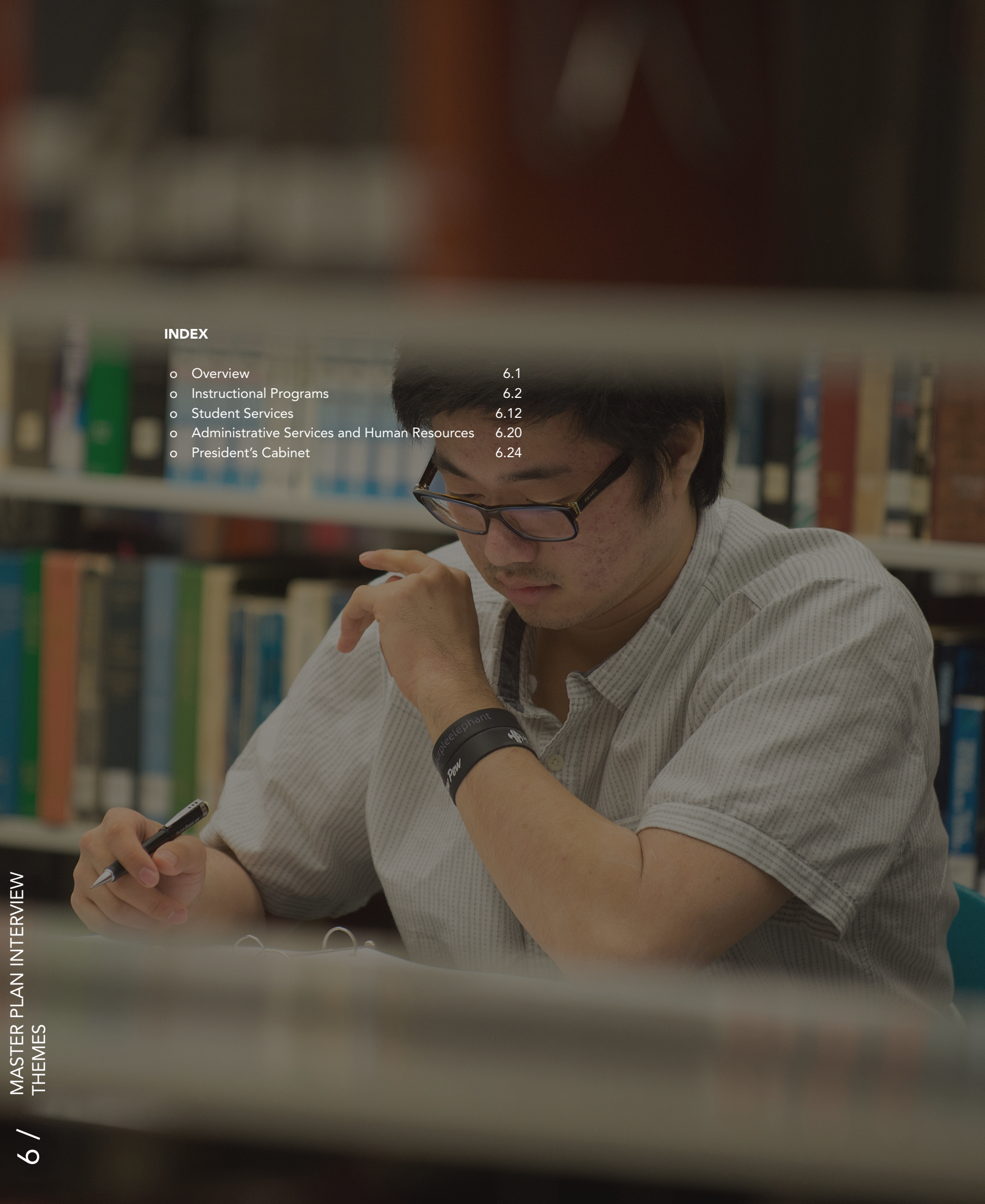

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MASTER PLAN THEMES

OVERVIEW

Interviews were conducted as primary resources for the development of the *Mt. SAC 2018 Educational and Facilities Master Plan*. Approximately 170 faculty, staff, managers, and administrators representing 75 Instructional Programs, 20 Student Services, six Administrative Services units, and Human Resources met with members of the master plan consultant team twice, once in fall 2017 and again in spring 2017. During these interviews, representatives of each unit collaborated with consultant team members to develop the unit descriptions that constitute Chapter 3: *Instructional Programs*, Chapter 4: *Student Services*, and Chapter 5: *Administrative Services and Human Resources*.

One component of each unit description is a section on challenges and opportunities. Interview participants were asked to identify challenges and opportunities that they are currently addressing or anticipate addressing in the coming decade. Their responses were analyzed to identify the common themes.

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

The four sections of this chapter are:

- Instructional Programs Master Plan Themes
- Student Services Master Plan Themes
- Administrative Services and Human Resources Master Plan Themes
- President's Cabinet Master Plan Themes

MASTER PLAN THEMES

INSTRUCTIONAL PROGRAMS

THEME #1: EXPAND INTRUSIVE/PROACTIVE COUNSELING AND TUTORING TO INCREASE STUDENT COMPLETION OF COURSES, DEGREES, AND CERTIFICATES

RATIONALE

The completion of a course with a passing grade is fundamental to students' 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.

These challenges are illustrated in the following profile of Mt. SAC credit students in fall 2015 drawn from data in Chapter 2: *Profile of the College's Communities and Students*.

- 29.5 percent first-generation college students
- 60.2 percent 24 years old or younger
- 70.5 percent part-time
- 38.0 percent of the households in Mt. SAC boundaries speak English only at home
- 57.2 percent of credit student received financial aid

To successfully complete courses, students often need additional support in mastering course content as well as navigating the processes and jargon of higher education. 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 student equity, the College faculty and staff envision expanding the modes of delivering student services and tutoring to include methods that are more intrusive and proactive than the traditional approach of making information and support available to students who are motivated to seek these services. 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

- 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 Counseling offices and Learning Centers near related instructional areas

IMPLICATIONS FOR FACILITIES

If the College chooses to focus on increasing intrusive/proactive counseling and tutoring as strategies for improving student success and equity, new and remodeled facilities should include some or all of the following features.

Active Learning

- Space allowing for interaction and project work in classrooms and offices
- Space that is easy to rearrange

Flexible Space

- Flexibility for both instructional and office space
- Flexibility in the amount and configuration of space
- Space to support College initiatives, such as the Honors Center, Pride Center, Study Abroad, and the Teacher Preparation Institute

More Open Computer Labs

- Increased space for Library, Learning Centers, and open access computer labs
- Inclusion of open access time for students
- Specific software programs for coursework
- Access to printers

Appropriate Adjacencies

- Courses sharing resources located together
- Space for Counseling, Learning Centers, and independent study close to instruction
- Easy access to Counseling, Library, and Learning Centers
- Student resources and support located together

THEME #2: USE GUIDED PATHWAYS TO INCREASE STUDENT EQUITY AND COMPLETION OF DEGREES, CERTIFICATES, AND TRANSFER REQUIREMENTS

RATIONALE

The College is currently piloting the use of Guided 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.

The College's focus on Guided Pathways is, in part, a response to student completion data. For example, only about half of the first-time students who entered Mt. SAC in 2010–2011 with a goal of completing degrees, certificates, or transfer requirements achieved that goal within six years.

A number of disciplines identified the rates of student completion of degrees and certificates as a challenge and opportunity. Activities that are the initial steps in developing Guided Pathways were often cited as a solution. Student completion rates are likely to increase after these disciplines develop clear, educationally coherent program maps that outline the necessary courses and

INSTRUCTIONAL PROGRAMS *(cont.)*

course sequences. These maps can then be used to guide students' smooth transition from high school or noncredit programs into college-level coursework at Mt. SAC and then onto job entry or transfer to a four-year institution.

EXAMPLES

- 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
- Align noncredit coursework with credit disciplines, especially in career technical education disciplines, to promote college and work readiness
- Assess certificates in CTE programs such as Welding to reduce redundancy
- 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 FOR FACILITIES

This theme is specific to educational planning and does not have direct implications for facilities.

THEME #3: EXPAND INTERDEPARTMENTAL COLLABORATION TO LEVERAGE RESOURCES AND ENRICH STUDENT UNDERSTANDING

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' understanding 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 library and tutoring services with course content, as in the Bridge program, students are more likely to persist to completion of their educational goals.

EXAMPLES

- 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, Aircraft Maintenance Technology, 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
  - Adult Basic Education, ESL, and Short-term Vocational collaborate with English and Mathematics to develop contextualized noncredit certificates and coursework

- 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

INSTRUCTIONAL PROGRAMS *(cont.)*

IMPLICATIONS FOR FACILITIES

If the College chooses to focus on increasing interdepartmental collaboration as a strategy for improving student success and equity, new and remodeled facilities should include some or all of the following features.

Active Learning

- Space allowing for interaction and project work in classrooms and offices
- Space that is easy to rearrange

Flexible Space

- Flexibility for both instructional and office space
- Flexibility in the amount and configuration of space
- Space for larger group activities, such as film viewing, lectures, and exhibits
- Space to support College initiatives, such as the Honors Center, Pride Center, Study Abroad, and the Teacher Preparation Institute

Office/Collaboration Space

- Office complexes with collaboration space, including office space for adjunct faculty
- Small group rooms and alcoves
- Easy access for student and faculty interaction
- Larger space for professional development

Makerspace/Innovation Lab

- Space that is shared between programs and open for all students and community members
- Common machine shop equipment combined with innovative computer controls and with leading-edge technology such as 3D printers
- Space that supports research and innovation

Outdoor Instructional Space

- Outdoor labs
- Research space
- Educational signage for plants, geology, and sustainability initiatives

Appropriate Adjacencies

- Courses sharing resources located together
- Multi-use laboratories and storage shared between/among disciplines
- Student resources and support located together

THEME #4: EXPAND THE NUMBER OF COURSES THAT OFFER STUDENTS A DISTANCE LEARNING OPTION

RATIONALE

Distance learning offers students the flexibility to adapt their course work to their schedules and learning styles. Without the requirement to be on campus on a particular day and time students may persist in college and move toward completion of their educational goals while also fulfilling employment and family responsibilities. Distance learning also serves various learning styles more flexibly 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 via the delivery of instruction by distance learning and/or hybrid modes of instruction. For example, in fall 2015 Mt. SAC earned 2.8 percent of its FTES through distance learning compared to 11.4 percent 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 online courses, students' successful course completion rates for hybrid, online, and traditional modes of delivering instruction are now comparable. (Refer to Chapter 2: *Profile of the College's Communities and Students*.)

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

EXAMPLES

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 as follows.

- Accounting
- Agriculture
- 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

INSTRUCTIONAL PROGRAMS *(cont.)*

IMPLICATIONS FOR FACILITIES

If the College chooses to expand distance learning offerings as a strategy for improving student success and equity, new and remodeled facilities should include some or all of the following features.

More Open Computer Labs

- Increased space for Library, Learning Centers, and open access computer labs
- Open access time for students
- Specific software programs for coursework as well as digital library and information literacy resources
- Access to printers

Office/Collaboration Space

- Larger space for professional development
- Increased computer laboratory space for faculty to work with educational technology tools
- Space for faculty to innovate pedagogy for online and hybrid classes

Simulation and Virtual Reality Labs

- Current and future instructional technology.

THEME #5: EXPAND OPPORTUNITIES FOR EXPERIENTIAL LEARNING TO INCREASE STUDENT EQUITY, ENGAGEMENT, RETENTION, AND SUCCESS

RATIONALE

Mt. SAC faculty, staff, and administrators support integrating classroom instruction with laboratory and other types of experiential 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 Mt. SAC's diverse student body and its focus on student equity.

Experiential 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 experiences, and learning styles. Other advantages of experiential pedagogy include the following.

- Practice in critical thinking: Students engage in cause-and-effect thinking by observing events and 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 requiring teamwork mimic the demands for collaborative work that 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 likely they are to complete courses, certificates, and degrees

EXAMPLES

Mt. SAC faculty in several disciplines described the ways they would like to expand students' opportunities to engage in experiential exercises and assignments.

- Simulation laboratories for disciplines such as Aeronautics, Air Conditioning and Refrigeration, and health care programs
- Video-editing for disciplines such as Anthropology that will be shared with other departments
- 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 in Radio and Television such as broadcasting College sporting events
- 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 to support acquisition of business management skills in disciplines such as Animation, Graphic Design and Illustration, and Photography
- Student internships to support acquisition of workplace skills in disciplines such as Hospitality and Restaurant Management and Paralegal
- Apprenticeship training using the Mt. SAC Child Development Center
- Netted outdoor laboratory for unmanned aerial vehicles in Aeronautics, Aircraft Maintenance Technology, Photography, and Graphic Design and Illustration

IMPLICATIONS FOR FACILITIES

If the College chooses to focus on expanding experiential learning as a strategy for improving student success and equity, new and remodeled facilities should include some or all of the following features to increase dialogue, practice, and interaction.

Active Learning

- Space allowing for interaction and project work in classrooms and offices
- Space that is easy to rearrange
- Space that allows for variety of instructional methods
- Library space and laboratories for student research and after-hours independent study
- Classrooms with multiple display walls
- Outdoor space for technical demonstrations and performances

Storage and Support Space

- Storage for instruction with easy access, including access from corridor
- Lab storage and support space

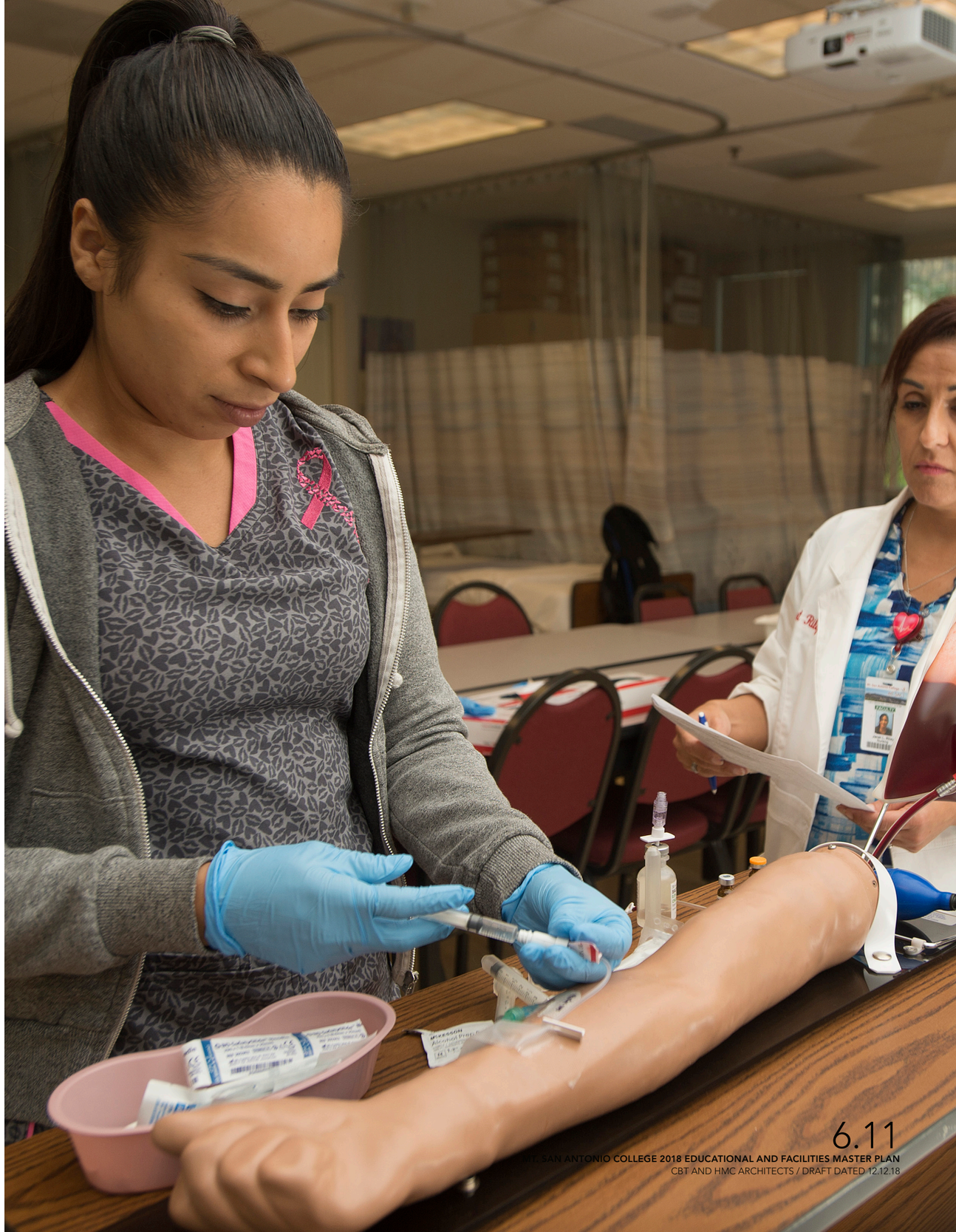
INSTRUCTIONAL PROGRAMS *(cont.)*

More Open Computer Labs
- Instructional labs for three-hour blocks that can also be scheduled for open hour use
- Specific software programs for coursework
- Access to printers

Makerspace/Innovation Lab
- Space that is shared between programs and open for all students and community members
- Space that can be used for hands-on project work
- Common machine shop equipment combined with innovative computer controls and with leading-edge technology such as 3D printers
- Space that supports research and innovation

Simulation and Virtual Reality Labs
- Current and future instructional technology
- Laboratories that mimic industry settings

Outdoor Instructional Space
- Outdoor labs
- Research space



MASTER PLAN THEMES

STUDENT SERVICES

THEME #1: CREATE A WELCOMING AND INCLUSIVE ENVIRONMENT THAT PROMOTES STUDENT ENGAGEMENT AND ACADEMIC SUCCESS

RATIONALE

One of the greatest challenges in addressing student engagement is to design systems and strategies that improve direct contact with students by personalizing the approach. This goal is exacerbated by the size of this commuter campus, the large numbers of students, and the location of services in various buildings across the campus. Mt. SAC Student Services are focused on ensuring that all students, regardless of their skills, abilities, strengths, interests, and unique backgrounds, are provided with inclusive support services to ensure equitable opportunities to attain a college education.

Student Services assist students not only in navigating higher education pathways and jargon, but also in furthering their affective development. Both types of support lead to students' increased academic self-esteem, self-efficacy, and locus of control. Examples of specific strategies designed to achieve these goals include encouraging students to complete online educational plans, infusing career development at the earliest stages of student enrollment processes (Guided Pathways), and embedding ethnic, cultural, linguistic, and identity development into both curriculum and support services interventions.

In addition to a traditional centralized model of providing student services, current efforts to link students with services focus on taking services to students, including outdoor activities, such as Counselor Day, Career Fairs, Transfer Fairs, and Student Services Fairs. In-reach activities on campus use student ambassadors to inform and assist their fellow students by directly connecting them with support services.

To advance toward greater student equity, the College envisions expanding the modes of delivering student services to include methods that are more intrusive and proactive than the traditional approach of making information and support available to students who are motivated to seek these services. With proactive methods, professionals anticipate, look for, and ameliorate issues, concerns, or roadblocks that could be a barrier to student success rather than waiting for problems to occur. To that end, universal access will be incorporated throughout the campus, from instructional facilities to the provision of support services.

RELATED CHALLENGES AND OPPORTUNITIES (REFER TO CHAPTER 4: *STUDENT SERVICES*)

- Develop strategies to improve efficiency of in-take processes and business transactions with students that will also improve direct contact with students through the personalization of those transactions

- Keep pace with the College's growing enrollment while also providing the personal attention necessary to meet the unique needs of students who are underprepared for college and are underrepresented in degree and certificate completion data

- Collaborate with other departments and programs to develop and implement innovative strategies to serve students

IMPLICATIONS FOR FACILITIES

Refer to Student Services Theme #6: Build and expand facilities that establish environments that are welcoming and safe, value open access, are innovative, and promote active student engagement.

THEME #2: RESPOND TO EMERGENT ISSUES/ CONCERNS THROUGH INTENTIONAL COLLABORATION, DRAWING FROM THE CAMPUS COMMUNITY'S COLLECTIVE WISDOM

RATIONALE

In the coming decade Student Services faculty and staff plan to expand and enrich the College's environment for student success by integrating activities between and among the various student services as well as between Instructional Programs and Student Services. College-wide collaboration is needed to implement current student success initiatives, such as Guided Pathways.

An example of program integration within Student Services is the alignment of the following 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 expanded collaboration between instructional and student services is the proposal to embed student services within certain courses. As described in Instructional Programs Theme #1 presented in this Chapter, students often need support in navigating the processes and jargon of higher education in order to successfully complete their educational goals. Collaborative learning will incorporate instructional approaches and learning centers with support services and strategies. In addition, the implementation of online efforts, such as Just-in-Time Advising and Faculty Tool Kits, enable faculty to partner with Student Services in

STUDENT SERVICES *(cont.)*

providing guidance information to students within the classroom setting.

The use of advanced technological tools is another example of the need for expanded collaboration. (See Student Services Theme #4.) Developing and implementing technological solutions is critical to address emergent issues. Advanced technology will enable the College to expand student access to services, track student outcomes, and measure program effectiveness. If the College chooses to prioritize using technological tools to advance the College's equity and student success goals, experts from Student Services, Information Technology, and the Office of Research and Institutional Effectiveness must partner to design and implement these important student strategies. The integration and inclusion of Student Services programs with the College's student information system and overall enterprise system is essential for the success of technological solutions. One technological solution to improve efficiency is to shift from paper files to electronic files.

RELATED CHALLENGES AND OPPORTUNITIES (REFER TO CHAPTER 4: *STUDENT SERVICES*)

- Expand collaboration with faculty on onboarding processes in disciplines such as Mathematics and English
- Collaborate with Information Technology and the Office of Research and Institutional Effectiveness to increase access and dependency on electronic processing, file maintenance, and data retrieval systems by developing and implementing technological solutions to scan, archive, and retrieve documents; to process electronic transcripts from high schools and other colleges; and to download and upload student information for accountability and compliance purposes
- Collaborate with Instructional Programs to develop and implement strategies to integrate course content with services, such as Counseling, Career and Transfer services, and learning communities
- Collaborate with Information Technology and the Office of Research and Institutional Effectiveness to develop electronic systems for case management and program data tracking
- Collaborate with governmental bodies, community agencies, local school districts and other organizations to monitor changing demographics of the College's potential student body and develop approaches, services, and strategies to address the educational needs of specific student populations
- Develop and implement strategies to cross-train staff
- Integrate services across programs to maximize resources for students

IMPLICATIONS FOR FACILITIES

Refer to Student Services Theme #6: Build and expand facilities that establish environments that are welcoming and safe, value open access, are innovative, and promote active student engagement.

THEME #3: PROVIDE EQUITY-MINDED SUPPORT SERVICES THAT EMPOWER STUDENTS FROM DIVERSE BACKGROUNDS AND EXPERIENCES TO ACHIEVE THEIR EDUCATIONAL, PERSONAL, AND CAREER ASPIRATIONS

RATIONALE

Since Mt. SAC serves a diverse student population, the design and development of appropriate and effective Student Services must adapt to the ever-changing profile of the student population. Student Services are committed to ensuring that all students, regardless of their skills, abilities, strengths, interests, and unique backgrounds, are provided with equitable opportunities to achieve their educational goals at Mt. SAC. This commitment requires improved efficiency while maintaining personalized intake processing and business transactions with students. The challenge for Student Services is how to provide general support services to all students, and in particular, how to provide unique and distinct services to students based on their particular needs, backgrounds, and profiles through specialized and caseload management-based services. (Refer to Chapter 2: *Profile of the College's Communities and Students* for descriptions of the mosaic of ages, race/ethnicities, and other special populations served by Mt. SAC.)

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. For example, students' need for support in navigating the processes and jargon of higher education is even more pronounced if they are the first in their families to attend college. Mt. SAC is committed to addressing institutional disparities in student success, especially for specific student populations.

As illustrated by the variety of unique programs described in Chapter 4: *Student Services*, the College has successfully developed and implemented a number of student support programs to meet the needs of diverse groups of students. Student Services are currently focusing on ways to coordinate particular program activities and interventions in order to maximize resources as well as develop a more holistic approach to meeting the needs of diverse students who qualify for more than one specialized support program.

RELATED CHALLENGES AND OPPORTUNITIES (REFER TO CHAPTER 4: *STUDENT SERVICES*)

- Expand In-reach Services and other programs to promote students' affective development, such as online education plans, infusion of career development at the earliest stages of student enrollment, and embedding ethnic, cultural, linguistic, and identity development into support services interventions
- Keep pace with the College's growing enrollment while also providing the personal attention necessary to meet the unique needs of students who are underprepared for college and are underrepresented in degree and certificate completion data

STUDENT SERVICES *(cont.)*

- Monitor community demographics to ensure that specialized support services meet student needs

- Collaborate with Instructional Programs to further integrate activities and courses and to expand the number of learning communities through the Bridge program

IMPLICATIONS FOR FACILITIES

Refer to Student Services Theme #6: Build and expand facilities that establish environments that are welcoming and safe, value open access, are innovative, and promote active student engagement.

THEME #4: MAXIMIZE EQUITABLE ACCESS AND USE OF TECHNOLOGY TO ENHANCE STUDENT SUCCESS BY INTEGRATING FUNCTIONAL USAGE TO IMPROVE COMMUNICATION AND ENGAGEMENT CAMPUS-WIDE AND KEEP STUDENTS INFORMED OF CRITICAL INFORMATION

RATIONALE

In conversations related to this planning effort, Student Services professionals described two distinct ways that the College can use technology to enhance student success.

- Student access to technology is essential to bridge critical aspects of the Achievement Gap. Based on the demographics of the students in the College's local communities, access to technology will assist in reducing the digital divide and address barriers to student success. Many low-income students do not own computers or printers and many Mt. SAC Learning Centers limit students' open access time on computers and/or charge fees, which creates a barrier to student success and perpetuates the Achievement Gap. Expanding student access to computers will assist in reducing the digital divide and increase students' potential for success both in College as well as in their future careers.

- Advanced technological tools are needed to more effectively initiate and maintain student engagement. One use of these tools is for Student Services staff and managers to keep students informed of critical information and provide procedural and advising updates. Another use for these tools is for students to understand and track their own progress, such as with a dashboard that would provide students with critical information to encourage completion and increase students' ownership of their educational and career achievements. Advanced technological tools would enable students to receive more support without being dependent on in-person services that require physical space.

RELATED CHALLENGES AND OPPORTUNITIES (REFER TO CHAPTER 4: *STUDENT SERVICES*)

- Collaborate with Information Technology to develop and implement a dashboard system that allows students to understand and track their own progress and receive critical information in a timely manner

- Maximize emerging technologies to improve communication and engagement with students and enhance access to technology through extended-hour open labs with computers and printers and increased Wi-Fi

IMPLICATIONS FOR FACILITIES

If the College chooses to focus on expanding the use of technology as a strategy for improving student success and equity, new and remodeled facilities should include some or all of the following features.

Add open computer labs

- Increased space for Library, Learning Centers, and open access computer labs
- Inclusion of open access time for students
- Specific software programs for coursework
- Access to printers

THEME #5: ACHIEVE A BALANCE OF COURSE OFFERINGS AND INTEGRATED STUDENT SERVICES ACROSS THE CAMPUS

RATIONALE

Addressing disparities in student success and achievement is the focal point of the nexus between Student Services and Instructional Programs. Partnerships that have at their core an integration of learning and support services are what will lead to greater student success, especially with students who have been traditionally marginalized. Thus, integration of the teaching-learning process with support services interventions within facilities designed to address collaborative learning and student engagement will enable the College to improve student success rates.

RELATED CHALLENGES AND OPPORTUNITIES (REFER TO CHAPTER 4: *STUDENT SERVICES*)

- Expand collaboration with faculty on onboarding processes in disciplines such as Mathematics and English

- Collaborate with Instructional Programs to develop and implement strategies to integrate course content with services, such as Counseling, Career and Transfer services, and learning communities

- Collaborate with Instructional Programs to further integrate activities and courses and to expand the number of learning communities through the Bridge program

STUDENT SERVICES *(cont.)*

IMPLICATIONS FOR FACILITIES

Refer to Student Services Theme #6: Build and expand facilities that establish environments that are welcoming and safe, value open access, are innovative, and promote active student engagement.

THEME #6: BUILD AND EXPAND FACILITIES THAT ESTABLISH ENVIRONMENTS THAT ARE WELCOMING AND SAFE, VALUE OPEN ACCESS, ARE INNOVATIVE, AND PROMOTE ACTIVE STUDENT ENGAGEMENT

RATIONALE

Traditional models and approaches in which services are separated and operate in silos, with restrictive architecture such as hallways and doors do not provide universal access. Adjacencies of programs and services are critical in order to create seamless pathways for students that bring services to students, rather than designing spaces that require students to initiate receipt of services on their own.

The critical focus of Student Services facilities planning is to develop designs of facilities that are welcoming and inviting. To increase student success, facilities and programmatic efforts need to be designed to enable students to remain on campus in a supportive and engaged environment that facilitates collaborative learning. Ideally, new and remodeled facilities will include more places for students to sit and study, both independently and within small groups, and classroom designs that accommodate collaborative teaching, supplemental instruction, and interactive learning. Diverse learning strategies provide greater opportunities for students to more actively engage in on-campus learning activities, including jobs on campus, work experience, and internships, to gain academic experience related to their majors as well as develop solid skills that will enable them to obtain career employment.

RELATED CHALLENGES AND OPPORTUNITIES (REFER TO CHAPTER 4: *STUDENT SERVICES*)

Refer to the Challenges and Opportunities included in Chapter 4: *Student Services* as well as throughout this section on "Student Services Master Plan Themes."

IMPLICATIONS FOR FACILITIES

Facilities need to be created that establish work environments that are welcoming, value open access, capitalize on similar services and programs that have physical adjacencies, respect students' rights and privacy, and create space for active engagement. If the College chooses to focus on tailoring student services to students' unique needs as a strategy for improving student success and equity, new and remodeled facilities should include the features described below.

Active Learning

- Space allowing for interaction and project work in classrooms and offices
- Space that is easy to rearrange
- Ensure access through the use of Universal Design, compliance with Americans with Disabilities Act standards, ergonomic accommodations, and special accommodations such as service animals

Flexible Space

- Follow an open space, flexible-with-options model to allow for the fluid rotation of staff members and workstations
- Flexibility in the amount and configuration of space
- Space for periodically scheduled activities for larger groups, such as film viewing, lectures, and exhibits

Office/Collaboration Space

- Office complexes with collaboration space
- Small group rooms and alcoves
- Easy access for interactions with students through intuitive wayfinding and branding of services
- Options for levels of enclosure/privacy integrated within open interaction space
- Outdoor collaboration space
- Robust and open access to technological tools

Appropriate Adjacencies

- Co-locate Student Services to increase student access to and comprehension of the services
- Space for Counseling, Learning Centers, and independent study close to instruction
- Student resources and support located together

Large Indoor and Outdoor Assembly Spaces

- Space that supports a wide variety of activities, such as orientations, workshops, training, recognition events, and group activities
- Flexible capacities and sizes of space
- Space that could be used by the community

MASTER PLAN THEMES

ADMINISTRATIVE SERVICES AND HUMAN RESOURCES

THEME #1: MAINTAIN SERVICES WHILE ADAPTING TO A RAPID PACE OF CHANGE IN REGULATIONS, EQUIPMENT, AND EMERGING TECHNOLOGIES

RATIONALE

In recent years Administrative Services and Human Resources have been challenged to demonstrate flexibility and shift their routines to accommodate changes in regulations and laws. A few examples are the changes in policies and practices required by the Affordable Care Act, California Environmental Quality Act, California Building Code, Governmental Accounting Standards, the State Chancellor's Office Emergency Preparedness Guidelines, and required employee training.

The pace of change in equipment, technology, and emerging technologies also impacts the ability of the College's Administrative Services and Human Resources to maintain services. A few examples are computer-controlled building automation and emergency alert systems, the shift from analog to digital systems, changes in the equipment and software used across the campus by students, faculty, and staff, and changes in expectations related to emerging technologies. New and improved equipment requires employee training for its installation, maintenance, and effective use.

EXAMPLES

- 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: Implement emerging technology that will automate existing business processes
- Campus Safety, Information Technology, and Human Resources: Keep pace with changes in mandated federal and State reporting including ongoing staff training
- Information Technology and Technical Services: Keep pace with ongoing improvements in current technology as well as emerging technologies

IMPLICATIONS FOR FACILITIES

Flexible and Well-equipped Space

- Sufficient and well outfitted space for equipment and work activities
- Flexibility in the amount and configuration of space
- Building utilities and support systems designed with added capacity for future needs

Office/Work/Collaboration Space

- Collaboration and training space

THEME #2: INCREASE SERVICES TO ACCOMMODATE COLLEGE-WIDE GROWTH

RATIONALE

As shown Chapter 2: *Profile of the College's Communities and Students* and Chapter 5: *Administrative Services and Human Resources*, Mt. SAC has grown through the past decade in a number of ways: in the number of students and employees, the amount of assignable square feet, and increases in the budget. Growth in each of these facets is projected to increase in the coming decade.

This growth increases the College's need for services provided by Administrative Services and Human Resources.

EXAMPLES

- Facilities Planning and Management: Keep pace with planned construction projects as well as unanticipated and often urgent requests for space
- Fiscal Services: Identify strategies to respond to increased reporting requirements from granting agencies and new state initiatives
- Information Technology: Identify strategies to provide exemplary service to the College, such as extending the hours of Help Desk services
- Technical Services: Maintain a high level of service to the campus community while facing ongoing increases in the number of events, resources, and services requested

IMPLICATIONS FOR FACILITIES

Office/Work/Collaboration Space

- More quality office space and workshop space to support increasing staffing

Storage and Support Space

- More secure storage for records, equipment, furniture, and supplies
- More support space for vehicles, vehicle maintenance, and fuel

MASTER PLAN THEMES

ADMINISTRATIVE SERVICES AND HUMAN RESOURCES *(cont.)*

THEME #3: EXPAND THE QUALITY OF SERVICES

RATIONALE

A theme that unifies Administrative Services and Human Resources is the motivation to continually improve the quality of services provided to the College's faculty, staff, students, and communities. The improvements discussed during the interviews focused on improving the types of services as well as improving the delivery of those services.

EXAMPLES

- Facilities Planning and Management: Develop and implement sustainability measures to improve the College's energy efficiency
- Campus Safety: Develop and implement strategies as needed to become a POST-participating police department
- Risk Management, Safety, and Health: Develop a College-wide proactive health and safety culture
- Information Technology: Expand the wireless network to provide College-wide coverage
- 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

IMPLICATIONS FOR FACILITIES

Appropriate Adjacencies

- Satellite Campus Safety office in the campus core
- Offices for Information Technology and Technical Services staff located near the faculty and staff that they serve

Office/Work/Collaboration Space

- Space to meet with, serve, and train students, faculty, and staff
- Office and support space for sustainability-focused staff and operational systems
- New Campus Safety facility

MASTER PLAN THEMES

PRESIDENT'S CABINET

In late spring 2017, members of the President's Cabinet reviewed the Master Plan Themes from Instructional Programs, Student Services, and Administrative Services and Human Resources. These conversations generated the following themes that express foundational College-wide issues not otherwise included in the Master Plan Themes.

THEME #1: EXPAND AND SUPPORT INNOVATION IN TEACHING, LEARNING, SUPPORT, AND MANAGEMENT WITHIN THE COLLEGE

RATIONALE

The educational needs of students and our community are continually evolving. Encouraging and supporting the development and effectiveness of relevant programs, innovative teaching, and adaptive support systems is a key element in keeping Mt. SAC's commitment to excellence and distinction.

THEME #2: ENSURE FISCAL STABILITY AND EFFECTIVE AND EFFICIENT USE OF RESOURCES

RATIONALE

To provide adequate capacity for the College to meet the educational needs of its region in a climate of fluctuating State financial support requires forward thinking fiscal strategies, evolving management of the College to reflect effective business practices, and environmentally conscious decisions.

THEME #3: PROVIDE PROFESSIONAL DEVELOPMENT THAT ADVANCES THE CONTRIBUTION OF COLLEGE PERSONNEL IN ACHIEVING THE COLLEGE MISSION

RATIONALE

The major asset of a college is its people: faculty, staff, and administrators. An effective organization provides a climate of growth and support. That commitment must be actualized by concrete investment in orientation of new employees, training on newly implemented practices, guidance in achieving work-life balance, and upward mobility—inside the college and beyond—through education and on-the-job growth opportunities.

THEME #4: SUSTAIN EFFECTIVE PARTICIPATORY GOVERNANCE AND DECISION-MAKING TO ENSURE THAT THE DIRECTION OF THE COLLEGE IS WELL INFORMED AND COLLECTIVELY IMPLEMENTED

RATIONALE

Decision-making is a multi-layered process. The College must have a well-articulated vision, a comprehensive set of guiding principles and practices, and a team concept that reflects the need for wide involvement in building that vision and establishing those principles and practices. As each challenge is addressed, the way forward is crafted by those at every level, from policy to oversight to implementation, assuring that the ultimate decision moves the College forward and is both strategic and practical.

THEME #5: ENSURE ACCESS, EQUITY, AND COMPLETION OF EDUCATIONAL GOALS FOR ALL CURRENT AND FUTURE MT. SAC STUDENTS

RATIONALE

An educated population is essential to economic well being, to the advancement of society, and to civic engagement in the democratic process. Every individual must have access to that education, regardless of status, wealth, disability, geography, or demographic characteristics. That access is hollow without removing equity barriers to educational progress and completion.