



WELCOMING
THE NEW
ACADEMIC
YEAR WITH
MARDI GRAS
SPIRIT





WELCOME!

Shiloh Blacksher

Roger Willis





LAND
ACKNOWLEDGEMENT
Primavera Reza-Nakonechny






LAND ACKNOWLEDGEMENT

We at Mt. San Antonio College acknowledge that the land which we occupy is unceded ancestral territory of the Tongva-Gabrielino people, Indigenous to this region for thousands of years.

We recognize the Tongva-Gabrielino people have suffered an immense loss of their people, culture, lands, water, and other natural resources due to the theft, murder, kidnapping, and enslavement. These injustices started with colonization, and most Indigenous people consider colonization a current and ongoing process.

The Tongva-Gabrielino view this land as a source of healing, nourishment, and protection.

As students, faculty, staff, and alumni of Mt. San Antonio College, we honor the Tongva-Gabrielino by acknowledging their legacy and current lived experiences.



We recognize this land acknowledgment as an opportunity for Mt. SAC to advocate for Indigenous students through the support of the First Peoples Native Center and continued learning and shared knowledge for Native Americans and Indigenous peoples.



◆◆◆

LET THE GOOD TIMES ROLL

Vocal Jazz Choir
Dr. Jeremy Fox

◆





BIENVENUE!
A GRAND MARDI GRAS
WELCOME
Dr. Martha Garcia

◆◆◆

WELCOME TO THE 2024-2025
ACADEMIC YEAR!!!

We will have a great year!



◆◆◆ S S
The gift I receive when our students thrive!





Placing our Why First as we Create our New Education and Facilities Comprehensive Plan



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



ECFP Task Force



The EFCP Task Force includes 31 members with broad-based representation

- Students
- Faculty
- Classified Professionals
- Managers
- Participatory governance leadership with an emphasis on DEISA+ and healing-centered engagement



Equity Minded Planning and Healing Centered Engagement Integrated into Institutional Planning

- People affected are the agents of change
- Restoration is in culture and identity
- Acknowledges the intersectional nature of identity
- Elevates shared experiences
- Shaped by collectivism verses individualism
- Community is more than their traumas
- Focuses on hopes and aspirations and what we want to achieve






Equity-Minded Leadership

Dr. Garcia's Definition

Equity-Minded Leadership recognizes and takes personal and institutional responsibility for the patterns of inequity reflected in student outcomes, especially for our marginalized students.

Addressing inequity in higher education requires courage and a commitment and ability to identify, develop, and implement a student success agenda that places equity and social justice front and center. Equity-Minded Leadership is grounded in being authentic and it requires compassion, care and embracing the different experiences that people have, and diverse paths they are navigating.



Equity-Minded Leadership reflects a collective commitment to Equity and Inclusive Excellence that is mindful of the impact of identity, power, intersectionality and action.



Traditional vs. DEISA+ Comprehensive Plans

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

Integrated Planning Efforts Aligned with the EFCP Development



**Comprehensive
Program
Review Cycle
(PIE)**



**New Resource
Allocation
Process
Correlated to
Program
Review (PIE)**



**Outcomes &
Assessment**



**Participatory
Governance
Taskforce**



**BP/AP
Continuous
Review Cycle**

Integrated Approach

“A sustainable approach to planning that **builds relationships, aligns the organization, and emphasizes preparedness for change.**”

-Society for College and University Planning (SCUP)



Introducing the Framework

PART 1

History and Data Matters

Analyzing outcomes from a racial and demographic perspective

PART 2

Stories Matter

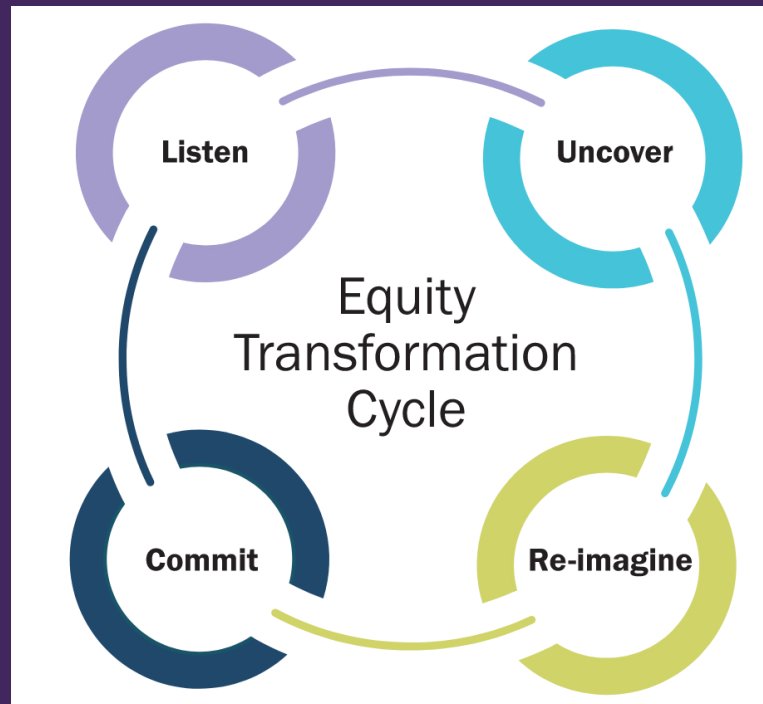
Incorporating community priorities into long term facility planning.

PART 3

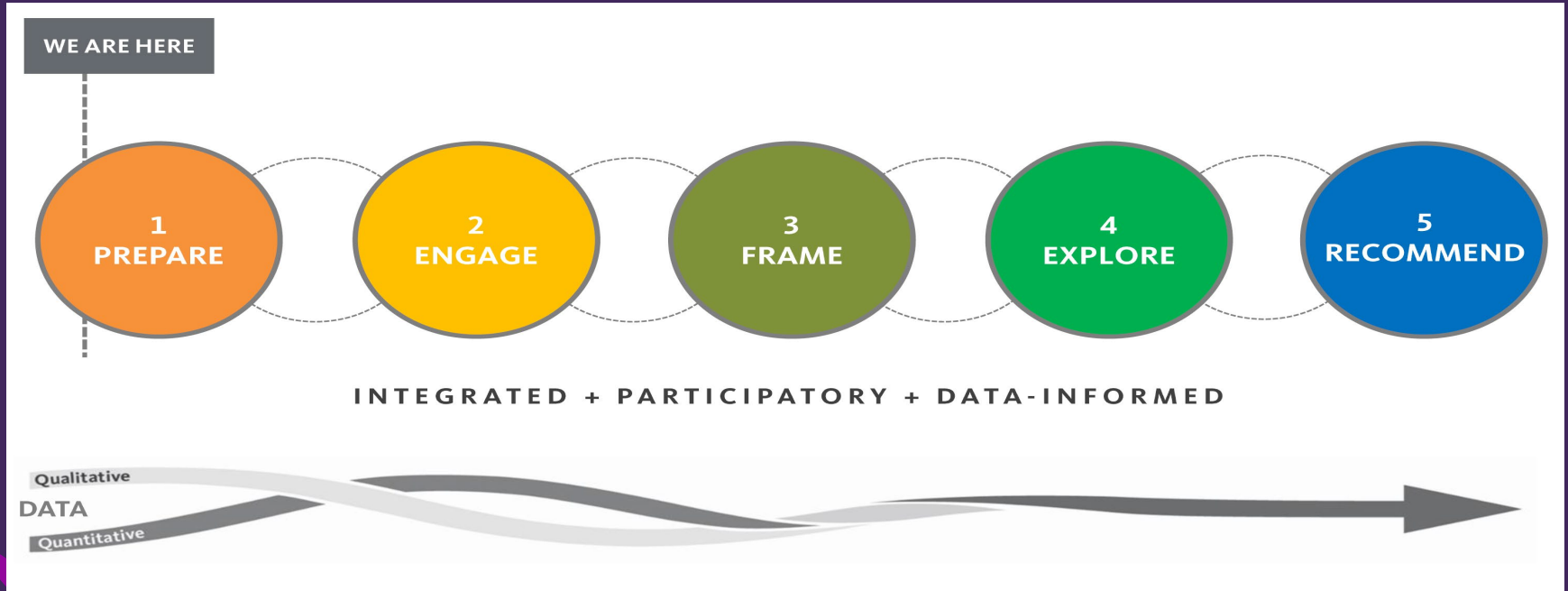
Collaboration and Outcomes Matter

Developing a prioritization methodology for the future.

START



Integrated Approach



A New Focus for the Comprehensive Plan




Support Needed from You!

- Participate and provide input
- Encourage students to participate, this plan will create a blueprint to help them and hold us accountable for their success
- Communicate the importance of the EFCP






Implementation of the ECFP

- Effective Fall 2025
 - Each of you will carry out the goals and priorities depicted
 - We must tear down silos
 - Be inquisitive and innovative
 - Resource allocation will be directly correlated to the EFCP
- 





FISCAL UPDATE

- Thank you for your patience and commitment!
 - We will continue to be proactive and transparent.
 - We will prepare for three years of fiscal challenges.
 - We commit to communicate.
 - We are in this together!
- 

we are
ALL IN THIS
together





THANK YOU!



¡Muchas Gracias!





Gratitude can transform common days into thanksgivings, turn routine jobs into joy, and change ordinary opportunities into blessings.

William Arthur Ward

GRATITUDE



Thank You