CONTINUING EDUCATION DIVISION

Institutional, Community, and Student Profile 2010-11

Revised October 6, 2011

TABLE OF CONTENTS

HISTORY

The College

The Mt. San Antonio College (Mt. SAC) campus was originally part of the 48,000-acre La Puente Rancho. During World War II, the facility was converted into an Army hospital and later a Navy hospital. The Mt. San Antonio Community College (Mt. SAC) District was created in December, 1945 when voters of four local high school districts approved the formation of a community college district. Initially named Eastern Los Angeles County Community College, the institution was later renamed after Mt. San Antonio, the imposing, snow-capped mountain (popularly known as Mt. Baldy) prominently visible in the distance north of the campus. Mt. SAC opened in the fall of 1946 with 635 students. From its humble beginnings, the College now serves over 70,000 men and women from a wide array of backgrounds and generations.

The College boundaries encompass an area of approximately 189 square miles in the southeast corner of Los Angeles County, bordering Orange County on the south and San Bernardino County on the east. The 421 acre campus, located about thirty miles east of Los Angeles, is situated in Walnut, the geographic center of ten school districts and seventeen communities including Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. Quite naturally, the growth of Mt. SAC has mirrored that of the local area.

Continuing Education Division

The Community Services department was established in 1971 to provide cultural, educational and recreational programs. Some of these community programs included the support of the planetarium, wildlife sanctuary, and art gallery as well as classes for senior citizens and gifted children. The Department was also responsible for Mt. SAC's public information and a speaker's bureau.

In 1978 Community Services was reclassified from a department to a division and the Division's first dean was appointed. The newly re-titled Community Education Division expanded to incorporate community enrichment, fee-based classes and new areas of adult education including Basic Skills, English as a Second Language, Older Adult, Parent Education, Disabled Education, and Health and Fitness.

By the late 1980s the Division began increasing its focus on entrepreneurship and economic development. In 1993 the Community Education Center (CEC) was established on the main campus and over the next few years grew to include programs such as GED preparation, Adult Basic Education, Adult High School Diploma, and High School Referral. Then in 2002 all noncredit programs were placed under the larger umbrella of the Instruction Team where they remain today.

Mt. SAC Continuing Education is the 5th largest noncredit program in the state of California. The Division has experienced dramatic change and tremendous growth in its 41 year history. There have been six name changes during this time and its most recent name change, Continuing Education, reflects the common terminology used by California community colleges for similar programs.

The main campus is now home to the Continuing Education Division office, the Language Learning Center, as well as Adult Basic Education, Adult High School Diploma, English as a Second Language, High School Referral, Noncredit Health Careers, Noncredit Short-Term Vocational programs, and the WIN Athletic Support Center. Community Education, Contract Education, and Older Adult Program courses are offered on campus and in public and private facilities throughout the Mt. SAC community. In 2010 changes in regulations and funding led to the elimination of Noncredit Fitness and Parent Education programs as well as the Developmentally Disabled Program, with the exception of a few classes maintained within the Older Adult Program.

GOVERNANCE

Continuing Education has a clearly defined governance structure which originates from the Board of Trustees, the ultimate policy-making body of the College. The Board of Trustees is empowered by California law to be the policy-making body of Mt. San Antonio College (Mt. SAC). The Board consists of five community members and one Student Trustee. Members of the Board are elected by the qualified voters of the District to serve a four-year term. The Student Trustee is a non-voting member elected annually during a regular election of the student body.

The President/CEO oversees implementation of Board Policies and Administrative Procedures and is responsible for the overall administrative governance of the College. He seeks counsel from the President's Cabinet, which is the highest-level administrative decision-making body at Mt. SAC. The Cabinet meets with the President/CEO weekly and is charged with ensuring the long-term stability and success of the institution, consistent with Mt. SAC's mission, vision, and core values. The Cabinet develops policy-level agenda items and issues that require approval by the Board of Trustees. At a broader level the President's Advisory Council (PAC) provides input to the President/CEO on administrative, fiscal, and strategic issues.

Under the authority of the Board of Trustees, Mt. SAC has a participatory governance structure which facilitates joint responsibility, authority, and decision-making through the collaboration of administrators, faculty, staff, and students. Participatory governance councils and committees plan for the future, develop policies, establish regulations, and make recommendations which guide the College, including Continuing Education. The Academic Senate and the College President/CEO reach mutual agreement for district and governance structures as related to faculty roles, processes for program review, processes for institutional planning and budget development, and other issues recognized as academic and professional in nature. The Board of Trustees relies primarily on the Academic Senate for curriculum, including establishing prerequisites and placing courses within disciplines, degree requirements, grading policies, educational program development, standards and polices for student preparation and success, and policies for faculty professional development. Noncredit representatives serve on the Academic Senate as well as various College councils, committees, and task force teams. Representatives include faculty as well as classified and management staff.

STUDENT PROFILES

Adult Basic Education

The Adult Basic Education (ABE) Lab provides a variety of programs and assessments There are different student profiles based on the purpose for which students utilize the lab. For example, the average GED student is a 20 year old Hispanic who did not complete high school and is interested in obtaining a GED to pursue an educational, vocational, or personal goal. Students who utilize assessment testing are likely to have completed high school and are generally between 18-23 years of age. Conversely, the typical computer literacy course student is a female who has at least a high school diploma and is interested in improving skills to return to the workforce.

Adult High School Diploma

The range of student ages in the Adult High School Diploma Program is from 18-64, although the program is comprised primarily of 18-22 year olds (76%). The average student is Hispanic male who left high school in his junior or senior year. Although each student is enrolled both in morning and evening classes (a total of 36 possible hours per week), most attend one session or the other on a drop-in basis. Students generally take one class at a time and can complete a class in a minimum of 62.5 hours.

ESL

Students that enroll in the ESL Program are focused on strengthening their English communication skills and many self-identify their primary occupation as "student". Nearly 75% of students are between the ages of 18–45, and a majority is female (58%). The dominant ethnicities are Hispanic and Asian students. Some students wish to transfer their professional degree from their native country in order to obtain their license to practice their profession in the U.S while others are seeking to pursue a postsecondary education or improve their employability.

High School Referral

The High School Referral Program continues to be offered as a means to support noncredit basic skills development for concurrently enrolled high school students in the community. The average student is 17 years old, Hispanic (60%), and is attending to improve an existing low grade (D or F). While 21 high school districts are serviced by the High School Referral Program, 68% of all students are from one of five districts: Chaffey, Pomona, Rowland, Walnut, or West Covina Unified. The average student is in class for eight hours per week, attending either for two hours each evening (Monday-Thursday) or two times a week for four hours. Students must have approval from their high school counselor and a parent to begin a course and can only take one course at a time.

Language Learning Center

Users of the LLC include both credit and noncredit students. Credit students are typically enrolled in language courses requiring completion of lab hours as assigned by their instructor. The vast majority of noncredit students attending the LLC are enrolled in the ESL Program or are on a waiting list to take ESL classes. These students are self-motivated individuals dedicated to practicing their English skills. Other noncredit students include community members who are looking to gain language skills for various purposes.

Older Adult Program

Older Adult Program students are primarily retired and over the age of 65 (65%). These students enter class with different levels of real world experience as well as a multitude of educational levels, age variances, and life skills. Some students focus on skill building leading to a means of supplemental income, while others focus on healthy aging goals. Since Older Adult students prefer to take classes in their home communities, 98% of courses are offered off campus. A typical Older Adult student enrolls in multiple classes each term and continues to participate in the program throughout the academic year. In the 2010-11 school year 73% of older adult students enrolled in fall persisted into the spring term.

Noncredit Short-Term Vocational Program

Students participating in noncredit vocational programs are seeking to complete one or more courses leading to professional advancement or employment. The courses lead to certificates in an array of vocations such as business, agriculture, manufacturing, and graphics, to name a few. Many students take just one or two classes that will advance their work skills, and it is common for them to request evidence of completion of a single course to submit to their employer. The noncredit vocational program is largely represented by courses and certificates that may be completed through enrollment in dual-listed noncredit/credit courses. There are three main reasons that students may choose to enroll as a noncredit rather than a credit student. They may already have a college degree and simply need a specific skills upgrade. They may be uninterested in a degree or certificate, but they simply want specific skills. Or they may lack confidence to succeed as a credit student; often students who initially enroll on a noncredit basis convert to the credit classes once they experience success. The courses and certificates are created and offered through a collaborative process with the various credit departments of the college.

Noncredit Health Careers

Although health could be considered another example of a vocational program, it is approached as a separate program from other vocational programs because of the entry requirements (e.g., physical examination, background check) as well as externships in clinical sites. Health Careers students seek opportunities for work or upward mobility in healthcare fields. Some are concurrently enrolled in credit, while others are healthcare workers or professionals seeking clinical skills upgrade. Many students participating in this program are preparing for health-related licensure or certification exams. Students in the In Home Support Services are seeking short-term training leading to employment; the majority of these students are unemployed (80%), Hispanic (80%) women (90%) seeking an entry level healthcare position.

WIN Program

The WIN Program is comprised of student athletes who are enrolled in credit courses. The average student is between the ages of 18-20 and 21 sports are represented with the largest being football and track. All participating students must take a minimum of 12 credit units in order to be eligible to participate in a sport and most will take between 12 and 15 credit units per semester.

MAJOR FUNDING SOURCES

Average Annual Budget

Mt. San Antonio College Continuing Education receives funding from several sources. The most significant source is an annual apportionment from the California Community Colleges Chancellor's Office based on Mt. SAC student attendance (FTES, or "full-time equivalent students"). The annual apportionment forms the basis of the College general fund. The College (a single-campus district) allocates an annual portion of the district budget to Continuing Education. In 2010-11 the Continuing Education district budget was slightly over $7.5 million.

Continuing Education Budget Sources

23%

77%

- Categorical and Grant Funding
- District Funding
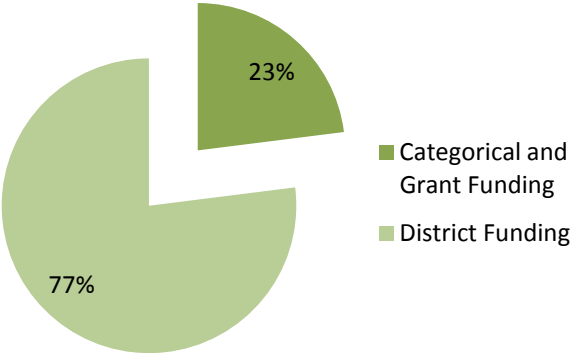
Additionally, Continuing Education receives one-time and ongoing funding from State of California categorical allocations and from several grants. A categorically-funded State allocation for noncredit matriculation services sustained a significant and ongoing cut beginning in 2009-10; the reduced award was partially backfilled for one year by ARRA (American Relief and Recovery Act) funds. Noncredit matriculation funding is expected to remain stable at its reduced rate for the foreseeable future. The next most significant funding source is WIA Title II (231), a Federal grant that has been renewed annually since the late 1990s. Other smaller sources of funds include WIA Title I, Health Resources and Services Administration (HRSA), and short-term project grants. All together, categorical and grant funding provided more than $2.3 million to Continuing Education in 2010-11. Fiscal performance is monitored by Continuing Education, Mt. San Antonio College, and the various categorical and grant sources. District budget adjustments are tied to annual planning and outcomes. Several grant funds are tied specifically to student learning outcomes and other measures of student progress.

Budget legislation of recent years has placed priority on classes leading to transfer, career preparation, or completion of basic skills. Continuing Education scheduling has reflected this and has resulted in elimination of some programs as well as a reduction in course schedules across all programs. However, in spite of fiscal pressure and limitations, the College has been steadfast in valuing Continuing Education programs and students.

EDUCATIONAL PROGRAMS

Type	Program	Instructional Delivery	Sites/Locations
Noncredit	**Adult Basic Education**		
	Adult Basic Education (ASVAB, ABE, Computer Literacy)	Direct Instruction or Self Directed	Mt. SAC Campus
	Adult High School Diploma	Direct Instruction or Self Directed	Mt. SAC Campus
	GED	Direct Instruction, Self Directed, or Distance Learning	Mt. SAC Campus Hybrid Distance Learning Option
	High School Referral	Direct Instruction, Self Directed	Mt. SAC Campus
	Summer High School	Direct Instruction	Mt. SAC Campus
			Alhambra USD
			Baldwin Park USD
			Bassett USD
			Bonita USD
			Covina USD
			Hacienda La Puente USD
			Pomona USD
			Rowland USD
			Walnut USD
			West Covina USD
	WIN	Individualized	Mt. SAC Campus
	English as a Second Language (ESL)		
	ESL	Direct Instruction	Mt. SAC Campus
	Language Learning Center	Self Directed, Individualized	Mt. SAC Campus
	VESL Career Paths	Direct Instruction, Self Directed	Mt. SAC Campus
	Immigrant Education		
	Citizenship Preparation	Direct Instruction	Mt. SAC Campus
	Noncredit Short-Term Vocational		
	Health Careers Resource Center (HCRC)	Individualized	Mt. SAC Campus
	Certified Nurse Assistant (CNA)	Direct Instruction & Clinical	Clara Baldwin Stocker
	Acute Care Nurse Assistant	Direct Instruction & Clinical	Casa Bonita
	Certified Home Health Aide	Direct Instruction & Clinical	West Haven Healthcare Center
			Mt. San Antonio Gardens
			Pilgrim Place
	In Home Support Services	Direct Instruction & Clinical	Mt. SAC Campus

Type	Program	Instructional Delivery	Sites/Locations
Noncredit	**Older Adult Program**	Direct Instruction or Self Directed	Mt. SAC Campus Atria-Covina & Rancho Park Bridgecreek Retirement Center Brighton Gardens Country View Retirement Home Covina Gardens Diamond Bar Center Easter Seals Southern California Heritage Park Community Center Hillcrest Homes Irwindale Recreation Center Irwindale Senior Citizens' Center Joslyn Senior Citizens' Center La Verne Community Center The Masonic Home Mt. San Antonio Gardens Pathfinder Park Community Center Regent Senior Living San Dimas Retirement Center San Dimas Senior/Community Center San Dimas Swim & Racquet Club Villa Colima Walnut Senior Center West Covina Senior Citizens' Center
	Labs Serving Credit Students Labs serving Credit Students (DSPS, EOPS, Learning Assistance Center, Writing Assistance Center, Math Activities Resource Center)	Individualized	Mt. SAC Campus
Community Education	Business and Professional Development Children & Teens Driver Education Online Learning Personal Enrichment Sports and Fitness	Direct Instruction, Computer Based Instruction (synchronous & asynchronous), Self Directed, Individualized	Mt. SAC Campus El Monte Community Hospital Foothill Presbyterian - Glendora Inter-Community Medical Ctr - Covina Queen of the Valley Hospital Suburban Medical Center - Paramount West Covina High School Zydeco Casting Studio - Burbank
Contract Education	LA Works Metropolitan Water District Montclair Fire Department Pomona Unified School District	Self Directed, Individualized, Direct Instruction	LA Works Resource Center – Irwindale Mt. SAC Campus Pomona USD – Indian Hill Village

COMMUNITY INFORMATION

Los Angeles Metropolitan Area

Los Angeles County and California Unemployment Rate

	April 2010	April 2011	Change
Los Angeles-Long Beach-Santa Ana	11.4	11.0	-0.4
Riverside-San Bernardino-Ontario, CA	14.0	13.4	-0.6
California	12.4	11.9	-0.5

Source: US Bureau of Labor Statistics

U.S. Census Bureau: American Community Survey for Los Angeles County

	2005-2009
Total Population	9,785,295
Average Household Size	3.02
% Same Residence as 1 Year Ago	87
% High School Graduate or Higher (25+ years)	76
% Bachelor's Degree or Higher (25+ years)	28
% Enrolled in College or Graduate School	8
% Native to U.S.	64
% Foreign Born	36
% Speak Language other than English at Home (5 yrs +)	56

Source: U.S. Census Bureau: 2005-2009 American Community Survey 5-Year Estimates; http://www.factfinder.census.gov; Retrieved 6/6/11

Census Data for Mt. San Antonio College District Area

	Mt. SAC District[1,2]	California Average	National Average
% Male	49	50	49
% Female	51	50	51
Median Age	35.0	35.2	37.2
% White	44	58	72
% Black	4	6	13
% American Indian & Alaska Native	<1	1	<1
% Asian	21	13	5
% Native Hawaiian & Pacific Islander	<1	<1	<1
% Hispanic/Latino/a	49	38	16
% Other	31	17	6
Average Household Size	3.6	2.9	2.6
% Owner Occupied Housing Units	68	56	65
% Renter Occupied Housing Units	32	44	35
% Vacant Housing Units	5	8	11
% High School Graduate (25 years +)	76	80	85
% Bachelor's Degree or Higher (25 years +)	24	29	27
% Speak Language Other Than English At Home	58	42	20
% In Labor Force (16 years +)	65	65	65
% Families Below Poverty Level	8	10	12
% Individuals Below Poverty Level	10	16	15

1- Data relate to the Mt. SAC Area population *not* the Mt. SAC Student Enrollment population
2- Cities included in the Mt. SAC District include: Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, Glendora, Hacienda Heights, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. Cities excluded due to lack of Census Data are City of Industry and Irwindale.
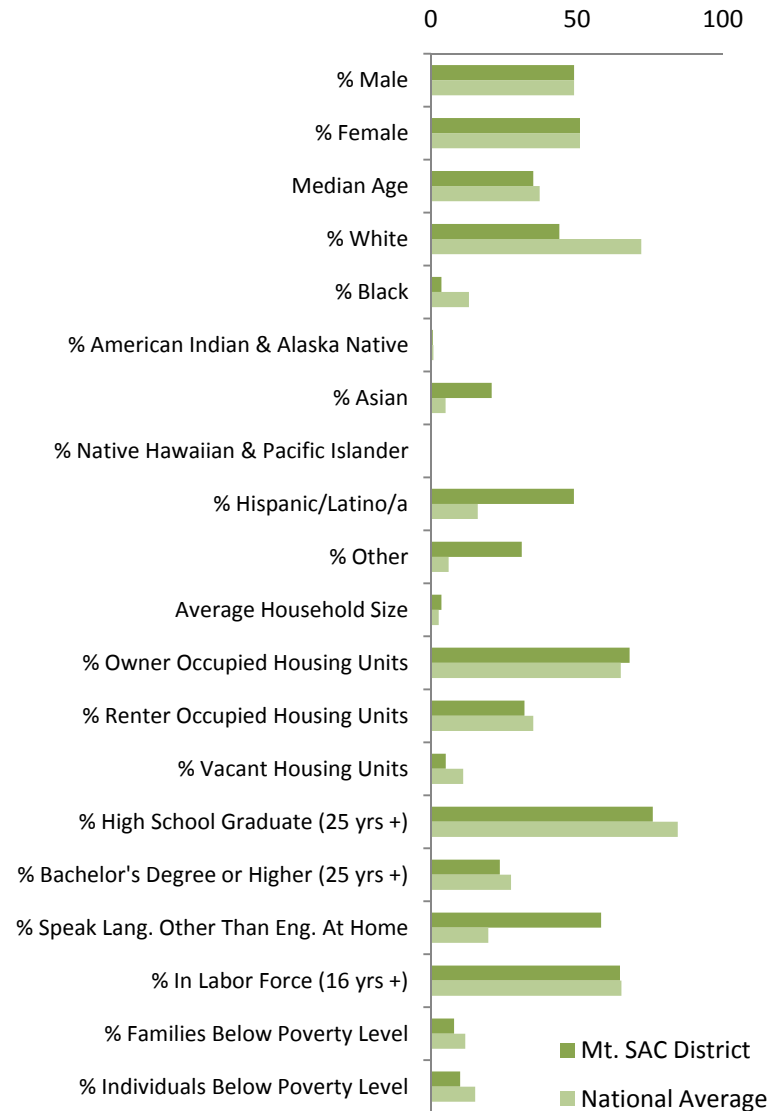
Source: U.S. Census Bureau: 2010 Census; 2005-2008 American Community Survey 5-Year Estimates; http://www.factfinder.census.gov; Retrieved 6/10

PROGRAM CHARACTERISTICS

Continuing Education Three Year Enrollment Trend by Program

		2008-09	2009-10	2010-11	% change from 2009-10 to 2010-11
Adult Basic Education	Adult Basic Education[1]	3297	3162	2571	-19
	Adult High School Diploma	704	753	637	-15
	GED	-	-	313	-
	High School Referral	-	1213	1124	-7
	Summer High School	-	9390	10596	13
	High School (Referral & Summer)[2]	14657	-	-	-
ESL	ESL	-	3628	3822	5
	VESL Career Paths	-	151	156	3
	ESL & VESL Career Paths[2]	3239	-	-	-
Noncredit Labs	Language Learning Center[3]	664	4507	4946	10
	WIN	-	933	991	6
	All Other Noncredit Labs[4]	-	15462	18419	19
Noncredit Vocational	Health Careers Lab (Credit students)	-	670	569	-15
	Health Careers Lab (Noncredit students)	-	229	161	-30
	Health Lecture (Noncredit)	-	188	165	-12
	Noncredit Vocational (Dual listed with credit)	-	578	396	-31
	Noncredit Vocational (Stand alone)	-	676	85	-87
	All Noncredit Vocational (Duplicate)[2]	6733	2341	1376	-41
Older Adult		5520	5650	4899	-13
Discontinued Programs	Developmentally Disabled	151	204	n/a	-
	Noncredit Fitness	2156	n/a	n/a	-
	Parent Education	304	231	n/a	-
Unduplicated Total		-	42111	43599	3

1- Enrollment count for Adult Basic Education included GED until 2010-11
2- With change to Banner data system (beginning in 2009-10), student groups can be disaggregated into more defined program categories; 2009-10 and 2010-11 data are totals
3- With change to the Banner data system (beginning in 2990-10), the LLC student enrollment counts were expanded to include service to credit students
4- All Other Noncredit Labs includes: ESL Lab, LAC, TERC, Math, Writing Assistance Center, T-MARC, & EOPS
The notation "-" indicates that enrollment was grouped in a different category in that respective year

Source: Argos Report SFR0081 "ACS WASC: Continuing Education Enrollment by Program"

Continuing Education Concurrent Enrollment within Noncredit Programs

		2008-09			2009-10			2010-11		
		Enrollment	Concurrent	%	Enrollment	Concurrent	%	Enrollment	Concurrent	%
Adult Basic Education	Adult Basic Education	3297	732	22	3162	918	29	2571	1008	39
	Adult High School Diploma	704	415	59	753	556	74	637	436	68
	GED	-	-	-	-	-	-	313	259	83
	High School Referral	-	-	-	1213	238	20	1124	186	17
	Summer High School	-	-	-	9390	298	3	10596	197	2
	High School (Referral & Summer)	14657	175	1	-	-	-	-	-	-
ESL	ESL	-	-	-	3628	921	25	3822	964	25
	VESL Career Paths	-	-	-	151	151	100	156	155	99
	ESL & VESL Career Paths	3239	1499	44	-	-	-	-	-	-
Noncredit Labs	Language Learning Center[1]	664	575	86	-	-	-	4946	3512	71
	WIN[2]	-	-	-	911	684	75	991	654	66
	All Other Noncredit Labs	-	-	-	17316	2420	14	18419	4176	23
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	-	670	174	26	569	175	31
	Health Careers Lab (Noncredit students)	-	-	-	229	161	70	161	97	60
	Health Lecture (Noncredit)	-	-	-	188	157	84	165	116	70
	Noncredit Vocational (Dual listed with credit)	-	-	-	578	175	30	396	160	40
	Noncredit Vocational (Stand alone)	-	-	-	676	390	58	85	14	16
	All Noncredit Vocational (Duplicate)	4258	363	9	-	-	-	-	-	-
Older Adult		5520	92	2	5650	125	2	4899	173	4
Unduplicated Total		32915	1558	5	42111	3780	9	43599	5920	14

1- Language Learning Center data included in "All Other Noncredit Labs" for 2009-10
2- WIN data for 2009-10 include only students enrolled in the Fall, Winter, and Spring sessions

Continuing Education Concurrent Enrollment Within Noncredit Program
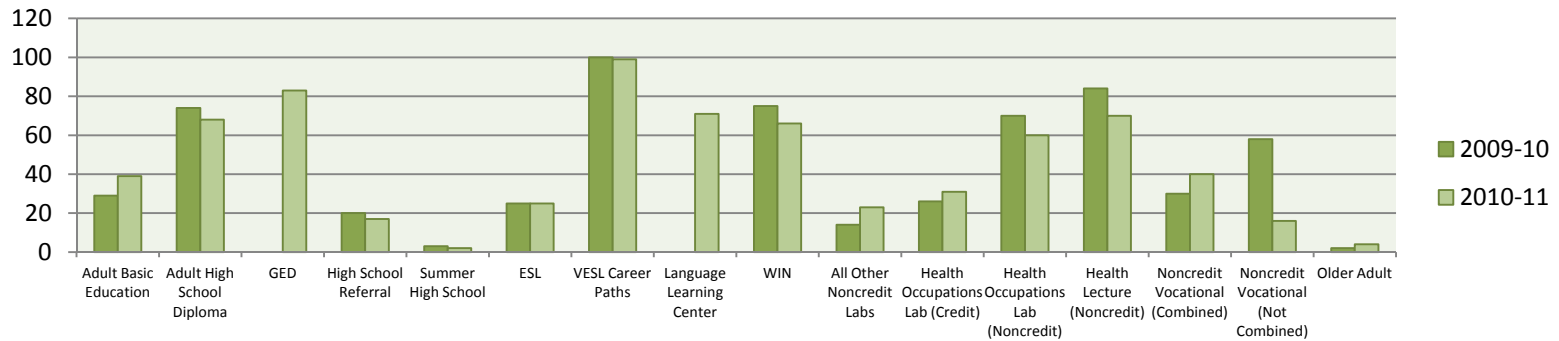
Continuing Education Credit Concurrent Enrollment by Program

		2008-09			2009-10			2010-11		
		Enrollment	Concurrent	%	Enrollment	Concurrent	%	Enrollment	Concurrent	%
Adult Basic Education	Adult Basic Education	3297	701	21	3162	459	15	2571	436	17
	Adult High School Diploma	704	108	15	753	97	13	637	91	14
	GED	-	-	-	-	-	-	313	46	15
	High School Referral	-	-	-	1213	21	2	1124	6	1
	Summer High School	-	-	-	9390	77	1	10596	19	<1
	High School (Referral & Summer)	14657	251	2	-	-	-	-	-	-
ESL	ESL	-	-	-	3628	216	6	3822	205	5
	VESL Career Paths	-	-	-	151	42	28	156	44	28
	ESL & VESL Career Paths	3239	237	7	-	-	-	-	-	-
Noncredit Labs	Language Learning Center	664	95	14	-	-	-	4946	4204	85
	WIN	-	-	-	911	910	100	991	986	99
	All Other Noncredit Labs	-	-	-	17316	16460	95	18419	17366	94
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	-	670	648	97	569	541	95
	Health Careers Lab (Noncredit students)	-	-	-	229	67	29	161	57	35
	Health Lecture (Noncredit)	-	-	-	188	64	34	165	40	24
	Noncredit Vocational (Dual listed with credit)	-	-	-	578	174	30	396	125	32
	Noncredit Vocational (Stand alone)	-	-	-	676	280	41	85	34	40
	All Noncredit Vocational (Duplicate)	4258	3296	77	-	-	-	-	-	-
Older Adult		5520	73	1	5650	85	2	4899	73	1
Unduplicated Total		32915	5275	16	42111	18100	43	43599	19936	46

Continuing Education Credit Concurrent Enrollment by Program
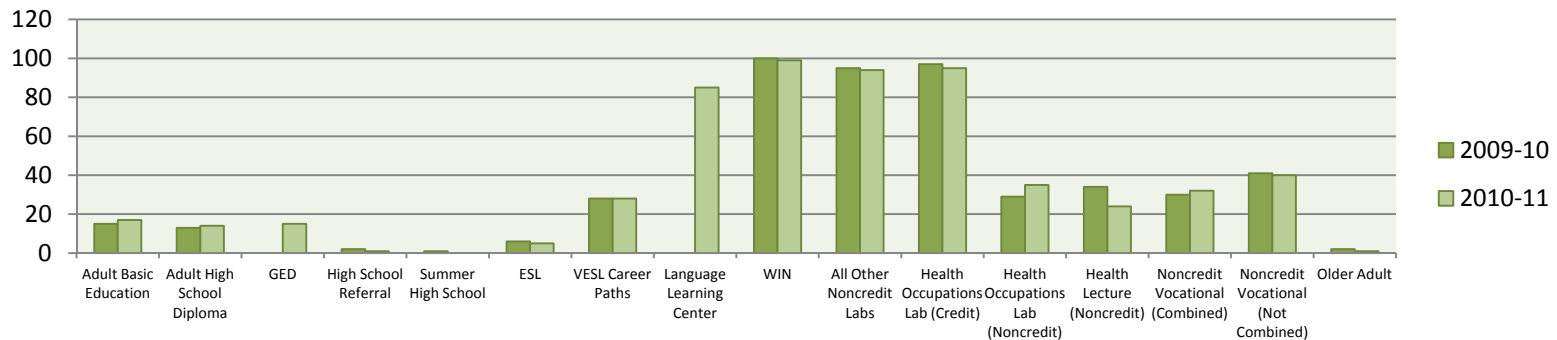
Continuing Education Student Mobility (Persistence Rate) by Program

		2008-09			2009-10			2010-11		
		Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate	Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate	Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate
Adult Basic Education	Adult Basic Education	1409	205	15	1326	211	16	1142	59	5
	Adult High School Diploma	377	135	36	377	135	36	356	157	44
	GED	-	-	-	-	-	-	162	29	18
	High School Referral	-	-	-	377	175	46	332	151	46
	High School (Referral & Summer)				-	-	-	-	-	-
ESL	ESL	-	-	-	1696	832	49	2217	842	38
	VESL Career Paths	-	-	-	82	39	48	87	35	40
	ESL & VESL Career Paths				-	-	-	-	-	-
Noncredit Labs	Language Learning Center	346	76	22	-	-	-	2483	644	26
	WIN	-	-	-	742	402	54	832	492	59
	All Other Noncredit Labs	-	-	-	11239	6479	58	12058	6028	50
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	-	-	-	-	354	189	53
	Health Careers Lab (Noncredit students)	-	-	-	-	-	-	64	0	0[1]
	Health Lecture (Noncredit)	-	-	-	538	2	<1	51	0	0[1]
	Noncredit Vocational (Dual listed with credit)	-	-	-	334	73	22	242	51	21
	Noncredit Vocational (Stand alone)	-	-	-	187	85	46	38	20	53
	All Noncredit Vocational (Duplicate)				-	-	-	-	-	-
Older Adult		3854	2890	75	3932	2683	68	3443	2516	73
Unduplicated Total		11363	5948	52	20362	11052	54	21411	10713	50

1- Short-term certificate is designed for completion within one term

Student Mobility (Persistence Rate) by Program
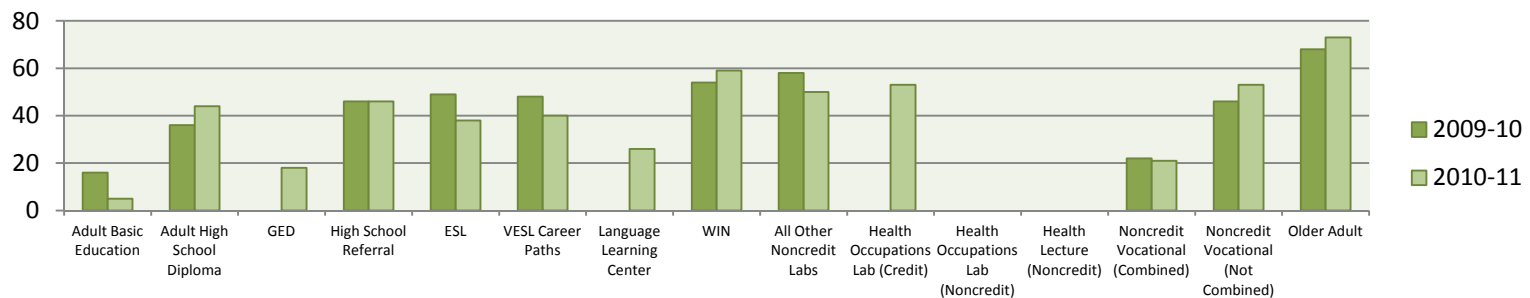
Source: Research and Institutional Effectiveness Department ARGOS Reports Analyzed by Maria Tsai

Continuing Education Student Ethnicity by Program 2010-11

		Filipino		Hispanic/ Latino		Asian		Black/ African- American		American Indian/ Alaskan Native		Pacific Islander		White		Decline/ Not Reported	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Adult Basic Education	Adult Basic Education	109	4	1663	54	330	11	189	6	42	1	23	1	360	12	359	12
	Adult High School Diploma	24	3	529	65	69	8	51	6	15	2	8	1	56	7	64	8
	GED	6	2	260	66	44	11	18	5	8	2	3	1	22	6	33	8
	High School Referral	47	3	880	61	191	13	90	6	8	1	7	1	114	8	106	7
	Summer High School	354	3	7910	65	1656	14	306	3	42	0	46	0	712	6	1127	9
ESL	ESL	17	0	1678	42	1987	50	16	0	3	0	0	0	86	2	213	5
	VESL Career Paths	3	2	90	49	74	41	1	1	0	0	0	0	11	6	3	2
Noncredit Labs	Language Learning Center	222	3	3285	51	1758	27	183	3	69	1	31	0	671	10	246	4
	WIN	30	2	769	52	62	4	238	16	29	2	47	3	261	18	29	2
	All Other Noncredit Labs	924	4	13927	57	3670	15	1314	5	305	1	186	1	3116	13	938	4
Noncredit Vocational	Health Careers Lab (Credit students)	78	12	222	34	87	13	106	16	9	1	5	1	106	16	38	6
	Health Careers Lab (Noncredit students)	13	7	80	42	20	11	17	9	1	1	0	0	22	12	36	19
	Health Lecture (Noncredit)	12	6	94	48	16	8	20	10	1	1	0	0	18	9	33	17
	Noncredit Vocational (Dual listed with credit)	6	1	179	40	110	24	14	3	4	1	0	0	84	19	55	12
	Noncredit Vocational (Stand alone)	3	3	31	34	14	16	2	2	1	1	1	1	22	24	16	18
Older Adult		135	3	527	11	679	14	107	2	27	1	5	0	1215	25	2249	45
Unduplicated Total			2%		53%		17%		4%		1%		1%		12%		10%

Student Ethnicity (% Across Programs) 2010-11

Legend:
- American Indian/Alaskan Native
- Asian
- Black/African-American
- Filipino
- Hispanic/Latino
- Pacific Islander
- White
- Unknown/Decline to State
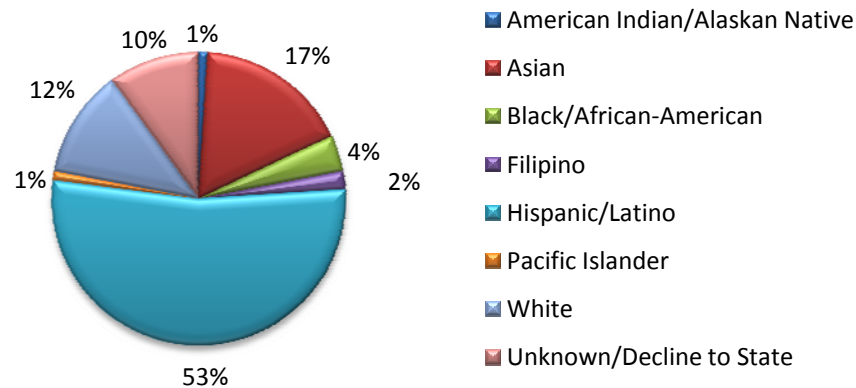
Source: ARGOS Report SFR0088 "ACS WASC: Continuing Ed by Ethnicity within Program"

Continuing Education Student Gender by Program 2010-11

		% Female	% Male	% Decline/Unreported
Adult Basic Education	Adult Basic Education	60	38	2
	Adult High School Diploma	41	58	1
	GED	45	53	2
	High School Referral	51	48	1
	Summer High School	52	47	1
ESL	ESL	58	35	7
	VESL Career Paths	66	32	2
Noncredit Labs	Language Learning Center	54	44	2
	WIN	38	61	1
	All Other Noncredit Labs	54	45	1
Noncredit Vocational	Health Careers Lab (Credit students)	70	28	2
	Health Careers Lab (Noncredit students)	70	20	10
	Health Lecture (Noncredit)	82	12	6
	Noncredit Vocational (Dual listed with credit)	36	61	3
	Noncredit Vocational (Stand alone)	75	20	5
Older Adult		51	47	2
Duplicated Total		56	42	2

Student Gender by Program 2010-11 (by percentage)

Continuing Education Student Age by Program 2010-11

		17 and under		18-22		23-29		30-45		46-64		65 & Over		Decline to State	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Adult Basic Education	Adult Basic Education	55	2	847	33	567	22	606	24	466	18	29	1	1	<1
	Adult High School Diploma	-	-	485	76	102	16	38	6	12	2	-	-	-	-
	GED	1	<1	118	38	70	22	1479	39	805	21	45	1	87	2
	High School Referral	708	61	448	38	-	-	-	-	-	-	-	-	14	<1
	Summer High School	8403	79	2167	20	-	-	-	-	-	-	-	-	26	<1
ESL	ESL	25	1	524	14	849	22	1479	39	805	21	45	1	87	2
	VESL Career Paths	-	-	6	4	45	29	64	41	39	25	2	1	-	-
Noncredit Labs	Language Learning Center	17	<1	2973	60	1024	21	603	12	303	6	25	1	1	<1
	WIN	-	-	934	94	51	5	-	-	-	-	-	-	6	1
	All Other Noncredit Labs	42	<1	10639	60	4502	25	1955	11	634	4	33	<1	-	-
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	65	11	263	46	199	35	42	7	-	-	-	-
	Health Careers Lab (Noncredit students)	1	1	32	20	44	27	48	30	35	22	1	1	-	-
	Health Lecture (Noncredit)	1	1	38	23	45	27	45	27	36	22	-	-	-	-
	Noncredit Vocational (Dual listed with credit)	-	-	46	12	91	23	131	33	110	28	18	5	-	-
	Noncredit Vocational (Stand alone)	-	-	4	5	17	20	26	31	35	41	3	4	-	-
Older Adult		4	<1	51	1	94	2	201	4	1326	27	3205	65	15	<1
Unduplicated Total		19%		39%		16%		11%		8%		7%		0%	

Student Age (% Across Programs) 2010-11

- 17 & Under — 19%
- 18-22 — 39%
- 23-29 — 16%
- 30-45 — 11%
- 46-64 — 8%
- 65 & Over — 7%
- Unknown — 0%
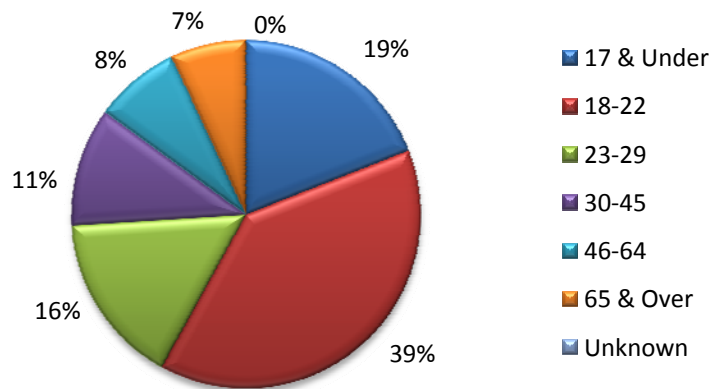
Source: ARGOS Report SFR0087 "ACS WASC: Continuing Ed by Age Range within Program"

Orientation and Assessment by Program 2010-11

		Summer 2010	Fall 2010	Winter 2011	Spring 2011	Total
Adult Basic Education	Orientation	268	1039	351	1088	2746
	Assessment	560	735	339	826	2460
ESL	Orientation & Assessment	403	1030	467	723	2623

ABE Orientation 2010-11

10%
39%
38%
13%

- Summer 2010
- Fall 2010
- Winter 2011
- Spring 2011

ABE Assessment 2010-11

23%
33%
14%
30%
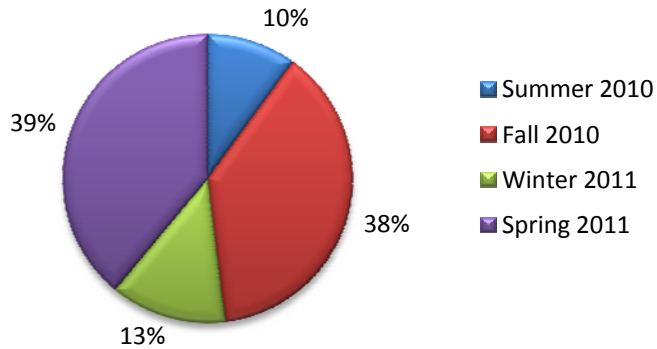
- Summer 2010
- Fall 2010
- Winter 2011
- Spring 2011

ESL Orientation & Assessment 2010-11

15%
28%
18%
39%

- Summer 2010
- Fall 2010
- Winter 2011
- Spring 2011
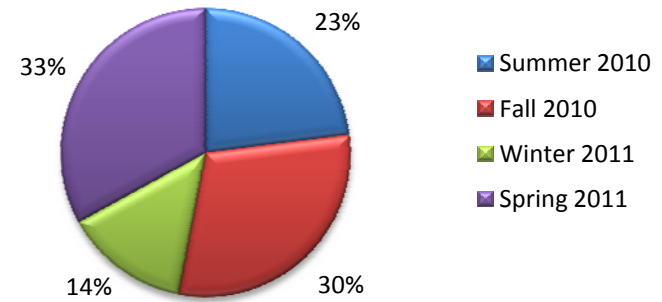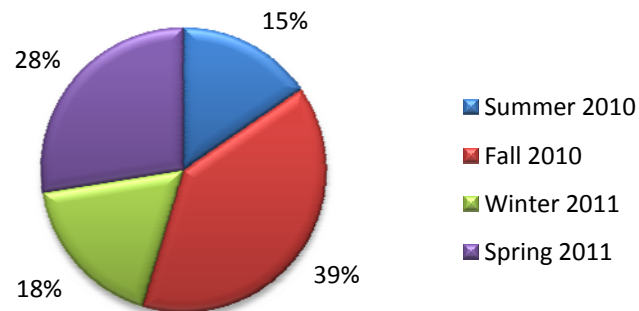
Source: ARGOS Report SFR0092 "ACS WASC: Assessment by Program" and ARGOS Report SFR0093 "ACS WASC: Orientation Participation by Program"

STUDENT ACHIEVEMENT DATA

Continuing Education Student Grades by Program for Spring 2011

	Pass		Satisfactory Progress		No Pass	
	N	%	N	%	N	%
Adult Basic Education	8	6	84	67	33	26
Adult High School Diploma	130	31	232	54	64	15
ESL	1835	75	296	12	327	13
GED	8[1]	6	83	67	33	27
Health Careers	51	89	-	-	6	11
High School Referral	408	74	-	-	144	26
Noncredit Vocational (Dual listed with credit)	145	56	3	1	111	43
Noncredit Vocational (Stand alone)	37	100	-	-	-	-
Older Adult Program	948	17	4338	78	303	5
Total	3570	37	5036	52	1021	11

1- Official GED testing is offsite and official GED records are unavailable

Continuing Education Student Grades by Program for Spring 2011
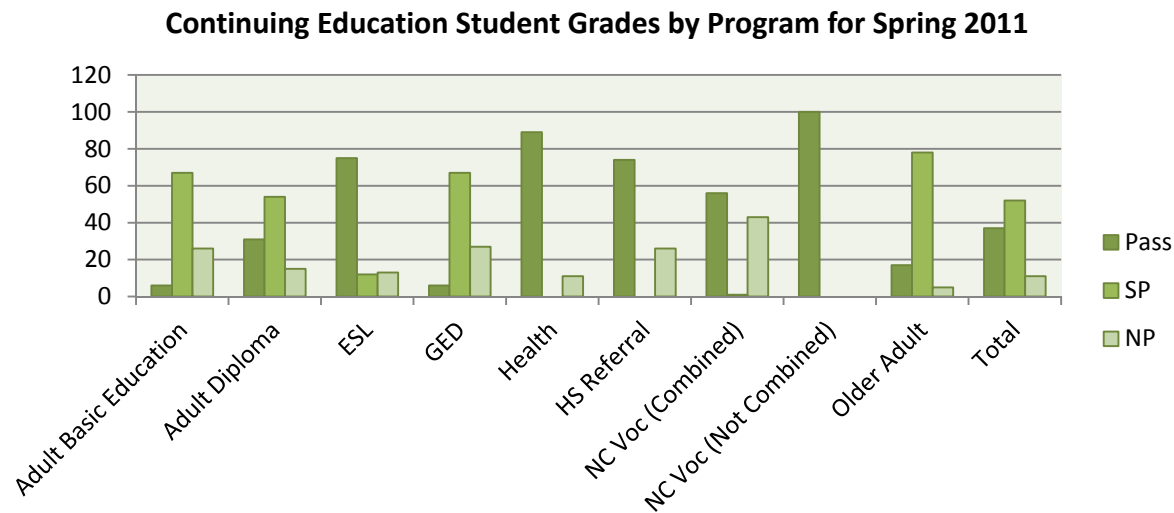
Source: ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute"
Note: Standardized grade entry into Banner officially began in Spring 2011. Grades from previous semesters cannot be used as comparisons.

Adult Basic Education Certificates of Proficiency

ABE Lab Computer Literacy Certificates of Proficiency

	2008-09	2009-10	2010-11
Access	1	9	9
Excel	8	20	31
Outlook	7	11	11
PowerPoint	8	19	19
Publisher	4	4	4
QuickBooks	3	4	4
Word	8	19	19
Total Certificates	39	86	122

ABE Lab Computer Literacy Certificates of Proficiency
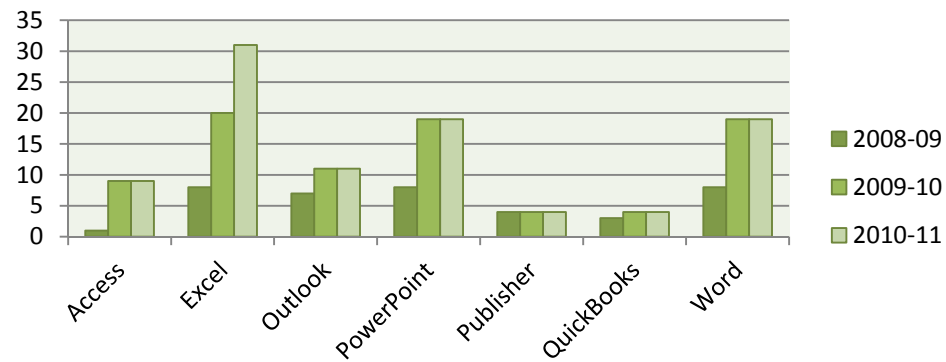
Source: ABE Database Query "Production Certificate"

22

Typing Certificates for ABE Lab

	2008-09	2009-10	2010-11
Total Certificates	1223	975	778[1]

1- Typing certificates were discontinued in Winter 2011

Typing Certificates for ABE Lab
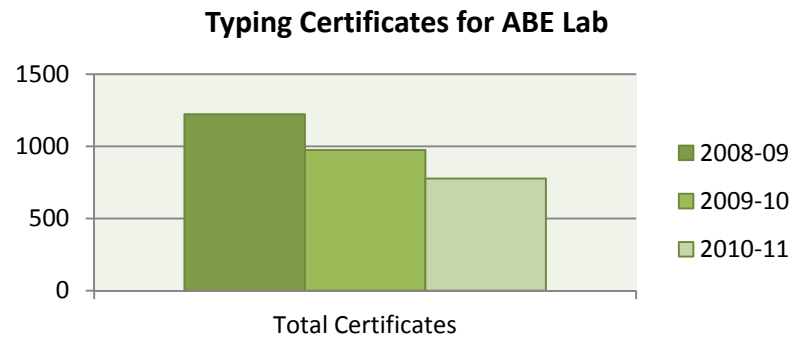
Source: ABE Database Query "Typing Certificates"

Adult High School Diploma

Adult High School Diploma Graduate Profile

	2008-09	2009-10	2010-11
Number of graduates	52	47	40
Average number of semesters to complete diploma	4.4	5.4	6.7
Average age at graduation	20.3	21.2	22
Concurrently attending credit classes (%)	33	47	63
Entered needing 20 credits or fewer (%)	73	59	50
TABE score of 7.0 or higher (%)	79	52	70
Passed English CAHSEE (%)	71	57	55
Passed Math CAHSEE (%)	69	65	58
English as a second language (%)	17	26	23

Adult High School Diploma Student Demographics (by percentage)

	2008-09	2009-10	2010-11
Hispanic	56	43	47
American Indian or Alaska Native	-	-	-
Asian or Pacific Islander	8	26	22
Black, non-Hispanic	-	6	14
White, non-Hispanic	4	4	17
Two or more races	-	-	-
Non-Resident Aliens	-	-	-
Race Unknown	33	21	-
Male	65	60	53
Female	35	40	47
Age: Younger than 25	90	96	86
Age: Age 25 and over	10	4	14

Source: ABE data compiled by Yvette Santillan; Demographic Information from Banner- Compiled by Omideh Sloan

Adult High School Credits Earned

Credit Source	2008-2009			2009-2010			2010-11		
	Number of Students Granted Credits	Number of Credits Granted	% of Total Credits Granted	Number of Students Granted Credits	Number of Credits Granted	% of Total Credits Granted	Number of Students Granted Credits	Number of Credits Granted	% of Total Credits Granted
Adult Diploma Classes	143	997	39	194	1554	47	200	1639	65
Mt. SAC Credit Classes[1,2]	56	1187.5	46	63	1360	42	43	550.5	22
Work Experience	39	392.5	15	29	366	11	27	334.5	13
Total Credit Earned	207	2577	-	251	3279	-	240	2524	-

1- *Weighted 1:3.3*
2- *Beginning in 2010-11 students' earned college credits are only counted in the semesters they were earned. Previously, students' college credits were recorded in the semester evaluated. As a result, there is an apparent drop in the total number of Mt. SAC credit classes completed; however, this is due in large part to the data recording change.*

Adult Diploma Credits Earned by Type
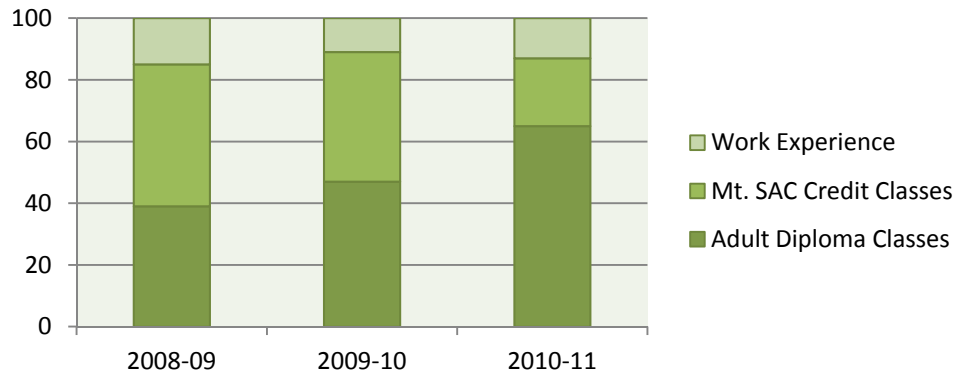
Source: 2008-2009 & 2009-2010 ABE Data compiled by Yvette Santillan; 2010-2011 ABE Database Queries "AD Total Credits" and "College Credits"

CASAS

CASAS Benchmark Summary-Adult Basic Education (ABE)

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels	
			N	%	N	%
2008-09	442	537	362	82	175	40
2009-10	383	474	328	86	145	38
2010-11	419	588	372	89	214	51

CASAS Benchmarks-ABE (by percentage)
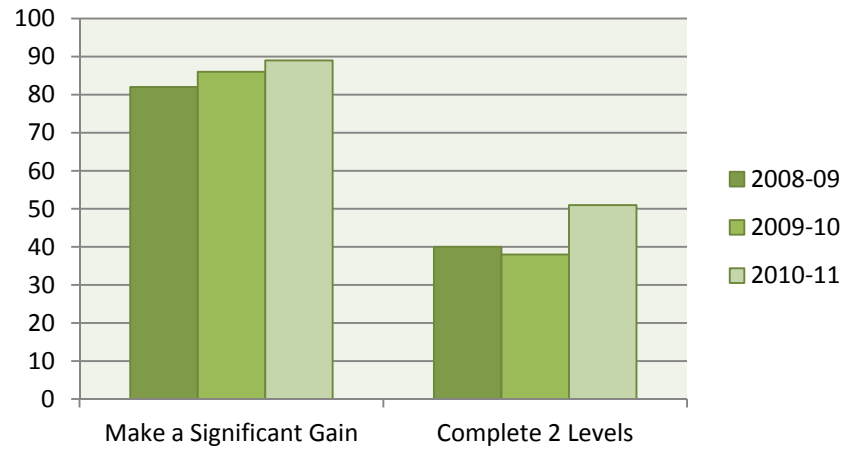
Source: CASAS Website- Compiled by Elizabeth Hernandez (all CASAS data)

CASAS Benchmark Summary-Adult Secondary Education

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate		HS Diploma	
			N	%	N	%	N	%	N	%
2008-09	497	713	383	77	215	43	61	8	54	7
2009-10	576	651	363	63	191	33	59	5	38	3
2010-11	371	593	331	89	167	45	48	5	47	5

1- Official GED testing is offsite and official GED records are unavailable

CASAS Benchmarks-ASE (by percentage)
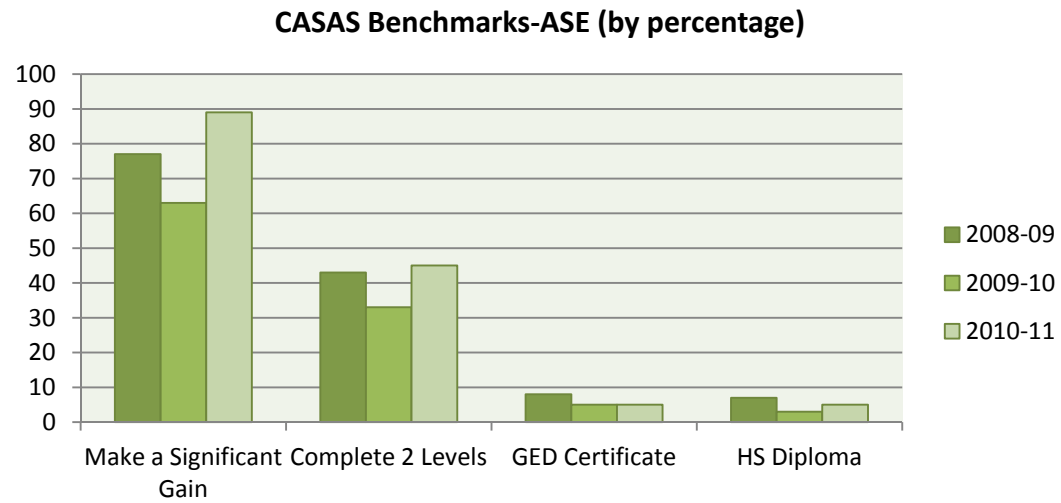
CASAS Benchmark Summary-ESL

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate		HS Diploma	
			N	%	N	%	N	%	N	%
2008-09	2073	2264	1596	77	617	30	17	1	34	1
2009-10	1944	1826	1422	73	376	19	11	1	17	1
2010-11	2019	1879	1450	72	395	20	16	1	18	1

CASAS Benchmarks-ESL (by percentage)
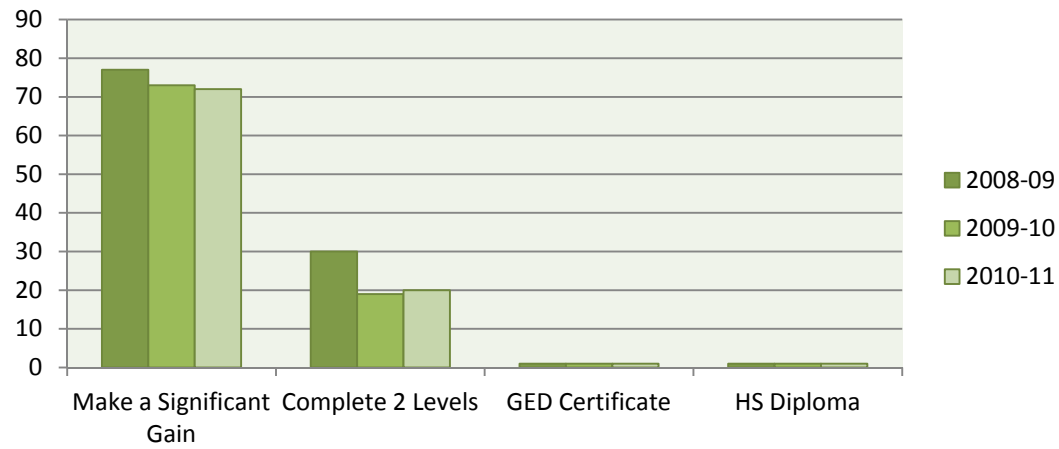
EL Civics Additional Assessment Benchmark Data-ESL

	Number Enrollees (with and without paired scores)	Total Payment Points	% of Enrollees	Incomplete Data Sets	% of Enrollees with incomplete data sets	SOD 1[1]	SOD 2[2]
2008-09	1780	1504	84	484	27	1237	267
2009-10	1864	1583	85	435	23	1323	260
2010-11	1557	1857	87	559	28	1492	365

1- SOD 1 indicates the first EL Civics assessment for the year
2- SOD 2 indicates the second EL Civics assessment for the year

EL Civics Additional Assessment-ESL
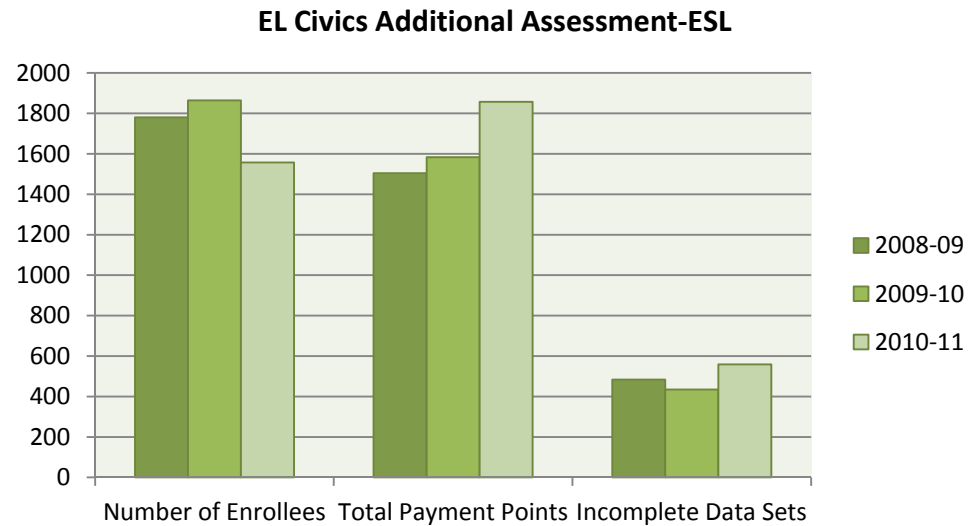
Comparison of Mt. SAC and CA Statewide CASAS Data for 2009-10

		Mt. San Antonio College	CA Statewide Performance Average
ABE and ASE Educational Functional Level Completion Rates (%)	ABE Beginning Literacy	92	46
	ABE Beginning Basic	75	74
	ABE Intermediate Low	79	74
	ABE Intermediate High	55	50
	ASE Low	43	54
	ASE High	13	39
ESL Educational Functional Level Completion Rates (%)	ESL Beginning Literacy	100	88
	ESL Low Beginning	100	87
	ESL High Beginning	83	81
	ESL Intermediate Low	89	70
	ESL Intermediate High	81	64
	ESL Advanced	36	31

Mt. SAC and CA Statewide CASAS Comparison (in percentages)
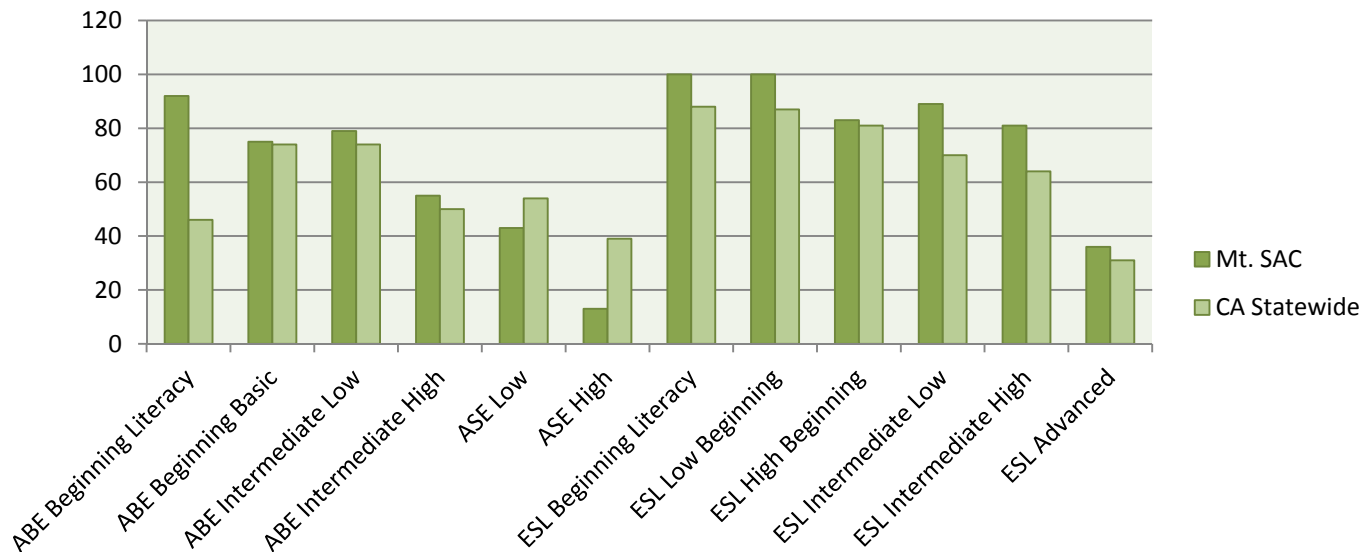
Community Education

Fee-Based Programs Registration Count 2010-11

	Registration Count
Business and Professional Development	1606
Children and Teens	1875
Driver Education	1913
Online Learning	200
Personal Enrichment	210
Sports and Fitness	2266
Total[1]	8070

1- *Indicates the number of registration transactions in the Lumens registration system.*

Fee-Based Programs Registration 2010-11
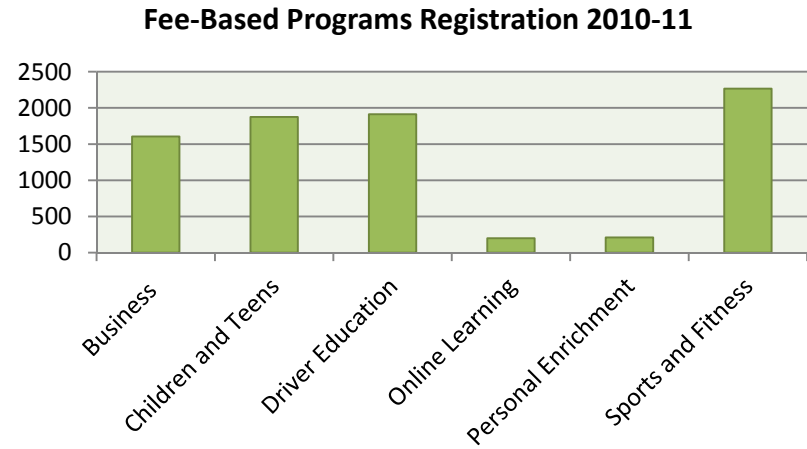
Source: Lumens Registration system, Paulo Madrigal

Contract Training Programs Enrollment Count 2010-11

	2009-10	2010-11
Metropolitan Water District	45	24
Montclair Fire Department	26	26
Compton Fire Department	30	-
Pomona Unified School District	50	87
Bassett Unified School District	20	-

Contract Education Enrollment
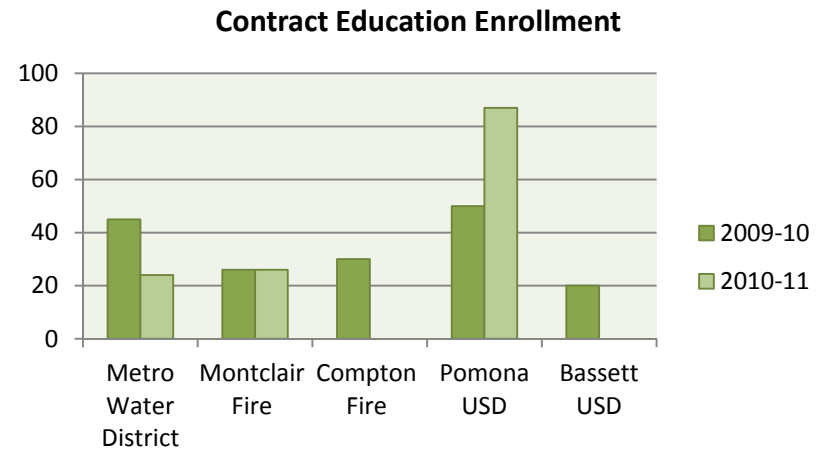
Source: Paulo Madrigal

ESL

ESL Student Progress by Semester Grade

	Total	Pass		Not Pass		Satisfactory Progress		Unknown
	N	N	%	N	%	N	%	N
2009-10	2706	1764	65	536	20	N/A	N/A	406
2010-11	2512	1975	79	273	11	239	10	25

ESL Student Progress 2009-10 & 2010-11 (by percentage)
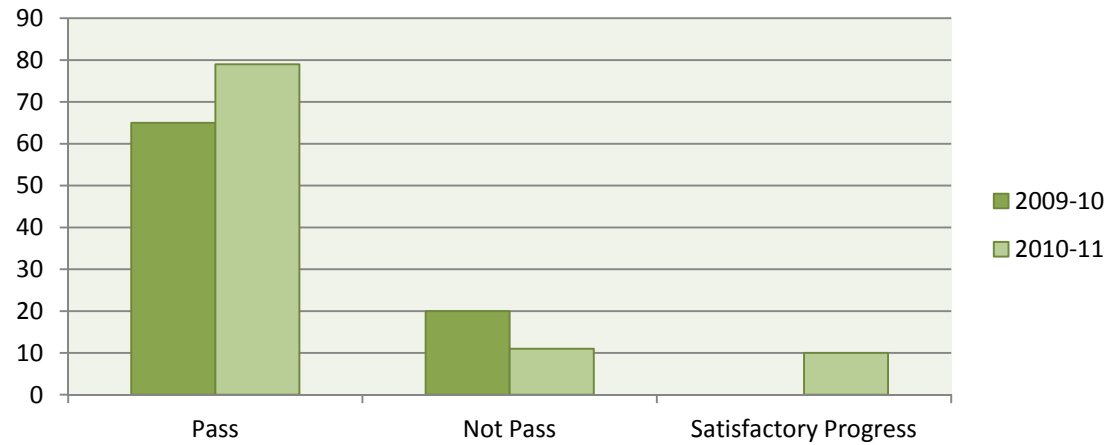
Source: ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute"

ESL Student Progress by Semester Grade by Level 2010-11

	Total	Pass		Not Pass		Satisfactory Progress	
	N	N	%	N	%	N	%
Pre- Level 1	285	225	79	23	8	37	13
Level 1	374	295	79	44	12	35	9
Level 2	487	358	74	80	16	49	10
Level 3	490	394	80	52	11	44	9
Level 4	415	333	80	49	12	33	8
Level 5	291	245	84	16	5	30	10
Level 6	145	125	86	9	6	11	8
Totals	2487	1975	79	273	11	238	10

ESL Student Progress by Level 2010-11 (by percentage)

Source: ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute"

ESL Level Completer Demographic Data (by percentage)

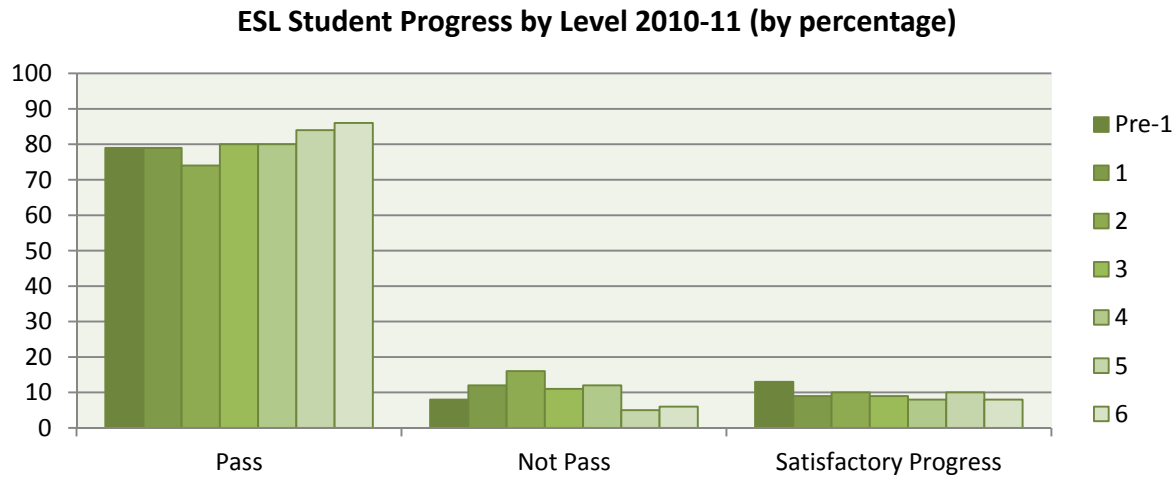|	2008-09	2009-10	2010-11
Hispanic	46	43	40
American Indian or Alaska Native	-	-	-
Asian or Pacific Islander	45	-	36
Black, non-Hispanic	<1	-	<1
White, non-Hispanic	2	1	1
Two or more races	-	-	-
Non-Resident Aliens	-	-	-
Race Unknown	6	13	21
Male	34	36	35
Female	66	64	65
Age: Younger than 25	15	19	31
Age: Age 25 and over	85	81	68
Total Student Count	977	985	880

ESL Level Completer Demographic Data (by percentage)
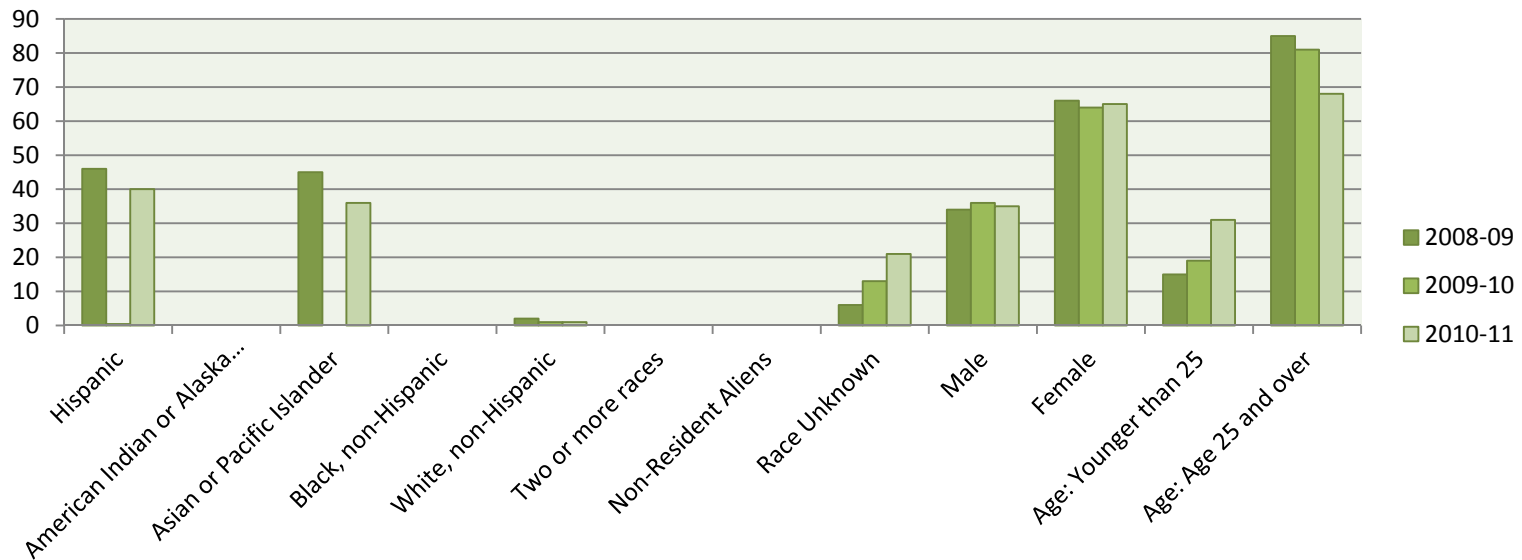
Source: Banner Data, June 2011- Compiled by Deejay Santiago

ESL Level Completer Demographic Data by Level 2010-11 (by percentage)

	Level 2	Level 4	Level 6	VESL
Hispanic	43	37	37	52
American Indian or Alaska Native	-	-	-	-
Asian or Pacific Islander	43	31	34	21
Black, non-Hispanic	1	<1	-	-
White, non-Hispanic	1	<1	2	-
Two or more races	-	-	-	-
Non-Resident Aliens	-	-	-	-
Race Unknown	13	31	27	2
Male	34	35	33	38
Female	66	65	67	48
Age: Younger than 25	22	46	22	14
Age: Age 25 and over	78	54	78	71
Total Student Count	376	337	125	42

ESL Level Completer Demographic Data 2010-11 by Level (by percentage)

ESL CASAS Persistence Data for 2009-10

ESL Educational Functional Level Persistence Rates (%)		Mt. San Antonio College	CA Statewide Performance Average
	ESL Beginning Literacy	75	70
	ESL Low Beginning	77	72
	ESL High Beginning	74	72
	ESL Intermediate Low	83	74
	ESL Intermediate High	87	74
	ESL Advanced	83	72

ESL CASAS Persistence Comparison (in percentages)
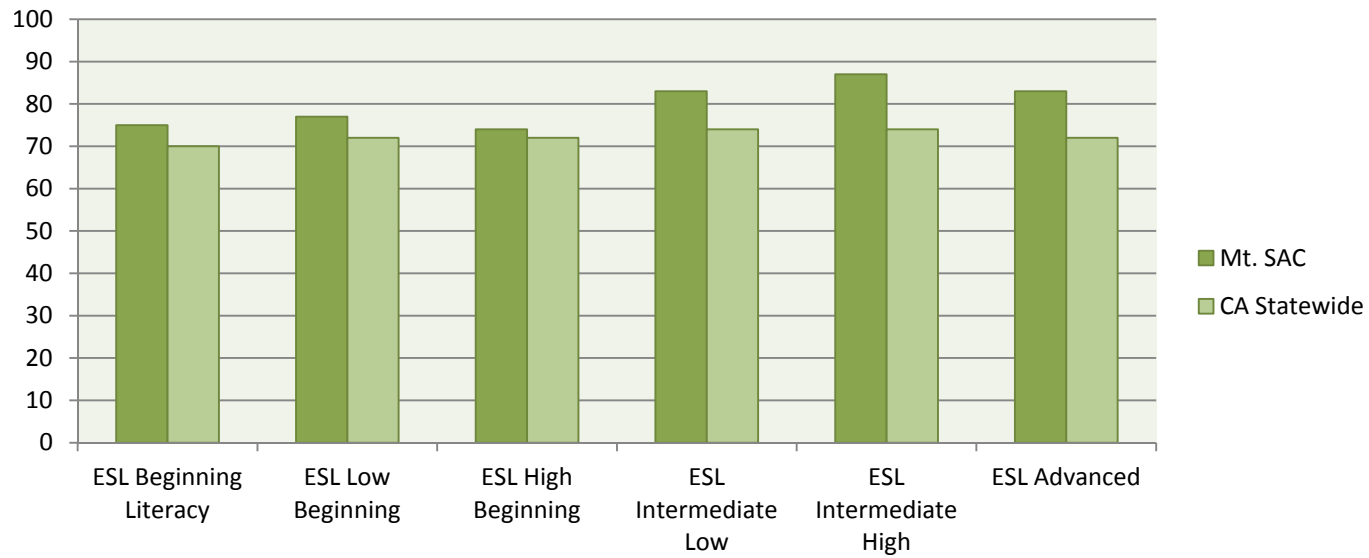
Vocational English as a Second Language Career Paths Student Profile Data (by percentage)

%	2009-10	2010-11
Completed current term & enrolled for next term	76	78
Certificates Granted	42	37
Male	33	43
Female	67	57
Asian	50	45
Hispanic	46	50
Middle Eastern	4	5
Employment: Working	54	51
Employment: Not Working	46	49
Reasons for Attrition: Work	22	17
Reasons for Attrition: Personal	47	46
Reasons for Attrition: Enrollment into credit	14	18
Reasons for Attrition: No reason provided	17	19
Total Enrolled	127	121

VESL Career Paths Completer Profile Data 2010-11 (by percentage)
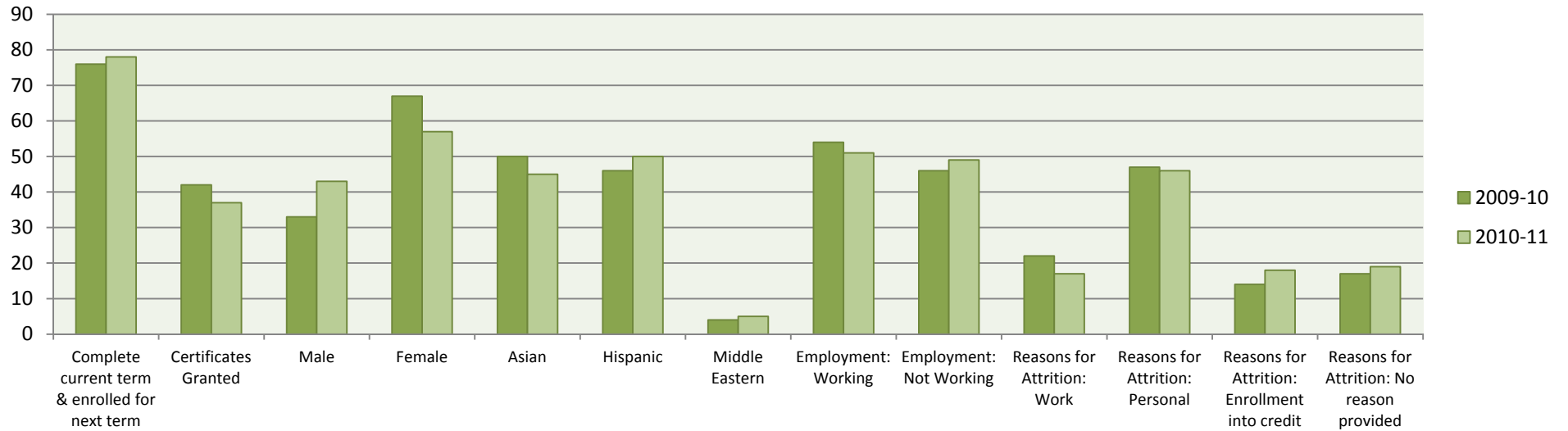
Source: Compiled by Elizabeth Hernandez

General Educational Development (GED) Test Preparation

GED Graduate Information (by percentage)

%	2008-09	2009-10	2010-11
Graduates who have attended credit classes	28	30	62
Graduates who used ABE advising services	56	67	49
Attending ABE Lab Only	unknown	62	67
In GED Hybrid Program	unknown	38	33
Hispanic	58	61	65
American Indian or Alaska Native	0	0	0
Asian or Pacific Islander	12	9	14
Black, non-Hispanic	4	7	5
White, non-Hispanic	13	23	13
Two or more races	0	0	0
Non-Resident Aliens	0	0	0
Race Unknown	11	0	3
Male	55	57	62
Female	45	43	38
Age: Younger than 25	34	45	40
Age: Age 25 and over	66	55	60
Average age at graduation	31	29	30
Total Graduate Count	89	44	63

GED Graduate Information (by percentage)
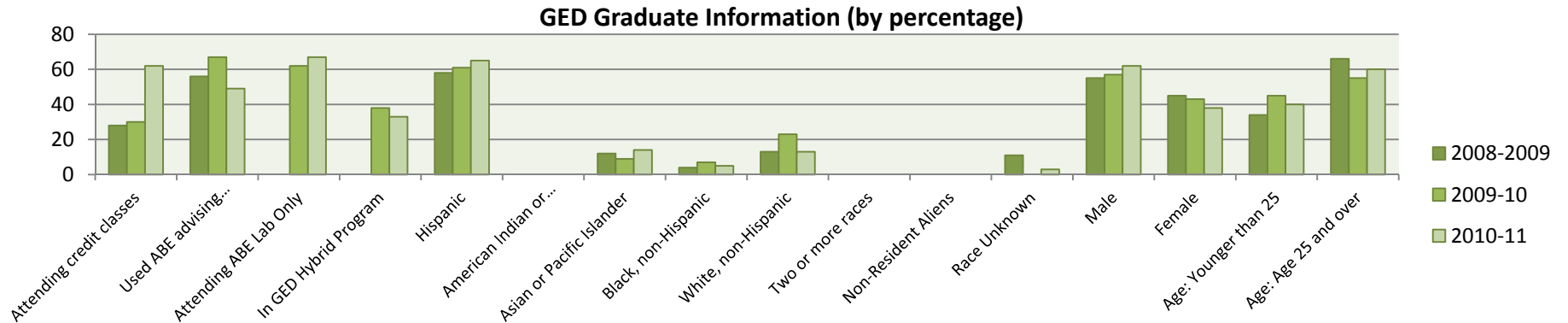
Source: ABE data compiled by LaNelle Maurer and Surekha Chaplot; Demographic Information Banner, June 2011- Compiled by Omideh Sloan

High School Referral

High School Referral- Fall and Spring Semester Enrollment & Course Completion

	2008-09	2009-10	2010-11
Total High School Enrollment	1001	831	738
Total Courses Attempted	1090	909	819
Total Courses Completed	551	525	533
% Course Completion	51	58	65

High School Referral Completion Rate 2008-09 to 2010-11
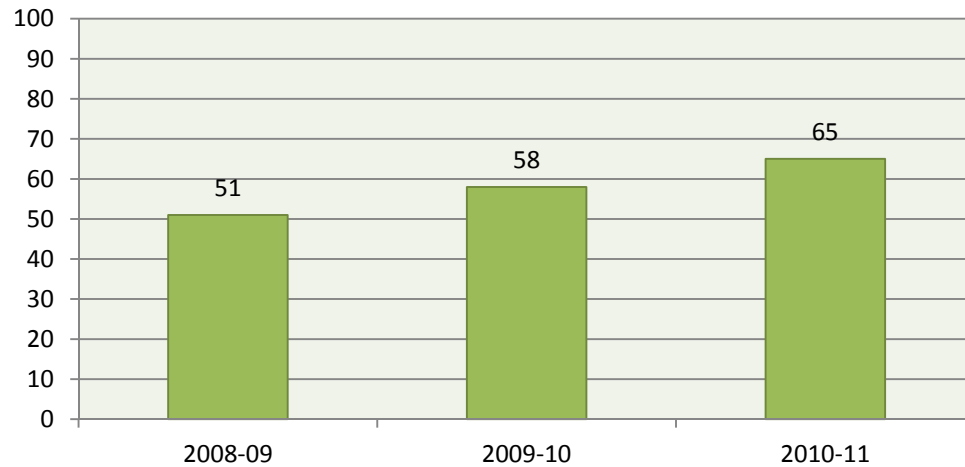
Source: ABE Database Query "HSR All Courses"

High School Referral- Fall and Spring Semester Total Enrollment by District (Enrollment of >35 in 2010-11)

	2008-09	2009-10	2010-11
Chaffey	115	112	84
Chino Valley	39	43	59
Hacienda-La Puente	142	131	59
Pomona	260	173	171
Rowland	114	86	78
Walnut	99	84	86
West Covina	-	45	91

High School Referral- Fall and Spring Semester Total Completion by District (Enrollment of >35 in 2010-11)

	2008-09	2009-10	2010-11
Chaffey	61	74	69
Chino Valley	53	53	62
Hacienda-La Puente	43	45	50
Pomona	46	57	66
Rowland	45	70	82
Walnut	66	59	70
West Covina	-	51	51

High School Referral- Summer Semester Enrollment & Course Completion

	2009	2010	2011
Total High School Enrollment	365	423	355
Total Courses Attempted	489	593	476
Total Courses Completed	417	545	433
% Course Completion	85	92	91
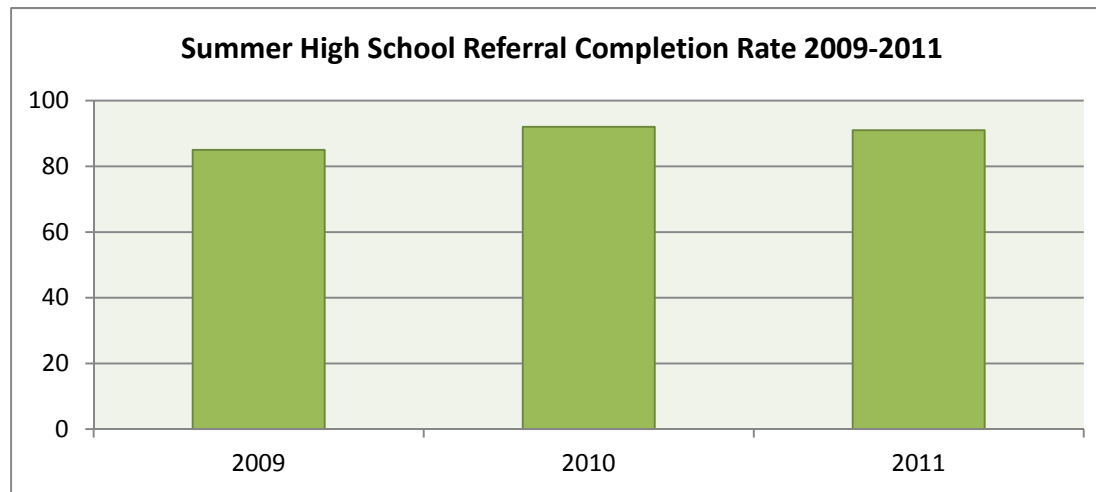
Source: 2009 Prior ABE Database, 2010 & 2011 ARGOS Report "SHR0014 Noncredit Student Hours/Grades by Term & Attribute"

In-Home Support Services

	2009-2010		2010-2011	
	N	%	N	%
Student Enrollment	77	-	78	-
Students who completed Program	66	86	66	85

In-Home Support Services Completion (by percentage)
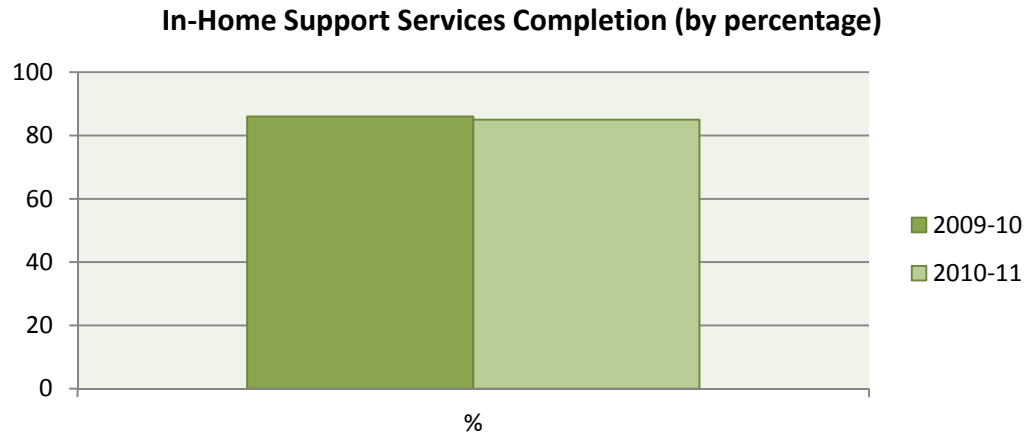
Source: Data Compiled by Marilyn McNall

Language Learning Center

Student Usage Data

	2009-10		2010-11	
	Students	Hours	Students	Hours
AMLA	329	4030	263	3015
Arabic	28	283	45	557
ASL	114	933	118	861
Chinese	556	8609	604	6397
ESL	633	11253	676	14530
French	607	10803	610	10368
German	96	1496	111	1875
Italian	497	5465	608	7061
Japanese	1007	16167	1042	18910
Spanish	1235	14027	1102	11424
VESL	72	1158	50	1164
Total	4819	74224	4919	79163

Frequency of Use per Student by Semester and Language

Legend: Summer 2009, Fall 2009, Winter 2010, Spring 2010, Summer 2010, Fall 2010, Winter 2011, Spring 2011
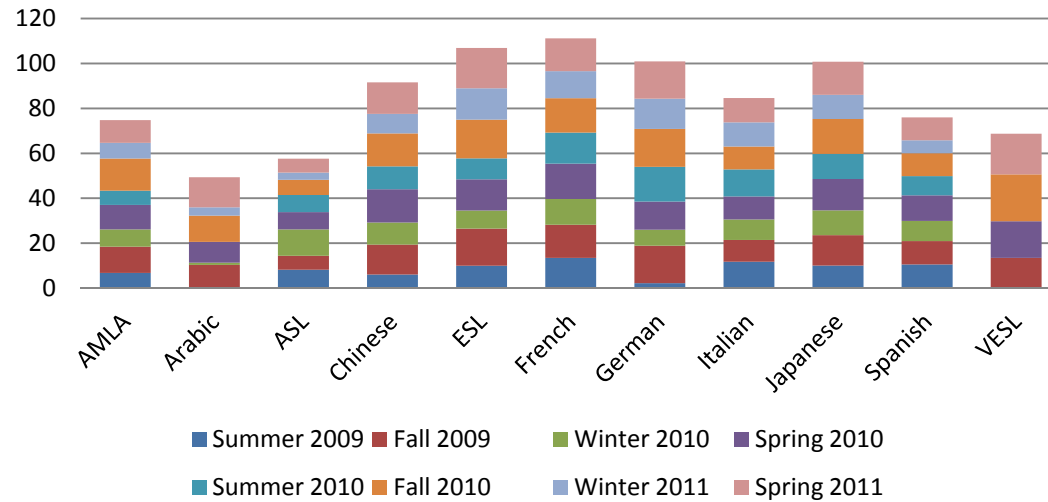
Source: ARGOS Report SFR0015 "Lab Positive Attendance by CRN"

43

Noncredit Short-Term Vocational

Total Noncredit Short-Term Vocational Certificates Issued

	2008-09	2009-10	2010-11
Administrative Assistant – Level 1	1	2	1
Bookkeeping	-	3	
Business Management – Level 1	-	-	-
Business Management – Level 2	-	-	-
Certified Nursing Assistant (CNA)		101[1]	37
Computer Graphics Design / Photography	-	-	-
Data Entry	-	1	-
Electronic Assembly and Fabrication	1	-	-
Electronic Systems Technology – Level 1	-	-	-
Electronic Systems Technology – Level 2	-	-	-
Electronic Technology	1	-	-
Electronics and Computer-Engineering Technology	1	-	-
Electronics Communications	1	-	-
Floral Design	4	4	6
Health Care Interpreting[2]	25	37	-
Human Resource Management	4	1	-
International Business – Level 1	-	-	-
Payroll	-	3	-
Phlebotomy	-	-	30
Small Business Management – Level 1	-	1	-
Small Business Management – Level 2	-	-	-
Welding Technology	-	-	1
Total	37	151	73

1- CNA cohorts were added in 2009-10 due to available grant funding
2- Health Care Interpreting has been discontinued

Source: CNA Data from ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute";
Phlebotomy Data Compiled by Paulo Madrigal; All Other Data Compiled by Kathi Coleman

Noncredit Health Careers

Certified Nurse Assistant Certificates of Completion

	2008-09	2009-10	2010-11
Total Certificates	106	161	125

1- CNA not offered in Spring 2011; only offered in Winter and Summer sessions after 2010-11

CNA Certificates of Completion
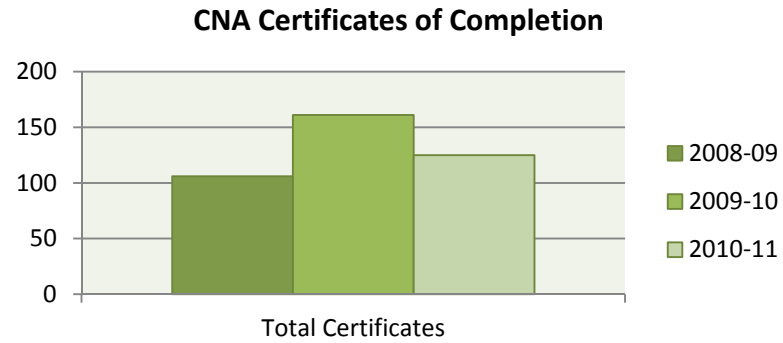
Source: Kathy Killiany, Health Careers Resource Center

Older Adult Program

OAP Student Grades

Older Adult Program Student Grades for Spring 2011

OAP Brain Fitness Test Results

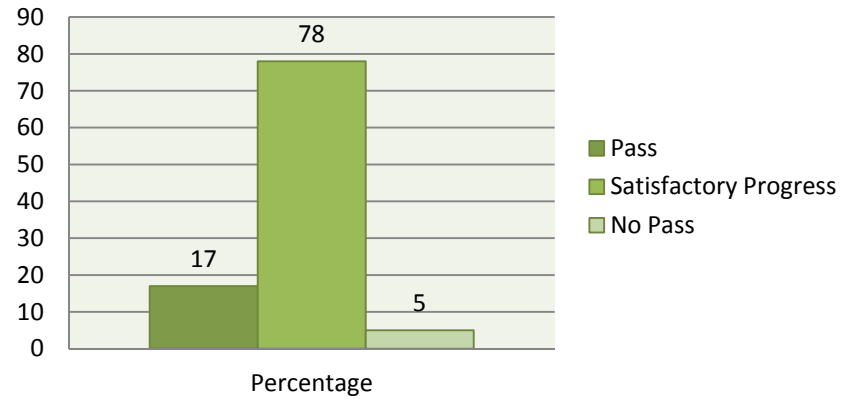| Improvement	Fall 2010						Spring 2011					
	Minor (0–10 %)		Substantial (11–40 %)		Impressive (> 40 %)		Minor (0–10 %)		Substantial (11–40 %)		Impressive (> 40 %)	
	N	%	N	%	N	%	N	%	N	%	N	%
Processing Speed	2	20	3	30	5	50	1	9	2	18	8	73
Discriminating Sounds	4	40	6	60	-	-	4	36	4	36	3	27
Sound Precision	5	50	5	50	-	-	6	55	5	45	-	-
Sound Sequencing	7	70	3	30	-	-	8	73	3	27	-	-
Working Memory	9	90	1	10	-	-	10	91	1	9	-	-
Narrative Memory	3	30	6	60	1	10	-	-	10	91	1	9

STUDENT POST-PROGRAM ACHIEVEMENT DATA

Continuing Education 2007-08 Cohort Matriculation to Credit Enrollment by Program (as of Spring 2011)

	Program Enrollment Count	Credit Enrollment Count	%
Adult Basic Education	6038	1762	29
Adult High School Diploma	1669	341	20
Developmentally Disabled	216	0	0
ESL	3414	558	16
Health Careers	2093	918	44
High School Referral	14987	2761	18
Language Learning Center	590	169	29
Noncredit Vocational	5273	3818	72
Older Adult Program	5353	125	2
Parent Education	294	21	7
Unduplicated Total	36036	9176	26

Cohort Matriculation to Credit 2006-07 & 2007-08 (by percentage)
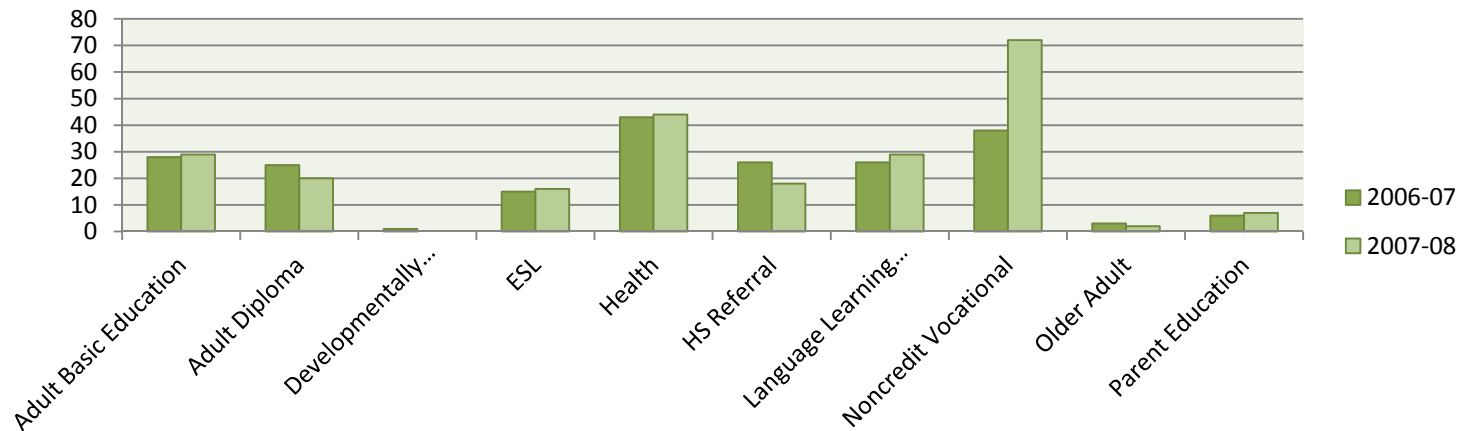
Source: Research and Institutional Effectiveness Department ARGOS and ICCIS Reports Analyzed by Maria Tsai

Continuing Education 2007-08 Cohort Matriculation to Credit Enrollment by CDCP Program (as of Spring 2011)

	Program Enrollment Count	Credit Enrollment Count	%
Adult Basic Education	6038	1762	29
Adult High School Diploma	1669	341	20
ESL	3414	558	16
Noncredit Vocational	5273	3818	72
Duplicated Total	16394	6479	40

Cohort Matriculation to Credit in CDCP Programs 2006-07 & 2007-08 (by percentage)
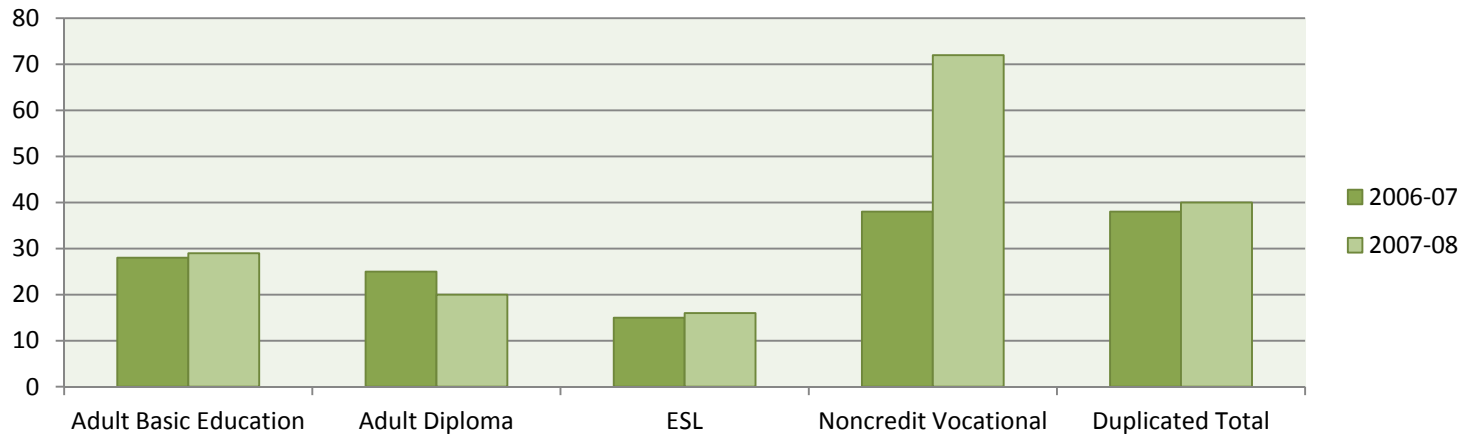
Adult High School Diploma (AD) Graduate Post-Program Plans/Outcomes

	2009		2010		2011	
	N	%	N	%	N	%
Attending or planning to attend college	33	63	40	87	29	73
Working or in military	15	29	4	9	4	10
Unknown/Undecided	4	8	2	4	6	17

Adult Diploma Graduate Post-Program Plans (by percentage)
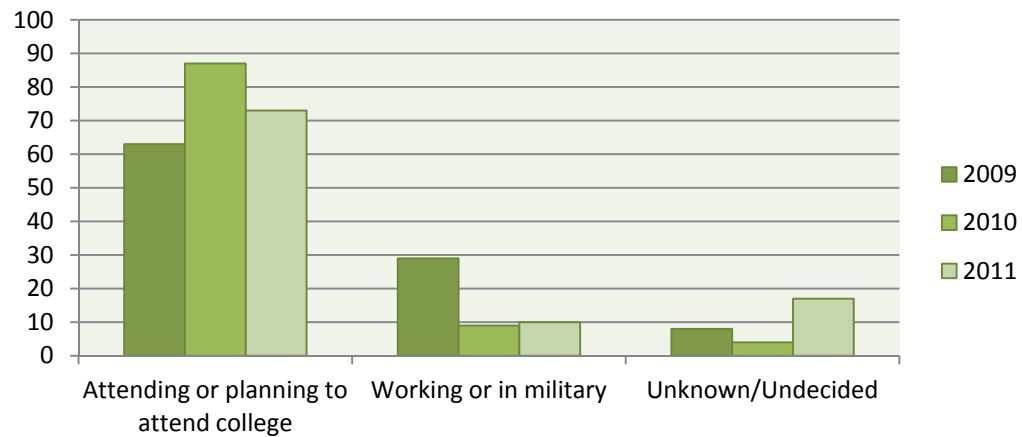
Source: 2009 & 2010 Data Compiled by Yvette Santillan; 2011 Data from ABE Database Report "Adult Diploma 2010-11 Graduates"
Note: Graduate Data will not be completed until late August 2011 as students are still graduating

ESL

ESL Student CASAS Goal Data on the WIA II Core Performance Follow-Up Survey

|	2008-09 N=435 Not Reachable=264		2009-10 N=240 Not Reachable=83		2010-11 N= 333 Not Reachable=132	
	Surveyed	% Achieved Goal	Surveyed	% Achieved Goal	Surveyed	% Achieved Goal
Enter College or Training	131	39	98	60	107	31
Get a Job	27	26	33	42	68	46
Get a Job & Enter College or Training	2	50	7	71	4	50
Retain a Job	11	91	17	88	18	100
Retain a Job & Enter College or Training	0	0	2	100	4	75
Total	171	40	157	60	201	43


ESL Student CASAS Goals (by percentage)
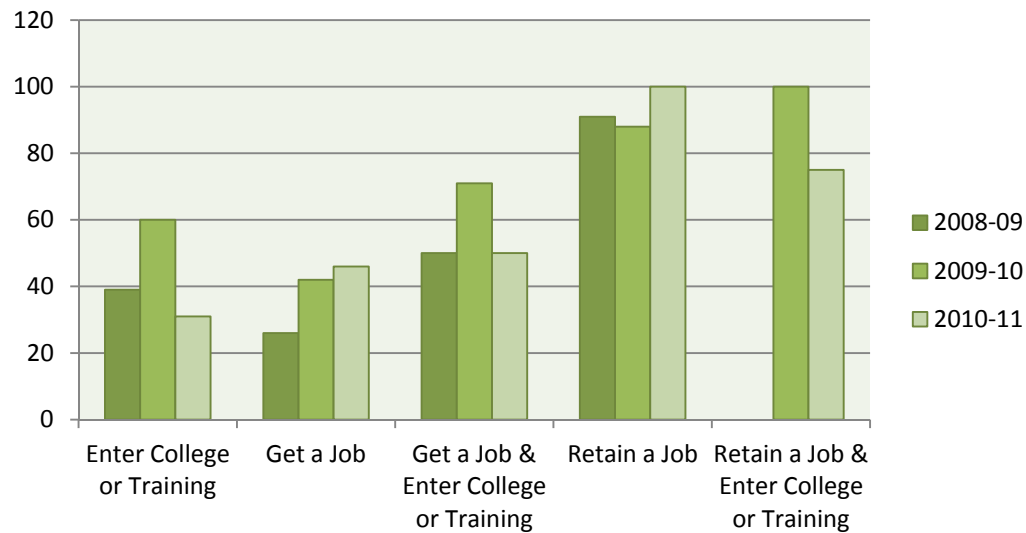
Source: ESL/ TOPSpro Database-Elizabeth Hernandez

Vocational English as a Second Language Career Paths Student Exit Survey Data

	2009-10	2010-11
Survey Participants	123	117
% Know what major to declare		
Yes	51	38
No	44	62
No Response	1	-
% Problems transferring to credit		
Family obligations	49	42
Work schedule	32	35
Transportation issues	8	6
Health issues	4	5
No Response	7	12
% Educational goal		
HS Diploma/GED	4	7
Certificate	11	13
Vocational	10	10
AA/AS	10	5
BA/BS	16	16
Graduate Degree	24	18
Personal	20	21
Undecided	3	10
No Response	2	-

VESL Student Exit Survey -Majors (by percentage)
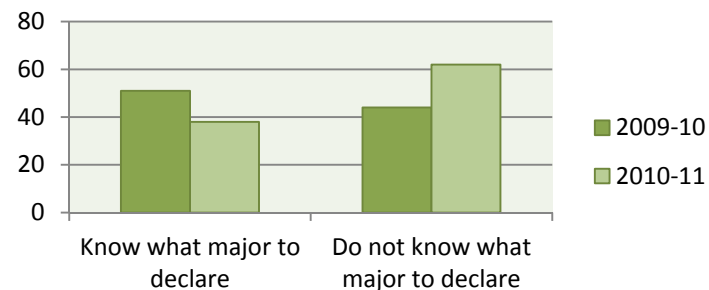
VESL Student Exit Survey-Problems Transferring to Credit (by percentage)
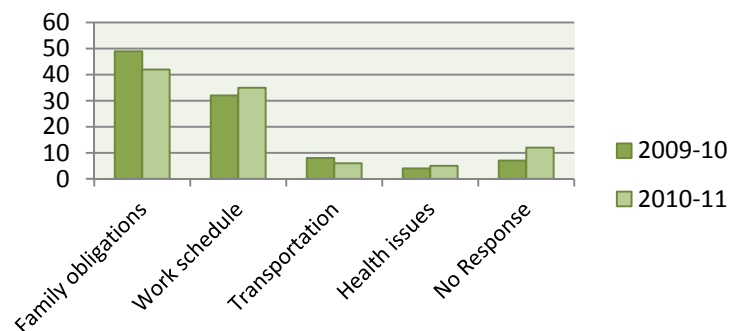
VESL Student Exit Survey-Educational Goal (by percentage)
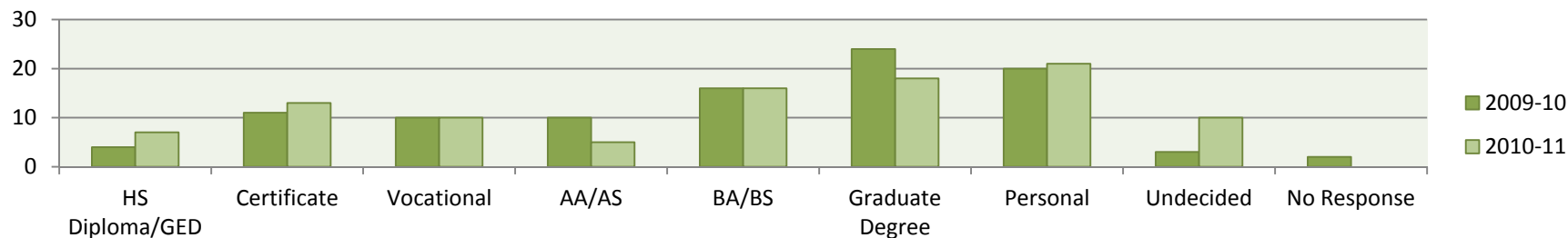
Source: ESL Database-Deejay Santiago

GED Certificate Completer Post-Program Plans/Outcomes

	2010		2011	
	N	%	N	%
Employment	5	11	3	5
Matriculate to Credit Courses	22	49	45	71
Vocational Training	4	9	5	8
Undecided	3	7	2	3
Unknown	11	25	8	13
Total Completers	45	-	63	-

GED Completer Post-Program Plans (by percentage)
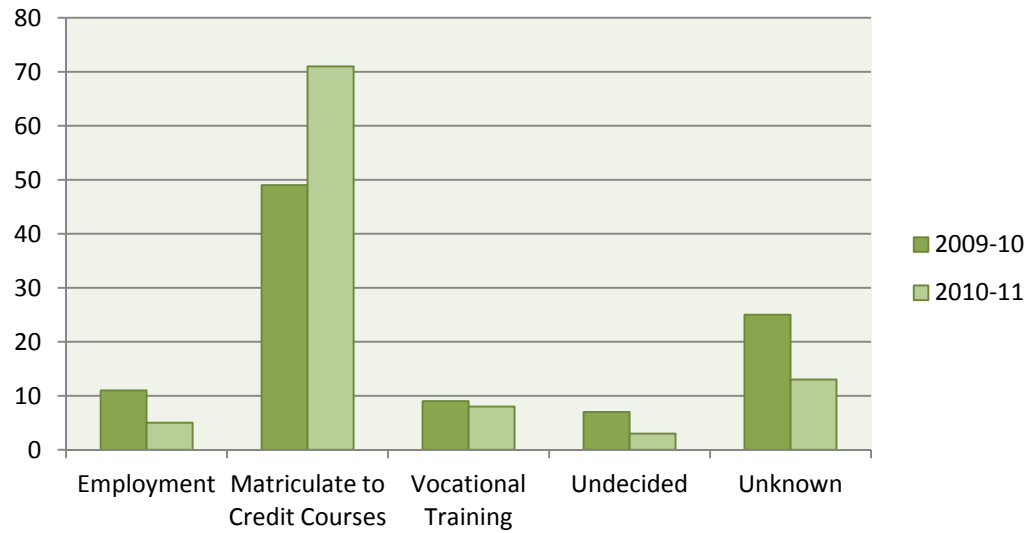
Source: 2009 & 2010 Data Compiled by LaNelle Maurer; 2011 Data from ABE Database Report "GED 2010-11 Completers"

52

In-Home Support Services

IHSS Completers Follow-Up Survey

		2009-10 N=28 Not Reachable=38[1]		2010-2011 N=50 Not Reachable=16	
		N	%	N	%
Employment Path	Employed in the field	12	43	20	40
	Offered employment in the field	19	68	33	66
	Employed	15	54	26	52
Educational Path	Pursing Additional Education	13	46	10	20
	Completed CNA Program[2]	11	39	8	16
	Completed Home Health Aide Program[3]	5	18	-	-
	Completed Acute CNA Program	2	7	-	-
No current employment or educational Plans		1	4	11	22

1- No staffing or funds were available for follow-up
2- Spring 2011 CNA not offered due to funding cuts. Scheduled for summer and winter intersessions beginning 2011-12.
3- Due to funding cuts, the Home Health Aide Program has not been offered since March 2011

In-Home Support Services Survey Outcomes (by percentage)
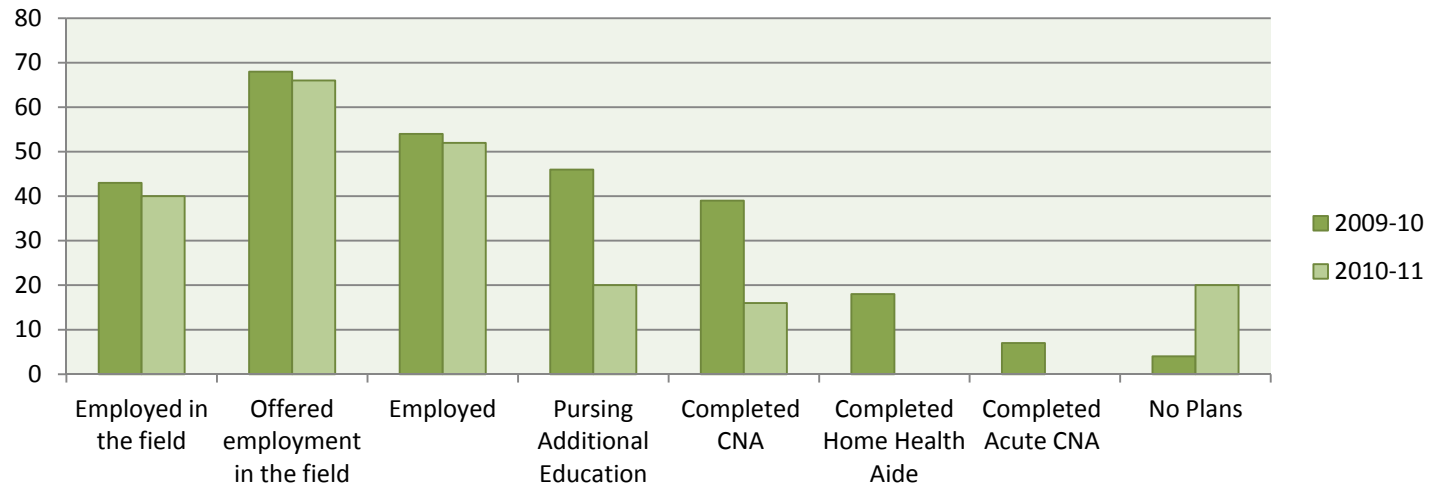
Noncredit Short-Term Vocational

Certified Nurse Assistant Examination Results (Mt. San Antonio College and California)

	Summer 2010	Fall 2010	Winter 2011	Total
# Students Tested	48	42	37	127
# Students Passed	47	42	30	119
Mt. SAC Pass Rate %	97	100	81	94
California Pass Rate %	91	91	81	88

CNA Examination Results (Mt. SAC and California Pass Rates)
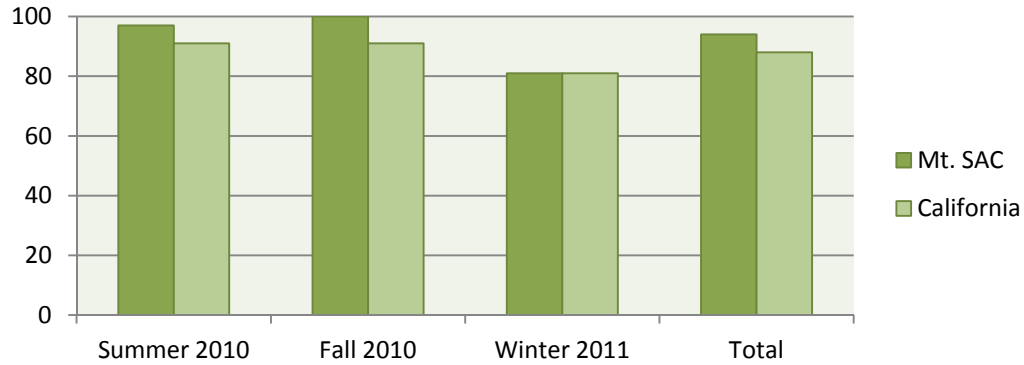
Source: National Nurse Aide Assessment Program Reporting

54

STUDENT LEARNING OUTCOMES DATA

Continuing Education Course Level SLOs Connection to SLGs

	Effective Communicator		Critical Thinker		Lifelong Learner		Total
	N	%	N	%	N	%	N
Adult Basic Education	20	45	92	66	21	27	133
ESL	11	25	25	18	7	9	43
Noncredit Health Careers	2	5	12	9	0	0	14
Noncredit Labs	1	2	1	<1	3	4	5
Noncredit Vocational (Stand alone)	0	0	6	4	1	1	7
Older Adult Program	10	23	4	3	47	59	61
Total	44	17	140	53	79	30	263

Course Level SLOs Connection to SLGs

- Effective Communicator
- Critical Thinker
- Lifelong Learner

55
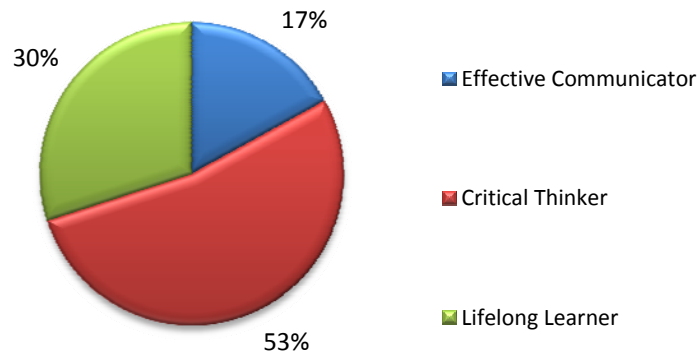
Assessment of Course Level Student Learning Outcomes

	Courses in Program	Courses with Assessment Data		Course SLOs	Course SLOs Actively Assessing in 2010-11	Active SLOs with Assessment Data in 2010-11	
		N	%			N	%
Adult Basic Education	46	31	67	230	150	106	71
ESL	17	13	76	42	9	9	100
Noncredit Health Careers	3	1	33	7	3	1	33
Noncredit Labs	2	1	50	5	1	1	100
Noncredit Vocational (Stand alone)	3	0	0	7	3	0	0
Older Adult Program	30	28	93	60	54	30	56
Total	101	74	73	351	220	147	67

Active Course SLOs with Assessment Data in 2010-11 (by percentage)
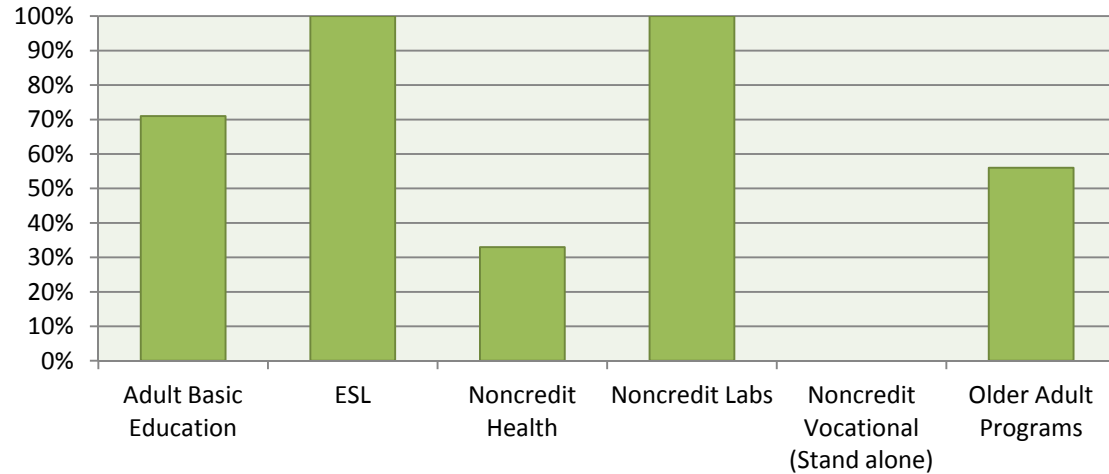
STUDENT SERVICES DATA

Student Lab Usage

Learning Support Labs for Noncredit Student Enrollment 2010-11

	2009-10	2010-11	% Change
ESL (VESL Students)	115	77	-33
Language Learning Center	633	3136	395
Noncredit Health Careers	229	161	-30
WIN	98	121	23

Noncredit Labs Serving Credit Students Enrollment 2010-11

	2009-10	2010-11	% Change
EOPS	141	153	9
Health Careers Lab Serving Credit	670	569	-15
Learning Assistance Center	10322	12474	21
Language Learning Center	3906	4221	8
Math	2876	3500	22
T-MARC and MCS Lab	2809	4963	77
Writing Assistance Center	7502	7329	-2
WIN	911	976	7

Student Advising Appointments

Adult Basic Education Advising Appointments (by category)

	2009-10		2010-11		
	N	%	N	%	% Change
Academic Advising	937	42	1230	42	31
Building Automation	-	-	39	1	-
Career Counseling	187	8	87	3	-53
Career Academies	90	4	174	6	93
General Counseling	-	-	201	7	-
Instructional Support	49	2	90	3	84
Matriculation to Credit	145	7	69	2	-52
Matriculation into Adult Diploma	507	23	512	17	1
Matriculation into ABE/GED	45	2	276	9	513
Special Programs (e.g., CalWORKs, WIA, EDD)	260	12	267	9	3
Total	2220	-	2945	-	33

ABE Advising Appointments (by category)
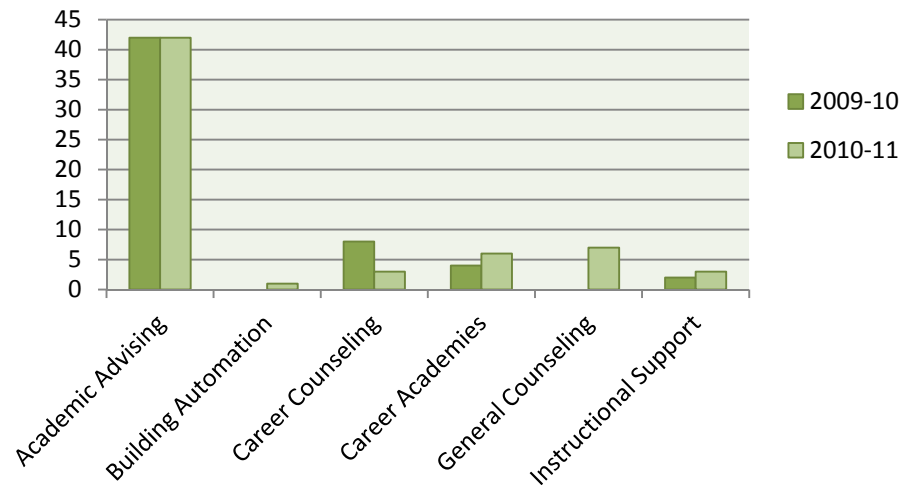
Source: SARS- Compiled by Omideh Sloan

ESL Advising Appointments (by category)

	2009-10		2010-11		
	N	%	N	%	% Change
Academic Advising	406	48	422	47	4
Career Counseling	31	4	14	2	-55
Instructional Support	141	17	134	15	-5
Matriculation	64	8	119	13	86
Other	183	22	49	6	-73
VESL Career Paths	26	3	158	18	508
Total	851	-	894	-	5

ESL Advising Appointments (by category)
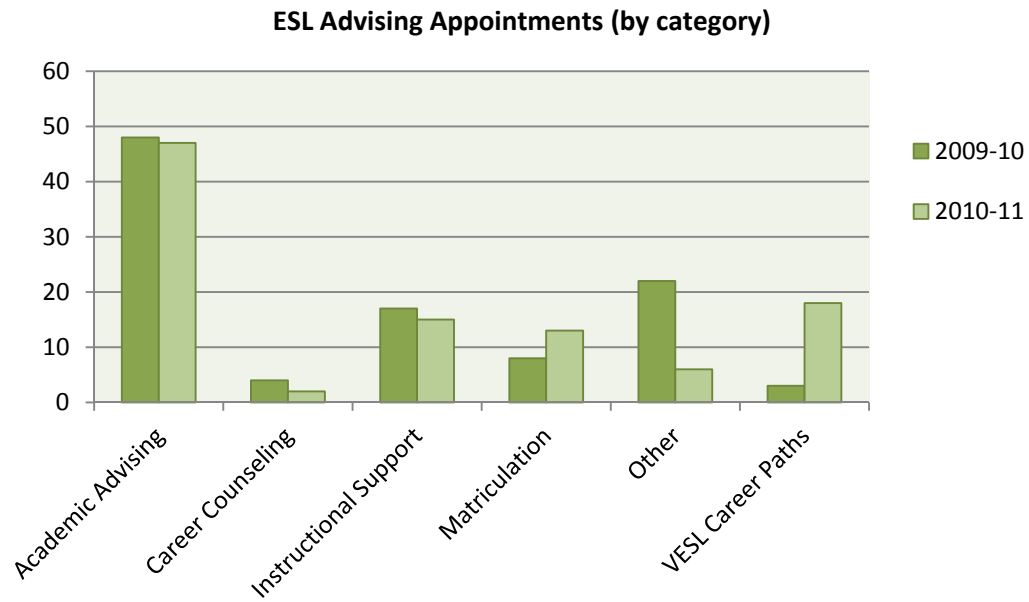
Source: ESL Database- Compiled by Deejay Santiago

EMPLOYEE PROFILE DATA

Data from the Continuing Education Employee List (Administrators, Faculty, and Classified) 2010-11

Continuing Education Employees by Classification

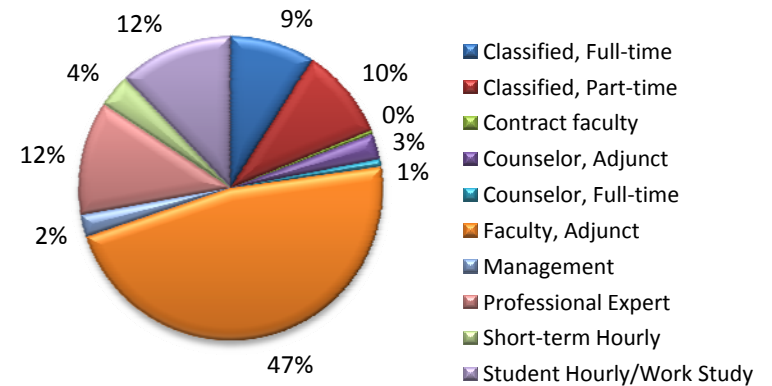|	N	%
Classified, Full-time	23	9
Classified, Part-time	25	10
Contract faculty	1	<1
Counselor, Adjunct	7	3
Counselor, Full-time	2	1
Faculty, Adjunct	120	47
Management	6	2
Professional Expert	31	12
Short-term Hourly	9	4
Student Hourly/Work Study	31	12
Total	255	-

Classification- Continuing Education Employees

Ethnicity among all Continuing Education Employees

	N	%
Asian	42	17
Black/African-American	12	5
Filipino	2	1
Hispanic/Latino	60	24
Other	18	7
White	110	44
Not Indicated	5	2
Total	249	-

Ethnicity- Continuing Education Employees
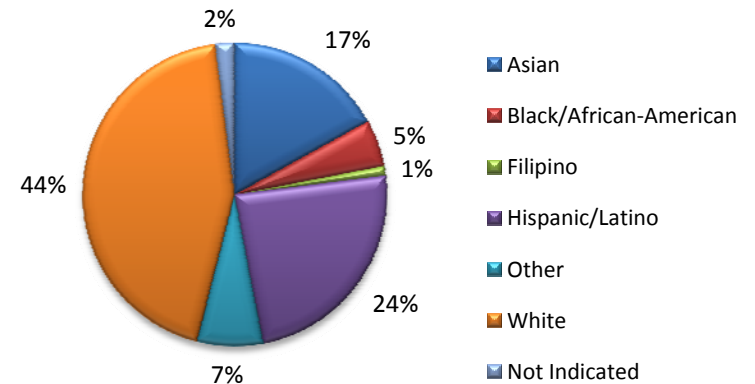
Source for entire section: All Employee Data Compiled by Lianne Greenlee

Gender among Continuing Education Employees

	N	%
Male	63	25
Female	186	75
Total	249	-

Gender- Continuing Education Employees

25%

75%

■ Male   ■ Female
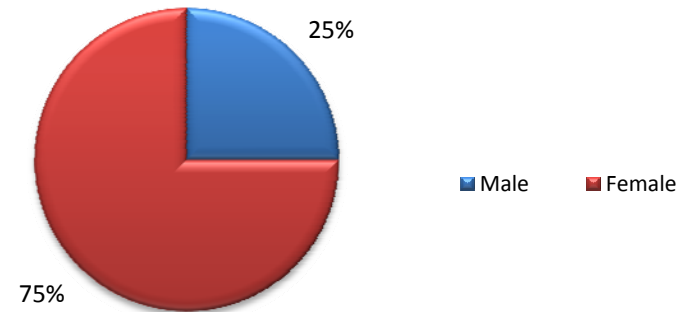
Educational Attainment among Continuing Education Employees

	N	%
Ed.D./Ph.D./Psy. D.	7	3
M.A./M.S.	86	35
B.A./B.S.	57	23
A.A./A.S.	26	10
HS Diploma	63	25
GED	2	1
Unknown	8	3
Total	249	-

Educational Attainment- All Employees

1% 3% 3%

25%

35%

10%

23%

■ Ed.D./Ph.D./Psy. D.

■ M.A./M.S.

■ B.A./B.S.

■ A.A./A.S.

■ HS Diploma

■ GED
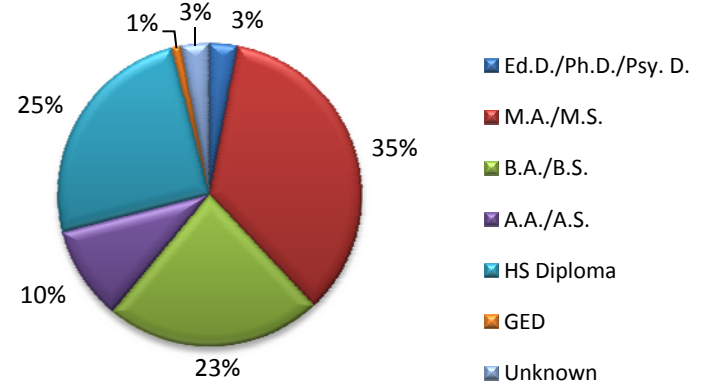
■ Unknown

Attrition among Continuing Education Employees

	N	%
Over 10 years	82	33
6 to 10 years	49	20
1 to 5 years	98	39
Less than 1 year	11	4
Unknown	9	4
Total	249	-

Attrition- Continuing Education Employees

- Over 10 years
- 6 to 10 years
- 1 to 5 years
- Less than 1 year
- Unknown

4% 4%
33%
39%
20%
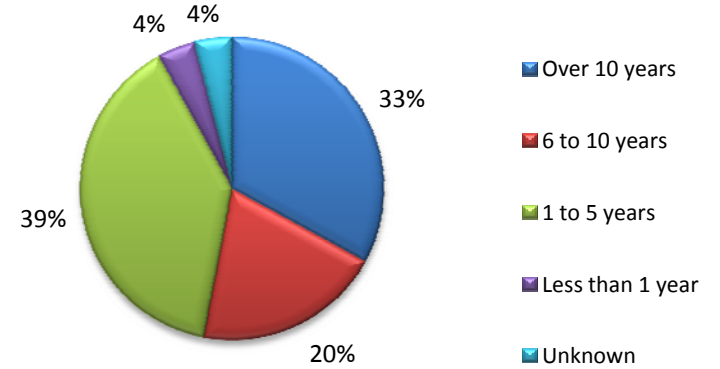
Data from the Continuing Education Employee List (Faculty) 2010-11

Academic Qualifications among Continuing Education Adjunct Faculty, Full-time Faculty, and Counselors

	N	%
Ed.D./Ph.D./Psy. D.	3	2
M.A./M.S.	71	55
B.A./B.S.	40	31
A.A./A.S./Other Minimum Qualifications	16	12
Total	130	-

Academic Qualifications - Faculty & Counselors

- Ed.D./Ph.D./Psy. D.
- M.A./M.S.
- B.A./B.S.
- A.A./A.S./Other Minimum Qualifications

12% 2%
31%
55%
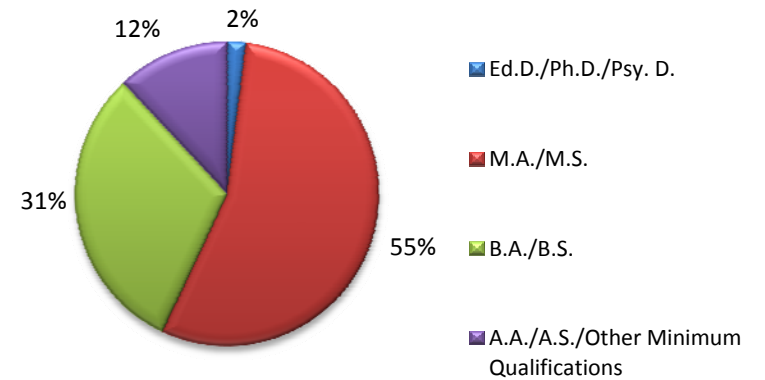
EMPLOYEE PROFESSIONAL DEVELOPMENT DATA

Professional Development for 2010-11 by Program and Type

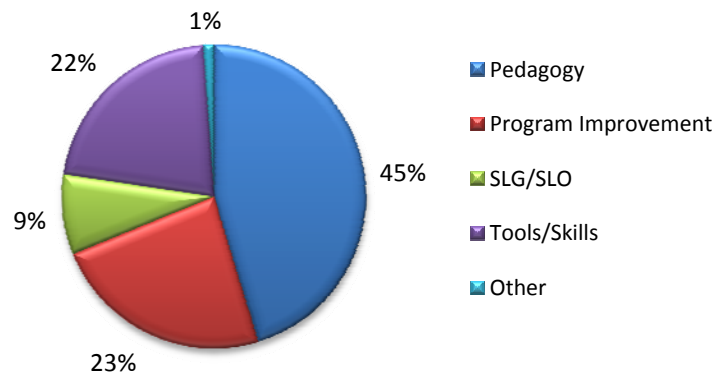|	Enrichment	Pedagogy	Personal Enrichment	Policy/ Practice	Program Improve-ment	Quals	SLG/SLO	Tools/Skills	Total	% of Total
ABE	1	12			25	1	2	29	70	15
Adult HS Diploma		7			1			5	13	3
Division Office		1		3	8			10	22	5
ESL	1	158			15		36	10	220	48
HS Referral		13					1	3	17	3
LLC	4	2						36	42	9
NC Health Careers		4							4	1
NC Voc Other								1	1	<1
Older Adult		9	1		58				68	15
WIN								4	4	1
Total	6	206	1	3	107	1	39	98	461	-
% of Total	1	45	<1	1	23	<1	9	22	-	-

Professional Development by Type of Activity

- Pedagogy — 45%
- Program Improvement — 23%
- SLG/SLO — 9%
- Tools/Skills — 22%
- Other — 1%

Professional Development by Program

- ABE — 15%
- Adult Diploma — 3%
- Division Office — 5%
- ESL — 48%
- HS Referral — 3%
- LLC — 9%
- NC Voc — 1%
- Older Adult — 15%
- WIN — 1%
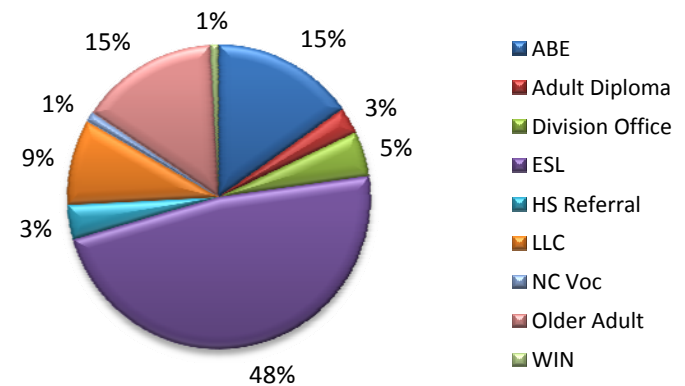
Source for entire section: All PD Data Compiled by Lianne Greenlee

Professional Development Comparison 2009-10 and 2010-11

PD Comparision by Program

Legend: 2009-10, 2010-11

Categories: ABE, Adult Diploma, ESL, HS Referral, NC Voc, Older Adult, WIN

PD Comparision by Type

Legend: 2009-10, 2010-11

Categories: Enrichment, Pedagogy, Program..., SLG/SLO, Tools/Skills, Other
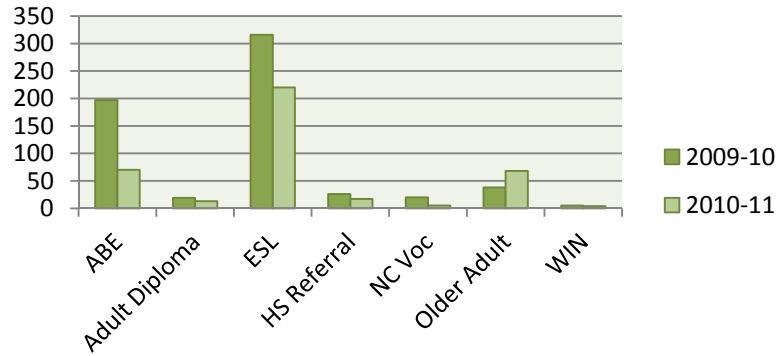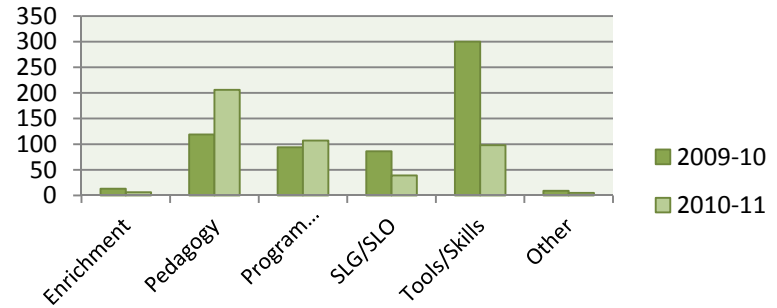
Professional Development by Location/Format

	N	%
College/University Course	20	4
District PD	64	14
External PD	123	27
Program PD	254	55
Total	461	-

Professional Development by Format/Location

- College/University Course — 4%
- District PD — 14%
- External PD — 27%
- Program PD — 55%

64
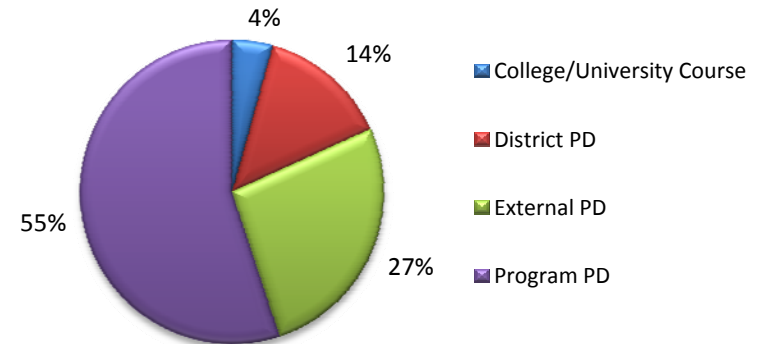
Professional Development by Classification

	Enrichment	Pedagogy	Personal Enrichment	Policy/ Practice	Program Improve- ment	Quals	SLG/SLO	Tools/Skills	Total	% of Total
Classified	2	14		1	28		1	27	73	16
Counselor		4					1	8	13	3
Faculty		177	1		62	1	35	27	303	66
Management	4	11		2	17		2	20	56	12
Student Hourly/ Work Study								16	16	3
Total	6	206	1	3	107	1	39	98	461	-

Professional Development by Classification

65
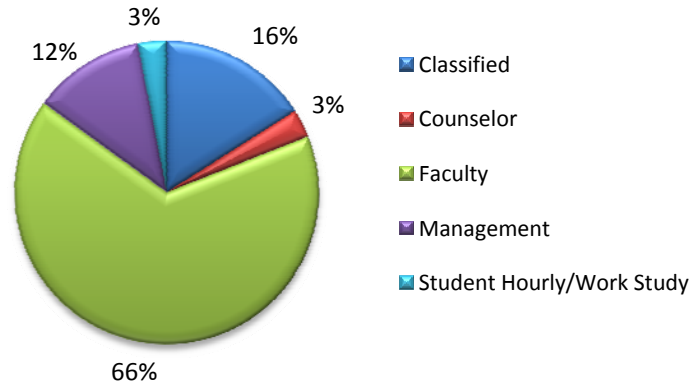
EMPLOYEE SURVEY DATA

Division Totals (194 of 249 employees responded)

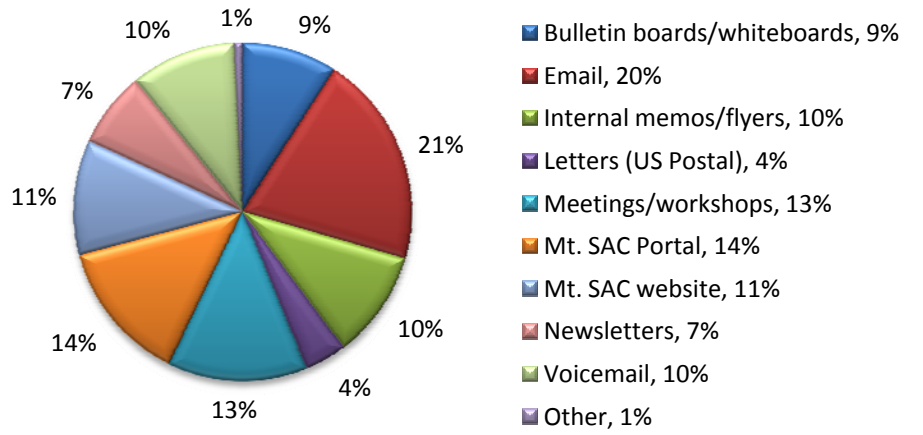|	% Agree	% Disagree	% Uncertain	% No Response
Over the last two years communication has been improved	76	6	17	2
Over the past two years I was satisfied with the amount of communication about…				
Major College issues	80	3	17	3
Major Continuing Education issues	75	9	16	3
Department/program policies and procedures	78	6	15	3
Budget decisions affecting my work area	67	12	21	3
I have the opportunity to give input about issues affecting my work	76	10	14	3
I clearly understand the mission and values embraced by Mt. SAC/Continuing Education	94	2	5	3
Mt. SAC's/Continuing Education's mission is central to all planning activities	85	3	13	3
Over the past year, I was comfortable with my level of involvement in decisions that impacted…				
My work area	75	9	16	4
Continuing Education	60	10	30	4
During the 2010-11 I have participated in on-campus or off-campus PD activities	64	36	-	4
At the PD activities I participated in, I was a(n)…				
Attendee	96	-	-	40
Presenter	22	-	-	86
Volunteer	15	-	-	91
I have applied the skills I have learned through PD to improve my work activities or my work with students	95	3	3	39
I am aware of where to refer students for counseling or advising services	92	1	7	5
I can describe how my work contributes to student success at Mt. SAC	98	0	2	5
I receive enough information about the success of students in my program	71	12	17	5
I receive enough information about the success of students across the Division	42	24	34	5

How involved are you in…	Very involved	Somewhat involved	Not involved at all	No response
Planning in your work area	52	34	14	4
Evaluation in your work area	46	37	17	4

Source for entire section: Mt. SAC Continuing Education Employee Survey 2011

Languages Used in the Workplace (n>5)

Language	Percentage
English	99%
Mandarin	3%
Spanish	20%
Other	8%
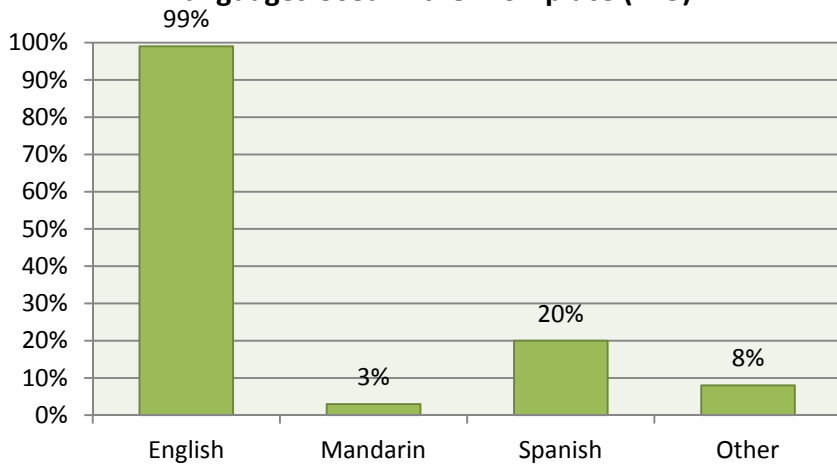
Which communication tool do you use to recieve or use information? Select all that apply.

- Bulletin boards/whiteboards, 9%
- Email, 20%
- Internal memos/flyers, 10%
- Letters (US Postal), 4%
- Meetings/workshops, 13%
- Mt. SAC Portal, 14%
- Mt. SAC website, 11%
- Newsletters, 7%
- Voicemail, 10%
- Other, 1%

STUDENT SURVEY DATA

Division Totals

Note: For more detailed information, see the Student Survey in Appendix >>>

	% Agree	% Disagree	% Uncertain	% No Response
I like taking classes through Mt. SAC Continuing Education	93	3	5	0
Overall I am satisfied with my experience in Continuing Education	94	2	4	0
I would recommend Mt. SAC Continuing Education to others	95	2	3	0
I am satisfied with the topics and material covered in the courses I am taking	92	3	4	0
I know that noncredit Continuing Education has Student Learning Goals	82	5	12	0
I like the teaching and learning activities we do in my classes	90	4	5	0
I am comfortable in the physical classroom environment	92	4	4	0
There are opportunities for me to give input about my classes and program	87	4	9	1
Students and instructors in my program are respectful of diversity	96	2	3	1
I feel safe while attending classes	96	2	2	0
My instructors are available, helpful, and supportive	97	1	2	1
Administrative and office staff are professional, helpful, and considerate	83	5	13	1
I am aware of Continuing Education counseling and advising services	77	6	17	1
I am aware of how to access career counseling services	66	10	24	2
Counseling and advising services have helped me achieve my learning goals	63	7	29	2
Counselors and academic advisors are available, helpful, and supportive	71	3	26	2
I am satisfied with the types of counseling and advising services available	68	4	28	2
If I need extra help I know where in noncredit I can go to get it	66	11	23	2
I use Mt. SAC tutoring services	38	28	34	2
Mt. SAC tutors are friendly, supportive, and accessible	55	4	42	2
I use the Mt. SAC Schedule of Classes to help me plan my classes	64	12	24	2
I have read the Mt. SAC Catalog	62	17	21	2
The Mt. SAC Catalog is useful, clear, and easy to read	63	7	30	2
I have looked at the noncredit student information on the Mt. SAC website	43	27	30	3
I use the Mt. SAC website to access learning tools and materials	49	25	27	3
I receive information about the success of students enrolled in Continuing Education	50	23	27	3
I borrow books in my program	47	24	29	3
I have used the Mt. SAC Library (Bldg 6) during this school year	43	30	27	3

Computers are available to me in the classroom or at a nearby lab when I need them	73	7	20	3
I use noncredit computer labs as part of my class or on my own	57	17	27	1
I am satisfied with the amount of technology I am learning in my program	75	6	20	3
I attended an orientation for my program	64	13	22	3
After attending an orientation I felt informed about my program	63	8	30	4
I am informed about noncredit registration policies and procedures	67	12	21	3
I am informed about how to file a complaint/grievance	48	23	28	4
I am informed about how to gain access to my student records	53	20	27	4
I am aware of how my records are stored, kept confidential, and released	53	19	29	4
I am informed about how to register for Mt. SAC credit courses	70	12	18	3
I am aware that there is financial aid available for Mt. SAC credit classes	63	12	25	5

Source: Mt. SAC Continuing Education Student Survey 2011