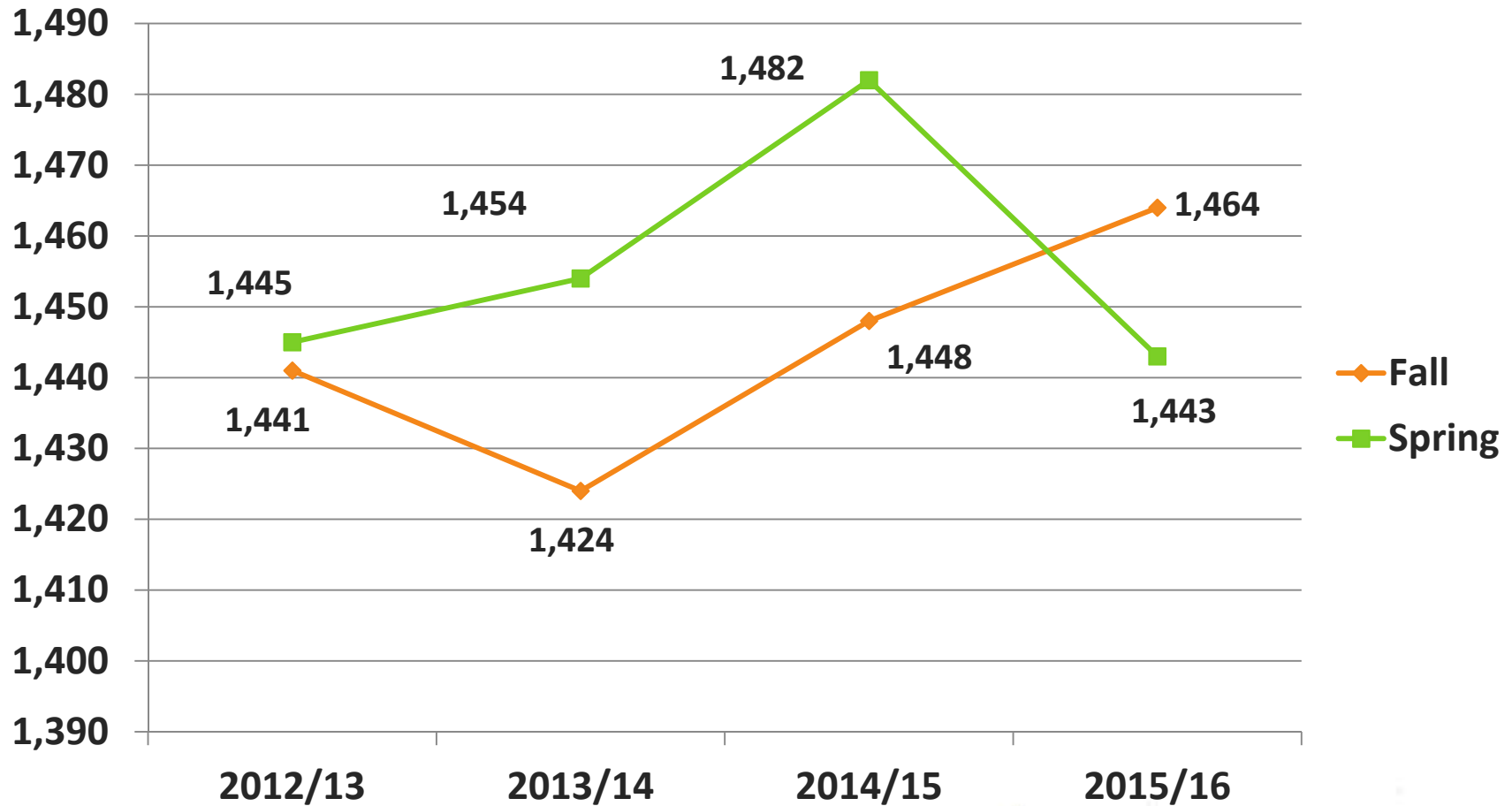
Credit FTEs (Summer & Winter)



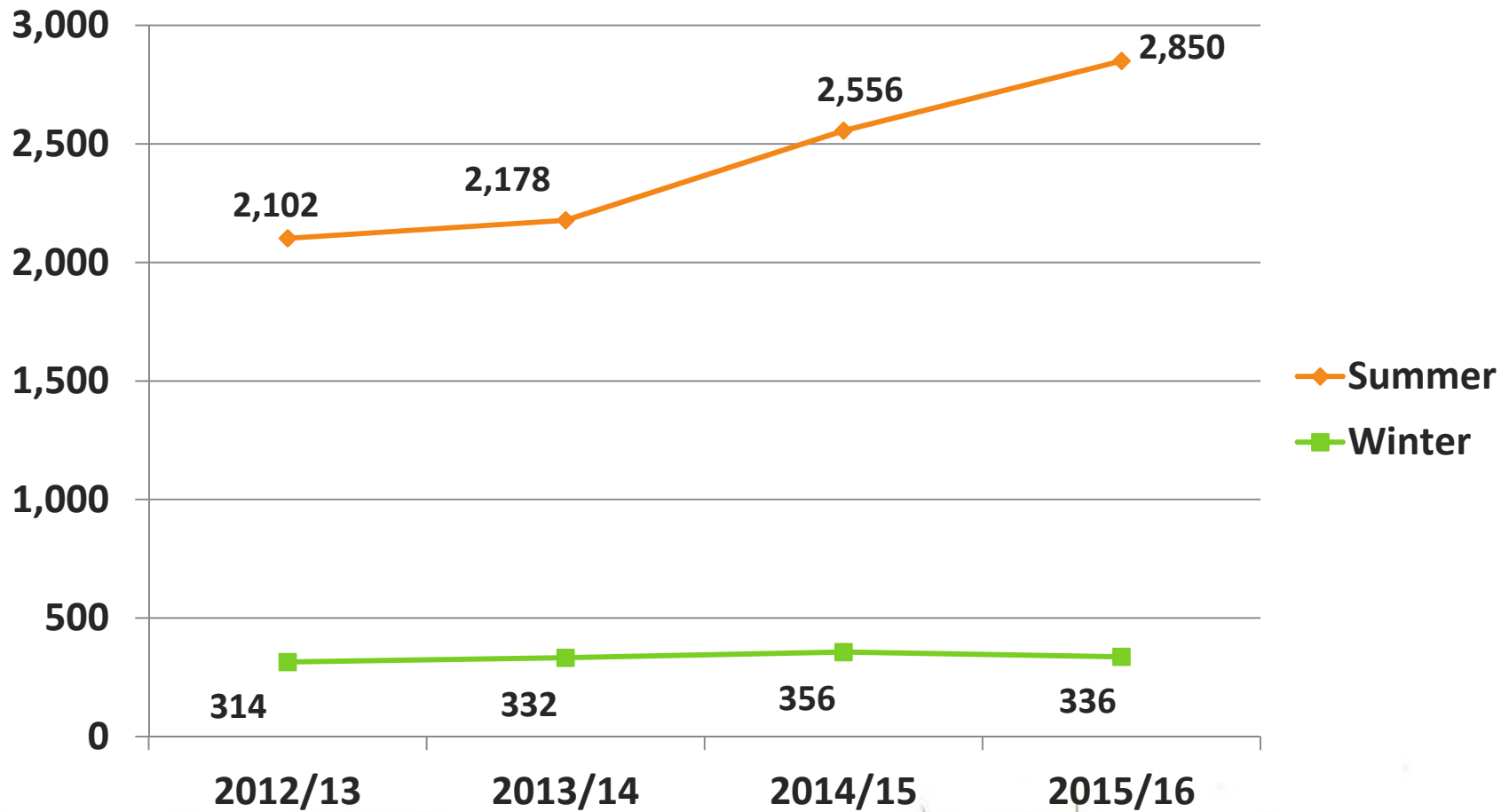
Non-Credit FTEs (Annual)



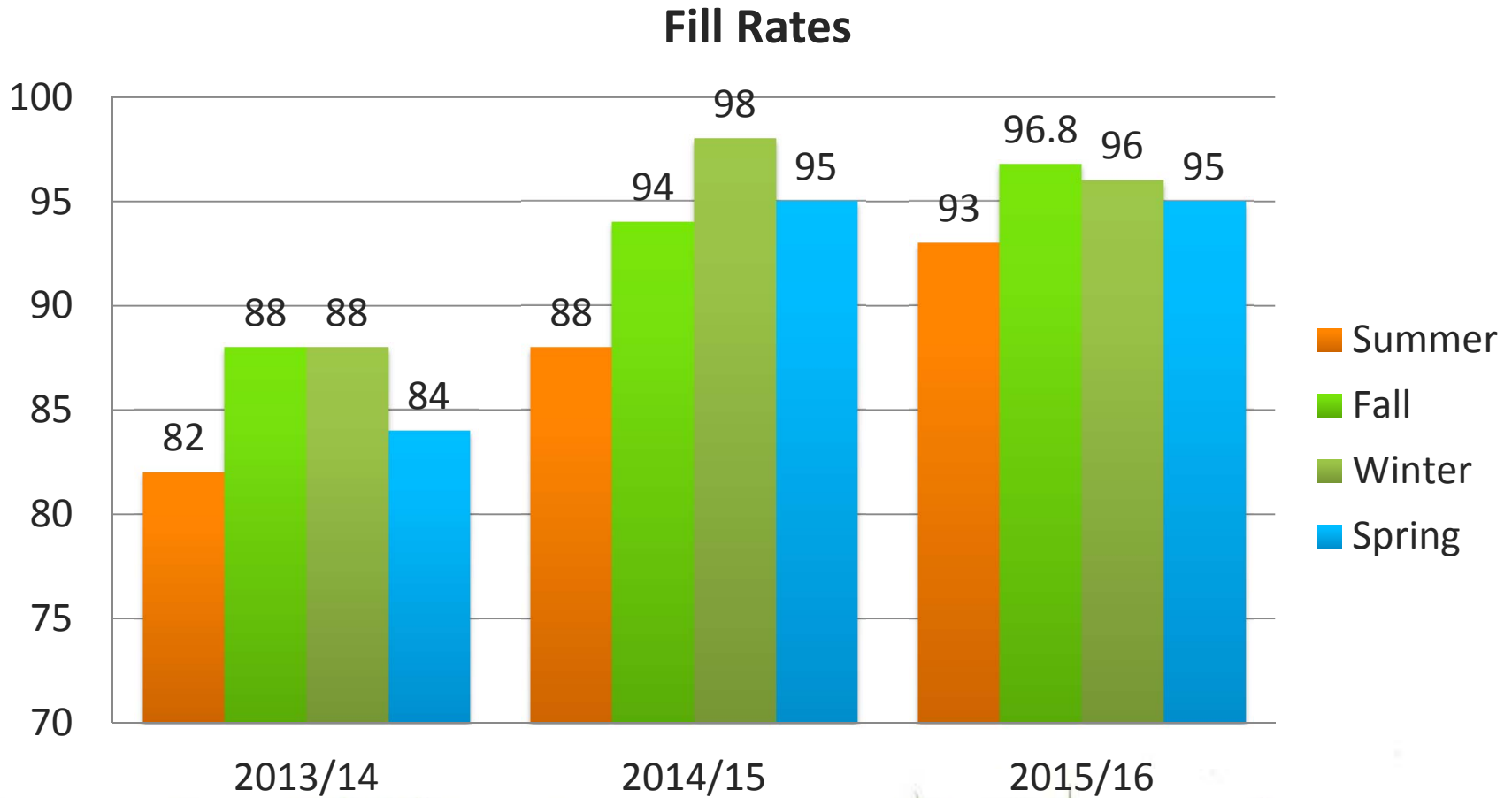
Non-Credit FTEs (Fall & Spring)



Non-Credit FTEs (Summer & Winter)



Average % Fill Rates by Semester



Respond to Student Needs

- After Enrollment Begins
 - Enrollment Fill rate reports
 - Wait list analysis
 - Wait list notification (*Thanks to I.T.!!!*)
 - Just-in-time conversion “*be Nimble*”
 - Continue to adjust
 - Reallocate resources quickly



College is a Culture: *What are the norms?*

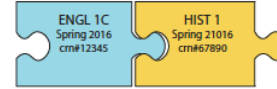
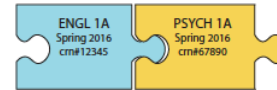
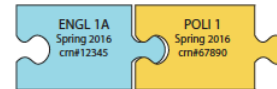
How do students become Members?

Keep putting the pieces together!

If you passed both of your
Pathways to GenEd cohort
classes below in Fall 2015



You are guaranteed a seat in one
of these cohorts in Spring 2016



*Learning is much better when done with
a peer group and the support of a tutor
in the classroom!*

Pathways to GenEd

College is a Culture: *What are the norms?*

How do students become Members?

- Schedule classes
- Inform Students
- Provide Excellent Instruction and Student Support



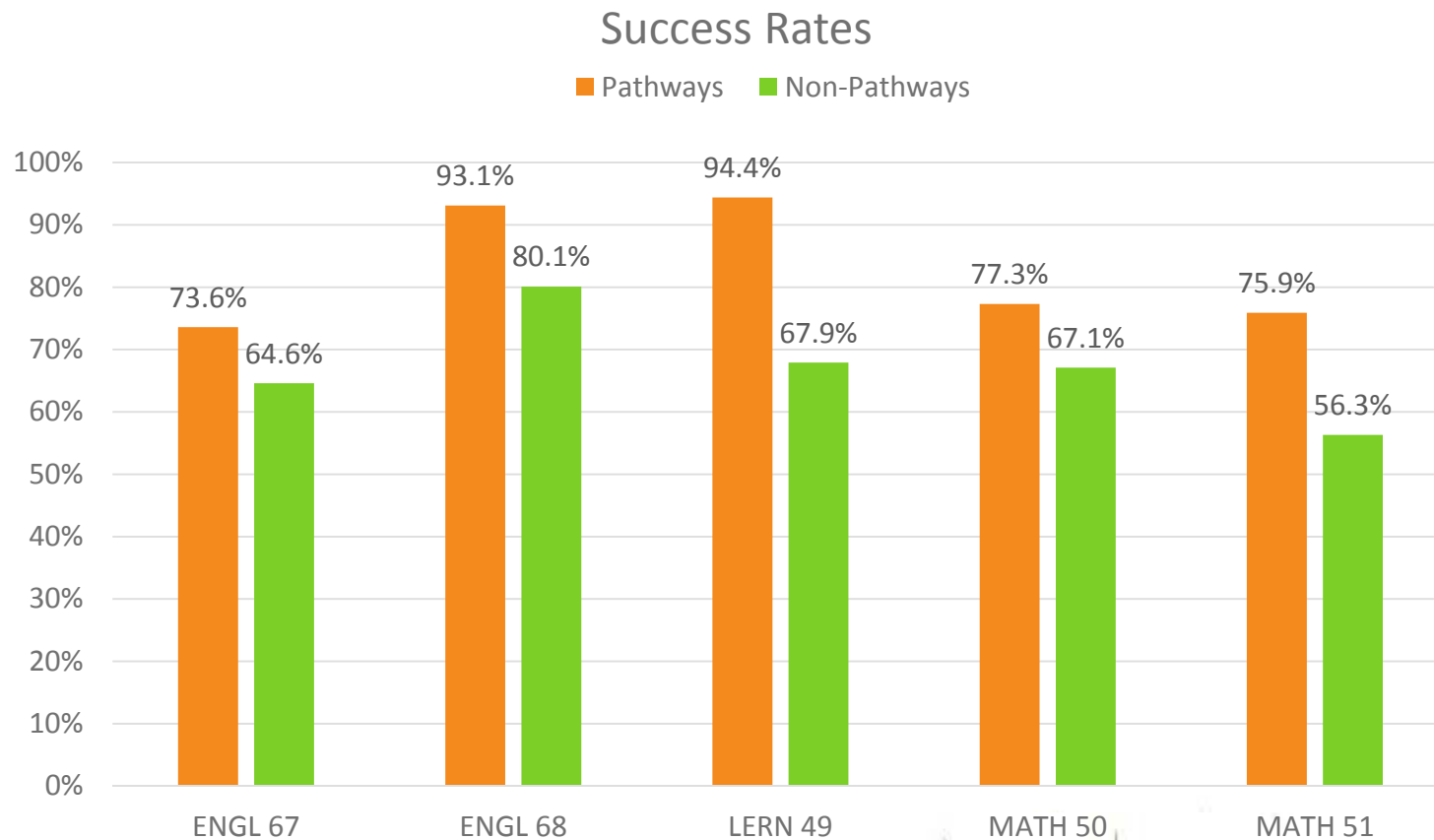
Outreach and Pathways

- Outreach/Pathways
 - Financial Aid “Cash for College”
 - High School “Connect 4” program
 - Seniors Day
 - DSPS “Planning for College”
 - Mountie STARS (information sessions)
 - New Freshmen Orientation
- Support Services Programs
 - DSPS
 - EOPS and ACES
 - CARE/CalWORKs
 - Arise and Aspire
 - Dream Center
 - Foster Youth REACH
 - Veterans Resource Center
 - International Students Center



Impact of Strategies: Student Persistence & Success

- Pathways to Transfer – Winter 2015

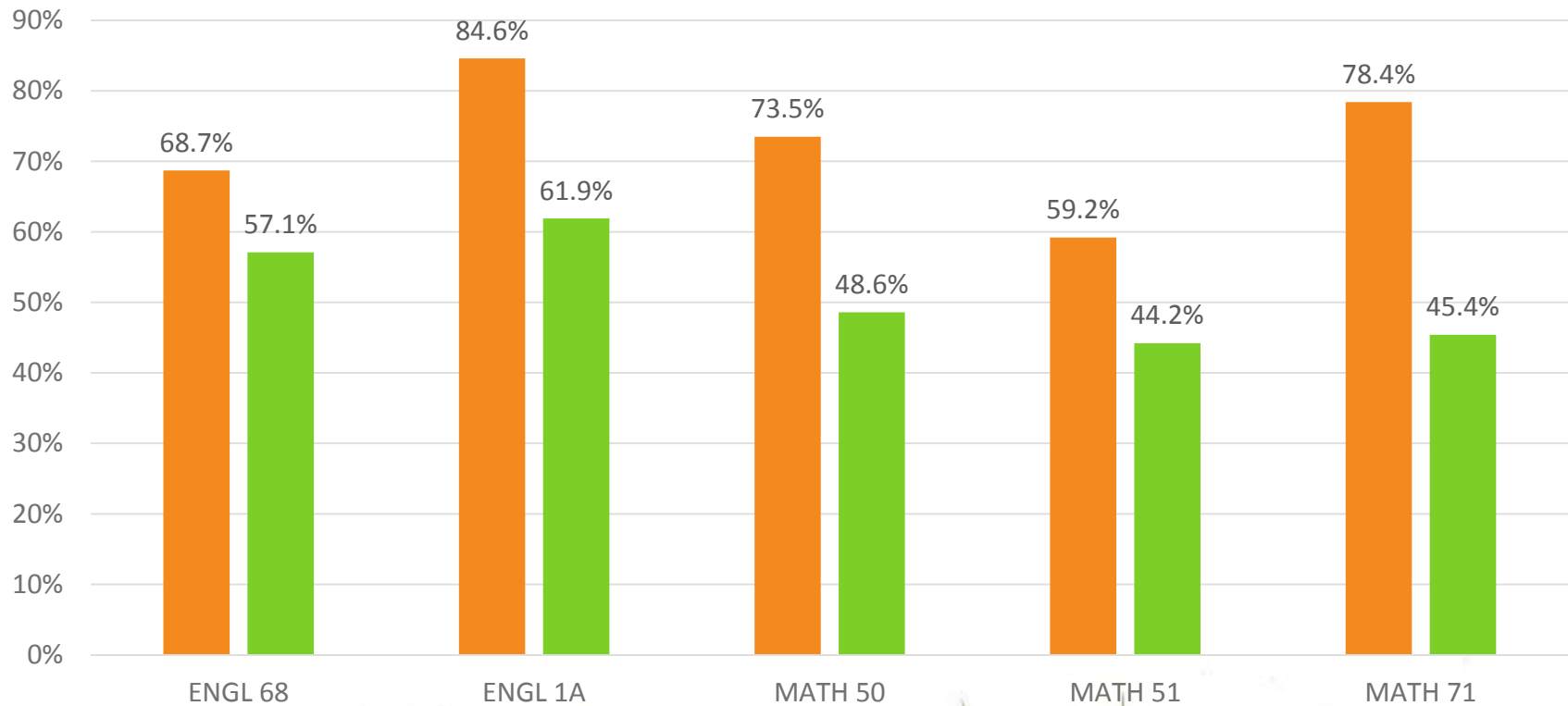


Impact of Strategies: Student Persistence & Success

Pathways to Transfer – 1st 8-weeks Spring 2015

Success Rates

Pathways Non-Pathways

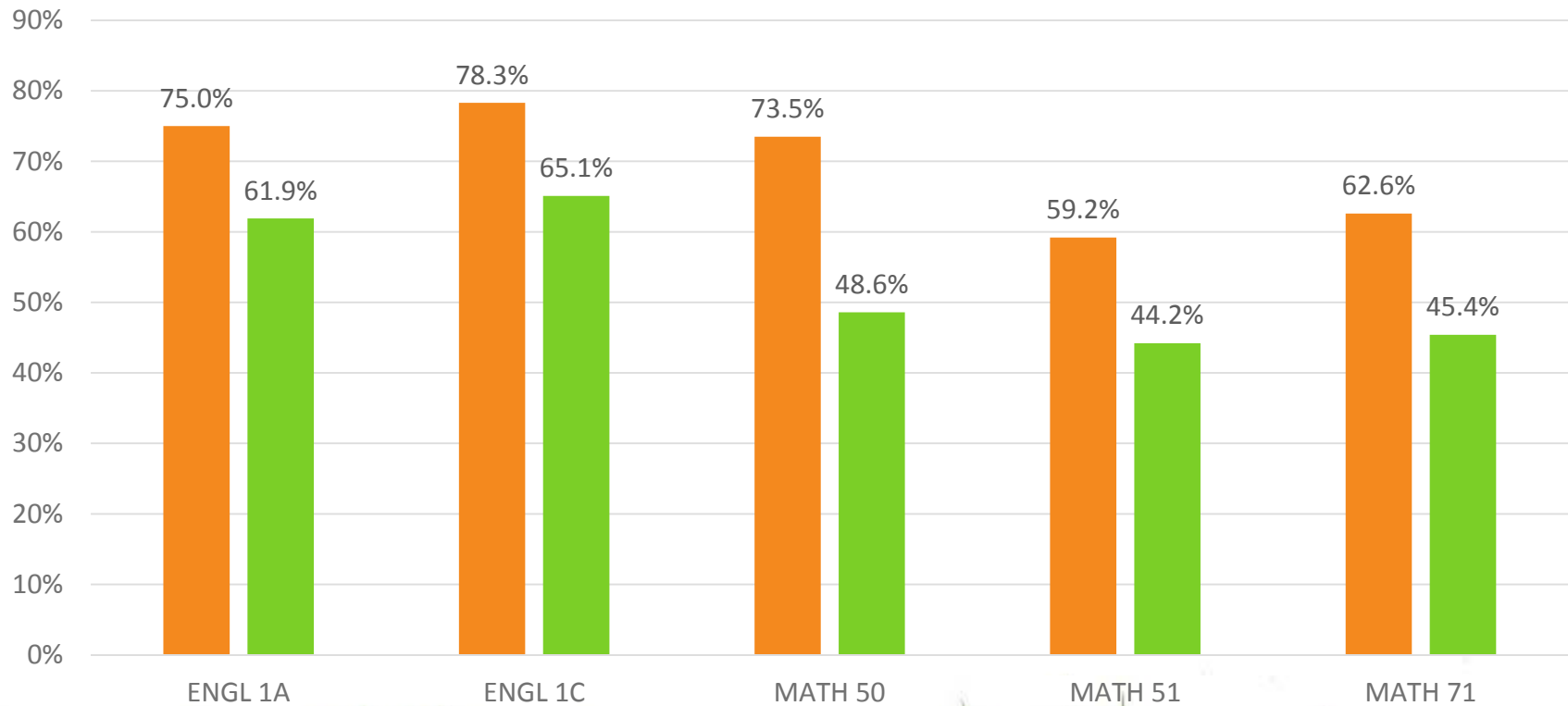


Impact of Strategies: Student Persistence & Success

Pathways to Transfer – 2nd 8-weeks Spring 2015

Success Rates

Pathways Non-Pathways



Impact of Strategies: Student Persistence & Success

- Increased number of degrees awarded

YEAR	DEGREES	CERTIFICATES
2014 – 2015	1855	1304
2013 – 2014	1728	1373
2012 – 2013	1701	1378
2011 – 2012	1497	1273
2010 – 2011	1558	653
2009 – 2010	1525	650



Impact of Strategies: Student Persistence & Success

- Strong Fall-to-Fall persistence

Credit Persistence	As of Late Fall
Fall 2014 – Fall 2015	58.21%
Fall 2013 – Fall 2014	58.93%
Fall 2012 – Fall 2013	58.88%
Fall 2011 – Fall 2012	58.98%
Fall 2010 – Fall 2011	57.38%
Fall 2009 – Fall 2010	55.19%



TRANSFERS

Year	UC Transfer	CSU Transfer	Out-of-State Private	In-State Private	Total
2014 – 2015	408	1402	N/A	N/A	1610*
2013 – 2014	423	1333	298	359	2413
2012 – 2013	399	946	283	411	2039
2011 – 2012	426	1180	271	439	2316
2010 – 2011	396	1350	255	468	2469
2009 – 2010	318	759	219	497	1793

* incomplete data

Associate Degrees for Transfer (14)

Transfer	Approved	In-Progress
A.A.-T	<ul style="list-style-type: none"> • Art History • Communication Studies • English • Geography • History • Music • Political Science • Psychology • Theater Arts • Journalism • Studio Arts 	<ul style="list-style-type: none"> • Business Administration • Kinesiology • Nutrition and Dietetics • Philosophy • Sociology
A.S.-T	<ul style="list-style-type: none"> • Administration of Justice • Early Childhood Education • Mathematics 	

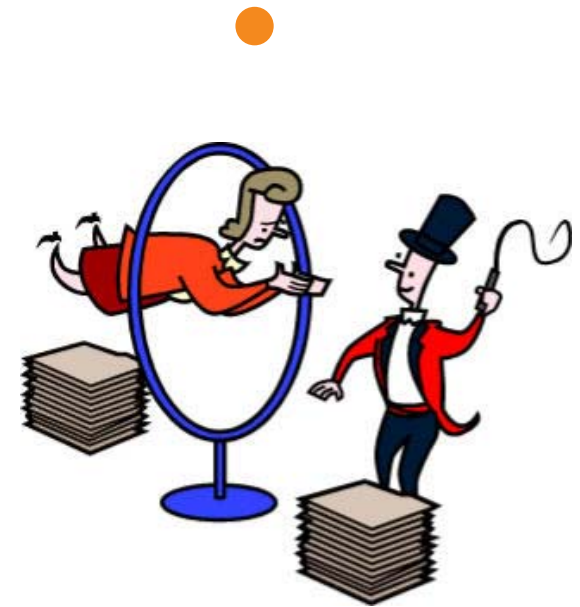
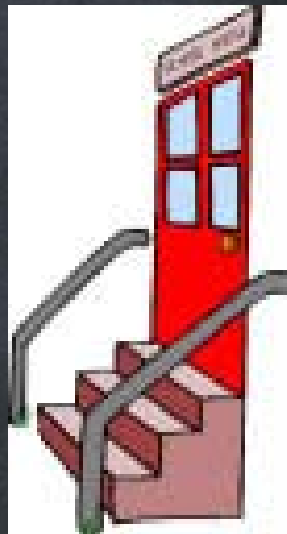
Chancellor's Office Mandate: 10

Marketing: Part of the Solution



Changing Landscape: High Schools and CCCs

- *Dual/concurrent enrollment*: we had it before, and it's baaaccck...
- But with some strings and hoops making it harder to implement
- High schools are already overwhelmed with Common Core and LCAP
- Community colleges are knocking on the door looking for partnerships



Concurrent Enrollment

- **Alignment**
 - Curricular integration and articulation with high school courses
- **Time to Degree Completion**
 - Enabling high school students to start college “ahead of the game” with 12 to 24 or more college credits
- **Cost Savings**
 - Reducing family debt by saving a semester or year of college fees by completing 12 to 24 units while in high school
- **Access to College**
 - Providing early experiences to encourage college enrollment for under-served students



Development of innovative practices to address “college readiness”

Concurrent (Dual) High School Enrollment

- The options:
 - Mt. SAC offers classes at the high school
 - Students attend Mt. SAC as Special Admits while still enrolled in high school
 - Students participate in specialized courses/programs designed to prepare them for college
- The challenge:
 - Establishing partnership relationships with high schools
 - Creating the structure to put initiatives in place



Dual Enrollment Models

- **Access to College:** developmental, motivational, experiential, preparatory
- **Acceleration:** advancing status toward associate and/or baccalaureate degree
- **Career Pathways:** ROP/career/vocational course articulation/preparation
- **Early College High School/ Middle College High School** articulated, coordinated, prescribed course offerings for both college prep and acceleration toward degree(s)



AB 288: College and Career Access Pathway Act

Partnership Parameters

- Cannot enter into an agreement with a district outside of the college district's service area (no Chino Hills, Ontario, etc.)
- Cannot displace any community college or high school teacher as a result of the partnership
- Must certify that any community college instructor teaching at a high school has not been convicted of a sex offense
- Must comply with local bargaining agreements



Courses Taught at the High School

- Courses may be taught during the regular school day and are limited solely to high school students
- Remedial courses taught by community college faculty at the high school will only be offered to students who do not meet their grade-level standard in math, English, or both, based on 10th and 11th grade formative assessment, as determined by the district





Access to College

Experience College; College Readiness

- Goal is to introduce college to basic skills level students and to have them explore college-going and to experience success associated with completing college course(s).
- Additional goal is to take and complete basic skills courses in order to enroll as a freshman at “college readiness” level (English 1A and/or Math 71-Intermediate Algebra)



- 
- **Junior Year:** Student complete Mt. SAC placement testing in the fall. Interested students enroll in a Counseling 1 class for the spring semester.
 - **Summer between 11th and 12th grades:** students have options to enroll in English writing, math, reading, counseling-career exploration. Field trips to the college provided.
 - **Fall and Spring of 12th grade:** depending on area of needed improvement, enroll in English writing, math, or course of interest (e.g., sociology) or course required for high school graduation (e.g., political science/US government) or counseling course.
 - **Summer between 12th grade and freshman year:** special “bridge” type program held at the college
- 

Acceleration

Head Start on College -- Completing college level courses

- Goal is to provide accelerated students with access to higher level courses that high schools may not always be able to offer, especially in math and science
- Students can earn college credits to be transported to their university enrollment
- Most students will enroll at the college as Special Admit students, selecting courses based on their interests and future career plans
- Students more than likely do not need college courses for high school graduation but enables students to complete prerequisites or better prepare for university enrollment



Career Pathways Model

Acceleration into CTE programs -- Career Preparation

- Goal is to enable students with specific career interests access to enrolling in CTE courses or CTE preparatory courses while still in high school
- Courses are articulated with Mt. SAC curriculum to provide students with advanced placement at Mt. SAC
- Course enrollment can supplement ROP offerings
- Example: Electronics Certificate in Cabling – students were able to complete entire certificate while enrolled in high school and be career ready upon graduation and fully employable
- Example: Students can take prerequisite courses to prepare them for entry into more competitive CTE programs such as Allied Health (nursing, respiratory, radiology).



Tech Prep Course Articulation

Articulate Mt. SAC college credit for CTE/ROP courses to either meet course or program prerequisites or to receive college credit (equivalency)

- Students obtain college credit for high school courses completed and courses are posted to the student's Mt. SAC transcript (for enrollment at Mt. SAC or any other college)
- Students prove their knowledge by completing exams that measure the content knowledge of college courses
- Number of students awarded (annually): 300+



Early College/Middle College High School Models



- Similar to acceleration, goal is to provide high school students opportunities to complete college courses that will shorten their time to graduation (Associate Degree and/or Bachelor's Degree)
- Formalized agreements are established between Mt. SAC and the school district
- ECHS: Courses can be offered at the high school depending on students' eligibility and interest, school needs and availability of scheduling; students may also take courses at the community college
- MCHS: Courses offered in a special program at the community college
- Courses are articulated between the school district and the college to enable students to meet high school requirements and fulfill future college requirements



Coordination Considerations

- Coordinating high school and college **calendars**
 - **Cost** for books and materials
 - **Transportation** to Mt. SAC for students wishing to enroll in specific courses
 - Need to have **sufficient enrollment** in order to offer the course at the high school
- **Approval process:** Student must have principal’s approval; Mt. SAC requires parental approval as well and restricts certain courses students can take on campus. Students are “emancipated” while enrolled in a college course—cannot share information with parents. Students must complete a “Special Admit” Orientation at Mt. SAC.



- 
- **When to offer:** Before school, after school, integrated into the school day
 - **What to offer:** Need to articulate college courses such as English and Math that might be acceptable for high school credit requirements; each school will be different—do not want to displace high school teaching staff
 - **Who will teach:** Work through issue with Mt. SAC faculty; possibility of hiring high school teachers who meet CCC minimum qualifications to teach the Mt. SAC course at their high schools
- 

High School Outreach: Connect 4 Class of 2015

- Total numbers applying (Connect 4 and non-Connect 4): 6,116
- Numbers completing assessment through Connect 4: 3,491
- Numbers completing orientation and abbreviated ed plans through Connect 4: 2,091
- Numbers registered for fall: 1,774
- 85% of students completing orientation and an abbreviated education plan successfully enrolled for fall.



Current Status – Dual Enrollment Partnerships

- Assessing 1,500 11th graders at 5 high schools in Pomona Unified School District
- Assessed over 300 students at Workman High School
- Will meet with high school officials to decide on mutual efforts and courses to be offered beginning summer of 2016.
 - Counseling
 - English 67 or 68 (already articulated for high school credit)
 - U.S. History (year long high school course; 1 semester college course; meet HS and college requirement)



Instruction and Student Services

Leading the Way to Student Success

at Mt. SAC





Marketing for Enrollment

March 12, 2016

Uyen Mai and Eric Turner

Website Redesign

Research-based Project



A Phased Approach

Phase 1

- Home page
- Mega Menu
- Landing Pages
- Admissions
- Financial aid
- Cost to attend
- Transfer information
- Tours
- Clubs
- Calendar
- Sports
- Testimonials
- Transportation

Future Phases

- Depends on research results
- More focus on department and program level pages
- Consider standardizing content:
 - Contact Information
 - Clear Calls to Action
 - Calendar
 - News/Announcements Feed
- Add-on Features
 - 3D Map (Facilities)
 - Online Catalog (Instruction)
 - Directory Information (Bios can be featured)

Collaborative Teams

- Web Advisory Board
- Web Core Team
- Web Design Team
- Web Tech Team
- Web Content Owners



Logic of the Re-Design Phase 1

Prospective student focused

- Less jargon, more pictures, more fun, more color, more mobile

Better organization

- Landing pages, reduced menu options, top navigation

Easier to find information

- Easy to skim, better search, use more headings, tested words

More modern

- New design features, more white space, now responsive



News

Events

Trending



New Trustee

Aug

24



Book Scholarships Available Now

Associated Students is offering the AS Book Scholarship with up to \$250 for assistance with books! For more information, follow the link to apply now! (more...)



Aug

28



Free Training in Electronics Systems Technology

Prepare for the field of Electronics Systems Technology through a free training program offered this Fall. The fast-paced, one semester* training program offers students immediate work (more...)



Aug

28



Petition to Take Spanish 11

Due to changes in prerequisites, students wishing to enroll in Spanish 11, are required to have previously taken Spanish 2. However, students may not be (more...)





Get Started



Financial Aid



Programs & Majors



Student Support



Schedule of Classes



A to Z Index

Why Mt. SAC?

GREAT VALUE

As a nonprofit California Community College, we offer high quality college classes for just \$46 a unit.

EXCELLENT EDUCATION

Choose from more than 200 academic programs, certificates and training

STUDENT SUPPORT

From career counseling to tutoring, we have more than 25 programs dedicated to student success

[Learn More](#)



Joe Mountie

Connect with Us!



[Social Media Directory](#)

[Mountie App](#)

Admissions, Registration, and Financial Aid

At Mt. San Antonio College, we make our application and enrollment process as easy as possible for our students. Explore this section of our website to get answers to any questions you have about applying, registering for classes, graduation procedures, or financial aid.

Steps to Apply and Enroll



There are just 8 easy steps students need to take to apply and enroll in classes at Mt. SAC. You can learn how to get started by clicking on one of the links below.

- [Steps to Apply and Enroll](#)
- [Apply to Mt. San Antonio College](#)
- [Orientation](#)
- [Assessment](#)
- [Cost to Attend](#)

Google Translate

Về chúng tôi | Giáo dục & Đào tạo | Tuyển sinh & Aid | Cuộc sống đại học | Sinh viên | Khoa / ngành

VỀ Mt. SAC

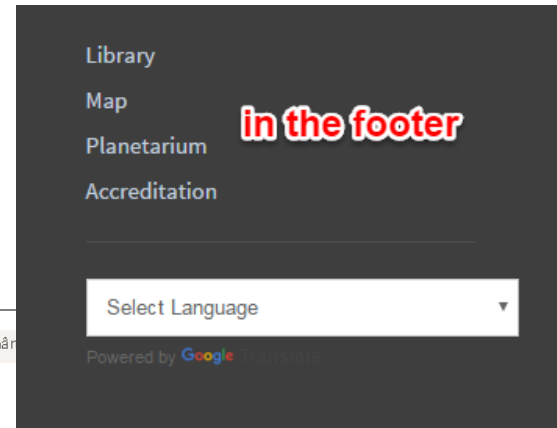
Tại Mt. SAC, sinh viên có thể nhận được những kinh nghiệm đại học đầy đủ mà không nợ đại học đầy đủ. Chúng tôi cung cấp cho sinh viên của chúng tôi hỗ trợ và giáo dục tuyệt vời mà họ cần để thành công trong sự nghiệp mới, được nhập học vào các trường đại học hàng đầu, hoặc tạm ứng trong dòng hiện tại làm việc của họ. Chúng tôi có hơn 200 độ và chứng nhận các chương trình, 25 chương trình hỗ trợ, và hơn 50 câu lạc bộ sinh viên và các chương trình thể thao.

Tại một nháy mắt



các giáo sư và giảng viên của chúng tôi là một trong những tốt nhất trong lĩnh vực của họ. sinh viên của chúng tôi đến từ tất cả các tầng lớp xã hội và tiếp tục làm những điều tuyệt vời. Các cơ sở của chúng tôi đối thủ tòa nhà trường đại học, tạo cho học sinh cơ hội để làm việc với công nghệ tốt nhất trong không gian tốt nhất.

- > Tổng quan
- > Sứ mệnh và mục tiêu
- > Lịch sử Tự hào chúng tôi
- > Dữ kiện
- > so sánh chi phí
- > Nghiên cứu & Hiệu quả thể chế



OU Search with Best Match

Search Results:

OU Search with Best Match

65 Results for fire **1** 2 3 4 5 6 7 Next

Fire Technology Program

The Mt. SAC Fire Technology program is dedicated to the instruction and support of potential fire service professionals.

<http://www.mtsac.edu/firetech/>

Fire Technology Program

Fire Technology Program Established in 1988, the Mt. SAC **Fire** Technology program has developed a reputation and tradition that has gained the trust of **fire** departments throughout California. The Mt. SAC **Fire** Technology program is dedicated to the instruction and support of potential **fire** service professionals. Through its courses and **Fire** Academy, the program enhances the ability of **fire** and emergency services (as well as allied professionals) to effectively address **fire** and related emergencies. ...

Site Cues for Accessibility

Mt. San Antonio College

[About Us](#) [Academics & Training](#) [Admissions & Aid](#) [Campus Life](#)

A  A | 

Zoom Off  Speech Off



Campus Bird 3D Map

MT. SAC
Mt. San Antonio College

Search... Search

Locations Tours

- > CampusBird (Production) EDIT
- > Labels EDIT
- > Mt.SAC Edits EDIT
- > Buildings EDIT
- > Parking & Getting Around EDIT
- > Construction EDIT

f t g+ i v

Mt. San Antonio College
1100 N. Grand Ave., Walnut, CA 91789

PRINT HELP

GET THIS VIEW

Campus Bird 3D Map
Click on buildings to see images and more

PERFORMING ARTS CENTER
STUDENT LIFE CENTER
LIBRARY & LEARNING TECHNOLOGY CENTER
FOUNDERS HALL
GYMNASIUM
ADMINISTRATION
MATH AND SCIENCE
SCIENCE NORTH
SCIENCE LABORATORIES
SCIENCE SOUTH
MOUNTIE GRILL
BUILDING 17
BUILDING 19
BUILDING 20
HUMANI SOCIAL SCIEN
VETERANS RESOURCE CENTER (VRC)

What's next?

Plan for Phase 2

Recruit for Phase 2 Advisory Board

Survey of faculty, staff, students

User group meetings launching for advanced features

Web writer to continue with search engine optimization

More Add Ons need to be fully implemented

- Directory
- 3D map and tour (Facilities)
- Courseleaf Catalog (Instruction-led Initiative)
- RSS news feeds and news blog

Phase II – We do it all again

Preliminary

- **Pre-planning**
- YIELDS: Identify goals, process

Step 1

- **Research**
- YIELDS: Data and context for understanding

Step 2

- **Strategy**
- YIELDS: Strategy, sitemap, scale

Step 3

- **Design**
- YIELDS: Establishes look/feel, architecture

Step 4

- **Development**
- YIELDS: Transfer to web environment, new content

Step 5

- **Asset Management**
- YIELDS: Implementation and long-term plan

Mt. San Antonio College

*"Vive la experiencia completa del colegio,
pero sin endeudarte por completo."*

Colegio comunitario de California sin fines de lucro

+ de **200** programas y
+ de **25** programas de apoyo
para estudiantes

\$46 por unidad.

Ayuda financiera disponible

¡Aplica hoy mismo para las clases de primavera 2016!

www.mtsac.edu | **855-376-7089**



016-0416

Advertising

Search Engine Marketing Now through MarCom

GROUP	BUDGET	CLICKS	IMPRESSIONS	COST PER CLICK	CTR
Marketing Search	\$1,439	1,575	75,511	\$0.91	2.09%
Ad Taxi Search (Ads only, no branding)	\$1,680	259	12,746	\$6.49	2.03%

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Your Career Goals, Get Info

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Take Classes From Home. Learn
About Online Options At DeVry

Find A Nearby Campus

Nationwide Campus Locations. Take
Classes On Campus, Online or Both.

Engineering Tech

Earn a Degree in Engineering
Technology at DeVry. Get Started.

Display Ads Now Through Marketing

GROUP	BUDGET	CLICKS	IMPRESSIONS	COST PER CLICK	CTR
Ad Taxi Display Ads	\$1,910	298	192,072	\$6.37	0.16%
Facebook	\$438	1,878	38,268	\$0.23	4.91%

Social Media Engagement

University 2012 Social Admissions Report

- 68% of high school seniors have researched colleges on social media
- 67% think colleges should have social media presence
- 38% considered social media influential when deciding on enrollment

22,495



556



162



2328



27,037



Print Advertising

El
Clasificado
Money
Saver
Chinese
World
Journal



MT. SAC
Mt. San Antonio College
排名全加州前10的一流社區學院

—大學學費一覽表—

學校類型	學費
Mt.SAC	\$1,400
州大	\$6,759
加大	\$13,950
私立大學	\$31,231

一年只要\$1,400, 州大的1/5, 加大的1/10, 私立大學的1/30

為什麼選擇我們?

- ✓ 超過200個課程, 課程彈性多元, 不論升學再造、短期進修、職前充電, 滿足每一個人想要學習的目標
- ✓ 專業而貼心的協助, 除了加強基礎學習技巧, 另設個人家教課後輔導, 以及孩童看護服務, 讓學生專心學習, 無後顧之憂
- ✓ 完善高品質的ESL課程, 充份幫助母語非英語的學生
- ✓ Mt. SAC升學服務在各社區學院中, 卓越領先! 特設加大升學輔導班, 協助學生畢業後轉入4年制大學, 畢業生轉入UC排名第八, 轉入CSU排名第四, 轉入私立大學排名第一
- ✓ 證書課程, 協助學生學成後立即投入職場, 或是入大學前的預備課程
- ✓ 豐富的體育校隊及學生社團, 先進的設備和專業的教職員, 體驗四年制大學一樣的校園生活
- ✓ 一學分只要\$46! 享受高品質大學課程和精彩大學生活, 沒有負擔; 畢業後轉入大學, 不用負債

2016春季課程

現在開始報名
熱門課程, 名額有限, 請速洽
www.mtsac.edu
1100 N. Grand Ave., Walnut, CA 91789
中文專線 (909) 274-5587
Email: clee284@mtsac.edu




Radio

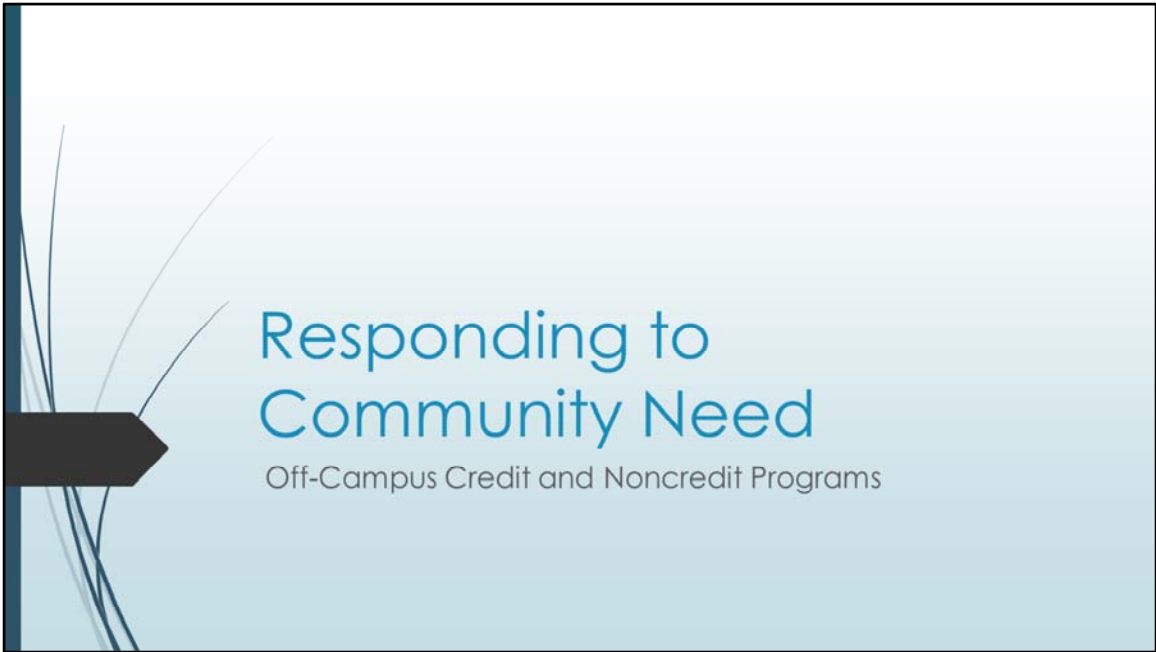


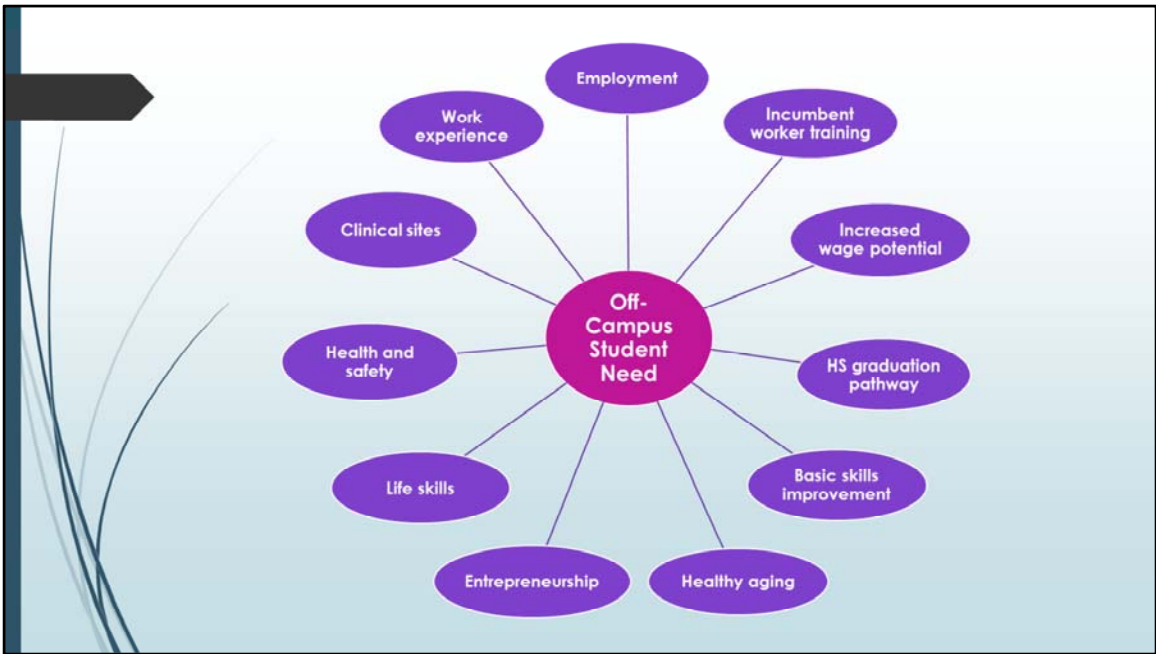
Billboards



Television





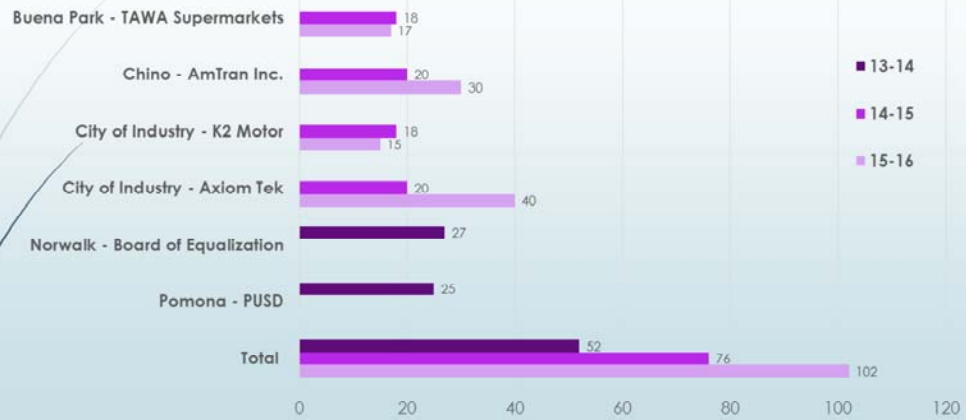


These are the categories of training, courses and services that are provided to off-campus students in credit and noncredit

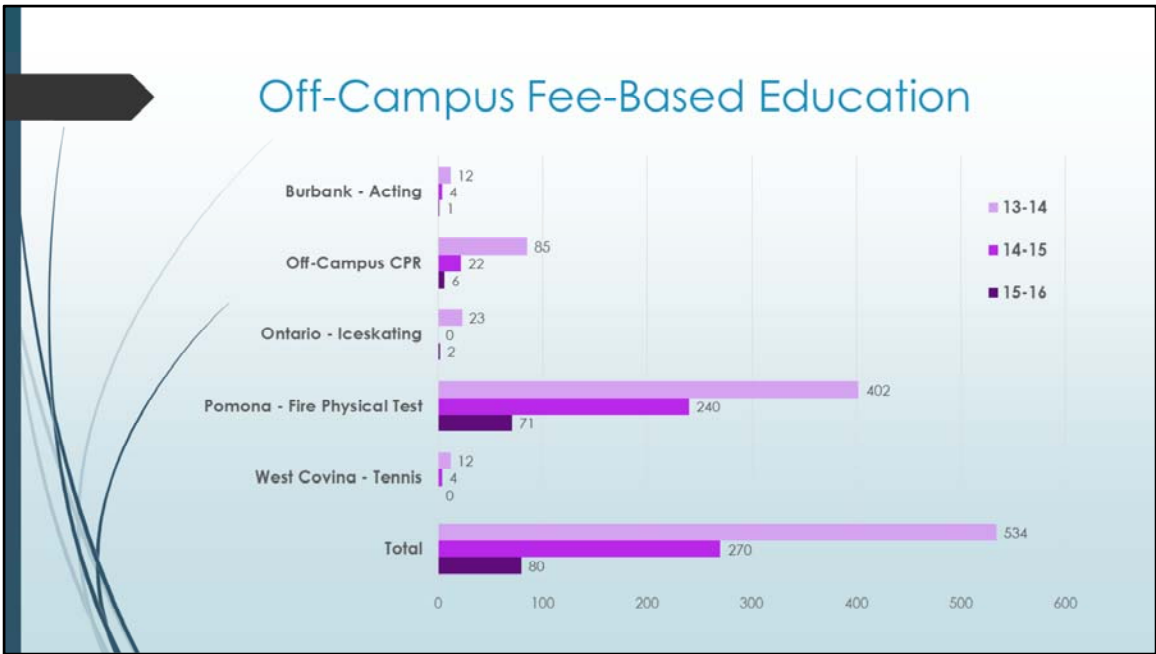
Off-Campus Credit Sites

Program(s)	Off-Campus Sites
Health Programs Clinical Sites <ul style="list-style-type: none">• RAD• RESDX,• EMS• Psych Tech• Nursing	108 Sites
Work Experience Sites <ul style="list-style-type: none">• Aircraft Maintenance• Admin Justice• Fire• Psych Tech• Nursing	91 Sites
Fire Academy Training Facility	Chino
College Aviation Flight Training Center	Brackett Field, La Verne
Children's Theater - Performances	Travels to 12 Schools
Child Development	31

Off-Campus Contract Education

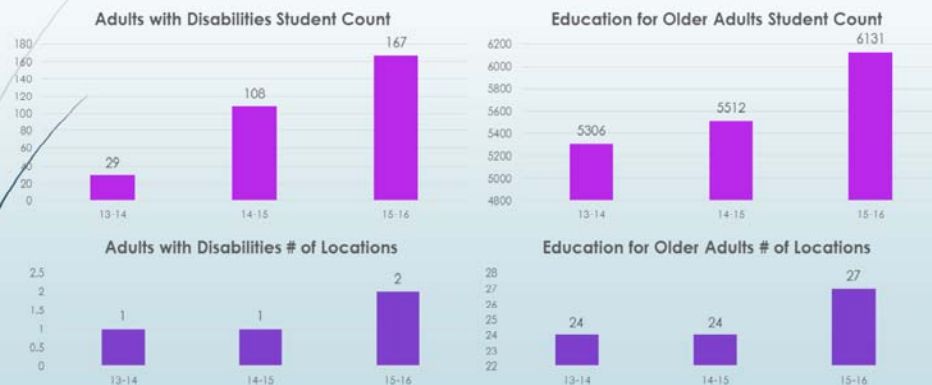


Contracts with businesses and school districts, includes incumbent training and credit classes that are offered as contracts for company employee. For example, there was a one year contract with PUSD in 13-14 to teach Child Development courses to their district child development staff. This was taught by credit faculty as contract ed. The current contracts are mostly through the use of ETP funds (Employer Training Panel – state workforce funds)



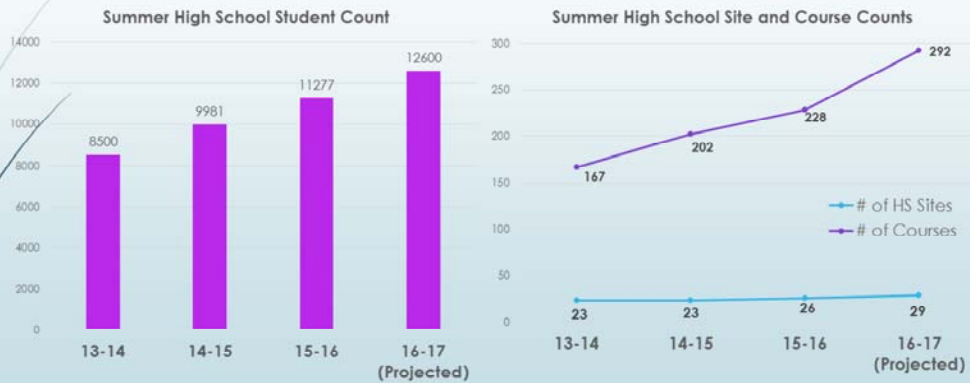
Acting and iceskating are referrals to outside companies and Community ed gets a finders fee for students who take that class; Fire Test increases as job openings occur but there are not as many openings in fire depts.; CPR based on instructors landing CPR trainings in other cities but many of these places not doing CPR anymore; a large volume of fee-based is done in the summer on campus

Off-Campus Education for Older Adults & Adults with Disabilities



AWD is an emerging program that is actively seeking growth; AEBG funds received for AWD program development in progress; challenges are in locating facilities; more locations for EOA pending for 15-16 in Hacienda Heights, La Puente, Covina, and Pomona (from Board member referrals – Chen and Bader); 15-16 are counts to date.

Off-Campus HS Summer Program



16-17 projection is the current plan; could be 10-20 less but not more; the increase is due to increasing sites and number of offerings on existing campuses; increase is because of “adding back” Alhambra which we used to have as part of our Mt. SAC program 3 years ago. We are able to serve them because ELACC does not offer credit recovery and can’t serve their district. Most classes are for credit recovery, few courses are for original credit; It is unlikely that this growth will occur in the future because we have satisfied demand in existing schools. Only schools we can add are out of district which is less possible with the boundaries of the Regional grant. Standards are high for curriculum and instruction with an intensive review of syllabi and exams and a review of course outcomes. Course success is between 78-80% each summer with students earning at least a “C” or better; only adult ed program where courses have UC/Cal State a-g approval



Considerations in Off-Campus Noncredit Expansion

Boundaries- Adult Ed Regional Consortium

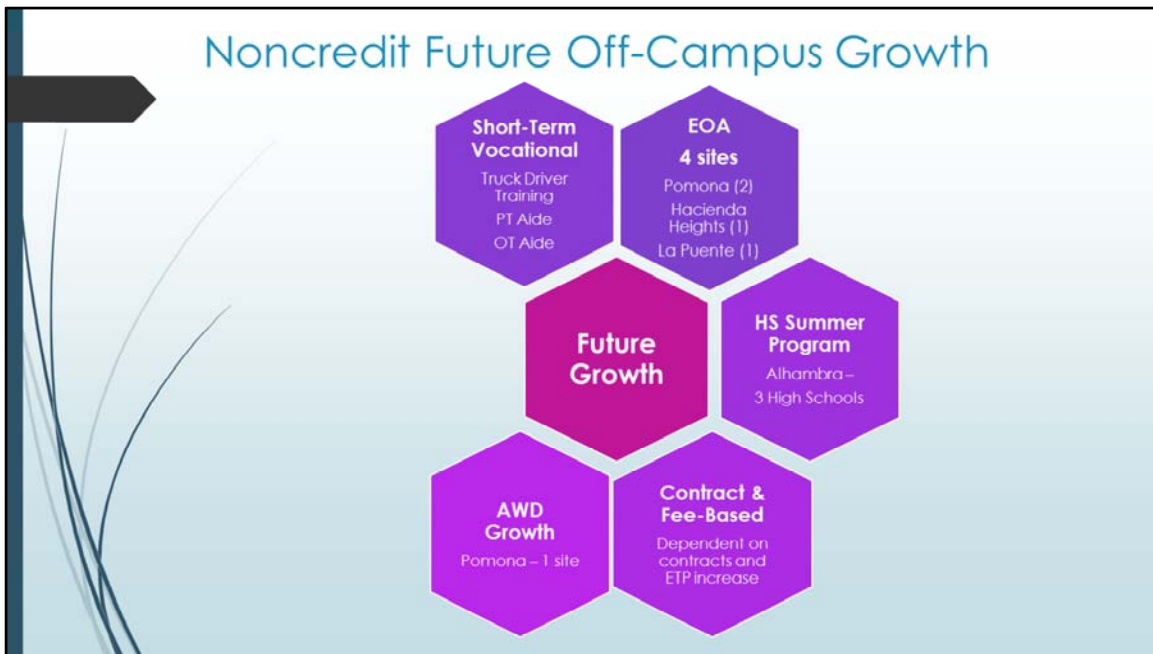
- ▶ EOA, AWD expansion - possible
- ▶ ESL, ABE, ASE expansion - not possible

Contract Education and Fee-Based

- ▶ Dependent on facilities, outreach, ETP funding

WE can expand in EOA off-campus because K-12s and other community colleges don't offer EOA in our area. We can't create off-campus ESL, ABE, ASE, because our regional partners offer these classes.

Noncredit Future Off-Campus Growth



Contract training -increase in ETP funds is promising (more incumbent worker training); will find out end of this month if we will have 140K additional ETP dollars.

The "Why"

- ESL Student
- Mt. SAC GED Graduate
- Former ESL Employee
- Mt. SAC AS Electronics
 - Off-Campus Work Experience
 - Class of 2003 Graduate



Laura Aguirre
Construction Assistant
*Grid Alternatives – Renewable
Energy (nonprofit agency)*

Laura emigrated from Ecuador in the mid 1990s and attended Mt. SAC noncredit ESL and ABE; after graduating in 2003 with her AS. She benefitted from off-campus offerings when she did work experience; she worked steadily for electronics companies for some years. She then became interested in renewable energy access for low income families and began work 3 years ago with her current company first as a solar panel installer. Because of her electronics expertise and ability to troubleshoot issues, she quickly became a crew leader and trainer of new interns. Last year she was promoted to Construction Assistant. She keeps her hand in training and installation by overseeing projects, especially with all-women crews. Liza and I ran into her at the airport and she recognized us (Madelyn as her basic skills instructor and Liza as her supervisor in ESL). She was on her way to a business trip and shared her success with us. She thanked us for our impact on her life and said Mt. SAC was the reason she has been successful in her career. She want to visit and speak to students in the future.



Would You Like to Know More?

We are happy to provide additional information about programs in the School of Continuing Education.

Please check those you are interested in:

Credit Programs:

- Contract Education
- Fee Based

Non Credit Programs:

- Non Credit

- Adult Basic Education/High School
- Adults With Disabilities
- English as a Second Language
- Older Adult
- Short Term Vocational

Measure R Project Status

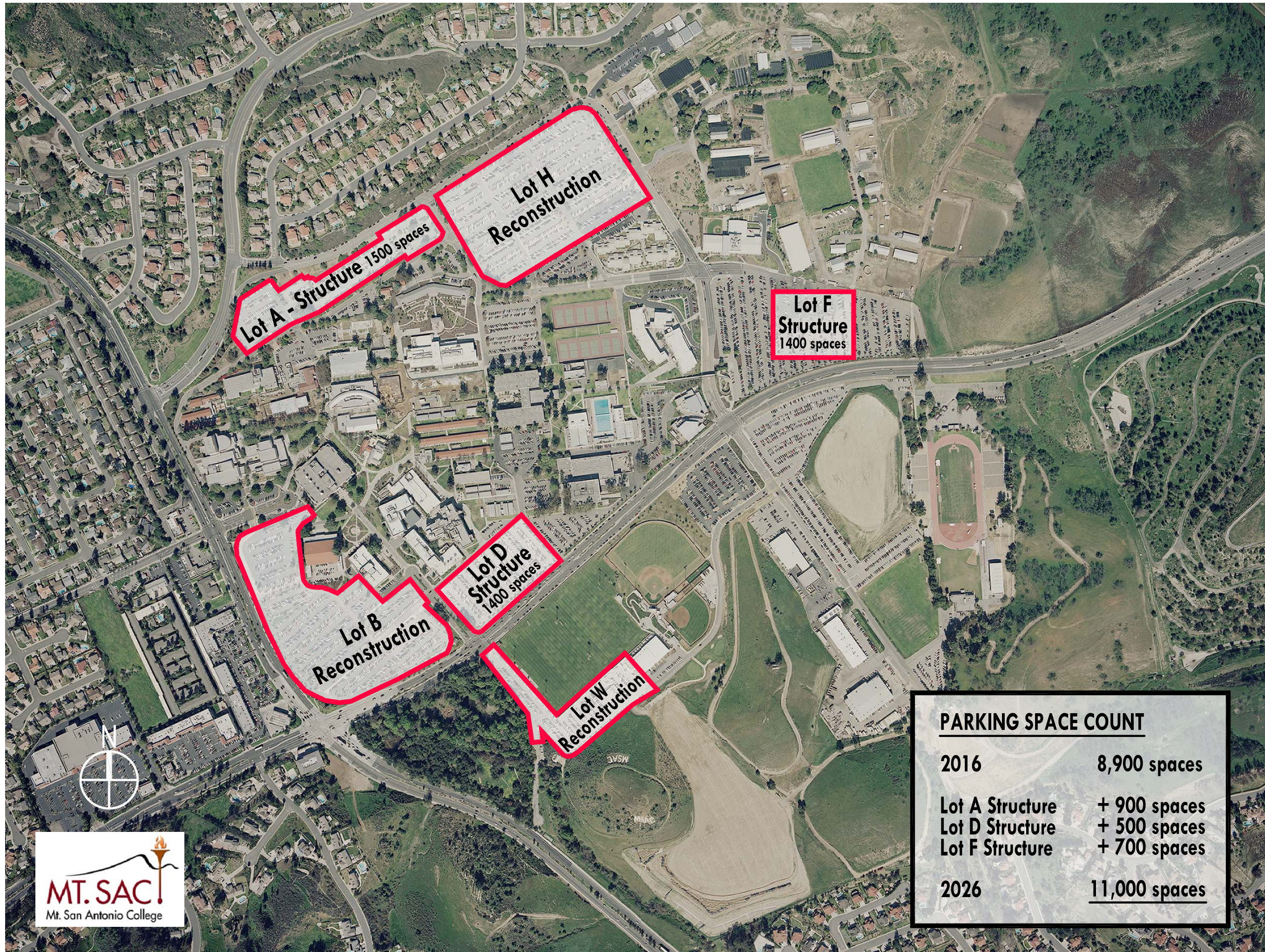
Project ID	Project Name	Budgets		Expenditures		Project Status
		Measure R Funds	State & Other Funds	Measure R Funds	State & Other Funds	
Project 1	Science Laboratories (Bldg. 60)	\$ 20,000,000	\$ 18,900,000	\$ 14,367,145	\$ 21,490,000	Complete in 2005 (1 Building of 2 planned)
Project 2	Workforce Training	\$ 7,200,000	\$ -	\$ 290,433	\$ -	Replaced by Founders Hall
Project 3	Campus Wide Energy	\$ 8,500,000	\$ 3,000,000	\$ 15,544,445	\$ 2,900,000	Central Plant and Chilled Water Piping Complete
Project 4	Off Campus Centers	\$ 8,400,000	\$ -	\$ 389	\$ -	Not Complete - Not feasible
Project 5	Agricultural Sciences	\$ 16,500,000	\$ 9,000,000	\$ 19,783,143	\$ 9,909,000	Main Building complete in 2012
Project 6	Child Development	\$ 6,400,000	\$ 6,400,000	\$ 1,898,184	\$ -	Design Only with Measure R
Project 7	Campus Classroom Improvement	\$ 19,800,000	\$ 9,000,000	\$ 32,787,919	\$ 8,982,000	Complete in 2006
Project 8	Business Remodel Building 12	\$ -	\$ -	\$ -	\$ -	Funding Shifted to other projects
Project 9	Business & Computer Technology	\$ 16,600,000	\$ -	\$ -	\$ -	Transferred to Measure RR
Project 10	Design Technology	\$ 10,000,000	\$ -	\$ 13,662,404	\$ 10,571,000	
Project 11	Physical Education	\$ 14,000,000	\$ -	\$ 10,400,834	\$ -	Athletics Fields Complete - Gym Planning Complete
Project 12	Campus Center	\$ 10,000,000	\$ -	\$ 60,000	\$ -	Transferred to Measure RR
Project 13	Student Services Renovation	\$ 2,000,000	\$ -	\$ 7,365,456		Complete in 2008
Project 14	Welding and HVAC	\$ 2,000,000	\$ -	\$ 6,181,760	\$ -	Complete in 2005
Project 15	English as a Second Language	\$ 9,000,000	\$ -	\$ 9,776,059	\$ -	Complete in 2005
Project 16	Health Careers	\$ 9,000,000	\$ -	\$ 9,789,393		Complete in 2005
Project 17a	Scheduled Maintenance Match	\$ 10,000,000	\$ 10,000,000	\$ 7,482,133	\$ 7,482,133	Completed 69 Projects
Project 17b	ADA Compliance	\$ 1,000,000	\$ -	\$ 1,736,039	\$ -	Completed 15 Projects
Project 17c	Energy Conservation	\$ 2,500,000	\$ -	\$ -	\$ -	Included in Project 3
Project 17d	Contingency	\$ 12,412,500	\$ -	\$ -	\$ -	Transferred to Individual Projects
Project 17e	Campus Infrastructure	\$ 16,300,000	\$ -	\$ 21,777,906	\$ -	Completed multiple projects in 4 categories
Project 17f	Campus Wide Improvements	\$ 7,287,500	\$ -	\$ 24,888,357		Completed 42 Projects
Project 17g	Music Expansion	\$ 1,600,000	\$ -	\$ 4,481,303		Complete in 2006
Project 17h	Building 23 Renovation	\$ 1,500,000	\$ -	\$ 10,868,377		Complete in 2004. Data Center Added in 2007
Project 17i	Parking Structure and Classroom Facility	\$ 9,000,000	\$ -	\$ 24,960,391	\$ -	Parking Structure Transferred to Measure RR. Math building (61) completed in 2008
Project 17j	Construction Support	\$ -	\$ -	\$ 4,326,000		
	Total Measure R Funds	\$ 220,999,812				
	Measure R Interest Earned	\$ 12,822,265				
	Measure R Refunding Revenue	\$ 8,606,226				
	Total of all Measure R Fund Sources	\$ 242,428,303		\$ 242,428,070		Total of all Measure R Expenditures
	State Funds Budgeted		\$ 56,300,000		\$ 61,334,133	State and Other Funds Received

Measure RR Project Status

Project ID		Budgets		Expenditures through Fiscal Year 2014-2015		Project Status
		Measure RR Funds	State & Other Funds	Measure RR Funds	State & Other Funds	
Project A	Library, Learning Resources and Campus Center	\$ 73,400,000	\$ 79,000,000	\$ 197,529		Library delayed to future program. Campus Center to begin design in 2016
Project B	Business and Computer Technology	\$ 23,450,000	\$ 23,000,000	\$ 3,558,559		Under Construction
Project C	Child Development Center	\$ 20,400,000	\$ -	\$ 17,326,949	\$ 199,804	Complete in 2015
Project D	Athletics Complex Phase 2	\$ 19,350,000	\$ 8,000,000	\$ 3,067,249		In Design
Project E	Career and Technical Education Building Renovation	\$ 19,350,000	\$ 19,000,000	\$ 92,043		Delayed to future program
Project F	Classroom Building Renovation	\$ 26,000,000	\$ -	\$ 4,486,364	\$ 150,000	Part 1 Complete in 2012. Part 2 delayed to future program.
Project G	Laboratory Building Expansion-Sciences	\$ 5,400,000	\$ -	\$ 789,634		Delayed to future program
Project H	Fire Academy	\$ 10,200,000	\$ -	\$ 3,298,350		Site Improvements Complete in 2015. Remaining scope of work delayed to future program.
Project I	Public Transportation Center	\$ 3,575,000	\$ 3,575,000	\$ -		Partnership with Foothill Transit in discussion.
Project J	Parking, Public Safety, and Traffic Improvements	\$ 44,875,000	\$ 44,875,000	\$ 4,104,604		Parking Structure on hold.
Project K	Scheduled Maintenance	\$ 9,150,000	\$ 9,150,000	\$ 4,927,370	\$ 370,695	56 projects complete or in construction/design.
Project L1	Infrastructure Improvement (Utilities, Site, Traffic, Energy, Landscape)	\$ 35,000,000		\$ 11,116,961		29 projects complete or in construction/design.
Project L2	Lease Revenue Bonds (COPS) Debt Retirement	\$ 11,000,000		\$ 9,596,001		Debt retired.
Project L3	Temporary Space	\$ 4,000,000		\$ 2,641,858		19 projects complete or in construction/design.
Project L4	Demolition	\$ 4,500,000		\$ 468,345		7 projects complete or in construction/design.
Project L5	Equipment Allowance	\$ 5,000,000		\$ 1,824,822		Approximately 50% expended
Project L6	Contingency (6%)	\$ 21,000,000		\$ -		Funding shifted to specific projects
Project L7	Campus-wide Improvement Projects	\$ 9,800,000		\$ 39,842,447	\$ 3,500,000	42 projects complete or in construction/design.
Project L8	Construction Support	\$ 8,000,000		\$ 11,900,881		Includes legal expenses and staff costs of in house project management.
	Total Measure RR Funds	\$ 353,450,000				
	Measure RR Interest Earned	\$ 3,390,794				
	Total of all Measure R Fund Sources	\$ 356,840,794		\$ 119,239,966		Total of all Measure RR Expenditures to 7/1/2015
	State Funds Budgeted		\$ 186,600,000		\$ 4,220,499	Total of State and Other Funds Received
	State & Other Funds Budgeted but not received	\$ 182,379,501				
	Measure RR Funds to be Expended	\$ 234,210,034				

FUTURE FACILITIES IMPROVEMENTS 2018 Through 2030	Rough Order of Magnitude Cost Estimates				Building Cost	Equipment Cost at 9% or 20% of Building	Allowance for Infrastructure at 10% or 18% of	Allowance for Soft Costs @ 20% of Building	Project Cost in 2016	Estimate with 4% Annual Escalation to Future Dates		
	Gross Square Foot	Basis of Estimate	Source of Estimate	Unit Cost						Phase 1 Projects to 2021	Phase 2 Projects to 2026	Phase 3 Projects to 2031
NEW BUILDINGS												
1 Adult Basic Education	8,000	Cost per GSF	Similar Projects	\$ 275	\$ 2,200,000	\$ 198,000	\$ 220,000	\$ 523,600	\$ 3,141,600	\$ 3,822,237		
2 Aquatics Center	NA	Lump Sum	ROM		\$ 6,500,000	\$ 585,000	\$ 650,000	\$ 1,547,000	\$ 9,282,000	\$ 11,292,972		
3 Assembly Hall - 1200 Seats	22,000	Cost per GSF	Similar Projects	\$ 350	\$ 7,700,000	\$ 1,540,000	\$ 770,000	\$ 2,002,000	\$ 12,012,000		\$ 16,120,012	
4 Bookstore	12,000	Cost per GSF	Similar Projects	\$ 325	\$ 3,900,000	\$ 351,000	\$ 390,000	\$ 928,200	\$ 5,569,200	\$ 6,775,783		
5 Brackett Field	7,680	Cost per GSF	Similar Projects	\$ 275	\$ 2,112,000	\$ 190,080	\$ 211,200	\$ 502,656	\$ 3,015,936		\$ 4,047,363	
6 City of Walnut Shared Projects	NA									\$ 2,500,000	\$ 2,500,000	\$ 2,500,000
7 Continuing Education	40,000	Cost per GSF	Similar Projects	\$ 325	\$ 13,000,000	\$ 1,170,000	\$ 1,300,000	\$ 3,094,000	\$ 18,564,000	\$ 22,585,944		
8 Farm Support Structures	30,000	Cost per GSF	Similar Projects	\$ 200	\$ 6,000,000	\$ 540,000	\$ 600,000	\$ 1,428,000	\$ 8,568,000		\$ 11,498,191	
9 Fire Technology	40,000	Cost per GSF	Similar Projects	\$ 275	\$ 11,000,000	\$ 990,000	\$ 1,100,000	\$ 2,618,000	\$ 15,708,000		\$ 21,080,016	
10 Humanities Elevator Tower	5,000	Lump Sum	Similar Projects		\$ 2,250,000	\$ -	\$ 225,000	\$ 495,000	\$ 2,970,000		\$ 3,985,717	
11 Information Technology	30,000	Cost per GSF	Similar Projects	\$ 350	\$ 10,500,000	\$ 2,100,000	\$ 1,890,000	\$ 2,898,000	\$ 17,388,000	\$ 21,155,161		
12 Kinesiology and Wellness Gymnasium (80% State)	NA	FPP Estimate	State Guidelines		\$ 46,941,667	\$ 4,224,750	\$ -	\$ 10,233,283	\$ 61,399,700	\$ 74,702,124		
13 Library (60% State)	85,000	Cost per GSF	Similar Projects	\$ 350	\$ 29,750,000	\$ 5,950,000	\$ 5,355,000	\$ 8,211,000	\$ 49,266,000	\$ 59,939,622		
14 Off Campus Sites (Purchase and/or Long Term Lease)	NA											\$ 10,000,000
15 Public Safety	15,000	Cost per GSF	Similar Projects	\$ 275	\$ 4,125,000	\$ 371,250	\$ 412,500	\$ 981,750	\$ 5,890,500	\$ 7,166,694		
16 Public Transit Center										\$ -		
17 Recycling Center-Warehouse Space	25,000	Cost per GSF	State Guideline	\$ 150	\$ 3,750,000	\$ 337,500	\$ 375,000	\$ 892,500	\$ 5,355,000		\$ 7,186,369	
18 Science Laboratories	40,000	Cost per GSF	Similar Projects	\$ 400	\$ 16,000,000	\$ 3,200,000	\$ 2,880,000	\$ 4,416,000	\$ 26,496,000	\$ 32,236,435		
19 Sciences Elevator Tower	5,000	Lump Sum	Similar Projects		\$ 2,250,000	\$ -	\$ 225,000	\$ 495,000	\$ 2,970,000	\$ 3,613,459		
20 Student Housing												\$ 50,000,000
21 Student Center Phase 2	40,000	Cost per GSF	Similar Projects	\$ 350	\$ 14,000,000	\$ 1,260,000	\$ 1,400,000	\$ 3,332,000	\$ 19,992,000	\$ 24,323,325		
22 Student Services	30,000	Cost per GSF	Similar Projects	\$ 350	\$ 10,500,000	\$ 945,000	\$ 1,050,000	\$ 2,499,000	\$ 14,994,000		\$ 20,121,834	
23 Tennis Complex		Lump Sum	Similar Projects		\$ 2,750,000	\$ -	\$ -	\$ 550,000	\$ 3,300,000	\$ 4,014,955		
24 Vocational Technology (60% State)	160,000	FPP Estimate	State Guidelines		\$ 56,811,034	\$ 5,112,993	\$ 5,681,103	\$ 13,521,026	\$ 81,126,157		\$ 108,870,683	
25 Wildlife Sanctuary Facilities	1,200	Cost per GSF	Similar Projects	\$ 275	\$ 330,000	\$ 29,700	\$ 33,000	\$ 78,540	\$ 471,240		\$ 632,400	
										\$ 274,128,711	\$ 195,410,185	\$ 62,500,000
										\$ (17,000,000)	\$ (68,044,177)	\$ 62,500,000
										\$ (102,066,117)	\$ (68,044,177)	\$ 62,500,000
										\$ 155,062,594	\$ 127,366,008	\$ 62,500,000
BUILDING MODERNIZATION and CAPITAL IMPROVEMENT PROJECTS												
26 Bookstore - 9A	21,000	Cost per GSF	Similar Projects	\$ 260	\$ 5,460,000	\$ 491,400	\$ 546,000	\$ 1,624,350	\$ 8,121,750		\$ 11,115,176	
27 Library - 6	101,652	Cost per GSF	Similar Projects	\$ 260	\$ 26,429,520	\$ 2,378,657	\$ 2,642,952	\$ 7,862,782	\$ 39,313,911		\$ 53,803,802	
28 Performing Arts - 2 (partial Modernization)	20,000	Cost per GSF	Similar Projects	\$ 336	\$ 6,720,000	\$ 1,344,000	\$ 672,000	\$ 2,184,000	\$ 10,920,000			\$ 16,810,838
29 Scheduled Maintenance Major Projects	NA	Lump Sum								\$ 10,000,000	\$ 10,000,000	\$ 10,000,000
30 Technology and Health - 28	128,143	Cost per GSF	Similar Projects	\$ 260	\$ 33,317,180	\$ 2,998,546	\$ 5,997,092	\$ 10,578,205	\$ 52,891,023		\$ 72,385,017	
										\$ 10,000,000	\$ 147,303,995	\$ 26,810,838
PARKING, ROADWAYS, AND PEDESTRIAN PATHWAYS												
31 Academic and Athletics Area Pedestrian Pathways	12,000 LF	Cost per LF	Similar Projects	\$ 490	\$ 5,880,000	\$ -	\$ -	\$ 1,470,000	\$ 7,350,000	\$ 2,950,992	\$ 3,319,464	\$ 3,733,946
32 Bonita Avenue Reconstruction	240000 SF	Cost per GSF	Similar Projects	\$ 7	\$ 1,680,000	\$ -	\$ -	\$ 420,000	\$ 2,100,000	\$ 2,554,971		
33 Campus Roadway and Parking Ongoing Maintenance	NA	Lump Sum								\$ 2,500,000	\$ 1,500,000	\$ 1,500,000
34 Edinger Avenue Reconstruction	150000 SF	Cost per GSF	Similar Projects	\$ 7	\$ 1,050,000	\$ -	\$ -	\$ 262,500	\$ 1,312,500		\$ 1,796,247	
35 Emergency Vehicle Access	7000 LF	Cost per LF	Similar Projects	\$ 1,480	\$ 10,360,000	\$ -	\$ -	\$ 2,590,000	\$ 12,950,000	\$ 5,199,366	\$ 5,848,580	\$ 6,578,857
36 Lot A Structure	1500 Spaces	Cost per Space	Similar Projects	\$ 15,000	\$ 22,500,000	\$ 750,000	\$ 9,000,000	\$ 5,000,000	\$ 37,250,000	\$ 42,730,991		
37 Lot B Reconstruction	1001 Spaces	Cost per Space	Similar Projects	\$ 2,500	\$ 2,502,500	\$ -	\$ 450,450	\$ 738,238	\$ 3,691,188		\$ 5,051,645	
38 Lot D Structure	1000 Spaces	Cost per Space	Similar Projects	\$ 15,000	\$ 15,000,000	\$ 750,000	\$ 1,500,000	\$ 4,312,500	\$ 21,562,500	\$ 26,234,078		
39 Lot F Structure	1400 Spaces	Cost per Space	Similar Projects	\$ 15,000	\$ 21,000,000	\$ 750,000	\$ 2,100,000	\$ 5,962,500	\$ 29,812,500		\$ 40,800,465	
40 Lot H Reconstruction	1275 Spaces	Cost per Space	Similar Projects	\$ 2,500	\$ 4,780,000	\$ -	\$ 860,400	\$ 1,410,100	\$ 7,050,500		\$ 9,649,096	
41 Lot M Permanent Parking	NA										\$ 750,000	
42 Lot W Reconstruction	400 Spaces	Cost per Space	Similar Projects	\$ 2,500	\$ 2,500,000	\$ -	\$ 450,000	\$ 737,500	\$ 3,687,500	\$ 4,486,408		
43 New Main Entrance Intersection	NA									\$ 1,500,000		
44 Pedestrian Bridge at Bonita	NA									\$ 750,000		
45 Pedestrian Bridge at Temple	NA									\$ 1,500,000		
46 San Jose Hills Road Intersection	NA									\$ 900,000		
47 Stadium Way Reconstruction	96000 GSF	Cost per GSF	Similar Projects	\$ 7	\$ 672,000	\$ -	\$ -	\$ 168,000	\$ 840,000		\$ 1,149,598	
48 Temple Avenue Lane Addition	39600 GSF	Cost per GSF	Similar Projects	\$ 15	\$ 594,000	\$ -	\$ -	\$ 148,500	\$ 742,500		\$ 1,016,163	
										\$ 91,306,806	\$ 70,881,257	\$ 11,812,803

FUTURE FACILITIES IMPROVEMENTS 2018 Through 2030	Rough Order of Magnitude Cost Estimates				Building Cost	Equipment Cost at 9% or 20% of Building	Allowance for Infrastructure at 10% or 18% of	Allowance for Soft Costs @ 20% of Building	Project Cost in 2016	Estimate with 4% Annual Escalation to Future Dates		
	Gross Square Foot	Basis of Estimate	Source of Estimate	Unit Cost						Phase 1 Projects to 2021	Phase 2 Projects to 2026	Phase 3 Projects to 2031
UTILITY INFRASTRUCTURE												
49 Campus Fire Water Systems	NA	ROM Estimate	Similar Projects							\$ 3,000,000	\$ 3,000,000	\$ 3,000,000
50 Campus Irrigation System	42 Zones	ROM Estimate	Utility Master Plan							\$ 1,750,000	\$ 1,750,000	\$ 1,750,000
51 Chilled Water Loop	900 LF	Cost per LF	Similar Projects	\$ 700	\$ 630,000	\$ -	\$ -	\$ 157,500	\$ 787,500		\$ 1,077,748	
52 Data Infrastructure Capacity and Redundancy	NA	Lump Sum	Utility Master Plan		\$ 6,000,000	\$ 2,700,000	\$ -	\$ 2,175,000	\$ 10,875,000	\$ 4,366,263	\$ 4,911,452	\$ 5,524,716
53 Electrical - Main Power Station Upgrade	NA	Lump Sum	Utility Master Plan		\$ 1,200,000	\$ -	\$ -	\$ 300,000	\$ 1,500,000		\$ 1,824,979	
54 Electrical System Safety and Redundancy	NA	Lump Sum	Utility Master Plan		\$ 6,000,000	\$ 2,700,000	\$ -	\$ 2,175,000	\$ 10,875,000	\$ 4,366,263	\$ 4,911,452	\$ 5,524,716
55 Electrical Vault and Sub-Station Improvements	17 Units	Cost per Unit	Utility MP	\$ 70,000	\$ 1,190,000	\$ -	\$ -	\$ 297,500	\$ 1,487,500	\$ 597,224	\$ 671,796	\$ 755,680
56 Fire Alarm Central Control	NA	Lump Sum	Utility Master Plan		\$ 900,000	\$ -	\$ -	\$ 225,000	\$ 1,125,000		\$ 1,368,735	
57 New Campus Water Main	NA	Lump Sum	Utility Master Plan		\$ 2,500,000	\$ -	\$ -	\$ 625,000	\$ 3,125,000		\$ 3,802,040	
58 Reclaimed and Ground Water	NA	Lump Sum	Ground Water Study		\$ 5,000,000	\$ -	\$ -	\$ 1,250,000	\$ 6,250,000	\$ 2,509,347	\$ 2,822,674	\$ 3,175,124
59 Sanitary Sewer - Central Campus Zone	10200 LF	Cost per LF	Utility Master Plan	\$ 200	\$ 2,040,000	\$ -	\$ -	\$ 510,000	\$ 2,550,000	\$ 1,023,813	\$ 1,151,651	\$ 1,295,451
60 Sanitary Sewer - New Main	700 LF	Cost per LF	Utility Master Plan	\$ 275	\$ 192,500	\$ -	\$ -	\$ 48,125	\$ 240,625	\$ 292,757		
61 Storm Drain - Central Campus Zone	10500 LF	Cost per LF	Utility Master Plan	\$ 125	\$ 1,312,500	\$ -	\$ -	\$ 328,125	\$ 1,640,625	\$ 998,036	\$ 1,122,654	
62 Natural Gas Distribution	3500 LF	Cost per LF	Utility Master Plan	\$ 125	\$ 437,500	\$ -	\$ -	\$ 109,375	\$ 546,875	\$ 219,568	\$ 246,984	\$ 277,823
63 Water Storage	NA	Lump Sum	Water Master Plan		\$ 1,100,000	\$ -	\$ -	\$ 275,000	\$ 1,375,000	\$ 1,672,898		
									<i>Phase Totals</i>	\$ 20,796,169	\$ 28,662,166	\$ 21,303,509
ENERGY AND WATER EFFICIENCY												
64 Campus Interior Walkway Lighting	325 Units	Cost per Fixture	Similar Projects	\$ 1,400	\$ 455,000	\$ -	\$ -	\$ 113,750	\$ 568,750	\$ 228,351	\$ 256,863	\$ 288,936
65 Campus Security Improvements	NA									\$ 500,000	\$ 500,000	\$ 500,000
66 EV Charging	125 Units	Cost per unit	Similar Projects	\$ 10,000	\$ 1,250,000	\$ -	\$ -	\$ 312,500	\$ 1,562,500	\$ 627,337	\$ 705,668	\$ 793,781
67 Expand Solar Capacity to 4 MW	4 MW	Cost per MW	Similar Projects	\$ 1,650,000	\$ 6,600,000	\$ -	\$ -	\$ 1,650,000	\$ 8,250,000	\$ 3,312,338	\$ 3,725,929	\$ 4,191,164
68 Integrated Energy Management	NA	Lump Sum								\$ 500,000	\$ 500,000	\$ 500,000
69 Parking Lighting	120 Fixtures	Cost per Fixture	Similar Projects	\$ 3,500	\$ 420,000	\$ -	\$ -	\$ 105,000	\$ 525,000	\$ 210,785	\$ 237,105	\$ 266,710
70 Secondary Cooling Plant	NA	Lump Sum	Similar Projects		\$ 10,400,000	\$ -	\$ -	\$ 2,600,000	\$ 13,000,000	\$ 15,816,488		
									<i>Phase Totals</i>	\$ 21,195,298	\$ 5,925,566	\$ 6,540,591
CAMPUS WIDE IMPROVEMENTS												
71 Campus Access Control	\$ 1,200	Cost per Door	Similar Projects	\$ 1,250	\$ 1,500,000	\$ -	\$ -	\$ 375,000	\$ 1,875,000	\$ 752,804	\$ 846,802	\$ 952,537
72 Exterior Student Seating	1500 Seats	Cost per Seat	Similar Projects	\$ 150	\$ 225,000	\$ -	\$ -	\$ 56,250	\$ 281,250	\$ 112,921	\$ 127,020	\$ 142,881
73 Signage and Wayfinding	NA	Lump Sum								\$ 800,000		
74 Universal Access Improvements	NA										\$ 500,000	
									<i>Phase Totals</i>	\$ 1,665,725	\$ 1,473,822	\$ 1,095,418
PROGRAM TOTALS										\$ 419,092,708	\$ 449,656,991	\$ 130,063,159
									Program Total in 2016	\$ 675,515,830		
									Program Total With State Funding	\$ 828,702,563		
									Program Total Without State Funding	\$ 998,812,857		



Lot A - Structure 1500 spaces

Lot H Reconstruction

Lot F Structure 1400 spaces

Lot B Reconstruction

Lot D Structure 1400 spaces

Lot W Reconstruction



PARKING SPACE COUNT	
2016	8,900 spaces
Lot A Structure	+ 900 spaces
Lot D Structure	+ 500 spaces
Lot F Structure	+ 700 spaces
2026	11,000 spaces

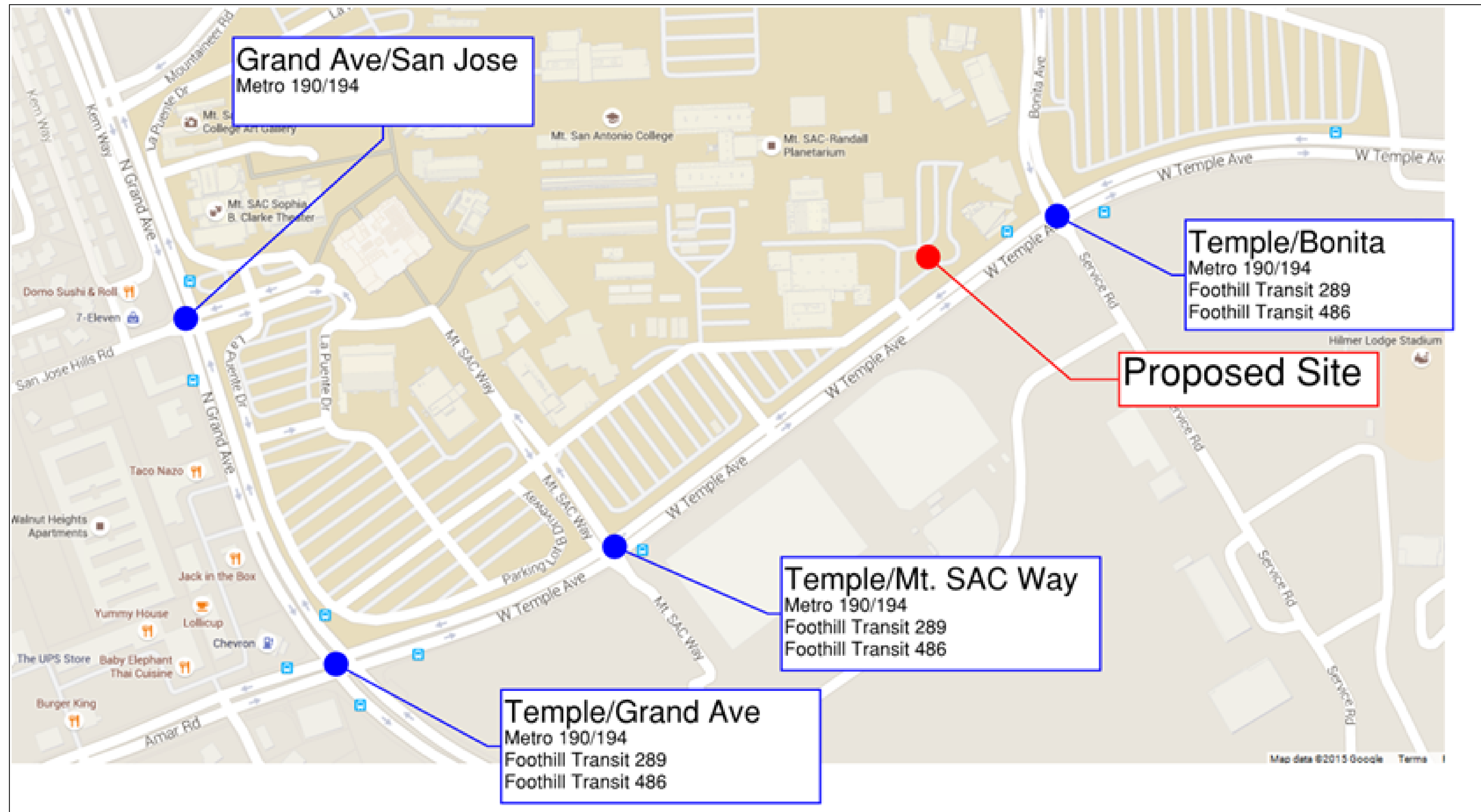


Transit Center Goals

A central location for students to access multiple transit options with amenities for a safe and comfortable environment.

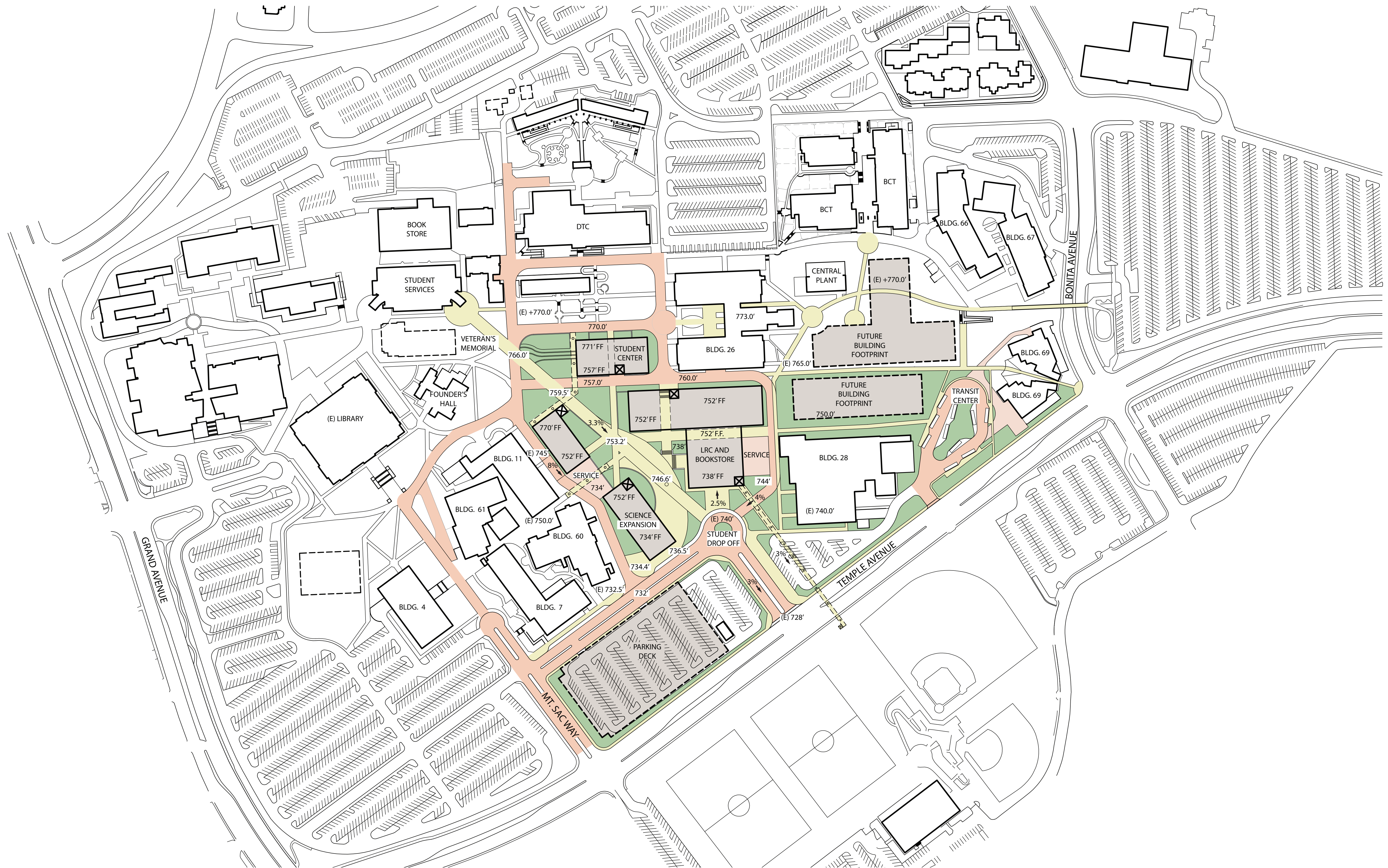
Transit Center Benefits

- Enhanced transit service – with consolidation of campus bus stops, service into and out of Mt. SAC will be expedient reducing travel times and improving bus schedule adherence
- Transit Center Amenities - safe on-campus location with transit store for TAP/fare/class pass assistance and customer service, centralized real-time bus arrival information, aesthetically designed bus shelters and seating
- Transfer Point – the transit center will offer student riders transit options traveling to/from multiple destinations
- Should LA Metro cancel lines 190/194, Foothill Transit will operate lines 190/194 offering Mt. SAC students using Foothill Transit’s Class Pass program additional transit options
- Transit Center will improve access to Mt. SAC by consolidating area bus stops in one location
- Reduces number of stops around Mt. SAC campus thus improving travel times and schedule adherence
- Safety is a top priority. A transit center serves as a central access point exclusive to pedestrians.



Foothill Transit August 2015 Ridership - Mt SAC		
	Boardings	Alightings
Grand Ave/Amar		
Line 289	210	32
Temple Avenue/Bonita Avenue		
Line 289	162	84
Line 486	796	737
Temple Ave/Mt SAC Way		
Line 289	651	90
Line 486	3255	1048
Totals	5074	1991

- Foothill Transit lines 289 and 486 serve Mt. SAC
- Metro lines 190 and 194 also serve the Mt. SAC campus
- Foothill Transit is in process of absorbing Metro lines 190 and 194
- With the current class pass program, additional lines would provide more options to Mt. SAC students traveling to campus



CENTRAL PRECINCT PLANNING
Mt. San Antonio College



EXCELLENCE & DISTINCTION

OUR PATHWAY *to* ACCREDITATION

Irene Malmgren
Accreditation Liaison Officer
Vice President, Instruction

Kristina Allende
Faculty Accreditation Coordinator
English Professor

Why Accreditation?

- Public credibility
- Legitimacy of degrees
- Transferability of credits
- Federal requirement for financial aid for students



Board's Role

Stay informed about:

- Eligibility Requirements
- Accreditation Standards
- Commission policies
- Accreditation processes
- Colleges accreditation status

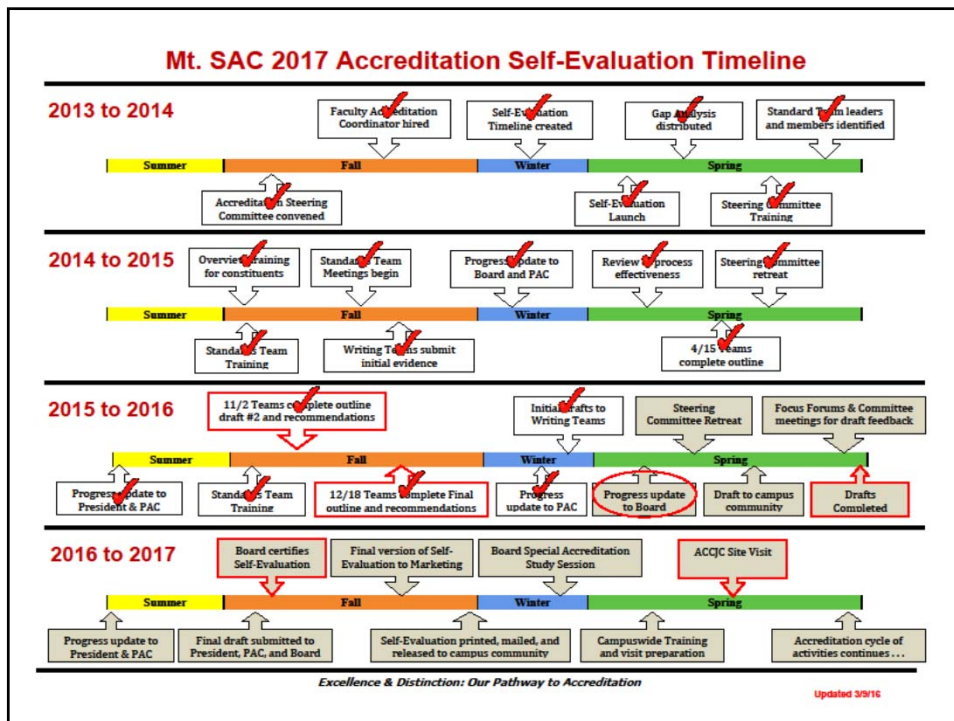


Board's Role

Next Steps:

- Spring 2016:
Self-Evaluation input and feedback
- Fall 2016:
Final approval of report





Updates and Information

- **Shifting Sands:**
 - What are we doing to be prepared?
 - 18 month Accreditation status (January)
 - Prepare for quick response & remediation
- **Status of Commission membership:**
 - ACCJC or ____?
 - Chancellor's Office recommendations to the Board of Governors
- **Questions ?**



**Accreditation Exercise
Board Study Session
March 12, 2016**

- IV.C.1. Responsibility for academic quality, integrity, and effectiveness. (2)**
- Approve personnel hires
 - Discuss employees who do not conform to Mt. SAC rules, regulations, and standards
- IV.C.2. Acts as a collective entity. (1)**
- Share governance
- IV.C.3. Adheres to a clearly defined policy for selecting and evaluating the CEO. (3)**
- Work with Board colleagues regarding CEO appointment
 - Evaluate College President
 - Evaluate and support the CEO
- IV.C.4. Advocates for and defends the Institution and protects it from undue influence. (13)**
- Represent Mt. SAC at public/community events
 - Lobby other politicians and institutions for the benefit of the College
 - Inform the community about Mt. SAC programs and services
 - Represent Mt. SAC in the community
 - Signed petition for ballot measure to extend Proposition 30
 - Community Relations
 - Participate in high school college fairs
 - Speak in the community
 - Represent College at public events
 - Advocate advocacy
 - Advocate to elected officials
 - Advocacy at local, state, and federal level
 - Speak out on laws and regulations that impact the College
- IV.C.5. Establishes policies consistent with the College Mission and has ultimate responsibility for educational quality. (6)**
- Fiscally sound
 - Review and approve College policies and budget
 - Set direction and College goals, vision, and direction
 - Create long-term vision for the College
 - Established Nursing Intern project with Pomona Valley Hospital
 - Review budget, contracts, and have ongoing discussions about issues on campus
- IV.C.6. Publishes the board bylaws. (1)**
- Set policies

- IV.C.7. Regularly assesses its policies and bylaws for effectiveness, revising if needed. (8)**
- Review the contracts proposed for Mt. SAC
 - Provide input into the Mt. SAC long-term facilities plan
 - Talk to other elected officials about Mt. SAC needs and services
 - Oversee the fiscal integrity of the Mt. SAC budget
 - Attend monthly Board meetings
 - Discuss opportunities at Mt. SAC with prospective students
 - Bring student concerns to the attention of administration leaders
 - Serve on the Board of Trustees and review policy
- IV.C.8. Regularly reviews key indicators of student learning and achievement. (9)**
- Student success
 - Ensure the College is serving its students well
 - Ask questions of administration about instructional programs
 - Ensure academic standard
 - Serve in Associated Students
 - Approve curriculum
 - Attend College activities
 - Increase student participation along with Associated Students about what is Accreditation
 - Monitor student success
- IV.C.9. Has an ongoing training program for Board development. (4)**
- Participate and interact with state and national organizations
 - Attend conferences
 - Mission
 - Attend conferences on legislation statewide and nationally
- IV.C.10. Regularly evaluates its practices and performance, making the results public. (9)**
- Bond dollars appropriately spent
 - Interact with elected official
 - Recruit members to Citizens Oversight Committee
 - Monitor the College's budget and financial decisions
 - Approve budget
 - Participate in overseeing the budget
 - Review data regarding student achievement
 - Participate with civic organizations
 - Ensure College treats employees fairly and compensates adequately
- IV.C.11. Upholds a code of ethics and conflict of interest policy and has a clearly defined policy for dealing with behavior that violates the code. (1)**
- Work with colleagues regarding campus climate
- IV.C.12. Delegates full responsibility and authority to the CEO to implement and administer Board Policies. (1)**
- Hiring CEO

IV.C.13. Is informed about the eligibility requirements, the accreditation standards, commission policies, accreditation processes, and the College's accredited status. (3)

- Ensure that the College meets California's Education Code
- Serve on an Accreditation committee
- Stay informed about research, policy, and legislation regarding community colleges

Other: (10)

- Inform the Board about community concerns
- Bring new ideas for the College to consider, new directions to explore
- Work with the Foundation
- Facilities approvals
- Puttin' on the Hits
- Speak at on-campus functions
- Serve on the Foundation as a student member
- Attend Citizens Oversight Committee meetings
- Attend President's Advisory Council and review policy
- Support campus groups financially

Update: Mt. SAC's Student Equity Agenda



Board of Trustees Study Session
March 12, 2016


14 April 2016

Putting a Face on Student Equity

- Focused activities: specific student populations (disabled, foster youth, Dream, African American, Latino, Pacific Islander, LGBT)
- Campus-wide approaches: library, tutoring, learning communities, STEM and TERC Centers
- Innovative/discovery initiatives:
 - Minority Male Initiative
 - Student Ambassadors
 - SSEED



14 April 2016



What's Different for our Students Due to a Student Equity Focus?

- Campus-wide awareness and involvement: managers, faculty, staff are busily building their efforts to serve students in 56 different activities.
- Specific initiatives to be highlighted today:
 - Integration with Instruction
 - Professional Development
 - The Puzzle Project – Autistic Students
 - The Male Minority Initiative

Instruction

Student Equity Progress



14 April 2016

Library & Learning Resources

- Library
 - Textbooks for Library Reserves (\$18,000)
 - 147 high demand textbooks
- Library Sunday Hours
 - 1:00-9:30 PM



Science, Technology, Engineering, and Math (STEM)

- Two faculty mentors
- Coaches & Tutors
- 20 New laptops for student checkout/use
- Life & Study Skills Seminars
- Battle Plans for Final Exams
- Events with ASPIRE, Win & Arise
- Meet and Greet for Counselors
- Hosted the Society of Women Engineers & Society of Hispanic Professional Engineers
- Robotics Academy
- **700 Students Served per Week**



14 April 2016

Technical Education Resource Center (TERC)

- Impact:

- Tutor CTE students; individual and groups
- Basic math, reading, essay writing, study skills, and research methods
- 25 classroom presentations
- Tours
- CTE faculty working with students



April 2016

Student Support Services

- Mentoring of Tutors
- Diversity Training
- Partnering with:
 - Speech & Sign Center
 - Writing Center
 - LAC/MARC/T-MARC
 - EOPS



14 April 2010

Teaching & Learning Center

- Faculty Coordinator
- Researching exemplary TLC models
- Planning Semester



14 April 2016

Professional Development

- Spring Faculty Flex General Session
 - Addressing Issues of Diversity in the Classroom
 - Becoming a Veterans Friendly Campus
- Breakout Sessions
 - Language, Power, and Privilege: Talking About Culture
 - Universal Design and Student Equity
- Guest Speakers – M2C3
 - Frank Harris; J. Luke Wood
 - “The Converging Influence of Masculine and Racial Identities on Student Success for Men of Color in Community Colleges”



14 April 2016



DSPS Puzzle Project

- **Purpose:** Training and support to improve Executive Functioning Skills (organization, time management, prioritization, self advocacy), Social Skills, and Classroom Behavior
- **Target Group:** Students on the Autism Spectrum and other students with disabilities who could benefit from the training (ADHD is another group)
- **How:** Weekly Workshops (some topics: Academic Coaching, Executive Functioning, Social Skills Training), Social Group Coaching/Mentoring (Opportunity to Practice Social Communication and Executive Functioning Skills with each other and Peer Mentors in authentic settings ie. restaurant, with faculty, in the classroom, etc.)
- **Why:** Increase student success (achieve certificate, degree, transfer, employment)
- **Staff involved:** Christopher Walker, PhD DSPS Instructional Specialist; Heather Ponce, M.S. DSPS Adjunct Instructional Specialist; Diana Chou, PsyD, DSPS Mental Health Clinician Faculty provide the workshops which include some practice sessions. MHC provides behavioral and social skills guidance individually, as well as crisis intervention as needed. Peer Mentors provide opportunities to practice what is learned in workshops and "on the spot" guidance.
- **Number of Students:** 20 per year each paired with their own Peer Mentor.
- **Future:** New counselor to be hired to work with this project to provide Academic Counseling and the opportunity to expand project to more students. Provide general faculty with training on how to address challenging situations and behaviors while working with this population.

14 April 2016



HOWARD: HI, MY NAME IS HOWARD AND
I'VE BEEN A STUDENT IN THE PUZZLE
PROJECT SINCE IT STARTED TWO YEARS

14 April 2016



Minority Male Initiative

- Why is this needed?
 - Across the nation and the state, more minority males are tracked to prison than to college.
 - At Mt. SAC, our research has consistently shown the African American, Latino, and Pacific Islander males' success rates lag considerably behind all other student groups, including females from these same ethnic groups.
 - So what do we do about it?



Our Process

- Diverse group of managers, faculty, staff gathered to talk about how we address the lack of success of minority males.
- Consensus direction: *Ask the students!*
- First Meeting: Opened with individual introductions ... 3 ½ hours later, we finished with introductions.



Our students' voices ...

- My mother didn't protect me from my Dad and brothers. I learned not to trust anyone. If my Dad didn't die, I wouldn't be here. I landed in the foster care system. I learned not to trust anyone.
- You have to learn to not be afraid to share your story.
- No one in high school talked to us about college.
- Getting arrested was a blessing. I have come back to school to be an educator.
- I no longer live for the moment -- I live for tomorrow.
- I'm not where I want to be yet, but thank God I'm not where I was before.



We Ask Our Students to Point the Way


What does Mt. SAC need to do?

- Better services for job opportunities
- Town Hall meetings to keep students informed
- Share success stories for motivation
- Outings; community work
- Study halls; study skills
- Opportunities to do research
- Networking opportunities
- Culturally relevant courses



We Study; We Explore; We Develop

- Summer Day-Long Retreat
- Self-Fulfilling Prophecy– your greatest fears:
 - Going back to the pen
 - You'll be just like your father
 - Your goals are too big to achieve
 - You'll never make it
 - You can't change
 - You're not disciplined enough
 - Oh, so YOU can go to college?



Listening and Letting Our Students Point the Way

Students work collaboratively to define the critical pathways for our work

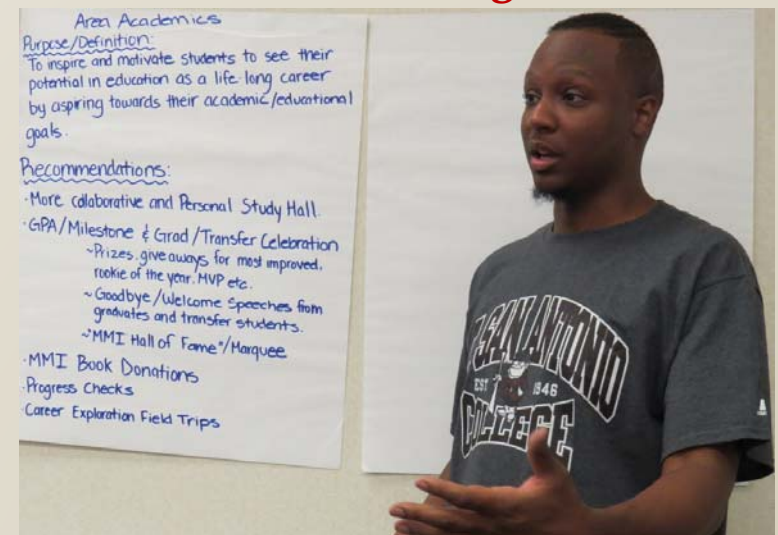
- Academics
- Services
- Peer to Peer
- Cultural/Ethnic Identity

Academics

- *To inspire and motivate students to see their potential in education as a lifelong career by aspiring towards their academic/educational goals.*

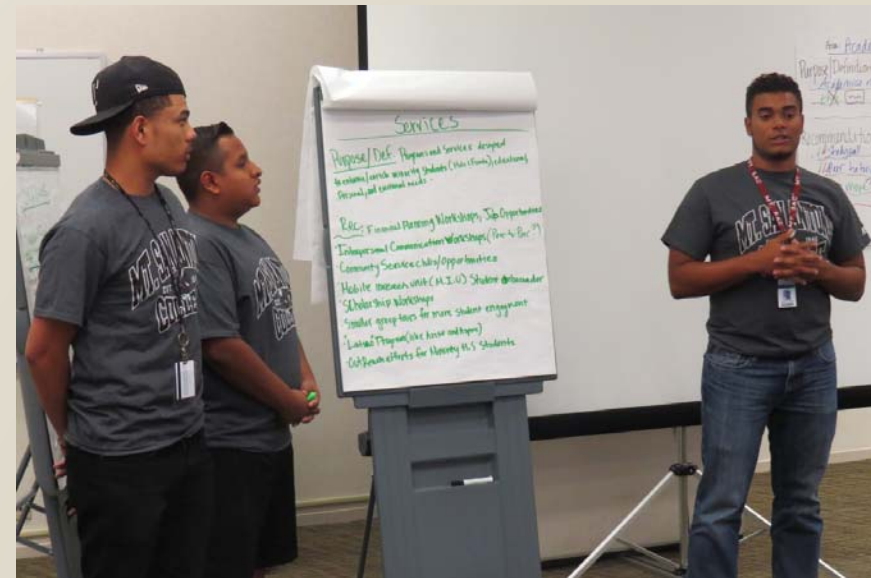
- Recommendations

- Collaborative study halls with peers
- Group study
- Subject-based help
- Book donations
- Academic progress checks
- Career exploration field trips
- Milestone recognition events – elevate your sense of accomplishment: celebrate all successes, including grades (GPA); awards “rookie of the year”/“MVP”



Services

- *Programs and services designed to enhance/enrich minority students' (males and females) educational, personal and emotional needs.*
- Recommendations
- Interpersonal communication workshops
- Mobile Inreach Unit (MIU) – student ambassadors
- Community service opportunities
- “Latino” program like Aspire and Arise
- Outreach efforts to minority high school students

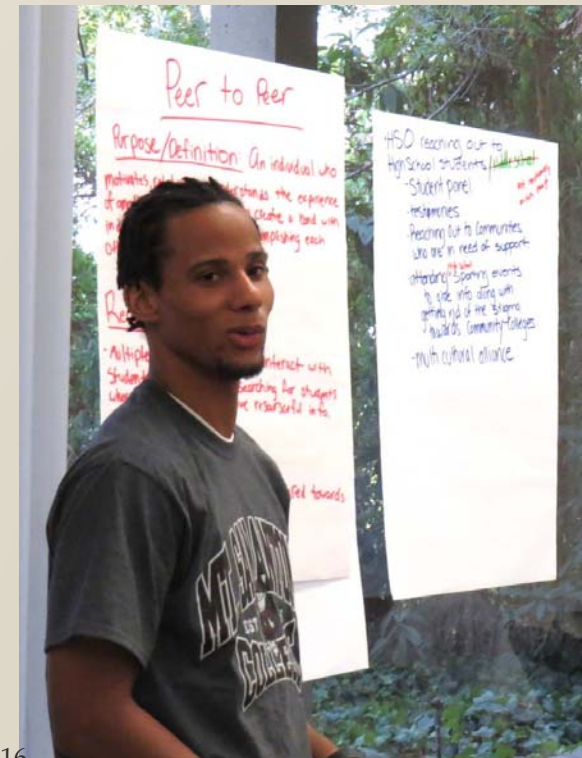


Peer to Peer

- *An individual who motivates, relates and understand the experience of another while attempting to create a bond with individuals to work toward accomplishing each other's goals.*

Recommendations

- Multiple "3 man teams" to interact with students daily, proactively searching for students where they gather to provide resource information
- Peer tutors and peer support groups
- Weekly check-ups (peer to peer)
- Mentoring



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Cultural and Ethnic Identity

- *To recognize traditional practices and cultural values along with multi-cultural collaboration between each other.*
- Recommendations
- Ethnic Studies courses
- Multi-cultural Center
- Cultural workshops
- Professional/faculty training
- Cultural field trips
- Cultural campus events



Managers, Faculty, Staff Working Alongside Students



14 April 2016

The Ambassadors Are Launched!

- Inreach efforts are developed to better reach students
- Students say they are the best to reach their own
- Progress has been immediate and overwhelmingly successful
- Student ambassadors have the pride and fulfillment of assisting other students
- Lost and disconnected students have help to find their way



14 April 2016

Student Equity in Action: Making a Difference for Student Success



14 April 2016

MT. SAN ANTONIO COLLEGE

BOARD OF TRUSTEES SELF-EVALUATION (COMPILED)

March 2016

Just as Boards are concerned with the effectiveness of the institutions they govern, so they should be concerned with their own effectiveness as a Governing Board. Effective Boards engage in a continuing process of self-assessment and evaluation of their performance in order to identify areas of strength and strategies for improvement.

Accrediting Commission standards require Boards to define processes for assessing their performance in policy or bylaws, and to act in a manner consistent with the statements. The processes may be as formal or informal as the Board wishes—the most important thing is to use a process that provides useful information for the Board members.

Evaluating the performance of the Board as a unit is not the same as evaluating individual trustee performance. The accreditation standards do not require individual self-assessment, although many trustees find it beneficial.

The Board self-evaluation is very different from the political evaluation that takes place every few years at the ballot box. The election process has many variables, and it is extremely difficult to determine how a Board can specifically improve its own effectiveness through election results.

The purpose of the Board self-evaluation is to identify areas of Board functioning that are working well and those that may need improvement. In addition, the discussion of Board roles and responsibilities builds communication and understanding among the members and leads to a stronger, more cohesive working group. At the end of an evaluation discussion, Board members should have:

- identified areas for improvement, perhaps stated as goals and criteria for future evaluations;
- an understanding of what they expect from themselves and each other to be an effective Board; and
- a summary of accomplishments and characteristics of which they can be proud.

Beside each question is a space for you to give a general evaluation mark. The following rating scale should be used:

- A = Excellent*
- B = Above Average*
- C = Average*
- D = Below Average*
- F = Unsatisfactory*

Rating

Board Organization

- The board operates as a unit. AAAAABB
- Board members uphold the final majority decision of the board. AAAAAAA
- Board members understand that they have no legal authority outside board meetings. AAAAABB
- The board’s decisions are independent of partisan bias. AAAAAAA

Policy Role

- Board members understand and support the concept that board policy is the primary voice of the board. AAAAAAA
- The board assures a systematic, comprehensive review of board policies. AAAAABB
- The board focuses on policy in board discussions, not administrative matters. AAABBBB
- The board has clarified the difference between its policy role and the roles of the CEO and staff. AAAABBB

Community Relations

- The board is committed to protecting the public interest. AAAAAAA
- Board members act on behalf of the entire community. AAAABBB
- Board members maintain good relationships with community leaders. AAAAABB
- Board members keep the CEO informed of community contacts. AABBBBB

Policy Direction

- The board is knowledgeable about the mission and purpose of the institution. AAAAAAB
- The board bases its decisions in terms of what is best for students and the community. AAAAAAB
- The board maintains a future-oriented, visionary focus in board discussions. AAAAAAB

Rating

Board-CEO Relations

- The board and CEO have a positive, cooperative relationship. AAAAAAB
- A climate of mutual trust and respect exists between the board and CEO. AAAAAAB
- The board has clear protocols for communicating with staff that include the CEO. AAAAABB
- The board clearly delegates the administration of the college to the CEO. AAAAAAB

Fiscal Oversight

- The board understands the fiscal condition of the organization. AAAAABB
- The Board provides fiscal oversight to assure the financial stability of the College. AAAAAAA
- The board understands the financial audit and its recommendations. AAAABBB

Institutional Performance

- The board demonstrates a concern for the success of all students. AAAAAAA
- The board is appropriately involved in the accreditation process. AAAAABB
- The board is committed to equal opportunity. AAAAAAA

Board Leadership

- The board understands its roles and responsibilities. AAAAAAA
- Board members are prepared for board meetings. AAAAAAB
- The board maintains confidentiality of privileged information. AAAAAAB
- The board understands the political implications of its actions. AAAAABB

Advocating the College

- The board recognizes positive accomplishments of the college. AAAAAAA
- Board members speak positively about the institution in the community. AAAAAAA
- The board plays a leadership role in the local community. AAAAAAA
- The board helps educate the local community about community college needs and issues. AAAAABC
- The board works to secure adequate public funding. AAAAABB

Board Education

Rating

- | | |
|--|---------|
| • Board members are engaged in a continuous process of training and development. | AAAABBB |
| • The board adequately studies issues prior to board action. | AAAAAAB |
| • The information provided to the board is appropriate and relevant. | AAAAAAB |

The following questions are open-ended. Your response will assist in institutional evaluation and determining future priorities.

1. What are the Board’s greatest strengths?

- We are a very diverse Board that reflects our District. As such, we act from various viewpoints, yet for the good of the institution and the students at Mt. SAC. I feel the entire Board has been diligent in our understanding of the complex legal issues which have challenged us in this past year.
- We are usually thoughtful in our approach to the governing of the College and have respect for one another’s opinions.
- As a seven-member Board, we have greater reach than before and greater diversity, as well. Our diversity spans not just ethnicity, but also professions. Having several members with K-12 experience as trustees and as teachers, and also having a community college professor on the board, really gives us a good grounding. Our personalities mesh well.
- The Board takes pride in its students’, faculty’s, and staff’s accomplishments and actively participates in College events with enthusiasm and support.
- The Board members always act with professionalism and courtesy towards their Board colleagues, campus constituents, and students.
- Each Board member has his or her own unique background, experience, and knowledge to contribute.
- Board members consistently engage the community and advocate for Mt. SAC.
- Broad experience in education.
- Deep knowledge of the District’s communities and their leaders.
- Diversity of the Board’s constituencies.
- Emotional commitment to Mt. SAC’s success and reputation.

- The Board is an experienced board which represents the diversity of its community. Its members work collegially and show a significant degree of respect to each other. Its members actively engage in activities both on and off campus. The Board contributes positively toward the campus environment and the morale of students, faculty, and staff.
- The Board always puts the interests and success of the College and its students before anything else.
- There is a high level of professionalism and collegiality among trustees.
- The Board participates in many events that support student success and the mission of the College.
- Professionalism, respect, smarts.

2. What are the major accomplishments of the Board in the past year?

- Re-election!!! In addition, we have a new Board member who is diligent in his preparation for meetings and has experience in Board issues, at least at the K-12 level.
- Making progress on the Solar Project plans and understanding the issues of SEQA and working with the City of Walnut to the best of our ability.
- Moving ahead with the final construction projects of Measure RR.
- Continuing to make Mt. SAC's presence felt by our participation and leadership in statewide and national associations of community colleges.
- Several new buildings have been completed, the most visible sign of Board progress. While the lawsuits have been unpleasant, they have not stopped all of our construction, which is a partial victory. But, the injunction is a large setback for the College.
- Continued preservation and improvement of the fiscal stability of the institution.
- Students' and staff's accomplishments in academics and athletics at the national and state level.
- Financial stability.
- Continued FTES growth.
- Consideration of new instructional and counseling programs – not accepting the status quo.
- Growth in Financial Aid.
- Completion of new facilities and breaking ground on additional ones.
- National academic and athletic championships.

- The Board has overseen a healthy financial situation for the College and interacted well with the CEO in doing so.
- Its members have been actively involved in state and national organizations, assuming leadership roles.
- Although only somewhat of an accomplishment, the Board has managed to stay focused, as a unit, as it works through the legal issues it has been confronted with during the past year. It is a credit to its members and to the administration that these legal challenges have not disrupted that unity.
- The partnership with Mt. Saint Mary's to offer a BSN on our campus was a big accomplishment.
- The completion and opening of the Business and Technology building.
- The Learfield Award that honored our athletics program.
- There was enrollment growth in Fall 2015.
- Maintaining respect in a contested election.
- Addressing litigation with the community in an appropriate manner.
- Maintaining high quality education, programs, staff, administrators, leaders, services, and operations.
- Supporting the implementation of an additional BA program, despite losing the opportunity with the State pilot program.
- Successful negotiations with our unions.
- Maintaining a great relationship with a great education foundation.

3. What are areas in which the Board could improve?

- Support our Associated Students by attending student events whenever possible.
- Support our Foundation in their efforts to reach out to Alumni and their fund-raising activities.
- We do need better outreach into the community and make sure that we are seen and heard at community events. We don't want to give the impression that Mt. SAC is insular. We need better geographic diversity in our bond committee and ensure that all members make appointments.
- Be more mindful about construction projects and request the CEO to update and share his plans regarding campus construction, in a timely fashion.
- Involvement in Measure RR planning and changes to the Facilities Master Plan.
- Involvement in the activities of the Citizens Oversight Committee.

- Support for Mt. SAC Foundation efforts.
- The College is viewed very favorably by the community and its elected officials; but, the Board could do better in coordinating, with the CEO and staff, its interaction with these entities.
- Although this has not been a problem, with the exception of maybe one city, it might be good to have a schedule whereby local, state, and national representatives are periodically invited to the campus. This, of course, does happen; but, it would be good to maintain a "calendar" of these visits (engagements) and be in a position to follow up where there are gaps.
- Ensuring our fiscal situation remains in good standing, especially with mandated increases in CalSTRS and CalPERS contributions for the next four years.
- We need to improve our communication and outreach efforts with our neighbors in Walnut.
- Having the ability to provide a solution to our construction litigation.

4. As a Trustee, I am most pleased with:

- The continued success of Mt. SAC's academic and athletic success and the success of all of our College teams – Forensics, Choral Music, Instrumental groups, Athletic Teams – particularly the Learfield award for the outstanding Community College Athletic Program in the nation.
- Our great faculty, administrators, and managers and our outstanding reputation as a great community college, which extends throughout the state.
- Our ability to attract top-quality hires in all areas because of the aforementioned successes of the College.
- The modernization of our buildings. Our new buildings look great, and the campus looks beautiful. Plans for the sports complex are exciting. We continue to excel academically and athletically. We have an outstanding and unique horticulture program and aviation program that set up apart. The Solar Project is a great statement on our commitment to sustainability.
- Awards and achievements (both academic and sports) by the students, faculty, and staff.
- The collegial nature and diversity of our Board.
- The College's continued success and growth.
- High national and state reputation.
- The Board's professionalism, respect, knowledge, and dedication.
- The collegial nature of our Board.

- The College's continued success and growth.
- High national and state reputation.
- Student accomplishments and awards.
- The College's fiscal stability, solvency, and reserves.
- The overall work of the College is exemplary. Mt. SAC faculty, staff, and administrators work diligently in preparing our students for success. Our students, in great numbers, excel in achieving their academic, career, and intercollegiate goals. We, of course, need to continue to work at increasing the number of students who are succeeding; but, it's great to know that the College is functioning quite well.
- The relationships the Board has forged with students and faculty at Mt. SAC.
- Mt. SAC staying ahead of developing research, policy, and regulations.
- Our student services, high quality academics, and being a great operating community college that provides opportunity to many that may not otherwise be able to attend college.

5. As a Trustee, I have concerns about:

- The lawsuits filed against us by a group of homeowners and the City of Walnut.
- Parking for our students and staff.
- Continued lawsuits with Walnut and its citizens. We need to make sure that future projects are lawsuit-proof, as much as possible. We have left ourselves open to criticism through some of our doing that must be corrected. We have more modernization to go, such as adding credit card kiosks for the parking structures and revamping the gift store so it sells items more relevant to college students.
- City of Walnut's ongoing opposition to Mt. SAC's construction projects. Not having a clear communication plan and strategy when dealing with Walnut community issues.
- Not having a more vigorous communication plan with the elected officials at the local, state, and federal level.
- Future fiscal impact due to the increase of CalSTRS and CalPERS contributions.
- The growing cost of retirement programs.
- The future of Proposition 30 funding.
- Coping with student and employee traffic and parking issues.

- Getting out to the general public knowledge of Mt. SAC's successes and offerings.
 - Friction with Walnut.
 - Making sure we do not become administratively top-heavy, with too many managers and not enough teachers.
 - As indicated above, we should be concerned that as successful as Mt. SAC is at preparing students, we have many students who need our attention and energies. Success for the College is best measured by the number of "underprepared for college" students were able to graduate, transfer, and/or earned certificates.
 - Our lack of diversity among our professors. We are making progress, but need to continue our efforts to hire qualified staff that is representative of our student population.
 - Our pending litigation with Walnut and the Taxpayers.
 - Future construction.
6. As a Trustee, I would like to see the following changes in how the Board operates:
- Greater outreach and communication with our local legislators.
 - Greater care in email communications to ensure we are not in violation of the Brown Act.
 - Be more mindful about construction projects and request the CEO to update and share his plans regarding campus construction, diligently.
 - A few more Board subcommittees operating in key problem areas, providing input to the Administration.
 - There are no significant changes that I would recommend beyond those discussed elsewhere in this evaluation document.
 - Look into whether online agendas would be beneficial to Board operations.
 - The administration does a great job in facilitating our smooth operation; so, the only improvement would be if I did a better job in staying up on developing research, policy, regulations, etc.
7. I recommend that the Board has the following goals for the coming year:
- Evaluate facilities needs and ensure that we do not open ourselves up to litigation in future projects.
 - Repair the relationship with Walnut.

- Expand satellite class offerings to other communities.
- Build a transportation hub and explore other ways to make Mt. SAC more accessible.
- Issue a student survey to see what the students want and think is important.
- Plan ahead to weather tough storms (including, but not limited to, the controversy about Walnut's ongoing opposition to the parking structure, the solar project, and any upcoming construction projects).
- The administration to have a more vigorous communication plan with the elected officials at the local, state, and federal levels and to better prepare the Board's advocacy at the state and national levels.
- Resolving our disputes with the City of Walnut by the end of 2016.
- Continued growth of FTES in order to capture all available growth funds, and support whatever marketing is necessary to accomplish this.
- Adding as many new faculty members as possible.
- Increasing the Board's support for the Mt. SAC Foundation.
- I believe that we have had a successful transition from five to seven Board members and should continue to develop the positive relations among Board members.
- Our lack of diversity among our professors. We are making progress, but need to continue our efforts to hire qualified staff that is representative of our student population.
- Have research and report done on the benefits and costs of a PLA and whether one should be written into our next bond.
- Have research and report done on how we could develop and improve ethnic studies in a manner that would benefit academic achievement.

8. Additional Comments:

- Overall, we are heading in the right direction and are blessed with a college with great history and culture.