Mt. San Antonio College 2018 Educational and Facilities Master Plan
Chapter 6. MASTER PLAN INTERVIEW THEMES

Overview

The Master Plan Interview Themes are included in this document as one source of information for the College's future planning and are presented with the intention of prompting further College-wide discussion.

Interviews were conducted as primary resources for the development of the *Mt. SAC 2018 Educational and Facilities Master Plan*. In both fall 2016 and spring 2017, about 170 faculty, staff, managers, and administrators representing 75 Instructional Programs, 20 Student Services, and five Administrative Services units met with members of the master plan consultant team. During the master plan interviews, the representatives of each unit collaborated with master plan consultant team members to develop the unit descriptions that constitute Chapters 3, 4, and 5 of this document.

During the interviews, participants also describe the challenges and opportunities that they are currently addressing or anticipate addressing in the coming decade. The challenges and opportunities section of the interviews were analyzed to identify the common themes. These themes represent the suggestions of how to improve student success and equity that were heard most often in the master plan interviews. This chapter is not a comprehensive summary of the master plan interviews.

Master Plan Interview Themes: Instructional Programs

An analysis of the approximately 160 interviews with representatives of Instructional Programs identified the following five Master Plan Interview Themes that focus on increasing support for students.

1. Expand proactive counseling and tutoring to increase rates of successful course completion
2. Use Pathways to increase rates of successful completion of degrees and certificates
3. Expand interdepartmental collaboration
4. Expand opportunities for distance learning
5. Expand opportunities for learning-by-doing

The following section includes a description of each Master Plan Interview Theme as well as examples of each theme from the Instructional Programs chapter. The specific examples cited are simply that – examples. These examples are neither a comprehensive list of all challenges

and opportunities discussed in the master plan interviews nor a prioritized list of projects selected for implementation.

1. Expand proactive counseling and tutoring to increase rates of successful course completion

Rationale: The completion of a course with a passing grade is fundamental to success in College. However, many Mt. SAC students arrive on campus without the necessary preparation for success in college-level work. They bring unique sets of academic and personal challenges such as competing priorities created by work and family obligations as well as family members' lack of experience with and/or support of students' higher education goals. Such challenges are illustrated in this profile of Mt. SAC students drawn from data in Chapter 2:

- 43.8 percent are first-generation college students
- 60.2 percent are 24 years old or younger
- 52.7 percent enrolled in a part-time course load (fewer than 12 units) in fall 2015
- 38.0 percent of the households speak English only at home; residents in the remaining households are most likely to speak Spanish or an Asian/Pacific Island language
- 78 percent of credit students in fall 2015 received financial aid

The College places a high priority on student equity with a focus on reducing the achievement gap by tailoring support to meet the unique needs of underprepared and underrepresented students. To advance toward greater equity, the College faculty and staff envision expanding the modes of delivering student services and tutoring to include methods that are more proactive than traditional. With proactive methods, professionals anticipate and look for issues, concerns, or roadblocks that could be a barrier to student success rather than waiting for problems to occur.

Examples from master plan interviews: Disciplines especially interested in developing and implementing strategies to improve students' completion rates include:

Administration of justice
Agriculture
Alcohol and Drug Counseling
American Language
Architectural Technology
Astronomy
Biology, Botany, and Microbiology
Business Management
Economics
Engineering Construction Technology
Fashion
Fine Arts
Geography
Graphic Design and Illustration
Ornamental Horticulture
Photography

Child Development	Physics and Physical Science
Computer Information Systems	Sign Language and Interpreting
Computer Science	Television
Earth Sciences	World Languages

Although students' successful course completion rates in each of these disciplines were lower than the statewide successful course completion rates for the same discipline, students' successful course completion rates are relevant for all disciplines College-wide.

To successfully complete courses, students often need additional support in mastering course content as well as navigating the processes and jargon of higher education. Improving students' successful course completion at the first level in a course sequence may be the key to successful completion of students' educational goals. Proposed examples of how to improve students' successful course completion rates suggested in the master plan interviews include:

- Align the most effective tutoring best practices with the unique needs of diverse student populations in the Learning Centers
- Embed counseling and/or tutoring with course content and delivery in credit and noncredit courses in disciplines and programs such as English, Mathematics, Television, Photography, Adult Basic Education, Short-term Vocational, Economics, Earth Sciences, Physics, Astronomy, Business Management, and American Language
- Expand the WIN Center to provide stronger academic support in Athletics and align counseling support with athletes' schedules
- Embed information competency training with content courses that require research, such as Library with English, Psychology, and Sociology
- Locate Learning Centers near each division office and related instructional areas

Implications for facilities: If the College chooses to focus on increasing students' successful course completion rates as a strategy for improving student success and equity, possible implications are that new and remodeled facilities include features such as:

- Offices that provide space for collaboration and interaction between/among faculty as well as between/among faculty and students
- Centers for student support services that are adjacent to related services
- Spaces that protect students' confidentiality
- Additional and/or library and larger learning centers
- Space for quiet study areas and open computer access in the library and learning centers

- Learning center space in each building where instruction is offered adjacent to classrooms and laboratories

2. Use Pathways to increase rates of successful completion of degrees and certificates

Rationale: Of the first-time students who entered Mt. SAC in 2010 – 2011 with a goal of completing degrees, certificates, or transfer requirements, about half achieved that goal within six years. During the master plan interviews, disciplines such as Agriculture, Communication (Speech), and Geography identified the rates of student completion of degrees and certificates in their disciplines as a challenge and opportunity.

Examples from master plan interviews: A common suggestion during the master plan interviews was to develop guided pathways that will provide students with clear, educationally coherent program maps. Here are some examples of strategies related to the development of pathways to guide students' smooth transition from high school to Mt. SAC and job entry or transfer to a four-year institution:

- Align program, degree, and certificate requirements with four-year institutions in disciplines such as Graphic Design and Illustration, Journalism, Emergency Medical Services, Television, Engineering and Surveying and American Language
- Align programs with K-12 partners in disciplines such as Sign Language and Interpreting and noncredit ESL

Pathway development within a discipline begins with a departmental review of course content and course sequence, such as these examples from the master plan interviews:

- Revise the units required for each certificate to improve the number of certificates awarded in Welding
- Expand assessment and placement procedures, including options for credit-by-examination in World Languages
- Evaluate course content and offerings to eliminate redundancy in Art History
- Evaluate the effectiveness of the Mathematics prerequisites in increasing students' successful course completion rates in Physics

Implications: The College is currently piloting the use of Pathways as one strategy for improving student success and equity. 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. This approach requires a College-wide effort to identify course sequences,

progress milestones, and program learning outcomes that are aligned with the knowledge and skills required by four-year institutions and the labor market.

3. Expand interdepartmental collaboration

Rationale: In the coming decade faculty and staff plan to integrate activities between and among the various instructional programs as well as between instructional programs and student services in order to expand and enrich the College's environment for student success.

Mt. SAC faculty and staff want to support students' understandings of course content by expanding the traditional definitions of instructional disciplines through interdepartmental collaboration on assignments, degrees, and certificates. By integrating lessons from multiple courses into a connected, cohesive body of knowledge, students are more likely to successfully use their education for creative expression, problem solving, and decision-making as well as to advance within a discipline.

Another type of interdepartmental collaboration that benefits students is the partnership between Instructional Programs and Student Services. By integrating counseling services, financial aid, and other services with course content, as in the Bridge program, students are more likely to persist to completion of their educational goals.

Examples from master plan interviews: The following proposed collaborations cross the traditional department and division boundaries.

- Expand collaboration between
  - Instructional and student services experts on onboarding processes, such as assessment and placement in Mathematics and English
  - Noncredit and credit programs, such as Adult Basic Education and Short-term Vocational programs with corresponding credit programs

- Share space and equipment, such as:
  - Physics, Engineering, Industrial Design, and Anthropology share three-dimensional printing technology
  - Graphic Design and Illustration, Photography, and Aeronautics share an outdoor netted laboratory for unmanned aerial vehicles
  - Welding and Art share welding facilities and equipment for functional and artistic purposes
  - Air Conditioning and Refrigeration share a lecture/computer laboratory with Welding

- Disciplines in the commercial and entertainment arts share a studio laboratory to support student project assignments

- Develop integrated certificates and degrees, such as
  - Architectural Technology and Animation with Industrial Design Engineering develop an augmented reality technology and/or virtual reality technology degree or certificate
  - Architectural Technology with Ornamental Horticulture develop landscape and architectural design degrees or certificates
  - Welding, Industrial Design Engineering, and Manufacturing Technology develop an interdisciplinary degree
  - Electronics and Computer Engineering Technology work with other departments to design courses that would be required for certificates in new fields such as Video Engineering and Robotic Technology
  - Photography, Aeronautics, Aircraft Maintenance Technology, and Graphic Design and Illustration develop courses and degrees in unmanned aerial vehicles/unmanned aircraft systems

- Collaborate on performance opportunities, such as
  - Music, Dance, and Theater jointly stage musical productions
  - Journalism and Radio and Television jointly produce content for broadcasting
  - English and Library jointly create venues for performances such as poetry month

- Link traditional laboratory activities with career technical education training, such as
  - Biological Sciences linked with Histologic Technician Training
  - Industrial Design Engineering linked with Engineering, Physics, and Agriculture

Implications for facilities: If the College chooses to support the expansion of interdepartmental collaboration as a strategy for improving student success and equity, the implications are that new and remodeled facilities should include spaces conducive to increased dialogue and interaction among students, between/among students and faculty and staff, and among faculty from different areas of expertise, such as:

- Interior and exterior places for students to study and connect with other students
- Interior and exterior places for film viewing, lectures, and exhibits
- Offices that provide space for collaboration and interaction between/among faculty members as well as between/among faculty and students
- Multi-use laboratories to be shared between/among disciplines

4. Expand opportunities for distance learning

Rationale: Flexibility is the main advantage of distance learning for students. The schedule is one aspect of this flexibility because students can persist in college and move toward completion of their educational goals while also fulfilling employment and family responsibilities. Distance learning also offers flexibility in learning styles because students can set their own pace of when, where, and how to study, typically with unlimited opportunities to review the material.

Compared to other California community colleges, Mt. SAC currently earns less FTES (Full-Time Equivalent Students) via the delivery of instruction by distance learning and/or hybrid modes of instruction. For example, in fall 2015 Mt. SAC earned 2.8% of its FTES through distance learning compared to 11.4% for community colleges statewide. In the past decade Mt. SAC faculty were reluctant to expand offerings of distance learning because students' rates of successful completion of online courses were below those in traditional, face-to-face instruction. However, thanks to institutional support for faculty in developing and offering online courses, students' successful course completion rates for hybrid, online, and traditional modes of delivering instruction are now comparable. (Refer to Data Set 37 in Chapter 2.)

Examples from master plan interviews: Many Mt. SAC faculty and administrators are currently involved in dialogue about the continuous improvement of student learning through the distance learning mode and how student success measures compare with student learning in traditional programs. One example is that the Faculty Center for Learning Technology and other professional development opportunities offer training in distance learning, such as best practices in distance learning, the use of Mt. SAC's learning management system, video creation, optimization of graphics, other eLearning tools, and online pedagogy.

In the coming decade many Mt. SAC faculty and staff plan to increase student access to distance learning. The disciplines that plan to add or expand distance-learning offerings are:

- Accounting
- Business Management
- Dance
- Fashion
- Fire Technology
- Graphic Design and Illustration
- History
- Hospitality and Restaurant Management
- Kinesiology
- Mathematics
- Music
- Nutrition and Foods
- Political Science
- Sign Language and Interpreting

Implications for facilities: If the College chooses to concentrate on expanding distance education offerings as a strategy for improving student success and equity, the implications are that new and remodeled facilities include features such as:

- Expand the Faculty Center for Learning Technology
- Expand access to technical support for faculty and students
- Expand student access to open computer laboratories with digital library and information literacy resources

5. Expand opportunities for learning-by-doing

Rationale: Mt. SAC faculty, staff, and administrators support integrating classroom instruction with laboratory or other hands-on instruction as a way to increase student engagement, retention, and success. Teaching and learning methods that combine instruction and observation with practice are especially relevant given the diversities in Mt. SAC's student body and the College's focus on student equity. Hands-on teaching and learning methods create a more level playing field because every individual learns from a similar set of experiences regardless of their socio-economic status, prior academic experience, and learning style.

Other advantages of learning-by-doing pedagogy include:

- Practice in critical thinking: Students engage in cause-and-effect thinking by observing events and, with guidance from faculty, developing conclusions.

- Real-world lessons in the classroom: Hands-on exercises result in a functional understanding of concepts and tools, such as problem solving, project management, and teamwork. Projects that require teamwork mimic the demands for collaborative work students are likely to encounter in the workforce.

- Student engagement: The more active students are in a learning environment, the more likely they are to be interested in the course content, and the more interested students are in course content, the more likely they are to complete courses, certificates, and degrees.

Examples from master plan interviews: In the master plan interviews Mt. SAC faculty described the ways they would like to expand students' opportunities to participate in learning-by-doing exercises and assignments. Examples of the proposed curriculum and assignments that will increase opportunities for hands-on learning include:

- Simulation laboratories for disciplines such as Aeronautics, Air Conditioning and Refrigeration
- Video-editing for disciplines such as Anthropology and Art
- Field stations with meeting space and storage for field trips for disciplines such as Geology, Astronomy, and Biological Sciences
- Performance opportunities in Music, Theater, Radio and Television, Speech, and Journalism
- Real-world practice such as broadcasting College sporting events in Radio and Television
- Student research and project-based assignments in disciplines such as Earth Sciences, Psychology, Sociology, Architectural Technology, and Anthropology
- Interactive classroom activities that require collaborative problem-solving and communication in disciplines such as Geography, History, World Languages, English, Psychology, Sociology, Philosophy, and Sign Language and Interpreting
- Outdoor demonstration spaces in disciplines such as Horticulture, Psychiatric Technician Training, and Alcohol and Drug Counseling
- Student internships opportunities to support student acquisition of business skills in disciplines such as Animation, Graphic Design and Illustration, Hospitality and Restaurant Management, Journalism, Paralegal, and Photography
- Apprenticeship training using the Mt. SAC Child Development Center
- Netted outdoor laboratory for unmanned aerial vehicles in Aeronautics, Aircraft Maintenance Technology, and Photography

Implications for facilities: If the College chooses to expand learning-by-doing instructional methods as a strategy for improving student success and equity, the implications are that new and remodeled facilities should include spaces that are conducive to increased dialogue, practice, and interaction, such as:

- Dry labs with computers and storage
- Virtual reality, fabrication, and simulation laboratories
- Makerspace or innovation laboratories with resources and tools, such as three-dimensional printers and storage
- Laboratories that include secure storage for instructional materials and equipment
- Library space and laboratories for student research and after-hours student independent study
- Classrooms with flexible seating arrangements to foster communication in both lecture settings as well as small group assignments
- Classrooms with multiple display walls
- Laboratories that mimic industry settings
- Outdoor space for technical demonstrations and performances
- Expand student access to library and open computer laboratories

ROUGH DRAFT: Master Plan Interview Themes: Student Services

In spring 2017 representatives of the following Student Services programs were interviewed.

ACES (Achieving in College Ensuring Success)
Admissions and Records
Arise
Aspire
Assessment and Placement
Bridge
CalWORKs
Career and Transfer Services
Counseling
Disabled Student Program and Services (DSPS)
Dream
Extended Opportunity Programs and Services and Cooperative Agencies Resources for Education (EOPS and CARE)
Financial Aid
High School Outreach
International Students
REACH (Reaching, Empowering, Achieving and Completing with Heart)
Student Health Center
Student Life
Upward Bound
Veterans Services

An analysis of these interviews identified the following three Master Plan Interview Themes that are focused on increasing support for students.

1. Expand tailoring student support services to students' unique needs
2. Expand interdepartmental collaboration
3. Expand the use of technology to document program effectiveness

The following section includes a description of these Master Plan Interview Themes for Student Services as well as an example of each theme from the Student Services chapter. The specific examples cited are simply that – examples. These examples are neither a comprehensive list of all challenges and opportunities discussed in the master plan interviews nor a prioritized list of projects selected for implementation.

1. **Expand tailoring student support services to students' unique needs**

Rationale: Many Mt. SAC students arrive on campus without the necessary preparation for success in college-level work. They bring unique sets of academic and personal challenges such as competing priorities created by work and family obligations as well as family members' lack of experience with and/or support of students' higher education goals. Such challenges are illustrated in this profile of Mt. SAC students drawn from data in Chapter 2:

- 43.8 percent are first-generation college students
- 60.2 percent are 24 years old or younger
- 52.7 percent enrolled in a part-time course load (fewer than 12 units) in fall 2015
- 38.0 percent of the households speak English only at home; residents in the remaining households are most likely to speak Spanish or an Asian/Pacific Island language
- 78 percent of credit students in fall 2015 received financial aid

The College places a high priority on student equity with a focus on reducing the achievement gap by tailoring support to meet the unique needs of underprepared and underrepresented students. To advance toward greater equity, the College faculty and staff envision expanding the modes of delivering student services to include methods that are more proactive than traditional. With proactive methods, professionals anticipate and look for issues, concerns, or roadblocks that could be a barrier to student success rather than waiting for problems to occur.

Examples from master plan interviews: The unique challenges of these programs are to meet the distinct needs of their respective student populations and to fully document the effectiveness of their efforts. Student Services is presently focusing on ways to coordinate particular program activities and interventions in order to maximize resources as well as to develop a more holistic approach to meeting the needs of diverse students who qualify for multiple specialized support programs.

Implications for facilities: If the College chooses to support the expansion of specialized programs to improve student success and equity, the implications are that new and remodeled facilities should include spaces, such as:

- Design spaces that are welcoming and inviting yet protect students' confidentiality
- Create facilities approaches that enable students to easily comprehend and access services
- Provide an assembly space for students and staff to gather for important functions, training, recognition events, and group activities

- Increase student access by locating related support services adjacent to one another
- Ensure access and healthy well being through the use of Universal Design, compliance with American with Disabilities Act standards, ergonomic accommodations, and special accommodations such as service animals

2. Expand interdepartmental collaboration

Rationale**:** In the coming decade Student Services faculty and staff plan to integrate activities between and among the various student services as well as between instructional programs and student services in order to expand and enrich the College's environment for student success.

An example of needed program integration within Student Services is the alignment of these initiatives: Student Success and Support Program (SSSP), Student Equity, and Basic Skills. Such a multi-faceted and coordinated approach to supporting students leverages the available fiscal and human resources.

An example of further collaboration between instructional and student services is the proposal to embed student services with certain courses. By integrating counseling services, financial aid, and other services with course content, as in the Bridge program learning communities, students are more likely to persist to completion of their educational goals.

Examples from master plan interviews:

- Assessment and Placement: Expand collaboration with faculty on onboarding processes in disciplines such as Mathematics and English
- Counseling: Expand proactive counseling, such as integrating counseling services with course content

Implications for facilities: If the College chooses to support the expansion of interdepartmental collaboration as a strategy for improving student success and equity, the implications are that new and remodeled facilities should include spaces conducive to increased dialogue and interaction among students, between/among students and faculty and staff, and among faculty and staff with different areas of expertise, such as:

- Increase places to study and connect with other students to promote student engagement
- Build and remodel facilities following an open space, flexible-with-options model that allows for the fluid rotation of staff members and work stations
- Locate and cluster facilities to help students access related services

- Add offices that provide space for collaboration and interaction between/among faculty and staff members as well as between/among faculty and staff with students

3. Expand the use of technology to document program effectiveness

Rationale: In recent years a number of statewide initiatives have been initiated as part of the effort to address the completion agenda and the achievement gap (refer to Chapter 1). The question is whether or not these initiatives will have an impact on student access and successful completion of degrees and certificates. The College needs to track student outcomes and document program effectiveness in order to accurately tell the story of student success and identify the most effective approaches to continue, expand, and institutionalize.

Examples from master plan interviews:

- Specialized/Caseload Management-Based Services: Collaborate with Information Technology to track students and document program effectiveness

Implications: If the College chooses to prioritize the documentation of program effectiveness, Student Services and Information Technology experts will collaborate on designing and implementing standard methods of tracking student and program outcomes.

ROUGH DRAFT: Master Plan Interview Themes: Administrative Services

In spring 2017 two interviews were held with representatives of the following Administrative Services units:

Facilities Planning and Management
Fiscal Services
Information Technology
Public Safety
Safety, Health Benefits, and Risk Management
Technical Services

An analysis of these interviews identified the following Master Plan Interview Themes that focus on maintaining and increasing support for the College's instructional programs and student services as well as for a wide range of public events, recreational activities, and community activities.

1. Establish strategies for maintaining services while adapting to a rapid pace of change in regulations and equipment
2. Expand the quality and quantity of services

The following section includes a description of these two Master Plan Interview Themes for Administrative Services as well as an example of each theme from the Administrative Services chapter. The specific examples cited are simply that – examples. These examples are neither a comprehensive list of all challenges and opportunities discussed in the master plan interviews nor a prioritized list of projects selected for implementation.

1. Establish strategies for maintaining services while adapting to a rapid pace of change in regulations and equipment

Rationale: In recent years Administrative Services units have been presented with multiple opportunities to demonstrate flexibility by shifting routines to accommodate changes in regulations. A few examples are the changes in policies and practices required by the Affordable Care Act, Environmental Protection Act, Governmental Accounting Standards, and the State Chancellor's Office Emergency Preparedness Guidelines.

The pace of change in equipment and technology also impacts the ability of the College's Administrative Services units to maintain services. A few examples are computer-controlled building automation and emergency alert systems, the shift from analog to digital systems, and changes in the computers and software used across the campus by students, faculty, and

staff. New and improved equipment requires employee training for the installation, maintenance, and effective use.

Examples from master plan interviews: In the master plan interviews representatives of the Administrative Services predicted that since the pace of change in regulations and equipment is likely to continue, these units will continue to be challenged by the need to shift routines and provide staff training, as articulated in these examples of challenges and opportunities:

- Facilities Planning and Management: Ensure that the College's mechanical systems and staff skills keep pace with the rapid changes in facilities infrastructure, such as innovations related to building automation, energy efficiency, and sustainability
- Fiscal Services: Revise processes and conduct training as needed to keep pace with the reporting requirements of granting agencies and state categorical initiatives
- Information Technology: Keep pace with changes in mandated state reporting including ongoing staff training
- Safety, Health Benefits, and Risk Management: Expand training related to changes in federal and state regulations

2. Expand the quality and quantity of services

Rationale: A theme that unifies the Administrative Services units is the continuous quality improvement of the services provided to the College's faculty, staff, students, and communities. The improvements described focused on improving the types of services as well as improving the delivery of those services.

Examples from master plan interviews: Specific areas targeted for improvement by representatives of Administrative Services units are:

- Facilities Planning and Management: Develop and implement sustainability measures to improve the College's energy efficiency
- Public Safety: Develop and implement strategies as needed to become a POST-certified police department
- Safety, Health Benefits, and Risk Management: Develop a College-wide proactive health and safety culture
- Technical Services: Design and install a streaming media server system to store all College-owned media, allowing users to view and project instructional video material from any computer on campus using a web browser

Master Plan Interview Themes: Student Feedback

In late 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, places to learn, study, eat, hang out, relax, and interact with others.
>
> 1. What works well about this these spaces?
> 2. What is missing?
> 3. What needs work?
> 4. What are the challenges with these spaces?

Their feedback is organized into the following seven themes.

1. **Types of space**

   Increase access to each of these three types of spaces:

   - Quiet space for studying;
   - Places with moderate noise, such as a coffee shop environment, in which students can work individually or in groups; and
   - Recreation space in which students can gather with friends between classes without interrupting students who are studying.

2. **Parking**

   Increase parking close to most commonly used buildings

   Increase the number of blue emergency lights around campus and the availability of security guards to escort students to their cars following evening classes

3. **WIFI**

   Increase the consistency and strength of Wi-Fi access

4. **Electrical outlets**

   Increase the number of electrical outlets

5. **FOOD OPTIONS**

Increase food options that meet these criteria: reasonable cost, quick service, and can be paid for with an Electronic Benefit Transfer (EBT) or food stamps.

6. **WATER STATIONS**

   Increase water refill stations across campus

7. **COMPUTER ACCESS**

   Increase access to open computer laboratories

The full report of the Student Focus Groups is available at *<insert web address>*.

Master Plan Interview Themes: Community Feedback

In February and March 2017 members of the communities served by Mt. SAC were invited to attend public workshops hosted by members of the Board of Trustees. The workshops introduced the master plan, gathered community feedback, and informed 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 obtain information at one or more of five stations. Each station featured a different topic:

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

The feedback gathered in these community meetings is organized into the following eight themes that are listed below with sample comments. It is important to note that the comments are based on people's experiences and perceptions, sometimes from many years ago. Their feedback may or may not accurately reflect current conditions on or around the College.

1. **Safety**

   Improve lighting and pedestrian-vehicular interface, particularly along Grand Avenue

2. **Town/gown integration**

   Increase connections with neighboring communities, including partnerships with local businesses and invitations to local residents to use College resources

3. **Energy efficiency**

   Modernize campus facilities to reduce Mt. SAC's carbon footprint

4. **Signage and way finding**

   Add prominent gateways or entrances onto campus

Add signs to improve internal campus navigation

5. **Building improvements**

   Add space for career technical education and student life programs

   Update restrooms across campus

6. **Curriculum and programming**

   Increase support for returning adult students

   Add job preparation skills, such as interviewing skills

7. **Campus access**

   Improve pedestrian connectivity to the surrounding residential communities and businesses

8. **Parking and traffic**

   Increase availability and visibility of visitor parking

The full report of the feedback received in the spring 2017 public workshops is available at *<insert web address>.*