



MT. SAN ANTONIO COLLEGE

2018 EDUCATIONAL AND FACILITIES MASTER PLAN

EXECUTIVE SUMMARY

BOARD OF TRUSTEES

Ms. Rosanne Bader, Area 1
Dr. David K. Hall, Area 2
Ms. Laura Santos, Area 3
Mr. Robert F. Hidalgo, Area 4
Mr. Jay F. Chen, Area 5
Judy Chen Haggerty, Esq., Area 6
Dr. Manuel Baca, Area 7
Ms. Elizabeth Santos, Student Trustee (2016–17 academic year)
Mr. Cory Case, Student Trustee (2017–18 academic year)



DRAFT DATED 12.12.18

2018 EDUCATIONAL AND FACILITIES MASTER PLAN

EXECUTIVE SUMMARY

INTRODUCTION

Planning at Mt. SAC focuses on excellence and innovation in programs, services, and facilities that promote and support student access, equity, and success. *The Mt. SAC 2018 Educational and Facilities Master Plan* (EFMP) is the College's long-term plan and serves as the foundation for other components of the College's integrated planning process and cycle of continuous quality improvement. The role of the EFMP in the integrated planning cycle is described in the Purpose section of this chapter.

The College provides a comprehensive array of credit and noncredit instructional programs and educational support services on a campus of over 420 acres. Mt. SAC actively and continually responds to federal, State, and local initiatives that support and improve student success and meet the needs of its communities.

The first two chapters of the EFMP lay the foundation for long-term planning. Chapter 1: *Background* describes the College's history, geographic location, a general overview of the College's programs and services, and a snapshot of current national, State, and local economic and higher education issues. From its start in 1946 with close to 700 students, Mt. SAC has grown to be the largest single-campus community college district of California's 114 community colleges, with an annual total credit and noncredit student headcount of 62,042 students in 2016–2017.

The College offers an array of instructional and student services programs, and justifiably boasts an impressive track record for innovation in higher

education. For this reason, as well as the College's location, which is adjacent to four other community college districts, there is extensive free flow of students across district boundaries. In fall 2015, forty-two percent of Mt. SAC's students lived outside of the College's geographic boundaries. Communities surrounding Mt. SAC are recovering from the economic downturn, and both population and employment opportunities are projected to increase in the San Gabriel Valley over the coming decade.

The College is in sync with the current national and State dialogue on student success and places a high priority on the benchmarks related to student success as a way to measure the fulfillment of its mission.

EXTERNAL AND INTERNAL ENVIRONMENTAL SCANS

The second foundational chapter, Chapter 2: *Profile of the College's Communities and Students*, presents and analyzes External Environment Scans and Internal Environmental Scans. These scans assess the College's effectiveness in fulfilling its mission and identify challenges that the College is likely to encounter in the next decade.

The External Environmental Scans identify the following five projections that are most relevant to long-term planning at Mt. SAC.

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

- o Projected stability and growth in local economy

The Internal Environmental Scans compare Mt. SAC to its prior performance (comparing fall 2012 and fall 2015 data) or to other California colleges. This analysis identifies the following strengths.

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

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

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

Drawing from the External Environmental Scans and Internal Environmental Scans presented in this chapter, the following four recommendations are offered for consideration in future planning.

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

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

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

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

Also based on the External Environmental Scans and Internal Environmental Scans, the projection is that the College's annual growth rate in weekly student contact hours will range between 0.18 and 1.22 percent, with a mid-point of 0.75 percent, or 8.6 percent over the next ten years.

MT. SAC PROGRAMS AND SERVICES

The next three chapters of the EFMP describe analyses of the current status and the anticipated future of the College's Instructional Programs, Student Services, Administrative Services, and Human Resources.

Chapter 3: *Instructional Programs* presents instructional disciplines in two parts—first the credit instructional disciplines, followed by descriptions of programs offered by the School of Continuing Education. The description of each discipline/program includes the following sections.

Description

This section summarizes each discipline's offerings, including an overview of courses, degrees, and certificates.

2018 EDUCATIONAL AND FACILITIES MASTER PLAN

EXECUTIVE SUMMARY (cont.)

Data

This section compares the discipline's performance in fall 2012 and fall 2015 on three measures: enrollment, productivity, and student retention and success. Descriptions of career technical education disciplines also include labor market data.

Projected growth

Although the College is likely to grow overall, all programs will not grow at the same rate. Therefore, the analysis of each instructional discipline includes a projection that the specific discipline will either grow at the same rate, at a slower rate, or at a faster rate compared to the overall College growth rate.

Challenges and opportunities

This section describes changes and challenges that the discipline anticipates in the next decade, such as developing a new degree.

Implications for facilities

This section summarizes each discipline's requests for new and remodeled facilities. Although this information was used in the development of facilities recommendations, these lists do not reflect the College's priorities for new and remodeled facilities.

This EFMP is also grounded in an analysis of the current status and the anticipated future of the services offered to students. Chapter 4: *Student Services* describes Mt. SAC's comprehensive array of support services for students. The services are organized into three clusters based on characteristics that the services share.

In-take/Processing/Transactional

These services are united by a primary focus on welcoming students to the College, processing information, and conducting transactions that enable students to be accepted, reviewed, and provided or awarded outcomes, including registration appointments, course placement, and financial assistance. These services are Admissions and Records, Assessment and Placement, Financial Aid, High School Outreach, and In-research Services.

General Support Services

These areas provide support services to the general student population and are united by a primary focus on providing critical guidance information, assisting students along their educational paths, safeguarding students' health and well being, providing for students' cultural and leadership development, and supporting students' persistence toward reaching their educational goals. These services are Career and Transfer Services, Counseling, Student Health Center, and Student Life.

Specialized/Caseload Management-Based Services

These support programs are uniquely designed to reduce documented gaps in achievement by providing services to students who are members of specific student groups. Students satisfy eligibility criteria to participate in these programs. Services that are provided and subsequent student outcomes and achievements are tracked and reported both internally and externally to document program accountability and compliance with government standards and regulations.

Examples of these services are Arise, Aspire, EOPS, and Veterans Services.

The description of each Student Services cluster includes the following sections.

Description

This section summarizes the services provided.

Data

Since each Student Service is unique, data that describe the workload for each service is also unique. Although unique from service to service, the data tables are designed to provide a snapshot of the number of students who receive the service, such as the number of student contacts.

Challenges and opportunities

This section describes changes and challenges that the programs within each Student Services cluster anticipate in the next decade, such as adjusting to new State regulations and initiatives.

Implications for facilities

This section summarizes the requests for new and remodeled facilities unique to each Student Services cluster. Although this information was used in the development of facilities recommendations, these lists do not reflect the College's priorities for new and remodeled facilities.

Chapter 5: *Administrative Services and Human Resources* includes a description of the College's Administrative Services and Human Resources, the challenges and opportunities each unit anticipates

in the coming decade, and the facilities issues relevant to each unit that should be considered in long-term planning.

Administrative Services ensure that the College's students, faculty, staff, and administrators have the financial resources, facilities, equipment, and technology needed to achieve the College's mission. In addition to supporting the College's instructional programs and student services, Administrative Services also support a wide range of public events, community activities, and external clients. The Administrative Services units are Campus Safety, Facilities Planning and Management, Fiscal Services, Information Technology, Risk Management, Safety, and Health, and Technical Services.

The Human Resources unit monitors the College's workforce and employee programs and provides services to Mt. SAC's students, faculty, staff, and administrators by recruiting and retaining a highly skilled and talented workforce to fulfill the College's mission of supporting student learning and achievement.

MASTER PLAN THEMES

Interviews were conducted as primary resources for the development of this document.

Approximately 170 faculty, staff, managers, and administrators representing 75 Instructional Programs, 20 Student Services, six Administrative Services units, and Human Resources met with members of the master plan consultant team twice, once in fall 2016 and again in spring 2017. During these interviews, representatives were asked to identify challenges and opportunities

2018 EDUCATIONAL AND FACILITIES MASTER PLAN

EXECUTIVE SUMMARY (cont.)

that they are currently addressing or anticipate addressing in the coming decade. Their responses were analyzed to identify the common themes.

Chapter 6: *Master Plan Themes* presents a synthesis of the challenges and opportunities that were most often described during the interviews and in subsequent discussions about future challenges and opportunities. This chapter is not a comprehensive summary of the master plan interviews. This chapter is also not a list of strategies that have been approved for implementation. The Master Plan Themes are included in this document as one source of information for the College's future planning, and are presented with the intention of stimulating further College-wide discussion.

Instructional Program Themes are as follows.

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

Student Services Themes are as follows.

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

Administrative Services and Human Resources Themes are as follows.

1. Maintain services while adapting to a rapid pace of change in regulations, equipment, and emerging technologies

2. Increase services to accommodate College-wide growth
3. Expand the quality of services

President's Cabinet Themes are as follows.

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

ANALYSIS OF FACILITIES

Chapter 7: *Existing Facilities and Site Analysis* documents the analysis of facilities, site areas, campus-wide circulation, and infrastructure systems on Mt. SAC's campus. The analysis examines and makes observations about the campus through many lenses, such as condition, age, functionality, utilization, and zoning. The campus and its community initially developed rapidly in response to the urbanization and population growth of its

region. While the pace of growth has slowed, reflecting the maturity of the community, the analysis finds that the campus has the potential to evolve further toward full development of facilities, open space, and campus-wide systems.

The analysis identifies areas of the campus that could better serve the College, in coordination with current planning efforts already underway. Potential improvements include better circulation and way finding, better planning for open space, and replacement or renovation of facilities that are in poor condition or that are not permanent facilities. The sloping topography of the campus is challenging to universal access and improvements are needed. Outdoor spaces throughout campus could be improved for students to use by providing more shade with seating and technological amenities.

The analysis presented in Chapter 8: *Environmental Analysis* describes Mt. SAC's performance in the areas that are important to environmental sustainability, such as energy and water use, as well as environmental conditions on the campus, such as temperature, wind, and cloud cover. An understanding of these conditions helps the College develop effective planning strategies that will lead to carbon neutrality and other sustainability objectives.

The environmental analysis emphasizes that currently, the College is strongly committed to sustainability, with students, staff, and faculty participating in organizations and committees that are working to institutionalize sustainability and advance its planning for a more sustainable

2018 EDUCATIONAL AND FACILITIES MASTER PLAN

EXECUTIVE SUMMARY (cont.)

campus. The College has taken advantage of opportunities such as Proposition 39 and utility company incentives to fund retrofits and support sustainable building on campus. The analysis identifies opportunities for the College to make additional improvements that would align its site and facilities with its sustainability goals. These opportunities include additional efforts in the areas of water and energy systems, stormwater management, and waste management.

FACILITIES RECOMMENDATIONS

The EFMP's educational planning analyses and discussions informed the development of the EFMP facilities recommendations in the following ways that are described in Chapter 9: *Framework for Facilities Recommendations*.

- o Quantitative analysis of educational planning data, demonstrating that additional facilities are needed to support the growth projected for Instructional Programs and Support Services
- o Recommendations to build additional parking that were made by Mt. SAC's *2017 Parking and Circulation Master Plan*
- o Input from the EFMP interviews, as well as from student focus groups and community meetings, providing a qualitative vision for improving Mt. SAC's campus and facilities
- o Sustainability planning objectives that were initially discussed in Master Plan Steering Task Force meetings and other sustainability

committee meetings and will be further developed as Mt. SAC prepares its *Climate Action Plan*

- o Best facilities planning practices accompanied by notes on the ways that these practices would apply to Mt. SAC's campus
- o The EFMP's campus development concept—a "big picture" organizational framework that guided the development of facilities and site improvement recommendations

Chapter 10: *Facilities Recommendations* and Chapter 11: *Site and Infrastructure Improvements Recommendations* present recommendations for campus-wide projects, major new facilities, major renovations, other facilities projects, and site improvement projects that embody the vision captured in the EFMP interviews and respond to the needs identified in the analyses of Instructional Programs, Student Services, Administrative Services, and Human Resources. These recommendations are presented in the form of project descriptions that answer the questions listed below.

- o What would this project build?
- o Why is this project needed?
- o How would this project address educational planning needs?
- o Why is this project located here and how does it relate to outdoor spaces and circulation?

The facilities recommendations are driven by a shared vision of a physical campus that promotes student access to its programs and services and supports the achievement of students' educational goals. The recommendations are based on principles such as Universal Design and environmental sustainability that reflect Mt. SAC's core values.

Chapter 10: *Facilities Recommendations* describes projects that will fully develop the campus by building modern permanent facilities and organizing its zoning and use of land. The projects would replace aged and temporary facilities and provide additional and improved facilities that are needed to support the projected enrollment.

The Campus-wide Projects described in Chapter 10: *Facilities Recommendations* are as follows.

- Collaborative Office Suites
- Energy
- Informal Student Spaces
- Learning Environments
- Public Art
- Universal Design
- Utilities Infrastructure
- Wayfinding

The New Major Buildings Projects described in Chapter 10: *Facilities Recommendations* are as follows.

- Adult Education
- Auditorium
- Bookstore
- Campus Safety
- Fine Arts
- Library/Learning Resources

- Makerspace
- Nature Center
- Physical Education Complex
- School of Continuing Education
- Science
- Student Center
- Student Services North
- Technical Education
- Transit Center

The Major Renovations Projects described in Chapter 10: *Facilities Recommendations* are as follows.

- College Services (6)
- College Services (23)
- General Instruction (28AB)
- Humanities and Social Sciences (26ABD)
- Science (7 and 60)
- Student Services (9B)

The Other Facilities Projects described in Chapter 10: *Facilities Recommendations* are as follows.

- Minor Projects
 - Brackett Field Improvements
 - Communications Tower Replacement
 - Fire Training
 - Heritage Hall Education Center
 - M&O Building 47 Renovation
 - Receiving/Transportation Building 48 Renovation
 - Reuse Depot
 - Sand Volleyball Courts, Athletics Toilet Rooms, and Concessions
 - Studio Theater 2T Renovation
- Scheduled Maintenance

2018 EDUCATIONAL AND FACILITIES MASTER PLAN

EXECUTIVE SUMMARY (cont.)

Chapter 11: *Site and Infrastructure Improvements Recommendations* describes projects that would landscape open spaces and improve circulation systems and infrastructure. The following is the list of projects described in Chapter 11: *Site and Infrastructure Improvements Recommendations*.

- Site Infrastructure and Improvements
- Open Space Concept
- Vehicular Circulation and Parking
 - Approach
 - Main Entrances
 - Campus Circulation
 - Service Access
 - Campus Parking
 - » Parking Structures
 - Vehicular Circulation Projects
 - » Lot A Improvements and Mountaineer Road Entry
 - » Lot B Improvements
 - » Lot D Improvements
 - » Lot F Improvements
 - » Lot W Improvements
 - » Parking Structure PS-B
 - » Parking Structure PS-F
 - » Parking Structure PS-R
 - » Parking Structure PS-S
 - » Mt. SAC Way Improvements
 - » San Jose Hills Entry Improvements
 - » Temple Avenue Green Corridor
- Emergency Circulation
 - Approach
 - Emergency Vehicle Access
 - » Bonita Drive Emergency Access Project
 - Emergency Evacuation Recommendations
- Bicycle Circulation
 - Approach
 - Bicycle Circulation Projects
- Pedestrian Circulation
 - Approach
 - Accessible Circulation
 - Pedestrian Circulation Projects
 - » Miracle Mile
 - » Mt. SAC Way and Bonita Drive Promenades
 - » Bonita Drive Pedestrian Bridge
 - » Healthy Living Loop
 - » Temple Avenue Green Corridor
 - » Grand Avenue Sidewalk Completion
- Site Enhancement Concept: Pedestrian Circulation Hierarchy
- Open Space Programming
 - Approach
 - Open Space Projects
 - » Arts Garden Plaza
 - » Inspiration Lawn / Kern's Corner
 - » Auditorium Plaza and Rose Garden
 - » Incline Garden
 - » Founders Green
 - » Mountie Gardens
 - » Terraced Quad
 - » Learning Gardens
 - » Makers Green
 - » Innovation Grove
 - » Sherman Park
 - » Demonstration Garden
 - » Koi Pond
 - » Farm Frontage
- Site Enhancement Concept: West
- Site Enhancement Concept: North
- Site Enhancement Concept: Central

- Natural Habitat and Urban Forest
 - Natural Habitat and Urban Forest Projects
 - » Wildlife Sanctuary Improvements
 - » Urban Forest Initiative
- Farm Precinct
 - Approach
 - Farm Precinct Project
 - » Farm Infrastructure Improvements Project

Recommendations to advance campus sustainability are embedded throughout Chapter 10: *Facilities Recommendations* and Chapter 11: *Site and Infrastructure Improvements Recommendations*. These include building the planned on-campus Transit Center that would make access to public transportation more convenient, adding more charging stations for electric vehicles, building new LEED-certified buildings, retrofitting existing buildings to be more efficient, greening parking lots and outdoor spaces to reduce heat islands, and converting more of the campus to water-efficient landscaping.

Lastly, Chapter 12: *Implementation* provides guidance for phasing and for further planning that would prepare the College to build the recommended projects. It also describes development opportunities in the campus' Future Asset Development Zones, and recommends steps to pursue these opportunities in ways that may bear fruit well beyond the next decade.

INTRODUCTION

LETTER FROM THE PRESIDENT AND CEO

“

In December 1945, voters were asked to approve a new community college district that would serve the region. All would be welcome: returning veterans, those seeking “vocational” training and those pursuing careers in business and industry. By a vote of almost 7 to 1, Mt. San Antonio College would become a reality.

In 1946, Mt. SAC served 682 students and held classes in former naval barracks. Today, thanks to the support of local and state taxpayers, we serve more than 60,000 students in facilities that rival universities’.

While a lot has changed since Mt. SAC’s beginning, our mission to support all students in achieving their educational goals in an environment of academic excellence has not. Nor

has our commitment to our community. The economic success and cultural well-being of our diverse region depends on a skilled and highly educated workforce, and Mt. SAC is a key partner in preparing students for 21st century careers. The Mt. SAC 2018 Educational and Facilities Master Plan (EFMP) is the college’s long-term plan and serves as the foundation for other components of the college’s integrated planning process and cycle of continuous quality improvement.

This plan identifies key educational needs and trends in our community, and serves as our blueprint for institutional development and resource allocation for the next decade. It also identifies a broad range of needs to support programs and services, including new facilities.

The EFMP is the culmination of a comprehensive 18-month planning process that involved a wide range of participants, on campus, in the district and in the community. I want to thank all of you for participating in this planning process and helping shape the future of Mt. SAC.

”

William T. Scroggins

WILLIAM T. SCROGGINS, PH.D.
President and CEO

INTRODUCTION

LETTER FROM THE BOARD OF TRUSTEES



On behalf of the Board of Trustees, I am pleased to share Mt. San Antonio College's 2018 Educational and Facilities Master Plan.

For more than 70 years, Mt. SAC has worked hard to serve the higher education needs of our district's residents and provide access to quality educational programs and services. Throughout our history, we have reflected on our practices and educational programs to ensure they remain relevant and continue to meet the academic and workforce needs of our community.

This Educational and Facilities Master Plan serves as a way to celebrate our successes and embrace ideas for improvement. How we proceed will always be determined through our mutual planning processes and with the interests of our students in mind.

Our Mission Statement affirms a commitment to meeting the diverse needs of our students. It frames the fundamental work of providing the skills and academic preparation, certificates, and both associates and baccalaureate degrees that lift our students and fuel our economy. "... the college is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The college pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and 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, enhancing personal

well-being, promoting critical thinking, and enriching aesthetic and cultural experiences. "

The founders of Mt. SAC certainly could not have imagined the growth or rapidly changing society; however, they would instantly recognize the individuals today who tirelessly help our students (many still first in their families to go to college) attain their dreams. It is the shared work of college faculty, staff, administrators, and our community. Thank you to all of those who contributed to the EFMP and those who continue to support us.



A handwritten signature in black ink that reads "Manuel Baca".

DR. MANUEL BACA
Board of Trustees President

INTRODUCTION

TABLE OF CONTENTS

VOLUME 1

INTRODUCTION		CHAPTER 4: STUDENT SERVICES	
Acknowledgments	ii	Overview	4.1
Letter from the President and CEO	iv	Student Services	4.8
Letter from the Board of Trustees	vi		
Table of Contents	viii	CHAPTER 5: ADMINISTRATIVE SERVICES AND HUMAN RESOURCES	
Mission, Vision, and Core Values	x	Overview	5.1
Purpose	xii	Administrative Services	5.2
Process and Participation	xiv	Human Resources	5.15
Document Overview	xxii		
CHAPTER 1: BACKGROUND		CHAPTER 6: MASTER PLAN THEMES	
Early History of Mt. SAC	1.1	Overview	6.1
Mt. SAC Today	1.4	Instructional Programs	6.2
The Economy	1.10	Student Services	6.12
Issues in Higher Education	1.12	Administrative Services and Human Resources	6.20
CHAPTER 2: PROFILE OF THE COLLEGE'S COMMUNITIES AND STUDENTS		President's Cabinet	6.24
Overview	2.1		
Index of Data Sets	2.2		
External Environmental Scans	2.4		
Internal Environmental Scans	2.28		
Growth Forecast	2.68		
Implications for Planning	2.70		
CHAPTER 3: INSTRUCTIONAL PROGRAMS			
Credit Instructional Programs: Overview	3.1		
Credit Instructional Programs: Descriptions	3.4		
School of Continuing Education Programs: Overview	3.272		
School of Continuing Education Programs: Descriptions	3.274		
Summary	3.292		
Glossary of Data Elements	3.296		

VOLUME 2

CHAPTER 7: EXISTING FACILITIES AND SITE ANALYSIS	
Overview	7.1
Community Context	7.3
Campus and Facilities	7.21
Transportation and Circulation	7.63
Open Space and Landscaping	7.95
Farm Analysis	7.151
Mt. SAC Hangar at Brackett Field	7.173
CHAPTER 8: ENVIRONMENTAL ANALYSIS	
Overview	8.1
Campus Sustainability	8.2
Campus Climate Conditions	8.5
Resource Management	8.27
Carbon Footprint Analysis	8.45
CHAPTER 9: FRAMEWORK FOR FACILITIES RECOMMENDATIONS	
Overview	9.1
Implications of the Master Plan Themes	9.4
Student Feedback	9.8
Community Feedback	9.10
Projection of Space Needs	9.12
Projection of Parking Needs	9.24
Sustainability Objectives	9.26
Best Facilities Planning Practices	9.30
Campus Development Concept	9.32

VOLUME 3

CHAPTER 10: FACILITIES RECOMMENDATIONS	
Overview	10.1
2018 Facilities Master Plan	10.2
Campus-wide Projects	10.7
New Major Buildings	10.33
Major Renovations	10.67
Other Facilities Projects	10.83
CHAPTER 11: SITE AND INFRASTRUCTURE IMPROVEMENTS RECOMMENDATIONS	
Overview	11.1
Site and Infrastructure Improvements	11.3
CHAPTER 12: IMPLEMENTATION	
Overview	12.1
Removals	12.2
Phasing	12.6
Building Renumbering	12.8
Future Asset Development	12.20
Next Steps for Implementation	12.33

VOLUME 4

APPENDIX	
Programs and Services Interviewees	
Laboratory Space Analysis	
Farm Planning	
Student Focus Group Report	
Community Workshop Report	
Reference Documents	
Previous Facilities Master Plans	
Utilities Infrastructure	
Thermal Comfort Diagrams	
Landscape Guidelines	
EDR Aerial Photo Decade Package	
2017 Parking and Circulation Master Plan	

INTRODUCTION

MISSION, VISION, AND CORE VALUES

MISSION

The mission of Mt. San Antonio College is to support 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 so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and 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, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences.

VISION

Mt. San Antonio College strives to be regarded as one of the premier community colleges in the nation. We will be viewed as a leader in community college teaching, programs, and services. As a premier community college, we will provide access to quality educational programs and services, focusing on student success within a climate of integrity and respect. We will earn this reputation by consistently exceeding the expectations of our students, our staff, and our community.

CORE VALUES

Integrity

We treat each other honestly, ethically, and respectfully in an atmosphere of trust.

Equity and Diversity

We respect and welcome all differences, and we foster equal opportunity to succeed throughout the campus community.

Community Building

We work in responsible partnerships through open communications, caring, and a cooperative spirit.

Student Focus

We address the needs of students and the community both in our planning and in our actions.

Lifelong Learning

We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.

Positive Spirit

We work harmoniously, show compassion, and take pride in our work.

Effective Stewardship

We sustain and improve the institution and environment by efficiently using resources of time, talent, facilities, and funding.

Approved by the Board of Trustees on August 17, 2016.



INTRODUCTION

PURPOSE

The *Mt. SAC 2018 Educational and Facilities Master Plan (EFMP)* is the College's long-term plan and serves as the foundation for other components of the College's integrated planning process. The specific purposes of the EFMP are described as follows.

- o Develop and analyze internal and external data to identify the major challenges that currently exist or are anticipated to exist in the next ten years
- o Project the College's overall growth and the growth of programs and services over the next ten years
- o Provide a common foundation for discussion about the College's programs and facilities
- o Develop recommendations for site and facilities improvements that are informed by educational planning
- o Provide a foundation for other College plans, such as the *Strategic Plan* and the *Technology Plan*
- o Inform the public of the College's intentions and garner support for the services provided in and to the community



INTRODUCTION

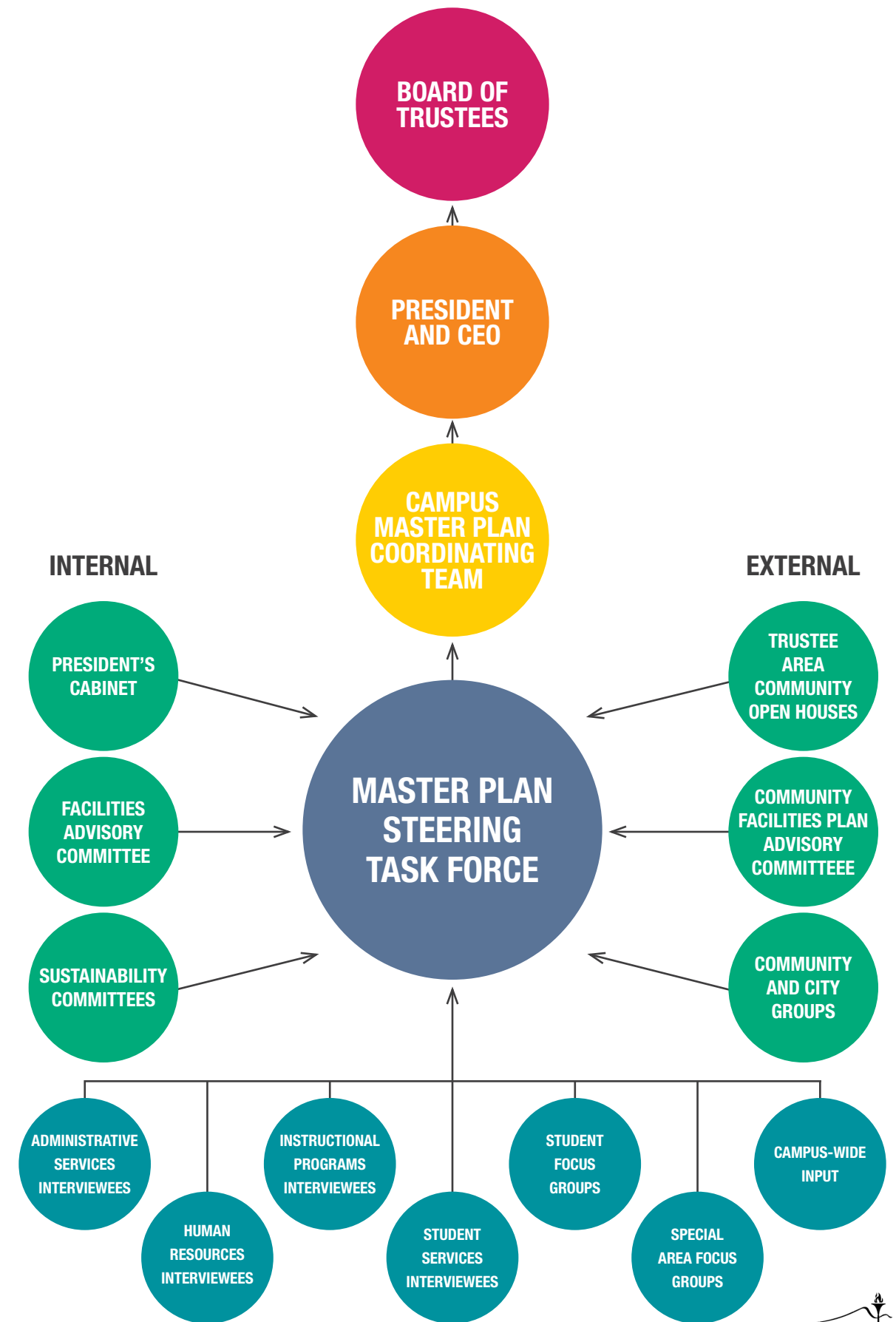
PROCESS AND PARTICIPATION

The EFMP was developed through a dynamic, collaborative process. This planning process was informed by both qualitative and quantitative data that describes external factors, such as current and projected demographic trends and the community's educational and workforce needs, as well as internal realities, such as analyses of current programs and services offered to students and the existing conditions of College facilities. Both types of analyses were the starting points for long-term planning conversations that took place in a variety of venues involving the College's many constituencies.

MASTER PLAN STEERING TASK FORCE (MPSTF)

To ensure that all voices on campus would be heard during the development of this long-term plan, Mt. SAC's President and CEO asked leaders of the College's internal constituent groups to appoint faculty, staff, and administrators to serve on a Master Plan Steering Task Force, and he appointed the Vice President of Instruction, the Vice President of Student Services, and the Academic Senate President to serve as the Tri-chairs of this task force. The members were appointed as follows.

- o Five administrators appointed by the Vice President, Instruction
- o Three administrators appointed by the Vice President, Student Services
- o Three managers appointed by the Vice President, Administrative Services
- o Faculty members appointed by the Academic Senate
- o Three students—spanning two academic years—appointed by Associated Students



STAKEHOLDER PARTICIPATION STRUCTURE

INTRODUCTION
PROCESS AND PARTICIPATION (cont.)

- Three classified representatives appointed by CSEA 262 and CSEA 651
- Five resource members: Director, Research and Institutional Effectiveness; Director, Public Affairs; Special Assistant to the President; Director, Marketing and Communications; and Executive Director, Foundation

Refer to the Acknowledgments in the beginning of this chapter for a list of Master Plan Steering Task Force members.

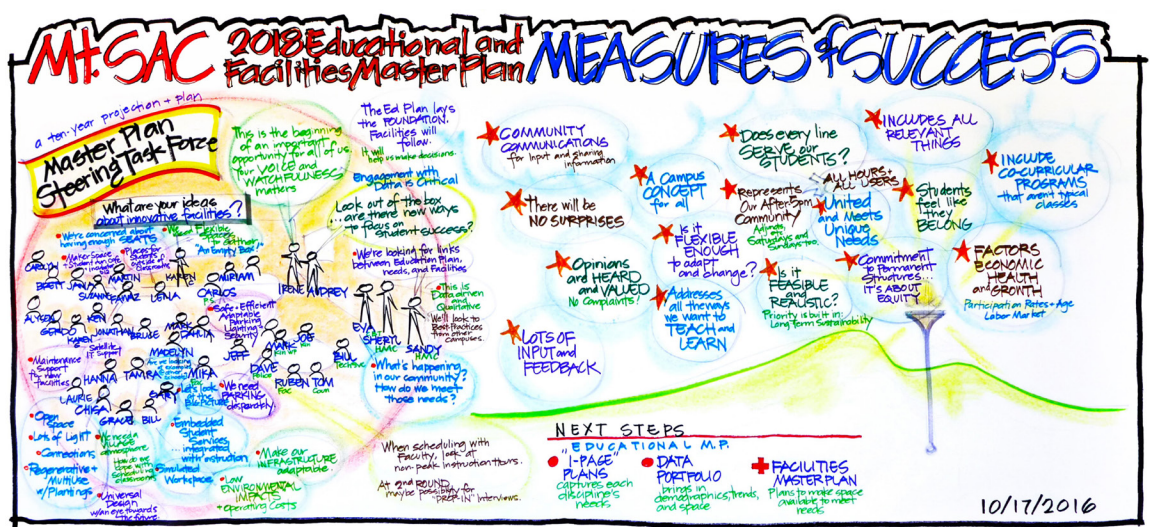
The Master Plan Steering Task Force provided direction and input throughout the development of the EFMP during eight meetings from October 2016 to December 2017. The specific functions of this group were as follows.

- Oversee the development of the integrated EFMP to ensure that educational planning served as the foundation for facilities planning
- Foster openness and inclusion in the master planning process through dialogue and communication with the College’s internal and external stakeholders
- Guide the review and College-wide vetting of the EFMP, including the impact on College goals and priorities, analysis of data, consideration of alternative planning concepts, and discussion of key findings and recommendations
- Ensure that the master planning process was coordinated with other campus planning processes and was consistent with the established direction and focus of the College

CONTENT-SPECIFIC MEETINGS
In addition to the Master Plan Steering Task Force, meetings were held with Mt. SAC faculty, staff, students, and administrators for content-specific dialogue.

Interviews were conducted as primary resources for the development of this long-term plan. Representatives of Instructional Programs, Student Services, Administrative Services, and Human Resources met with an educational planning consultant and a facilities planning consultant to discuss the specific needs of each unit. Approximately 170 faculty, staff, managers, and administrators, representing 75 Instructional Programs, 20 Student Services, six Administrative Services units, and Human Resources met with members of the master plan consultant team twice, once in fall 2016 and again in spring 2017. During these interviews, representatives of each unit collaborated with consultant team members to develop the descriptions that constitute Chapter 3: *Instructional Programs*, Chapter 4: *Student Services*, and Chapter 5: *Administrative Services and Human Resources*. Please refer to the Programs and Services Interviewees section of the Appendix for a list of the Mt. SAC faculty, staff, and administrators who participated in these interviews.

- In addition to these interviews, the following other content-specific meetings were held to inform this long-term plan.
- Four Farm Planning Meetings were held with Agricultural Sciences Program faculty, staff, and administrators to collaboratively assess existing conditions and discuss, with the input



INTRODUCTION

PROCESS AND PARTICIPATION (cont.)

of expert advisors, improvements that could be made to the Farm's organization, land use, and infrastructure for better alignment with the program's educational objectives

- Two meetings were held with School of Continuing Education faculty and administrators to understand program-specific needs and discuss options for new facilities
- Two Wildlife Sanctuary Meetings were held with Natural Sciences faculty and administrators to assess existing conditions and better understand the improvements needed to support the use of this site to meet educational objectives
- A meeting was held with Instructional Division Administrative Assistants to understand facilities issues related to scheduling classes
- Four Landscape Planning Meetings were held with faculty and Grounds Maintenance staff to understand existing site conditions and how landscape resources are used for instruction, and to review and validate the EFMP Landscape Guidelines
- Four Sustainability Planning Meetings were held with Mt. SAC's Climate Commitment Implementation Committee, Sustainability Committee, Academic Senate Task Force on Sustainability, and representatives from sustainability-focused student organizations to review current policies, plans, commitments, and the institutional structure that supports sustainability planning. One of the meetings

was an Eco-charrette that was held in spring 2017 for the purpose of exploring sustainability and carbon mitigation ideas and coordinating with the College's development of a *Climate Action Plan*

- A design charrette was held in June 2017 with the City of Walnut Planning Division to explore opportunities for collaboration
- Preparation of the *2017 Parking and Circulation Master Plan* began prior to the EFMP, and Facilities Planning and Management project managers and consultants for both projects met periodically to share information and coordinate the planning of parking structures, circulation routes, the transit center, and passenger loading zones

COLLEGE-WIDE REVIEW OF DRAFTS

Two processes were used to promote College-wide participation in the development of this document.

Master Plan Website

A website dedicated to information about the EFMP process and drafts was established to inform the internal and external communities about the planning process. Information posted on this site included Master Plan Steering Task Force membership, drafts of the document, meeting agendas and minutes, and PowerPoint presentations.



INTRODUCTION

PROCESS AND PARTICIPATION (cont.)

Requests for College-wide Review

Draft chapters were first distributed to the Master Plan Steering Task Force for their feedback. Once their comments were reviewed and considered for incorporation into the draft, the second draft of that chapter was posted online and an email was sent College-wide announcing that the draft chapter was available online and requesting feedback. Drafts were revised as warranted based on this College-wide feedback. Written responses to each comment submitted during the College-wide review were distributed to the Master Plan Steering Task Force as well as to the individuals who submitted the comment.

STUDENT FOCUS GROUPS

In spring 2017, Mt. SAC students were invited to share their perceptions of the College's facilities at one of five focus groups. A total of 57 students discussed the following questions.

Please think about the campus spaces and facilities you use at Mt. SAC, such as parking, buildings, and places to learn, study, eat, hang out, relax, and interact with others.

1. What works well about these spaces?
2. What is missing?
3. What needs work?
4. What are the challenges with these spaces?

The results of this dialogue were considered in developing facilities recommendations as described in Chapter 9: *Framework for Facilities Recommendations* of this document.

COMMUNITY INVOLVEMENT

Two processes were used to promote community participation in the development of this document.

Community Facilities Plan Advisory Committee

Mt. SAC's Board of Trustees collaborated with the President and CEO to form an advisory committee for the purpose of ensuring that a range of community voices were heard during the development of this long-term plan. Members of this group included representation from key campus officials, the seven Board of Trustees areas, citizens-at-large, the Chamber of Commerce or business community, K-12 school districts, and other stakeholder institutions or non-governmental organizations. This advisory committee began meeting monthly in fall 2016 to become acquainted with challenges faced by the College and the process for developing the EFMP. Each month the Committee was asked to provide feedback on various aspects of the EFMP content and their feedback was used to fine-tune recommendations. Refer to the Acknowledgments section in the beginning of this chapter for a list of members of the Community Facilities Plan Advisory Committee.

Public Workshops

In February and March 2017 the Board of Trustees hosted nine community meetings to announce the master plan project, gather community feedback, and inform the public about the College's programs and resources. Approximately 90 community members provided feedback during these public workshops.

Each workshop began with a brief presentation about Mt. SAC and an introduction to the master plan project. After the presentation, community members were invited to provide feedback and/or to obtain information about the College at one or more of the following five stations.

- o Campus buildings and facilities
- o Transportation and parking
- o Community destinations on campus
- o Educational programs and services
- o General Mt. SAC information

The results of these conversations were considered in developing facilities recommendations, as described in Chapter 9: *Framework for Facilities Recommendations*. The Community Workshop Report can be found in the *Appendix*.

COLLEGE PRESENTATIONS

College presentations were given to keep constituent groups informed about the various stages in the development of the EFMP.

- o Classified Professional Development Day in fall 2016
- o Board Presentation in January 2017
- o President and CEO Report to the Board in August 2017
- o Board Presentation in November 2017
- o Board Presentation in February 2018
- o Flex Day Opening Meeting Presentation to Faculty in February 2018
- o Staff Public Forum in February 2018
- o Student Public Forum in March 2018



INTRODUCTION

DOCUMENT OVERVIEW

CHAPTER 1: BACKGROUND

The College's history, geographic location, adjacent community college districts, a general overview of the College's programs and services, and a snapshot of current national, State, and local economic and higher education issues

CHAPTER 2: PROFILE OF THE COLLEGE'S COMMUNITIES AND STUDENTS

Results of External Environment Scans and Internal Environmental Scans, which document the College's effectiveness in fulfilling its mission and identify challenges that the College is likely to encounter in the next decade

CHAPTER 3: INSTRUCTIONAL PROGRAMS

An analysis of the current status and the anticipated future of the instructional programs offered to students in credit instructional programs and the School of Continuing Education programs

CHAPTER 4: STUDENT SERVICES

An analysis of the current status and the anticipated future of the support services offered to students on campus, as well as at local high schools

CHAPTER 5: ADMINISTRATIVE SERVICES AND HUMAN RESOURCES

An analysis of the current status and anticipated future of Administrative Services units, which ensure that the College's students, faculty, staff, and administrators have the financial resources, facilities, equipment, and technology needed to achieve the College mission, and Human Resources units, which monitor the College's

workforce and employee programs focused on recruiting and retaining a highly skilled and talented workforce

CHAPTER 6: MASTER PLAN THEMES

A synthesis of the challenges and opportunities most often described during the Master Plan interviews as well as during subsequent discussions about the College's future challenges and opportunities

CHAPTER 7: EXISTING FACILITIES AND SITE ANALYSIS

An analysis of the physical scope, condition, organization, functionality, and utilization of facilities, site areas, campuswide circulation, and infrastructure systems on and surrounding Mt. SAC's campus

CHAPTER 8: ENVIRONMENTAL ANALYSIS

An analysis of Mt. SAC's performance in the areas most important to environmental sustainability, such as energy and water use and carbon footprint, as well as the environmental conditions on the campus, such as temperature, wind, and cloud cover

CHAPTER 9: FRAMEWORK FOR FACILITIES RECOMMENDATIONS

Description of the connections between the facilities recommendations and other components in Mt. SAC's integrated planning process, including the challenges and opportunities identified for programs and services, the College's projected growth, and the College's sustainability planning objectives

CHAPTER 10: FACILITIES RECOMMENDATIONS

Recommendations for new facilities, major renovations, and other projects that are needed to address the challenges and opportunities that are identified in the EFMP themes

CHAPTER 11: SITE AND INFRASTRUCTURE IMPROVEMENTS RECOMMENDATIONS

Recommendations for infrastructure and site improvements and projects with campus-wide impact that make the most of the campus as a living laboratory and community resource

CHAPTER 12: IMPLEMENTATION

Guidance for the implementation of the EFMP facilities, infrastructure, and site improvement recommendations and descriptions of opportunities for further development that could take place beyond the EFMP 10-year planning horizon

