ACCJC

Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:	Mt. San Antonio College
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Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.

2022-23:	65453	2023-24:	67330	2024-25:	75161

5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	2.87 %	11.63 %

5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23:	36532	2023-24:	39524	2024-25:	41388

6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	8.19 %	4.72 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

n/a

7. Do you offer Distance Education?

Yes	No

If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23:	31352	2023-24:	34903	2024-25:	42443

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	11.33 %	21.60 %

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23:	25508	2023-24:	28037	2024-25:	29241

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	9.91 %	4.29 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7g. % of all students that took at least one degree-applicable distance education course:

2022-23:	39%	2023-24:	42%	2024-25:	39%

7h. % of all degree-applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2022-23:	38%	2023-24:	36%	2024-25:	36%

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education? Yes | No

If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23:		2023-24:		2024-25:	

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

9a. Does your institution participate in Title IV funding? Yes | No

**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard. 35 %

The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box)) 26 %

The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "%" of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- ○ Student Achievement Measure (SAM)
- ○ Voluntary Framework of Accountability (AACC)
- ○ College established dashboard
- ○ Other (please specify) _____
- ● N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions. This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

https://www.mtsac.edu/research/ie-data.html

11b. Please review and score your institution's website on the Rubric for Effective Institutional Outcome Transparency.

Score: 5

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website?

The college is strengthening continuous improvement and innovation by enhancing data transparency and accessibility in alignment with ACCJC Standards. Efforts include adding direct links to student achievement data on main webpage and updating the "Fast Facts" page with infographics and a connection to SSM dashboard. The IEC webpage will link to the Mt. SAC 2035 storytelling page to highlight institutional progress. To support campus engagement, RIE is developing student achievement data slides for use in Flex Day, Academic Senate, and other meetings. Additionally, RIE is refining dashboards to improve clarity, usability, and the ability to compare outcomes across student groups.

Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	71%	71%	71%
12b. Stretch goal (aspirational):	78%	78%	78%
12c. Actual successful course completion rate:	70%	73%	74%

Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits? **Yes** / No

If you answered no, skip to question 14.

13a. Type of Institute-set standard for certificates:
(Please select one option from the menu)

- ● Number of certificates
- ○ Percent of headcount
- ○ Number-other
- ○ Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	646	646	646
13c. List your stretch goal (aspirational):	866	866	1135
13d. List actual number or percentage of certificates:	909	981	960

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu)

- ● Number of degrees
- ○ Percent of headcount
- ○ Number-other
- ○ Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25

14a. List your Institution-Set Standard (floor) for associate degrees:	3223	3223	3223
14b. List your stretch goal (aspirational) for associate degrees:	4316	4316	4316
14c. List actual number or percentage of associate degrees:	3489	3777	3662

Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree? Yes | No

If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- ○ Number of degrees
- ○ Percent of headcount
- ○ Number-other
- ○ Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program? Yes | No

If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- ● Number of degrees
- ○ Percent of headcount
- ○ Number-other
- ○ Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
16b. List your Institution-Set Standard (floor) for a Direct Assessment Program:			
16c. List your stretch goal (aspirational) for a Direct Assessment Program:			

16d. List actual number or percentage of a Direct Assessment Program:			

Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs? Yes / No

If you answered no, skip to question 18.

17a. Type of Institute-set standard for transfers: (Please select one option from the menu)

- ● Number of transfers
- ○ Percent of headcount
- ○ Number-other
- ○ Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2014	2014	2014
17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2918	2918	2918
17d. List actual number or percentage of students who transfer to a 4-year college/university:	1983	2101	2157

Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field? Yes / No

If you answered no, skip to question 19.

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam Type (National, State, Other)	Institution-Set Standard (%)(Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Aviation Maintenance	National	93	99	100	94	93
Certified Nurse Assistants (CNA)	State	100	100	100	98	98

Emergency Medical Technician	National	90	100	89	69	70
Nursing	State	75	100	98	92	100
Paramedic	National	90	100	93	79	83
Psychiatric Technician	State	90	100	93	86.4	93
Radiologic Technician	National	75	100	88	94	82
Registered Vet Technician	National	72	95	97	85.29	85
Respiratory Therapist	National	80	100	94	100	100

19. Does your college offer Career and Technical Education Programs?

Yes	No

If you answered no, skip to question 20.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but please describe your definition and methodology in Question 19.

Program	Institution-Set Standard (%)(Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Accounting AS Degree	89	94	80	15	77
Addiction Counseling AS Degree	78	89	n/a	24	91
Addiction Counseling Certificate	78	89	50	10	80
Administration of Justice AS Degree	96	98	69	6	100
Administration of Justice AS-T	59	84	50	16	85
Administrative Assistant AS Degree	77	89	n/a	n/a	100

Administrative Assistant Level II Certificate	77	89	n/a	n/a	100
Agriculture Plant Science AS-T	68	79	0	38	100
Air Conditioning and Refrigeration Certificate	29	90	60	0	50
Air Conditioning and Refrigeration AS Degree	100	100	50	17	100
Airframe and Aircraft Powerplant Maintenance Technology AS Degree	78	89	100	11	100
Animation AS Degree	67	78	100	0	100
Architectural Design Concentration AS Degree	74	87	n/a	n/a	0
Architectural Design Concentration Level I Certificate	74	87	n/a	n/a	100
Architectural Design Concentration Level III Certificate	74	87	100	25	100
Audio Arts AS Degree	78	89	100	n/a	100
Aviation Science AS Degree	75	88	60	0	71
Big Data Analytics Certificate	50	89	67	6	83
Big Data Analytics for Business AS Degree	78	89	67	n/a	100
Business Administration AS-T	77	89	60	13	81

Business Management - Level II Certificate	77	89	n/a	n/a	100
Child Development - Level I Certificate	78	89	86	10	67
Cloud and Network Cyber Security Administration AS Degree	100	100	100	n/a	100
Commercial Flight AS Degree	75	88	33	15	82
Computer and Networking Technology AS Degree	78	89	50	0	100
Computer Networking Technology Fundamentals Certificate	78	89	n/a	n/a	100
Computer Programming AS Degree	31	85	50	7	40
Early Childhood Education AS-T	83	92	60	21	86
Electronics Technology - Level 1 Certificate	78	89	n/a	n/a	100
Electronics Technology - Level 2 Certificate	78	89	n/a	n/a	100
Engineering Fundamentals Certificate	78	89	n/a	n/a	100
Fashion Merchandising AS Degree	78	89	n/a	0	100
Film, Television, and Electronic AS-T	78	89	n/a	4	79
Fire Technology Certificate	100	100	50	5	100

Fire Technology AS Degree	100	100	60	7	100
Graphic Design - Level I Certificate	78	89	n/a	n/a	100
Human Resources Management AS Degree	75	88	n/a	11	75
Industrial Design Engineering - Level I Certificate	78	89	100	33	100
Introduction to Computer Information Technology Certificate	78	89	n/a	n/a	100
Liberal Arts and Sciences: Business AA	22	60	73	2	57
Liberal Arts and Sciences: Information Technology AA	22	60	n/a	18	100
Mental Health Technology - Psychiatric Technician Certificate	78	89	0	17	86
Nursing - Registered Nursing (RN) Generic Option AS Degree	95	97	69	n/a	100
Nutrition and Dietetics AS-T	8	16	0	0	40
Ornamental Horticulture AS	68	79	n/a	n/a	100
Paralegal/Legal Assistant AS	100	100	91	23	94
Paramedic Certificate	74	87	n/a	7	100
Radiologic Technology AS Degree	100	100	n/a	n/a	93

Registered Veterinary Technology AS Degree	91	96	75	3	100
Respiratory Therapy AS Degree	94	97	33	3	100
Small Business Management AS Degree	78	89	100	0	100
Television Production AS Degree	78	89	n/a	n/a	100

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

Currently, we do not have a systematic way to collect job placement rates for students who earn a degree or certificate from our institution. We rely on the CTE Outcomes Survey. Job placement rates reported are impacted by very low response rates. The data provided are more a reflection on data collection than actual job placement rates.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

The college has achieved steady gains in overall course success, including notable improvements in online course success, through a coordinated set of student-centered initiatives. The RSI (Regular and Substantive Interaction) peer mentorship program has been instrumental in strengthening online teaching practices and increasing student engagement. In addition, the college has enhanced its early alert system and student messaging efforts, coupled with proactive outreach such as contacting students who have stopped attending, to improve retention and persistence. Efforts to reduce barriers have also played a key role. The opening of the Tech Hub, along with expanded laptop loaner and hotspot programs, has improved access to technology for both credit and noncredit students. Increased basic needs support, particularly for noncredit populations, has further supported student success. Academic and pathway-focused strategies have complemented these efforts. Stronger collaboration between faculty and academic support centers has created more integrated support systems, while the addition of a transition counselor has improved alignment between noncredit and credit pathways. This has contributed to an increase in Associate Degrees for Transfer (ADT) awards, reflecting clearer and more effective routes to completion.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

To support our institution in advancing student success over the next three-year cycle, we would benefit from targeted professional development in two key areas. First, guidance on effective institutional storytelling—particularly how colleges translate data into clear, compelling narratives that communicate impact to internal and external audiences—would strengthen our ability to share progress, build engagement, and support decision-making. Examples of best practices, models, and tools used by peer institutions would be especially valuable. Second, support in accessing, interpreting, and leveraging employment and wage outcome data from state sources is critical. Training or coordinated efforts that improve data availability, streamline access, and build institutional capacity to analyze and apply these data would enhance our ability to assess program effectiveness and align offerings with workforce outcomes.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- ● I reviewed the program listings and all of my institution's programs are correctly listed
- ○ I have found some errors and will be reaching out to ACCJC for next steps on updating