A Strategic Plan should provide the overall vision for a College. The role of the EMP is central to a college’s planning process and works together with or leads to more specific planning for departments, budgets, and facilities. The EMP should be supported by and coordinated with other plans covering various college operations such as technology, staffing, staff development, enrollment management, and student outcomes. To render the planning process effective, it should be initiated and constantly examined and revised by the use of research and information in order to improve the college’s programs and services. The outcome of an effective planning process can also be an invaluable tool in gaining the support of local and state organizations and individuals.

RESEARCH AND DATA FOR PLANNING

Mt. San Antonio College has strong research capability and produces regular reports to assist its managers in daily operations and in planning. Currently, the college is undergoing a transition from one data system to another, a process which will take several years. This change can provide an opportunity to organize data that are appropriate, standardized and available for planning.

What appears to be needed with regard to the use of data is a clear connection between research and planning. Also needed are data that are accepted college-wide as a standard, and as standards to be used in describing College results and in projecting College needs.
At present, in addition to the reports required by the State of California, there seem to be multiple reports being produced as requested by various departments, and records of College-wide statistics (e.g. enrollment) being kept in multiple offices. This can lead to confusion, at best, and results in the absence of a coordinated College planning process. An effort to outline a plan for the use of data and to tie that plan to the College’s planning processes and operations would make all research efforts more effective and efficient. A coordinated plan would most likely call for fewer reports generated for staff use and open, clear communication channels relative to planning among the various departments of the College. Agreement on which data are to be used for marketing and publication purposes would also present a better picture of the College to the public. 

PLANNING: THE COLLEGE AND THE STATE OF CALIFORNIA

Perhaps the most daunting challenge in facilities planning and development, and sometimes the least visible, is the fact that the State of California is the final arbiter in the planning process, no matter the source of funding. Building and renovations are controlled by State Code and regulated by the Board of Governors of the California Community Colleges. Whether or not districts employ locally approved bond dollars to support development, these regulations must be adhered to if the District wishes to receive State support for operations, staffing, or future projects.

A complex set of standards governs the amount of space for various types of activities to be allocated to community colleges based on student contact hours and other factors. Every district must maintain a current space inventory related to these categories of space and submit a Five Year Plan to the State each year updating both utilization information as well as request for dollars from State building funds. Facilities plans must be related to facilities use; if space is underutilized according to State standards, a district will not be eligible for construction or operations dollars for additional space.

Three governmental agencies are involved in the approval of applications for the development of new Educational Centers: the California Community Colleges Chancellor’s Office (CCCCO), the California Postsecondary Education Commission (CPEC), and the Demographic Unit of the State Department of Finance (DoF). Regulations regarding the development of new centers have recently been amended by the Board of Governors of the California Community Colleges (BoG) on recommendation of the CCCCO. These changes are included in Section 55180 of the Education Code, Title V, which defines “Community College” and “Educational Center.” The definition for an Educational Center includes one of the most important changes and is tied to the enrollment of the new center.

The approval process for a Center is lengthy and can easily take up to two years to complete. It involves three stages and takes the process through all three agencies for close scrutiny and hearings. The three stages include a preliminary letter, a formal Letter of Intent, and a Needs Study – a document similar to a Master Plan describing the need for the new center. Guidelines for this process are available from CPEC in a document entitled Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational and Joint-Use Centers. Centers developed without approval at the State level (e.g. with local dollars) do not, as mentioned previously, qualify for state support for operations or building projects.

THE EDUCATIONAL MASTER PLAN: PURPOSE AND PROCESS

An Educational Master Plan is part of a complete planning process and can be used as the foundation for much of an institution’s other planning activities. It can lead to department plans that are used in budget development, to program review, to foster or create more detailed plans for special activities (such as technology or staff development), and to the creation and maintenance of facilities plans to provide infrastructure for the programs and services needed for students.
This Educational Master Plan is being developed for the purpose of projecting the College’s program and services needs from the present to the year 2020. Based on the data gathered and the expert information provided by College faculty and staff, the Plan projects enrollment, weekly student contact hours, and service needs, and makes recommendations regarding programs and services for the District.

The results of the Plan will be tied directly to qualification for space, related to the State of California’s regulations for community colleges. College staff can use the projections in the Plan and its yearly review and revision to develop facilities for years into the future.

The processes used to develop the Educational Master Plan are described in more detail in other sections of this document. They include a thorough environmental scan and the gathering of information about the College, including enrollment, programs and services. These sources are then used to project enrollment some years into the future in order to plan adequate and well-located facilities for the programs needed to serve the future residents of the District. In addition, these projections help to gain State support for facilities development and to support local building efforts.

**CONTENTS OF THE EDUCATIONAL MASTER PLAN**

The purpose of this Educational Master Plan is to provide a foundation for future planning of programs and services for the residents of the District. While it is recognized that the content of the Plan represents a snapshot in time, it is important that projections anticipate the needs of future students and residents of the District. Constant vigilance in revising the information and assumptions contained in the Plan is needed to maintain currency.

Chapter 1 introduces important background information, and provides a description of the state of planning in the District. The District and College are described in Chapter 2 using population, enrollment, and demographic data from which population and enrollment projections are derived. Recommendations are made about programs and services based on the demographic projections.

In Chapter 3, the current educational programs and services of the College are described from both quantitative and qualitative perspectives. This Chapter also projects the future of those programs and services, using data projections as well as the expertise of the program providers – faculty and staff. Each College department is described separately and projected to the year 2020. At the end of the Chapter are observations, recommendations and conclusions.

Chapter 4 of the Educational Master Plan serves as the link between educational programs and services and facilities planning. Based on program enrollment projections, Master Tables display each department by TOP (Taxonomy of Programs) Codes from the years 2005 to 2020. Credit and non-credit are displayed in separate Master Tables. These enrollment projections can then be “translated” into space qualifications using State standards for community colleges.

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(1) *Mt. San Antonio College – The First Fifty Years*, compiled by Barbara Ann Hall and Odelle Marie Pietzsch, 1996.


(4) *How May We Count Enrollment?*, Sheryl Hullings, Barbara McNeice-Stallard and Virginia Burley.