



# Vision 2030

Vision in Action at Mt. San Antonio College  
Equitable Baccalaureate Attainment

Dr. Martha Garcia, President/CEO

Kelly Fowler, Vice President, Instruction

Dr. Madelyn Arballo, Vice President, School of Continuing Education

Dr. Melba Castro, Vice President, Student Services

# Dr. Martha Garcia



# The Mt. SAC Education and Facilities Comprehensive Plan

- Currently, the campus community is engaged in updating the current 2018 Education and Facilities Master Plan.
- Since the completion of Mt. SAC's 2018 Education & Facilities Master Plan, significant, transformative shifts have occurred in higher education that necessitate a re-evaluation of the campus's highest-level integrated planning document and the processes it informs.
- The development and implementation of the next Education and Facilities Comprehensive Plan includes Vision 2030, DEISA+, and a healing-center engagement approach.





# Education and Facilities Comprehensive Plan

- The Education and Facilities Comprehensive Plan (EFCP) is the College's broad-based long-range plan.
- Engage in respectful discussion informed by a focus on the Mt. SAC Mission, Vision, and Values, Vision 2030, a DEISA+, and healing centered engagement.
- Assess accomplishment of the Mt. SAC Mission and is the blueprint for how best to serve our students for the next decade.

# A New Focus for the Comprehensive Plan



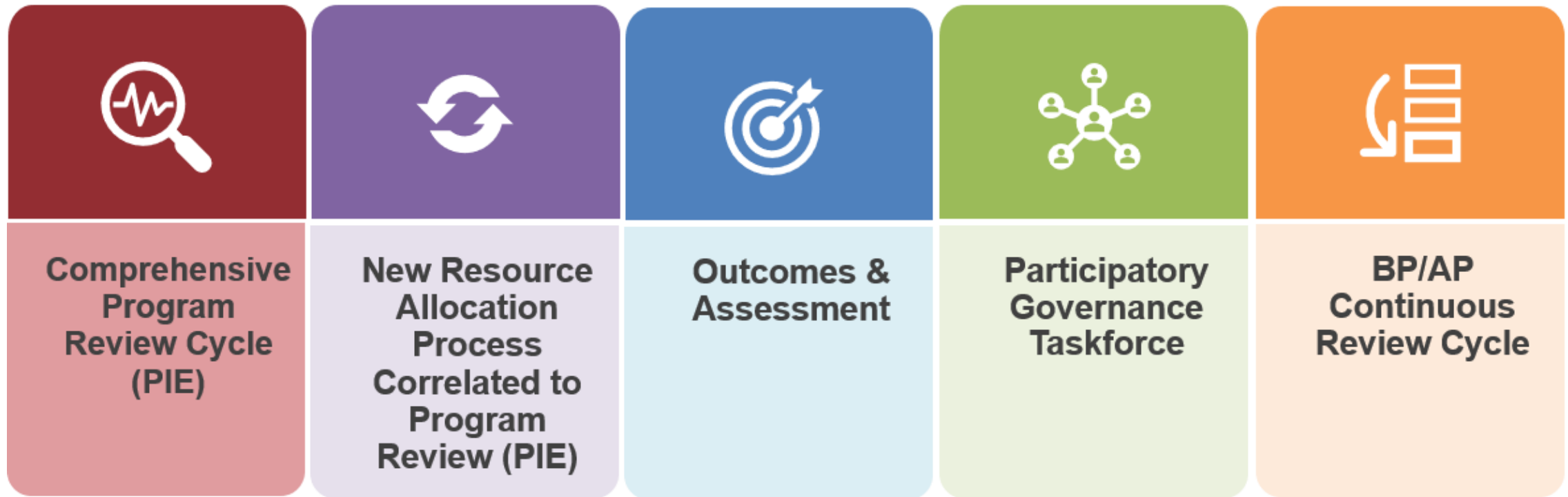


# Traditional vs. DEISA+ Comprehensive Plans

	Traditional	DEISA+
Focus	Institutional with a facilities emphasis	Student- & community-centered with instructional and support services emphasis
Process	Hierarchical, limited stakeholder inclusion	Inclusive, broad, diverse
Data	Program vitality and future program growth (e.g. FTES, efficiency)	Quantitative & qualitative
Integration	Linkages lacking or fragile	Clear, interdependent linkages
Implementation	Not addressed or limited to facilities	Clear, aligned with planning and resource allocation
Impact	Limited buy-in, commitment, accountability	Broad ownership, commitment, accountability



# Integrated Planning Efforts Aligned with the EFCP Development



# Kelly Fowler





# Vision 2030 Alignment: Mt. SAC Strategic Plan

**Vision 2030 Action: Expand success, access, and support in Science, Technology, Engineering, and Math (STEM) disciplines for historically under-represented students.**

## What are we already doing to support this action?


- STEM center
- Planetarium
- Faculty PD
- Science Day
- Equity Center co-sponsoring events with STEM center
- Triple R retreat with faculty
- Jump Start Modules (Math)
- Established MESA program

## What else do we need to do to support this action?

- Activity Recruit underrepresented students
- Market equity data opportunities
- Support diverse faculty when hired
- Increase faculty and staff in STEM center
- Increase hiring of faculty and staff committed to closing gaps
- Improve sense of belonging of underrepresented groups



# Vision 2030: Expand success, access, and support in STEM disciplines for historically under-represented students



**Strategic Plan Priority #1:** Advance and foster an equitable, diverse, inclusive, just, and antiracist campus culture that empowers our community to make positive change in society

**Strategy:** Reviewing and identify strategies within the DEI in Curriculum Framework to implement.

**Action:** Develop and implement a curriculum review process for inclusive content created by Equity-minded Curriculum Convening Working Group

**Objective:** By 2025 100% of courses will have been reviewed for inclusive content.



# Vision 2030: Equity in Success, Access, and Support

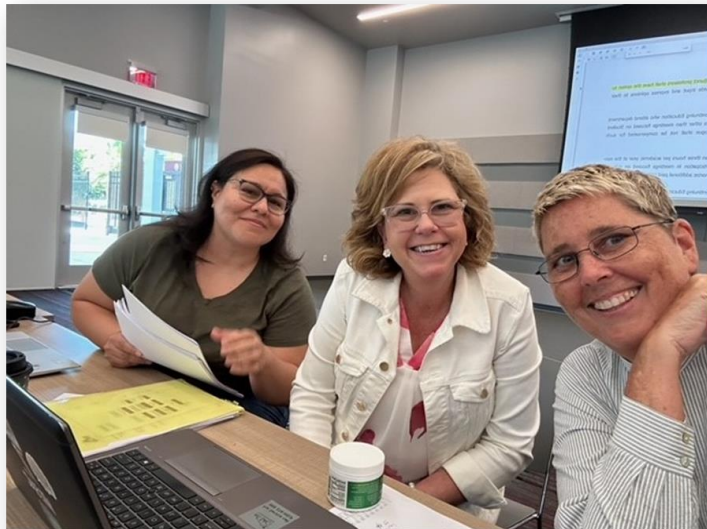


**Equitable Workforce and Economic Development.** Breaking Barriers and Building Bridges. DEISA+ Initiatives in Instructional Leadership and Enrollment Management

**Future of Learning.** The Instructional Leadership Team put DEISA+ principles into action, moving beyond discussions to implementation.

**Equitable Baccalaureate Attainment.** The Instructional Leadership Team prioritized the well-being of faculty and students, considering the entire student in our efforts.

By focusing on tangible actions, these initiatives **created positive ripples throughout the Mt. SAC campus community.**





[illegible]

# Equity-Minded Curriculum Convening (EMCC)

- ✓ Equity topics and strategies in the Course Outline of Record (COR), syllabus, equity data, student success data coaches, and/or assignments
- ✓ Within the EMCC cohort, for which course-level success and retention data were available, **50% had improved overall success rates** in a subsequent term, and 66.6% had equal or improved overall retention rates.
- ✓ Among the Hispanic/Latinx student population, there was an **increase in success rates of 83.3%**--echoing our commitment as a Hispanic Serving Institution
- ✓ **EMCC Faculty Cohort program** each semester for the last 4 semesters
- ✓ **Professional development** included two-day winter conferences: keynote speakers (Dr. Regina Stanback-Stroud), faculty showcase, workshops (equity data, student learning outcomes)
- ✓ Pilot of **four equity-embedded CORs** passed curriculum committee review (Spring 2024)
- ✓ **At least 49 faculty embedded at least one equity element** in their course, syllabus, or Canvas shell
- ✓ Latinx **student success rate increased by 16%** in music and 170% in math courses

- 
- A large group of people, mostly women, are seated at round tables in a classroom or meeting room, facing a screen and a presenter. The room has a large screen on the left wall and two sets of double doors at the front. The people are engaged in a presentation or lecture.

# Mt. SAC: Math Department Success!



CAP Conference. June 14, 2024

---

Utilized the **DEI Curriculum Framework** model and DEISA+ professional development to update and revise teaching pedagogy and Community of Practice.

---

Hosted a **Community of Practice for Calculus Instructors** in partnership with the **California Acceleration Project on June 14**: Mini conference for math faculty teaching STEM Calculus post AB 1705 with a focus on co-requisite models in Calculus.

---

**Leveraged course and student success data** to create an innovate math course to help STEM students succeed in calculus courses.

---

Developed and published a **Calculus Practice Workbook** for all calculus students starting Fall 2024 with notes, practice problems, and a complete, student-focused solution guide.

---

Created **Canvas Math Jumpstart Modules** accessible by all math students that include impactful study habits, refresher videos, and practice problems for students to review at their own pace.

# Dr. Madelyn Arballo





# Competency-Based Education ADT Kinesiology

## ***Equity in Success:***

- Completion of a meaningful educational outcome
- ADT/Baccalaureate Transition (CSU/UC)
- Workforce Access (Living wage)

## ***Equity in Access***

- Expand access to higher ed for non-traditional adult learners (70% of KIN majors under 30)
- Multiple entry points

## ***Equity in Support***

- Increase financial aid recipients
- Employers, workforce partnerships
- High touch support and data system integration

## Why Kinesiology?

The Kinesiology degree at Mt. SAC is one of the most popular AA degrees offered. With this degree, 38 career paths can be chosen, including:



Part of a growing healthcare field with varied options for employment.

Many opportunities for salary and degree advancement in the field.

Growing applications outside of kinesiology, such as ergonomics in the home and workplace.



# Increasing Noncredit Transitions



- School of Continuing Education (SCE) has undertaken a yearlong initiative to increase the transition of noncredit adult learners, particularly those most affected by systemic barriers, into credit programs.
- In collaboration with campus partners from Instruction, Research, Student Services, IT, and the President's Office
- Analyzed historical transition data to map the journey of noncredit adult learners enrolling in credit programs
- Identified key "choke/pain points," or systemic barriers, that hinder credit program enrollment; (student and faculty focus groups, convenings)
- Established a campus Transition Advisory Group (TAG) to create and implement an action plan for removing these barriers



**Vision 2030**  
**School of Continuing Education (SCE) Alignment (Transitions and Completions)**



<b>Goal 1 – Equity in Success</b>		Ensure the academic and career success of all Californians who are current and prospective California community college students.	
<b>Outcome</b>	<b>Mt. SAC SCE Activities</b>	<b>Data</b>	<b>Opportunities</b>
<p>Outcome 1 (Completion): <i>Increase with equity the number of California community college students who complete a meaningful educational outcome.</i></p> <p>Outcome 3 (Workforce): <i>Increase with equity the number of California community college students who earn a living wage.</i></p>	<ul style="list-style-type: none"> <li>State and national certifications and licensures</li> <li>Online courses leading to certificates with higher-level job skills</li> <li>Apprenticeships</li> </ul>	<p><u>2022-23 Data:</u></p> <p>National /State licenses - 175</p> <p>CDCP Vocational Certificate of Completion - 2,352</p> <ul style="list-style-type: none"> <li>CNA, EMT, Med Assist, Pharm Tech, Cable/Wiring, Accounting, PT Aide, VESL</li> </ul> <p>Apprenticeships (DAS and DOL) Pharmacy Tech, Medical Assistant, CNA, and EMT</p>	<ul style="list-style-type: none"> <li>Expand ELL participation in STV licensure programs</li> <li>Secure additional clinical sites</li> <li>Develop NCLEX Prep noncredit course</li> <li>Secure funding for individual student supplies</li> <li>Identify disproportionate impact on program and licensure completions</li> <li>LVN Program starts Jan 2025</li> </ul>
<b>Goal 2 – Equity in Access</b>		Increase with equity the number of California community college students who complete a meaningful educational outcome	
<b>Outcome</b>	<b>Mt. SAC SCE Activities</b>	<b>Data</b>	<b>Opportunities</b>
<p>Outcome 4 (Student Participation): <i>Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.</i></p>	<ul style="list-style-type: none"> <li>Noncredit-to-credit transitions project</li> <li>Dedicated noncredit transition counselor</li> <li>Articulation agreements for noncredit students to earn college units by way of mirrored noncredit and high school CTE courses</li> </ul>	<p><u>Transitions to Credit by 23-24</u> 13,022</p> <p><u>Transitions by Ethnicity</u> 23% Asian, 26% Black, 25% <u>Latinex</u></p> <p><u>Enrollment Growth</u> 41,066 (2021-22) to 48,194 (2022-23)</p>	<ul style="list-style-type: none"> <li>Increase articulation agreements.</li> <li>Develop LVN to RN bridge</li> <li>Develop NCLEX Prep noncredit course</li> <li>Address disproportionate impact in vocational programs</li> </ul>

# Dr. Melba Castro



# Transfer, Career, and Completion Center

Transfer Center

Career Center

Completion Center

Case Management of Near Completers:  
Students who have completed 60% of their program of  
study

Counselors, Workshops and Coaches



# Dual Enrollment

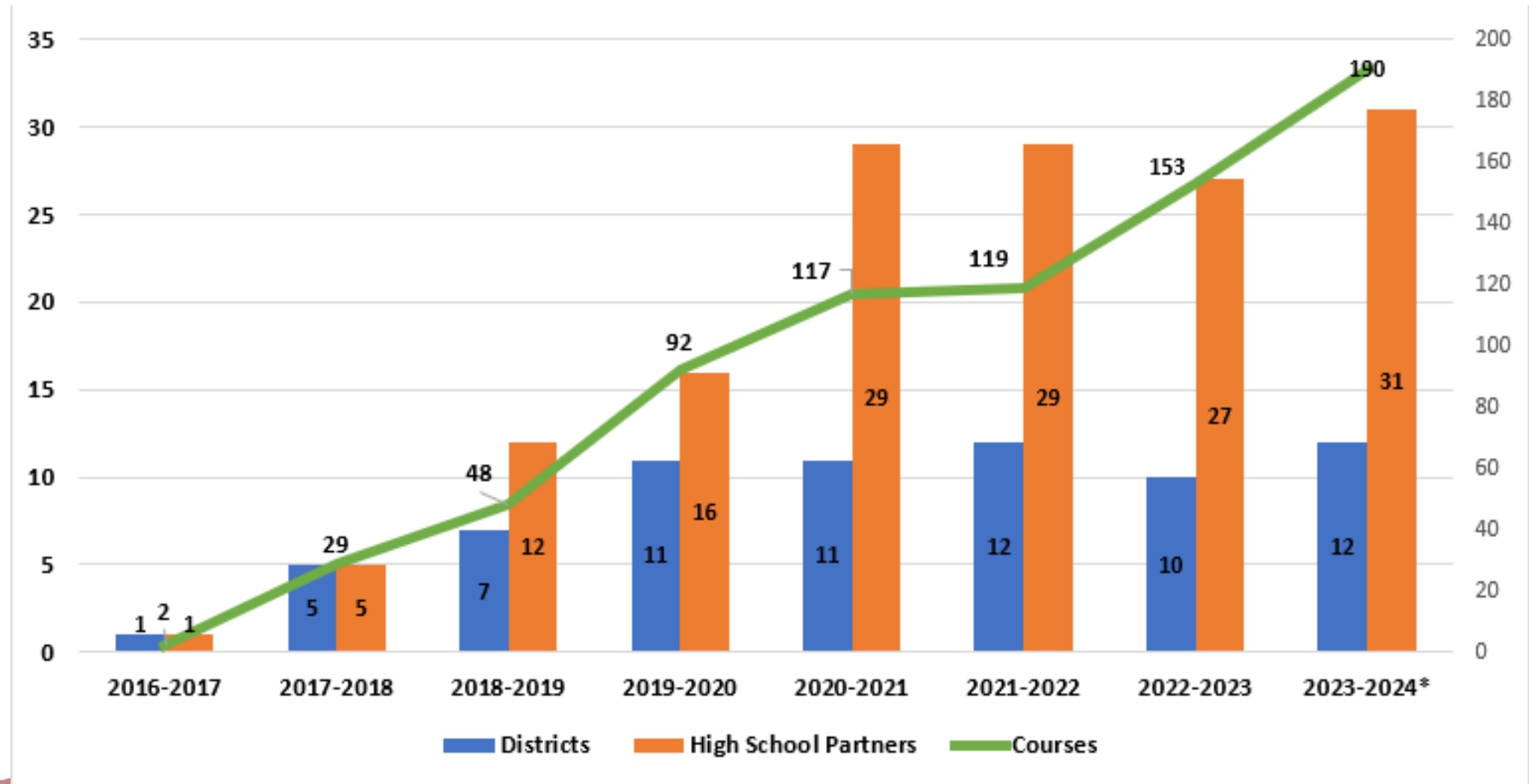
Streamlining the experience from the perspective of our customers—students, families, and schools

- Growth & Student Success
- Organizational Alignment
- Facilities Redesign
- Innovations

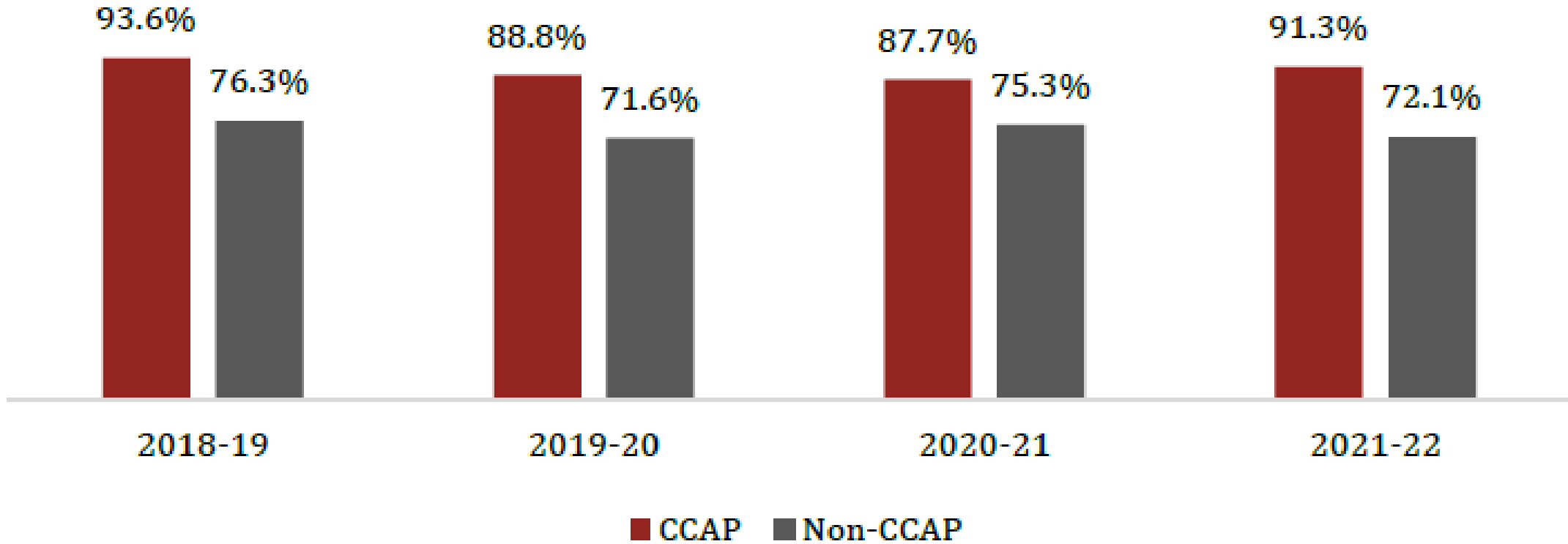




# Dual Enrollment Growth



# Dual Enrollment Course Success Rates



## PROGRAMS SERVING HIGH SCHOOLS & ONBOARDING

### Continuing Education

High School  
Articulation

### Instruction

Dual Enrollment  
Articulation

### Student Services

Associate VP

Dean  
Counseling

Dean Enrollment  
Management

Financial Aid  
FA InReach

Special Admit  
STEP-Counseling 1  
Bridge

Admissions  
High School Outreach  
Promise Plus  
InReach

**HOUSED IN  
DIFFERENT  
DIVISIONS**

The diagram illustrates the organizational structure of programs serving high schools and onboarding. At the top, a yellow rounded rectangle contains the title 'PROGRAMS SERVING HIGH SCHOOLS & ONBOARDING'. Below this, three main divisions are listed in grey rounded rectangles: 'Continuing Education' (highlighted with a purple border), 'Instruction', and 'Student Services'. Under 'Continuing Education' is a white box for 'High School Articulation'. Under 'Instruction' is a white box for 'Dual Enrollment Articulation'. Under 'Student Services' are three white boxes: 'Associate VP', 'Dean Counseling', and 'Dean Enrollment Management' in the first row; 'Financial Aid FA InReach', 'Special Admit STEP-Counseling 1 Bridge', and 'Admissions High School Outreach Promise Plus InReach' in the second row. At the bottom center, a dark grey circle contains the text 'HOUSED IN DIFFERENT DIVISIONS'. Two large, light grey curved arrows originate from this circle and point towards the 'Continuing Education' and 'Instruction' divisions, indicating that these programs are housed in different divisions.

## EDUCATIONAL PARTNERSHIPS & ONBOARDING

### Continuing Education

High School  
Articulation

### Instruction

Articulation

### Student Services

Dean Enrollment  
Services

Admissions  
Financial Aid

Associate Vice  
President

**Educational  
Partnerships**  
High School Outreach  
Dual Enrollment

**Welcome Center**  
STEP-Counseling 1  
Bridge  
Promise Plus  
InReach  
FA Outreach/InReach

*Align*

# ORGANIZATIONAL CHART

In support of students, schools, and community





# WELCOME CENTER

*Con Abrazos y Puro Amor*

NEW HOME FOR  
EDUCATIONAL PARTNERSHIPS &  
WELCOME CENTER



**Mt. SAC**  
**Committed to**  
**Homegrown**  
**Excellence**





Rising Scholars, Puente, Umoja,  
MESA, A2MEND





**Equity Center**

*Under one Roof*

ARISE (Asian American Native Hawaiian Pacific Islander Students)

Center for Black Culture and Student Success (A2MEND & Umoja)

Dream Center

El Centro (Center for Latinidad)

First Peoples Native Center

Pride Center

Multicultural Center





*At Promise*

CULTIVATING OUR ROSES THAT  
RISING FROM THE CONCRETE INTO  
RISING SCHOLARS



# Watering The Roses

---

- Staff with Similar life experiences
- Tailored outreach- Parole, Probation, and Drug and alcohol treatment
- Full onboarding
- Social Worker
- Limited financial support
- Academic counseling
- Expungement Clinics
- Tailored workshops
  - Keeping it real
  - Telling your story



# Shattering The Concrete

- **Initiating Transformative Ruptures**  
(Delgado-Bernal & Aleman, 2016; Hernandez, 2023)
- Destigmatizing identity
- Hiring formerly incarcerated individuals
- Being open about experiences
- Creating Community on campus and off campus
- **Seeking to understand rather than being understood**
- Calling students Streetwise Scholars or Roses





# Thank you! Helpful Support Provided

- Chaptered Legislation and Guidance Report
- California Community Colleges Compendium of Allocations and Resource
- Willingness to collaborate and requests for input
- Vision 2030 initiative prioritizes adult learners moving through non-traditional pathways
- Continued support for English Language Learners in career training



# Support needed

- CBE Implementation funding needed
- Create partnerships and agreements with employers that enable Colleges to obtain accurate employment information
- Faculty support in implementing innovative AI technology and pedagogy
- Noncredit inclusion in more state metrics, eTranscript, and future funding
- Streamline and improve CCCApply for noncredit students
- Continue advocacy for ongoing allocations for funded activities, such as Basic Needs Center funding
- Support allocation of COLA to categorical programs such as: SEAP and Strong Workforce funding

How can we help you?

Thank you!

