

Mt. San Antonio College
**EDUCATION AND FACILITIES
COMPREHENSIVE PLAN**



MT. SAC
2035

DRAFT MAY 31, 2025

Mt. San Antonio College

EDUCATION AND FACILITIES

COMPREHENSIVE PLAN

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DRAFT MAY 31, 2025

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Message from the President



Dr. Martha Garcia
President & CEO
Mt. San Antonio College

For over 75 years, Mt. San Antonio College (Mt. SAC) has proudly served the San Gabriel Valley providing excellent educational opportunities and extensive supportive services. I am excited and proud to introduce *Mt. SAC 2035*, our bold, long-range integrated educational and facilities comprehensive plan that reflects a shared vision for the future of our College.

Mt. SAC 2035 is the result of more than a year of inclusive dialogue, rigorous analysis, meaningful collaboration, and input from more than 960 students, faculty, staff, and community members. This plan is both a vision and a commitment that charts a path forward as we respond to the evolving needs of our students, our region, and the future of higher education. It offers a strategic roadmap for the next decade, aligning our mission with bold goals for improved student success, equity, sustainability, innovation, and growth.

Mt. SAC 2035 is grounded in our core values and guided by the California Community Colleges' *Vision 2030*. It is a blueprint centered on Diversity, Equity, Inclusion, Social Justice, Anti-racism, and Accessibility (DEISA+) principles, healing-centered engagement, and systemic transformation. *Mt. SAC 2035* commits us to advancing a culture of care and peace, equitable access, innovative teaching, and strategic investment in our students, team members, programs, and spaces to ensure student success.

This plan is a living document designed to adapt and evolve as we move forward. It will guide how we invest in our students, people, programs, and spaces to ensure Mt. SAC continues to be a beacon of hope and opportunity for generations to come! I extend my deepest gratitude to the Board of Trustees, students, faculty, staff, and community members who contributed their insight and expertise to this process. Your commitment to the College's mission and to our shared future is what makes Mt. SAC extraordinary!

Together, we are not just planning for 2035, we are building it!

With gratitude,
Dr. Martha Garcia

Executive Summary

Mt. SAC 2035 is a visionary, equity-centered, data-informed, and comprehensive plan that outlines Mt. San Antonio College's (Mt. SAC's) roadmap for student success and institutional improvement over the next decade. Built on deep engagement with over nine hundred sixty student voices and critical input from employees and community members, the plan reflects what is, what could be, and how the College will evolve to meet the future. It is grounded in the principles of equity-mindedness, healing-centered engagement, and systemic accountability, aiming to dismantle persistent barriers while amplifying student strengths and aspirations.

Key themes that run recursively throughout *Mt. SAC 2035* include a commitment to understanding and improving student experiences, especially for historically underrepresented groups. Consequently, plan elements as well as the framework are centered on “bright spots,” such as strong student support programs, inclusive campus spaces, and access to essential services, as well as pressing challenges (i.e., barriers such as complex enrollment processes, inadequate mental health resources, limited flexible course offerings, and insufficient support for marginalized student populations).

Mt. SAC 2035 holistic planning framework integrates education, student services, and facilities, and aligns with the California Community Colleges Chancellor's Office *Vision 2030*. Utilizing a four-phased Equity by Design process—Listen, Uncover, Design, Decide—students play a central role in shaping solutions and defining strategic, equity-driven priorities such as expanding culturally responsive teaching, revising policies that perpetuate disparities, increasing access to technology and basic needs, and improving institutional communication and transparency.



Executive Summary

This plan positions Mt. San Antonio College (Mt. SAC) to take bold actions to advance its mission through three institutional goals that promote equity, innovation, and student success:

Culture of Care

We will cultivate a campus culture rooted in empathy, personalized support, and community belonging through healing-centered service, wraparound supports, focused mentoring, and inclusive community-building spaces.

Equitable Access

We will increase access and completion by streamlining enrollment, enhancing online learning and support, tutoring efficiency, improving communication, and ensuring the campus environment is welcoming, navigable, and safe for all students.

Equitable and Innovative Teaching

We will advance inclusive, equitable, and innovative teaching to increase student success and completion by diversifying our workforce, investing in professional development, strengthening academic and career pathways, and creating learning ready infrastructure. Facilities will be designed to support equitable access, engagement, and integration of programs.

In a unique approach to ensuring that the College implements these goals, *Mt. SAC 2035* defines plan objectives and strategies as “commitments,” which more precisely conveys an institutional pledge to implement the goals that create conditions for the success of all students. Each commitment is supported by measurable outcomes and metrics aligned with the College’s existing policies and focused plans.

Collectively, the processes and annual planning that are grounded in program review ensure broad institutional accountability while guiding continuous improvement to close equity gaps and promote student achievement. Thus, the implementation of *Mt. SAC 2035*, which will be embedded in the College’s planning and evaluation cycles, ensures that mission fulfillment and continuous improvement are driven by inclusive, transparent, and actionable strategies. Through integrated planning, Mt. SAC is positioned to build a future where every student has the opportunity to thrive, persist, and succeed.



Figure 0.1: The Mt. SAC 2035 Planning Framework is guided by the Mt. SAC Mission and Vision 2030 and includes Conditions for Success, Institutional Goals and Commitments, and the Facilities Planning Framework.

Introduction

Mt. SAC 2035 is a story captured in three themes: **what is, what could be, and the roadmap to the envisioned future.** Students' insights are validated by qualitative and quantitative data that reveal both bright spots and challenges in students' diverse experiences. Their visions of what is and what is possible are at the heart of this comprehensive, long-range, and integrated plan that will serve as the blueprint for advancing student equity and success for the next ten years.

The planning process conducted in the 2024-2025 academic year that included over nine hundred sixty-two unique student listening session insights and one thousand twenty-four student survey responses, and listening sessions with employees and community partners, uncovered students' unique needs and a vision for the future. The revelations in this process created a deep understanding of what is, as captured in the two composite student stories of “Jasmin” and “Corey” that highlight common themes of the student experience and illustrate the impact of environmental conditions on student success.



Introduction

Jasmin

Jasmin is a twenty-nine-year-old female and student with a four-year-old son. She was born in the United States but grew up in an immigrant where English was not the primary spoken language. Jasmin began her college journey at Mt. SAC's School of Continuing Education where she completed several writing and reading courses to improve her skills and with the guidance of her Counselors successfully transitioned to credit classes. To manage the high cost of living, she shares a two-bedroom apartment in Baldwin Park with an older sister who has two school-aged children, so privacy and quiet study space is lacking. Jasmin works thirty hours per week at two part time jobs – one at large retail store and another at a fast-food restaurant. She relies on an older, unreliable car get to and from work and school. Jasmin sometimes leaves her son in her sister's care, but childcare is an issue when Jasmin's sister is also working.

This is Jasmin's first year at Mt. SAC. She wants to attend full-time but could only take six units in the fall and seven in the spring due to work and family obligations. Financial aid has helped with college and some living expenses, but she needs more support to reduce work hours and take more units. Jasmin has taken hybrid and on-site classes. She prefers on-site classes because they offer structure and Jasmin has taken both hybrid and in-person classes, preferring in-person for the structure and because there is only one shared computer in her household where the cheapest internet plan available is low-speed and unreliable. She often relies on her phone for online assignments. Additionally, childcare and transportation issues have caused her to miss in-person classes, and many of the courses she needs next semester are only available online or in hybrid formats.

Data Story

Baldwin Park Profile:

- Households earning less than \$25,000 annually: 15%.
- Female households and no spouse present Households and incomes below the poverty line over past twelve months: 15%
- Employed population 16+ years: 59%
- Average commute time for 75% of employed residents who drive alone to work: 31.7
- Living wage (Los Angeles-Long Beach-Anaheim,) for households with 2 working adults and three children: \$41.64/hour. (MIT living Wage Calculator)
- Median Hourly Wage for fast food counter workers (Los Angeles Metropolitan Area): \$17.50
- Household computer device available among K-12 Low Income Households (CA): 19%

Mt. SAC Metrics:

- Noncredit to Credit Transitions: 69.6% (Summer 2018-Spring 2023)
- Largest headcount percentage attempting 3-5.9 units: 55% female (Fall 2023)
- Majority enrolling in 3-5.9 units and 6-8.9 units: Asian and Hispanic students (Fall 2023)
- Two of eight divisions returning to pre-pandemic levels of online courses by AY 2023-2024: Kinesiology and Athletics and Technology and Health
- Modality with highest success rates: face-to-face
- Persistence Fall 2023 to Spring 2024: 66% (from 71% pre-pandemic); 62% for students aged 25-29

Figure 0.2: Data Story - Jasmin

Introduction

Jasmin

After her first year at Mt. SAC, Jasmin is still unclear about the difference between a “pathway” and a “major,” but she is focused on finishing a program quickly and securing a living-wage career to support a stable future for herself and her son. She met with a helpful counselor when she first started at Mt. SAC, though the twenty-minute session only covered financial aid and course selection. Jasmin has tried to learn more through the Mt. SAC website, but confusing terminology and acronyms have made it difficult to find the information she needs. Mt. SAC is also a large campus with buildings that are numbered in ways that have made it hard for her to find rooms and offices. Fortunately, classmates told her about the College’s basic needs resources, where she now gets fresh food when groceries are low at home.

While Jasmin will pass all of her classes this first year and despite making a personal connection with one of her teachers, she is not sure that she can remain in college given how long it will take to complete a program attending part time. Jasmin knows that if she leaves Mt. SAC to work full-time she will not return and her dream of being the first in her family to earn a college degree and a living-wage will likely never materialize.



Introduction

Corey

Corey is a 19-year-old African American male who despite a learning disability graduated last year from high school with a 4.0 GPA. His mother is a community health worker who earned a bachelor’s degree, and his father operates his own insurance agency. He lives at home with his parents in Pomona and works part-time at his father’s agency. Because he succeeded in high school with a learning disability, both of Corey’s parents have encouraged him to pursue his goal of studying medicine and becoming a pediatrician with a focus on child development and neurology. Despite graduating from high school with a 4.0 GPA, Corey was not accepted into any of the UCs to which he applied, and while he was accepted at two CSU campuses in southern California, he decided to complete his first two years of college at Mt. SAC and then transfer to a UC campus, which he thinks will be important for being accepted into medical school.

Corey has attended Mt. SAC full time both semesters of this first year, taking two classes in-person and two classes online. Because he did so well in high school classes, Corey was surprised that he struggled in some of his classes, such as pre-calculus online, but did not seek out tutoring support because he thought this class should have been easy for him and that he should be able to succeed on his own without asking for help. Unfortunately, he ended up with a D grade in that class. Two of the courses Corey is taking in his second semester are online, and while he likes the class content, the group assignments, and the instructors, his learning disability has made time management and processing dense written material a challenge.

Data Story

Pomona:

- Median household income: \$70,000-\$79,000
- Required annual income for living-wage (before taxes) for Los Angeles-Long Beach-Anaheim metro area – two adults, both working, one child: \$113,795
- Percent population Black or African American: 4%
- Adults age 25+ with bachelor’s degree or higher: 12%
- Median earnings-full-time, year-round employment:
 - Female \$37,738
 - Male \$ 43,443
- Number of students from Pomona High School accepted at any UC in Fall 2024: 21
 - Black or African Americans students admitted and enrolled: suppressed data (fewer than 3)

Mt. SAC Metrics:

- Attempting 12-14.9 units (Fall 2023):
 - 4% Percent Black or African Americans
 - 45% Age 19 years or less
- Course Success Rates (2023-2024)
 - Overall rate: 72%
 - Overall, Black or African Americans: 62%
 - Online, Black or African American: 56.9%
- Persistence Fall 2023 to Spring 2024:
 - 66% (from 71% pre-pandemic)
 - Black or African Americans 63% (pre and post pandemic)
 - 19 and under: 67%
- Average units for completers
 - associate degree completers (2023-2024) age 20-24: 81.6
 - AA-T/AS-T for Black or African Americans: 81.3
- Number of Black or African Americans completing transfer-level math and English in 1st year: 25

Figure 0.3: Data Story - Corey

Introduction

Corey

Corey has made a few friends at Mt. SAC but he often feels isolated and spends as little time as possible on campus. He has also been despondent ever since that D grade in pre-calculus and now wonders how long it will take him to transfer to a UC or if he will even be accepted to one. An only child, Corey knows that his parents have big dreams and expectations for him and he does not want to disappoint them. These mounting pressures and feelings of self-doubt have made him wonder if he should try to talk to someone at the College about his mental well-being, but he is reluctant to reach out to anyone on campus for help only to be labeled or stigmatized. At the end of his first year at Mt. SAC, Corey is now considering abandoning the idea of going to medical school and earning a certificate in a related health or STEM program; but one of his professors recently reached out to Corey and offered to talk to him about his future plans in medicine. So Corey has decided to take this risk and see what happens before making any decisions about his future at Mt. SAC and beyond.



Introduction

Bright Spots: What is working well for Mt. SAC's students?

Cultural Inclusivity and Support

Mt. SAC values diversity and supports students by promoting cultural awareness and inclusivity that creates an environment where students from diverse backgrounds feel valued and recognized.

"It's diverse here. I see announcements about different cultures. ARISE really values culture and does it so beautifully. The programs really support each other El Centro, ARISE, BSU."

Strong Counseling and Mentorship

Counselors, mentors, and support staff help students navigate challenges, whether related to academics, personal crises, or health and are critical in offering both emotional and academic support.

"I'm a returning student, I started in 2011, 2012 I relapsed, and I went to jail. I was in a bad relationship for 4 or 5 years, I ended up getting stage 4 cervical cancer, so I knew God had a purpose for me. So at fifty-two, I restarted last semester - I should be done with my associates as well as my addiction counseling certificate. This school is awesome - counselors are amazing. Mentors. You're not alone."

Comprehensive Accessibility and Support

Mt. SAC is committed to ensuring that all students, regardless of their challenges, have the resources they need to succeed Programs like ACCESS, DHH (Deaf and Hard of Hearing), and student health services (e.g., counselors, mentors).

"Obviously the deaf and hard of hearing community is a positive environment. For me, I really like going to the library - DHS center too. I'm able to focus. I go to the library the most - it's big too. Counselors are good to talk about biology. I'm happy they are able to contact the department. Sometimes it is difficult, so they help with that. Having more options with interpreters and resources."

Physical and Emotional Well-being

The Student Health Center and mental health services are vital resources that help students access medical care as well as that support they need to cope with emotional or academic stress.

Student Health Center. Every time I go in there, they are really helpful. Shane, the counselor, saved my life the first year. I had trouble with my student record and Shane helped me clear it up."

Community Building and Peer Support

Students find encouragement and motivation through connections with peers and instructors that help build a supportive learning and fosters a sense of belonging and inclusion.

"I was discouraged at home, but I had a cool connection with my teacher. She gave was like one of my in-person classes - encouraging me a lot of resources; she helped build community. It was good to finish the class. That us to talk to our peers. Connected with classmates. "

Introduction

Barriers: What challenges do Mt. SAC students encounter?

Gaps in Essential Services and Accessing Information

Students face challenges accessing information to navigate complex systems and often rely on peers for guidance. SCE students also lack access to many resources provided to credit students, depending instead on instructors and community ties.

"My first year - I could only see a counselor for 15 min. I appreciate the counselor more in ARISE - I can spend like an hour with them."

Attention to the Needs of Diverse Learners

Students of color desire a deeper sense of belonging, inclusion, and inspiration.

"I would like to see more Black professors. When I go to conferences I see Black professionals. The diversity I see with students I don't see with professors. In STEM there are no Black Professors. I want representation. I'm not saying that white professors don't work but it shouldn't be the only option. I know there are some uncles and aunties that can teach us too."

Barriers that Separate Noncredit and Credit Programs

Students who wish to move from noncredit to credit programs experience barriers, particularly financial and life circumstances.

"I haven't transferred to credit side because I have to work. It would be good if they could waive the fee. I can't afford it. I need to earn money, so I haven't gotten my degree yet. More money to support student from noncredit to credit side would be good. For credit students we are usually first-generation immigrants and have duties to support family."

Need for greater sense of belonging and inclusion

While support services exist, students report experiencing discrimination or a lack of sensitivity related to mental health, LGBTQ+ identity, addiction recovery, or family circumstances.

"The counselor told me I needed a therapist who said I need medicine. I have a professor and ever since I told him I'm in ACCESS I've been treated differently. I almost dropped out. No one has been handling me when my anxiety levels have been high."

Introduction

Barriers: What challenges do Mt. SAC students encounter?

Support for Students' Physical and Emotional Well-Being

Some students' sense of physical and emotional well-being includes concerns for physical safety (particularly at night) while others need physical assistance getting to class and find cost and inconvenience of campus parking difficult.

"The building parking lot. Can we use that one? It's really nice. In the spring and summer semester the parking lot is for students...right now I have to pay \$58 for parking. I don't mind. Other students are really poor I don't think they can pay. I don't know why I need to pay. The other parking lot is better nearby."

Students' Experiences with Space

Students reported challenges with wayfinding, navigating a large campus, and a lack of comfortable relaxation and shaded outdoor study areas. Students also highlighted spatial barriers and disparities in facility conditions between credit and noncredit programs.

"We, the ESL students, are separated from the other school departments. I don't know if we can be treated like the others."

Course Scheduling for Working Adults

Working adults who are juggling jobs and/or family obligations expressed the need for flexible course schedules that provide them access to programs that they can complete in an expected timeframe (e.g., creating part-time evening and weekend programs, including both Saturdays and Sundays, year-to-career programs).

"I would like to see more Black professors. When I go to conferences I see Black professionals. The diversity I see with students I don't see with professors. In STEM there are no Black Professors. I want representation. I'm not saying that white professors don't work but it shouldn't be the only option. I know there are some uncles and aunties that can teach us too." "...The social media is more like come to class - have fun, not about how they can help you. ...My goal is getting a better job. ...I don't want to just change jobs. Mt. SAC keeps sending me text messages that say take more classes - I can't, I have to work."

Introduction

What Could Be: Student Visions of Mt. SAC in 2035

The visions of *Mt. SAC 2035* captured here are the stories that Mt. SAC students created in a dynamic four-hour engagement session that integrated student insights into the planning process to identify critical learning conditions and develop high-impact design strategies for future students' success.

"Information about resources and campus is easy to know. It becomes common knowledge that every student knows and has access to. Every student is recognized and heard. There are support groups for professors and students to address mental health and education that build the community. Not only is the student population diverse and inclusive, but the staff's also is as well. Professors are able to address concerns, refer resources to students, and communicate effectively about the requirements for what is expected from the student. Students are inspired to go to college."

"As a student that was formerly incarcerated, they go back to Mt. SAC, they suffer from low income, and they have stress. They work all day. They have a kid. They go to the therapist, the kind that has been working with formerly incarcerated people for a long time. They get an hour-long session and talk to the counselor. They reschedule another appointment within two weeks. After the appointment, the person decides to go to the basketball court that's on campus and open for all to enjoy. He plays there instead of being stressed and makes friends. He goes home, gets a text to follow up on his appointment. It's a check-in

to make sure his appointment is set up to see if he had everything he needed and how to get more resources."

"I went to Pride Center. There was lots of open space. I was able to meet with a Pride Center counselor that day and was able to schedule a mental health appointment with a Pride Center Specialist. Later that week I went to a group session that was targeted for me specifically."

"I have a cousin who went to school. He balanced work and school. My cousin is struggling. He doesn't know about financial aid, he doesn't know about how you can apply to get help. So, when he meets at financial aid, he meets with a dedicated liaison, meets with them, get a whole run down to apply and get help. They enroll him in special messages to keep financial aid and also get workshops that help him know what he needs to know."

"There are flexible ways to attend classes – family emergency affect classes for single parents. So, classes are recorded and there are hyflex Zoom options...Every class on my academic plan is offered in person, hybrid, and online every term."

Mt. SAC 2035 bridges the gap between "what is" and of "what could be" with this comprehensive, holistic, equity-minded, and healing-centered plan that serves as the College's roadmap to this envisioned future.

Acknowledgements

President’s Cabinet

Dr. Martha Garcia	President and CEO
Dr. Madelyn Arballo	Vice President, School of Continuing Education
Dr. Melba Castro	Vice President, Student Services
Dr. Kelly Fowler	Vice President, Instruction
Dr. Sokha Song	Vice President, Human Resources
Shannon Carter	Acting Vice President, Administrative Services

Planning Team

Deborah Shepley	Gensler, Principal, Facilities Planning Lead
Diane White	IAS, Principal, Integrated Planning Lead
Chidimma Abuka	Gensler, Planning Strategist
Dominique Benavides-Becerra	RSS Consulting, Research Strategist
Anton Blewett	RSS Consulting, Engagement Strategist
Dr. Terrence Giugni	IAS, Data and Programs Strategist
Dr. Frank Harris, III	IAS, Equity Strategist
Lianne Maldonado-Greenlee	Assistant Dean, Accreditation and Planning
Cathy Hayward	Mt. SAC, Admin Specialist III
David Johnson	Gensler, Design Director
Eleanor Lee	Gensler, Designer
Katie Mandsager	IAS, Director of Operations
Dr. Regina Stanback Stroud	RSS Consulting, CEO
Kerry Shynn	Gensler, Design Manager

Research and Institutional Effectiveness

Patricia (Patty) Quinones	Director
John Barkman	Educational Research Assessment Analyst
Lisa DiDonato	Educational Research Assessment Analyst
Patiste (Marcell) Gilmore	Educational Research Assessment Analyst
Jaime Rodriguez	Senior Research Analyst
Cathy Stute	Senior Research Analyst
Annel Medina Tagarao	Educational Research Assessment Analyst
Doris Torres	Administrative Specialist III
Melissa Vang	Senior Research Analyst

Mt. SAC 2035 Task Force

Dr. Martha Garcia	President and CEO
Lianne Maldonado-Greenlee	Assistant Dean, Accreditation and Planning/Chair
Dr. Tania Anders	Academic Senate President
Dr. Madelyn Arballo	Vice President, School of Continuing Education
Eera Babtiwale	Special Projects Director, Sustainability
Benjamin Brown	Faculty, School of Continuing Education
La Tasha Buie	Associated Students Chief of Staff
Shannon Carter	Acting Vice President, Administrative Services
Dr. Melba Castro	Vice President, Student Services
Dr. Aida Cuenza-Uvas	Director, AANAPISI
Jill Dolan	Director, Public Affairs
Dr. Andi Fejeran	Associate Dean, Humanities and Social Sciences
Dr. Kelly Fowler	Vice President, Instruction
Yvette Garcia	Classified Senate President
Gary Gidcumb	Senior Manager, Construction Project
Dr. Connie Gutierrez	Dean, Access and Wellness
Jennifer Hinostroza	Faculty, Horticulture
Nafi Kaeni	Special Project Manager, Design and Construction
Dr. Raul Madrid	Academic Senate Vice President
Yen Mai	Director, Marketing and Communication
Robert Montoya	CSEA 651
Anthony Moore	Chief Technology Officer
Dr. Tami Pearson	Associate Vice President, School of Continuing Education
Bill Rawlings	CSEA 262
Dr. Primavera Reza-Nakonechny	Director, First Peoples Native Center
Tony Rivas	Faculty, Counseling
Dr. Patricia Quinones	Director, Research and Institutional Effectiveness
Dani K Silva	Associated Students President
Ryan Wilson	Director, EEO, Title IX and Leaves
Emily Woolery	Faculty Association President

Background and Purpose

Approach: Comprehensive, Holistic, Equity-Minded, Healing-Centered, Data-Informed

1

Background, Purpose, and Approach

Background and Purpose

Mt. SAC 2035 is the College's broad-based, long-range Education and Facilities Comprehensive Plan that is grounded in a **holistic, equity-minded, and healing centered approach** for how best to serve students over the next ten years. The assessments completed as an integral part of the *Mt. SAC 2035* planning process also provide an evaluation of the College's accomplishment of its mission and vision and its adherence to its core values.

Mission Statement

The mission of Mt. San Antonio College is to support and empower all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training, empowering students to attain success in an ever-evolving diverse, sustainable, global society. The College pledges to serve students so they may achieve their full educational potential for lifelong learning, for attaining certificates and associate and bachelor's degrees, for employment, and for the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement; advancing civic engagement and environmental responsibility; enhancing personal and social well-being; developing information and technological literacy, communication, and critical thinking; and enriching aesthetic and cultural experiences.

Vision Statement

Mt. San Antonio College strives to be a fully student-centered and welcoming campus that provides our diverse community an educational experience which is anti-racist, integrated, connected, and technologically advanced with unique and distinguished programs in an expansive and sustainable environment. We will devote energy, thoughtfulness, and passion to provide leadership in community college teaching, programs, and services. We will provide quality educational programs and support services by advancing student achievement and equity within a climate of integrity and respect through our core values. We will consistently exceed the expectations of our students, our staff, and our community.

Background and Purpose

Core Values

- **Student Focus:** We address the basic human and academic development needs of students and the community both in our planning and in our actions.
- **Equity and Diversity:** We value a diverse, equitable, inclusive, socially just, accessible learning, and anti-racist working environment.
- **Integrity:** We treat each other honestly, ethically, and respectfully in an atmosphere of empathy and trust.
- **Community Building:** We collaborate in responsible partnerships through open communication, authentic care, and a cooperative spirit.
- **Lifelong Learning:** We promote the continuing pursuit of learning through equal access to high-quality teaching and support services.
- **Sustainability and Stewardship:** We value the three pillars of sustainability: people, planet, and prosperity. We make conscious decisions that prioritize planning and implementation of practices that use resources of time, talent, facilities, and funds in a sustainable manner to support the environment, our collective prosperity, and the people we serve.



Land Acknowledgement

We at Mt. San Antonio College acknowledge that the land which we occupy is unceded ancestral territory of the Gabrielino-Tongva people, indigenous to this region for thousands of years.

We recognize the Gabrielino-Tongva people have suffered an immense loss of their people, culture, lands, water, and other natural resources due to the theft, murder, kidnapping, and enslavement. These injustices started with colonization, and most Indigenous people consider colonization a current and ongoing process.

The Gabrielino-Tongva view this land as a source of healing, nourishment, and protection.

As students, faculty, staff, and alumni of Mt. San Antonio College, we honor the Gabrielino-Tongva by acknowledging their legacy and current lived experiences.

We recognize this land acknowledgement as an opportunity for Mt. SAC to advocate for Indigenous students through support of the First Peoples Native Center and continued learning and shared knowledge for Native American and Indigenous peoples.

*Source: First Peoples Native Center; June 2024 DRAFT
Connect with or Support the First Peoples Native Center.*



Mt. SAC Wildlife Sanctuary

Background and Purpose

Since completion of Mt. SAC's 2018 Education and Facilities Master Plan (EMFP), significant, transformative shifts have occurred in higher education that necessitated a re-evaluation of Mt. SAC's highest level integrated planning document and the processes it informs. This plan responds to those shifts with a planning approach that is mission-aligned, centered in DEISA+ principles and healing-centered engagement, and positioned around the goals of *Vision 2030*, the California Community Colleges Chancellor's Office action plan focusing on equity and the elimination of barriers to student success.

As the College's blueprint, this plan provides clear future direction with measurable goals and the implementation protocol needed to provide institutional accountability for student success and equity; however, it also provides for regular plan assessment that embeds the flexibility needed to adjust or pivot in response to a rapidly changing environment.

To bring this bold and visionary plan to fruition, in July 2025 the President's Advisory Council convened the *Mt. SAC 2035* Task Force with the charge to guide and support the research, review, and development of what was originally titled the "Educational and Facilities Comprehensive Plan," with a recommendation to the Board no later than Summer 2025. To more accurately capture the comprehensive nature and aspirational vision for this effort, the plan was ultimately titled *Mt. SAC 2035*. The *Mt. SAC 2035* Task Force includes thirty members with broad-based representation including students, faculty, classified professionals, managers, and participatory governance leaders



Approach

Comprehensive, Holistic, Equity-Minded, Healing-centered, Data-Informed

Comprehensive and Holistic

The comprehensive framework establishes a strategic, institution-wide document that outlines Mt. SAC's vision, goals, and implementation strategies to support student learning, achievement, and success over a multi-year period. It aligns with the College's overall mission and reflects its commitment to equity, access, and the success of all students.

Considering interconnected elements and potential impacts across different areas, Mt. SAC 2035 is also intentionally holistic in that the plan goals and commitments integrate instruction and support services (advising, tutoring, counseling). Additionally, it not only identifies opportunities for innovation in teaching and learning, but also institution-wide practices to improve retention, persistence, and completion rates, while closing opportunity and outcomes gaps. Consequently, this plan is the collective work and responsibility of all Mt. SAC employees.

Equity-Minded

The Mt. SAC 2035 plan and resulting framework is grounded in equity-mindedness: systemically aware, equity advancing, evidence-based, race conscious, institutionally focused. *Equity means Mt. SAC provides every student with a college experience that gives them the conditions to develop their full academic and social potential.* Conversely, *inequity means student groups are significantly more likely to have adverse experiences and outcomes based on racial, cultural, economic, and social factors, including less funding and learning environments that are less innovative and culturally unresponsive.* Therefore, two primary principles for this planning process include:

1. engaging historically and currently underrepresented students where they are, empowering them with identifying problems, imagining futures, and making decisions; and,
2. actively confronting inequities present in student experiences and outcomes, policy, and practices.



Approach

Comprehensive, Holistic, Equity-Minded, Healing-centered, Data-Informed

Healing-Centered

Healing Centered Engagement, a term coined by Dr. Shawn Ginwright in 2018, is an asset-based and culturally-rooted approach to healing and well-being for people of color that is based on more than thirty years of research and practice. A healing-centered planning process recognizes the assets of students from disproportionately impacted groups and prioritizes their success in institutional goal-setting and decision-making.



Data-Informed

Equity-minded and healing-centered planning requires an approach to the use of data that differs from traditional planning, which relies heavily on quantitative information with limited qualitative validating data garnered in interviews of focus groups. In healing-centered planning data helps to identify the conditions that students need in order to improve success and equitable outcomes begins with student listening sessions with diverse student groups that ultimately identify high-priority conditions for learning. These student voices are then validated through surveys and environmental scanning. In sum, the approach to data in the development of *Mt. SAC 2035* supports the institution's vision for the future by:

- prioritizing the success of students from disproportionately impacted groups in institutional goal setting and decision making;
- designing programs and spaces that contribute to students' sense of belonging, validation, engagement, receptivity, and success; and,
- eliminating institutional policies, embedded practices, and systemic barriers that have enabled inequity to exist and persist.

Approach

Comprehensive, Holistic, Equity-Minded, Healing-centered, Data-Informed

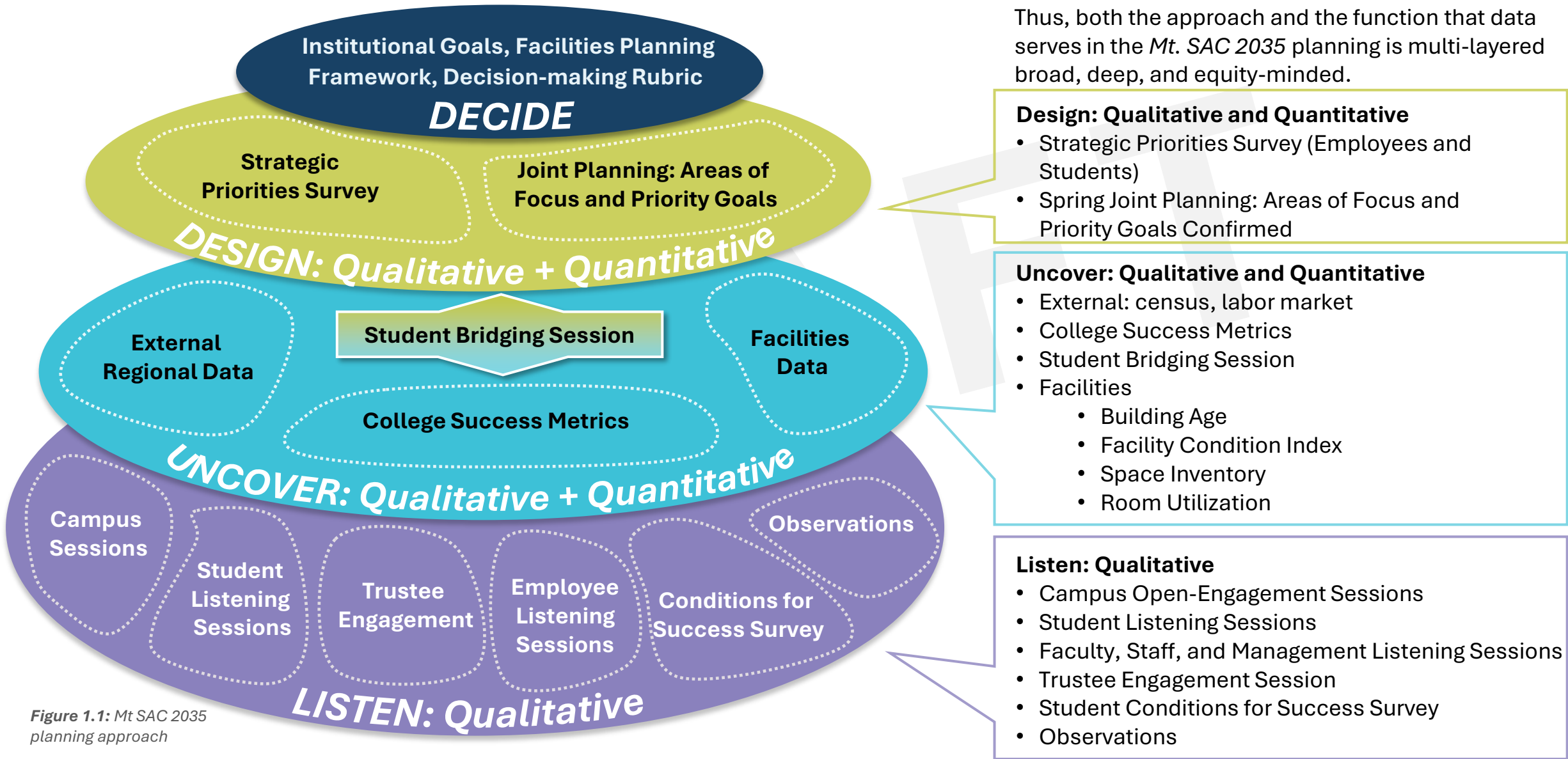


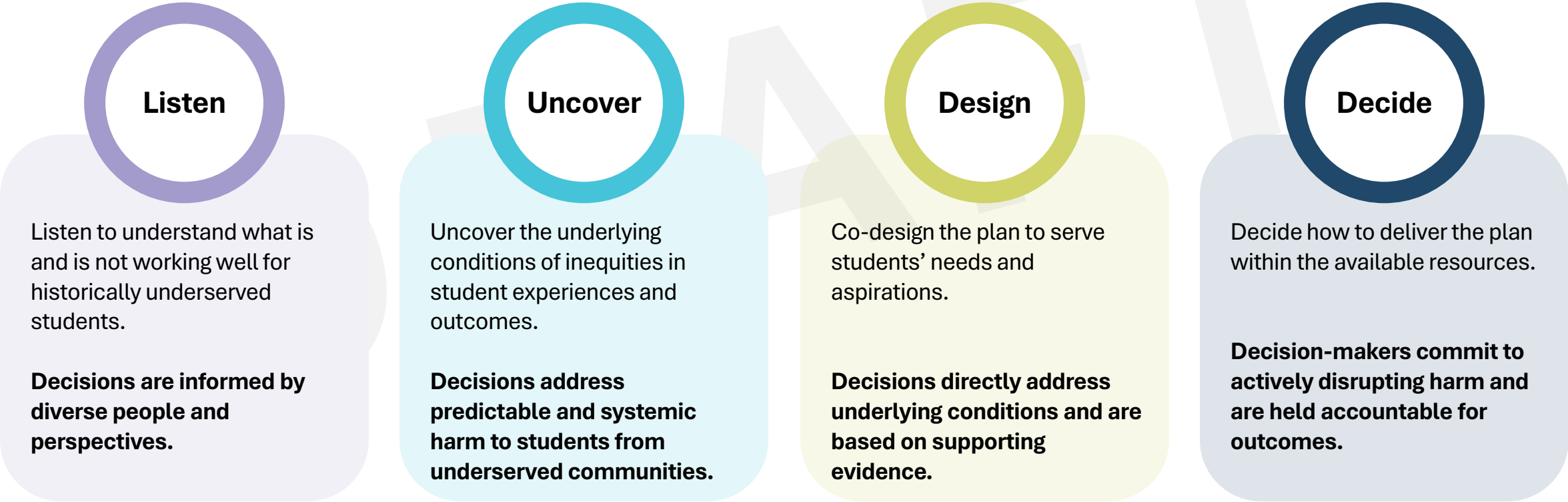
Figure 1.1: Mt SAC 2035 planning approach

Process

Listen, Uncover, Design, Decide

Equity by Design for comprehensive planning, which is central to the process and outcomes of *Mt. SAC 2035*, is the work of Dr. Stephanie Hawley, the Chief Equity Officer for Austin Independent School District (ISD), who in 2019 applied Dr. Estelle Bensimon’s Equity by Design principles to comprehensive planning. Responding to the significant impact of planning processes on historically underserved students and identifying

that most, if not all, processes are not equity-minded, Dr. Hawley and educational equity researchers at the University of Texas at Austin developed Equity by Design for long-range planning. Four phases of Equity-Minded Comprehensive Planning—listen, uncover, design, decide—provide students with decision-making power throughout the process.



Providing students with decision-making power throughout the process.

Figure 2.1: Four phases of Equity-Minded Comprehensive Planning

2

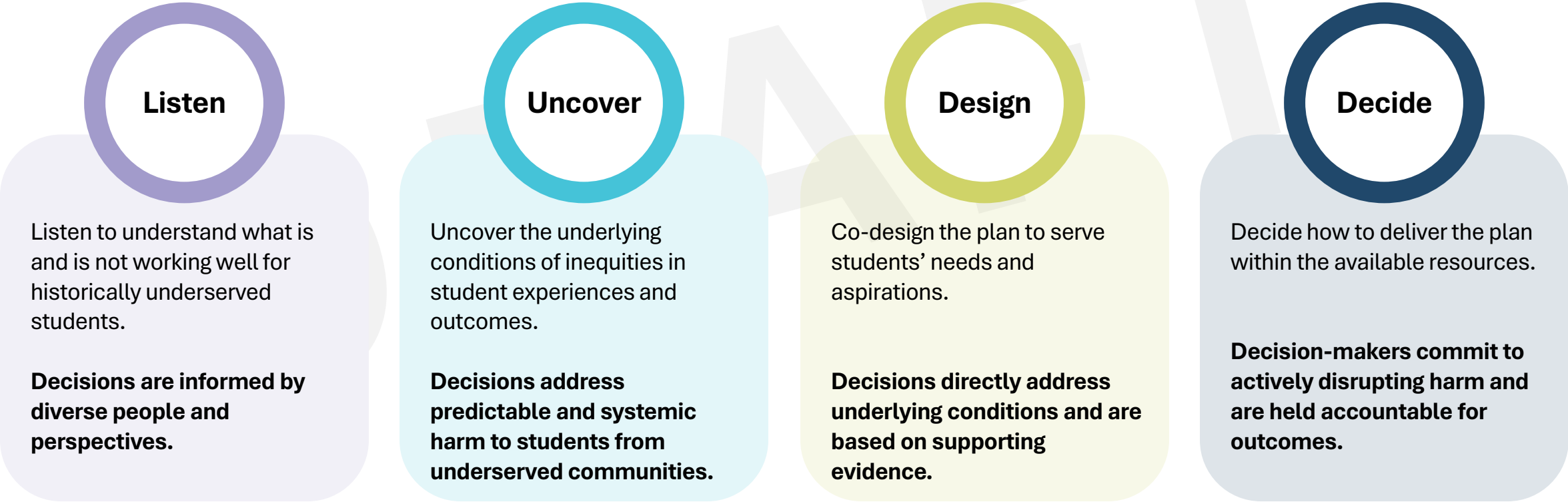
**Process:
Listen, Uncover,
Design, Decide**

Process

Listen, Uncover, Design, Decide

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Providing students with decision-making power throughout the process.

Figure 2.1: Four phases of Equity-Minded Comprehensive Planning

Process

Listen, Uncover, Design, Decide

Using an iterative process over ten months, the Mt. SAC 2035 Task Force engaged in sensemaking through collaborative analysis and collective learning to derive meaning from student insights. As significant relationships and themes emerged from qualitative student data, the Task Force layered their understanding of it through alignment with employee and community reflections and qualitative data validation. This knowledge flow uncovered complex challenges and significant strengths which informed the design of this student-focused plan.

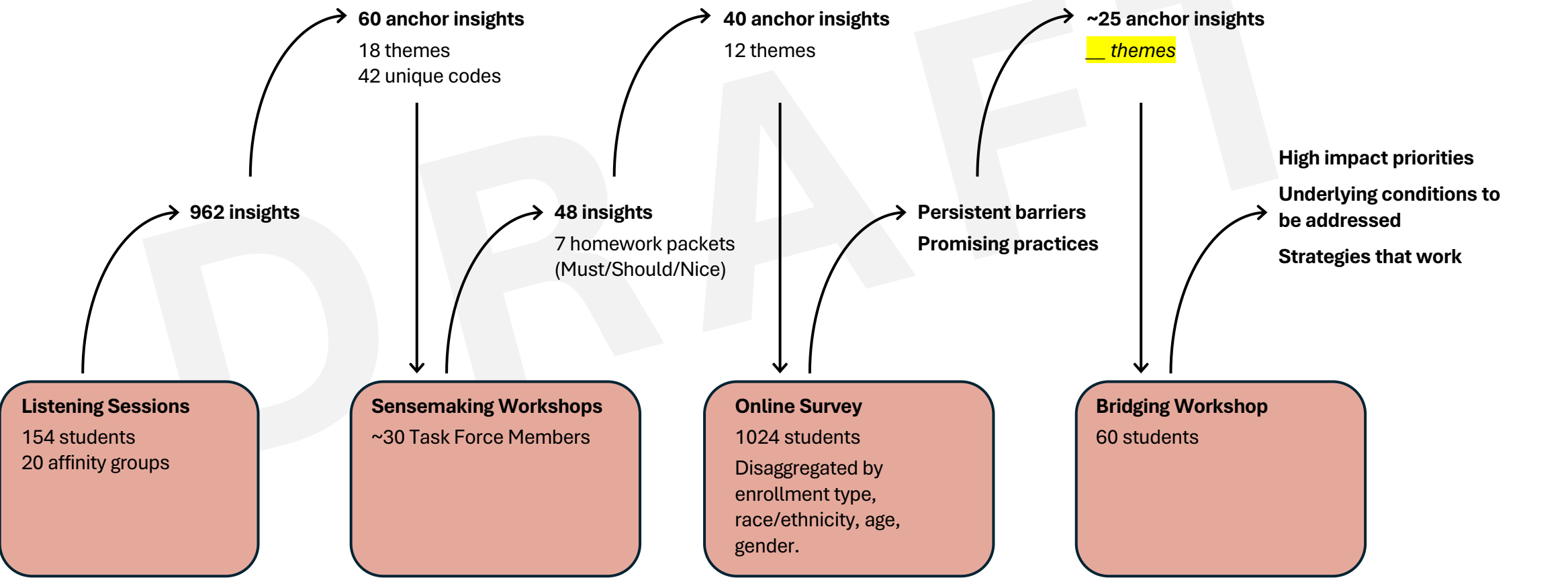


Figure 2.2: The iterative process for Mt. SAC 2035 uncovered student insights, challenges, strengths, priorities, and strategies to inform the plan’s design.

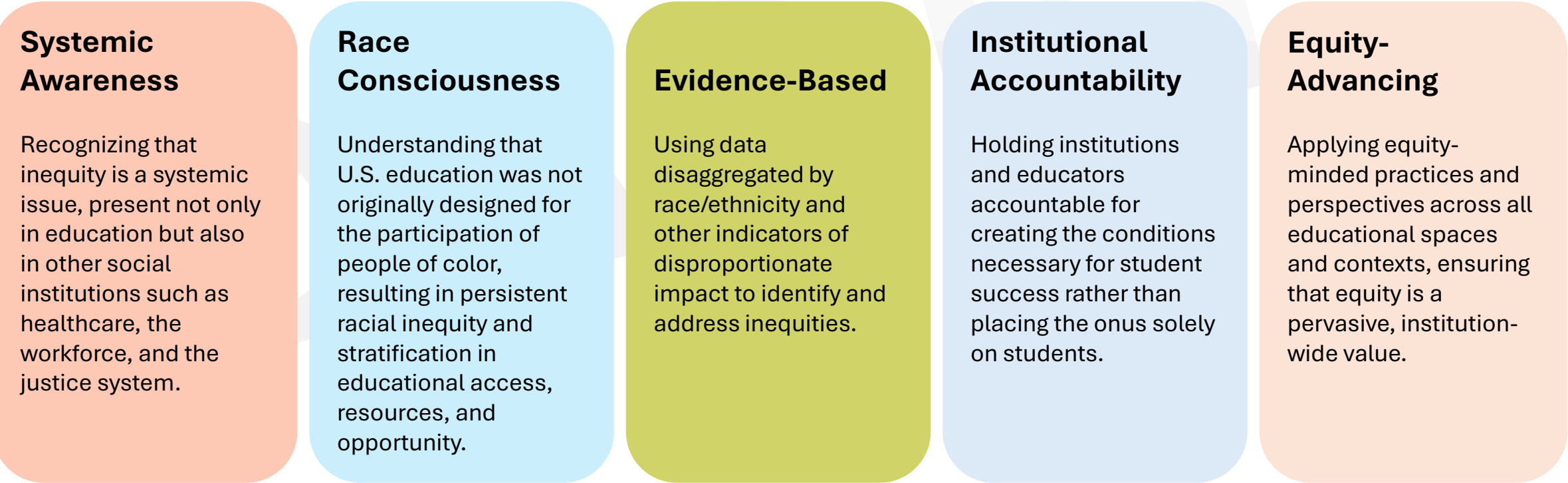
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Equity-Focused Planning

Equity-Focused Planning

To center equity throughout the entire planning process—from initial inquiry to sensemaking and the engagement of key campus partners—Mt. SAC applied an “equity-focused” process. Rooted in the concept that Dr. Estela Bensimon developed, equity-mindedness calls on educators and institutions to recognize and address systemic inequities, particularly those related to race and ethnicity.

Equity-mindedness is defined by five key characteristics that educators must embrace and incorporate into their efforts to effectively teach and serve students and lead educational institutions:



Equity-Focused Planning

In the context of educational planning, an equity-focused approach focuses on developing institutional priorities aimed at closing equity gaps and removing barriers to success for disproportionately impacted students. This approach also calls for creating a plan that requires aligning institutional resources to support these efforts. To do so, an [equity-focused approach to planning](#) calls for taking the following actions:

Lifting Minoritized Voices: actively engaging students, classified professionals, part-time/adjunct faculty, and community members who have not been well-served by the College through listening sessions, town halls, and surveys.

Disaggregating Data: analyzing data by race/ethnicity and other intersecting identities to understand and address disparities.

Identifying Race-Conscious Solutions: developing race-conscious solutions, such as redesigning student services to better meet students' needs, advocating for greater racial diversity among educators, and designing facilities and physical spaces that enhance learning, access, and positively reflect students' identities.

Aligning curricula: aligning curricula and academic programs with workforce needs to prepare students for employment opportunities that pay livable wages.

Setting Equity-Focused Goals and Metrics: setting goals and metrics that emphasize persistence, course success, completion, and transfer rates, specifically for students who are disproportionately impacted at the institution.

Redesigning Accountability Processes: redesigning institutional accountability processes, such as performance evaluations and program review, with institutional equity goals.

Identifying Professional Learning: identifying professional learning opportunities that build educators' capacities to approach their work from an equity-minded perspective and hold themselves accountable to institutional equity goals.

Reviewing and Revising Institutional Policies and Practices: assessing institutional policies and practices to uncover inequities, disproportionate impact, and barriers to completion and success

Establishing Protocols for the Equitable Allocation Of Resources: creating transparent processes to allocate institutional resources in ways that will advance equity in student success.

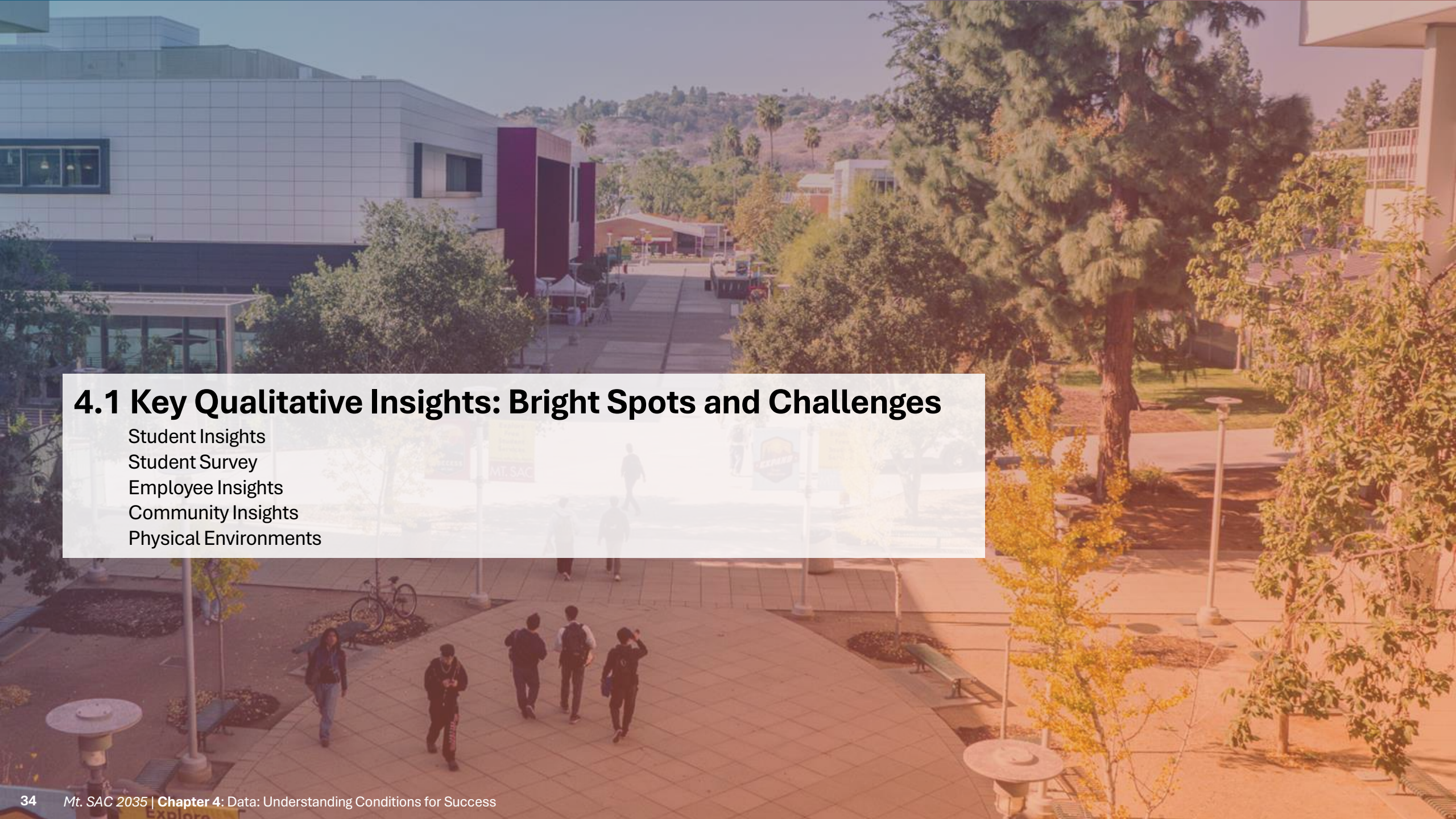
Data: Understanding Conditions for Success

4.2 Key Quantitative Insights: Bright Spots and Challenges

4.2 Key Quantitative Insights: Bright Spots and Challenges

4

Data: Understanding
Conditions for Success



4.1 Key Qualitative Insights: Bright Spots and Challenges

Student Insights

Student Survey

Employee Insights

Community Insights

Physical Environments

Student Insights

Bright Spots: Opportunities to Further Advance Student Equity and Success

Based on insights gathered from the student listening sessions, Mt. SAC demonstrates a strong commitment to student success through a comprehensive network of support services and a welcoming, inclusive campus culture. Signature programs such as ARISE, the Pride Center, Rising Scholars, and the Equity Center foster community and provide tailored assistance, helping students from diverse backgrounds feel validated and develop a sense of belonging—both essential for achievement. The Student Center stands out as a bright spot on campus, with students from a variety of backgrounds consistently identifying it as a comfortable and welcoming space that meets their needs. The College also offers robust basic needs support, including food, housing, and emergency financial assistance, which reduces barriers and enables students to focus on their studies. Academic and mental health counseling services, along with valued resources like tutoring, offer personalized guidance for a range of student needs and challenges.

Diversity and inclusion are woven throughout campus life, with a variety of culturally-affirming programs and safe spaces that create an environment where students representing diverse backgrounds feel supported. Faculty and staff are consistently recognized for their approachability, care, and dedication to student support. Collectively, these strengths reflect Mt. SAC's holistic approach to fostering student achievement, well-being, and equity that can be expanded to serve more students' needs.



Student Insights

Bright Spots: Opportunities to Further Advance Student Equity and Success

Table 4.1. Areas of Strength

Area of Strength	What’s Working Well?	Why Does this Matter?	What Students Have to Say
Comprehensive Student Support Programs that Foster Community and Belonging	Wide range of centers (ARISE, Pride, Rising Scholars, etc.) for community and tailored support	Fosters a sense of belonging, targeted resources, peer support	<i>“The first year I didn’t join any clubs but then I found ARISE, I found my community, I have so many friends now that have the same background.”</i> <i>“Rising Scholars does give us the confidence that we need. The program has really helped us with confidence.”</i>
Robust Basic Needs Assistance that Addresses Food, Housing, and Financial Insecurity	Food pantry, gas vouchers, emergency grants, and help for students facing housing or food insecurity	Provides access to direct aid, reduces stress, helps students stay enrolled	<i>“If you need food, you have the pantry. The staff are trained with trauma in mind.”</i> <i>“Mt. SAC provides a lot of good resources, bus passes, the pantry, and free books.”</i>
Personalized Academic and Mental Health Counseling Services	Academic, mental health, and specialized counseling (athletes, foster youth, reentry, etc.)	Offers targeted guidance, support through challenges	<i>“I am very grateful for my counselors. I am grateful for the support.”</i> <i>“Athletic Counseling-Jessica, she saved me. She got my schedule set me up.”</i>
Commitment to Diversity, Inclusion, and Representation Across Campus	Diverse student body, cultural centers, and inclusive events and programs	Promotes representation, inclusion, and safe spaces.	<i>“I feel like the campus is very diverse. Because we work in a pantry, we see so many diverse people.”</i> <i>“I love the diversity that is here-people with disabilities and different ages.”</i>
Accessible Academic Resources Including Tutoring, Study Spaces, and Technology	Tutoring centers, study spaces, technology access, and peer support	Provides academic support, skill-building, accessible help	<i>“Academic support really helps. EOPS helps me with tutors twice a week.”</i> <i>“I really like the MARC-the math center, they always have tutors available, computers and printers.”</i>
Supportive and Approachable Faculty and Staff Who Prioritize Student Well-being	Approachable, caring faculty and staff, open-door policies, trauma-informed care	Facilitates retention, validation, and advocacy	<i>“The staff that run the programs...just have an open-door policy. I almost quit, but the fact that they had an open-door policy.”</i> <i>“Professors are very understanding.”</i>
Welcoming and Inclusive Campus Spaces for Study, Relaxation, and Community Building	Comfortable, safe, and inclusive spaces for study, relaxation, and community	Creates well-being, relaxation, informal peer connections	<i>“The koi pond. There is an opening near the library and people watch.”</i> <i>“The Equity Center feels like home. There are games, you can take a nap on the couch. There are people to talk to.”</i>

Student Insights

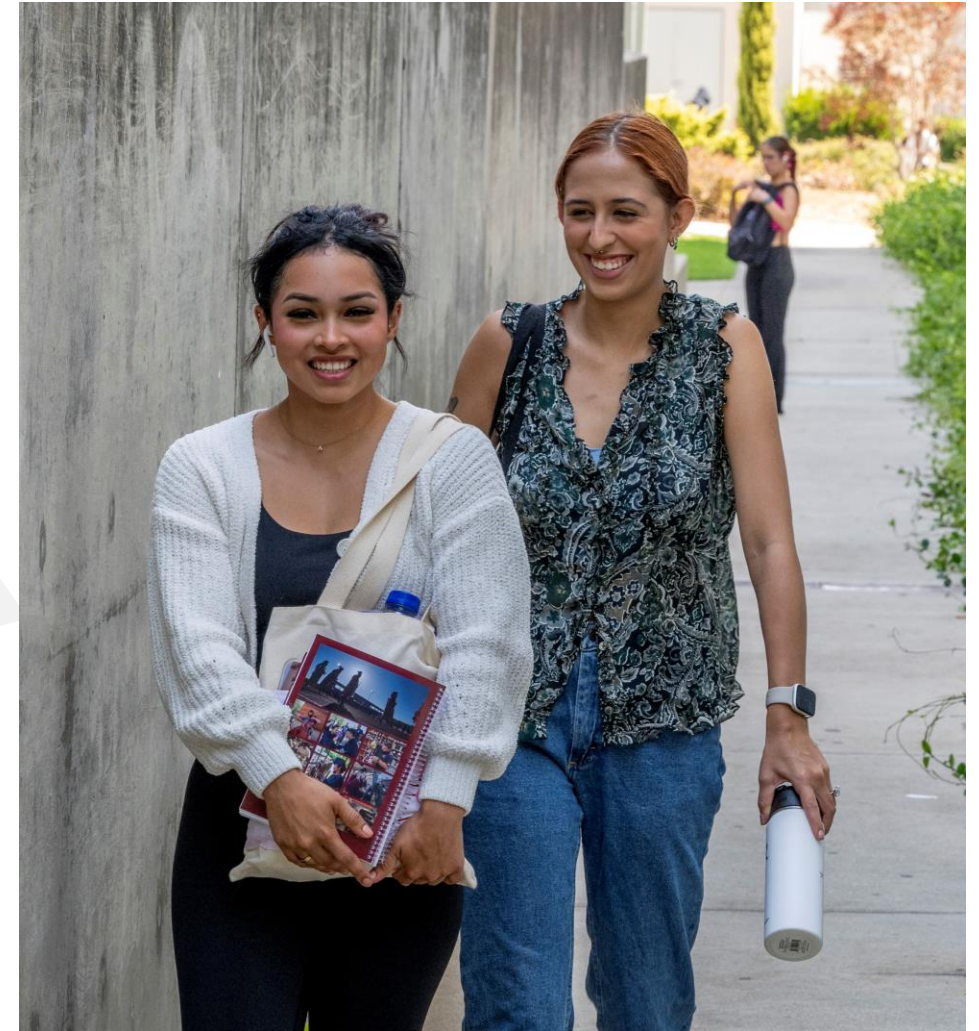
Challenges: Barriers to Eliminate

While Mt. SAC offers a wide range of support services, students in the listening sessions reported several key challenges that impact their success. Many face barriers to accessing basic needs resources, such as food pantries and emergency aid, due to limited outreach and long wait times. Counseling services are valued, but high demand and inconsistent guidance-especially for those not in specialized programs-make them difficult to access. Students often discover important support programs, like ARISE, only after they've started their studies, highlighting the need for more proactive communication and outreach to new students.

Diversity and representation among faculty and staff is another area of concern. Students express a strong desire to learn from and be supported by more educators of color, LGBTQIA+ educators, and educators with disabilities.

Communication challenges are also common, with students citing confusion around the website, registration systems, and inconsistent messaging about deadlines and opportunities. Mental health support is in high demand, and students note the need for expanded capacity to better serve the community.

Finally, wayfinding on the physical campus remains a significant challenge. Many students have difficulty locating classrooms, offices, and key resources amid the College's large and complex layout. Improvements such as clearer signage and better campus maps would help students navigate the campus more easily and access resources more efficiently, supporting their overall success.



Student Insights

Challenges: Barriers to Eliminate

Table 4.2. Areas of Improvement

Area of Improvement	What’s Not Working?	What Could Help?	What Students Have to Say
Expand and Publicize Basic Needs Resources to Reach More Students	Long waits for food pantry or aid; some unaware of resources	More capacity, better communication and outreach	<p><i>“I wish I had known about the food pantry sooner.”</i></p> <p><i>“Sometimes you go to the Basic Needs Center and they’re out of vouchers or the wait is really long.”</i></p>
Increase Access to and Consistency of Academic and Personal Counseling Services	Hard to get appointments unless in special programs; inconsistent or rushed advice	Improved appointment system, hire more counselors, extend hours, standardize info, cultural competence	<p><i>“It’s hard to get an appointment with a counselor unless you’re in a special program.”</i></p> <p><i>“Sometimes you get different answers from different counselors and it’s confusing.”</i></p>
Raise Awareness of Support Programs for Students Early in Their Enrollment at Mt. Sac	Many unaware of programs like ARISE, REACH, Rising Scholars, or the Pride Center until well into their enrollment	Proactive outreach, peer mentors, integrate info in orientation	<p><i>“I didn’t know about ARISE until my second year. I wish someone had told me sooner.”</i></p> <p><i>“A lot of students don’t know these centers exist unless someone tells them.”</i></p>
Enhance Representation Among Faculty and Staff	Need more diverse faculty and staff; underrepresentation of educators of color, LGBTQ+ educators, and educators with disabilities	Recruit and retain diverse faculty/staff	<p><i>“It would be nice to see more Black and Brown counselors and professors.”</i></p> <p><i>“We need more events and spaces for LGBTQ+ students.”</i></p>
Improve Communication and Simplify Navigation of College Systems and Deadlines	Website and registration system confusing; inconsistent communication about deadlines and opportunities	Simplify/update digital platforms, use multiple channels, more help desks	<p><i>“The website is hard to use. I get lost trying to find what I need.”</i></p> <p><i>“Sometimes I miss deadlines because I didn’t see the email or the info wasn’t clear.”</i></p>
Expand Mental Health Services and Reduce Stigma Around Seeking Help	Limited appointments and support groups; stigma around seeking help	Hire more counselors, offer more groups/workshops, raise awareness	<p><i>“It takes a while to get a mental health appointment.”</i></p> <p><i>“I wish there were more support groups for stress and anxiety.”</i></p>
Improve Wayfinding to Help Students Navigate Campus	Difficulty finding locations on campus	Enhanced campus maps, clearer signage, improved digital navigation tools	<p><i>“It’s hard to find my classes, especially at the start of the semester.”</i></p> <p><i>“The campus is big and sometimes I get lost.”</i></p>

Student Survey

Contextualizing Data for Bright Spots and Challenges

Survey Message:

Dear Mt. SAC Student,

"How Can Mt. SAC Pass the Vibe Check?"

Mt. SAC is creating a college wide plan called *Mt. SAC 2035*. This plan will be used as a guide for the next ten years. We need to understand your experience at Mt. SAC so we can improve how we serve you. What makes you feel comfortable, supported, and successful at Mt. SAC? Please take this survey to tell us!"

1,024

Credit and Noncredit Respondents



Student Survey

Bright Spots: Opportunities to Further Advance Student Equity and Success

Mt. SAC provides strong technological support, fosters an inclusive and respectful learning environment, and offers adequate resources to meet the diverse and basic needs of its students.

More than **86% of all student respondents agreed that:**

- Mt. SAC gives me help to use online learning tools like Canvas;
- I have access to technology, Wi-Fi, and device charging needed for my classes;
- Mt. SAC effectively supports diversity and inclusion among students and faculty;
- instructors respect and make space for diverse cultural backgrounds and identities;
- the College provides adequate support for students experiencing basic needs deficiencies; and,
- learning environments consider the needs of students from diverse backgrounds.

Students across nearly all racial and ethnic backgrounds, including nonwhite groups in both credit and noncredit programs, reported **strong satisfaction** with:

- the support Mt. SAC provides for using online learning tools, suggesting equitable access and effective technological assistance;
- Mt. SAC's commitment to and support of diversity and inclusion; and,
- the College's support of learning environments that support the needs of diverse learners.

Students in the **School of Continuing Education**, including a significant majority of nonwhite students, report the **highest levels of institutional support in meeting their diverse needs**, as illustrated in this data.

- On average, greater than 94% of SCE students surveyed indicate that Mt. SAC provides assistance for students to use online learning tools.
- Greater than 98% of all SCE students surveyed indicate that they have access to technology, Wi-Fi and charging stations needed for their classes.
- On average, greater than 97% of SCE students surveyed students indicate that Mt. SAC effectively supports diversity and inclusion among students and faculty.

Student Survey

Challenges: Barriers to Eliminate

Of all students surveyed, many indicated that Mt. SAC lacks flexible course options, offers insufficient parking affordability, has hard-to-navigate online systems, limited shaded or relaxing outdoor spaces, inadequate campus safety in the evenings, difficult-to-locate resources and services, class schedules that don't align with work commitments, and a reliance on peer networks that makes accessing information and support challenging.

Less than 80% agreed that:

- the Mt. SAC website and online systems are easy to navigate and understand;
- they feel safe on campus during evenings;
- programs, services, and resources are easy to find on campus;
- Class schedules fit with their work schedule; and,
- they were able to find a place to relax on campus when needed.

Only 60-70% of student respondents agreed that:

- they prefer to take courses that are on offered in a hybrid format (a mix of remote/online and in-person/on campus);
- Mt. SAC offers affordable parking options;
- they prefer to take courses that are on offered on campus, rather than online; and,
- there are enough shaded outdoor spaces and seating areas for students to study or relax.

In regard to respect and support for diversity and inclusion, Black or African American students report a significantly lower agreement rate (72%) and a high disagreement rate (28%), indicating an area for improvement.

American Indian and Alaska Native students also showed a split view in respect to questions related to diversity and inclusion (50% agree, 50% disagree), and though their numbers are small, this data suggests a call for Mt. SAC to improve its institutional policies and practices to better support nonwhite students.

Survey responses for those enrolled in the School of Continuing Education also indicate areas for Mt. SAC to intensify its efforts to support the needs of nonwhite students, as indicated by data showing that only 80% of Black or African American students agreed that “[I]nstructors respect and make space for diverse cultural backgrounds and identities” (20% disagreeing), and another 25% of Black or African American students disagreeing that “Mt. SAC gives me help to use online learning tools like Canvas.”

Additionally, 25% of Filipino students disagreed that the “College provides adequate support for students experiencing basic needs deficiencies. While the numbers of students in these groups are small, this data warrants the College expanding its outreach and support efforts with nonwhite students to ensure equitable access and student success.

Employee Insights

Bright Spots: Opportunities to Further Advance Student Equity and Success

Employees at Mt. SAC confirm that students benefit from an array of resources, services, and support systems that cater to their academic, personal, and logistical needs, ultimately contributing to a positive educational experience.

- **Abundant Student Resources:** Mt. SAC provides extensive support, including the Writing Center, STEM Center, ASAC, free bus vouchers, and Basic Needs services.
- **Flexible Learning Options:** The College offers online and non-traditional courses to accommodate diverse student needs and schedules.
- **Strong Support Systems:** Students benefit from tutoring, academic advising, and transfer services, with the Writing Center noted for its broad impact.
- **Positive Service Feedback:** Students report meaningful gains from support services, especially from tutors at the Writing Center.
- **Transfer Guidance:** Mt. SAC is recognized for effectively helping students navigate and succeed in the transfer process.

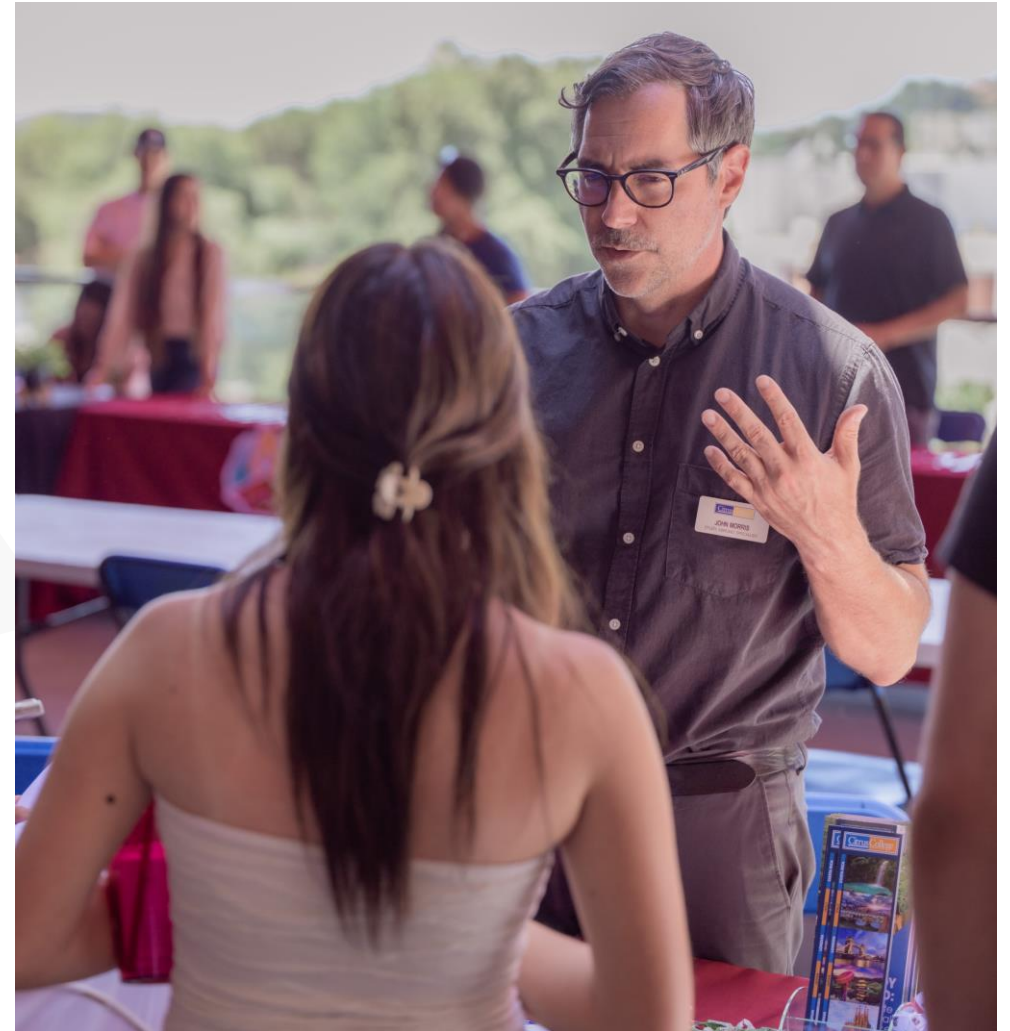


Employee Insights

Challenges: Barriers to Eliminate

Mt. SAC employee listening sessions and survey responses revealed that Mt. SAC students are facing challenges related to complicated administrative processes, a lack of tailored support for marginalized groups, mental health struggles, gaps in communication, and insufficient resources for students with specific needs.

- **Complex Enrollment and Registration:** Complicated processes hinder student access, persistence, and success.
- **Lack of Support for Underrepresented Students:** Disabled, LGBTQ+, and neurodivergent students face limited access to tailored support like mental health care, gender-affirming services, interpreters, and safe spaces, often forcing them to seek help off-campus.
- **Mental Health and Basic Needs Gaps:** Rising mental health concerns and unmet basic needs—especially housing and childcare—impact student and faculty well-being.
- **Poor Communication:** Ineffective communication leads to missed or unclear information about important updates and procedures, contributing to student confusion and attrition.
- **Limited Transition Guidance:** Students often lack clear, personalized guidance on navigating College processes, creating avoidable barriers to success.



Community Insights

Bright Spots

Outreach and Access: High school outreach, financial aid, and Mt. SAC's noncredit programs for credit recovery and grade improvement are exceptional programs that allow more students to access pathways that meet their educational and career goals.

Dual Enrollment: Providing students with opportunities to take college classes through dual enrollment or special admission is both a financial benefit as well as a time saver for students and their families. These services allow students to see that college is a viable option.

"I think that the outreach is great and very proactive with scheduling...we have sessions just for special education students, so it's a smaller environment...every time I've asked for something, they pretty much say, okay, let's work that out...we use the high school referral program a lot, and they're really great as well with giving us feedback...I think it's not only to get students enrolled at Mt SAC, but it's also to get them through high school."



Community Insights

Challenges

Earlier Outreach: Mt. SAC services and support should begin earlier than 12th grade in closer collaborative with K-12 partners to prepare students for college success and should more intentionally increase parent participation through more interaction and multiple languages.

Need for Career Exploration Opportunities: Offering career exploration via job shadowing, class audits, and more exposure to trade certificates and would provide students with pathways to jobs in living wage occupations.

More Personalized Guidance in a Large Institution: Students often get lost at Mt. SAC, which is a large and complex institution and need help knowing where to get help.

"I didn't know about the noncredit career tech programs until this last conference, and I went with counselors who were more experienced, and they didn't know either. And then we didn't know that they can transfer into for credit programs. So, I think that that needs to be pushed a little bit more."



Physical Environments

Open Campus Forum

An open forum was held on September 18, 2024 in various locations across the Mt. SAC campus. The separate locations and times were strategically selected for engagement with traditionally underrepresented students, specifically from the School of Continuing Education.

Students were invited to share their perspectives, ideas, and experiences, as captured in the following pages.

- AWD

DHH

ESL
- Adults with Disabilities

Deaf & Hard-of-Hearing

English as a Second Language

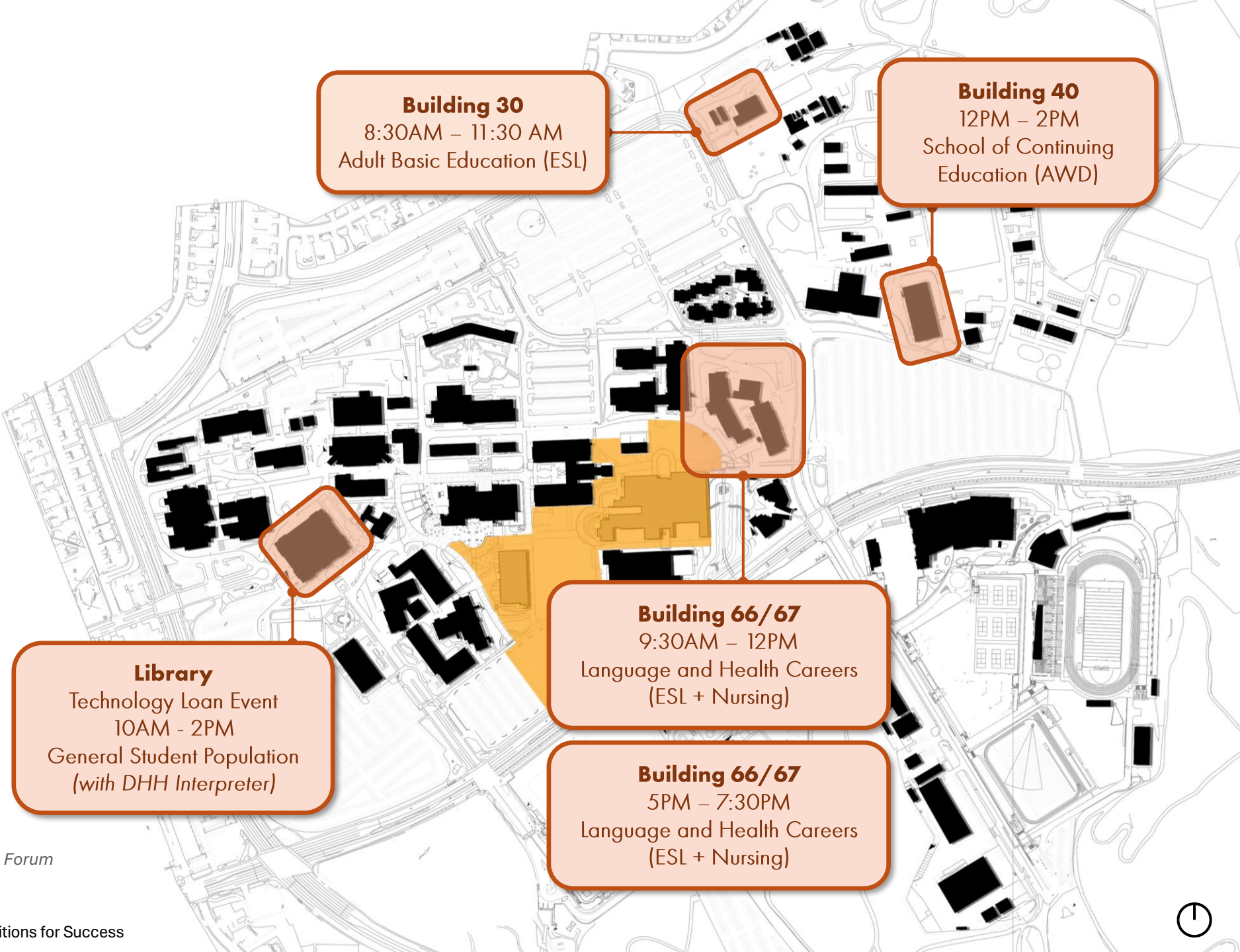


Figure 4.1.1: Open Campus Forum Locations and Times



Physical Environments

Open Campus Forum

“ Mt. SAC is a place of **second chances**, where anyone can be a college student at any point in their lives. ”



Physical Environments

Open Campus Forum

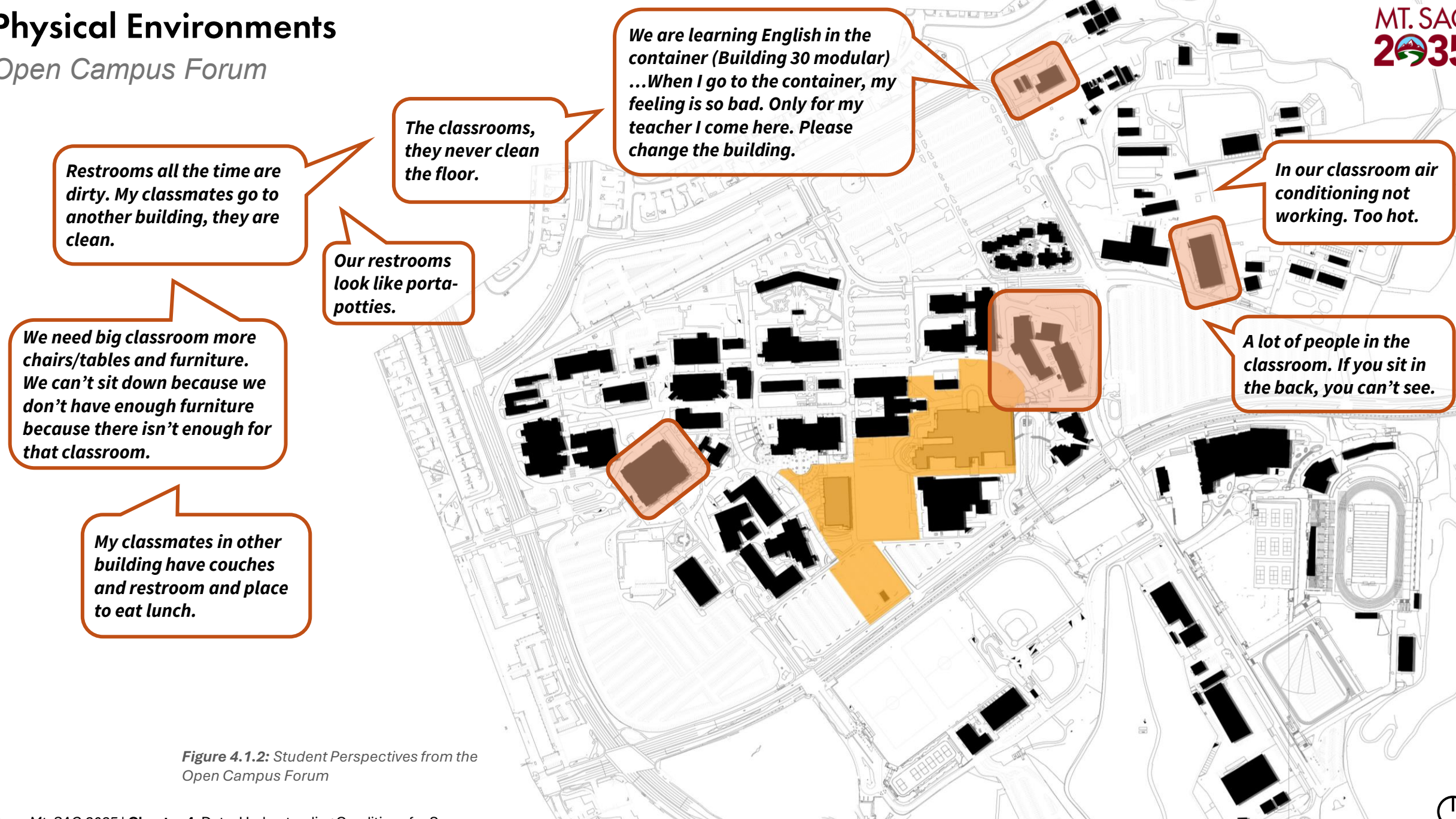


Figure 4.1.2: Student Perspectives from the Open Campus Forum



Physical Environments

Empathy Walks

The Mt. SAC 2035 Task Force engaged in an empathy walk, an observational learning activity in which members adopted the role of a particular student and navigate the College, physically and digitally, from that student’s

perspective. The various student profiles are described below and a summary of the observations of this self-guided walk are documented on the following pages. The full report is available in the Appendix.

MEGHAN



- Online student
- Lives an hour away by bus
- Coming to campus for the first time for office hours and help with a paper

IVAN



- Full-time student
- One semester away from finishing his welding certificate
- Sleeping in his car, working part-time

EIVY



- Lived in the US for ten years, but does not speak English
- Coming to Mt. SAC to learn English for free to help her children with homework

ROMY



- Immigrated to the US in 9th grade
- Completed four years of high school but did not graduate
- Came to Mt. SAC to pursue a career

JENNIFER



- Single mom seeking a program that leads to stable employment and career advancement
- Does not have childcare and brought her nine-month-old to campus

JORDAN



- Pursuing a degree in graphic design
- Communicates using American Sign Language
- Awarded Federal Work Study and is looking for an on-campus job

ANAYA



- Student athlete identifying as they/them
- Attending Mt. SAC to become a pediatrician
- Working to earn a scholarship to a Division one school

MARCO



- First-generation student balancing a family and full-time job
- Attending night classes for six years
- Wants to transfer to Cal Poly Pomona

MAYA



- Recent High School graduate with 3.5 GPA
- Admitted to several colleges but the scholarships could not cover tuition
- Seeking to transfer in two years

TONY



- Army veteran who enlisted out of high school
- Suffers from Post Traumatic Stress Disorder (PTSD) and was inspired to pursue a career in psychology

Physical Environments

Empathy Walk Pathways

Empathy Walk Directions:
Let go of your personal knowledge of the College. You are assuming the role of the student below. Follow the directions, complete as many guiding questions as possible, and record your observations. At the conclusion of the walk you will draw your pathway through campus.

MEGHAN

IVAN

EIVY

ROMY

JENNIFER

JORDAN

ANAYA

MARCO

MAYA

TONY



- STARTING POINT
- CHARGED PHONE
- DESTINATIONS
- WASHED HANDS
- GOT A DRINK

Figure 4.1.3: Empathy Walk Pathways



Physical Environments

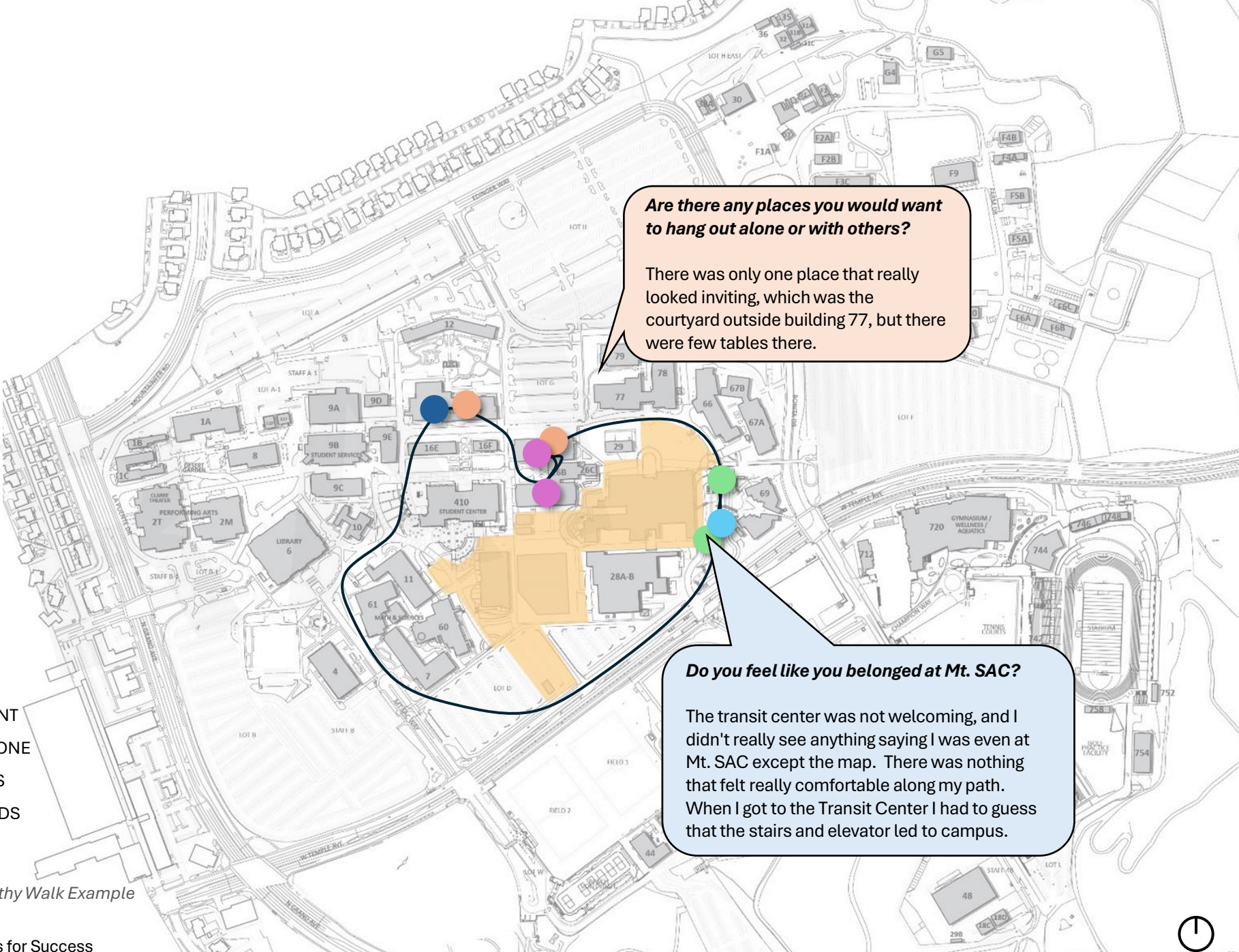
Empathy Walk Example

MEGHAN



is an online student who lives an hour away by bus. She has come to campus for the first time to attend office hours in person for English 1A and to get help with a paper that is due in two weeks.

- STARTING POINT
- CHARGED PHONE
- DESTINATIONS
- WASHED HANDS
- GOT A DRINK



Are there any places you would want to hang out alone or with others?

There was only one place that really looked inviting, which was the courtyard outside building 77, but there were few tables there.

Do you feel like you belonged at Mt. SAC?

The transit center was not welcoming, and I didn't really see anything saying I was even at Mt. SAC except the map. There was nothing that felt really comfortable along my path. When I got to the Transit Center I had to guess that the stairs and elevator led to campus.

Figure 4.1.4: Empathy Walk Example





4.2 Key Quantitative Context: Bright Spots and Challenges

External Environmental Scan

Internal Environmental Scan

Physical Environments

External Environmental Scan

Bright Spots

Challenges

Supporting External Environmental Scan Data

Services Area Characteristics

Labor Market – Key Takeaways



External Environmental Scan

Bright Spots

Population Growth in Certain Demographics:

- Multiracial and Native Groups Growing: The increase in multiracial, American Indian/Alaskan Native, and Native Hawaiian/Other Pacific Islander populations have the potential for fostering more diverse and inclusive educational systems, policies, and practices. As these groups increase, there will be an opportunity for Mt. SAC to tailor its programs and support services that address their specific needs.
- Age Demographics Supporting Young Adults: The slight increase in the age groups of 20–29 and 25–29 could indicate a more stable cohort of young adults entering or continuing their higher education journey. Enhancing outreach to these potential students is key for Mt. SAC to maintain or grow enrollment.

Educational Access and Workforce Opportunities:

- Increased Demand for Specialized Skills: High-wage, in-demand occupations in healthcare, engineering, and technical sectors (such as sonographers, radiologic technologists, and respiratory therapists) offer opportunities for students pursuing specialized training through associate degrees or certificates. These roles often offer stable employment and higher wages that mitigate existing socioeconomic and equity gaps for residents in Mt. SAC's service area communities.
- Growth of Healthcare Sector Jobs: The healthcare industry in the San Gabriel Valley is projected to grow significantly, creating more job opportunities for individuals who complete higher education programs in this field, particularly in roles that do not require a bachelor's degree

but do need specialized training.

- Technical Careers Offer High Wages: Careers in engineering, technical, and aviation-related fields, which offer stable growth and high wages, are encouraging for students pursuing degrees or certifications in these fields. Specialized certifications and associate degrees can lead to lucrative career paths in occupations that provide living wages.

Foreign-Born Population and Educational Attainment:

- High Representation of Foreign-Born Students: With a significant foreign-born population, there are potentially large numbers of individuals seeking higher education opportunities, especially for programs that serve the needs of immigrant populations. This could result in growth for Mt. SAC's credit and noncredit workforce development programs serving this group.

High Educational Attainment in Some Areas:

- Cities like Walnut and Diamond Bar show high educational attainment (40–53% with a bachelor's degree or higher). This reflects a trend of educational success and can serve as a model for areas seeking to improve educational outcomes and provides opportunities to link Mt. SAC's students with working professionals in diverse fields vis-à-vis internships and mentorships.

External Environmental Scan

Challenges

Declining Youth Population:

- The decline in youth (ages 0–19) suggests that the pool of potential students for K–12 schools—and by extension, higher education institutions, including Mt. SAC—will shrink in the coming years. This could lead to reduced enrollments.
- The significant decline in the 30–39 age group could also indicate a gap in the mid-career workforce that challenge Mt. SAC to re-engage and serve the needs of non-traditional students and working adults in higher education programs.

Economic Challenges and Poverty Rates:

- The high levels of poverty, particularly in areas like Pomona (13% family poverty), Baldwin Park, and Azusa, could be a barrier to accessing higher education. Students from low-income families may face difficulties in affording college tuition, supplies, and living costs.
- The large portion of students eligible for free and reduced-price meals (such as Baldwin Park USD, where 93% of students qualify) indicates significant socio-economic barriers that can limit access to higher education. Without sufficient financial aid or customized guidance and support, students from these areas may struggle to access or complete higher education.

Income Inequality and Gender Wage Gaps:

- The gender wage gap (with female earnings consistently lower than male earnings) highlights ongoing inequality in the labor market. This could impact female students' decisions to invest in higher education if they perceive limited financial return. Additionally, the disparity in wages across regions, with areas like Pomona having the lowest median earnings, may discourage students in these areas from pursuing higher education.
- Using the MIT Living Wage Calculator Estimates, no cities meet annual median income thresholds, which suggests that even if individuals graduate from college, the occupations they prepared for will not provide a living wage.

External Environmental Scan

Challenges

Low Educational Attainment in Some Areas:

- The disparity in educational attainment is evident, with cities like Pomona showing much lower percentages of individuals with bachelor's degrees (12–19%) compared to more affluent areas like Walnut (40–53%). This gap could result in a mismatch between the educational levels of the workforce and the skills demanded by the job market, hindering upward mobility for certain populations.
- The high percentage of people without high school diplomas in areas like La Puente and Pomona also poses a barrier to higher education. Without basic education, students may face more significant challenges in completing college preparatory coursework and gaining acceptance to higher education institutions.

Technology and Internet Access:

- Limited access to technology in some areas (e.g., Pomona with nearly 2,000 households without computers and over 4,500 without broadband) could present a significant barrier for students who need internet access for online learning as well as access to the College's programs and services. Moreover, the lack of adequate technology access further compounds existing socio-economic challenges.

Declining K–12 Enrollment:

- The projected loss of 242,800 K–12 students in LA County by 2034 could lead to fewer high school graduates, thereby decreasing the pool of potential college-bound students. This might result in a smaller workforce overall in the region, which could impact the demand for higher education institutions and job training programs.

Key Observations

While there are clear opportunities for growth and development in higher education and workforce readiness, particularly in high-wage, technical, and healthcare fields, significant barriers remain. These include socio-economic disparities, technological access, a declining youth population, and regional differences in educational attainment. Addressing these challenges through targeted policies, financial support, and enhanced access to education will be crucial to ensuring that all students, regardless of background, can take advantage of the opportunities presented by higher education.

External Environmental Scan

Supporting External Environmental Scan Data

Population Projections: 2025-2035 California and LA County Population Trends (2025–2035)

Statewide Growth

- California: +3%
(CA Dept. of Finance, Report P-1A)



Los Angeles County

- Overall Growth: +0.45%
(CA Dept. of Finance, Report P-2A)

Population by Ethnicity (LA County)

-  Declining
 - Hispanic (largest group in 2025)
 - White (second largest)
-  Stable
 - Asian
 - Black
-  Growing
 - Multiracial
 - American Indian/Alaskan Native
 - Native Hawaiian/Other Pacific Islander

Population by Age (LA County)

-  Declining
 - Youth (0–19):**
From ~2.2M → 1.8M
 - Ages 30–39:**
Significant decline
-  Increasing
 - Age 50+:**
From ~3.5M → 4.0M
 - Age 40–49:**
From ~1.34M → 1.5M
 - Age 25–29:**
Growth after early dip
 - Age 20–24:**
Slight increase

For more complete data information and sources, please refer to the full Data Portfolio that is linked in the Appendix. [\[PLACE DATA PORTFOLIO LINK HERE TOO\]](#)

External Environmental Scan

Service Area Characteristics – Summary

Service Area Demographics

Ethnicity

- Largest Group: Hispanic/Latino – highest in La Puente (50%), Baldwin Park (48%), Pomona (47%)
- Asian Populations: Most prominent in Walnut (62%), Diamond Bar (55%), Rowland Heights (52%)
- White Populations: Highest in Glendora (45%) and La Verne (47%)
- African American: ≤4% across all cities
- Other Groups: American Indian, Pacific Islander – 0–2%; “Some other race” notable in La Puente (29%), Baldwin Park and Pomona (27%)

Gender

- Most cities: balanced gender ratio
- Highest Male %: La Puente (51%); Highest Female %: San Dimas (53%)

Age

- 30–40% under age twenty-four in most cities
- Largest groups: ages 25–44 (25–30%)
- Elderly (65+): Higher in Diamond Bar, La Verne, Walnut (13–14%); Lowest in La Puente, Pomona

Average Household Size (2025): 2.9
(CA Dept. of Finance, Report P-1A)

Service Area Population (2025)

Largest Cities: Pomona (151,592), West Covina (109,396)

Smallest: Charter Oak (9,825)

Foreign-Born Residents

- LA County: 34%
- Cities Matching/Above: Pomona (34%), West Covina (36%), Rowland Heights (55%), Walnut (49%), Diamond Bar (46%)
- Below: La Verne (17%), Glendora (19%), San Dimas (21%)

Language at Home

- LA County: 56% speak language other than English
- Above LA County: La Puente (65%), Azusa (47%), West Covina (42%)
- More English-Only Speakers: La Verne (77%), Glendora (70%), San Dimas (68%)

External Environmental Scan

Service Area Characteristics – Summary

Income and Socioeconomic Conditions

Median Household Income (by ZIP)

- Walnut: \$110K–\$124.9K
- Diamond Bar, San Dimas: \$100K–\$109.9K
- Pomona: \$70K–\$79.9K

Living Wage Estimates (3-person household, post-tax)

- One Adult + two Kids: \$62.31/hr (\$109,450/year)
- Two Adults (1 Working): \$46.90/hr (\$85,181/year)
- Two Adults (Both Working): \$27.35/hr (\$98,619/year)

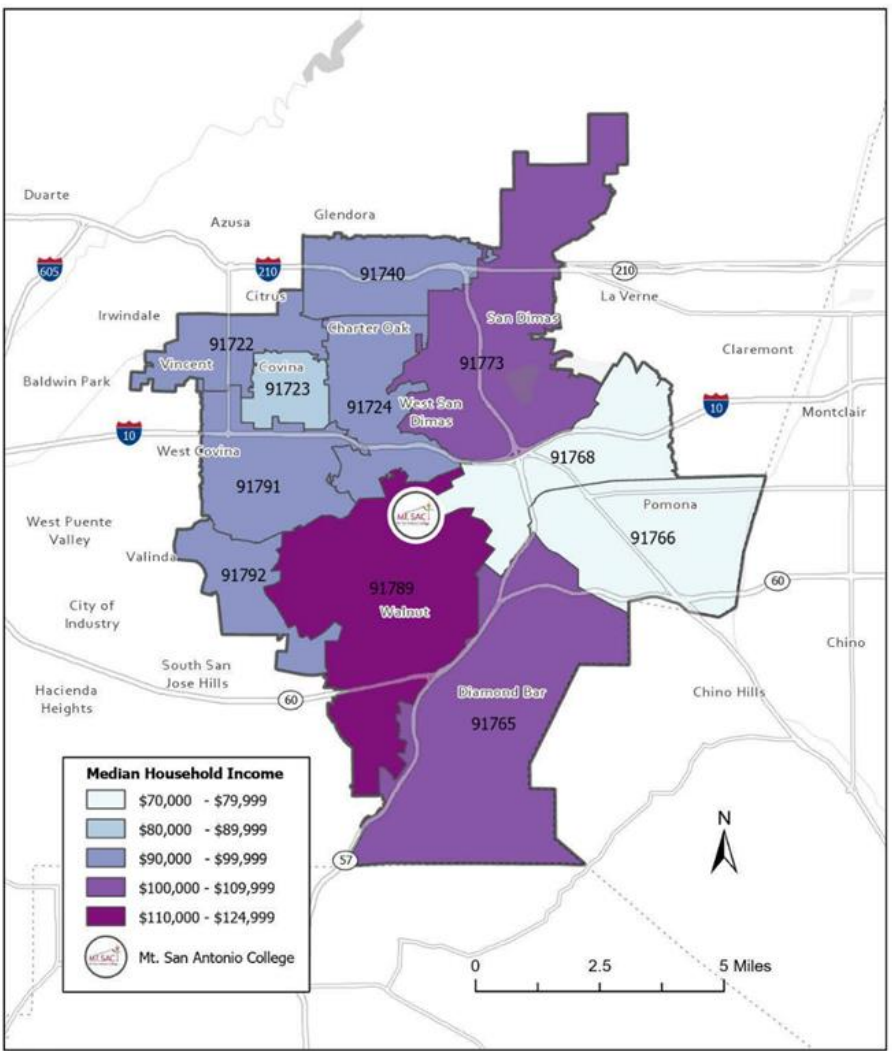
Poverty

- Family Poverty: Range: 5% (San Dimas) to 13% (Pomona)
- Children Under Eighteen : Highest in Azusa (21%), Pomona (19%)
- Children Under Five: La Verne (35%), Pomona (26%)
- Female-Headed Households: Highest in Pomona (25%), La Verne (23%), Azusa (21%)
- Free and Reduced Price Meal Program (FRPM) Eligibility: Baldwin Park USD (93%), Basset USD (92%), Pomona USD (90%)

Median Earnings (Full-Time, Year-Round)

- LA County: Female \$49,949 vs. Male \$53,778
- Smallest Wage Gap: Azusa – Female \$43,324 vs. Male \$44,644
- Largest Gap: San Dimas – Female \$64,271 vs. Male \$82,917
- Lowest Female Earnings: Baldwin Park (\$34K), Pomona (\$37K), La Puente (\$41K)
- No Cities Meet MIT Living Wage Estimate Thresholds

Mt. San Antonio College 5-Mile Radius Median Household Income by ZIP Code



Source:
U.S. Census Bureau, American Community Survey S1903 (Median Income in the Past 12 Month) 5-year estimates for 2022
County of Los Angeles, Internal Services Department Enterprise GIS Section. LA County ZIP Codes.
County of Los Angeles, California State Parks, Esri, TomTom, Garmin, SafeGraph, METI/NASA, USGS, Bureau of Land Management, EPA, NPS, USDA, USFWS

Figure 4.2.1

External Environmental Scan

Service Area Characteristics – Summary

Income and Socioeconomic Conditions

Sample Living Wages for Los Angeles-Long Beach-Anaheim Metropolitan Area (MIT Living Wage Calculation for Los Angeles-Long Beach-Anaheim, CA estimates for three-person households to align with average household size of 2.9 persons.)

- One Adult + Two Children: \$62.31/Hour or \$109,450 Annually (after taxes)
- Two Adults (One Working) + One Child: \$46.90/Hour or \$85,181 Annually (after taxes)
- Two Adults (Two Working) + One Child: \$27.35/Hour or \$98,619 Annually (after taxes)

Employment (Age 16+)

- Employment Rate: 57–63% (Charter Oak and Covina highest)
- Unemployment: 3–5%, aligned with LA County

Commute

- Modes: Driving Alone (73–80%), Carpooling (up to 15% in La Puente and Pomona), Public Transit (2–5%), Work from Home (1–3%)
- Time: Average commute: 30–36 minutes

Technology Access

- Total Households: 231,104
- Without Computer: ~9,736
- Without Broadband: ~22,135
- Highest Access: Walnut, Diamond Bar, Rowland Heights
- Lowest Access: Pomona (2,073 without computer, 4,560 without broadband)

Education

K–12 Enrollment Decline (2023–2034):

- LA County projected loss: 242,800 students (From 1.28M to 1.05M; CA Dept. of Finance, Nov 2024)

Educational Attainment (Age 25+)

- Bachelor’s or Higher: Walnut and Diamond Bar (40–53%); Pomona lowest (12–19%)
- High School Graduate/Equivalent: Highest in La Puente (30%), Baldwin Park (29%), West Covina (27%)
- No Diploma (Grades 9–12): Highest in La Puente (14%), Pomona and Baldwin Park (12%)

External Environmental Scan

Labor Market – Key Takeaways

- Healthcare-related roles (e.g., sonographers, radiologic/respiratory therapists) dominate growth in both metros.
- Engineering, technical, and aviation-related careers offer stable growth with high median wages.
- Postsecondary non-degree awards can lead to six-figure incomes in specialized roles like court reporting and fire supervision.
- Occupations aligned with associate degrees or technical certificates represent viable career paths for middle-skill workers seeking high wages.

Fastest-Growing Industry Sector (San Gabriel Valley)

Healthcare and Social Assistance is projected to add the most jobs in the subregion by 2032.

Top Ten Occupations by Projected Annual Openings (San Gabriel Valley)

Includes roles like Retail Salespersons, Fast Food/Counter Workers, Cashiers, and Customer Service Representatives, many of which offer lower wages and require no formal education beyond high school.

High-Wage, In-Demand Occupations (Associate Degree Level)

Los Angeles-Long Beach-Glendale Metro
Top Sectors: Healthcare, Engineering Technologies, and Media/Broadcast.
Notable Jobs:

- Diagnostic Medical Sonographers: \$108.6K | +17.9%
- Radiologic Technologists: \$99.3K | +13.3%
- Respiratory Therapists: \$102.3K | +15.4%
- Broadcast Technicians: \$106K | +1.8%
- Aerospace and Avionics Technicians: \$95K–\$97.6K | Steady growth

High-Wage Occupations (Postsecondary Certificate, Non-Degree) Los Angeles Metro

Fire Inspectors: \$107K | +7.7%
Theatrical Makeup Artists: \$105K | Strong job openings despite modest growth
Aircraft Mechanics: \$84.4K | +16.2%
Electrical Repairers (Substations): \$109.5K | +4.8%

Inland Empire (Riverside-San Bernardino Metro)

Associate degree Level
Highest Growth and Wage Jobs:

- Diagnostic Medical Sonographers: \$105.5K | +25%
- Dental Hygienists: \$109.2K | +21%
- Radiologic Technologists: \$103K | +18.6%
- MRI Techs, Respiratory Therapists, Avionics Techs also exceed \$85K+
- Postsecondary Certificate (Non-Degree)
- Court Reporters: \$135K | No growth but high demand
- Fire Supervisors: \$128K | Stable employment
- Commercial Pilots: \$101K | +17.2%

Internal Environmental Scan

Headcount
Special Populations
Enrollment and FTES
Enrollment Status
Course Success Rates
Persistence Rates
Awards (Degrees and Certificates)
Transfers to CSU and UC
Student Equity Data
Physical Environments

DATA



Internal Environmental Scan

Headcount

Headcount data reflects how many students are enrolled at Mt. SAC in both credit and noncredit programs, offering a foundational look at institutional reach, access, and capacity. Credit enrollment patterns reveal the scale of academic engagement in degree- and transfer-seeking programs, while noncredit enrollment highlights ESL, adult education, and workforce development. These figures help contextualize institutional recovery post-pandemic, track demographic shifts, and support strategic planning for outreach, retention, and program growth.

Bright Spots: Opportunities to Further Advance Student Equity and Success

- Mt. SAC's credit headcount nearly returned to pre-pandemic levels in 2023–24, rebounding from a pandemic low of 36,658 in Fall 2022 to 39,955 in Fall 2023.
- Noncredit enrollment consistently grew, rising to 10,723 in Fall 2024, up from 9,539 the prior year and surpassing the pre-pandemic average of 9,600, a 12% increase that highlights strong demand for ESL, adult education, and workforce development.
- The College continues to serve a highly diverse student body, with Hispanic/Latino students increasing from 62.5% of the credit population in 2018–19 to 64.2% in 2023–24.
- Gender-inclusive data practices have improved, as Mt. SAC began tracking nonbinary students in 2019–20. Since then, the number of nonbinary students has grown steadily, from seventy-two in 2020–21 to 456 in 2023–24.

Challenges: Barriers to Eliminate

- Overall credit headcount, while recovering, has not yet surpassed pre-pandemic highs, suggesting that barriers to re-enrollment still exist for certain populations.
- Male students have experienced a slight enrollment decline, decreasing from 46% in 2018–19 to 45% in 2023–24, even as female enrollment remains stable or rising.
- Face-to-face enrollment has not fully rebounded. One-third of all instruction is now delivered online, redefining how some students engage with the College.

Internal Environmental Scan

Special Populations

Special populations at Mt. SAC include foster youth, justice-involved students, veterans, first-generation students, students with disabilities, and those engaged in equity-focused programs such as Umoja, A2MEND, and EOPS. Monitoring the enrollment and support outcomes for these groups provides insight into the College’s commitment to equity and its capacity to close opportunity gaps. These populations often face disproportionate barriers but also demonstrate remarkable resilience when provided with targeted support, culturally relevant programming, and a sense of community.

Bright Spots:

- A2MEND and Umoja saw dramatic growth, with A2MEND increasing from 25 students in Fall 2023 to 68 in Fall 2024, and Umoja more than doubling from 150 to 325 in the same period, amplifying support for Black and African American male students.
- The number of foster youth served increased by 63%, from 130 in Fall 2023 to 212 in Fall 2024, indicating stronger outreach and program integration.
- The number of formerly incarcerated students served jumped from 8 pre-pandemic to 179 in Fall 2024, reflecting growing trust and recognition of Mt. SAC as a reentry-friendly institution.
- Special admit enrollment rose by 20% in one year and has quadrupled since 2018 (from 631 to 2,385), signaling expanded dual enrollment opportunities and early college access.
- DSPS and EOPS programs showed growth, with a 6% increase in students with disabilities (1,168 in Fall 2018 to 1,920 in Fall 2023) and a 10% increase in EOPS participation from 1,040 in Fall 2018 to 1,231 in Fall 2023.

Challenges: Barriers to Eliminate

- Veteran student enrollment has declined by more than 50% since pre-pandemic years, falling from an average of 940 to just 461 in Fall 2024—a 19% drop in one year alone.
- The number of students accessing the Basic Needs Center decreased by 18% from Fall 2023 to Fall 2024, despite average usage being high in previous years (1,801–2,044 students).
- Gender and racial equity gaps persist across special programs, especially where male and Black/African American students remain underrepresented in some support services despite recent gains in others.

Internal Environmental Scan

Enrollment and FTES

Enrollment by division and Full-Time Equivalent Students (FTES) are key indicators of instructional demand and institutional recovery. FTES informs funding and course planning, while enrollment data across academic divisions reveals where students are concentrating their studies and where growth or decline occurs. Analyzing this data helps the College balance program development, address division-level disparities, and support strategic scheduling, especially in a post-pandemic environment where online and hybrid instruction has reshaped learning expectations.

Bright Spots: Opportunities to Further Advance Student Equity and Success

- Total enrollments rose to 193,598 in 2023–24, marking an 8% increase from the prior year and signaling a return to stability and growth.
- Student Services courses, such as College Success Strategies and Career and Life Planning, experienced the largest growth, up 40% in 2022–23, surpassing pre-pandemic levels with over 5,000 enrollments. Kinesiology and Athletics rebounded 13% in one year, recovering from a pandemic-related drop of 24% in 2020–21.
- FTES increased by 5% in 2022–23 and reached 24,764 in 2023–24, nearly matching the pre-pandemic high of 25,261 in 2019–20.
- Online FTES has stabilized between 8,000 and 9,600, showing that virtual instruction is now a sustainable and effective delivery format for many learners.

Challenges: Barriers to Eliminate

- All divisions experienced declines in 2021–22, with total enrollment falling from 199,612 to 173,095, a loss of over 26,000 enrollments systemwide due to the pandemic.
- Disparities in enrollment recovery by division (e.g., Business, Arts, Technology and Health) may lead to long-term inequities in staffing, funding, and student access if not proactively addressed.

Internal Environmental Scan

Enrollment Status

Enrollment status data, particularly unit load, age, gender, and race/ethnicity, offers a detailed view of student academic behavior and momentum. Whether a student is part-time or full-time often predicts progress toward degree completion. When combined with demographic data, enrollment status reveals how personal responsibilities, socioeconomic factors, and structural barriers shape academic choices. Tracking these patterns is key to supporting diverse learners in staying on track toward certificates, degrees, and transfer.

Bright Spots

- Hispanic/Latinx students are the majority in every unit load category, including high loads of 12+ and 15+ units, where they account for 61–70% of enrollment. This signals strong academic engagement from the College’s largest student population.
- Asian students show strong academic intensity, making up 24–26% of students enrolled in 15+ units, and 16–18% in the 12–14.9 range, groups most aligned with degree and transfer completion.
- Younger students (≤ 19 years) are highly concentrated in full-time status, representing nearly half of all students enrolled in 12+ units, and 47–54% of those taking 15+ units.
- Gender diversity across unit loads supports equitable access, with female students representing the majority in most load ranges, especially among those taking 3–5.9 and 6–8.9 units.

Challenges: Barriers to Eliminate

- Older students (30+) are underrepresented in full-time enrollment, tending instead to cluster in part-time loads (3–8.9 units), likely due to work and family obligations.
- White student enrollment has declined in all unit loads, falling from 13–14% in 2018 to 7–10% in 2023–24, suggesting either declining enrollment or increased part-time engagement.
- Students in the lowest load category (0.1–2.9 units) are predominantly male making up 1–1.6% of the total student population.

Internal Environmental Scan

Course Success Rates

Course success rates measure the percentage of students who earn a passing grade (A, B, C, or P) in credit courses. This metric serves as an essential indicator of instructional effectiveness, academic readiness, and the broader learning environment. It also offers a clear lens into how different student populations are faring across delivery modes (face-to-face, hybrid, and online) and disaggregated identity groups. Understanding course success over time reveals the institutional response to pandemic-related disruptions and highlights where equity gaps remain in student achievement.

Bright Spots

- Course success rates have fully rebounded post-pandemic, rising from 68.4% in 2021–22 to 72.3% in 2023–24, returning to pre-pandemic levels for the first time in four years.
- Asian students consistently outperform all other ethnic groups, achieving approximately 82% success in face-to-face and hybrid formats, and 84% in online courses.
- Face-to-face course success rates have increased beyond pre-pandemic levels, with a 4% advantage over online courses in 2023–24.
- Hybrid success rates have rebounded, particularly among Hispanic/Latino students, whose success rose from 57% in 2021–22 to 69% in 2023–24.
- Younger students (≤ 19) saw gains, with success rates climbing from 71% in 2018–19 to 73% in 2023–24, suggesting effective early-college support.
- Online course success has improved by 2% since 2021–22, with many students adapting more confidently to virtual formats.

Challenges

- Black or African American students continue to experience the widest equity gap, with course success declining from 65% pre-pandemic to 62% in 2023–24.
- Gender success trends have reversed: post-pandemic, male students now outperform female students, while pre-pandemic trends favored females.
- Older students (30–50+) have not fully recovered pre-pandemic success levels, likely due to compounding life and work responsibilities.
- Online instruction remains the lowest-performing modality for students of color, particularly for Black or African American students, whose online course success was around 57% in 2023–24.
- Face-to-face and hybrid success gaps remain for historically underserved students, especially Hispanic/Latinx and Black or African American students, despite recent gains.

Internal Environmental Scan

Persistence Rates

Persistence is measured by whether students enroll in Spring after starting in Fall within the same academic year. It reflects the institution’s ability to keep students engaged, connected, and moving forward on their educational paths. Persistence is also closely linked to students’ sense of belonging, access to support services, and stability in their academic planning. Disaggregated by identity, these data help Mt. SAC assess equity in student momentum and flag where increased interventions may be needed.

Bright Spots: Opportunities to Further Advance Student Equity and Success

- Students aged 20–24 maintained the most stable persistence, consistently ranging from 69–71% since the pandemic, and exceeding pre-pandemic benchmarks in every year since 2020.
- Students aged 35–39 demonstrated consistent improvement, now exceeding pre-pandemic persistence levels, suggesting effective re-engagement and support.
- Students aged 50+ increased from 54% persistence in 2018–19 to 59% in 2023–24, indicating positive trends among older adult learners.
- Native Hawaiian or Other Pacific Islander students are the only ethnic group to exceed their pre-pandemic persistence, reflecting targeted support success.
- The College achieved a modest post-pandemic rebound, increasing persistence from 66% in 2021–22 to 68% in 2022–23, even though it fell again to 66% in 2023–24.

Challenges: Barriers to Eliminate

- Overall persistence remains below the pre-pandemic level of 71%, indicating that more comprehensive retention strategies are still needed.
- Black or African American students fell from 68% in 2022–23 to 63% in 2023–24.
- Students aged 40–49 declined sharply, from 72% pre-pandemic to 62% in 2023–24, likely reflecting life complexity and reentry challenges.

Internal Environmental Scan

Awards (Degrees and Certificates)

Award data includes associate degrees, associate degrees for transfer (ADTs), and certificates, reflecting student efforts and institutional support. These outcomes reflect the effectiveness of student educational plans, advising, and transfer alignment. Shifting trends in award types, especially the rise in ADTs, indicate changing student aspirations. Disaggregating award trends by race, gender, and award type is essential for understanding who is completing, and how equitably Mt. SAC is fostering credential attainment.

Bright Spots: Opportunities to Further Advance Student Equity and Success

- Total awards reached an all-time high of 5,503 in 2023–24, up from 5,323 in 2018–19, despite a dip in 2022–23.
- ADTs rose by 31%, from 1,246 in 2018–19 to 1,632 in 2023–24, signaling stronger alignment with CSU transfer goals.
- Hispanic/Latino students earned the highest number of awards in every category, including 1,632 ADTs and 1,136 certificates in 2023–24.
- Black or African American students tripled their ADTs, growing from twenty-four to sixty-six in five years.
- Certificates increased to 1,758 in 2023–24, peaking this year, with gains across multiple ethnic and gender groups.
- Female students earned the majority of ADTs and certificates, with ADTs increasing from 722 to 941 between 2018–19 and 2023–24.

Challenges: Barriers to Eliminate

- Associate degrees declined by 14%, from 2,464 in 2018–19 to 2,113 in 2023–24.
- Asian student associate degrees fell from 496 to 362, despite high ADT growth.
- Male student degree and certificate completion declined overall, including a drop from 1,113 to 893 in associate degrees.

Internal Environmental Scan

Transfers to CSU and UC

Transfers to California’s public university systems are a hallmark of Mt. SAC’s mission, especially through associate degrees for Transfer (ADTs) and UC Transfer Pathways. These data reflect students' ability to progress toward bachelor's degrees and signal how well the College supports application readiness, competitive eligibility, and follow-through to enrollment. Transfer patterns, when disaggregated, also reveal inequities in access to selective campuses, disparities in conversion rates, and opportunities for more diversified destination planning.

Bright Spots: Opportunities to Further Advance Student Equity and Success

- CSU transfers remained strong, with 1,234 students transferring in 2024—nearly matching pre-pandemic levels.
- UC enrollment rose to 494 in 2024–25, with a 53% overall yield, reflecting strong application support and advising.
- Hispanic/Latino students led in both CSU and UC transfers, with 795 CSU enrollees and 128 UC enrollees in 2024.
- Asian students had the highest UC yield at 60% (265 enrolled of 444 applied), indicating strong transfer readiness.
- Black or African American students made strides in transfer levels, increasing to thirty-seven CSU enrollees and twenty-three UC enrollees in 2024—the highest in five years.

Challenges: Barriers to Eliminate

- White student transfers declined significantly, particularly to CSU Pomona (from ninety-nine in 2020 to forty-seven in 2024) and remained low systemwide at UCs.
- UC enrollment yield was lower for Hispanic/Latino (42%) and Black students (44%), compared to higher yields for Asian and International students (60–67%).
- Transfer destinations remain concentrated, with the vast majority of CSU transfers going to Pomona, Fullerton, Long Beach, and Los Angeles.
- UC campuses such as UC San Diego, UC Santa Barbara, and UC Santa Cruz see fewer than ten students from Mt. SAC annually, often across all groups—highlighting access gaps to selective or distant campuses.
- Multi-Racial, American Indian, and Pacific Islander students remain underrepresented, with transfer totals often in the single digits and year-over-year volatility.

Internal Environmental Scan

Student Equity Data

Environmental scans of external and internal factors utilized for this planning included the College’s student equity data, which revealed both bright spots and challenges that will likely impact its meeting of its student equity and success goals.

Bright Spots: Opportunities to Further Advance Student Equity and Success

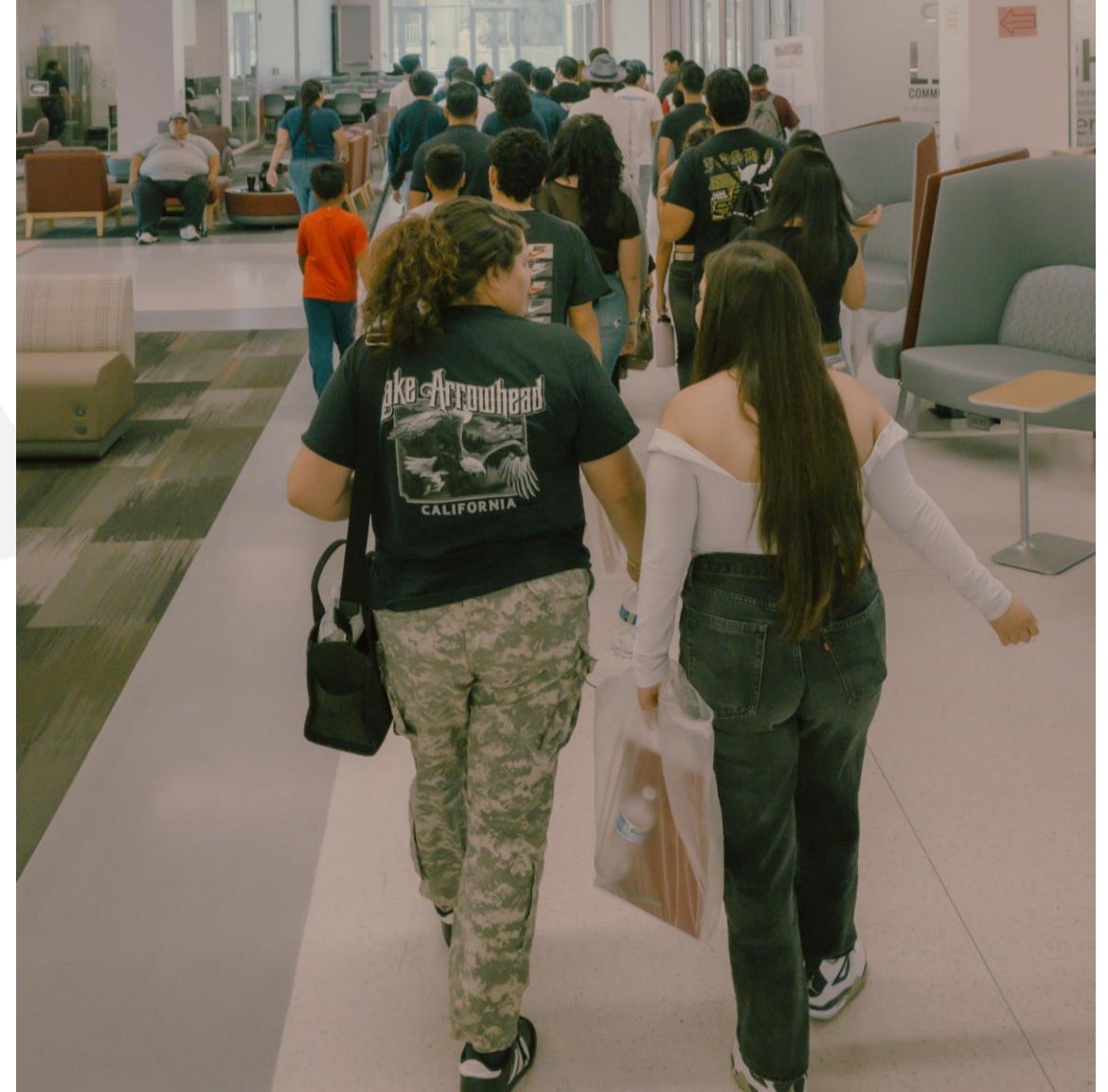
- The College’s enrollment has nearly rebounded to its pre-pandemic numbers (i.e., 39,955 in 2023-24), which is the highest it has been since the 2019-20 academic year when 40,471 students were enrolled and indicates increased access to enrollment.
- Hispanic/Latino students, the College’s largest racial/ethnic group, increased by approximately 1,000 students (1%) between 2018-19 and 2024-25.
- The enrollment of Asian American students has been relatively stable over the past five years and has consistently comprised about 16% of the student population.
- The enrollment of students identifying as female increased from 52% in 2018-19 to 55% in 2020-21.
- Students identifying as non-binary are increasing. In 2020-21, fewer than 100 students identified as non-binary compared to 456 students in 2023-24.
- The number of students participating in dual enrollment increased by nearly 35%, from 1,703 in 2012-22 to 2,297 in 2023-24.
- The number of students attempting 12 or more units increased to nearly pre-pandemic numbers from 8,606 and 8,902 in Fall 2021 and Fall 2022, respectively, to 10,033 in Fall 2023.
- 60% of enrolled students received financial aid in 2023-24. While this is a 2% decrease in the percentage of students receiving aid in the previous year, it reflects the percentage from 2021-22 and is 4% higher than the percentage of students receiving aid in 2020-21.
- Course success rates, overall, have rebounded to pre-pandemic levels from a low of 68.4% in 2021-22 to 70.3% in 2022-23 to 72.4% in 2023-24.
- The number of students participating in some of the College’s DSPS and EOPS programs increased in Fall 2023 by 756 students for DSPS and nearly 200 students for EOPS in comparison to Fall 2018.
- The College conferred 5,503 awards (associate degrees and credit certificates in 2023-24, the most since 2018-19.
- The number of ADTs awarded has increased each year between 2018-19 and 2023-24 for all racially minoritized groups.

Internal Environmental Scan

Student Equity Data

Challenges: Barriers to Eliminate

- The number of students identifying as first-generation has increased by nearly 1,000 students from 10,685 in Fall 2022 to 11,682 in Fall 2023. However, this is still lower than the 12,570 students identifying as first-generation in Fall 2019.
- While overall course success rates for the College have rebounded to pre-pandemic levels, this trend does not reflect course success rates for Black students. Before the pandemic (2018-19), Black students' course success rate was 65% compared to 62% in 2023-24, which is ten percentage points lower than the overall rate and 21% lower than Asian American students, the highest-performing group.
- Fall-to-fall persistence rates in 2023-24 (66%) are five percentage points lower in comparison to 2018-19 (71%) with several racial/ethnic groups experiencing decreases including Asian (-6%), Latino (-5%), and Native Hawaiian or Other Pacific Islander (-3%). A similar pattern is reflected in Fall-to-Fall persistence when these data are disaggregated by gender with both male and female students experiencing a five-percentage point decline in 2023-24 compared to 2018-19.
- Fewer than twenty Black students have transferred to the CSU each year in 2021, 2022, and 2023.
- There is disproportionate impact for all student sub-groups on each Student Equity and Achievement Plan (SEAP) metric including successful enrollment in the first year, completion of transfer math and English in the District in the first year, persistence from first primary term to subsequent primary term, three-year completion, and transfer within three years.



Physical Environments

Campus Today

The planning process included analysis of existing campus conditions to identify the key planning issues to address.

Engagements with students, faculty, staff, and discussions with workgroups informed analysis of the physical campus environment.

This Campus Today plan represents the baseline conditions and indicates the existing buildings in use and areas currently under construction (as of Spring 2025.)

- Existing Building
- Under Construction

Figure 4.2.2: Current Mt. SAC “Campus Today” plan



Physical Environments

Campus Boundary

Mt. SAC is a 420-acre campus located east of Los Angeles serving nearly 60,000 students. Most of the buildings are located on the central portion of campus, framed by Temple Ave, Bonita Drive, Grand Avenue, and Edinger Way.

The campus is bordered by a large area of wildlife sanctuaries, habitat restorations, equine pastures, and agricultural farms with a significant amount of topographical elevation difference throughout campus.



Figure 4.2.3: Mt. SAC Campus Boundary Plan

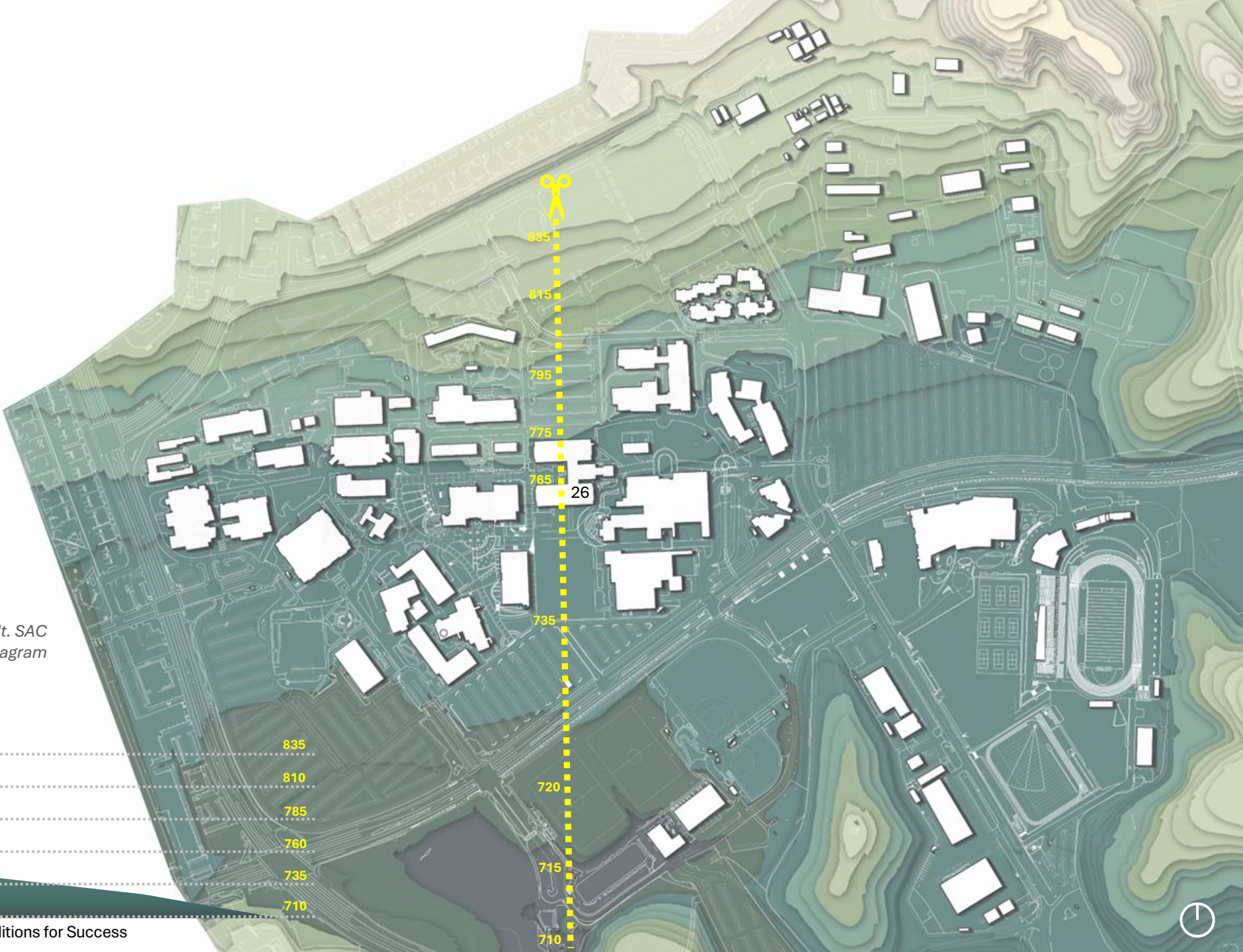
Physical Environments

Topography

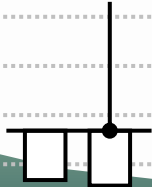
Mt. SAC sits on 520 rolling acres and is surrounded by rolling hillsides with a clear view towards Mount San Antonio as its backdrop.

Built on a hillside, the campus has a dramatic elevation change of over 125 feet at the center of campus, sloping down from an elevation of 835 feet above sea level at the north to an elevation of 710 feet at the south, as illustrated in the adjacent topographical diagram.

Figure 4.2.4: Mt. SAC Topographic Diagram



Humanities + Social Sciences
(Building 26)



Physical Environments

Building Age

Mt. SAC opened its doors to students in 1946 and over the decades, has expanded tremendous growth. The 1960s and 1990s were particularly notable periods of development, with significant additions to the campus infrastructure. Since 2000 there has been further enhancements, continuing the tradition of building and improving the College’s facilities to meet the needs of its community. The adjacent graphic illustrates the development of the campus with buildings color-coded to indicate the decade of original construction.

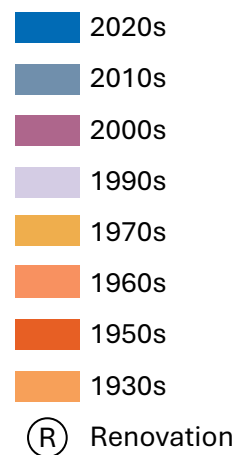


Figure 4.2.5: Mt. SAC Building Age
Source: CA Community College Chancellor’s Office; FUSION



Physical Environments

Facilities Condition Index

The Facility Condition Index (FCI) is a tool used to gauge the physical condition of a building. The California Community College Chancellor's Office surveys colleges regularly to assess conditions and assign an FCI score. The FCI score for a building represents the ratio of the cost to renovate versus the cost to replace it.

This graphic illustrates the FCI score across campus and highlights the multiple temporary facilities that are currently occupied. A significant number of buildings have low FCI score, indicating that they should be evaluated for potential modernization or replacement. There are also a significant number of student-occupied spaces located in temporary or high FCI buildings.

- Temporary
- High (Needs Attention)
- Medium (Fair Condition)
- Low (Good Condition)

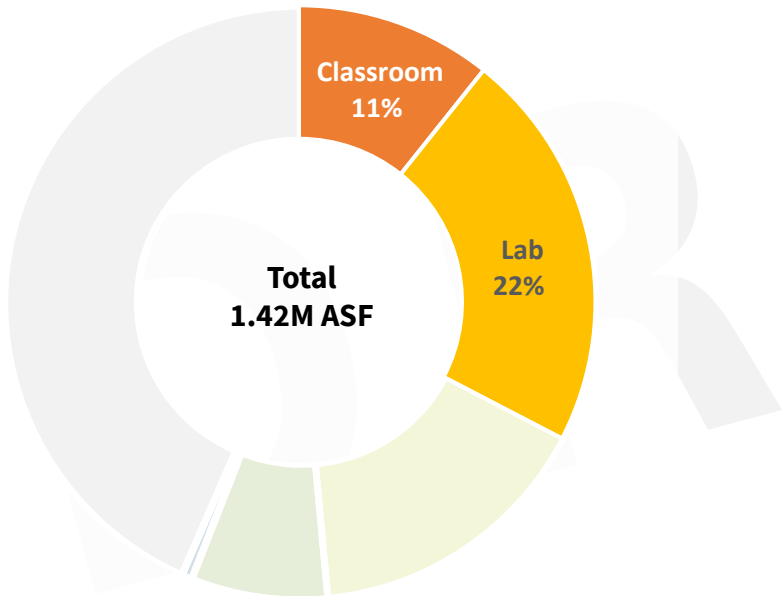
Figure 4.2.4: Mt. SAC Facilities Condition Index
Source: CA Community College Chancellor's Office; FUSION



Physical Environments

Instructional Room by Size Categories (Classroom and Lab)

The Mt. SAC campus space inventory total is approximately 2.7M Gross Square Feet (GSF) and 1.42M Assignable Square Feet (ASF). 33% of the space inventory is designated for instructional classroom and lab space of varying sizes. The most common are medium classrooms and small labs, based on station count.



Room Type	Size Category*	Number of Room	Number of Stations (Avg)	ASF (Avg)	ASF (Min)	ASF (Max)
Classroom	Large	12	75	1,230	1060	1,560
	Medium	131	41	820	610	1,670
	Small	41	32	680	250	1,160
Lab	Large	3	74	6,060	1,330	11,900
	Medium	51	40	1,240	600	3,200
	Small	141	24	1,130	190	5,590

* Rooms are categorized by number of stations listed in FUSION: Small (0–30 stations), Medium (31–60 stations), Large (61+ stations)

Figure 4.2.5: Mt. SAC instructional room type (/Classroom and Lab) by size categories

Source: CA Community College Chancellor’s Office; FUSION

Physical Environments

Instructional Room Distribution Across Campus

Dot size indicates the amount of assignable square footage (ASF)

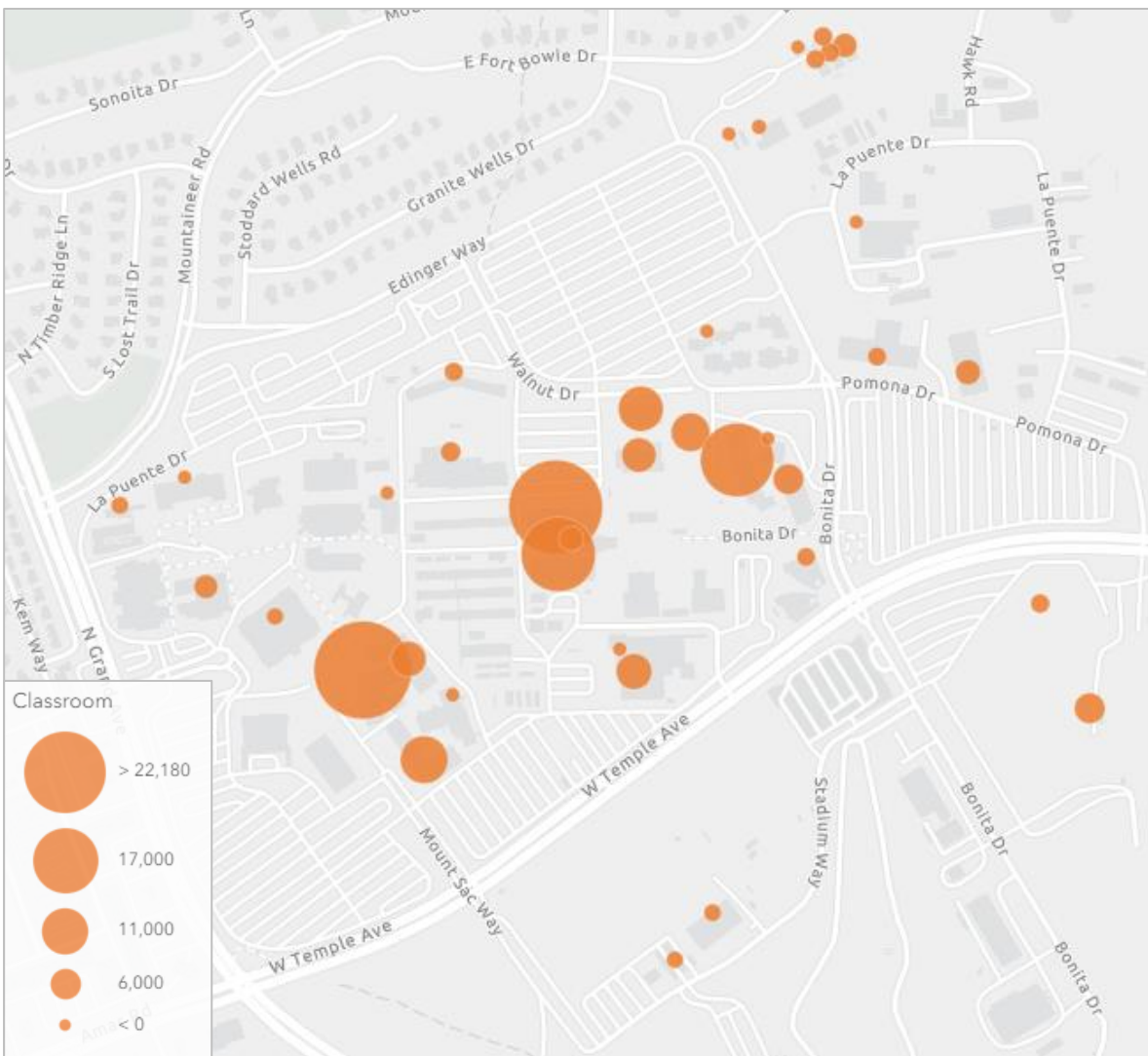


Figure 4.2.6: Classroom Distribution

Source: CA Community College Chancellor's Office; FUSION

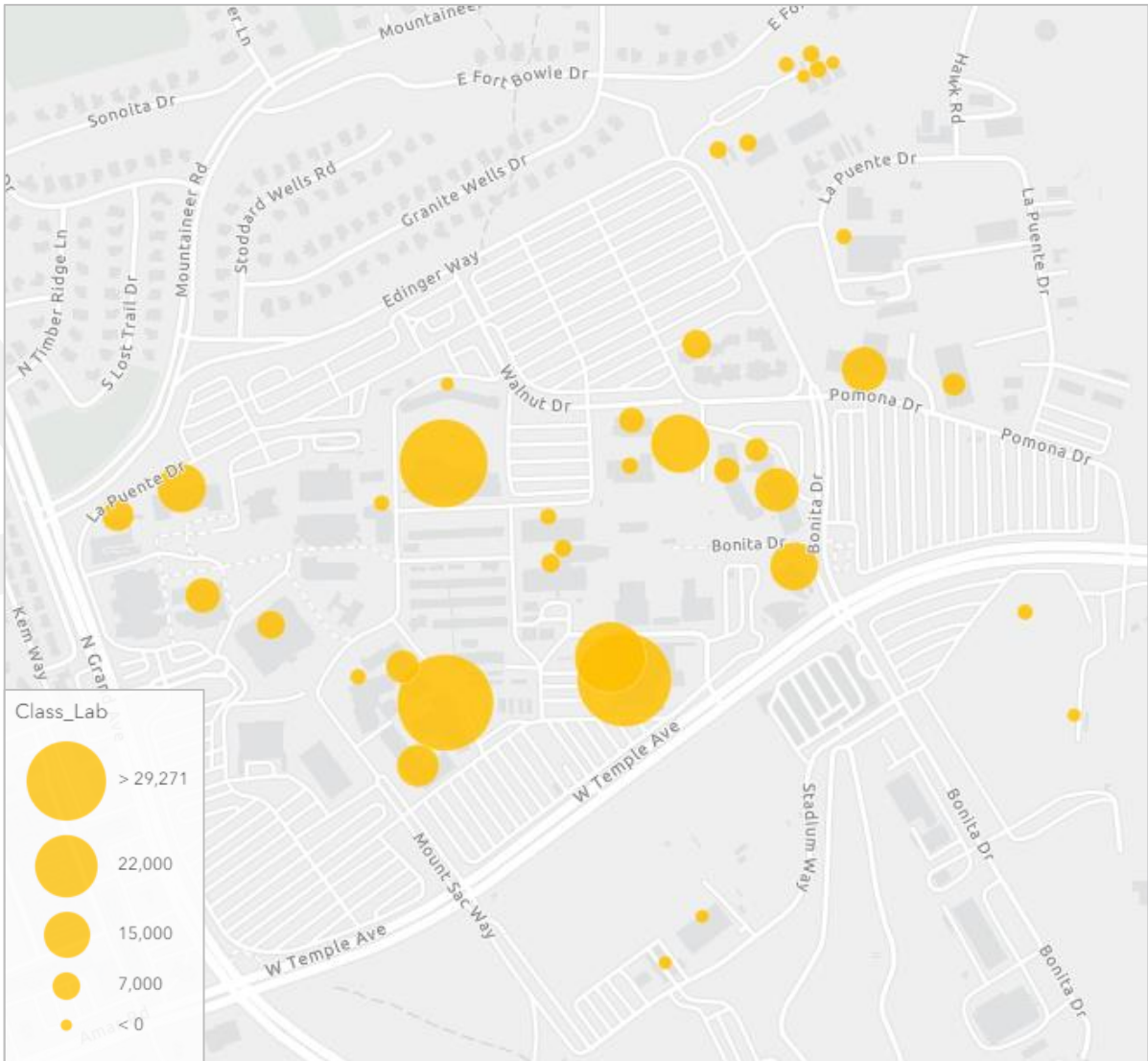
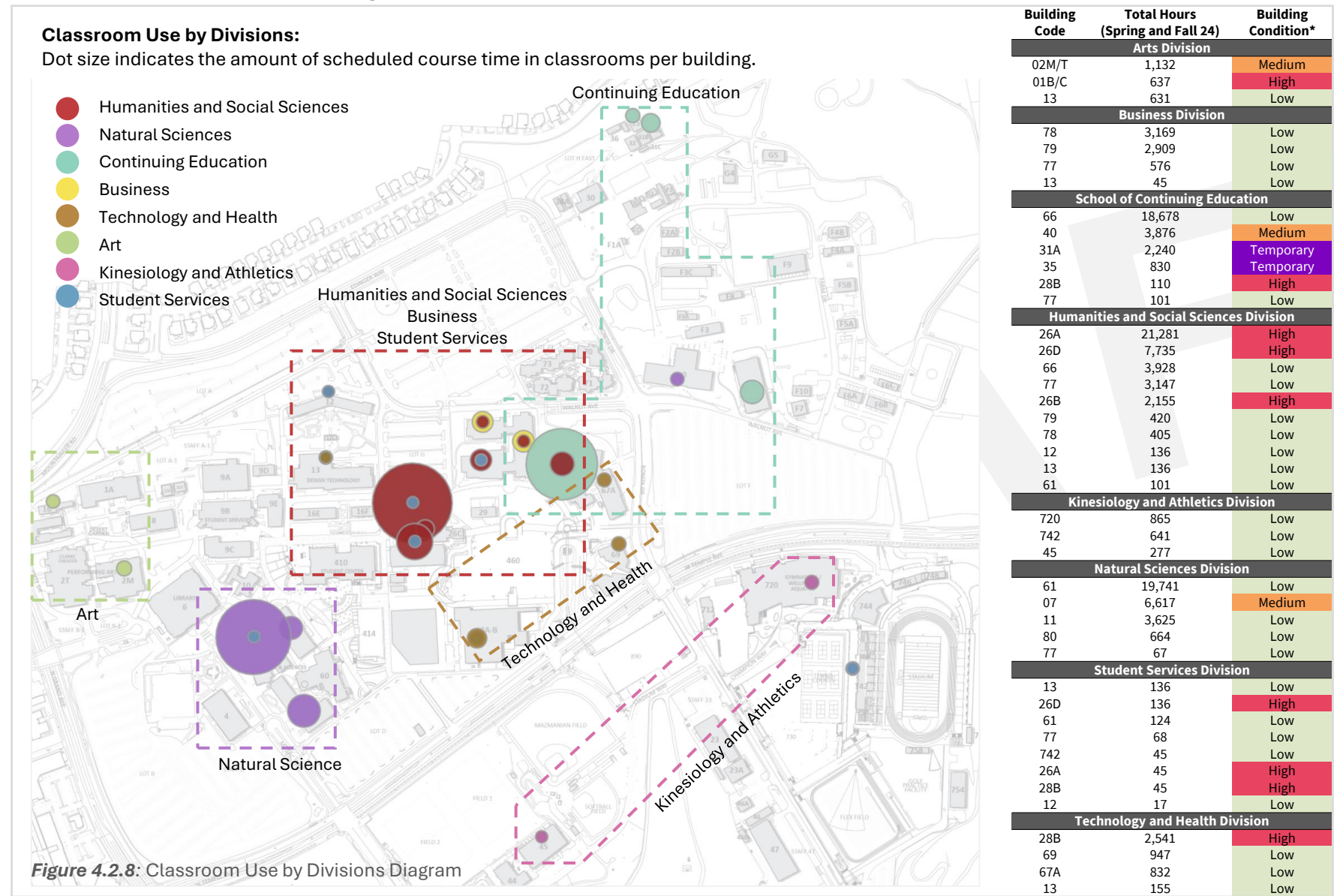


Figure 4.2.7: Lab Distribution

Source: CA Community College Chancellor's Office; FUSION

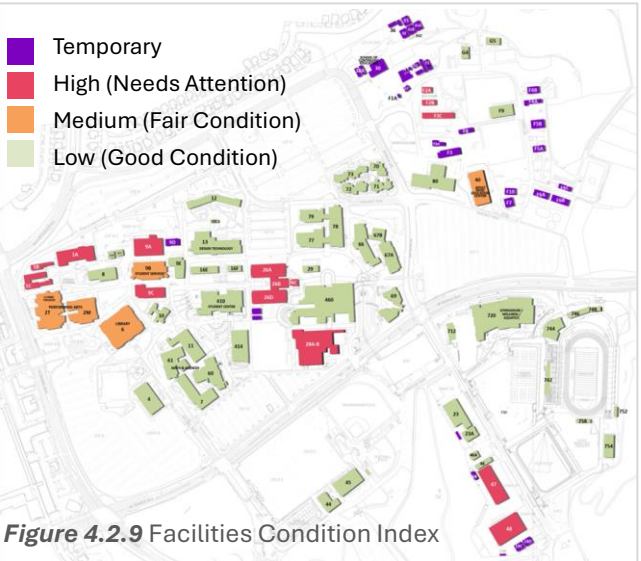
Physical Environments

Classroom Utilization By Division



Building Code	Total Hours (Spring and Fall 24)	Building Condition*
Arts Division		
02M/T	1,132	Medium
01B/C	637	High
13	631	Low
Business Division		
78	3,169	Low
79	2,909	Low
77	576	Low
13	45	Low
School of Continuing Education		
66	18,678	Low
40	3,876	Medium
31A	2,240	Temporary
35	830	Temporary
28B	110	High
77	101	Low
Humanities and Social Sciences Division		
26A	21,281	High
26D	7,735	High
66	3,928	Low
77	3,147	Low
26B	2,155	High
79	420	Low
78	405	Low
12	136	Low
13	136	Low
61	101	Low
Kinesiology and Athletics Division		
720	865	Low
742	641	Low
45	277	Low
Natural Sciences Division		
61	19,741	Low
07	6,617	Medium
11	3,625	Low
80	664	Low
77	67	Low
Student Services Division		
13	136	Low
26D	136	High
61	124	Low
77	68	Low
742	45	Low
26A	45	High
28B	45	High
12	17	Low
Technology and Health Division		
28B	2,541	High
69	947	Low
67A	832	Low
13	155	Low

Divisions tend to use buildings in clusters. Students are likely to move within their own cluster as they come to campus mainly for classes. However, **several divisions face challenges with building conditions.** Continuing Education frequently uses temporary or poorly maintained facilities. Humanities and Social Sciences mainly uses Building 26A, and Technology and Health currently use Building 28B—both in poor condition.

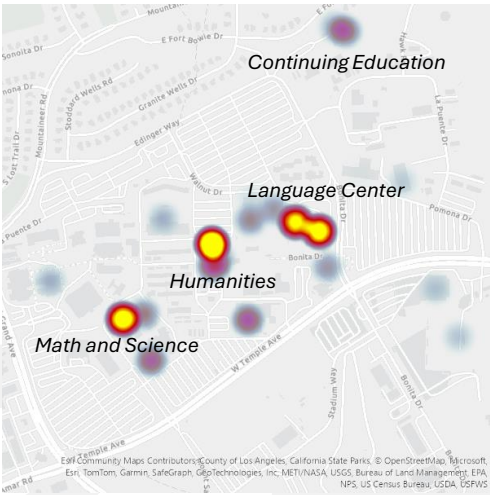


Physical Environments

Classroom Utilization Study Overview: Activity Throughout the Day

The heat maps illustrate classroom activities shifting throughout the day across the campus. The northeast part of campus (**School of Continuing Education**) is active mainly in the morning. In the central campus, **Humanities building** is used during the day with fewer evening sessions. **Math and Science building** maintain steady activity all day, while the **Language Center** is busiest in the morning and evening but quieter in the afternoon.

7:30 am-9:35 am



9:45 am-11:50 am



12:00 pm-2:05 pm



2:15 pm-4:20 pm



4:30 pm-6:35 pm



7:00 pm-9:05 pm



9:05 pm-11:00 pm

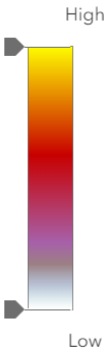
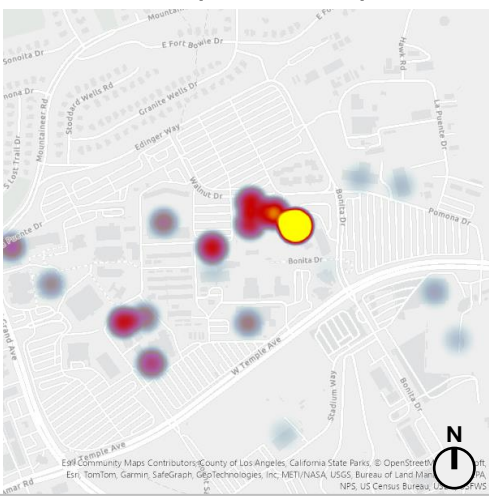


Figure 4.2.10: Classroom activity throughout the day

Physical Environments

Student Support Services

Mt. SAC offers a wide variety of Student Support Services that are currently spread throughout campus, highlighting that students need to navigate across campus to find the services needed to help them on their educational journey.

A new Welcome Center is currently under construction and when complete, will serve as a welcoming gateway to the campus by providing key first-contact services.


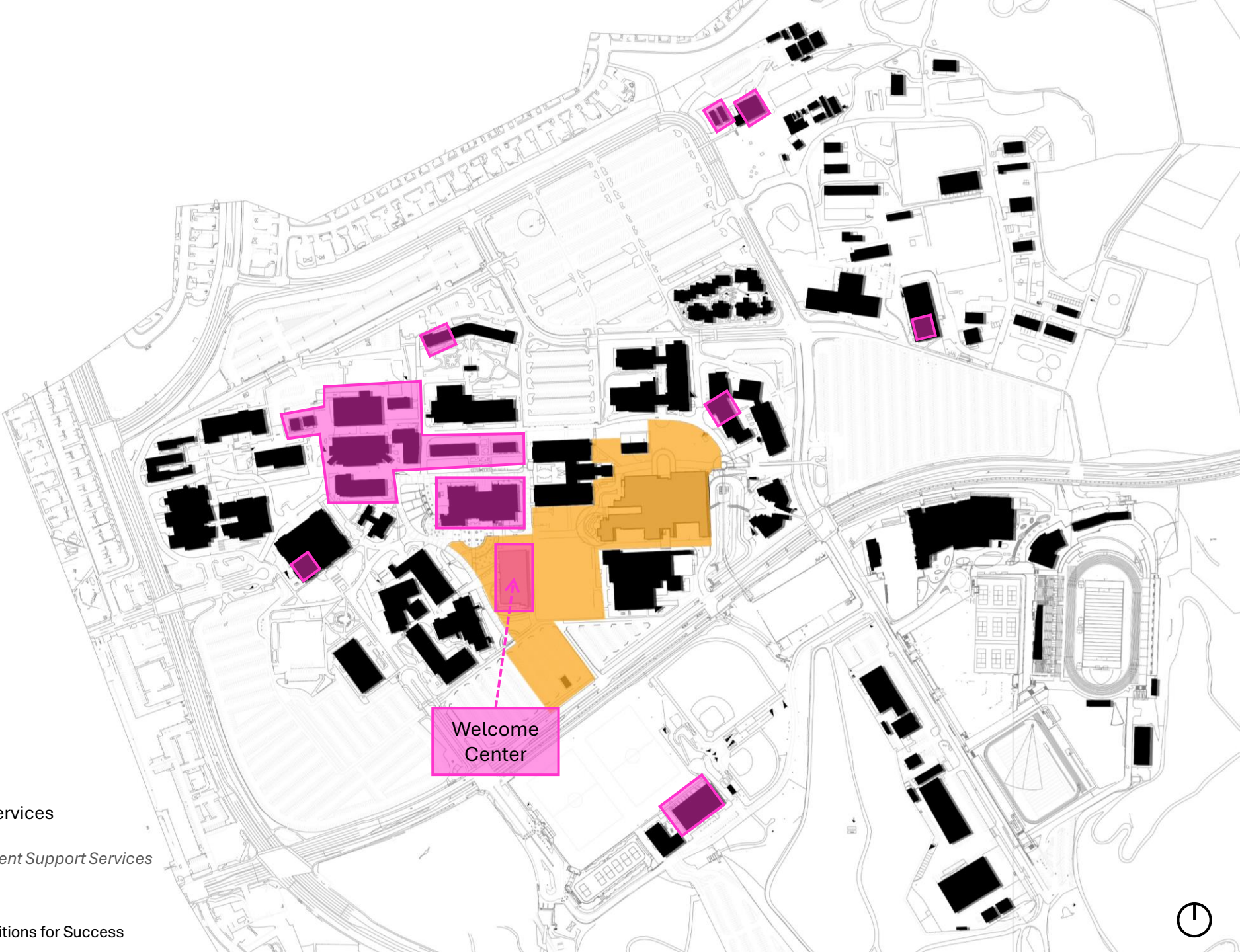
 Student Support Services

Figure 4.2.11: Mt. SAC Student Support Services



Physical Environments

Academic Support Centers

Mt. SAC offers a wide variety of Academic Support Centers that are currently spread throughout campus. Locations for each of these services are indicated in the adjacent graphic highlighting that students must travel across campus to find the services needed to help them on their educational journey.

- ASAC

ATC

DHH

DL

EOPS/CARE

HCRC

LLC

MARCS

SSSC

STEM

TERC

WIN

WC
- Academic Support & Achievement

Accessible Technology Center

The Center for Deaf & Hard-of-Hearing Students

Design Lab

EOPS/CARE, NextUP/REACH & CalWORKS

Health Careers Resource Center

Language Learning Center

Math Activities Resource Centers & Support

Speech and Sign Success Center

STEM Center

Tech Ed Resource Center

WIN Program - Student Athlete Tutorial Program

Writing Center

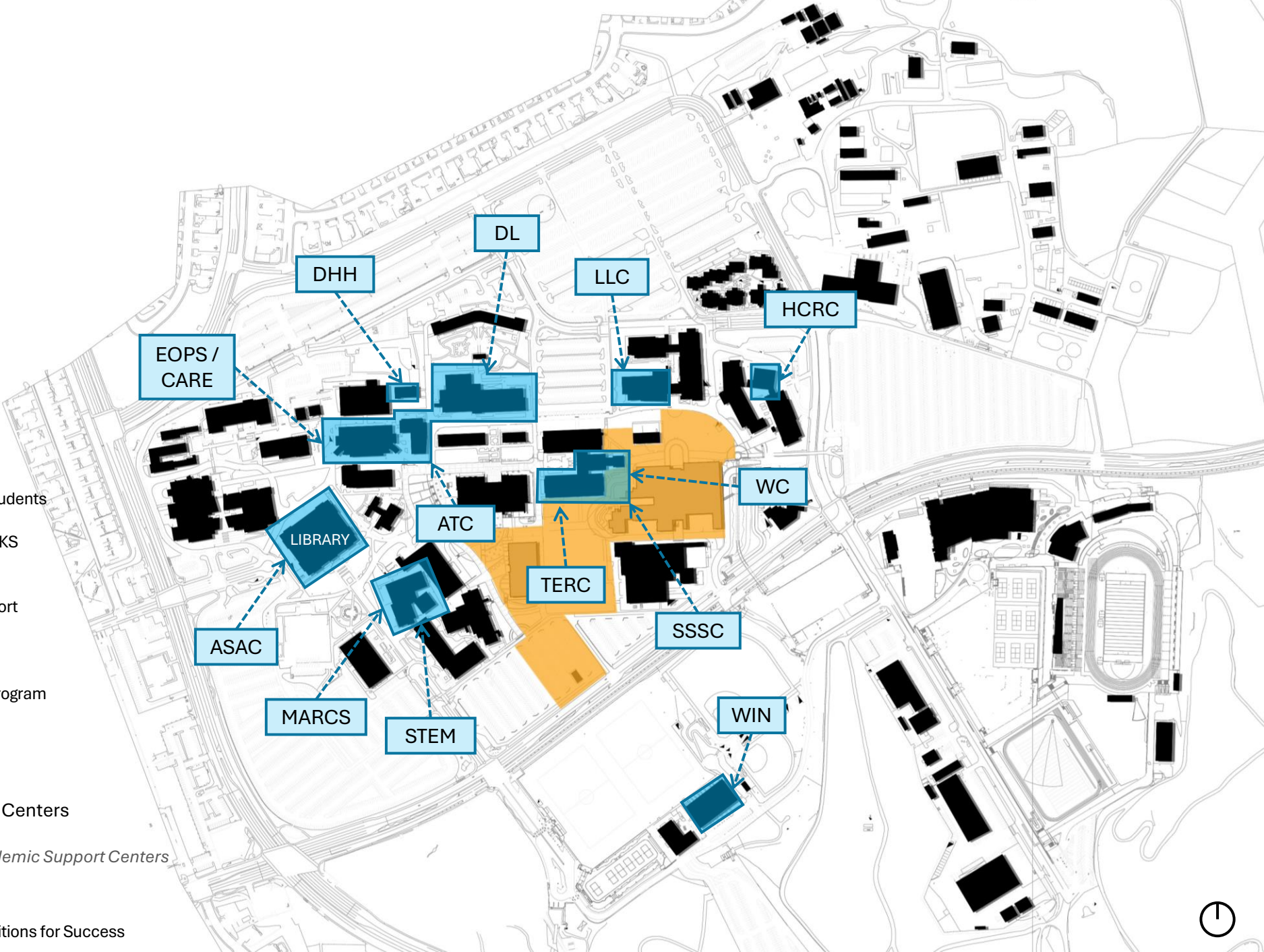


Figure 4.2.12: Mt. SAC Academic Support Centers



Mt. SAC 2035 Framework

Planning Framework Overview

Mt. SAC Mission and Vision 2030

Conditions for Success

Institutional Goals and Commitments

Facilities Planning Framework

5

Creating the Envisioned Future



Figure 5.1: Mt. SAC 2035 Planning Framework Overview

Mt. SAC 2035 Framework

Mt. SAC Mission and California Community Colleges Chancellor's Office Vision 2030

Mt. SAC 2035 is grounded in and supports the fulfillment of the College's [mission](#) while aligning with the California Community Colleges Chancellor's Office [Vision 2030](#). Specifically, in respect to the mission, utilizing student insights and priorities to inform the College's long-range goals and commitments demonstrates its dedication to empowering diverse students through broad and inclusive planning. Moreover, it ensures that Mt. SAC will continue to advance quality education, services, and workforce training through implementation protocols that are integrated into and help enhance annual planning and budget allocation processes.

Vision 2030 seeks to ensure accessible, equitable education for all learners by offering tailored support and clear pathways to transfer, degrees, or family-sustaining careers, while also guiding urgent action through improved practices, system reforms, resource development, and policy changes to remove barriers and promote sustainability. With goals and commitments for Mt. SAC 2035 that are grounded in student insights, which environmental data validates and contextualizes, the College has positioned itself to focus intently over the next ten years on providing tailored and equitable support for the success of all students.

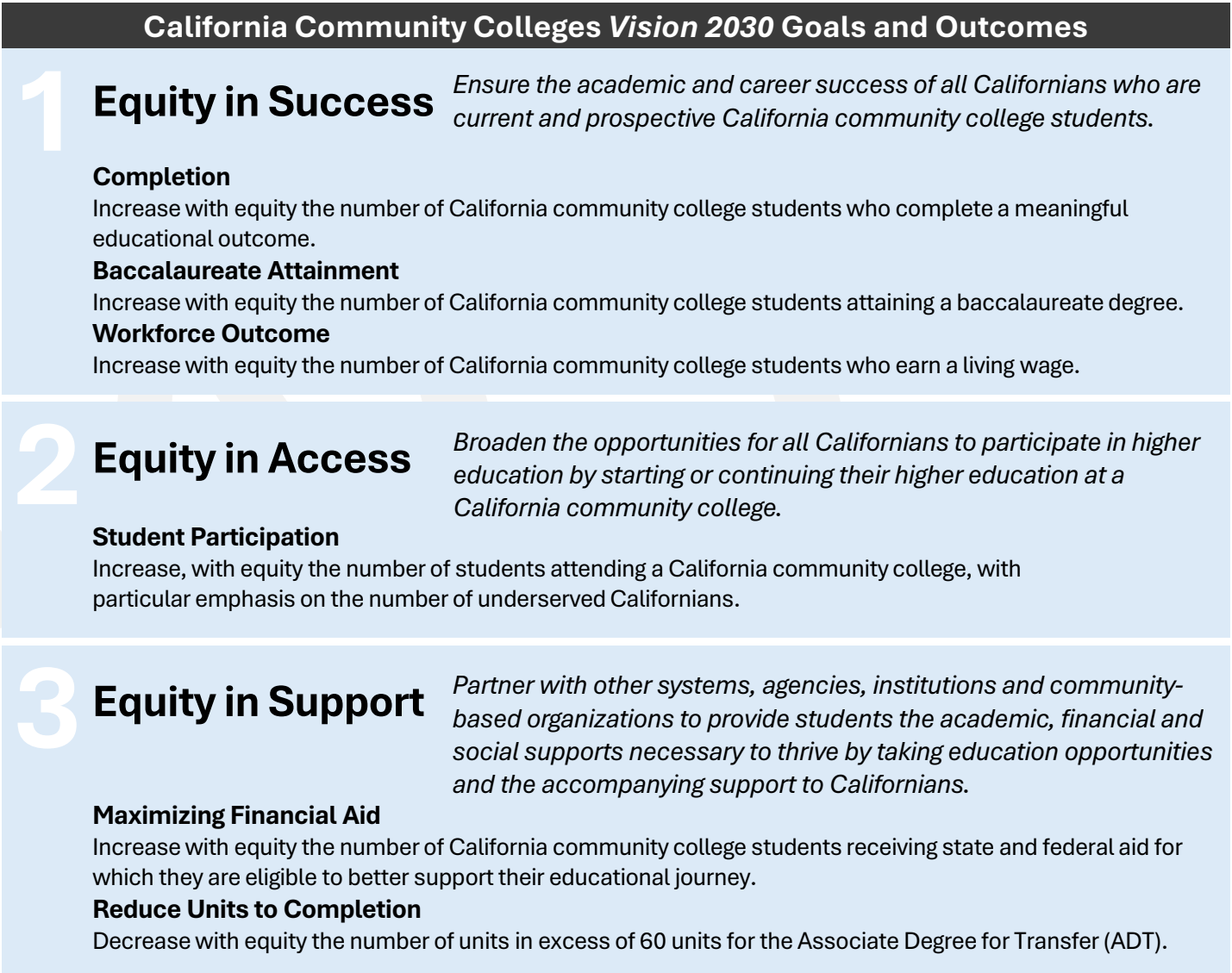


Figure 5.2: California Community Colleges Vision 2030 Goals and Outcomes

Mt. SAC 2035 Framework

Conditions for Success

Conditions for success are those underlying circumstances and factors that *Mt. SAC* students identified as critical to the achievement of their goals and that additional qualitative and quantitative data also validates and supports. As the figure below illustrates, the processing of knowledge garnered from engagement activities supported the prioritization of conditions for success upon which the plan goals and commitments are based.

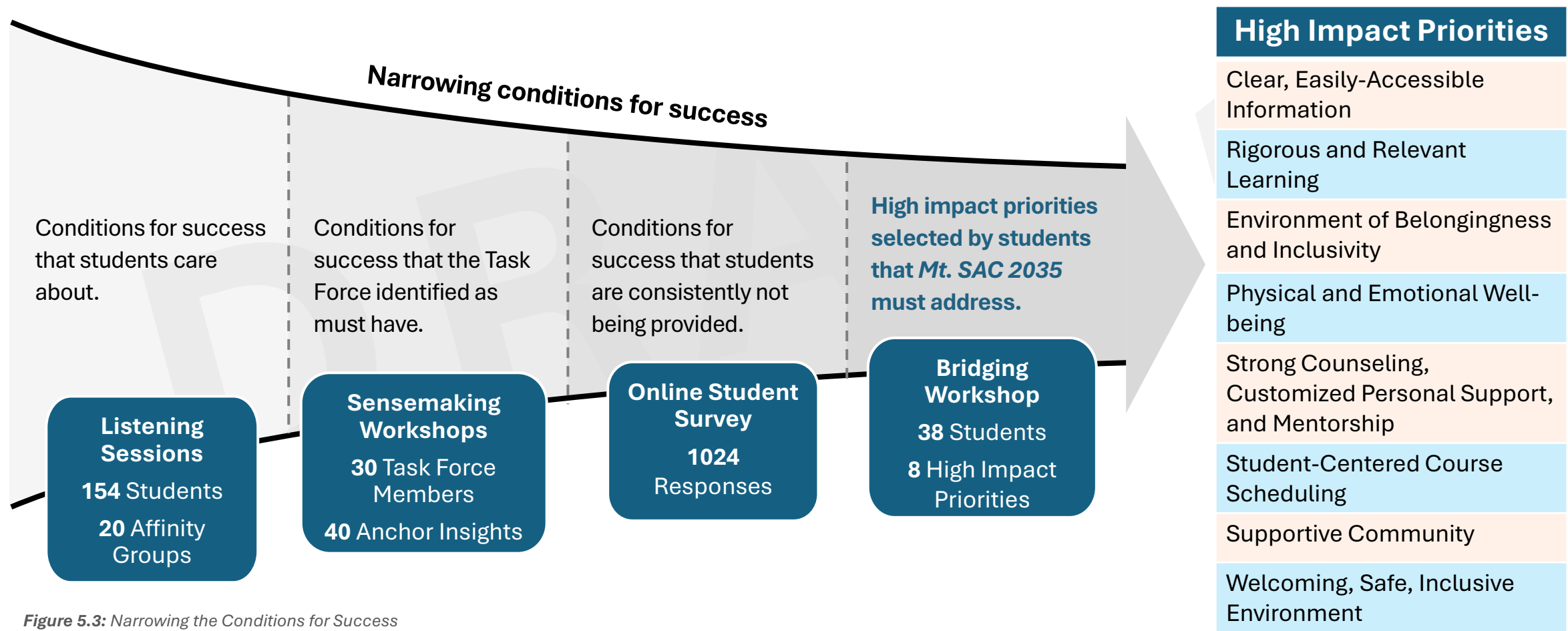


Figure 5.3: Narrowing the Conditions for Success

Mt. SAC 2035 Framework

Conditions for Success

Further processing of information, including the analysis of quantitative and qualitative environmental scan data, revealed significant synergy and connection among these initial eight conditions; thus, three fundamental categories of conditions for student success emerged to serve as the basis for *Mt. SAC 2035's* goals and commitments:

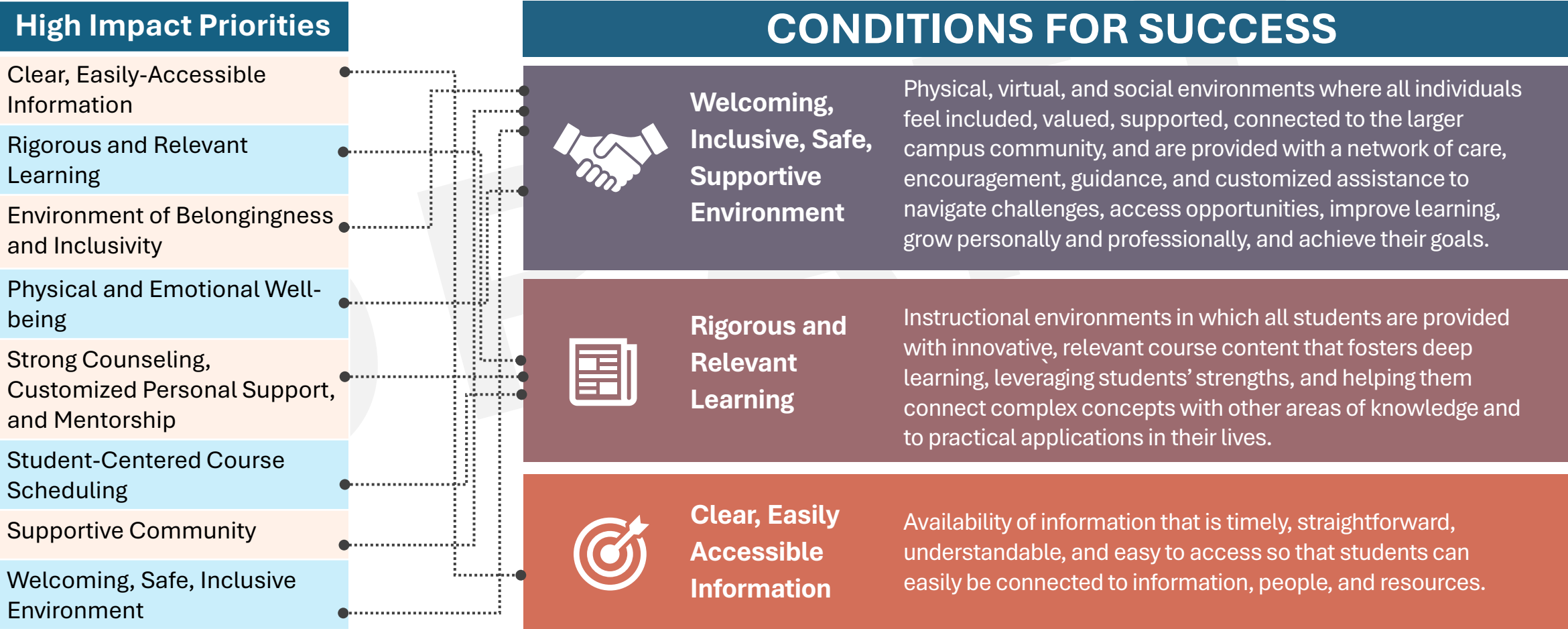


Figure 5.4: Mt. SAC 2035 Conditions for Success

Mt. SAC 2035 Framework

Institutional Goals and Commitments

To ensure a common understanding of essential plan elements, the College applies the Society for College and University Planners (SCUP) definition of “a goal” as “a broad, general statement of intended outcomes or results.” To reinforce the College’s intentions to create the envisioned future with clear, measurable actions, *Mt. SAC 2035* identifies its plan strategies as commitments, which more precisely conveys their institutional pledge to implement the goals that create conditions for the success of all students.



Figure 5.5: Mt. SAC 2035 Institutional Goals and Commitments

Education Outcomes and Metrics

Institutional Goals and Commitments

Institutional Goal 1: Culture of Care

Create a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and guidance.

Commitments: *In support of this goal, we commit to ...*

1.1 Service to Students

Create a healing-centered culture of caring and peace by empowering each employee to be of service to students through knowledge of students’ lived experiences and of internal and external resources to meet students’ needs.

[Welcoming, Inclusive, Safe, Supportive Environment]

[Clear, Easily-Accessible Information]

1.2 Wraparound Support

Create comprehensive “wraparound” supports by investing in community partnerships with social service agencies and community organizations to support the physical and mental health needs of students.

[Welcoming, Inclusive, Safe, and Supportive Environment]

1.3 Holistic Support

Increase use of programs for disproportionately impacted and other specialized student groups to provide students with extra mentoring, cultural support, and spaces to cultivate belonging.

[Welcoming, Inclusive, Safe, and Supportive Environment]

1.4 Belonging and Community

Build sustainable indoor and outdoor spaces that are inclusive, accessible, promote engagement, encourage collaboration, foster connection, and create community.

[Welcoming, Inclusive, Safe, and Supportive Environment]

1.5 Clear Communication

Prioritize the timely creation and delivery of clear, consistent, and readily available information in multiple formats and languages to ensure accessibility.

[Clear, Easily-Accessible Information]

1.6 Welcome and Safe Campus

Provide a welcoming, safe, and secure campus with organizational clarity through functional zoning, a network of accessible pathways, improved campus navigation, and clear wayfinding.

[Welcoming, Inclusive, Safe, and Supportive Environment]



Education Outcomes and Metrics

Institutional Goals and Commitments

Institutional Goal 2: Equitable Access

Expand equitable access and participation to instructional and support programs, services, and resources to enhance student success.

Commitments: *In support of this goal, we commit to ...*

2.1 Enhance Onboarding and First-Year Success

Increase access and accelerate course, certificate, degree, and transfer
Enhance the onboarding experience via a student-centered process for enrollment, and services that welcome students and foster first year success.

[Rigorous and Relevant Teaching and Learning]

2.2 Support for Online Learning

Increase student's online access to academic support, and counseling, opportunities to participate in campus life, and expand easily accessible technology training and support for students in both synchronous and asynchronous learning environments.

[Welcoming, Inclusive, Safe, and Supportive Environment]

2.3 Support Course Success

Enhance access and participation in programs services and resources that foster student success in courses. Streamline tutoring services to maximize efficiency of specialized areas of support, increase visibility of focused services and student usage, ensure multi-modal access, use embedded tutors, and train all tutors in subject matter as well as methods to meet different learning needs.

[Rigorous and Relevant Teaching and Learning]

2.4 Enhance Processes to Support Student-Centered Course Demands

Enhance student-centered course demands to improve transfer and completion via degree mapping, course offerings, scheduling, and facility needs.

[Rigorous and Relevant Teaching and Learning]

2.5 Support Transfer and Completion

Enhance access and participation to programs services and resources that foster student success in transfer and completion.

[Welcoming, Inclusive, Safe, and Supportive Environment]



Mt. SAC 2035 Framework

Institutional Goals and Commitments

Institutional Goal 3: Equitable and Innovative Teaching

Advance inclusive, equitable, and innovative teaching to increase student success and completion.

Commitments: *In support of this goal, we commit to ...*

3.1 A Diverse Campus Workforce

Hire and retain faculty and staff who are sensitive to, and knowledgeable of, the value of diversity, equity, inclusion, and accessibility (DEIA) in the workplace by engaging in and promoting practices that increase proficiency in locally-developed DEIA competencies and advance diversity principles in employment.

[Welcoming, Inclusive, Safe, and Supportive Environment]

3.2 Investment in Professional Learning

Invest in the professional learning of all instructional employees to meet the learning needs of students through inclusive teaching methods that leverage students' strengths, course content that reflect students' life experiences and cultural identities, and opportunities for practical application of knowledge in students' lives.

[Rigorous and Relevant Teaching and Learning]

3.3 Strengthen Relationships

Strengthen collaboration between noncredit and credit programs and relationships with educational partners, community organizations, and industries to expand access and support students in their academic and career pathways to employment that earns a living wage.

[Rigorous and Relevant Teaching and Learning]

3.4 Learning-Ready Infrastructure

Create learning-ready infrastructure with flexible and inclusive spaces that support multiple modes of learning and optimize accessibility through physical or virtual participation.

[Rigorous and Relevant Teaching and Learning]

[Welcoming, Inclusive, Safe, and Supportive Environment]

3.5 Equitable and Integrated Facilities

Invest in campus development to address existing inequities, integrate programs to remove existing barriers, and support students to study, socialize, and reflect.

[Welcoming, Inclusive, Safe, and Supportive Environment]



Mt. SAC 2035 Framework

Facilities Planning Framework

Mt. SAC 2035 informs campus development through an equity-minded, healing-centered approach. The **Facilities Planning Framework** is designed to manage growth, enhance learning environments, and align infrastructure with long-term institutional goals. This framework will also facilitate the effective allocation of resources for facilities improvements in alignment with the Mt. SAC 2035 Institutional Goals and Commitments and the broader campus development vision.



Figure 5.6: Mt. SAC 2035 Facilities Planning Framework

Mt. SAC 2035 Framework

Facilities Commitments

The Mt. SAC 2035 Planning Framework serves as the foundation for envisioning a vibrant and inclusive future campus experience. In alignment with the Mt. SAC 2035 Institutional Goals and Commitments, the Facilities Planning Framework guides campus facilities improvements through three **Facilities Commitments**:

- **Belonging and Community**, by building inclusive and engaging spaces;
- **Welcome and Safe Campus**, by providing clear pathways, zoning, and wayfinding; and,
- **Equitable and Integrated Facilities**, by addressing disparities and ensuring all students have places to study, connect, and grow.

VISION 2030

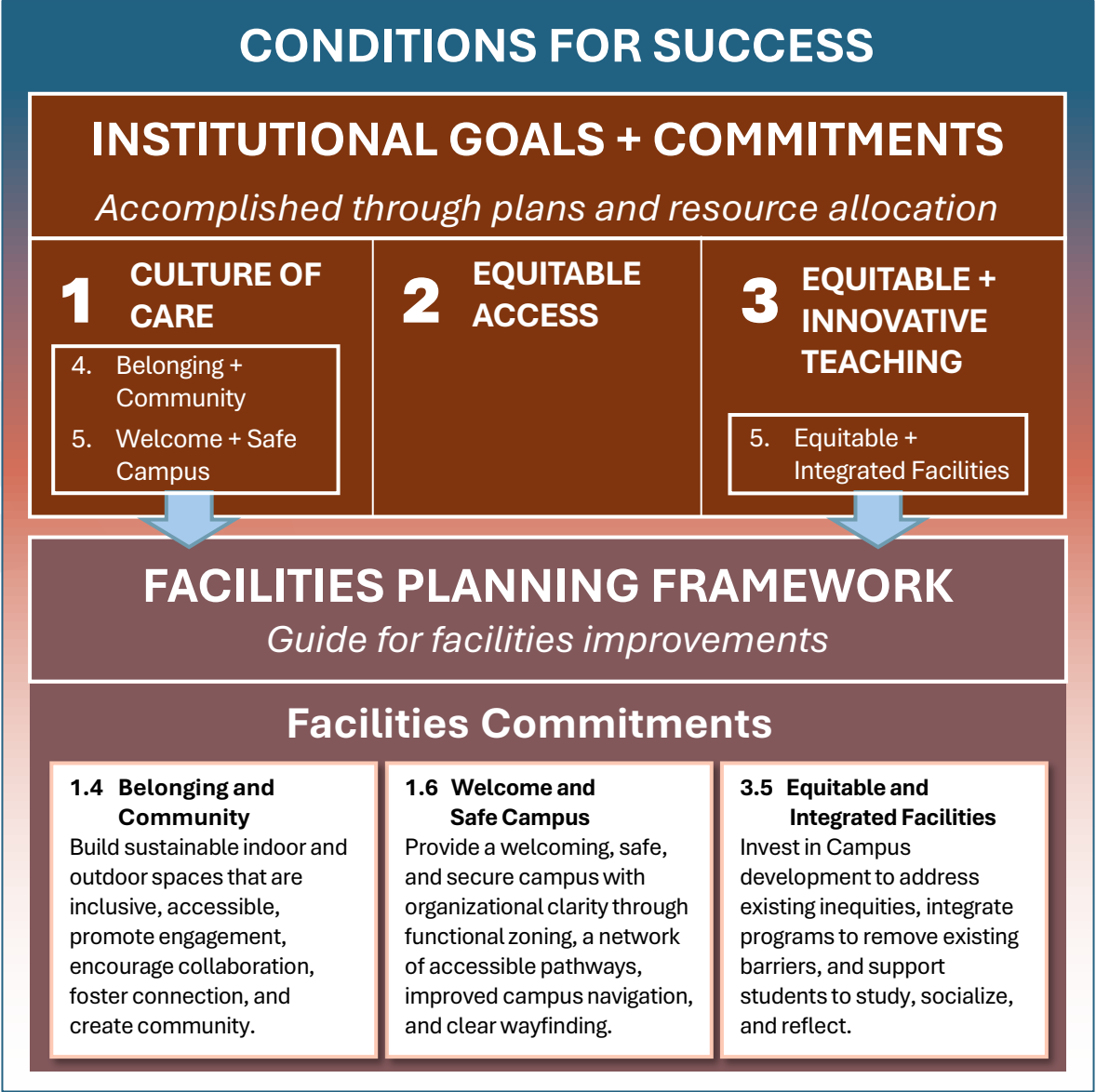


Figure 5.7: Facilities Commitments

Mt. SAC 2035 Framework

Facilities Project Review Process

Key components of the Facilities Planning Framework include a structured **Facilities Project Review Process**, which ensures that potential facilities improvement projects are initiated and prioritized through a standardized process that includes:

- **Project Initiation** of all potential facilities projects;
- **Project Intake Review** to evaluate for feasibility;
- **Facilities Prioritization Group Determination** to identify projects as either a critical need and essential infrastructure (Group A), or a visionary opportunity (Group B);
- **Facilities Improvement Review Process for Visionary Projects** for potential facilities determined to be a visionary opportunity (Group B); and a
- **Facilities Improvement Prioritization Rubric for Visionary Projects**, which applies objective, mission-driven criteria to evaluate transformative initiatives which may be considered for inclusion in the *Mt. SAC Five-Year Capital Outlay Plan*.

Together, these elements support transparent, collaborative, and future-focused decision-making in facilities planning.

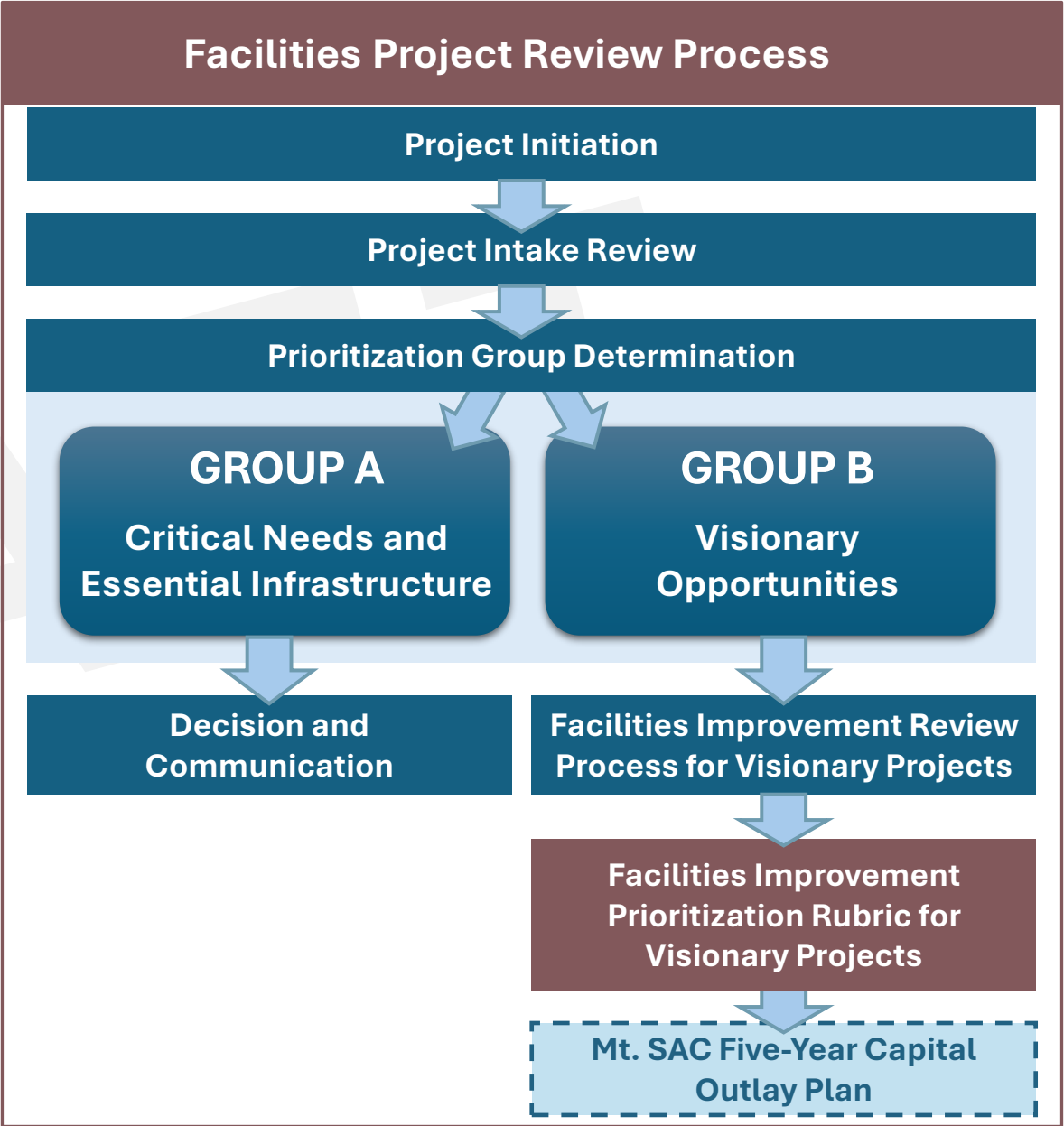


Figure 5.8: Facilities Project Review Process

Mt. SAC 2035 Framework

Facilities Improvement Prioritization Rubric for Visionary Projects

Once potential facilities improvements are reviewed and determined to be a visionary opportunity (Group B), the **Facilities Improvement Prioritization Rubric for Visionary Projects** is applied. This rubric provides objective, consistent, mission-driven criteria to evaluate which transformative, visionary projects are prioritized and may be considered for inclusion in the *Mt. SAC Five-Year Capital Outlay Plan*. It consists of two key parts:

- **Part 1: Equity Indicators** evaluates potential to address systemic barriers and close equity and opportunity gaps; and,
- **Part 2: Alignment with Mt. SAC 2035 Goals and Commitments** uses measurable criteria to assess alignment with the College’s current strategic priorities.

Each part of the rubric uses Measurable Equity Criteria Questions to inform and guide resource allocation for campus development through a data-informed and equity-focused lens.



Figure 5.9: Facilities Improvement Prioritization Rubric for Visionary Projects

Definitions of Key Terms

Equity

Mt. SAC provides every student with an experience that gives them the conditions to develop their full academic and social potential.

Equity-Minded Planning

Seeks to eliminate institutional policies, embedded practices, and systemic barriers that have enabled inequity to exist and persist at Mt. SAC.

Disproportionately Impacted (DI) Students

According to the California Community Colleges Chancellor’s Office, this includes student populations that experience lower educational outcomes (such as access, retention, degree or certificate completion, and transfer rates) compared to the general student population. This is determined using quantitative data analysis to identify gaps in success or representation across groups.

At Mt. SAC, this currently includes students who are Black or African American, Hispanic or Latino, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, First-Generation, Foster Youth/Former Foster Youth, Students with Disabilities, LGBTQ+, Undocumented, Veterans/Active Duty Military, Re-entry, and those who are Housing-insecure.

Figure 5.10: Definitions of Key Terms – Facilities Improvement Prioritization Rubric for Visionary Projects

6

Campus Development Vision

Applying the Planning Framework

Facilities Commitments and Key Design Elements

The Mt. SAC 2035 Planning Framework serves as the foundation for envisioning a vibrant and inclusive future campus experience. Central to this vision is the development of strong social infrastructure—physical spaces that foster engagement, well-being, and equitable access—enabling students to thrive academically, socially, and personally.

This infrastructure is built on three key design elements: clarity, connectivity, and community. **Clarity** ensures that campus spaces are easy to understand and navigate, helping students feel safe and confident. **Connectivity** strengthens the links between people, programs, and places, enhancing how the campus functions holistically. **Community** is created through inclusive, accessible and welcoming spaces that bring people together.

The Mt. SAC 2035 Planning Framework, and its Facilities Commitments, are the foundation for building a Campus Development Vision that brings Mt. SAC’s mission to life.



Figure 6.1: Facilities Commitments and Key Design Elements

Applying the Planning Framework

Campus Today



The Campus Today diagram provides the baseline conditions for application of the Facilities Planning Framework and three Facilities Commitments.

The desired social infrastructure and the three key design elements (Clarity, Connectivity and Community) provide the lens to view current arrival experiences, pedestrian networks, open spaces, and campus zoning and then used to inform a series of recommendations illustrated on the following pages.

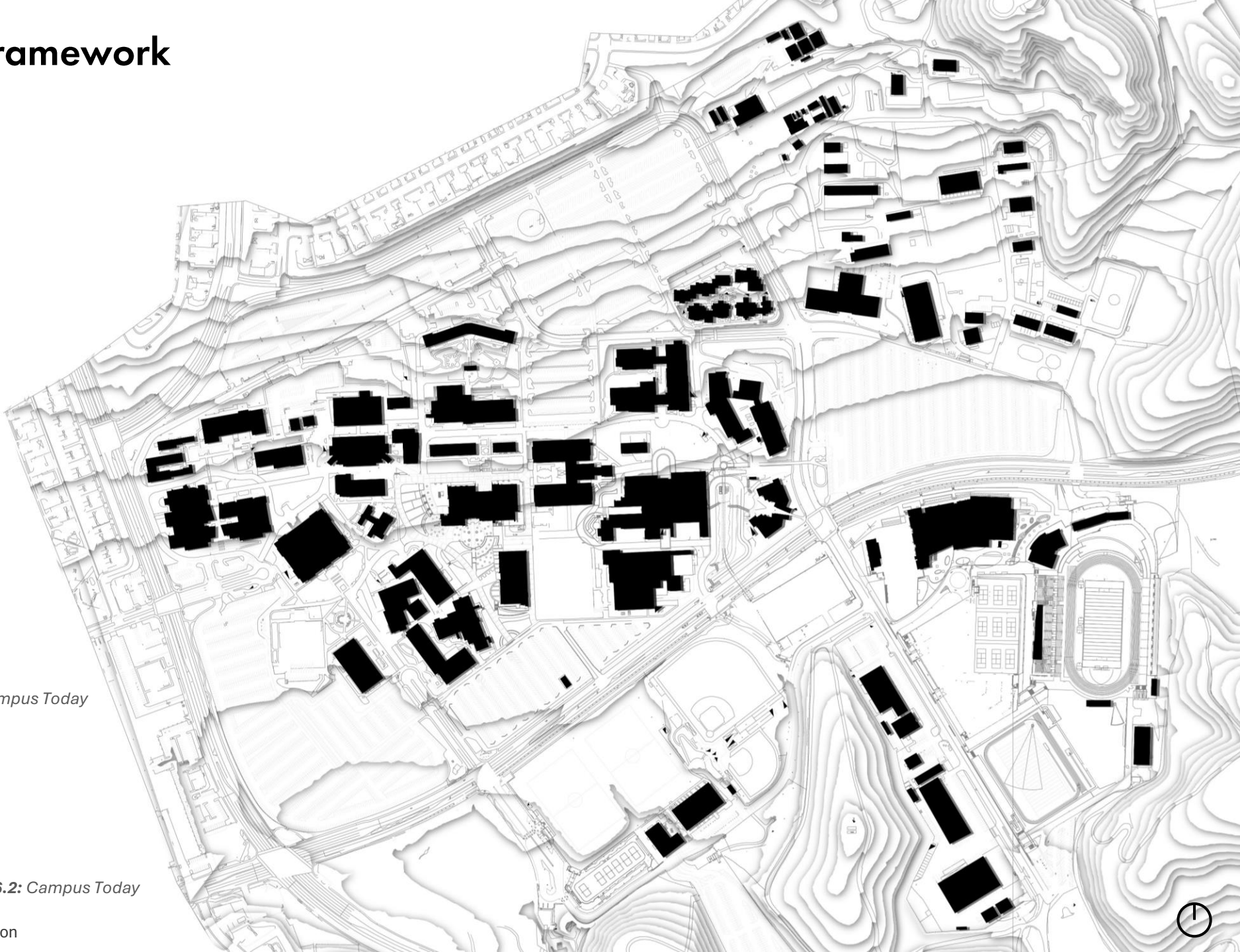


Figure 6.2: Campus Today

Figure 6.2: Campus Today

Applying the Planning Framework

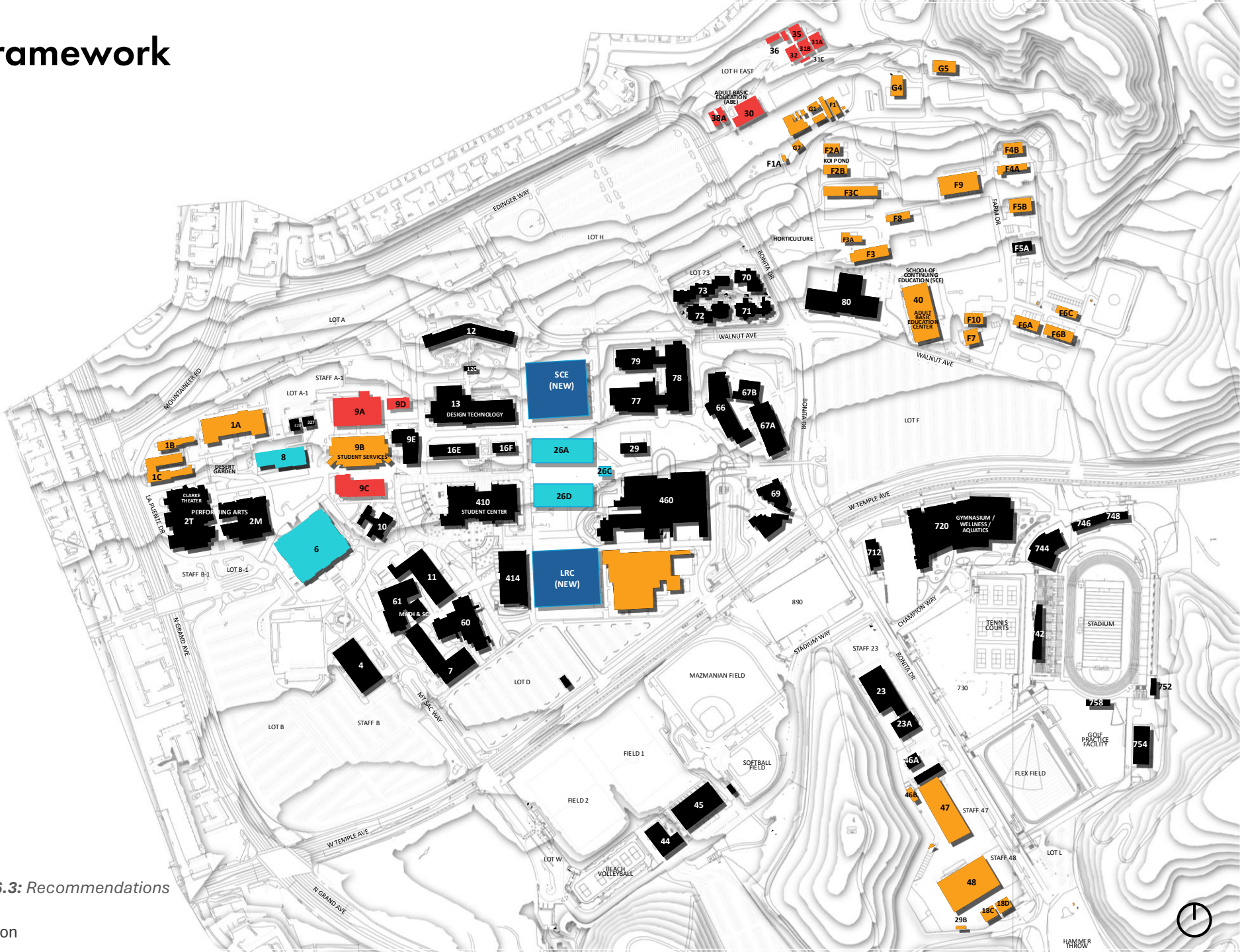
Roadmap



Through the analysis of the existing campus conditions and the application of the Facilities Planning Framework, a series of recommendations are highlighted on this plan. While most of the existing buildings are planned to remain, there are several buildings identified for either removal or renovation/replacement. Further study is needed to determine the most cost-effective solution to support institutional goals and program needs. Additional improvements will be informed by detailed programming studies and will include the repurposing of existing space.

- Existing Buildings
- New Construction
- Reconstruct/Activate
- Renovate/Replace
(Needs Further Study)
- Relocate Function and Remove

Figure 6.3: Recommendations



Applying the Planning Framework

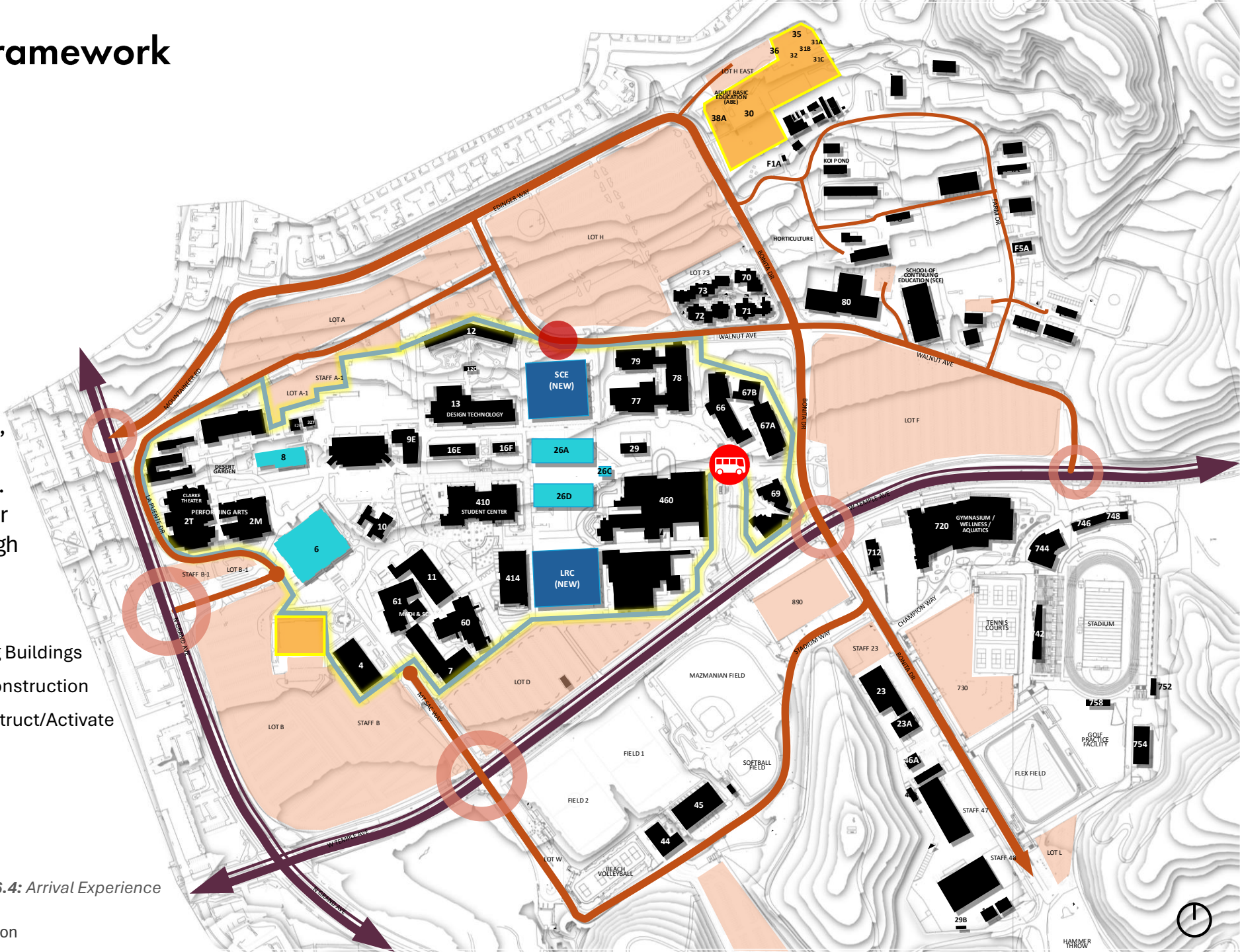
Arrival Experience



The existing vehicular network is strengthened to improve clarity, connectivity, and community. A new drop Off is introduced on the north side of campus, adjacent to the new SCE Building, to enhance the arrival experience and transition from parking to the campus core. Articulation of the edges between vehicular and pedestrian zones are developed through intentional landscape planting and directional signage to guide and direct.

- Existing Campus Entry
- Existing Parking
- New Parking
- Vehicular Circulation
- Public Road / Bus Route
- Transit Center
- New Drop Off
- Campus Edge
- Existing Buildings
- New Construction
- Reconstruct/Activate

Figure 6.4: Arrival Experience



Applying the Planning Framework

Open Spaces



Expansive open areas for athletics and agricultural programs are unique to the Mt. SAC identity and draw for students and community members.

Within the campus core, a series of open spaces enhance the pedestrian experience and provide spaces to support collaboration, engagement and community building.

A variety of scales of open spaces are proposed to support individual needs and create spaces where students feel represented and valued.

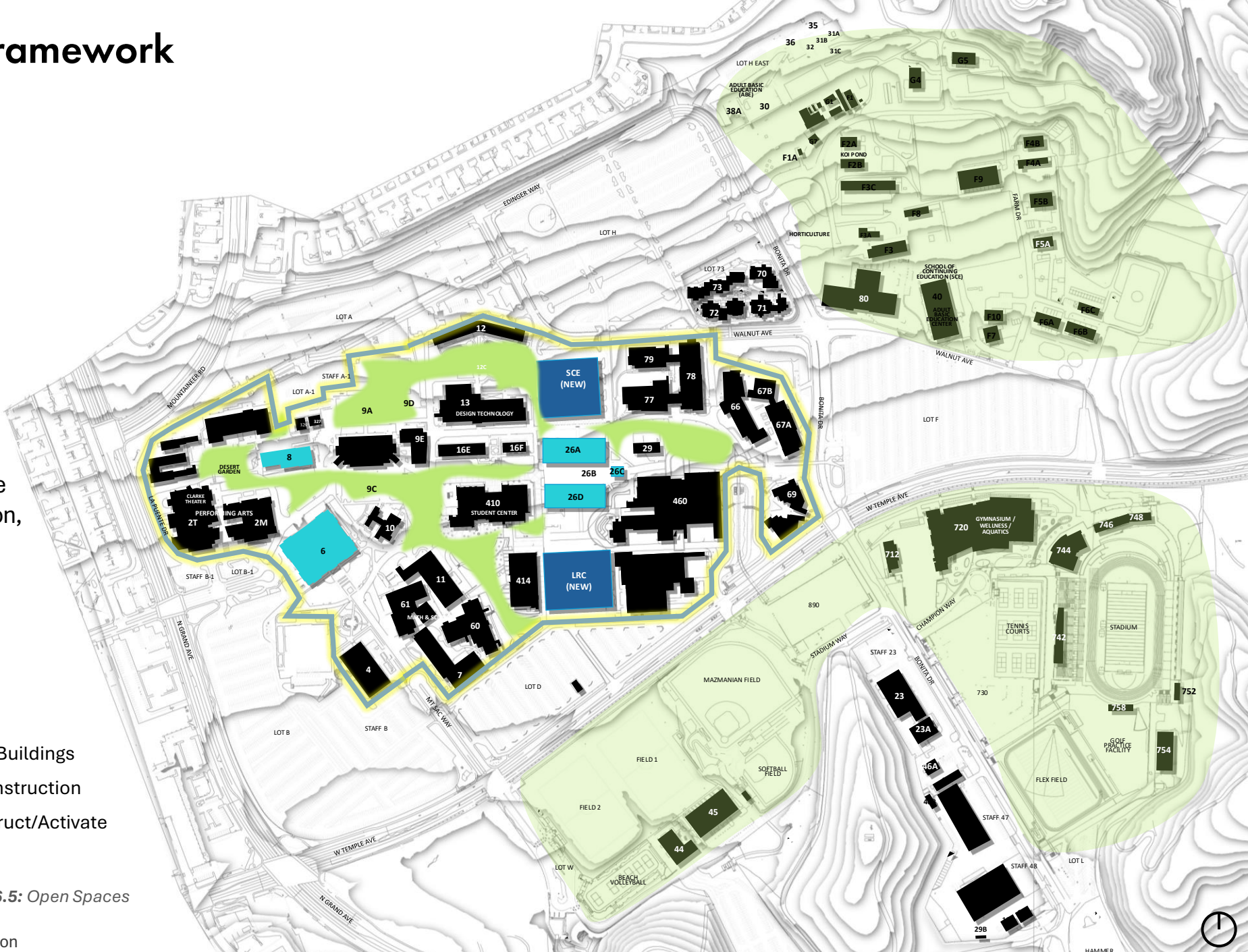


Figure 6.5: Open Spaces

Applying the Planning Framework

Pedestrian Experience



The existing pedestrian network is strengthened and expanded to connect all areas of the campus, improve access, and eliminate physical barriers.

The ‘Miracle Mile’ is extended to connect the east and west extents of the campus and provides a clear spine for circulation.

The strengthened network will enhance community building and increase access to programs and services.

- Campus Edge
- Open Space
- Agriculture + Athletics
- Pedestrian Circulation
- Existing Buildings
- New Construction
- Reconstruct/Activate

Figure 6.6:
Pedestrian Experience



Applying the Planning Framework

Campus Zoning



Clarity of zones across campus are highlighted to guide the campus development vision. The zones articulate general groupings of programs and services to support an interdisciplinary approach as well as overlaps for enhanced collaboration and sharing of space.

Clarity of functional zoning is designed to help orient the campus community, guide visitors, foster connection and increase access to programs and services.

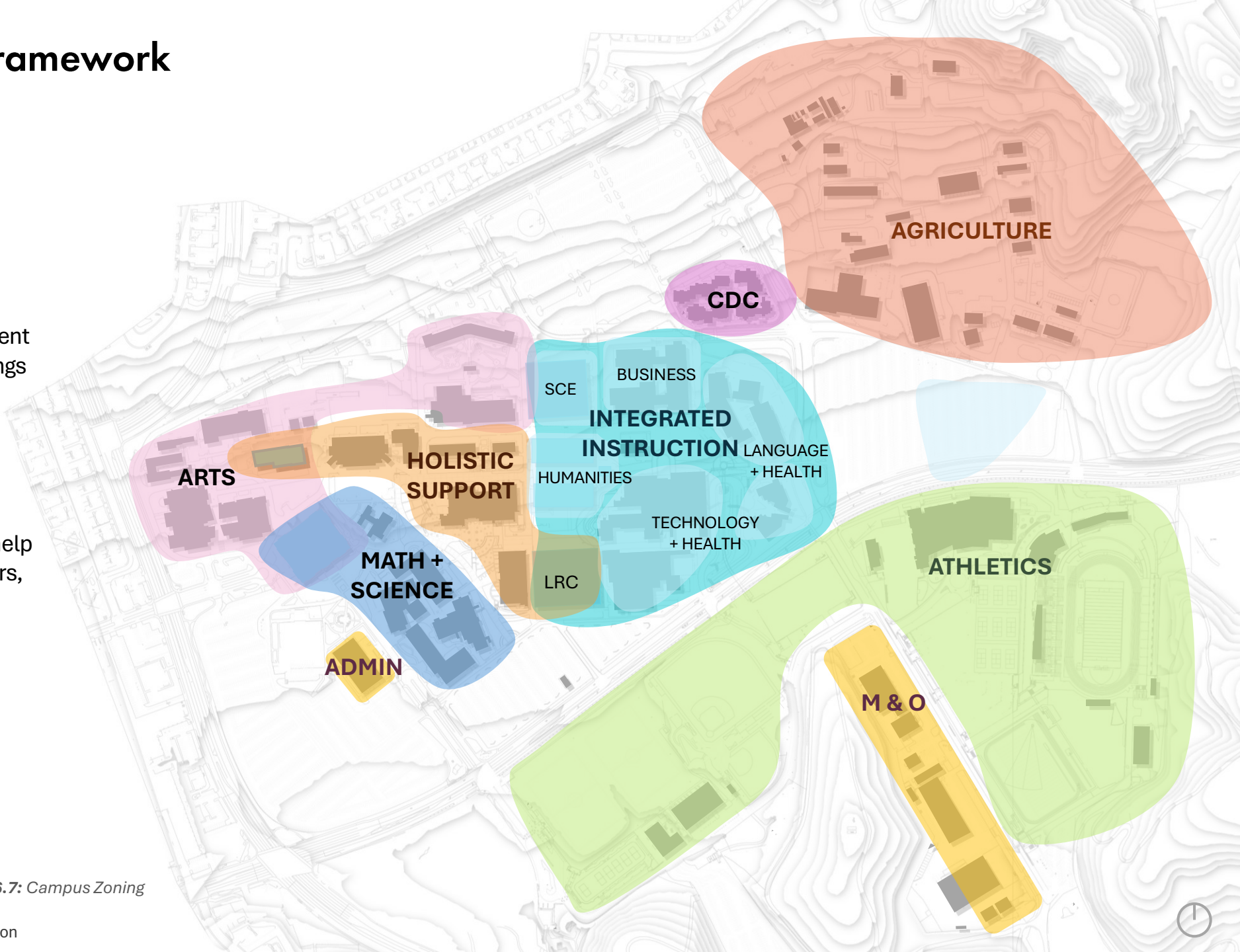


Figure 6.7: Campus Zoning

Facilities Plan

Social Infrastructure



The proposed campus development vision builds a social infrastructure connecting people, programs and places for a thriving Mt. SAC experience.



Figure 6.8: Social Infrastructure

Facilities Plan

Campus Development Vision



The Campus Development Vision plan presents a guide for developing a vibrant and inclusive campus experience that is guided by Institutional Goals and Commitments.

Clarity, connectivity and community across the entire campus are strengthened to foster a strong social infrastructure enabling students to thrive academically, socially, and personally.

- Existing Buildings
- New Construction
- Reconstruct/Activate

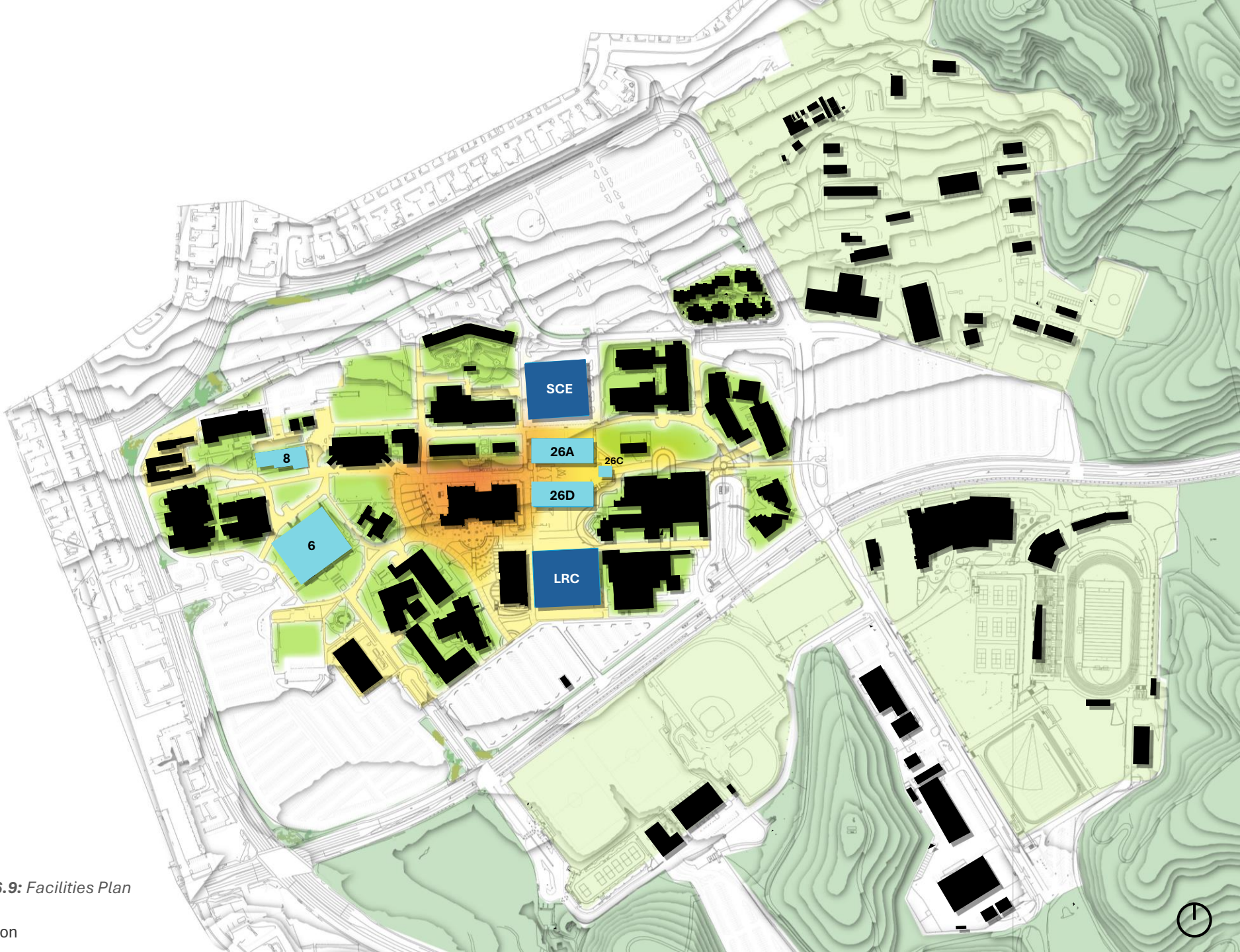


Figure 6.9: Facilities Plan

Facilities Plan

Campus Core



The Campus Core is highlighted to describe a series of transformational improvements designed to strengthen the Mt. SAC experience.

- Existing Buildings
- New Construction
- Reconstruct/Activate

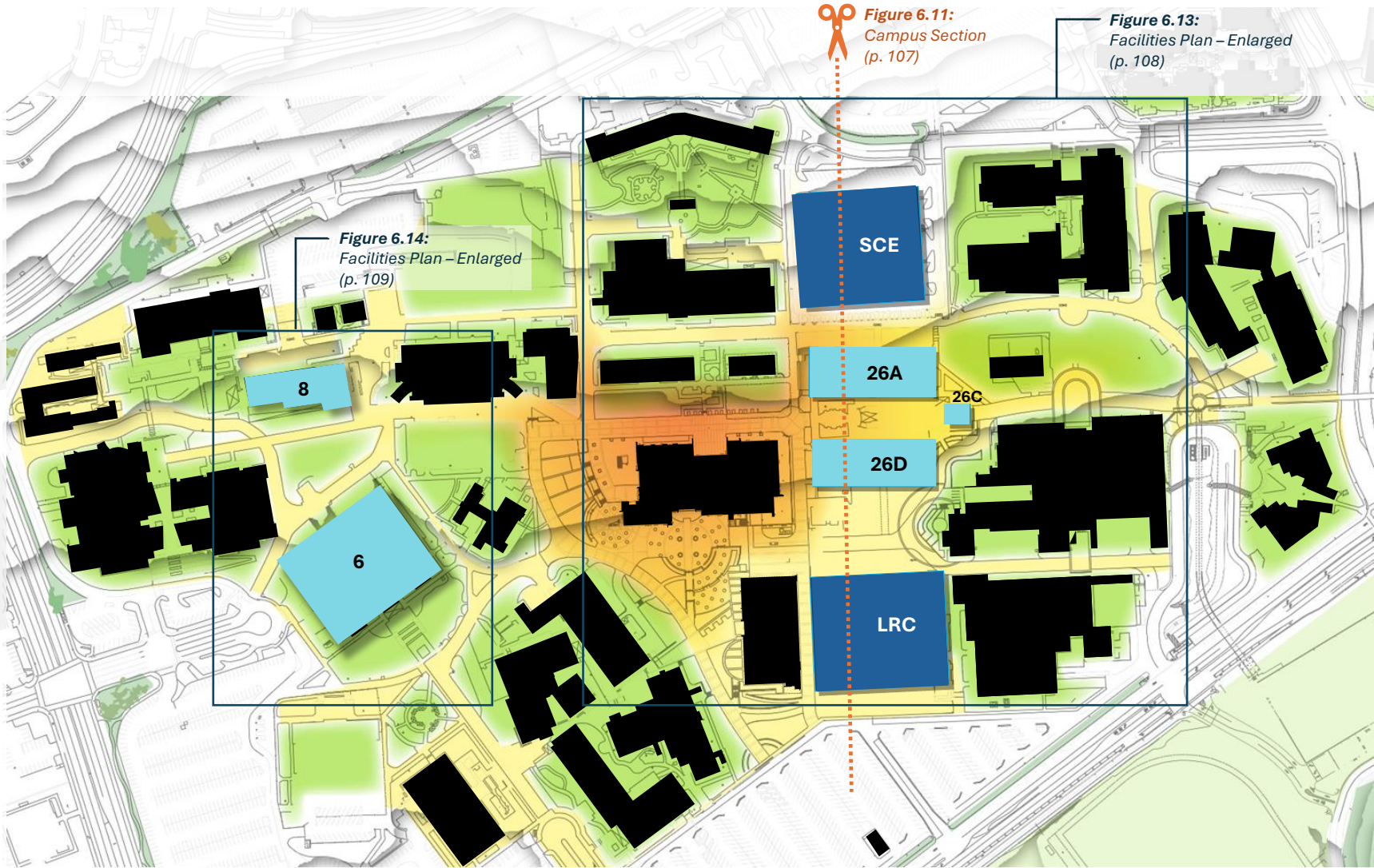


Figure 6.10: Facilities Plan - Campus Core

Facilities Plan

Campus Section



The transformation of the center of the campus core will amplify the Mt. SAC goals and commitments in the design of the physical environment.

The reconstruction of Building 26 will provide equitable and innovative teaching experiences on the upper floors and open the lower levels to strengthen the pedestrian network. This shift will support the flow of activity through and around first-floor functions and provide a connections from surrounding open spaces to primary circulation paths

Strategic programming of the ground floor provides the opportunity to locate key student support services in a prominent location to improve visibility and increase access to programs.

The cross-section below highlights how the new SCE Building, the reconstructed Building 26 and the new LRC strengthen important connections across the extensive grade change and creates a welcoming and inclusive campus experience.

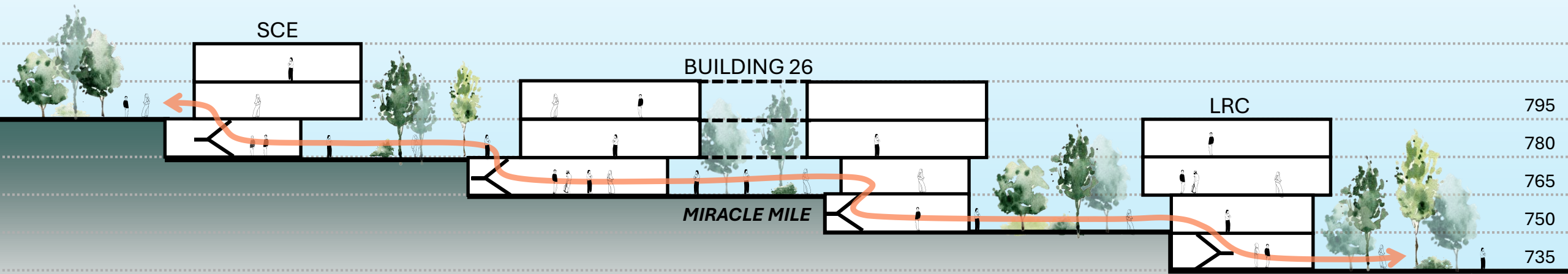


Figure 6.11: Campus Section

Facilities Plan

Project Narratives

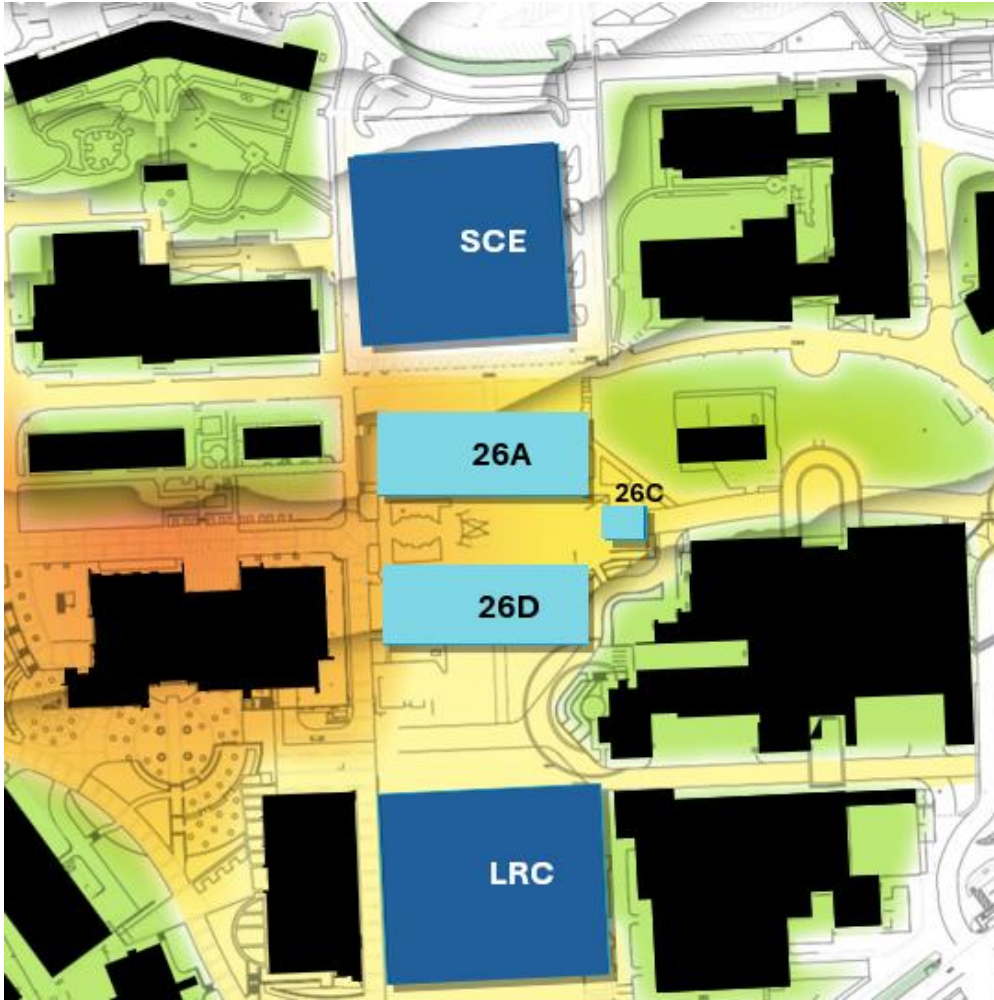


Figure 6.13: Facilities Plan – Enlarged

The forms indicated in this Campus Development Vision are conceptual sketches that indicate location and intent. Brief descriptions of some key projects are highlighted here:

School of Continuing Education (SCE)

A new SCE building is proposed on the north side of the campus core to replace functions currently housed in temporary facilities. The central location includes a welcoming entry point from adjacent parking, connects to the campus core and is close to multiple programs and services creating equitable experiences.

Learning Resource Center (LRC)

A new LRC is proposed to the east of the new Welcome Center providing integrated library and academic support services in a central location. Functions will be relocated from the current Library, Building 6 and will free up space for other functions.

Building 26 Transformation

A major transformation to Building 26 is proposed to address a series of challenges identified during the planning process and to create innovative and equitable learning experiences. The transformation will strengthen the campus core, enhance circulation through the center of campus and to transition the hillside with accessible pathways and experiences.

Facilities Plan

Project Narratives



Figure 6.14: Facilities Plan – Enlarged

Mountie Café

Activation of the existing Mountie Café is proposed to provide the west side of the campus core with spaces for students to study, engage, and connect. Potential uses include student-centered programs, multipurpose spaces, food service options, and a mini student center.

Building 6

Following the construction of the new LRC, large portions of Building 6 will be relocated to the new building. This presents an opportunity to reprogram in support of institutional goals and program needs. Further study of the physical infrastructure is proposed to determine the highest and best use, and to determine the most cost-effective solution for renovation versus replacement.

Implementation Overview

Education Outcomes and Metrics

Facilities Prioritization Process and Rubric

7

Implementation

Implementation Overview

Support Through Integrated Planning

In alignment with BP 3250 Institutional Planning, *Mt. SAC 2035* serves as the foundation for integrated planning and continuous improvement. It guides mission fulfillment through participatory governance, focused planning documents, and College unit efforts. Mission achievement is assessed through the implementation and evaluation of *Mt. SAC 2035* Goals and Commitments as documented in program reviews.

Additionally, in alignment with Administrative Procedure (AP) 3250, The President's Advisory Council (PAC) will continue to guide and support the implementation of this plan by working collaboratively with the Institutional Effectiveness Committee (IEC) to:

- identify governance committees and College units responsible for implementing plan commitments;
- integrate elements of the plan into College-focused plans (Student Equity Plan, etc.);
- create a recommendation for methodologies and tools to be utilized for regular evaluation of progress toward realization of the comprehensive plan and present to PAC for consideration;
- catalog data sources and collection methodologies used in the *Mt. SAC 2035* planning process, unit(s) responsible for data collection or maintenance, and the cycle for reporting;
- review and recommend revisions as needed to BP3250 and AP3250 and identify and recommend revisions to any other relevant BPs/APs (AP6610, etc.) in alignment with *Mt. SAC 2035*, as needed; and,
- document lessons learned and recommendations for future comprehensive integrated task force work.



Implementation Overview

Support Through Integrated Planning

To further ensure the implementation of *Mt. SAC 2035* as the foundation for all integrated planning and continuous improvement, it will serve as the centerpiece for the College’s annual planning and program review aligned protocol. Key to this process is the focus on institutional effectiveness and the achievement College’s goals and commitments, which begins at the unit level with the program review process, the College’s mechanism for annual planning, evaluating, and documenting accomplishments and challenges. The Program Review process moves up the institutional hierarchy through management to the executive level and shapes institutional planning. Unit Program Reviews are posted on the Institutional Effectiveness Committee (IEC) webpage and are available to the campus community.

IEC has initiated a new Program Review process designed to strengthen alignment between unit and program goals, *Mt. SAC 2035*, and resource allocation requests. To ensure meaningful planning and decision-making, Program Review is grounded in data, including course and program outcomes assessment, and *Mt. SAC 2035* Outcomes and Metrics.

Additionally, regular and sustained dialog on planning occurs at the Expanded President’s Advisory Council (EPAC), where representatives from participatory governance committees reporting to the President’s Advisory Council (PAC) provide input on plans for improvement. Members of IEC will evaluate Program Review process and gather information on the status of *Mt. SAC 2035* goals and commitments. IEC makes recommendations to PAC on modifications to *Mt. SAC 2035* and the President/CEO, along with IEC, leads a biannual EPAC meeting to discuss recommendations on development, revision, and implementation of *Mt. SAC 2035*.

To continue student-centered, equity-minded planning processes, Mt. SAC is further committed to engaging with a broad and diverse cross-section of students to not only gain their insights into the College’s implementation of *Mt. SAC 2035*, but also to build upon the student ownership and sense of belonging that was central to this plan’s development.

Program Review Revisions

Three Year PR Cycle

- Year one will focus on comprehensive program review and goal setting
- Years two and three will be annual updates (updates and progress towards goals and resource requests)

Implementation in 2025-26

- Will include questions/prompts relevant to instruction, student services, and admin areas
- Units will be directed to complete relevant questions only

One Template

- All units will start the new three-year cycle at the same time.
- Units will complete the comprehensive program review in 2025-26 and will provide annual updates in 2026-27 and 2027-28.

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes, and Metrics

Mt. SAC 2035 is implemented through integrated planning processes focused on outcomes and metrics to ensure a clear and cohesive path toward institutional progress and student success. The **Institutional Goals** provide a broad vision of the intended results of the educational plan, outlining what the College seeks to achieve. To realize these goals, Mt. SAC has established a set of **Commitments**—strategic actions and institutional promises that guide implementation and create the conditions for all students to succeed. Each commitment is tied to specific **Outcomes**, which define the measurable changes or impacts the College aims to achieve. These outcomes are monitored through clearly defined **Metrics**, which provide the tools to track progress, evaluate effectiveness, and inform continuous improvement. Together, these components ensure that Mt. SAC’s long-term planning is intentional, accountable, and aligned with its mission.

VISION 2030



Figure 7.1: Institutional Goals, Commitments, Outcomes and Metrics

Education Outcomes and Metrics

Institutional Goals and Commitments

Institutional Goal 1: Culture of Care

Create a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and guidance.

Commitments: *In support of this goal, we commit to ...*

1.1 Service to Students

Create a healing-centered culture of caring and peace by empowering each employee to be of service to students through knowledge of students’ lived experiences and of internal and external resources to meet students’ needs.

[Welcoming, Inclusive, Safe, Supportive Environment]

[Clear, Easily-Accessible Information]

1.2 Wraparound Support

Create comprehensive “wraparound” supports by investing in community partnerships with social service agencies and community organizations to support the physical and mental health needs of students.

[Welcoming, Inclusive, Safe, and Supportive Environment]

1.3 Holistic Support

Increase use of programs for disproportionately impacted and other specialized student groups to provide students with extra mentoring, cultural support, and spaces to cultivate belonging.

[Welcoming, Inclusive, Safe, and Supportive Environment]

1.4 Belonging and Community

Build sustainable indoor and outdoor spaces that are inclusive, accessible, promote engagement, encourage collaboration, foster connection, and create community.

[Welcoming, Inclusive, Safe, and Supportive Environment]

1.5 Clear Communication

Prioritize the timely creation and delivery of clear, consistent, and readily available information in multiple formats and languages to ensure accessibility.

[Clear, Easily-Accessible Information]

1.6 Welcome and Safe Campus

Provide a welcoming, safe, and secure campus with organizational clarity through functional zoning, a network of accessible pathways, improved campus navigation, and clear wayfinding.

[Welcoming, Inclusive, Safe, and Supportive Environment]



Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 1: Culture of Care

Create a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and guidance.

Commitments: *In support of this goal, we commit to ...*

1.1 Service to Students

Create a healing-centered culture of caring and peace by empowering each employee to be of service to students through knowledge of students' lived experiences and of internal and external resources to meet students' needs.

[Welcoming, Inclusive, Safe, Supportive Environment]
[Clear, Easily-Accessible Information]

Outcomes and Metrics

Outcome: Engagement of employees in learning opportunities that support a healing-centered culture of caring and peace.

Baseline	Five Year Outcome	Ten Year Outcome
Develop professional learning opportunities that support a healing-centered culture of care.	25% of employees will participate in learning opportunities that support a healing-centered culture of care, offered through flexible calendar and Classified Professional Development Day.	40% of employees will participate in learning opportunities that support a healing-centered culture of care, offered through flexible calendar and Classified Professional Development Day.

Outcome: Employee knowledge of student support services

Baseline	Five Year Outcome	Ten Year Outcome
Develop baseline measurements of employee knowledge of student support services.	10% increase in employee knowledge of student support services.	20% increase in employee knowledge of student support services.

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 1: Culture of Care

Create a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and guidance.

Commitments: *In support of this goal, we commit to ...*

1.2 Wraparound Support

Create comprehensive “wraparound” supports by investing in community partnerships with social service agencies and community organizations to support the physical and mental health needs of students.

[Welcoming, Inclusive, Safe, and Supportive Environment]

Outcomes and Metrics

Outcome: Student wellness infrastructure

Baseline	Five Year Outcome	Ten Year Outcome
<ul style="list-style-type: none">Review and enhance mental health, and behavioral intervention infrastructure and policies.Develop baseline overview of formal partnerships with local social service and health agencies	Formal partnerships established with 5+ local social service and health agencies.	Wraparound support model fully institutionalized, with 10 active, sustained community partnerships.

Outcome: Student utilization of wraparound support services

Baseline	Five Year Outcome	Ten Year Outcome
<ul style="list-style-type: none">Enhance referral system and network of support, connecting students to internal resources and/or community-based care.Develop baseline measurements of credit and noncredit student utilization of wraparound support programs, and wellness services.	<ul style="list-style-type: none">10% increase in credit student utilization of wraparound support programs and wellness servicesProvide health and mental health services and a referral process to noncredit students, with at least 200 noncredit students accessing services per year.	<ul style="list-style-type: none">20% increase in credit student utilization of wraparound support programs, and wellness services.At least 400 noncredit students will access mental health services per year.

Outcome: Mt. SAC Campus survey response

Focus Area	Baseline	Five Year Outcome	Ten Year Outcome
Student awareness of wraparound support programs, and wellness services.	No Data	60% of students report awareness of available wraparound support programs and wellness services	75% of students report awareness of available wraparound support programs and wellness services

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 1: Culture of Care

Create a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and guidance.

Commitments: *In support of this goal, we commit to ...*

1.3 Holistic Support

Increase use of programs for disproportionately impacted and other specialized student groups to provide students with extra mentoring, cultural support, and spaces to cultivate belonging.

[Welcoming, Inclusive, Safe, and Supportive Environment]

Outcomes and Metrics

Outcome: First-to-Second year Retention for Credit Students (Aspen)

Baseline	Five Year Outcome	Ten Year Outcome
64%	68%	72%

Outcome: Student utilization of affinity centers

Baseline	Five Year Outcome	Ten Year Outcome
Develop baseline measurements of student utilization of affinity centers	Increase student utilization of affinity centers by 10%.	Increase student utilization of affinity centers by 20%

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 1: Culture of Care

Create a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and guidance.

Commitments: *In support of this goal, we commit to ...*

1.4 Belonging and Community

Build sustainable indoor and outdoor spaces that are inclusive, accessible, promote engagement, encourage collaboration, foster connection, and create community.

[Welcoming, Inclusive, Safe, and Supportive Environment]

Outcomes and Metrics

Outcome: Inclusive and Sustainable Campus Space Utilization and Engagement

Baseline	Five Year Outcome	Ten Year Outcome
<ul style="list-style-type: none">Identify % of campus spaces meeting green building and universal accessibility standards.Establish standard for new or redesigned indoor/outdoor spaces developed for student engagement and collaboration.	<ul style="list-style-type: none">30% of renovated or new spaces meet green building and universal accessibility standards.5% increase in use of collaborative spaces as measured by event bookings	<ul style="list-style-type: none">65% of new and renovated spaces adhere to sustainability, universal design, and inclusive engagement principles10% increased use of collaborative spaces as measured by event bookings

Outcome: Mt. SAC Campus Survey Response

Focus Area	Baseline	Five Year Outcome	Ten Year Outcome
Student belonging tied to shared campus spaces.	No Data	20% increase in students report increased satisfaction with the availability, accessibility, and usability of shared spaces from established baseline.	40% increase in students report a sense of belonging and connectedness tied to shared campus spaces from established baseline.

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 1: Culture of Care

Create a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and guidance.

Commitments: *In support of this goal, we commit to ...*

1.5 Clear Communication

Prioritize the timely delivery of clear, consistent, and readily available information in multiple formats and languages to ensure accessibility.

[Clear, Easily-Accessible Information]

Outcomes and Metrics

Outcome: Communications Meet the Established Guidelines

Baseline	Five Year Outcome	Ten Year Outcome
Create guidelines for communication to include coordinated communication through the Student Communication Calendar, timelines, and multilingual/multiformat elements.	60% of communications will meet the established guidelines for communication.	80% of communications will meet the established guidelines for communication.

Outcome: Campus Climate Survey Response

Focus Area	Baseline	Five Year Outcome	Ten Year Outcome
Clear communication to students	Create guidelines for communication to include coordinated communication through Student Communication Calendar, timelines, and multilingual/multiformat elements.	5% increase in credit and noncredit students (including community education, neurodiverse, and disabled populations) report satisfaction with the clarity, accessibility, and timeliness of student communications from the established baseline.	20% increase in credit and noncredit students (including community education, neurodiverse, and disabled populations) report receiving timely and understandable information from the established baseline.

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 1: Culture of Care

Create a caring campus community where individuals are valued and respected, and where students are surrounded by a network of empathy, personalized support, encouragement, and guidance.

Commitments: *In support of this goal, we commit to ...*

1.6 Welcome and Safe Campus

Provide a welcoming, safe, and secure campus with organizational clarity through functional zoning, a network of accessible pathways, improved campus navigation, and clear wayfinding.

[Welcoming, Inclusive, Safe, and Supportive Environment]

Outcomes and Metrics

Outcome: Mt. SAC Campus survey response

Focus Area	Baseline	Five Year Outcome	Ten Year Outcome
Students and employees report the campus as welcoming.	Establish Baseline	15% increase in the students report the campus as welcoming from established baseline.	35% increase in the students report the campus as welcoming from established baseline.
Students and employees report the campus as easy to navigate.	Establish Baseline	15% increase in the students report the campus as welcoming from established baseline.	35% increase in the students report the campus as welcoming from established baseline.
Students report and employees the campus as safe.	Establish Baseline	15% increase in the students report the campus as welcoming from established baseline.	35% increase in the students report the campus as welcoming from established baseline.

Outcome: Standardized Wayfinding

Baseline	Five Year Outcome	Ten Year Outcome
Wayfinding signage is inconsistent and lacks multilingual and/or accessible design features	Standardized wayfinding signage installed across 30% of campus.	Standardized wayfinding signage installed across 100% of campus.

Education Outcomes and Metrics

Institutional Goals and Commitments

Institutional Goal 2: Equitable Access

Expand equitable access and participation to instructional and support programs, services, and resources to enhance student success.

Commitments: *In support of this goal, we commit to ...*

2.1 Enhance Onboarding and First-Year Success

Increase access and accelerate course, certificate, degree, and transfer
Enhance the onboarding experience via a student-centered process for enrollment, and services that welcome students and foster first year success.

[Rigorous and Relevant Teaching and Learning]

2.2 Support for Online Learning

Increase student's online access to academic support, and counseling, opportunities to participate in campus life, and expand easily accessible technology training and support for students in both synchronous and asynchronous learning environments.

[Welcoming, Inclusive, Safe, and Supportive Environment]

2.3 Support Course Success

Enhance access and participation in programs services and resources that foster student success in courses. Streamline tutoring services to maximize efficiency of specialized areas of support, increase visibility of focused services and student usage, ensure multi-modal access, use embedded tutors, and train all tutors in subject matter as well as methods to meet different learning needs.

[Rigorous and Relevant Teaching and Learning]

2.4 Enhance Processes to Support Student-Centered Course Demands

Enhance student-centered course demands to improve transfer and completion via degree mapping, course offerings, scheduling, and facility needs.

[Rigorous and Relevant Teaching and Learning]

2.5 Support Transfer and Completion

Enhance access and participation to programs services and resources that foster student success in transfer and completion.

[Welcoming, Inclusive, Safe, and Supportive Environment]



Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 2: Equitable Access

Expand equitable access and participation to instructional and support programs, services, and resources to enhance student success.

Commitments: *In support of this goal, we commit to ...*

2.1 Enhance Onboarding and First-Year Success

Increase access and accelerate course, certificate, degree, and transfer Enhance the onboarding experience via a student-centered process for enrollment, and services that welcome students and foster first year success.

[Rigorous and Relevant Teaching and Learning]

Outcomes and Metrics

Outcome: First-to-Second Year Retention for Credit Students (Aspen)

Group	Baseline	Five Year Outcome	Ten Year Outcome
All Students	64%	68%	72%

Outcome: Percent of First-Time Students Completing Credit Thresholds in their First Year (12 Credits for Part-Time and 24 credits for Full-Time)

Group	Baseline	Five Year Outcome	Ten Year Outcome
Part-Time Students	32%	36%	40%
Full-Time Students	43%	49%	55%

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 2: Equitable Access

Expand equitable access and participation to instructional and support programs, services, and resources to enhance student success.

Commitments: *In support of this goal, we commit to ...*

2.2 Support for Online Learning

Increase student’s online access to academic support, and counseling, opportunities to participate in campus life, and expand easily accessible technology training and support for students in both synchronous and asynchronous learning environments.

[Welcoming, Inclusive, Safe, and Supportive Environment]

Outcomes and Metrics

Outcome: Increase online credit course success overall and for students of color

Group	Baseline	Five Year Outcome	Ten Year Outcome
All students	44%	47%	50%
Black or African American Students	57%	62%	67%
Hispanic, Latina/o/x	66%	69%	72%
Native Hawaiian or Other Pacific Islander	58%	62%	67%

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 2: Equitable Access

Expand equitable access and participation to instructional and support programs, services, and resources to enhance student success.

Commitments: *In support of this goal, we commit to ...*

2.3 Support Course Success

Enhance access and participation in programs services and resources that foster student success in courses. Streamline tutoring services to maximize efficiency of specialized areas of support, increase visibility of focused services and student usage, ensure multi-modal access, use embedded tutors, and train all tutors in subject matter as well as methods to meet different learning needs.

[Rigorous and Relevant Teaching and Learning]

Outcomes and Metrics

Outcome: Increase student usage of tutoring services in courses that are currently served, including gateway English and math courses.

Group	Baseline	Five Year Outcome	Ten Year Outcome
All students	8%	10%	12%

Outcome: For students attending tutoring, increase the frequency of attendance.

Group	Baseline	Five Year Outcome	Ten Year Outcome
Student who attend tutoring	Avg 2 hrs	Avg 3 hrs	Avg 5 hrs

Outcome: For students who attend gateway English and Math tutoring, increase gateway English and math course success by one percentage point each year. Refer to tutoring group baseline and 5- and 10-year outcomes. (Aspen)

Tutoring Group	Baseline	Five Year Outcome	Ten Year Outcome
Math	38%	42%	46%
English	64%	68%	72%
All Students	Baseline	5 Year Outcome	10 Year Outcome
Math	23%	28%	33%
English	45%	50%	55%

Outcome: Successful Student Course Completion (ACCJC Institution-Set Standard)

Group	Baseline	Five Year Outcome	Ten Year Outcome
Credit Students	72%	74%	76%

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 2: Equitable Access

Expand equitable access and participation to instructional and support programs, services, and resources to enhance student success.

Commitments: *In support of this goal, we commit to ...*

2.4 Enhance Processes to Support Student-Centered Course Demands

Enhance student centered course demands to improve transfer and completion via degree mapping, course offerings, scheduling, and facility needs.

[Rigorous and Relevant Teaching and Learning]

Outcomes and Metrics

Outcome: Educational Plans, Preliminary and Comprehensive

Group	Baseline	Five Year Outcome	Ten Year Outcome

Outcome: Review Courses Fill Data

Group	Baseline	Five Year Outcome	Ten Year Outcome

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 2: Equitable Access

Expand equitable access and participation to instructional and support programs, services, and resources to enhance student success.

Commitments: *In support of this goal, we commit to ...*

2.5 Support Transfer and Completion

Enhance access and participation to programs services and resources that foster student success in transfer and completion.

[Welcoming, Inclusive, Safe, and Supportive Environment]

Outcomes and Metrics

Outcome: 3-Year Graduation and Transfer Rate (Aspen)

Group	Baseline	Five Year Outcome	Ten Year Outcome
All Students	44.5%	47%	50%
Students of Color	36.6%	41%	45%

Outcome: Number of Degrees and Certificates (Equity Plan, ACCJC Institution-Set Standard, SCFF)

Group	Baseline	Five Year Outcome	Ten Year Outcome
Credit Degrees	3745	3932	4120
Credit Certificates	981	1058	1135
Noncredit Certificates			

Outcome: Cohort Transfer to a Four-Year (Equity Plan)

Group	Baseline	Five Year Outcome	Ten Year Outcome
All Students	2092	2197	2301
Students of Color			

Outcome: Participation in Career, Transfer and Completion Services

Group	Baseline	Five Year Outcome	Ten Year Outcome

Outcome: Review Services that Support Career, Transfer and Completion

Group	Baseline	Five Year Outcome	Ten Year Outcome

Mt. SAC 2035 Framework

Institutional Goals and Commitments

Institutional Goal 3: Equitable and Innovative Teaching

Advance inclusive, equitable, and innovative teaching to increase student success and completion.

Commitments: *In support of this goal, we commit to ...*

3.1 A Diverse Campus Workforce

Hire and retain faculty and staff who are sensitive to, and knowledgeable of, the value of diversity, equity, inclusion, and accessibility (DEIA) in the workplace by engaging in and promoting practices that increase proficiency in locally-developed DEIA competencies and advance diversity principles in employment.

[Welcoming, Inclusive, Safe, and Supportive Environment]

3.2 Investment in Professional Learning

Invest in the professional learning of all instructional employees to meet the learning needs of students through inclusive teaching methods that leverage students' strengths, course content that reflect students' life experiences and cultural identities, and opportunities for practical application of knowledge in students' lives.

[Rigorous and Relevant Teaching and Learning]

3.3 Strengthen Relationships

Strengthen collaboration between noncredit and credit programs and relationships with educational partners, community organizations, and industries to expand access and support students in their academic and career pathways to employment that earns a living wage.

[Rigorous and Relevant Teaching and Learning]

3.4 Learning-Ready Infrastructure

Create learning-ready infrastructure with flexible and inclusive spaces that support multiple modes of learning and optimize accessibility through physical or virtual participation.

[Rigorous and Relevant Teaching and Learning]

[Welcoming, Inclusive, Safe, and Supportive Environment]

3.5 Equitable and Integrated Facilities

Invest in campus development to address existing inequities, integrate programs to remove existing barriers, and support students to study, socialize, and reflect.

[Welcoming, Inclusive, Safe, and Supportive Environment]



Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 3: Equitable and Innovative Teaching

Advance inclusive, equitable, and innovative teaching to increase student success and completion.

Commitments: *In support of this goal, we commit to ...*

3.1 A Diverse Campus Workforce

Hire and retain faculty and staff who are sensitive to, and knowledgeable of, the value of diversity, equity, inclusion, and accessibility (DEIA) in the workplace by engaging in and promoting practices that increase proficiency in locally-developed DEIA competencies and advance diversity principles in employment.

[Welcoming, Inclusive, Safe, and Supportive Environment]

Outcomes and Metrics

Outcomes for Consideration

- Adoption of policies for the evaluation of employee performance, including tenure reviews, that requires demonstrated, or progress toward, proficiency in the locally-developed DEIA competencies.
- Employee evaluation tools and their reflection and consideration of the employees’ demonstrated, or progress toward, proficiency in the locally-developed DEIA competencies.
- Inclusion of DEI competencies and criteria as a minimum standard for performance evaluation.
- Screening and selection criteria in hiring that reflects DEI.
- Professional development opportunities supporting DEI development that contribute to an inclusive culture and increase DEIA proficiency.

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 3: Equitable and Innovative Teaching

Advance inclusive, equitable, and innovative teaching to increase student success and completion.

Commitments: *In support of this goal, we commit to ...*

3.2 Investment in Professional Learning

Invest in the professional learning of all instructional employees to meet the learning needs of students through inclusive teaching methods that leverage students’ strengths, course content that reflect students’ life experiences and cultural identities, and opportunities for practical application of knowledge in students’ lives.

[Rigorous and Relevant Teaching and Learning]

Outcomes and Metrics

Outcome: Engagement of instructional employees in learning opportunities focused on equitable outcomes and inclusive practices.

Baseline	Five Year Outcome	Ten Year Outcome
Develop professional learning opportunities focused on equitable outcomes and inclusive practices.	25% of instructional employees will participate in learning opportunities focused on equitable outcomes and inclusive practices.	40% of instructional employees will participate in learning opportunities focused on equitable outcomes and inclusive practices.

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 3: Equitable and Innovative Teaching

Advance inclusive, equitable, and innovative teaching to increase student success and completion.

Commitments: *In support of this goal, we commit to ...*

3.3 Strengthen Relationships

Strengthen collaboration between noncredit and credit programs and relationships with educational partners, community organizations, and industries to expand access and support students in their academic and career pathways to employment that earns a living wage.

[Rigorous and Relevant Teaching and Learning]

Outcomes and Metrics

Outcome: Articulation for noncredit students

Baseline	Five Year Outcome	Ten Year Outcome
Establish number of articulations for noncredit students enrolled in mirrored courses and other noncredit courses. Baseline 2022-23.	Increase the number of articulations for noncredit students enrolled in mirrored courses by 5%.	Increase the number of articulations for noncredit students enrolled in mirrored courses by 10%.

Outcome: Noncredit students transitioning for the first time to credit

Baseline	Five Year Outcome	Ten Year Outcome
2021-22	Increase the completion of noncredit CDCP (career development and college prep) certificates by 10%	Increase the completion of noncredit CDCP (career development and college prep) certificates by 20%

Outcome: Student completion of 9 CTE units (SCFF Metric)

Baseline	Five Year Outcome	Ten Year Outcome
5842	3% increase in the number of students completing 9 CTE units	5% increase in the number of students completing 9 CTE units

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 3: Equitable and Innovative Teaching

Advance inclusive, equitable, and innovative teaching to increase student success and completion.

Commitments: *In support of this goal, we commit to ...*

3.4 Learning-Ready Infrastructure

Create learning-ready infrastructure with flexible and inclusive spaces that support multiple modes of learning and optimize accessibility through physical or virtual participation.

[Rigorous and Relevant Teaching and Learning]

[Welcoming, Inclusive, Safe, and Supportive Environment]

Outcomes and Metrics

Outcome: Mt. SAC learning spaces with updated technology infrastructure

Technology	Baseline	Five Year Outcome	Ten Year Outcome
Network Infrastructure	Complete and implement IT Infrastructure Replacement Forecast	Network infrastructure refreshed at 20% of total	All network infrastructure refreshed
Classroom Computers and Labs	Complete and implement IT Infrastructure Replacement Forecast	Classroom computers and labs refreshed at 20% of total	All classroom computers and labs refreshed
Classroom Audio/Visual	Complete and implement IT Infrastructure Replacement Forecast	20% of all classroom A/V systems are refreshed	100% of initial A/V systems from baseline refreshed.

Education Outcomes and Metrics

Institutional Goals, Commitments, Outcomes and Metrics

Institutional Goal 3: Equitable and Innovative Teaching

Advance inclusive, equitable, and innovative teaching to increase student success and completion.

Commitments: *In support of this goal, we commit to ...*

3.5 Equitable and Integrated Facilities

Invest in Campus development to address existing inequities, integrate programs to remove existing barriers, and support students to study, socialize, and reflect.

[Welcoming, Inclusive, Safe, and Supportive Environment]

Outcomes and Metrics

Outcome: Mt. SAC Campus Survey response

Focus Area	Baseline	Five Year Outcome	Ten Year Outcome
Students indicate they have adequate spaces for studying, socializing, and/or reflection.	Develop, implement, campus survey on a regular cycle and schedule	20% increase in students report they have adequate spaces for studying, socializing, and/or reflection.	50% increase in students report they have adequate spaces for studying, socializing, and/or reflection.

Additional outcomes for consideration:

- Square footage dedicated to student-centered spaces (study, reflection, social)
- Utilization rates of new or renovated student support spaces

Facilities Prioritization Process and Rubric

Facilities Planning Framework

Aligned with the Mt. SAC 2035 Institutional Goals and Commitments, the Facilities Planning Framework informs campus development through an equity-minded, healing-centered approach that is designed to manage growth, enhance learning environments, and align infrastructure with long-term institutional goals.

Within the Facilities Planning Framework is a structured **Facilities Project Review Process**, which ensures that potential facilities improvement projects are initiated and prioritized through a standardized process.

Once potential facilities improvements are reviewed and determined to be a visionary opportunity or transformative initiative, the **Facilities Improvement Prioritization Rubric for Visionary Projects** is applied. This rubric provides objective, consistent, mission-driven criteria to evaluate which facilities projects are prioritized.

VISION 2030



Figure 7.2: Facilities Planning Framework

Facilities Prioritization Process

Facilities Project Review Process

We are here

Project Initiation

Initiation of all facilities projects will take place through an intake process designed by Facilities Planning and Management (FPM).

Project Intake Review

Facilities Planning and Management (FPM) reviews intake form for completeness and confirms immediate manager approval.

Prioritization Group Determination

Different types of facility improvement projects are described in AP 6610 and are prioritized based on groups. Project request is identified as either **Group A (Critical Needs and Essential Infrastructure)** or **Group B (Visionary Opportunities)** and forwarded to Vice President (VP) for review and consideration. The VP determines if the Visionary project moves forward through the **Facilities Improvement Review Process for Visionary Projects**.

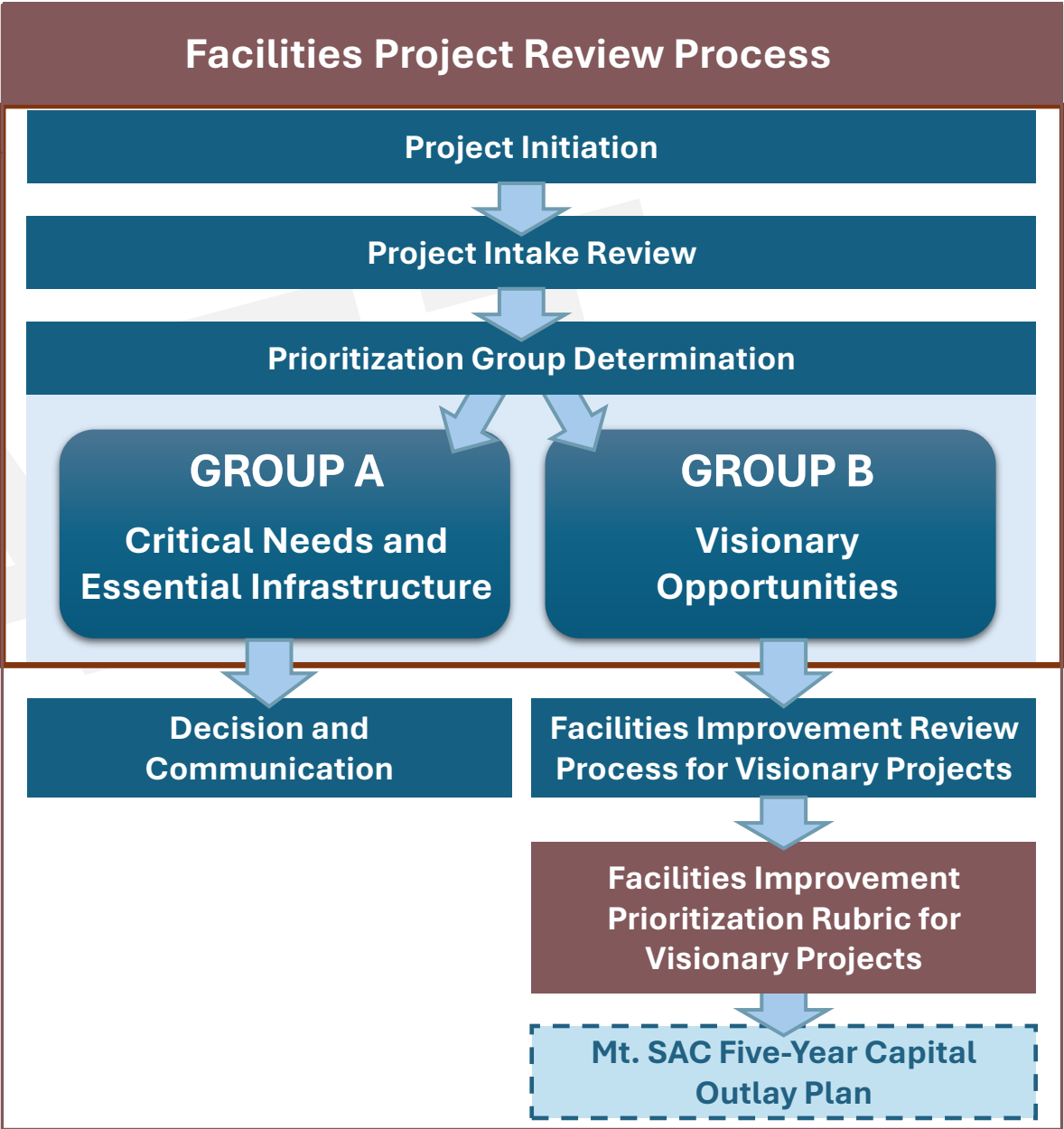


Figure 7.4: Facilities Project Review Process

Facilities Prioritization Process

Facilities Project Review Process

Group A – Critical Needs and Essential Infrastructure

Following the prioritization process outlined in AP 6610, highest priority projects include Health and Safety, Emergency/Immediate Needs, and Repair to facilities that pose risks or significantly disrupt operations if not addressed immediately. Infrastructure and Energy projects that are non-critical but are important maintenance or upgrades that improve efficiency and functionality are also highest priority.

- **Health and Safety:** A health and safety project is required to mitigate a potentially serious threat to the health and safety of the campus community.
- **Emergency/Immediate Needs:** At times, certain work becomes immediately necessary for various reasons.
- **Repair:** The goal of a repair project is to correct operational deficiencies in existing facilities or equipment.
- **Infrastructure:** Infrastructure improvement projects are necessary to increase the capacity of access, life safety, and utility systems to support growth or the addition of a new facility.
- **Energy:** Energy projects seek to improve existing systems to create energy cost savings over time.

Facilities Improvement Prioritization Groups



Figure 7.5: Facilities Improvements Prioritization Group A

Facilities Prioritization Process

Facilities Project Review Process

Group B – Visionary Opportunities

All facility improvement projects that are not in Group A are considered Visionary. Visionary projects that progress to Step Five of the Facilities Project Review Process will be reviewed by Campus Master Plan Coordinating Team (CMPCT) using the Facilities Improvement Prioritization Rubric for Visionary Projects, with consideration of available fiscal resources, other active projects, complexity, and bandwidth of project management. Visionary projects include:

- **Scheduled Maintenance:** Scheduled maintenance projects modify, upgrade, or replace building and infrastructure components or systems that have reached the end of their useful life. Projects must align with criteria for use of funds.
- **Alteration:** This type of project meets the needs of the campus community for additions or modification of equipment or facilities at the room level
- **Minor Capital:** Minor capital projects are similar to alteration projects but are larger in scope and require formal DSA plan check and/or inspections. A remodel of several rooms or a portion of an occupied building would generally be considered a minor capital project.
- **Major Capital:** Major capital projects are those identified in the Campus Development Vision Plan, such as new buildings, the major modernization of an entire facility, or the significant expansion of an existing facility.

Facilities Improvement Prioritization Groups

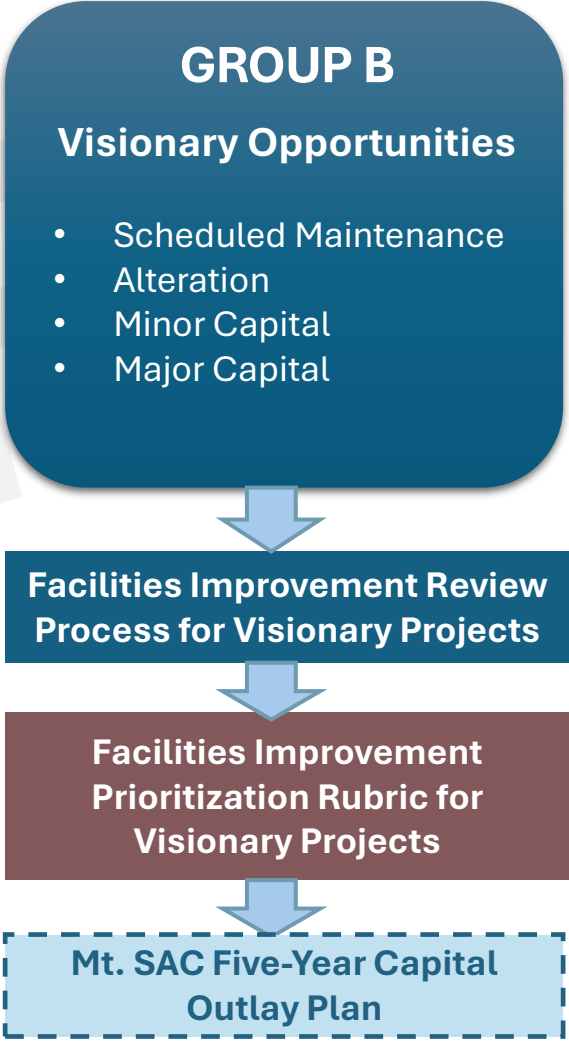


Figure 7.6: Facilities Improvements Prioritization Group B

Facilities Prioritization Process

Facilities Improvement Review Process for Visionary Projects

Facilities Project Management Review

Project is assigned to an FPM project manager for assessment and recommendations. Recommendations are forwarded to the recommending VP.

VP Review of FPM Recommendations

The recommending VP reviews the FPM project manager’s recommendations. If VP recommends project for additional consideration, they will facilitate completion of the Facilities Improvement for Visionary Projects Template in collaboration with Project Requestor and assigned an FPM project manager.

Facilities Advisory Committee (FAC) Review

FAC will complete a technical review of the project's completed Facilities Improvement for Visionary Projects Template.

CMPCT Review

CMPCT uses the [Facilities Improvement Prioritization Rubric for Visionary Projects](#) to review proposed project and guide recommendations.

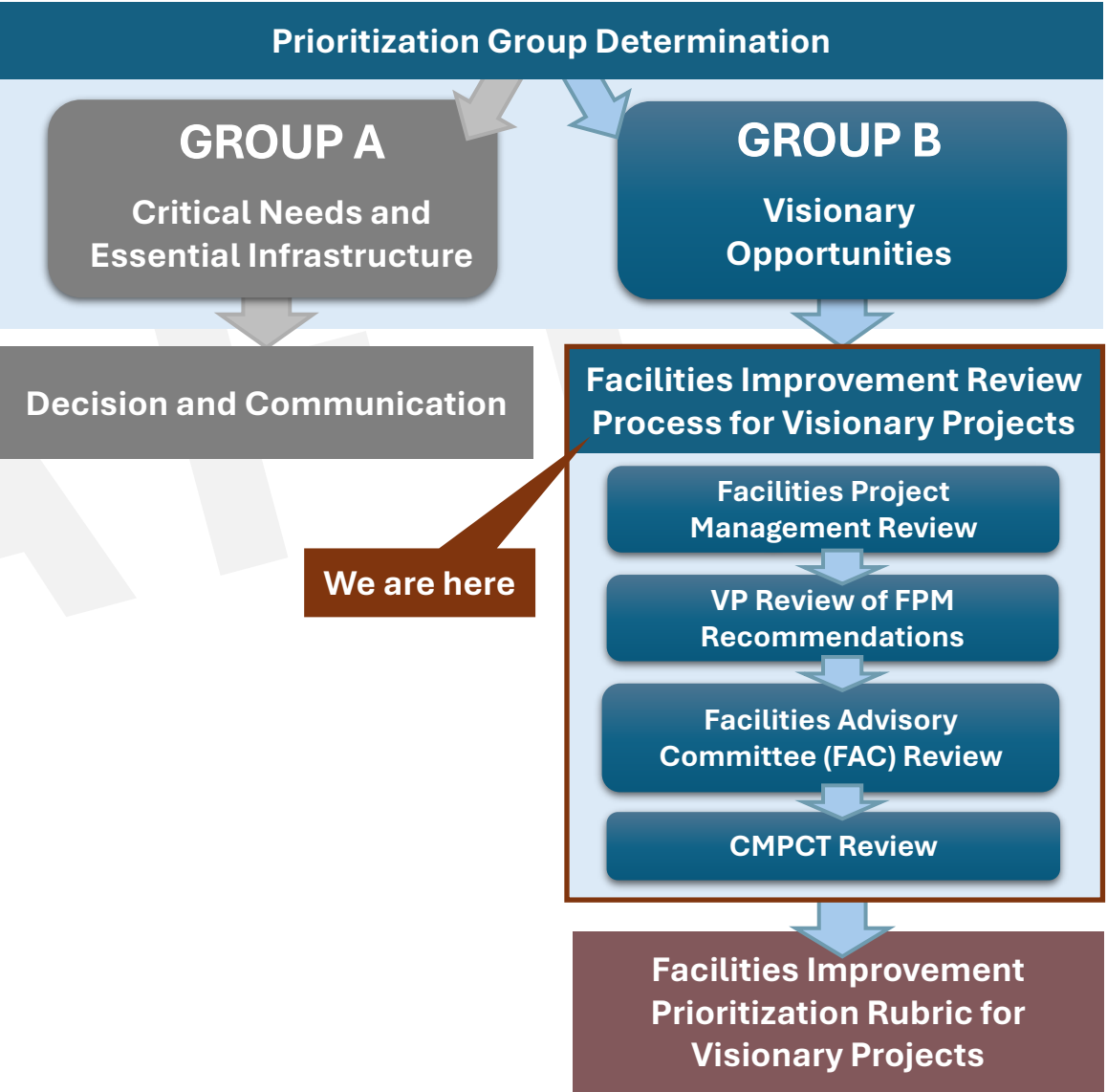


Figure 7.7: Facilities Improvement Review Process for Visionary Projects

Facilities Prioritization Process

Facilities Improvement Prioritization Rubric for Visionary Projects

The Facilities Improvement Prioritization Rubric for Visionary Projects includes two key parts that guide resource allocation through a data-informed and equity-focused lens:

Part 1: Equity Indicators ensures that Visionary projects that are reviewed by the Campus Master Plan Coordinating Team (CMPCT) are evaluated based on their potential to address systemic barriers and close equity and opportunity gaps for disproportionately impacted student populations.

Part 2: Alignment with Mt. SAC 2035 Goals and Commitments assesses how well projects support the College’s current strategic priorities, using measurable criteria tied to Institutional Goals and Facilities Commitments to guide transparent and intentional campus development.

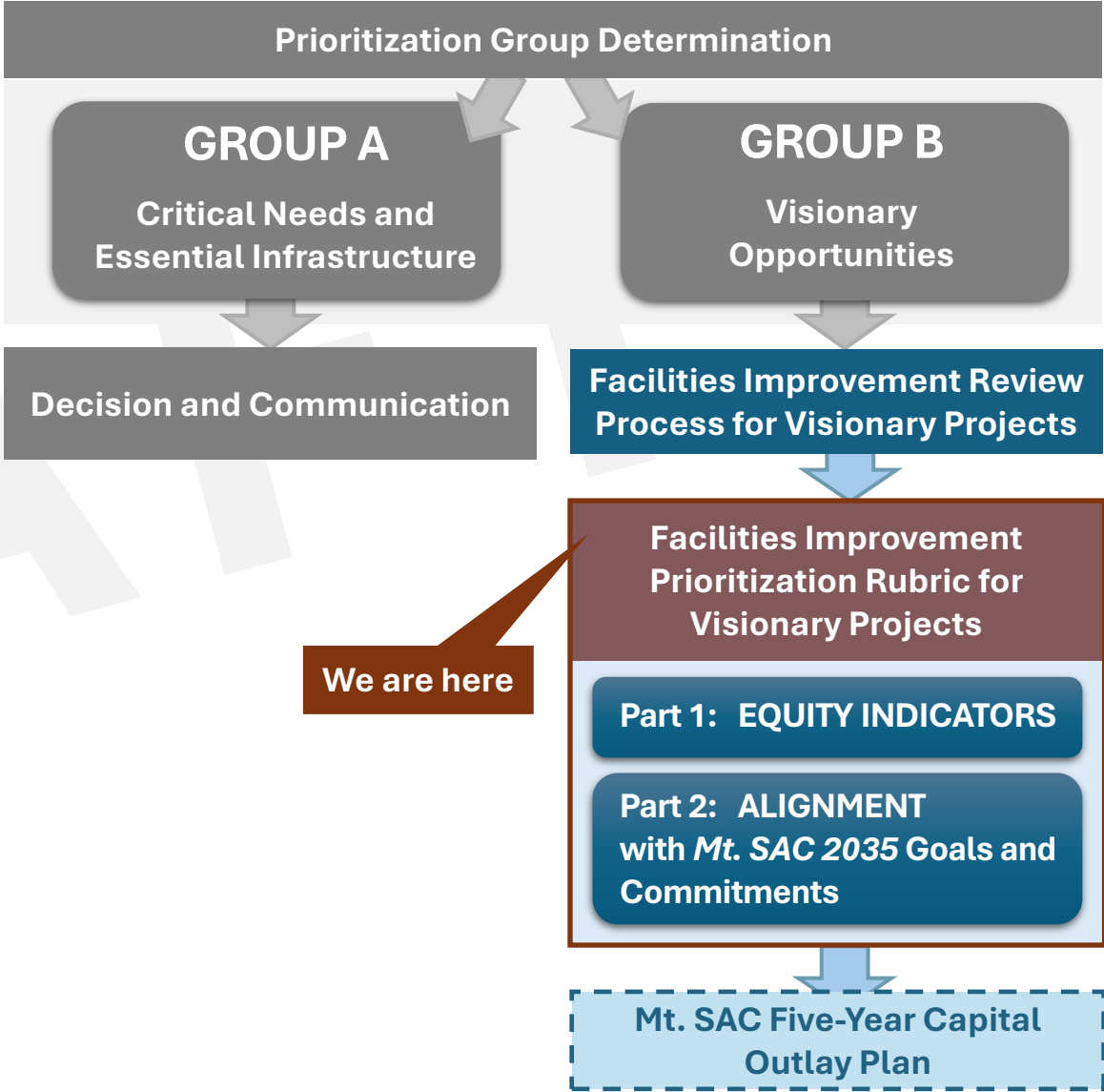


Figure 7.8: Facilities Improvement Prioritization Rubric for Visionary Projects

Facilities Prioritization Rubric

Facilities Improvement Prioritization Rubric For Visionary Projects

Part 1: EQUITY INDICATORS

Equity-minded planning at Mt. SAC seeks to eliminate systemic barriers that have enabled inequity to exist and persist in the service area of the College. Prioritization of Visionary Projects will include use of consistent data-driven equity indicators to directly align resources toward addressing equity and opportunity gaps for disproportionately impacted (DI) groups.

Table 7.1. Facilities Improvement Prioritization Rubric for Visionary Projects – Part 1 Equity Indicators

EQUITY CRITERIA QUESTIONS	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY
<p>Which Disproportionately Impacted (DI) student group does the project serve?</p> <p><i>Provide learning and success metrics for the student group served (Ex: access, completion of transfer math and English in 1st year, persistence, degree or certificate completion in 3 years, transfer in 3 years, completion of 9 CTES units). Explain how this project will measurably improve their success.</i></p>	Directly enhances DI student learning and success. Demonstrates strong correlation with improved DI student achievement outcomes.	Indirect impact on DI student success. Some impact on DI student achievement outcomes.	Minimal measurable impact on DI student success. Minimal impact on DI student achievement outcomes.
<p>Will this project advance Workforce Development for Disproportionately Impacted (DI) students and/or the local community?</p> <p><i>Provide data in alignment with Strong Workforce Program metrics and explain how this project will measurably improve success for this student group.</i></p>	Supports workforce development for DI students. Directly supports programs linked to local workforce needs, economic mobility, or community self-sufficiency.	Some impact on DI students' workforce preparation. Moderate connection to workforce or community economic advancement.	Minimal impact on DI students' workforce readiness. Limited or no connection to workforce or broader community economic advancement.

Facilities Improvement Prioritization Rubric For Visionary Projects

Throughout the implementation of *Mt. SAC 2035*, the College will communicate to the campus which Institutional Goal(s) is the current priority. Measurable Equity Criteria Questions aligned to these Institutional Goals and Facilities Commitments provide consistent data-driven information to guide decision-making in the use of limited resources for campus development.

Figure 7.9: Facilities Improvement Prioritization Rubric for Visionary Projects – Part 2 Alignment with Institutional Goals and Commitments

Facilities Prioritization Rubric

Facilities Improvement Prioritization Rubric For Visionary Projects

Part 2: ALIGNMENT with Mt. SAC 2035 Goals and Commitments

Institutional Goal 1: Culture of Care

Commitment 1.4: Belonging and Community

Table 7.2. Part 2 Equity Criteria Questions – Goal 1, Commitment 1.4

EQUITY CRITERIA QUESTIONS	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	NOT APPLICABLE
How will this project promote engagement and contribute to campus culture?	Actively enhances student and employee engagement in campus life.	Some contribution to campus culture.	Limited or no impact on campus culture.	
How will this project create community?	Designed to serve diverse educational and community-based learning needs, creating connections across many groups.	Moderately connected to creating community, with support for lifelong learning but primarily serves focused groups.	Supports limited community, specific groups of students, rather than promoting broad, lifelong learning.	This project is not related to building community
How will this project support inclusive and accessible spaces?	Designed to accommodate diverse mobility needs; Support users with sensory or cognitive needs (visual, auditory, neurodiversity) and enhances inclusivity through amenities (restrooms, seating).	Moderately support diverse mobility needs and/or users with sensory or cognitive needs. Provides some inclusivity	Limited support of inclusive or accessibility needs.	
Is the total cost of ownership sustainable?	Cost-effective in long-term maintenance. and sustainable energy use. Will not require increases in on-going existing funding and staffing.	Moderate lifecycle cost with necessary updates to energy-efficiency. Will require moderate on- going increases in existing funding and staffing.	High maintenance and operational costs to become energy-efficient. Will require significant on- going increases in existing funding and staffing.	
How will this project support the 3 Pillars of sustainability (People, Planet, and Prosperity)?	Supports all pillars of sustainability.	Supports two pillars of sustainability	Supports one pillar of sustainability	No alignment to sustainability

Facilities Prioritization Rubric

Facilities Improvement Prioritization Rubric For Visionary Projects

Part 2: ALIGNMENT with Mt. SAC 2035 Goals and Commitments

Institutional Goal 2: Equitable Access

Commitment 1.6: Welcome and Safe Campus

Table 7.3 Part 2 Equity Criteria Questions – Goal 2, Commitment 1.6

EQUITY CRITERIA QUESTIONS	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	NOT APPLICABLE
How will this project promote a Welcoming Environment?	Promotes a sense of belonging through representation of different cultures, backgrounds and perspectives. Supports multilingual and cross-cultural interactions through multilingual signage, translation technology, and spaces designed for cultural exchange and engagement.	Moderately supports a sense of belonging through multilingual and cultural accessibility.	Minimal multilingual or cultural accessibility features.	
How will this project contribute to Improved Campus Navigation and wayfinding?	Brings cohesiveness to campus navigation and wayfinding, making it more intuitive.	Will add consistency with landmarks; will contribute to users navigating independently with minimal questions.	Signage or layout changes are confusing or inconsistent; users may struggle to locate major destinations	This project has no elements related to campus navigation or wayfinding
How will this project enhance safety?	Supports significant enhancement of safety.	Has some elements which will enhance safety.	Minimal impact on safety.	This project has no elements related to safety
How will this project contribute to organizational clarity in the physical space?	Organization of project within existing zones is intuitively understood by those coming onto campus; a network of flexible pathways connecting this project to adjacent spaces	Adjacencies exist with zones but connection is not intuitive zones is intuitively	Connection to co-located programs exist, but does not enhance organizational clarity	
How will this project promote a Welcoming Environment?	Promotes a sense of belonging through representation of different cultures, backgrounds and perspectives. Supports multilingual and cross-cultural interactions through multilingual signage, translation technology, and spaces designed for cultural exchange and engagement.	Moderately supports a sense of belonging through multilingual and cultural accessibility.	Minimal multilingual or cultural accessibility features.	

Facilities Prioritization Rubric

Facilities Improvement Prioritization Rubric For Visionary Projects

Part 2: ALIGNMENT with Mt. SAC 2035 Goals and Commitments

Institutional Goal 3: Equitable and Innovative Teaching

Commitment 3.5: Equitable and Integrated Facilities

Table 7.4 Part 2 Equity Criteria Questions – Goal 3, Commitment 3.5

EQUITY CRITERIA QUESTIONS	HIGH PRIORITY	MEDIUM PRIORITY	LOW PRIORITY	NOT APPLICABLE
What is the current building age and condition (Facilities Condition Index)?	Old building with high FCI score (red building) or temporary structure; Structural issues; current building codes not met; critical infrastructure systems failing	Medium FCI score (orange); permanent structure with few structural issues; most current building codes are met; infrastructure systems have few needs	Low FCI score (green); permanent structure; meets building codes; infrastructure systems functional	Project is not related to a current building
What is the functionality of current space?	Does not adequately support intended activities; space limits functionality. Environmental conditions are not adequate; accessibility barriers exist; Technology is outdated, limited, or non-functional.	Supports most intended activities; may lack some flexibility or features. Mostly accessible; minor barriers or limitations exist. Basic technology is available and mostly functional.	Fully supports all intended activities with flexible, adaptable infrastructure. Fully accessible to all users. Equipped with up-to-date, technology and needed resources.	Project does not have a current space
Is the current space utilization efficient for current and/or projected enrollment demands?	Current space utilization data demonstrates efficiency (exceeds Title 5 standards) and does not support current or projected enrollment needs	Current space demonstrates moderate utilization (approaching Title 5 standards) and does not support projected enrollment needs	Current space is underutilized as defined by Title 5 standards and supports enrollment demand	Project does not have a current space
How will this change support integrated and flexible spaces for diverse learning needs?	Highly integrated, supporting multiple high-demand programs. Will provide adaptable and flexible learning spaces capable of accommodating diverse learning modalities and rapidly responding to emerging educational and community needs.	Limited program integration. Some flexibility but not highly adaptable. Some shared spaces, but limited use. Not fully inclusive or adaptable to different learning styles or educational formats.	Primarily single-use space that is not adaptable or flexible to serve diverse educational models effectively. Not intended for inclusive or collaborative space.	Not intended as an integrated, flexible space

Data Portfolio

Task Force

Mt. SAC 2035 Website

Appendix



MT. SAC
2035