EARLY HISTORY OF MT. SAC

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

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

Spring 1946 was an intense period of planning for the new college. Several sites were considered using two criteria: locate the college as close as possible to the geographic center of the region and build on land that was separate from a high school campus. Mt. SAC's initial location–one mile north of Valley Boulevard, 7.1 miles east of Puente and 7.2 miles west of Pomona–was determined by the new Board of Trustees to be the best match to

these criteria. The site was a U.S. Naval Hospital that would soon be decommissioned. In July 1946, the Board signed a two-year lease with the State of California for this land and temporary buildings.

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

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

One highlight of Mt. SAC's first graduation in June 1947 was news from the State Governor that legislation had been passed allowing the Board of Trustees to purchase the College's present site as a permanent home.

1.1

EARLY HISTORY OF MT. SAC
(cont.)

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

This history is adapted from Mt. San Antonio College: The First Fifty Years and the Mt. SAC 2017 Institutional Self-evaluation Report in Support of Reaffirmation of Accreditation.

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1.3
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MT. SAC TODAY

As anticipated by the community leaders, in mid-1940 a large number of people choose San Gabriel Valley for their home and work destination. As a result, today Mt. SAC is the largest single campus community college district of California's 114 community colleges, with an annual total credit and noncredit student headcount of 62,042 students in 2016–2017. *(Source: datamart.cccco.edu)*

Mt. SAC is located in the City of Walnut in the eastern part of Los Angeles County and is adjacent to four other community college districts: Citrus to the north; Chaffey to the east; North Orange County to the south; and Rio Hondo to the west. Given the proximity of these five community college districts, there is extensive free flow of students across district boundaries. In fall 2015, forty-two percent of Mt. SAC's students lived outside of the College's geographic boundaries.

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

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

o **Instructional Programs** include a full range of credit programs that offer general education and career technical education degrees and certificates that prepare students for immediate employment and/or transfer to four-year institutions. Students may choose from approximately 1,400 credit courses that may lead to one of 76 associate degrees, 14 associate degrees for transfer, and/or 162 certificates. In addition to these courses, students have the opportunity to participate in a variety of award winning extracurricular and co-curricular programs and activities: men's and women's athletics, academic teams (Forensics, Robotics, Turf), student clubs and organizations, and student government.

The Adult and School of Continuing Education instructional programs include an array of noncredit programs, including Adult Basic Education, Community and Contract Education, Education for Older Adults and Adults with Disabilities, English as a Second Language, and Short-term Vocational programs. Support services include the WIN Athletic Support Center and the Language Learning Center. Community Education and

LEGEND

- ⊛ MT. SAN ANTONIO COLLEGE
- 🛡 INTERSTATE
- ◯ STATE HIGHWAY
- ▥ METROLINK AND/OR METRO RAIL SERVICE
- ---- DISTRICT SERVICE AREA BOUNDARY------
- COUNTY BOUNDARIES
- CITY DISTRICTS
- AIRPORT RUNWAY
- AIRPORT AREA
- BODIES OF WATER
- FORESTS AND PARKLANDS

REGIONAL CONTEXT
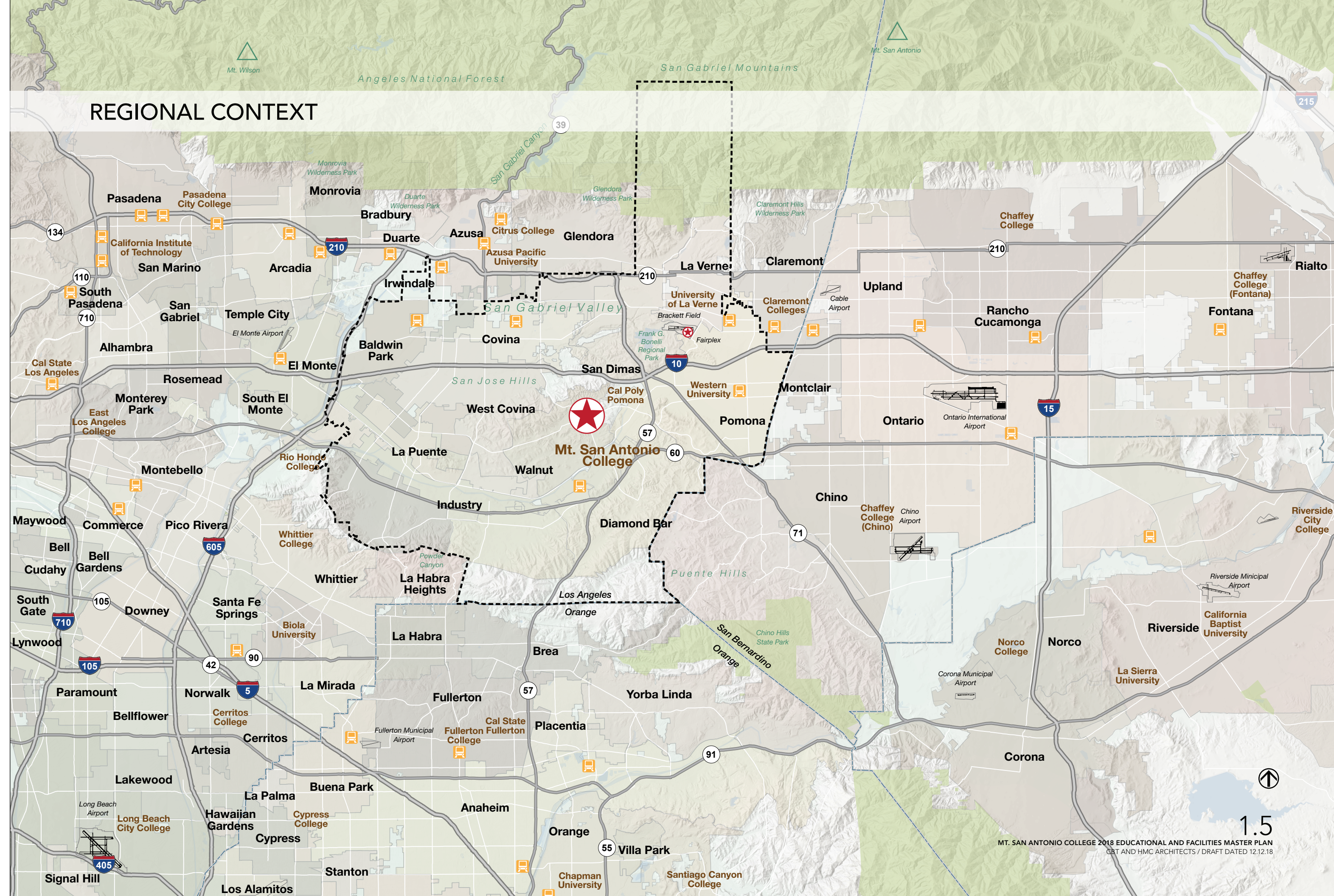
MT. SAC TODAY
(cont.)

Workforce Training Center programs and courses are offered on the main campus as well as in approximately 30 public and private facilities throughout Mt. SAC's communities. Refer to Chapter 3: *Instructional Programs* for more details on Mt. SAC's credit and noncredit instructional programs.

o **Student Services** support students' matriculation from the initial steps through completion of their educational goals. The extensive nature of support services ensures that the College meets both the general and unique needs of its students by offering services in a variety of modes, breadth, and depth. These services include admissions and records, counseling, career and transfer centers, Accessibility Resource Centers for Students (formerly known as Disabled Student Programs and Services), extended opportunity program and services, student financial aid services, health services, student activities, veterans' services, and additional services and programs designed to meet the specific needs and interests of particular student populations. Refer to Chapter 4: *Student Services* for more details on Mt. SAC's student services programs.
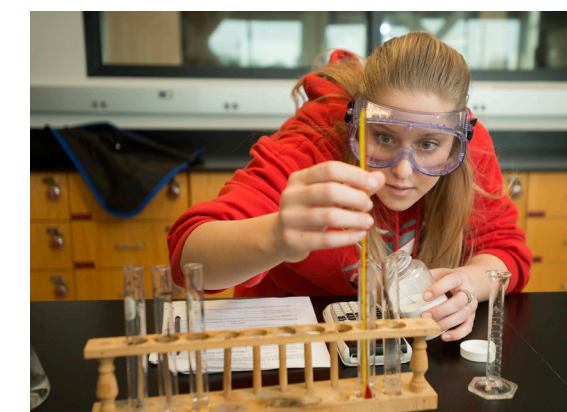
o **Administrative Services and Human Resources** support instructional programs and student services. Administrative Services include the following five units.
- Campus Safety
- Facilities Planning and Management
- Fiscal Services
- Information Technology

- Risk Management, Safety, and Health
- Technical Services

Administrative Services also support a wide range of public events, recreational activities, and community education programs. Human Resources provides services to Mt. SAC's students, faculty, and staff by recruiting and retaining a highly skilled and talented workforce. Refer to Chapter 5: *Administrative Services and Human Resources* for more details on Mt. SAC's Administrative Services and Human Resources.

o **Administrative Teams** provide leadership and institutional oversight and direction. These teams are the Offices of the President and four Vice Presidents: Administrative Services, Human Resources, Instruction, and Student Services.

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

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MT. SAC TODAY
(cont.)

o The Bridge Program is a learning community designed to increase student academic and personal success through the creation of a personalized learning environment. By linking classes that are taught in a collaborative group setting, students have an opportunity to learn strategies for being successful college students and how to use college services. Students and instructional faculty collaborate with Bridge Program staff and counselors, financial aid advisors, and transfer and advising specialists. In 2015–2016, 859 students participated in this program.

o In 2013, Mt. SAC received its third consecutive five-year Federal Title V: Developing Hispanic-Serving Institution grant to support student success and strengthen the institution. This $3.2 million grant focuses on: 1) providing support services that accelerate students into and promote retention in college-level coursework and 2) creating sustainable and scalable cohort models that move students quickly into college-level coursework and promote faster completion.

o The Pathways to Transfer initiative is an accelerated learning program aimed at helping students who tested below college-level English and Mathematics reach transfer-level courses.

o 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 and Melinda Gates Foundation, which focuses on

building the capacity of community colleges to design and implement structured academic and career pathways.

o In spring 2015, Mt. SAC was one of 43 colleges in California to be awarded the Basic Skills Transformation Grant. The grant is designed to implement high impact practices aimed at accelerating completion for basic skills students. The two objectives for Mt. SAC's grant are focused on guided pathways and English acceleration.

o The College established a partnership with Mount Saint Mary's University to offer its Bachelor of Science in Nursing degree on the Mt. SAC campus, and with Pomona Valley Hospital Medical Center for Mt. SAC nursing students in the Transition to Practice course to intern at Pomona Valley.

This section is adapted from the Mt. SAC 2017 Institutional Self-evaluation Report in Support of Reaffirmation of Accreditation.

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1.9
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THE ECONOMY

NATIONAL ECONOMY

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

The economic forecast is that the United States will remain on a fairly steady low-level growth path over the next few years. Growth in the county's Gross Domestic Product will be primarily due to increases in consumer spending and government spending. *(Source: laedc.org)*

STATE ECONOMY

California's economy is also recovering from the Great Recession. Although California's unemployment rate was consistently higher than the national unemployment rate in recent years, the gap is shrinking. In June 2017 the national unemployment rate was 4.4 percent while California's unemployment rate was 4.7 percent. This rate matches the State's record low rate that occurred in November–December 2000.

Unfortunately, the recovery in employment is not equally distributed across the State. In June 2017, ten of California's 58 counties had unemployment rates of eight percent or higher, predominately in agricultural or rural areas. The highest recorded unemployment rates in June 2017 were Colusa County at 11.9 percent and Imperial County at 20.8 percent.

Between June 2016 and June 2017 California gained a total of 261,400 jobs (a 1.6 percent increase). Eight of California's eleven industry sectors added a total of 274,000 jobs during this period. The largest job gains were in educational and health services, up 60,900 jobs (a 2.4 percent increase); construction, up 46,500 jobs (a 6.0 percent increase); and leisure and hospitality, up 44,200 jobs (a 2.3 percent increase). Other sectors adding jobs over the year were government; trade, transportation, and utilities; professional and business services; other services; and financial activities. Three industry sectors posted job declines over the year, down a total of 12,600 jobs. Manufacturing fell by 9,900 jobs (down 0.8 percent), information was down by 1,500 jobs (down 0.3 percent), and mining and logging fell by 1,200 jobs (down 4.9 percent). *(Source for unemployment rates and labor market information: edd.ca.gov)*

Another indicator of the State's economic recovery is the gradual increase in housing prices. Following several years of a steady decline in housing prices, in 2013 the median price of single-family homes began returning to pre-recession levels and reached $555,150 in June 2017, a seven percent increase compared to the previous June. *(Source: car.org)* As a result of this economic growth, the State's finances have stabilized, and after years of deficits, the California general fund ended the past fiscal year with a cash surplus. However, according to Governor Brown's 2017–2018 Budget Summary, fiscal issues to be considered in State budget development are to prepare for the next economic downturn. *(Source: ebudget.ca.gov)*

The economic forecast is that California will continue to outpace the nation in economic growth. Although the State is now reaching full employment, job growth is likely to slow due to the limited labor market. *(Source: laedc.org)*

LOCAL ECONOMY

Mt. SAC is located in the San Gabriel Valley. The boundaries for this region are the San Gabriel Mountains to the north; the cities of Pasadena, South Pasadena, and Monterey Park to the west; the crest of the foothills that parallel the Pomona freeway to the south; and the Los Angeles/San Bernardino county line to the east. *(Source: laedc. org)* The San Gabriel Valley region encompasses 284.13 square miles and 189 square miles of these are within Mt. SAC's geographic boundaries.

Similar to the State and the nation, the economic forecasts for the San Gabriel Valley are optimistic. The unemployment rate in the San Gabriel Valley has been consistently lower than the overall unemployment rate in Los Angeles County. In 2010 when the Los Angeles County unemployment rate was 12.5 percent, the unemployment rate in the San Gabriel Valley was 11.3 percent. In 2015 when the Los Angeles County unemployment rate was 6.7 percent, the unemployment rate in the San Gabriel Valley was 6.0 percent. However, of the five cities with the highest unemployment rates in the San Gabriel Valley in June 2017, four are within the Mt. SAC geographic boundaries: Baldwin Park (6.0 percent), Irwindale (5.9 percent), West Covina (5.5 percent), and Covina (5.4 percent). *(Sources: laedc.org and labormarketinfo.edd. ca.gov)*

The distribution of jobs by industry in the San Gabriel Valley is similar to Los Angeles County as a whole. The largest share of employment is in health care services, followed by professional and business services, retail trade, leisure and hospitality, and the public sector. *(Source: laedc. org)*

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

Other evidence of the economy's recovery is the level of consumer spending in the San Gabriel Valley. After several years of decline, beginning in 2009, taxable sales have slowly but steadily increased. Taxable sales grew almost three percent from 2014 to 2015, cooled to a little over one percent growth between 2015 and 2016, but are forecast to continue economic recovery with two percent growth in 2017. *(Source: laedc.org and sgvpartnership.org)*

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ISSUES IN HIGHER EDUCATION

NATIONAL ISSUES

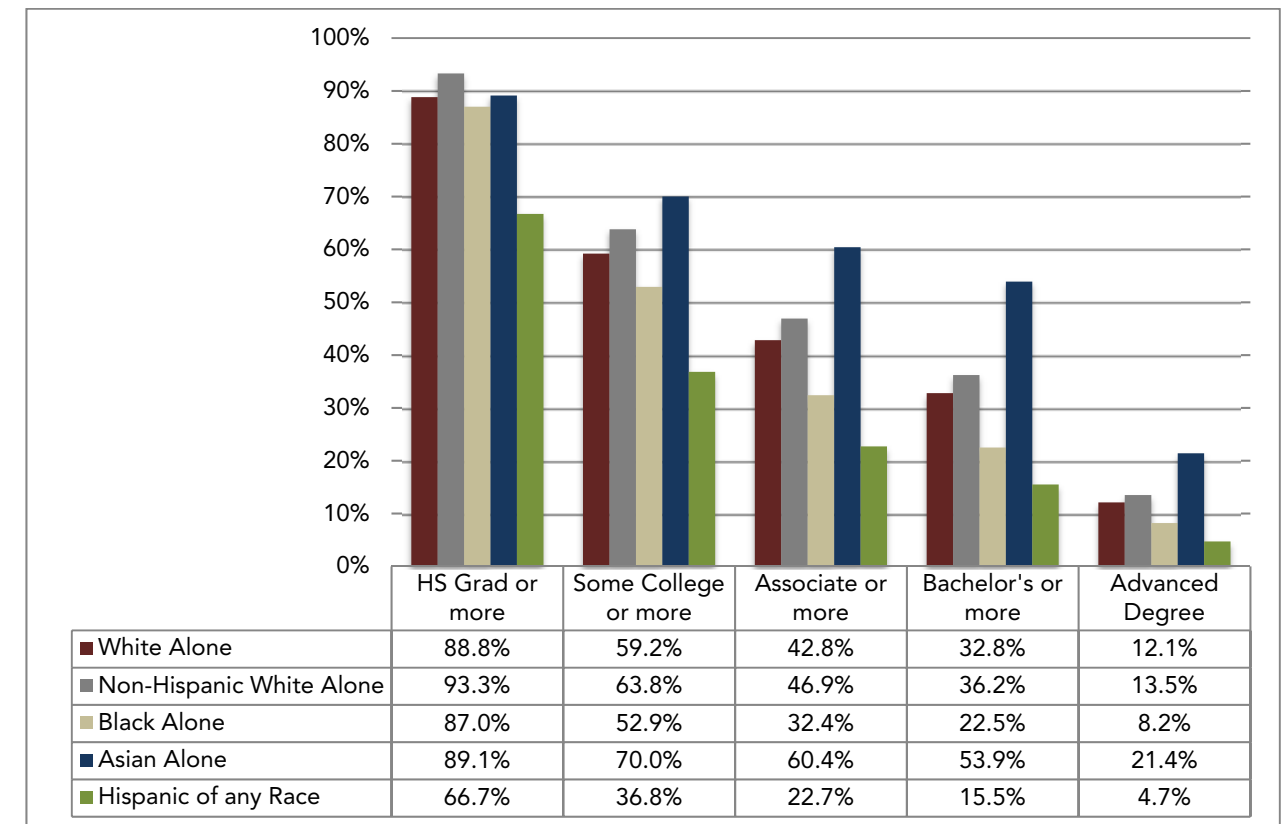Two primary issues are driving the dialogue about higher education.

o The Completion Agenda: The need to increase student achievement of degrees and certificates in order to meet current and projected workforce needs. *(Source: aacc. nche.edu)*. The urgency fueling the completion agenda is the projection that 60 percent of the national workforce will need a postsecondary degree or certificate by 2025 to meet workforce needs. *(Source: luminafoundation. org)*. Forty-two percent of adults in the United States have completed an associate degree or higher, compared to 64 percent in South Korea and close to 60 percent in Japan and Canada. In a global comparison of the portion of the population that have attained postsecondary education, the United States ranks 12th. *(Source: oecd.org/edu)*

o The Achievement Gap: The need to increase student access and success for students in all racial/ethnic demographic categories. *(Source: nces.ed.gov)*. As shown in the graph titled National Achievement Gap in Educational Attainment, educational attainment in the United States varies by race and ethnicity. A comparison of the highest educational attainment of adults who are age 25 and above shows that Hispanics and Blacks reported the lowest levels of educational attainment at every level from high school graduate and beyond (Hispanic 66.7 percent; Black 87.0 percent) to advanced degrees (Hispanic 4.7 percent; Black 8.2 percent).

In addition to the urgency to increase student completion of degrees and certificates for students in all racial/ethnic demographic categories, other major challenges facing higher education leaders across the country include the following higher education agendas. *(Source: forbes.com)*

o Align graduates' skills with the skills needed in the workforce

o Implement efficient business models to reduce costs and share resources among institutions

o Prepare veterans who left active duty to enter the workforce

o Use learning outcomes and competency outcomes to measure institutional success

o Adapt to a reduction in state and federal funding coupled with increases in unfunded mandates from government agencies, especially those related to immigration, undocumented students, and international students

NATIONAL ACHIEVEMENT GAP IN EDUCATIONAL ATTAINMENT

	HS Grad or more	Some College or more	Associate or more	Bachelor's or more	Advanced Degree
White Alone	88.8%	59.2%	42.8%	32.8%	12.1%
Non-Hispanic White Alone	93.3%	63.8%	46.9%	36.2%	13.5%
Black Alone	87.0%	52.9%	32.4%	22.5%	8.2%
Asian Alone	89.1%	70.0%	60.4%	53.9%	21.4%
Hispanic of any Race	66.7%	36.8%	22.7%	15.5%	4.7%

Source: census.gov

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(cont.)

STATE ISSUES

California developed the largest higher education system in the world in the belief that an educated population will advance its economic, political, and social success. This impressive system of 114 community colleges served a total of 2,376,800 students in 2016–2017. *(Source: datamart.cccco. edu)*. The mission of California Community Colleges is to prepare students for transfer or to earn a degree or certificate as well as to provide workforce training and basic skills instruction in English and mathematics.
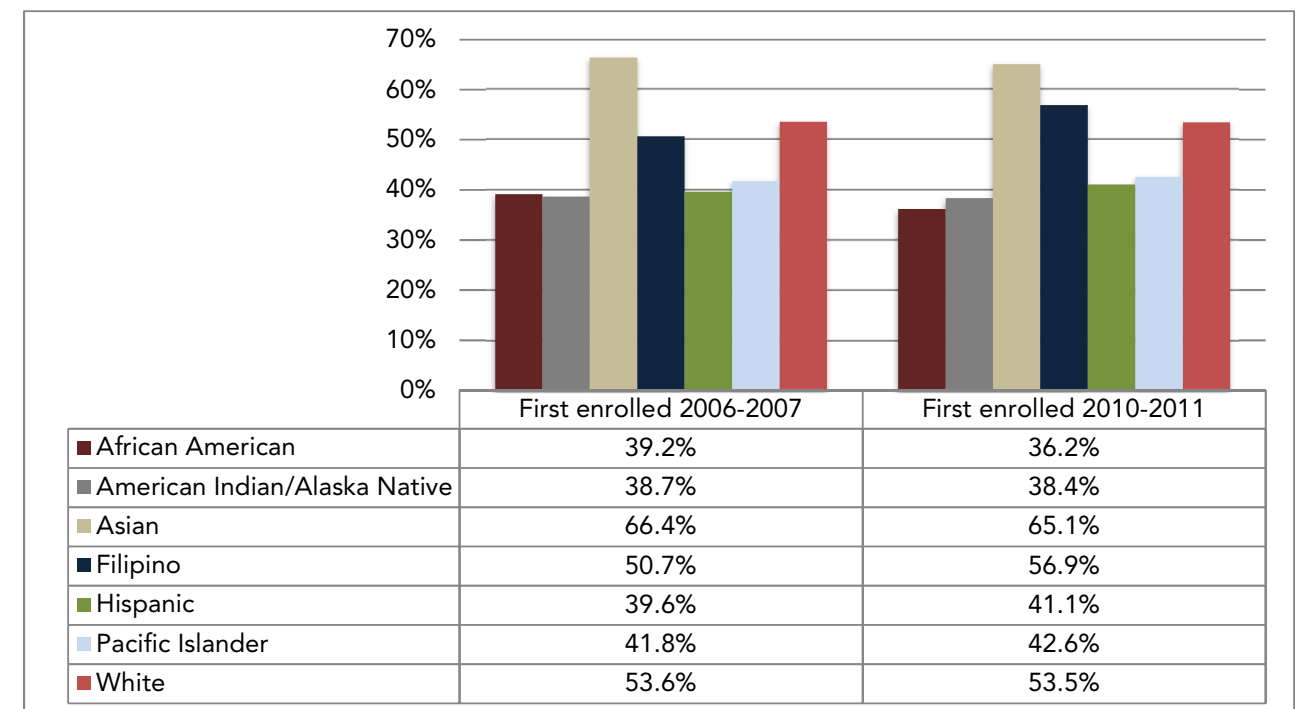
Despite the benefit of nearby community colleges located in most regions of the State, the major higher education issues in California are the same as those at the national level: the Completion Agenda and the Achievement Gap.

The Completion Agenda, which is the need to increase the number of students who complete degrees, certificates, or transfer requirements, is a primary focus at all levels of higher education in California. As a result of changes in, across, and within industries such as health care and information technology, employment growth is strongest for workers with college degrees. By 2025, if current trends persist, 41 percent of jobs will require at least a bachelor's degree and 36 percent will require some college education short of a bachelor's degree. Population and education trends suggest that by 2025 only 35 percent of working-age adults in California will have bachelor's degrees and only 28 percent will have some postsecondary training. *(Source: ppic.org)*

This is a serious problem for California because the large and well-educated baby boomer generation is reaching retirement age, and young adults are not graduating in sufficient numbers to meet the increased demand created by those retirements combined with the increased demand from today's employers. This gap between the projected needs for an educated workforce and the level of educational attainment in California's adult population has created a sense of urgency and a statewide focus on increasing postsecondary graduation rates.

The Achievement Gap, which is the disparity in measures of educational attainment among racial and ethnic groups, is much the same for California as it is for the nation. Therefore, a sense of urgency also exists around the need to increase student access and success for students in all racial/ethnic demographic categories. For example, among those who first enrolled in a community college in 2009–2010, 65.1 percent of the Asian students earned a degree or transferred within six years compared to 53.5 percent of White students, 41.1 percent of Hispanic students, and 36.2 percent of African American students. As shown in the graph California Community College Achievement Gap, these race/ethnicity patterns in community college success were relatively unchanged in the four years between those who first enrolled in a California community college in 2006–2007 and those who first enrolled in 2010–2011. *(Source: scorecard. cccco.edu)*

CALIFORNIA COMMUNITY COLLEGE ACHIEVEMENT GAP

	First enrolled 2006-2007	First enrolled 2010-2011
■ African American	39.2%	36.2%
■ American Indian/Alaska Native	38.7%	38.4%
■ Asian	66.4%	65.1%
■ Filipino	50.7%	56.9%
■ Hispanic	39.6%	41.1%
■ Pacific Islander	41.8%	42.6%
■ White	53.6%	53.5%

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

California regulations specify that community colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives,

Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, persons with disabilities, foster youth, veterans, and low-income students *(Sources: Title §54220(d) and the 2014 state budget trailer bill SB 860)*. Each community college is required to develop specific goals/outcomes and actions to address disparities that are discovered, disaggregating data by student demographics. College plans must describe the implementation of strategies to address identified disparities, such as policies, activities, and procedures as they relate to improving equity and success at the college.

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ISSUES IN HIGHER EDUCATION
(cont.)

In addition to this requirement that each college develop plans to address equity issues, the State's urgency to contribute to the Completion Agenda and to reduce the Achievement Gap have driven a number of initiatives, policy changes, and funding allocations in California since 2012. The initiatives are summarized in the 2017 State of the System Report: Student Success Scorecard. *(Source: californiacommunitycolleges.cccco.edu)*

To complement these initiatives, in spring 2017 the Board of Governors approved the following system-wide goals with a target deadline of California community colleges achieving the following by 2022.

o   Increase by at least 20 percent the number of California community college students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job

o   Increase by 35 percent the number of California community college students system-wide transferring annually to a UC or CSU

o   Decrease the average number of units accumulated by California community college students earning associate's degrees to 79 total units

o   Increase the percent of exiting career technical education students who report being employed in their field of study to 69 percent

o   Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups

o   Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

MT. SAC INITIATIVES

Mt. SAC has actively and continually responded to federal, State, and locally inspired initiatives to support and improve student success and to meet the needs of its communities. Throughout its history, the College has focused on implementing initiatives that promise to support student success. This focus is effectively expressed in the College's Vision statement:

Mt. San Antonio College strives to be regarded as one of the premier community colleges in the nation. We will be viewed as a leader in community college teaching, programs, and services. As a premier community college, we will provide access to quality educational programs and services, focusing on student success within a climate of integrity and respect. We will earn this reputation by consistently exceeding the expectations of our students, our staff, and our community.

The following are a few examples of the initiatives that the College is currently successfully implementing. Refer to the Mt. SAC website for up-to-date details on these initiatives.

o   Associate Degrees for Transfer
o   Basic Skills Initiative
o   Climate Commitment

o   Guided Pathways
o   Honors Center
o   Pride Center
o   Student Equity Plan
o   Student Success and Support Plan
o   Study Abroad
o   Teacher Preparation Institute

Mt. SAC's involvement in the national and State initiatives that are designed to improve student access, equity, and success is supported across the College as shown in Chapter 3: *Instructional Programs*, Chapter 4: *Student Services*, and Chapter 5: *Administrative Services and Human Resources*.

In addition to these specific projects, Mt. SAC developed the following institutional goals to maintain the focus of its energies and resources on its mission and to maximize the benefits its students receive from the national and State initiatives. The College Goals and Strategic Objectives are documented in the 2015–2017 Mt. SAC Strategic Plan.

Theme A: To Advance Academic Excellence and Student Achievement

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

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

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

Theme B: To Support Student Access and Success

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

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

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

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

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

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

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

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

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

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

Theme D: To Foster an Atmosphere of Cooperation and Collaboration

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

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