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## ***Mt. San Antonio College 2018 Educational and Facilities Master Plan***

### **Chapter 1. Background**

#### **Early History of Mt. SAC**

One hundred years ago, the land that Mt. San Antonio College (Mt. SAC) now occupies was part of Rancho La Puente, a sprawling 48,000-acre ranch in San Gabriel Valley. The area was known for its fertile land and agriculture, with groves of citrus and walnut trees, fruit packing houses, and small farms.

As the San Gabriel Valley population grew, public education opportunities expanded including a junior college on the Pomona High School campus. As World War II drew to a close, community and educational leaders foresaw the need to provide local post-secondary education options for returning veterans. In October 1945, four neighboring school districts – Pomona, Covina, Puente, and Bonita – partnered and petitioned the California State Board of Education for a regional junior college to serve these school districts. The subsequent campaign for public support included the rationale that such a regional junior college would be larger and more comprehensive than the current institution and would therefore create a more college-like atmosphere to attract returning veterans. Their campaign was persuasive, and in December 1945 the public voted 7 to 1 to approve this new junior college.

Spring 1946 was an intense period of planning for the new college. Several sites were considered using two criteria: place the college as close as possible to the geographic center of the region and build on a location that was separate from a high school campus. Mt. SAC's initial location – one mile north of Valley Boulevard, 7.1 miles east of Puente and 7.2 miles west of Pomona – was determined by the new Board of Trustees to be the best match to the criteria. The site was a U.S. Naval Hospital that would soon be decommissioned. In July 1946, the Board signed a two-year lease with the State of California for this land and temporary buildings.

With the location identified, the Board then charged the newly selected College Superintendent/President, faculty, and staff with making the necessary arrangements to open the college in fall 1946. The initial faculty and staff began their tenure on July 1, 1946, and were united in the common goal of creating a College and offering classes to begin in just a few short months – fall, 1946. Without concern about monetary compensation, they dedicated themselves to the task by working long hours and enlisting assistance from their family, friends, and potential students. Spouses helped collect supplies and students painted walls. Each Board of Trustee member personally helped finance the effort.

Through dedication and perseverance, the campus community achieved their seemingly impossible goal. Just six weeks after the first day of work for faculty and staff, on August 15, 1946, student registration began for programs organized under seven divisions and 12 departments and the College opened for classes on September 16, 1946. By the end of September, 682 students were taking classes at the new College.

One highlight of Mt. SAC's first graduation in June 1947 was news from the state governor of legislation allowing the Board of Trustees to purchase the College's present site as a permanent home.

The College was initially and temporarily named Eastern Los Angeles County Community College. During its first year the Board held a contest requesting suggestions for a permanent name for the college. After reviewing the diverse array of names that were submitted, the Board officially adopted the name Mt. San Antonio College, acknowledging the snowcapped mountain (popularly known as Mt. Baldy) prominently visible in the distance above campus.

*This history is adapted from Mt. San Antonio College: The First Fifty Years and the 2017 Institutional Self-evaluation Report in Support of Reaffirmation of Accreditation ([http://www.mtsac.edu/accreditation/college\\_accreditation/2017/full\\_self\\_evaluation.pdf](http://www.mtsac.edu/accreditation/college_accreditation/2017/full_self_evaluation.pdf))*

### **Mt. SAC Today**

As anticipated by the community leaders, in mid-1940 a large number of people choose San Gabriel Valley for their home and work destination. As a result, today Mt. SAC is the largest single campus community college district of California's 113 community colleges with an annual total credit and noncredit student headcount of 59,343 students in 2015 – 2016.

Mt. SAC is located in the city of Walnut in the eastern part of Los Angeles County and is adjacent to four other community college districts: Citrus to the north; Chaffey to the east; North Orange County to the south; and Rio Hondo to the west. Given the proximity of these five community college districts, there is extensive free flow of students across district boundaries. About one-third of Mt. SAC's student population lives outside of the College's geographic boundaries.

The Mt. SAC campus borders California State Polytechnic University in Pomona. The College also has strong ties with nearby private universities, such as the University of La Verne, the Claremont Colleges, and Azusa Pacific University.

Mt. SAC's students, faculty, and staff benefit from the following broad range of programs, services, and institutional support.

- **Instructional Programs** include a full range of credit programs that offer general education and career technical education degrees and certificates that prepare students for immediate employment and/or transfer to four-year institutions. Students may choose from approximately 1,400 credit courses that may lead to one of 76 associate degrees, 14 associate degrees for transfer, and/or 162 certificates.

The Adult and School of Continuing Education instructional programs includes an array of noncredit programs, including Adult Education, Adult High School Diploma, Immigrant

Education, High School Credit Recovery and Enrichment Referral, Noncredit Health Careers, Noncredit CTE/Short-Term Vocational programs, Adults with Disabilities, and Education for Older Adults. Support services include the WIN Athletic Support Center and the Language Learning Center. Community Education and Workforce Training Center programs and courses are offered on the main campus as well as in approximately 30 public and private facilities throughout the Mt. SAC community. Refer to Chapter 3 of this document for more details on Mt. SAC's credit and noncredit instructional programs.

- **Student Services** support students' matriculation into and through the institution to successful completion of their goals are provided both on-campus and online. These services include admissions and records, counseling, career and transfer centers, disabled student programs and services, extended opportunity program and services, student financial aid services, health services, student activities, veterans' services, and additional services and programs designed to meet the specific needs and interests of particular student populations. Refer to Chapter 4 of this document for more details on Mt. SAC's student services programs.
- **Administrative Services** ensure that the educational programs and services have adequate financial resources, facilities, equipment, and technology. These Administrative Services include fiscal services, budget development and monitoring, information technology, public safety, risk management, bookstore and food services, facilities planning and development, and technical services. These services support the College's instructional programs and student services as well as the use of its facilities for a range of public events, recreational activities, and community education programs.
- **Administrative Teams** provide leadership and institutional oversight and direction. These teams are the Offices of the President and four Vice Presidents: Administrative Services, Human Resources, Instruction, and Student Services.

Mt. SAC continues to honor and live by the same pioneering spirit that achieved the seemingly impossible in 1946 – 1947. This spirit is fueled by hard work, persistence, and a collective vision to make this the best community college in the country. All components of the College are committed to a singular focus: to improve student success. To achieve this goal, Mt. SAC uses multiple approaches that require inter-departmental collaboration and the willingness to go beyond organizational divisions to support and increase student access, equity, and success. Recent college-wide programs and innovations that are cited in the College's *2017 Institutional Self-evaluation Report in Support of Reaffirmation of Accreditation* are:

- The Bridge Program is a learning community designed to increase student academic and personal success through the structuring of a personalized learning environment. By linking classes that are taught in a collaborative group setting, students have an opportunity to learn about being successful college students and how to use college

services. Students and the instructional faculty collaborate with Bridge Program staff and counselors, financial aid advisors, and transfer and advising specialists. In 2015 – 2016, 864 students participated in this program.

- In 2013, Mt. SAC received its third consecutive five-year Federal Title V: Developing Hispanic-Serving Institution grant to support student success and strengthen the institution. This \$3.2 million grant focuses on: 1) providing support services that accelerate students into and promote retention in college-level coursework; and 2) creating sustainable and scalable cohort models that move students quickly into college-level coursework and promote faster completion.
- The Pathways to Transfer initiative is an accelerated learning program aimed at helping students who tested below college-level English and mathematics reach transfer-level courses.
- Mt. SAC was one of 30 community colleges nationwide selected to participate in the American Association of Community Colleges Pathways Project, funded by the Bill & Melinda Gates Foundation, which focuses on building the capacity of community colleges to design and implement structured academic and career pathways.
- In spring 2015, Mt. SAC was one of 43 colleges California to be awarded the Basic Skills Transformation Grant. The grant is designed to implement high impact practices aimed at accelerating completion for basic skills students. The two objectives for Mt. SAC's grant are focused on guided pathways and English acceleration.
- The College established a partnership with Mount Saint Mary's University to offer its Bachelor of Science in Nursing (BSN) degree on the Mt. SAC campus, and with Pomona Valley Hospital Medical Center for Mt. SAC nursing students in the Transition to Practice course to intern at Pomona Valley.

*This section is adapted from the 2017 Institutional Self-evaluation Report in Support of Reaffirmation of Accreditation ([http://www.mtsac.edu/accreditation/college\\_accreditation/2017/full\\_self\\_evaluation.pdf](http://www.mtsac.edu/accreditation/college_accreditation/2017/full_self_evaluation.pdf))*

## The Economy

### National Economy

The United States is recovering from the significant economic downturn that began in 2007. This recovery is seen in slowly rising growth in construction spending, the sale of new single-family homes, and retail trade. In the past two years home ownership rates are stable as is the core inflation rate. Interest rates are beginning to increase while unemployment rates and the average price for a gallon of gas have decreased. (Sources: Economic indicators: <http://www.census.gov/econ>; Core inflation rate: <https://data.bls.gov/>; Interest rate: <http://www.freddiemac.com/>; Gasoline prices: <http://newsroom.aaa.com/tag/average-gas-prices-by-year/>; Unemployment rates: <https://data.bls.gov/timeseries/LNS14000000>)

### State Economy

California's economy is also recovering from the Great Recession. Although California's unemployment rate has been consistently higher than the national unemployment rate in recent years, the gap is shrinking. In March 2017 the national unemployment rate was 4.5 percent while California's unemployment rate was 4.9 percent. (Source: [https://www.bls.gov/eag/eag.CA.htm#eag\\_ca.f.3](https://www.bls.gov/eag/eag.CA.htm#eag_ca.f.3)) Unfortunately, the recovery in employment is not equally distributed across the state. As of March 2017, 11 of California's 58 counties still had an unemployment rate over ten percent, predominately in agricultural or rural areas. The highest recorded unemployment rates were Colusa County at 21.8 percent and Imperial County at 19.2 percent. (Source: <http://www.calmis.ca.gov/file/lfmonth/countyur-400c.pdf>)

For the past three years, the state has added jobs at a faster pace than the nation as a whole. Between January 2009 and November 2016, California added 1,713,500 jobs, the largest number of new private sector jobs in the United States over these years. (Source: <http://www.jec.senate.gov/public/>)

Housing prices in California increased 61.8 percent between the third quarter of 2011 and the third quarter of 2016. In the past year, from the third quarter of 2015 to the third quarter of 2016, housing prices increased 7.2 percent. Construction of new homes is also increasing, with an average of 94,348 new starts from November 2015 to November 2016. (Source: <http://www.jec.senate.gov/public/>) A persistent problem related to housing is the lack of affordable housing in metropolitan areas that are experiencing the fastest rates of job growth. (Source: <http://laedc.org>)

As a result of this economic growth, the state's finances have stabilized, and after years of deficits, the state general fund has ended the current fiscal year with a cash surplus. Fiscal issues to be considered in state budget development are to prepare for the next economic downturn according to Governor Brown's 2017 – 2018 Budget Summary. (Source: <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>)

## Local Economy

Mt. SAC is located in the San Gabriel Valley. The boundaries for this region are the San Gabriel Mountains to the north, the cities of Pasadena, South Pasadena and Monterey Park to the west, the crest of the foothills that parallel the Pomona freeway to the south, and the Los Angeles/San Bernardino county line to the east. (Source: [http://laedc.org/wp-content/uploads/2016/05/SGV\\_FINAL\\_20160508.pdf](http://laedc.org/wp-content/uploads/2016/05/SGV_FINAL_20160508.pdf)) The San Gabriel Valley region encompasses 284.13 square miles and 189 square miles of these are within Mt. SAC's geographic boundaries.

Similar to the state and the nation, the economic forecasts for the San Gabriel Valley are optimistic. The unemployment rate in the San Gabriel Valley has been consistently lower than the overall unemployment rate in Los Angeles County. In 2010 when the Los Angeles County unemployment rate was 12.5 percent, the unemployment rate in the San Gabriel Valley was 11.3 percent. In 2015 when the Los Angeles County unemployment rate was 6.7 percent, the unemployment rate in the San Gabriel Valley was 6.0 percent. However, four of the cities with the highest unemployment rates in the San Gabriel Valley in December 2016 are within the Mt. SAC geographic boundaries: Baldwin Park (6.3 percent), Irwindale (6.3 percent), West Covina (5.8 percent), and Covina (5.7 percent). (Source: [http://laedc.org/wp-content/uploads/2016/05/SGV\\_FINAL\\_20160508.pdf](http://laedc.org/wp-content/uploads/2016/05/SGV_FINAL_20160508.pdf))

The distribution of jobs by industry in the San Gabriel Valley is similar to Los Angeles County as a whole. The largest share of employment is in health care services, followed by professional and business services, retail trade, leisure and hospitality, and the public sector. (Source: [http://laedc.org/wp-content/uploads/2016/05/SGV\\_FINAL\\_20160508.pdf](http://laedc.org/wp-content/uploads/2016/05/SGV_FINAL_20160508.pdf))

A longitudinal look at the number of residential construction permits shows one impact of the Great Recession: fewer than 1,000 permits were issued annually from 2009 through 2012. By 2015, the pace increased and was only slightly below the 2005 level. Although median home prices have risen significantly throughout the San Gabriel Valley, boosted by strong demand and lean inventories, the median price in three cities within Mt. SAC's geographic boundaries is still more than ten percent below prerecession peak prices: Pomona, La Puente, and Baldwin Park. (Source: [http://laedc.org/wp-content/uploads/2016/05/SGV\\_FINAL\\_20160508.pdf](http://laedc.org/wp-content/uploads/2016/05/SGV_FINAL_20160508.pdf))

Other evidence of the economy's recovery is the level of consumer spending in the San Gabriel Valley. After several years of decline, beginning in 2009, taxable sales have slowly but steadily increased and nearly reached prerecession levels in 2015. Taxable sales grew almost three percent from 2014 to 2015. (Source: [http://laedc.org/wp-content/uploads/2016/05/SGV\\_FINAL\\_20160508.pdf](http://laedc.org/wp-content/uploads/2016/05/SGV_FINAL_20160508.pdf))

## Issues in Higher Education

### National Issues

There are two primary issues driving the dialogue about higher education:

- The Completion Agenda: The need to increase student achievement of degrees and certificates in order to meet current and projected workforce needs. (Source: <http://www.aacc.nche.edu>)

It is projected that 60 percent of the national workforce will need a postsecondary degree or certificate by 2025 to meet workforce needs. (Source: [http://www.luminafoundation.org/goal\\_2025](http://www.luminafoundation.org/goal_2025)) Forty-two percent of adults in the United States have completed an associate degree or higher, compared to 64 percent in South Korea and close to 60 percent in Japan and Canada. In a global comparison of the proportion of the population who have attained postsecondary education, the United States ranks 12<sup>th</sup>. (Source: [https://www.oecd.org/edu/eag2013%20\(eng\)--FINAL%2020%20June%202013.pdf](https://www.oecd.org/edu/eag2013%20(eng)--FINAL%2020%20June%202013.pdf))

- The Achievement Gap: The need to increase student access and success for students in all racial/ethnic demographic categories. (Source: <https://nces.ed.gov/nationsreportcard/studies/gaps/>)

Educational attainment in the United States varies by race and ethnicity. Among adults 93 percent of non-Hispanic Whites have at least a high school degree and 54 percent of Asians have a bachelor's degree or higher. Hispanics and Blacks reported the lowest percentage at every level from high school graduate to advanced degrees. (Source: <https://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf>)

In addition to the urgency to increase student completion of degrees and certificates and improve student access and success for students in all racial/ethnic demographic categories, other major challenges facing higher education leaders across the country include the following higher education agendas.

- Align graduates' skills with the skills needed in the workforce
- Implement efficient business models to reduce costs and share resources among institutions
- Prepare veterans who left active duty to enter the workforce
- Use learning outcomes and competency outcomes to measure whether institutions are successful
- Adapt to a reduction in state and federal funding coupled with increases in unfunded mandates from government agencies

(Source: <http://www.forbes.com/sites/johnebersole/2015/01/06/higher-education-issues-15-for-15/>)

## State Issues

California developed the largest higher education system in the world in the belief that an educated population will advance its economic, political, and social success. This impressive system of 113 community colleges served a total of 2,102,318 students in 2015 – 2016. (Source: <http://www.ccleague.org/files/public/Publications/FF2016.pdf>) The California Community Colleges' mission is to prepare students for transfer or to earn a degree or certificate as well as to provide workforce training and basic skills instruction in English and mathematics. However, despite the benefit of nearby community colleges in most regions of the state, the major higher education issues in California are the same as those facing the nation: the Completion Agenda and the Achievement Gap.

California's system of higher education is not producing enough educated workers to meet the needs of the changing economy. Projections suggest that the state's economy will continue to need more highly educated workers. By 2025, if current trends persist, 41 percent of jobs will require at least a bachelor's degree and 36 percent will require some college education short of a bachelor's degree. Population and education trends suggest that by 2025 only 35 percent of working-age adults in California will have bachelor's degrees and only 28 percent will have some postsecondary training. (Source: [http://www.ppic.org/content/pubs/report/R\\_215HJR.pdf](http://www.ppic.org/content/pubs/report/R_215HJR.pdf)) This gap between the projected needs for an educated workforce and the level of educational attainment in California's adult population has created a sense of urgency and a statewide focus on increasing postsecondary graduation rates.

Similar to the national statistics, an Achievement Gap can be seen in California higher educational institutions. For example, among those who first enrolled in a community college in 2009 – 2010, 64 percent of the Asian students earned a degree or transferred within six years compared to 51 percent of White students, 40 percent of Latino students, and 35 percent of African American students. (Source: <http://scorecard.cccco.edu>)

As a result of such well-documented race/ethnicity differences in student success benchmarks, such as completion of degrees and certificates, California community colleges are focused on providing equity, or support for students who are not ready for college-level work and are members of groups underrepresented in success statistics.

California regulations specify that community colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, persons with disabilities, foster youth, veterans, and low-income students (Sources: Title §54220(d) and the 2014 state budget trailer bill SB 860). Each community college is required to develop specific goals/outcomes and actions to address disparities that are discovered, disaggregating data by student demographics. College plans must

describe the implementation of strategies to address identified disparities, such as policies, activities, and procedures as they relate to improving equity and success at the college.

These two forces – the Completion Agenda and the Achievement Gap – have driven a number of initiatives, policy changes, and funding allocations in California since 2012. The initiatives are summarized in the *2015 State of the System Report: Student Success Scorecard*. (Source: <http://californiacommunitycolleges.cccco.edu>)

### **Mt. SAC Initiatives**

Mt. SAC is actively implementing the recent statewide initiatives to support and improve student success. For current information on the College's work related to these initiatives, please refer to the following sources.

- 2017 Institutional Self-evaluation Report in Support of Reaffirmation of Accreditation: [http://www.mtsac.edu/accreditation/college\\_accreditation/2017/full\\_self\\_evaluation.pdf](http://www.mtsac.edu/accreditation/college_accreditation/2017/full_self_evaluation.pdf)
- Associate Degrees for Transfer: <http://www.mtsac.edu/catalog/>
- Basic Skills Annual Report: [http://www.mtsac.edu/accreditation/college\\_accreditation/2017/int/INT\\_BasicSkills\\_14-15.pdf](http://www.mtsac.edu/accreditation/college_accreditation/2017/int/INT_BasicSkills_14-15.pdf)
- Student equity plan: <http://www.mtsac.edu/governance/committees/equity/>
- Student success and support plan: [http://www.mtsac.edu/studentservices/docs/2015-2016\\_SSSP\\_Plan.pdf#search=student%20success%20plan](http://www.mtsac.edu/studentservices/docs/2015-2016_SSSP_Plan.pdf#search=student%20success%20plan)
- *(Additional examples may be added)*

In addition to these specific projects, Mt. SAC developed the following institutional goals to maintain the focus of its energies and resources on its mission and to maximize the benefits its students receive from the recent statewide initiatives. The College Goals and Strategic Objectives are documented in the *2015 – 2017 Mt. SAC Strategic Plan*. (Source: <http://www.mtsac.edu/about/overview/mission-and-goals.html>) These College Goals may be revised when the College develops its next strategic plan in fall 2017.

### **Theme A: To Advance Academic Excellence and Student Achievement**

College Goal #1: The college will prepare students for success through the development and support of exemplary programs and services.

College Goal #2: The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.

College Goal #3: The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

#### **Theme B: To Support Student Access and Success**

College Goal #4: The College will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.

College Goal #5: Students entering credit programs of study will be ready for college level academic achievement.

College Goal #6: The College will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

#### **Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement**

College Goal #7: The College will secure funding that supports exemplary programs and services.

College Goal #8: The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.

College Goal # 9: The College will provide opportunities for increased diversity and equity for all across campus.

College Goal # 10: The College will encourage and support participation in professional development to strengthen programs and services.

College Goal #11: The College will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.

College Goal #12: The College will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

#### **Theme D: To Foster an Atmosphere of Cooperation and Collaboration**

College Goal # 13: The College will improve the quality of its partnerships with business and industry, the community, and other educational institutions.

College Goal #14: The College will improve the effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

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