2022-2025 Strategic Plan

Mt. SAC

Mt. San Antonio College

Contents

I.   Introduction

Following Board Policy 3250 on Institutional Planning, Mt. SAC College integrates its planning through the College Strategic Plan. Each year, the Institutional Effectiveness Committee (IEC) evaluates the Planning for Institutional Effectiveness (PIE) process (i.e., the program review process) and gathers information on the status of the College's Strategic Plan. Based on these evaluations and summaries, IEC makes recommendations to the President's Advisory Council (PAC) on additions to, and modifications of, the Strategic Plan goals and objectives. As described in AP 3250, one of the roles of PAC is to assure the effectiveness of ongoing planning processes by periodically reviewing and making recommendations on institutional plans such as the Strategic Plan. The following report is the result of this process and represents the 2022 – 2025 Mt. SAC Strategic Plan.

The contents of this plan include a section on PIE and integrated planning, and how both are used to help evaluate the College's mission and goals. The College's vision and core values and their relationship to the College's mission are also noted. Additionally, this plan includes a section on the development of the Strategic Plan and the alignment between the Educational Facilities Master Plan and the Strategic Plan.

II.   Planning for Institutional Effectiveness and Integrated Planning

PIE is the model used at Mt. SAC to capture and document the planning and program review done at the unit/department levels and to relate this planning to current and future institutional priorities and goals. This process is conducted annually by each unit of the College, and all unit participation is documented in Nuventive Improve, the College's electronic program review system.

Evaluation of the PIE process is continuous. Each year, IEC works with the Planning and Institutional Effectiveness Committee (PIEC) to request and receive feedback from units on the process clarity, utility, ease of use, and effectiveness of PIE training documents. Based on this feedback, PIEC makes revisions and adjustments for the following year's PIE process. The PIE process clearly exemplifies an evaluative, integrated planning effort, i.e., more than one stakeholder is required to participate in the plan to achieve the desired outcome.

Integration of plans is important. Mt. SAC has numerous, focused, planning documents which guide specialized work of the College in alignment with the Strategic Plan. These subject matter plans include: Information Technology Plan, Student Equity Achievement Plan (SEAP), Professional Development Plan, and Climate Action Plan to name a few. There are many ways that integrated planning is occurring across campus. Teams—departments and committees—organize their unit plans and subject matter plans to align with the College Strategic Planning Priorities and Goals. Subject matter plans integrate activities within departments around college-wide themes. Through both the PIE and the Strategic Plan processes, IEC and PAC monitor, integrate, evaluate, and evolve the overall planning process.

Environmental scanning is an important part of this process. PIE and integrated planning are used

to help create an internal and external view of events for the College and used to evaluate the College's mission. The Annual PIE Summary contains a compilation of internal and external scanning done by departments, divisions, and teams. PAC discusses and reflects on these scans and adds its own perspective. PAC then uses this overall environmental scan as one of the integrating activities in the annual update of the Strategic Plan.

Based on the unit and subject matter plans, quantitative and qualitative data are used to identify and act upon issues and make decisions, as needed. The data can be found throughout the PIE document, such as in the internal and external conditions, College-generated data reports such as the Institution-set Standards (ISS) data (e.g. annual course completion, number of degrees conferred, number of certificates awarded, number of 4-year transfer students, licensing examination results, and job placement results), and within the evaluation section based on the research, evaluation, and assessment work done by the unit. Assessment and evaluation of this data drives unit decision-making regarding program improvement and resources needed. Each unit decides how their PIE plan for that year will be focused to improve their programs and services.

College Mission, Vision, and Core Values

The College develops strategic planning priorities and goals that align to the mission. The College assesses accomplishment of the mission through PIE and implementation and evaluation of the goals and objectives of the Strategic Plan.

In the PIE process, departments and programs develop goals and objectives that are mapped to the strategic planning priorities and goals. The process of program review synthesis from the unit/department to the manager, to the Vice Presidents and President, and to IEC the College demonstrates a cyclical, systematic process for assessing accomplishment of the College mission.

Mission Statement

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

Vision Statement

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

Core Values

- **Integrity**: We treat each other honestly, ethically, and respectfully in an atmosphere of trust.

- **Equity and Diversity**: We value diversity in all aspects of the human condition. We pursue equity by empowering each person to achieve their success.

- **Community Building**: We collaborate in responsible partnerships through open communication, caring, and a cooperative spirit.

- **Student Focus**: We address the basic human and academic development needs of students and the community both in our planning and in our actions.

- **Social Justice**: We serve the whole person by choosing restorative justice over discipline, offering wellness and behavioral support instead of exclusion, and actively creating an atmosphere of safety and support.

- **Anti-racism**: We are actively and unapologetically anti-racist in all aspects of our work.

- **Accessibility**: We embrace universal design to ensure our campus and services can be utilized by people of all abilities.

- **Lifelong Learning**: We promote the continuing pursuit of learning through equal access to high-quality teaching and support services.

- **Positive Spirit**: We work harmoniously, show empathy, and take pride in our work.

- **Effective Stewardship**: We maintain and improve the institution and environment by efficiently using resources of time, talent, facilities, and funds.

- **Sustainability**: We value environmentally conscious practices, and prioritize the planning and implementation of activities that improve the environment.

III.   Development of the Strategic Plan

A.   Development of the Strategic Planning Priorities

In the Fall of 2020, IEC began the process of developing institutional priorities with a survey of committees' goals. A workgroup of IEC members and researchers from the Research and Institutional Effectiveness (RIE) office surveyed College committees and asked them to provide their committee goals. The workgroup also reviewed campus plans. A total 10 committees submitted their goals. The workgroup evaluated the goals and themes that emerged, and a summary was created from the raw data. The coding of committee goals resulted in 39 themes. The coding of campus plan goals resulted in 70 themes. Once those were identified, the group worked on identifying themes that were present in both the committee goals and the campus plans. There were a total of 23 themes that were found to be in common. IEC evaluated the common themes and added the following 11 themes: Technology, Access, Community, Funding/Budget, Facilities, Awards/Recognition, Social Justice, Culture, Diversity, Accessibility, and Collaboration.

IEC shared their findings with Expanded Presidents Advisory Council (EPAC) at the April 2021 meeting. In accordance with AP 3250, EPAC is an including gathering of Leaders from across campus, including members of IEC, PAC, Department Chairs, those responsible for committee plans, executive management, and associated student representatives.

During the April gathering, participants first looked at the Mission, Vision, and Core Values and the list of common themes to conduct a gap analysis to ensure to ensure alignment between the broader campus objectives and the emerging strategic plan priorities. The second breakout asked groups to develop meta-level priorities for assigned themes/subjects (these are the 33 themes referenced above). IEC synthesized the priorities and presented them to PAC as recommendations for first steps in the creation of the strategic plan. Using the dialogue generated from EPAC, a total of six College Strategic Priorities were developed and approved by PAC during Spring 2021.

College Strategic Priorities

1.   Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.
2.   Further develop, facilitate, and maintain a physically and emotionally safe and accessible campus environment.
3.   Develop and expand strategies for and communication about opportunities for students that support retention, persistence, and success.
4.   Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.
5.   Embed environmental, social, and economic sustainability into the work and decision-making processes of all areas of campus.
6.   Ensure open and authentic communication and coordination among stakeholders to support achievement of all college goals.

B.   Development of Goals, Objectives, Strategies, and Actions

Goals, objectives, strategies, and actions were developed to support the attainment of the Strategic Priorities. The Fall 2022 EPAC meeting introduced foundational concepts of strategic planning to participants. Universal definitions for strategic plan elements were adopted, using the Society for College and University Planning (SCUP) model. Goals are high-level, big statements about what the institution wants to accomplish. Objectives support the goals at a detailed level, these are specific and measurable outcomes that define a goal. Strategies and actions demonstrate how we will accomplish our goals as an institution. Strategies are high level plans the college will follow to achieve the goal(s) and answers the question "how do we accomplish our objectives?" Actions are specific/concrete actionable steps the College will take to achieve objectives and execute strategies. Table 1. illustrates how goals, objectives, strategies, and actions interact to achieve Strategic Priorities. Throughout the implementation of the three-year Strategic Plan, high level goals and strategies provide consistent and focused direction to the College. Detailed level objectives or actions allow for flexibility, revisions, or changes to occur to reflect current conditions.

Table 1. Illustration of how goals, objectives, strategies, and actions function

	What the college wants to accomplish	**How the college will accomplish goals and strategies**
High level	Goals	Strategies
Detail level	Objectives	Actions

In Winter 2022 a subset of EPAC participants were invited to engage in a three-day SCUP training focused on strategic planning foundations and design. Following this training, IEC began gathering campus-wide input on the 2022-25 Strategic Plan goals, objectives, strategies, and actions for each College Priority. During the Spring 2022 semester, IEC coordinated six listening sessions that were held virtually and in-person. These listening sessions provided the campus community an opportunity to give input on three prompts for each College Priority:

- What are you or your department/program currently doing that supports this strategic priority?
- What are Mt. SAC's existing gap(s) in achieving this priority?
- What can be done to address the gap(s)?

A survey with the same prompts was sent college-wide for those who could not attend a virtual or in-person listening session. At the April 2022, EPAC meeting IEC reported on the efficacy of their campus-wide information gathering efforts, and invited EPAC participants
to provide responses to the same prompts.

Data collected from the listening sessions, April 2022, EPAC meeting, and the campus survey were analyzed by the Office of Research and Institutional Effectiveness. Data was organized by College Priority and grouped by themes and emerging patterns. This information was provided to IEC as the foundation for creating goals, objectives, strategies, and actions for each Priority, based on analyzed data. A complete timeline of the development of the College Strategic Priorities and associated goals, objectives, strategies, and actions, as well as the full plan is depicted in Figure 1 below

Figure 1. Timeline of Strategic Plan Development

Fall 2020	Spring 2021	Fall 2021	Winter 2022	Spring 2022	Fall 2022
• IEC began the process of developing college priorities by reviewing committee goals and review of college plans. • Coding of committee goals data generated 33 themes.	• IEC and EPAC attendees worked on development of meta-level priorities. • IEC further synthesized meta-level priorities and developed six College strategic priorities.	• IEC co-chairs lead an EPAC training session on goals, objectives, strategies, and actions.	• Subset of IEC and EPAC attended a three-day strategic planning training (Strategic College and University Planning).	• IEC hosted six listening sessions and launched a campus-wide survey. • EPAC engaged in a listening session of their own. • RIE analyzed listening session data and generated themes. • IEC used themes to generate goals, objectives, strategies, and actions for each college priority. • PAC worked on revising Mission, Vision, and Values.	• IEC Final revisions and approval of Strategic Plan. • IEC recommendation of Strategic Plan to PAC. • PAC approval of Strategic Plan.

IV. Alignment of Educational and Facilities Master Plan and Strategic Plan

The 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. It provides the foundation for other College Plans, such as the Strategic Plan and the Technology Plan. The crosswalk below shows the alignment between the EFMP and the Strategic Plan.

Table 1. EFMP and Strategic Plan Crosswalk

EFMP PAC Themes	Strategic Priority
Theme #1: Expand and support innovation in teaching, learning, support, and management within the College. **Theme #3:** Provide professional development that advances the contribution of College personnel in achieving the College mission. **Theme #5:** Ensure access, equity, and completion of educational goals for all current and future Mt. SAC students.	**Priority #1:** Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.
Theme #5: Ensure access, equity, and completion of educational goals for all current and future Mt. SAC students.	**Priority #2:** Further develop, facilitate, and maintain a physically and emotionally safe campus environment.
Theme #1: Expand and support innovation in teaching, learning, support, and management within the College. **Theme #5:** Ensure access, equity, and completion of educational goals for all current and future Mt. SAC students.	**Priority #3:** Develop and expand strategies for and communication about opportunities for students that support retention, persistence, and success.
Theme #2: Ensure fiscal stability and effective and efficient use of resources. **Theme #3:** Provide professional development that advances the contribution of College personnel in achieving the College mission.	**Priority #4:** Effectively coordinate human, physical, technology, and financial resources to improve student growth and academic success.
Theme #2: Ensure fiscal stability and effective and efficient use of resources. **Theme #4:** Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented.	**Priority #5:** Embed environmental, social, and economic sustainability into the work and decision-making processes of all areas of campus.

Theme #1: Expand and support innovation in teaching, learning, support, and management within the College. **Theme #4:** Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented.	**Priority #6:** Ensure open and authentic communication and coordination among stakeholders to support achievement of all college goals.

V. College Priorities, Goals, Objectives, Strategies, and Actions

Priority 1: Advance and foster an equitable, diverse, inclusive, just, and anti-racist campus culture that empowers our community to make positive change in society.			
Goal	**Objectives**	**Strategies**	**Actions**
Increase employee diversity across all units, to reflect the student population.	By 2025, all faculty and manager screening committees will include DEISA principles.	Embed Diversity, Equity, Inclusion, Social Justice, and Anti-Racism (DEISA) practices in hiring committees.	Include additional DEISA questions in interview protocols
			Revise application screening criteria
			Update APs related to hiring to include DEISA principles
			Revise Equal Employment Opportunity (EEO) training by infusing DEISA principles
			Provided additional training, beyond EEO training, to raise awareness of DEISA.
		Improve recruitment and retention of diverse employees.	Create a Grow Your Own program to support employee career growth.
			Increase targeted recruitment efforts to include HSIs (Hispanic Serving Institutions, HBCUs (Historically Black Colleges and Universities), conferences like NCORE, (National Conference on Race & Ethnicity in Higher Education) etc.
			Begin to implement cluster hiring practices to increase faculty diversity and collaboration across disciplines.
			Support racial, ethnic, diversity employee affinity groups.
Increase opportunities for faculty, staff, and students to learn about DEISA.	At least 70% of employees will indicate the college has provided racial literacy/DEISA learning opportunities, as measured by an employee campus climate survey. At least 85% of students	Provide dedicated resources needed to support DEISA on campus.	Designate a DEISA day every month and have one day a year devoted to DEISA training for all employees and students.
			Provide more training for all employees and students that provide tools for actionable DEISA practices (ex: Right to Be).
			All professional development should include some elements of DEISA.

	will indicate that recognizing and respecting the beliefs, opinions, and values of other individuals and cultures is a strength, as measured by ILO questions in graduate student survey.	Continuous assessment and reporting of equity gaps campus wide.	Produce 1-page data infographics and share campus wide on a regular basis.
			Data related to DEISA and equity gaps will be easily accessible on the college's main webpage, and on the Student Equity Committee, Retention and Persistence Committee, SPEAC, and other relevant governance committee webpages.
			Highlight where we have closed equity gaps to celebrate good work people are doing via newsletters, website, and portal.
			Participatory governance committees review Cultural Humility Toolkit for actionable goals.
Make curriculum review more meaningful by including DEISA principles	By 2025 100% of courses will have been reviewed for inclusive content.	Reviewing and identify strategies within the DEI in Curriculum Framework to implement.	Develop and implement a curriculum review process for inclusive content created by Equity-minded Curriculum Convening Working Group

Priority 2: Further develop, facilitate, and maintain a physically and emotionally safe and accessible campus environment.			
Goals	**Objectives**	**Strategies**	**Actions**
Increase the accessibility of college's instructional, student support, and social spaces for students, faculty, and staff.	At least 70% students will be satisfied with functionality, cleanliness, and accessibility of learning spaces on campus, as measured by a student campus climate survey.	Maintain and/or upgrade learning spaces to provide an inclusive and accessible environment.	Make all buildings accessible, i.e., install automatic doors in all buildings.
			Work with faculty and student services to design instructional spaces that incorporate elements of universal design.
			Continue to advocate for and prioritize funding of projects that will establish physical spaces that reflect representation, cultural pride, and empowers students sense of self.
			Convert classrooms to study rooms outside of scheduled class times.
		Improve Wayfinding to ensure students, faculty, and staff can navigate the campus in a physically safe manner.	Renumber our buildings to be in chronological order per the Educational and Facilities Master Plan.
			Provide multiple signs that are big and legible for each building on campus, as well as for detours around campus.
			Update all campus maps (printed and digital).
			Develop a GPS phone app for our campus to call out surrounding offices, student services, classrooms, and resources on campus.
Provide a physically and emotionally safe campus environment.	At least 70 % students and employees will report feeling safe navigating the campus, as measured by a student and employee campus climate survey.	Promote and expand wellness opportunities for students, faculty, and staff.	Find funding for noncredit students to have access to student health.
			Develop health/wellness plan for noncredit students.
			Develop Canvas hub (and/or campus announcement to communicate to students) for mental health services with community resources or create link from existing student hub.
			Employee Counseling Center (ECC) will offer training and Group sessions to support employee mental wellness (ex. trauma informed training, survivor training, etc.).

			Improve campus lighting at night, including motion-sensor lighting, if possible.
		Ensure the campus is safe at all times, and in all areas.	Expand campus escort services and advertise to campus community.
			Offer ongoing training for student and employees on safety protocols (Active shooting, emergency response, first aide, CPR, fire extinguisher, etc.).
			Update emergency information in each room/office with safety information and exit maps.
			Revive campus safety drills (active shooter, earthquake, fire, etc.).

Priority 3: Develop and expand strategies for and communication about opportunities for students that support retention, persistence, and success.			
Goals	**Objectives**	**Strategies**	**Actions**
Increase student use of academic and support services to support retention and persistence.	By 2025, increase fall-to-spring persistence by 3% over 2020-2021 baseline of 72%. Increase in the number of students utilizing academic support centers by 10% every year for the next three years, from 2021-2022 baseline of 8,153.	Establish a process for assessing current support services by seeking student feedback.	Develop and implement methods for collecting data related to academic and student service processes for the purposes of program improvement.
			Develop and implement methods to gather student feedback on a regular basis from academic and student support services or programs.
			Identify any service gaps that noncredit students experience (compared with credit students).
		Leverage Counseling services to support student success and retention.	Increase availability of counseling appointments for students by adding more dates and times and different appointment modalities (phone, face-to-face, virtual) during critical registration periods.
		Utilize technology to better connect students to existing student support services.	Leverage existing technology (e.g. QR codes, mobile apps, EAB Navigate app) to inform and increase student utilization of academic and support services.
			Analyze usage data of the multiple tools we use to communicate with students to identify more effective ways to reach students and avoid too many contacts to students.
			Provide faculty information on student support centers/programs on campus on a regular basis so they can communicate this information to students.
			Conduct a comprehensive review of existing online student resources and services, including utilization, for information integration and alignment.
		Utilize various marketing/publicity/outreach methods to promote student support services.	Explore additional on-campus and community venues for promoting student support resources (e.g., banners on light poles, live information workshops, information kiosks like in a shopping mall).
			Coordinate a special Programs Resource Fair every term (e.g., Access, Basic Needs, EOPS/CARE, CalWORKs, Connect/Reconnect, Pride, Honors, Dream, Aspire, Arise, Reach).

			Coordinate a tutoring fair that includes all academic support centers.
Ensure consistent communication across college departments/units to utilize research-based strategies that increase student retention and persistence	For every year, from 2022 to 2025, double the number of faculty using Early Alert, from Spring 2022 baseline of 11. For every year, from 2022 to 2025, double the number of Early Alert student referrals to counseling and support centers, from Spring 2022 baseline of 81. By 2025, increase annual course completion by 3%, from 2020-2021 baseline of 69%.	Increase coordination between student services and instruction	Have regular Student Services updates at Instruction meetings and regular Instruction updates at Student Services meetings to communicate information that will support student success.
			Invite Instruction and Student Services representatives to help plan student events.
			Increase coordination between Counseling and Instruction.
		Train faculty on student retention resources and tools for referrals to services	Provide faculty training on how to refer students to services using existing processes such as Early Alert.
			Provide training for faculty on existing communication tools to increase student communication and student engagement.
			Provide progress reports to students early in the semester beginning at week two, if possible.
			Develop and implement a common syllabus template with growth mindset language and student support resources.
			Engage faculty with research based instructional practices that support student retention and persistence.
			Provide faculty training on universal design and access.

Priority 4: Effectively coordinate human, physical, technology, and financial resources to improve student accessibility, growth, and academic success.			
Goals	**Objectives**	**Strategies**	**Actions**
Improve technology utilization to support student learning.	At least 70% of students will report being satisfied with WiFi access and technology hardware, as measured by the student Campus Climate Survey.

At least 70% of students will report being satisfied with technology resources, as measured by student Campus Climate Survey. | Increase efficiency in technology use on campus. | Increase and integrate instructional designers, with subject expertise, into programs. |
			Provide daily student online service (SOS) for credit courses and live one-on-one technological assistance.
			Continue to invest in providing hardware and software equipment (laptop with remote access (e.g., WiFi, MiFi hotspot) for employees and students.
			Identify staff that can support technological advancement and technological changes.
		Identify and assess future technology needs for employees and students.	Conduct technology audit with analysis (e.g., technology gap analysis, technology cost study, assess technology need for employees and students).
			Conduct a comprehensive audit of technology used by Instruction and Student Services to identify duplicative software systems/applications.
			Develop a three-year technology master plan.
Develop processes and structures to coordinate services/resources more effectively.	At least 70% of employees will report being satisfied with existing software tools, as measured by an employee campus climate survey.

By 2025, the minimum scholarship amount will increase by $500 for new scholarships, from current minimum amount of $1,000. | Leverage existing structures to increase coordination among units/departments/programs. | Develop and implement a college website analysis for current and relevant content. |
			Provide professional development for existing software (e.g., Teams, OneDrive, Smartsheet, and SharePoint) to increase use of existing tools within and between departments.
			Development of innovation grants or idea incubator where faculty and staff from across disciplines and programs can collaborate.
			Utilize bi-annual planning summits to increase coordination among Instruction, Student Services, and School of Continuing Education on the implementation of the Strategic Plan and other College plans.
			Create an inventory of student support technology tools to encourage collaborative review and usage of tools,

			improve efficiency, and inform planning for resource needs.
		Increase collaboration between the Foundation and Instruction.	Increase communication to the foundation about successful academic programs and students to support fundraising and community engagement efforts.
			Increase the number of campus employees contributing to scholarships through payroll deduction increase student scholarships.
			Increase private support for scholarships and programs by engaging and utilizing connections (e.g., CTE [Career Technical Education] advisory committees, Foundation board, and community organizations).
			Encourage faculty to share their alumni connections to highlight success stories and increase alumni giving.

Priority 5: Embed environmental, social, and economic sustainability into the work and decision-making processes of all areas of campus.			
Goals	**Objectives**	**Strategies**	**Actions**
Instruction, Student Services, Administrative Services will continue to work towards implementing the Climate Action Plan.	By 2025, each division will have at least five leaf designated courses in the class schedule. By 2025, there will be at least six designated outdoor spaces where faculty and students can engage with one another. By 2025, implementation of at least two solar farms will be completed. By 2025 the number of EV (Electric Vehicle) charging stations on campus will be doubled from 2021-22 baseline of 59. By 2025, transition 100% to Bigbelly receptacles on campus (trash, recycle, and compost). By 2025, 100% of playfields will be irrigated with recycled water.	Increase campus-wide and community knowledge of sustainability principles.	Expand communication to the campus community to build understanding of Sustainability, including what it is to be socially and economically sustainable.
			Increase faculty participation in the Embedding Sustainability into Your Curriculum Professional Development training.
			Review, revise as necessary, and implement Unit-level Sustainability Planning Tool for departments, units, or offices.
			Increase clarity on how sustainability applies to committees by integrating information into the annual development of goals for committees.
			Implement campus sustainability tours for students where they will learn about sustainable attributes on campus and how sustainability supports their learning.
			Improve accessibility to the Wildlife Sanctuary for employees, students, and the community.
			Increase awareness of sustainability efforts at Mt. SAC to the broader campus community via events (e.g. climate justice speaker series, United Nations World Water Day and Earth Week) and signage.
			Create a sustainability internship program to place 10 students per year in green industry jobs.
			Create a sustainability center.
			Begin planning phase one for developing a Sustainability Department.
			Work with Research and Institutional Effectiveness to collect, analyze, and disseminate data to support the need for sustainable practices and share gains.
			Integrate sustainability into resource allocation and purchasing decision-making by balancing consideration

		Increase sustainable practices in purchasing and resource management	between social, economic, and environmental outcomes together with the term "sustainable purchasing."
			Give equal consideration to the acquisition cost (price), use cost (consumption), disposal cost (resource stewardship) and efficiency cost (supply chain) when making procurement decisions.
			Develop a recycling plan for purchasing, and examine the environmental impact of salvage (e.g., how we recycle computers/technology).
			Increase the use of Solar technology.
			Conduct an audit of how many more Bigbelly receptacles (trash, recycle, and compositing) are needed on campus.
		Provide sustainable transportation opportunities or programs to students, faculty, and staff.	Explore implementing a Bike Lanes Initiative.
			Explore carpool opportunities for students and staff.
			Explore the possibility of developing our transportation survey internally rather than paying for an external survey.
		Reduce our reliance on nonrenewable resources	Work on developing a renewable energy infrastructure.
			Explore possibilities of installing solar and wind energy options.
		Work with Sodexo to reduce the environmental impact of food services.	Initiate discussion with Sodexo and potential shared partnership in reducing carbon. (Sodexo Corp has a 34% reduction goal by 2025).
			Explore Meatless Monday options.
			Explore reduction of paper/plastic and move to compostable materials.
Increase wellness and sense of belonging for all members of the Mt. SAC community.	At least 60% of students and employees will feel represented at Mt. SAC, as measured by an employee and student campus climate survey.	Coordinate messaging and communication about inclusive events and services on campus.	Cross campus group to work together to identify important cultural and college dates during which the College will host, post, and support culturally relevant to messages and events.
			Create a cohesive calendar that all units on campus could contribute to (including holidays such as Eid al-Adha, and months such as Asian and Pacific Islander Heritage month).
			Continue funding for Employee Counseling Center.

			Explore ways to provide noncredit students access to mental health services.

Priority 6: Ensure open and authentic communication and coordination among stakeholders to support achievement of all college goals.			
Goals	**Objectives**	**Strategies**	**Actions**
Increase the opportunities for campus-wide dialogue, discussions, and feedback.	By 2025, 100% of goals from each Governance committee will align to the Strategic Plan.	Use the participatory governance process to update the campus on planning efforts and progress towards college goals.	Provide a summary of all Committee Goal Outcomes and Achievements end of year reports and how accomplishments align with priorities and goals to share campus wide.
			Audit of committee's purpose, function, and goals to eliminate duplication of efforts.
			IEC committee members should take the lead to share information about planning efforts with their respective groups (e.g., with other committees, bargaining units, etc.).
	By 2025, a regular cycle of feedback will be developed and implemented on a two-year cycle.	Provide opportunities for students and employees to provide feedback to improve communication.	Establish a regular cycle for administering a campus climate survey to students and employees (e.g., every two years) to improve communication.
			Provide a summary of campus climate survey results campus-wide and use the results for improvement.
Establish a campus communication process.	By 2025, a campus communication plan will be developed to ensure transparency among stakeholders.	Develop different methods for communicating information to students, employees, and the campus community.	Create a portal hub page, individualized for student, faculty, managers, staff, or all.
			Create an opt-in process to receive campus news via email.
			Survey/conduct research to assess how students and employees would like to receive information/receive communication.
			Utilize Mountie App for information sharing with students regarding services, programs, important enrollment dates and financial aid application information.
			Weekly, opt-in, newsletters from different governance and organizational bodies/committees
			Provide feedback to all stakeholders who submit information to PIE.

IV. Implementation of Strategic Plan

PAC will prioritize and identify focus goals annually and assign responsibility for actions to departments/committees/units. Departments/committees/units assigned actions will develop outcomes for success. These will be integrated into unit PIEs and committee goals, with reports on progress made sent to PAC annually through established practices. This is an interactive process during which departments/committees/units assist in refining the strategies and actions which they have been assigned.

During each academic year, departments/committees/units will complete or revise the activities, to meet their outcomes, and ultimately accomplish the strategies. The cycle of planning is completed in the next round of PIE and committee submissions in which progress is reported. IEC integrates and evaluates progress on actions, assesses the efficacy of strategic planning practices, and provides recommendations for improvement to PAC. PAC acts on final recommendations to improve the process and releases its findings to the College.

Appendix A – Definitions

Strategic Plan: "A process of setting goals, deciding on actions to achieve those goals, and mobilizing the resources needed to take those actions. A strategic plan describes how goals will be achieved through the use of available resources."
https://www.thoughtexchange.com/blog/strategic-planning-in-education-3-keys-to-success/

Goal: A broad statement of what an institution would like to accomplish or achieve. It is typically a big statement described in broad qualitative terms. Goals are supported by measurable objectives.

Objective: An objective is a specific outcome that defines a goal. Objectives are measurable and define how much improvement will take place. Objectives are described in specific quantitative metrics.

Strategy: A strategy is a board method or approach for achieving a goal. A strategy provides a high-level plan the institution will follow to achieve a goal. Strategies answer the question "how do we accomplish our objectives?"

Action: An action is a specific activity or step that will be implemented to meet an objective and execute a strategy.

Appendix B – History of Mt. SAC

The Mt. San Antonio Community College District (Mt. SAC) was created in December 1945, when voters of four local high school districts approved the formation of a community college district. Initially named Eastern Los Angeles County Community College, the institution was later renamed after Mt. San Antonio, the imposing, snow-capped mountain (popularly known as Mt. Baldy), prominently visible in the distance above the campus.

The 421-acre college site was originally part of the 48,000-acre La Puente Rancho. During World War II, the facility was converted into an army hospital and later a Navy hospital.
Mt. SAC opened in the fall of 1946, with 635 students occupying a few Spanish-tiled buildings and temporary Navy barracks clustered below the San Jose Hills. Walnut, not yet an incorporated city, consisted of very little except dirt roads, cacti, and grasslands covered in the spring with wild mustard grass.

Quite naturally, the growth of Mt. SAC has mirrored that of the local area. From its humble beginnings with an initial enrollment of 635 students, the College now serves 63,000 students annually from diverse backgrounds and generations. The College District boundaries encompass the communities of Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina.

Mt. SAC has emerged as a leader in education not only in the San Gabriel Valley but also in the state. It is the largest, single-campus community college district in California.