OVERVIEW

This chapter provides a profile of the communities and students served by Mt. SAC. These data are the foundation for identifying implications for planning as well as forecasting the College's enrollment growth for the next decade. The four primary sections of this chapter are as follows.

o **External Environmental Scans:** An analysis of the population living in the vicinity of the College and includes the areas within Mt. SAC geographic boundaries as well as the immediately surrounding area outside of those boundaries

o **Internal Environmental Scans:** An analysis of the students enrolled at Mt. SAC, with two types of reference points where relevant and/or available: comparisons of fall 2012 with fall 2015, and comparisons of Mt. SAC students with all students attending California community colleges

o **Growth Forecast:** A projection of the College's growth in the coming decade

o **Implications for Planning:** A summary of data most relevant to long-term planning and four recommendations of issues to be considered in future planning

The data in this chapter were obtained from these resources: the Mt. SAC Office of Research and Institutional Effectiveness, the Mt. SAC Center of Excellence, the California Community College Chancellor's Office Data Mart, the California Community College Scorecard, and various State and federal agencies. Data from various sources may differ slightly due to differences in definitions of the data elements and the timing of when in a semester the data were reported. Each data set identifies the specific source for the information presented.

2.1

PROFILE OF THE COLLEGE'S COMMUNITIES AND STUDENTS
INDEX OF DATA SETS

2.2
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
CBT AND HMC ARCHITECTS / DRAFT DATED 12.12.18

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MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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EXTERNAL ENVIRONMENTAL SCANS

MT. SAC BOUNDARIES AND SERVICE AREA

Mt. SAC's geographic boundaries encompass 189 square miles in the southeastern portion of Los Angeles County. For the purpose of this External Environmental Scans, these boundaries are defined as the following 12 cities. Data for these cities collectively are labeled as "Mt. SAC" in the data sets in this section.

- o Baldwin Park
- o City of Industry
- o Covina
- o Diamond Bar
- o Glendora
- o Irwindale
- o La Puente
- o La Verne
- o Pomona
- o San Dimas
- o Walnut
- o West Covina

In addition to these cities, Mt. SAC's boundaries encompass a number of unincorporated communities, such as Bassett and Bonita. Data Set 1 presents the cities and the communities within Mt. SAC boundaries organized by the Board of Trustees area.

LEGEND

- ⊛ MT. SAN ANTONIO COLLEGE
- ▪▪▪ MT. SAC COMMUNITY COLLEGE DISTRICT ▪▪
- INTERSTATE
- ◯ STATE HIGHWAY
- COUNTY BOUNDARIES
- CITY BOUNDARIES
- RUNWAY
- AIRPORT AREA
- BODIES OF WATER
- FORESTS AND PARKLANDS

DATA SET 1: CITIES AND COMMUNITIES BY TRUSTEE AREAS

Trustee Area	Cities	Communities
#1	Glendora*, La Verne, Pomona*, and San Dimas*	Bonita
#2	Covina, Walnut*, and West Covina*	Charter Oak
#3	Baldwin Park, Irwindale, and La Puente	Bassett*
#4	West Covina*	Valinda
#5	City of Industry and La Puente	Avocado Heights, Bassett* Hacienda Heights
#6	Diamond Bar* and Walnut*	Rowland Heights
#7	Diamond Bar* and Pomona*	

Source: Mt. SAC Website

NOTE:

*Cities or communities noted with an asterisk are included in more than one Trustee Area

MT. SAC GEOGRAPHIC BOUNDARIES
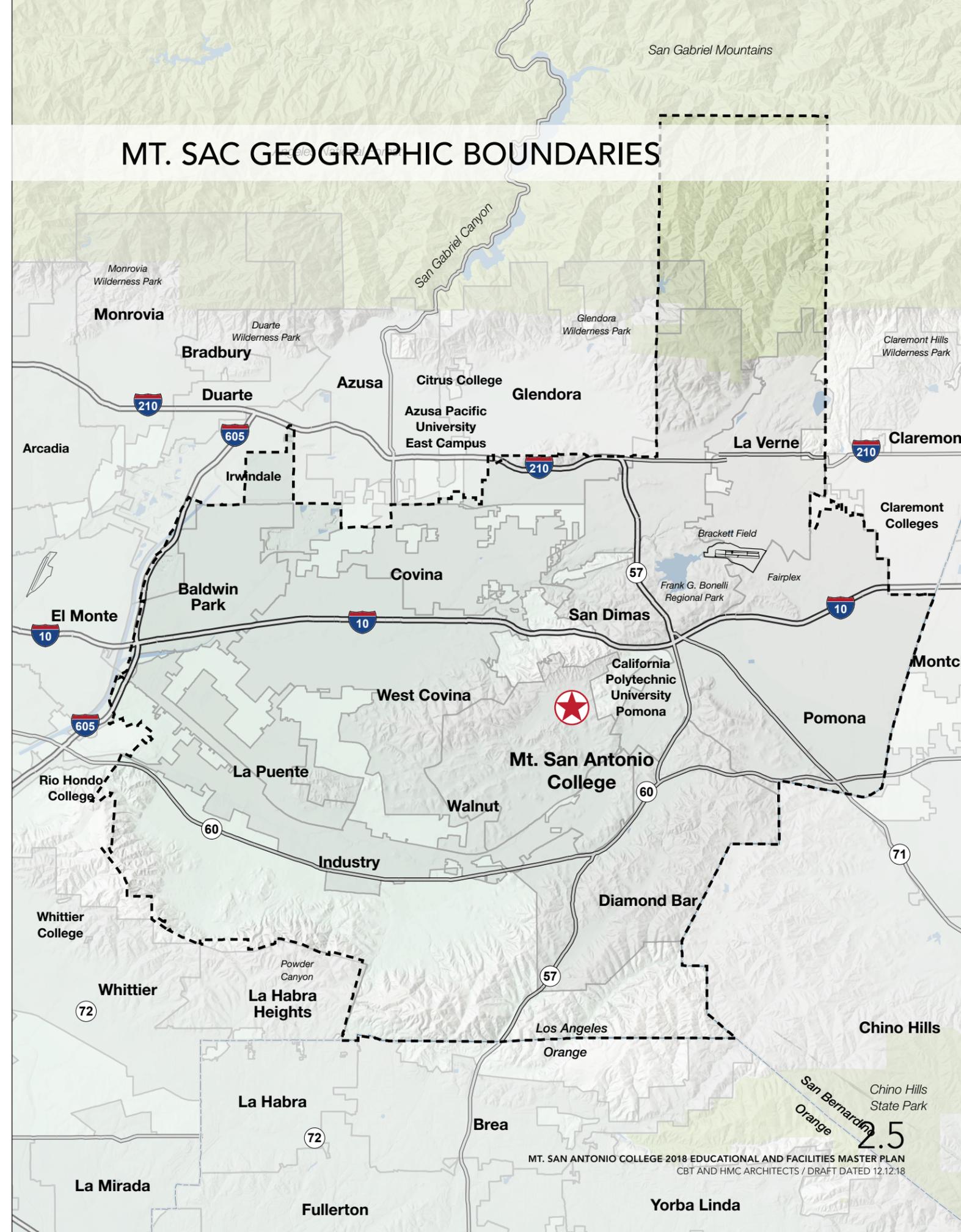
EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

MT. SAC BOUNDARIES AND SERVICE AREA (CONT.)

Because a little over 40 percent of Mt. SAC students reside outside of the College's geographic boundaries, data for the 18 cities that surround the College are included in this External Environment Scans. Data for these cities collectively are labeled as "Service Area."

o Alhambra
o Arcadia
o Azusa
o Chino
o Chino Hills
o Claremont
o El Monte
o Fontana
o La Habra
o Montclair
o Monterey Park
o Ontario
o Rancho Cucamonga
o Rosemead
o San Gabriel
o Temple City
o Upland
o Whittier

LEGEND

⊛ MT. SAN ANTONIO COLLEGE
▭ INTERSTATE
▭ STATE HIGHWAY
COUNTY BOUNDARIES
CITY BOUNDARIES
CITY SERVICE AREAS
CITY DISTRICTS
AIRPORT RUNWAY
AIRPORT AREA
BODIES OF WATER
FORESTS AND PARKLANDS

● 2015 DISTRICT ENROLLMENT | 0-191
● 2015 DISTRICT ENROLLMENT | 192-633
● 2015 DISTRICT ENROLLMENT | 634-1243
● 2015 DISTRICT ENROLLMENT | 1243-2167
● 2015 DISTRICT ENROLLMENT | 2168-4364
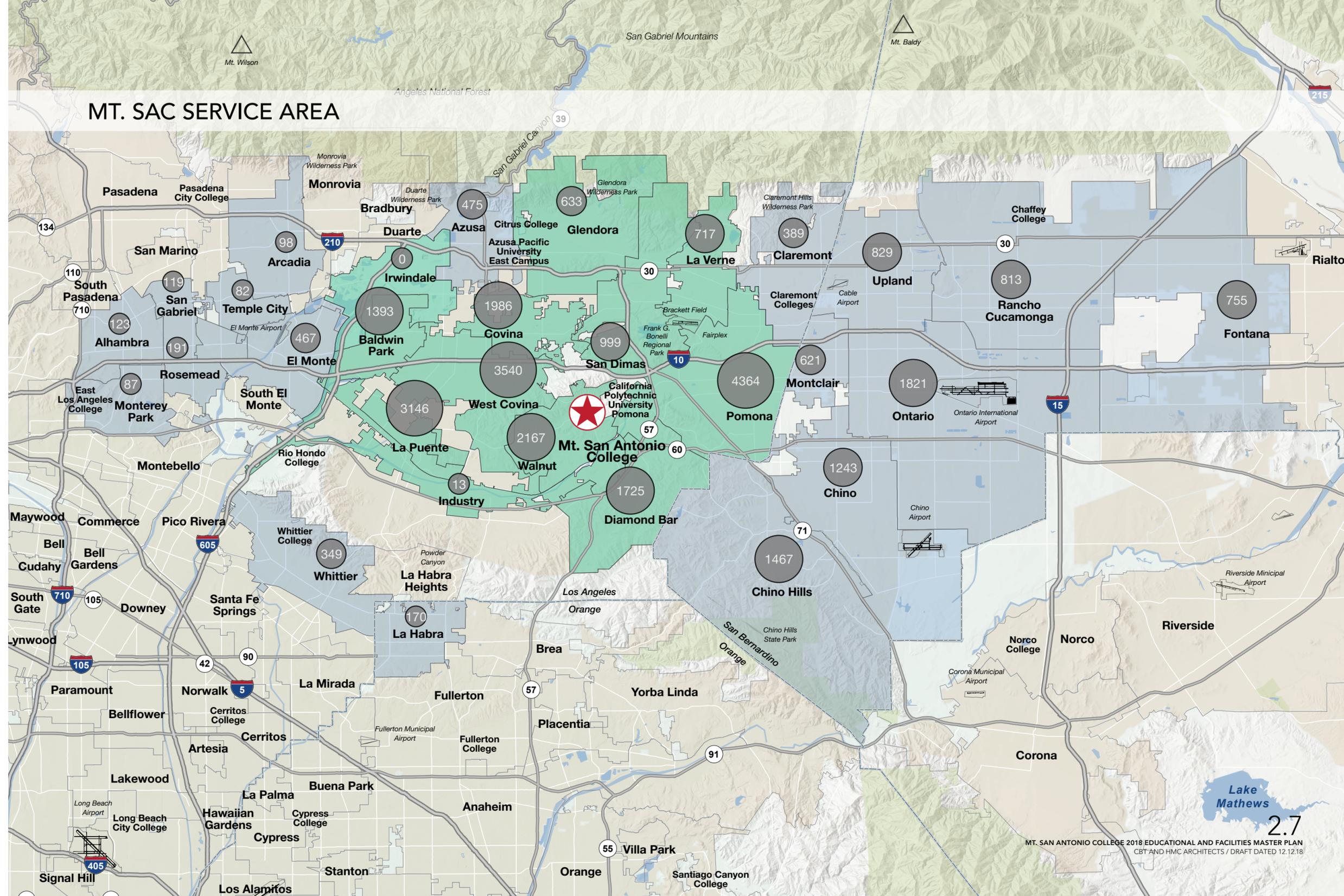
MT. SAC SERVICE AREA

EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

DEMOGRAPHICS
Population Size
The population within Mt. SAC's geographic boundaries is projected to increase at a slow and steady rate of less than one percent per year over the next twenty years as shown in Data Sets 2 and 3.

Data 2 shows that all twelve cities within Mt. SAC's geographic boundaries are likely to grow at rates between 0.2 and 1.3 percent per year. Cities with populations over 10,000 residents within Mt. SAC's boundaries that are projected to experience the greatest annual population growth are La Puente (1.0 percent) and Pomona (1.0 percent).

Data Set 3 shows that the population in Mt. SAC's largest unincorporated communities has grown at a rate between 0.1 percent and 0.5 percent over the past decade. Based on the forecasts for the cities within Mt. SAC's boundaries, this trend is likely to continue.
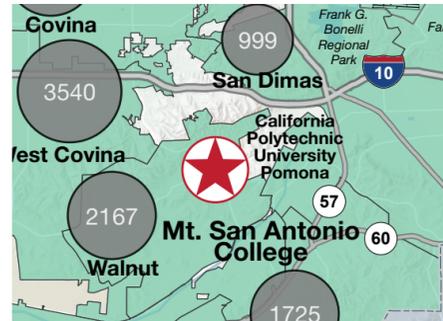
← OPEN FOLDOUT TO SEE MAP

DATA SET 2: POPULATION BY CITY IN MT. SAC BOUNDARIES

City	2008	2016	2018	2020	2025	2030	2035	Annual Growth Rate
Baldwin Park	75,400	77,354	77,850	78,200	79,613	80,896	82,200	0.3%
City of Industry	200	200	200	200	200	200	200	0.0%
Covina	47,800	48,499	48,675	48,700	49,297	49,747	50,200	0.2%
Diamond Bar	55,300	57,559	58,138	58,700	60,210	61,736	63,300	0.5%
Glendora	49,700	51,679	52,186	52,698	53,999	55,333	56,700	0.5%
Irwindale	1,400	1,556	1,598	1,600	1,753	1,872	2,000	1.3%
La Puente	39,800	43,204	44,099	45,000	47,382	49,875	52,500	1.0%
La Verne	31,100	32,371	32,696	33,000	33,862	34,720	35,600	0.5%
Pomona	149,100	162,027	165,430	168,500	177,914	187,404	197,400	1.0%
San Dimas	33,400	34,037	34,198	35,000	34,769	35,182	35,600	0.2%
Walnut	29,000	30,186	30,490	30,797	31,578	32,379	33,200	0.5%
West Covina	106,100	110,096	111,118	112,200	114,772	117,454	120,200	0.5%
Total	**618,300**	**648,767**	**656,679**	**664,594**	**685,348**	**706,798**	**729,100**	**0.6%**

Source: Southern California Association of Governments

DATA SET 3: POPULATION BY CENSUS-DESIGNATED PLACES IN MT. SAC BOUNDARIES

Census-Designated Places	2000	2010	Growth Rate 2000-2010	Projected 2020
Avocado Heights	15,148	15,411	0.2%	15,719
Charter Oak	9,027	9,310	0.3%	9,589
Hacienda Heights	53,122	54,038	0.2%	55,119
Rowland Heights	48,553	48,993	0.1%	49,483
Valinda	21,776	22,822	0.5%	23,963

Source: Census.gov

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MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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2.9
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

The population growth in Mt. SACT's service area is projected to slightly exceed the population growth within Mt. SAC's boundaries between 2016 and 2035. The population within Mt. SAC's geographic boundaries is projected to grow 0.6 percent annually (12.4 percent total growth over the next 20 years) compared to a 0.8 percent annual projected growth rate for the service area (17.3 percent total growth over the next 20 years). Cities with populations over 10,000 residents in the service area that are projected to experience the greatest annual growth between now and 2035 are: Ontario (2.4 percent), Chino (1.3 percent), Fontana (1.1 percent), and Monterey Park (1.0 percent).

Local patterns of slow population growth are mirrored in the actual and projected population for the State. California's annual population growth rate from 1900 to 2004 was about three percent, which was double the nationwide rate in the same period. Between 2004 and 2015, the State experienced 11 consecutive years of population growth below one percent per year. In 2015, California ranked 16th in growth rate by state.

Population forecasts are based on projected birth rate and net migration. California's birth rates and net migration are currently at historic lows. California's birth rate declined 35 percent between 1991 and 2015, bringing the State birth rate to the same level it was during the Great Depression. Net migration for this period was below 150,000 people, compared to the net migration of slightly above one million residents during the previous 11-year period. *(Source: dof.ca.gov)*

DATA SET 4: POPULATION BY CITY IN MT. SAC SERVICE AREA

City	2008	2016	2018	2020	2025	2030	2035	Annual Growth Rate
Alhambra	83,000	85,681	86,364	87,000	88,800	90,582	92,400	0.4%
Arcadia	56,200	58,487	59,074	59,666	61,172	62,717	64,300	0.5%
Azusa	46,300	48,406	48,947	49,495	50,890	52,325	53,800	0.6%
Chino	75,600	83,842	86,039	88,294	94,193	100,486	107,200	1.3%
Chino Hills	74,600	75,706	75,985	76,266	76,971	77,682	78,400	0.2%
Claremont	34,800	35,691	35,917	36,145	36,721	37,306	37,900	0.3%
El Monte	113,400	120,731	122,637	124,573	129,547	134,720	140,100	0.8%
Fontana	193,900	211,290	215,876	220,561	232,724	245,558	259,100	1.1%
La Habra	60,100	60,744	60,906	61,068	61,476	61,887	62,300	0.1%
Montclair	36,000	38,180	38,745	39,318	40,790	42,316	43,900	0.7%
Monterey Park	60,100	64,852	66,098	67,368	70,649	74,091	77,700	1.0%
Ontario	162,900	196,661	206,142	216,081	243,075	273,441	307,600	2.4%
Rancho Cucamonga	162,800	164,062	164,380	164,697	165,494	166,295	167,100	0.1%
Rosemead	53,600	54,896	55,225	55,555	56,391	57,239	58,100	0.3%
San Gabriel	39,700	41,498	41,960	42,427	43,617	44,842	46,100	0.6%
Temple City	35,400	36,431	36,693	36,957	37,626	38,307	39,000	0.4%
Upland	72,600	74,774	75,327	75,885	77,297	78,735	80,200	0.4%
Whittier	85,300	86,809	87,190	87,573	88,538	89,514	90,500	0.2%
Total	**1,446,300**	**1,538,740**	**1,563,505**	**1,588,929**	**1,655,972**	**1,728,042**	**1,805,700**	**0.8%**

Source: Southern California Association of Governments

2.10
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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2.11
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

DEMOGRAPHICS (CONT.)

Population Age

As shown in Data Set 5, the median ages of the population within the Mt. SAC boundaries, service area, and the State were approximately the same in 2016, between 35–36 years old.

Data Set 6 shows the actual and projected ages of the population living within Mt. SAC's boundaries. The first bar in each pair of bars shows the percentage of the population in each of the age ranges for 2016 and the second bar in each pair shows the percentage of the population in each of the age ranges projected for 2021.

The population in the five youngest segments, ages 24 years old and under, is projected to decrease slightly between now and 2021. All age segments age 25 years and above are projected to increase over the next five years, except the 45–54 age segment.

DATA SET 5: POPULATION MEDIAN AGE 2016
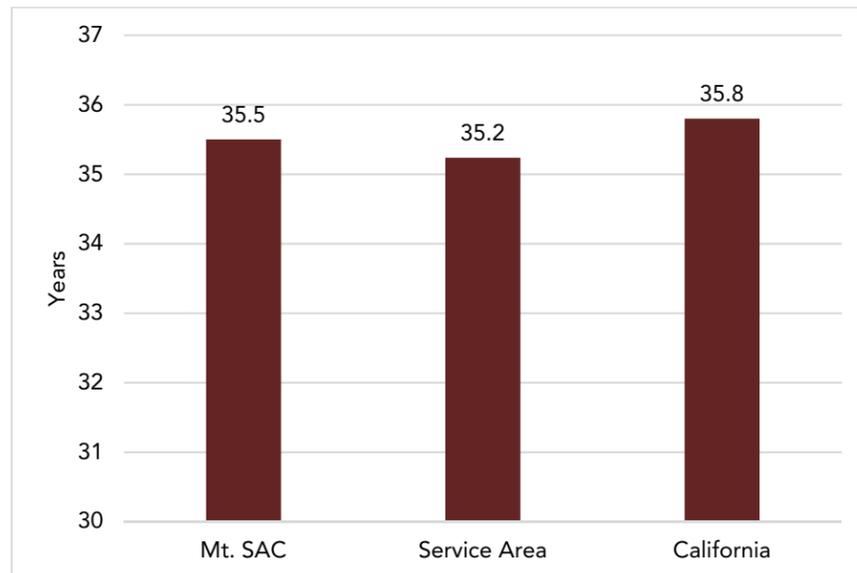
Source: ESRI

DATA SET 6: ACTUAL AND PROJECTED POPULATION AGE WITHIN MT. SAC BOUNDARIES
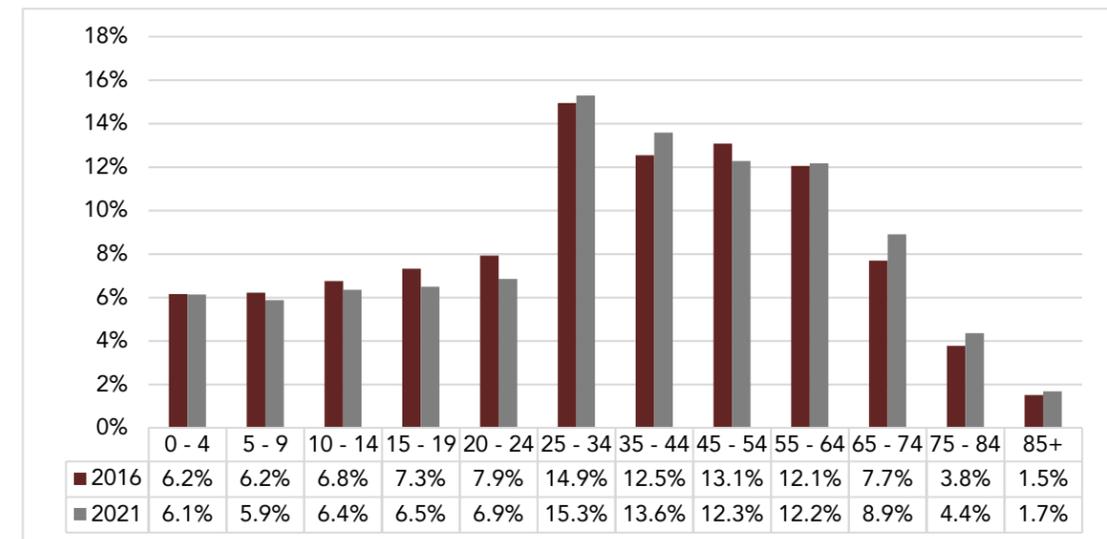
	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 84	85+
2016	6.2%	6.2%	6.8%	7.3%	7.9%	14.9%	12.5%	13.1%	12.1%	7.7%	3.8%	1.5%
2021	6.1%	5.9%	6.4%	6.5%	6.9%	15.3%	13.6%	12.3%	12.2%	8.9%	4.4%	1.7%

Source: ESRI

2.12
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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2.13
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

DEMOGRAPHICS (CONT.)

Population Race and Ethnicity

The communities within Mt. SAC's boundaries as well as in the surrounding service area are diverse in terms of race/ethnicity. Asian and Hispanic population segments are projected to grow while the White Alone and Black Alone groups are projected to decrease slightly as a percentage of the population.

As shown in Data Set 8, compared to the State, Mt. SAC and its service area include a lower percentage of residents between the ages of 5–64 who speak only English at home and a higher percentage of people who speak Spanish or Asian and Pacific Island languages at home.

DATA SET 7: RACE AND ETHNICITY

Race/Ethnicity	Mt. SAC			Service Area		
	2016	2017	Change (Percentage Points)	2016	2021	Change (Percentage Points)
White Alone	45.3%	44.9%	-0.4%	47.6%	46.8%	-0.8%
Black Alone	3.4%	3.2%	-0.2%	4.1%	4.0%	-0.2%
American Indian Alone	0.8%	0.8%	0.0%	0.8%	0.8%	-0.0%
Asian Alone	22.8%	23.4%	0.6%	20.9%	21.6%	0.7%
Pacific Islander Alone	0.2%	0.2%	0.0%	0.2%	0.2%	0.0%
Some Other Race Alone	23.3%	23.3%	0.0%	21.9%	22.2%	0.2%
Two or More Races	4.2%	4.2%	0.0%	4.4%	4.5%	0.1%
Total	**100.0%**	**100.0%**		**100.0%**	**100.0%**	
Hispanic Origin (Any Race)	57.2%	58.1%	0.9%	54.2%	55.8%	1.6%

Source: ESRI

DATA SET 8: LANGUAGE SPOKEN AT HOME FOR RESIDENTS AGES 5–64
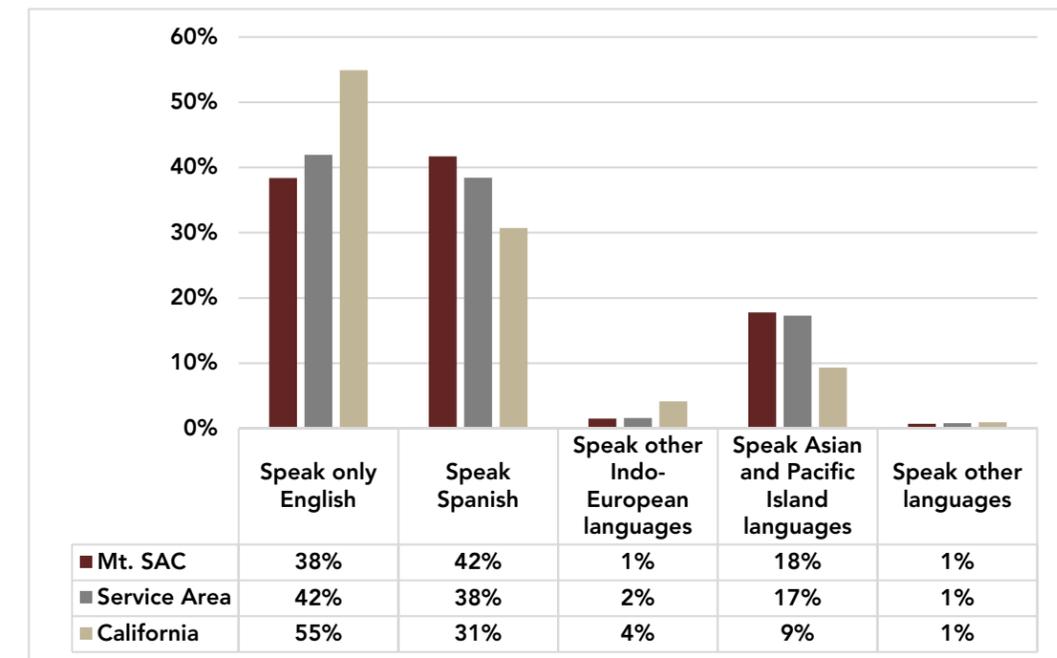
	Speak only English	Speak Spanish	Speak other Indo-European languages	Speak Asian and Pacific Island languages	Speak other languages
Mt. SAC	38%	42%	1%	18%	1%
Service Area	42%	38%	2%	17%	1%
California	55%	31%	4%	9%	1%

Source: ESRI

2.14
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

DEMOGRAPHICS (CONT.)

Population Education

Data Set 9 presents the current enrollment in school by all residents aged 3 years or older. Compared to the State, the percentages of residents living within Mt. SAC boundaries and the service area are higher for two school enrollment categories: the percentage of residents enrolled in 9th to 12th grades and the percentage of residents enrolled in undergraduate college.

As shown in Data Set 10, a high school diploma or less is the highest educational attainment for a greater percentage of adults in the Mt. SAC and service area communities than for adults statewide. The totals are 45.4 percent for residents within Mt. SAC's geographic boundaries and 45.0 percent for residents in Mt. SAC's service area compared to 38.7 percent for all California residents.

At the other end of the educational attainment spectrum, the Mt. SAC and service area populations have a lower percentage of adults who have earned baccalaureate or graduate/professional degrees compared to the percentage of adults statewide. The totals are 26.8 percent for residents within Mt. SAC's geographic boundaries and 26.3 percent for residents in Mt. SAC's service area compared to 32.0 percent for residents statewide.

DATA SET 9: POPULATION AGE 3+ YEARS BY SCHOOL ENROLLMENT

	Nursery School	Enrolled in K-8	Enrolled in grades 9 to 12	Enrolled in college undergraduate years	Enrolled in graduate or professional school
■ Mt. SAC	1.6%	12.4%	6.8%	8.5%	1.3%
■ Service Area	1.5%	12.5%	6.8%	8.3%	1.3%
■ California	1.6%	12.5%	6.1%	7.4%	1.4%

Source: ESRI

DATA SET 10: POPULATION AGE 25+ BY EDUCATIONAL ATTAINMENT
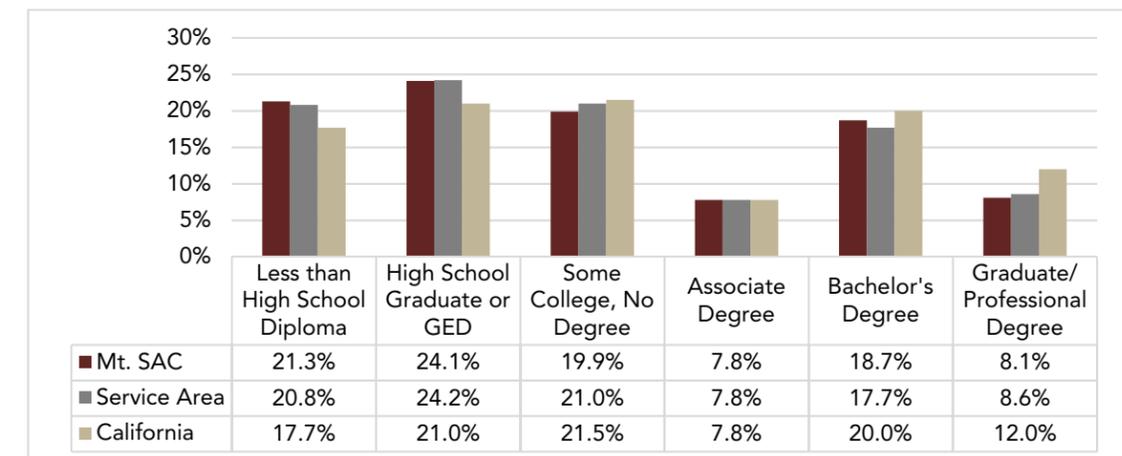
	Less than High School Diploma	High School Graduate or GED	Some College, No Degree	Associate Degree	Bachelor's Degree	Graduate/ Professional Degree
■ Mt. SAC	21.3%	24.1%	19.9%	7.8%	18.7%	8.1%
■ Service Area	20.8%	24.2%	21.0%	7.8%	17.7%	8.6%
■ California	17.7%	21.0%	21.5%	7.8%	20.0%	12.0%

Source: ESRI

2.16
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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2.17
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

DEMOGRAPHICS (CONT.)

Population Income

The 2016 median household income in the Mt. SAC service area is $66,492, which is 2.4 percent higher than the median household income within Mt. SAC's geographic boundaries and 6.3 percent higher than the median income for California.

However, both the average household income and the media per capita income are higher for the State than for residents in the Mt. SAC service area and within the Mt. SAC geographic boundaries.

The income forecast for residents living within Mt. SAC's boundaries is that between 2016 and 2021 there will be an increase in the percentage of households with incomes under $15,000 and with incomes above $75,000, with a proportional decrease in the percentage of households with incomes between $15,000 and $74,999.

DATA SET 11: INCOME PROFILE

	Mt. SAC	Service Area	California
Median Household Income	$64,917	$66,492	$62,554
Average Household Income	$84,932	$86,193	$90,812
Median Per Capita Income	$24,001	$25,175	$30,905

Source: ESRI

DATA SET 12: PROJECTED INCOME

Household Income	2016	2021	Change (Percentage Points)
<$15,000	8.0%	8.2%	0.2%
$15,000–$24,999	7.9%	7.4%	-0.5%
$25,000–$34,999	8.4%	7.9%	-0.6%
$35,000–$49,999	12.8%	10.9%	-1.9%
$50,000–$74,999	18.8%	16.4%	-2.4%
$75,000–$99,999	14.3%	14.8%	0.5%
$100,000–$149,999	16.9%	19.6%	2.7%
$150,000–$199,999	7.2%	8.6%	1.5%
$200,000+	5.6%	6.2%	.6%
Total	**100.0%**	**100.0%**	

Source: ESRI

2.18
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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2.19
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

LOCAL EMPLOYMENT

Employment Status

Nearly half of the employed population who are age 16 years and older and live in the Mt. SAC boundaries and the surrounding service area are employed in some type of service industry, which includes those employed by public and private educational institutions. The next largest portions of the population are employed in manufacturing (11.7 percent) and retail trade (11.3 percent).

Compared to the State, residents in Mt. SAC and its service area have a slightly lower percentage of residents employed in white-collar jobs and a slightly higher percentage of residents working in blue-collar jobs in 2016.

DATA SET 13: EMPLOYED POPULATION AGE 16+ BY INDUSTRY

Industry	Percentage
Services	46.9%
Manufacturing	11.7%
Retail Trade	11.3%
Transportation/Utilities	6.6%
Finance/Insurance/Real Estate	6.0%
Construction	5.8%
Wholesale Trade	4.9%
Public Administration	4.3%
Information	1.8%
Agriculture/Mining	0.6%
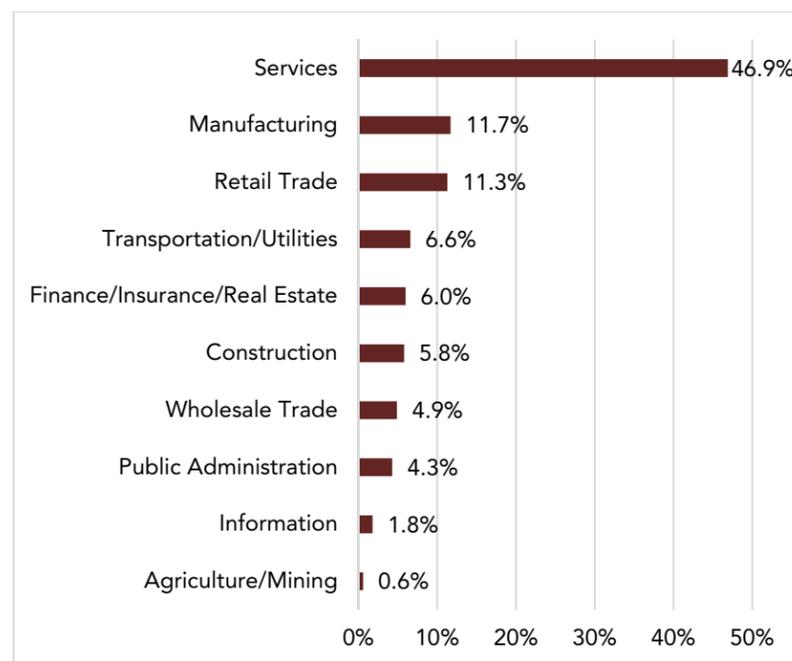
Source: ESRI

DATA SET 14: EMPLOYED POPULATION 16+ BY OCCUPATION TYPE

	White Collar	Services	Blue Collar
Mt. SAC	58.3%	18.5%	23.2%
Service Area	58.8%	18.4%	22.8%
California	60.7%	19.0%	20.4%
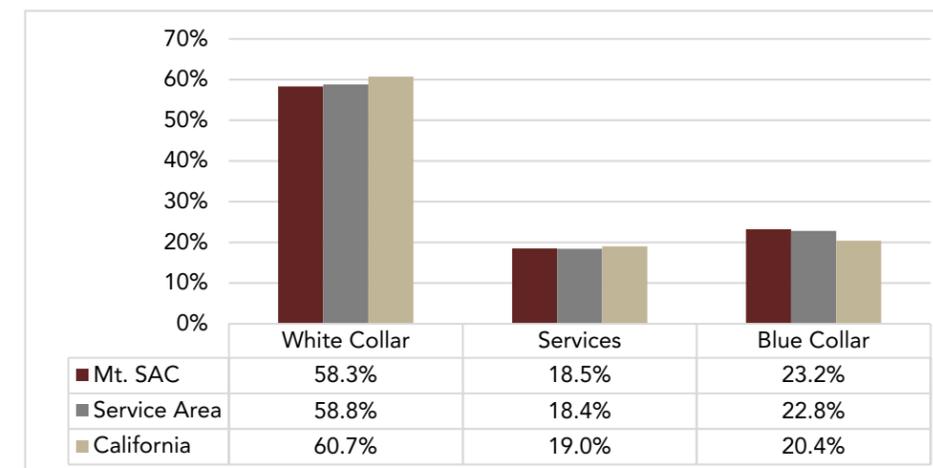
Source: ESRI

NOTE: AS DEFINED BY THE U.S. BUREAU OF LABOR STATISTICS

o White-collar workers: office, clerical, administrative, sales, professional, and technical employees

o Service worker: worker in a protective service, food service, health service (health and dental aides), cleaning and building service, or personal service occupation

o Blue collar and service occupations: includes precision production, craft, and repair occupations; machine operators and inspectors; transportation and moving occupations; handlers, equipment cleaners, helpers, and laborers; and service occupations

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EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

LOCAL EMPLOYMENT (CONT.)

Employment Status (cont.)

Data Set 15 shows the amount of time that residents who live within the Mt. SAC boundaries and service area spend commuting to work. Compared to workers across the State, there is a higher proportion of residents in these communities who spend 35 minutes or longer commuting to work.

Unemployment rates across the nation and the state are slowly returning to pre-recession levels. The same pattern is true for cities surrounding Mt. SAC as shown in Data Set 16. In June 2017 unemployment rates in Mt. SAC cities were highest in Baldwin Park, Covina, Pomona, and West Covina.

DATA SET 15: EMPLOYED POPULATION AGE 16+ BY TRAVEL TIME TO WORK

	<5 Min	5-14 Min	15-24 Min	25-34 Min	35-44 Min	45-59 Min	60+ Min
Mt. SAC	1.1%	16.9%	25.3%	20.7%	7.7%	11.9%	16.4%
Service Area	1.4%	17.7%	26.7%	21.7%	7.4%	10.7%	14.5%
California	2.1%	21.8%	30.1%	20.8%	6.6%	8.2%	10.4%
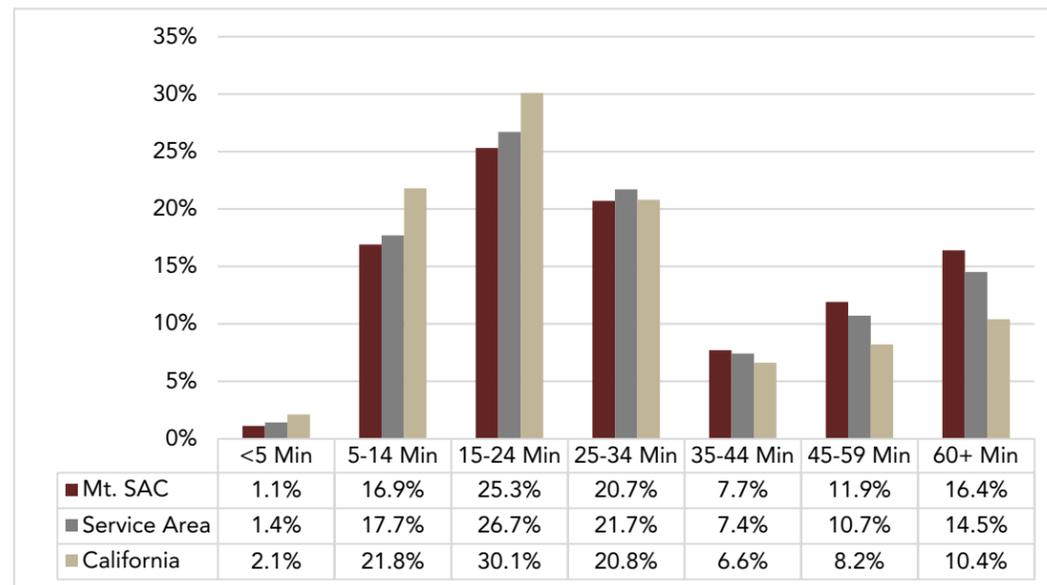
Source: ESRI

DATA SET 16: UNEMPLOYMENT RATES FOR MT. SAC CITIES
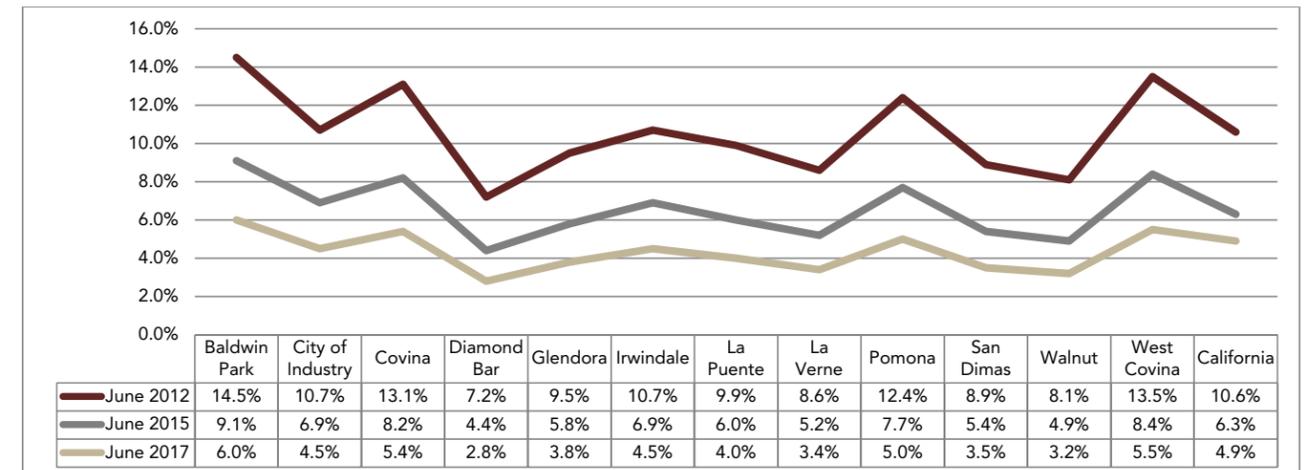
	Baldwin Park	City of Industry	Covina	Diamond Bar	Glendora	Irwindale	La Puente	La Verne	Pomona	San Dimas	Walnut	West Covina	California
June 2012	14.5%	10.7%	13.1%	7.2%	9.5%	10.7%	9.9%	8.6%	12.4%	8.9%	8.1%	13.5%	10.6%
June 2015	9.1%	6.9%	8.2%	4.4%	5.8%	6.9%	6.0%	5.2%	7.7%	5.4%	4.9%	8.4%	6.3%
June 2017	6.0%	4.5%	5.4%	2.8%	3.8%	4.5%	4.0%	3.4%	5.0%	3.5%	3.2%	5.5%	4.9%

Source: homefacts.com

2.22

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2.23

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EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

LOCAL EMPLOYMENT (CONT.)

Employment Opportunities

As shown in Data Set 17, the occupations projected to grow the fastest in Los Angeles County between now and 2024 are in health care (personal care aides, nurse practitioners, home health aides, and occupational therapy assistants), construction (ironworkers, brick masons and helpers, and floor layers), business (statisticians, web developers, and operations research analysts), and hospitality (restaurant cooks).

Many of the fastest growth occupations noted in Data Set 17 require postsecondary education. Refer to Chapter 3: *Instructional Programs* for descriptions of the Mt. SAC career technical education programs designed to prepare students for the occupations projected to grow fastest in the next decade, such as health care professions, Construction Technology, Business Management, and Hospitality and Restaurant Management. The benefits of postsecondary education include expanded job opportunities, lower likelihood of unemployment, and increased earnings. As shown in Data Set 18, higher levels of educational attainment are associated with higher median weekly earnings and lower unemployment rates. Refer to Data Sets 47 and 48 for data on the impact of community college education, and specifically education at Mt. SAC, on earnings. Whether students earn a number of units or complete a degree or certificate, students who attended Mt. SAC had a higher median change in earnings compared to the median change for students who attended community colleges in Los Angeles County or any California community college.

DATA SET 17: FASTEST GROWING OCCUPATIONS IN LOS ANGELES COUNTY 2014–2024

Occupational Title	Estimated Employment 2014	Projected Employment 2024	Percent Change
Personal Care Aides	186,830	283,730	51.90%
Statisticians	700	1,010	44.30%
Reinforcing Iron and Rebar Workers	610	880	44.30%
Brick masons and Block masons	930	1,310	40.90%
Helpers--Brick masons, Block masons, masons, and Tile and Marble Setters	560	780	39.30%
Cooks, Restaurant	31,770	43,630	37.30%
Nurse Practitioners	2,390	3,270	36.80%
Floor Layers, Except Carpet, Wood, and Hard Tiles	490	670	36.70%
Home Health Aides	7,750	10,570	36.40%
Web Developers	6,020	8,190	36.00%
Operations Research Analysts	2,180	2,940	34.90%
Occupational Therapy Assistants	500	670	34.00%
Law Teachers, Postsecondary	570	760	33.30%
Massage Therapists	7,510	9,880	31.60%
Roofers	2,350	3,090	31.50%
Physical Therapist Aides	1,240	1,630	31.50%
Biomedical Engineers	610	800	31.10%

Sources: U.S. Bureau of Labor Statistics March 2015 benchmark, Quarterly Census of Employment and Wages Industry Employment, and Occupational Employment Statistics

2.24
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EXTERNAL ENVIRONMENTAL SCANS *(cont.)*

DATA SET 17: FASTEST GROWING OCCUPATIONS IN LOS ANGELES COUNTY 2014–2024 (CONT.)

Occupational Title	Estimated Employment 2014	Projected Employment 2024	Percent Change
Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	580	760	31.00%
Combined Food Preparation and Serving Workers, Including Fast Food	85,100	111,150	30.60%
Marriage and Family Therapists	2,980	3,890	30.50%
Commercial Pilots	760	990	30.30%
Physician Assistants	2,610	3,390	29.90%
Health Specialties Teachers, Postsecondary	5,310	6,890	29.80%
Social and Human Service Assistants	14,390	18,650	29.60%
Agents and Business Managers of Artists, Performers, and Athletes	6,850	8,870	29.50%
Physical Therapist Assistants	1,290	1,670	29.50%
Forensic Science Technicians	680	880	29.40%
First-Line Supervisors of Food Preparation and Serving Workers	24,360	31,500	29.30%
Tapers, plaster board, and drywall installers	660	850	28.80%
Self-Enrichment Education Teachers	9,380	12,070	28.70%
Captains, Mates, and Pilots of Water Vessels	650	830	27.70%
Drywall and Ceiling Tile Installers	3,540	4,520	27.70%
Diagnostic Medical Sonographers	1,200	1,530	27.50%
Chefs and Head Cooks	5,390	6,870	27.50%

Sources: U.S. Bureau of Labor Statistics March 2015 benchmark, Quarterly Census of Employment and Wages Industry Employment, and Occupational Employment Statistics

NOTE
o   Occupational employment projections include self-employed, private household workers, farm, and nonfarm employment.

DATA SET 18: NATIONAL UNEMPLOYMENT RATES AND EARNINGS BY EDUCATIONAL ATTAINMENT

Education attained	Unemployment rate 2015	Median weekly earnings 2015
Doctoral degree	1.7%	$1,623
Professional degree	1.5%	$1,730
Master's degree	2.4%	$1,341
Bachelor's degree	2.8%	$1,137
Associate's degree	3.8%	$798
Some college, no degree	5.0%	$738
High school diploma	5.4%	$678
Less than a high school diploma	8.0%	$493
All workers	4.3%	$860

Source: Current Population Survey, U.S. Department of Labor census.gov

NOTE
o   Data are for adults age 25 and over. Earnings are for full-time wage and salary workers

2.26
MT. SAN ANTONIO COLLEGE 2018 EDUCATIONAL AND FACILITIES MASTER PLAN
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INTERNAL ENVIRONMENTAL SCANS

ENROLLEMNT TRENDS

Headcount and FTES

A college's enrollment is most often described with the following two types of data.

- o Unduplicated student headcount: The total of unique individuals who enrolled in the college in a given period. Each student is counted once; the number of units in which they are enrolled is not relevant to this count.

- o Full-Time Equivalent Student (FTES): The total hours attended by one or more students, divided by 525. One FTES is equal to one student taking a course load of 15 units for two semesters.

Both measures show growth at Mt. SAC between 2012–2013 and 2015–2016. Mt. SAC's unduplicated headcount grew 10.2 percent while its FTES grew 5.3 percent. The common wisdom is that when unemployment increases, as it did during the recession, community college enrollment increases because people seek degrees and certificates to qualify them for employment. As expected, Mt. SAC enrollment increased during the recession. Following the logic of this common wisdom, community college enrollment can be expected to decline as the economy recovers. However, during these years of recent economic recovery Mt. SAC enrollment continued to grow in both credit and noncredit enrollment, while enrollment at many other colleges remained stable or declined.

For planning purposes, note that the headcount data in Data Set 19 are for the entire year and should not be interpreted as the number of students on campus at any one time or day because the schedule of classes and extracurricular activities vary throughout an academic year.

Although both Mt. SAC's unduplicated student headcount and FTES increased, they did not increase proportionately. Between 2012–2013 and 2015–2016, student headcount increased twice as much as FTES. Unduplicated student headcount increased 10.2 percent compared to a 5.3 percent increase in FTES. As shown in Data Set 20, this disparity indicates a decline in the average FTES per student, or student unit load. Refer to Data Set 31 for details on student unit load.

DATA SET 19: STUDENT HEADCOUNT AND FULL-TIME EQUIVALENT STUDENTS (FTES)

	Mt. SAC Unduplicated Headcount	% Change From Prior Year	% Change 2012-2013 to 2015–2016	Mt. SAC Total FTES	% Change From Prior Year	% Change 2012-2013 to 2015–2016
2012–2013	53,828			30,531		
2013–2014	54,357	1.0%		30,859	0.2%	
2014–2015	57,473	5.7%		31,837	4.1%	
2015–2016	59,343	3.3%	10.2%	32,154	1.0%	5.3%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

DATA SET 20: AVERAGE FTES PER STUDENT

	Mt. SAC Unduplicated Headcount	Mt. SAC Total FTES	Average Total FTES Per Student
2012–2013	53,828	30,531	0.57
2013–2014	54,357	30,859	0.57
2014–2015	57,473	31,837	0.55
2015–2016	59,343	32,154	0.54

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

Headcount and FTES (cont.)

As shown in Data Set 21, the growth rate for noncredit FTES was higher than the growth rate for credit FTES between 2012–2013 and 2015–2016. The amount of noncredit FTES increased 14.4 percent while the amount of credit FTES increased 3.3 percent. Mt. SAC's total FTES for 2015–2016 was 32,154. Of that total, 80.5 percent was credit FTES and 19.4 percent was noncredit FTES.

Enrollment by City

In fall 2012, 56 percent of students attending Mt. SAC lived within its official geographic boundaries. In fall 2015, an additional 1,670 students who live within Mt. SAC boundaries enrolled and this percentage increased to 58 percent.

Data Set 23 presents the enrollments for fall 2012 and fall 2015 disaggregated by credit status and students' city of residence. The cities included in this analysis are those within Mt. SAC's boundaries as well as the 18 cities defined as the College's service area. Together, these two groups of cities account for 86 percent of the College's total enrollment in fall 2015.

The unduplicated student headcount for the cities included in this snapshot increased 5.9 percent (from 29,069–30,782) over this period. The increase in Mt. SAC's unduplicated student headcount is largely accounted for by an increase in enrollment from students who live within Mt. SAC's boundaries (Data Sets 22 and 23). In fall 2015, 1,670 more students who live within Mt. SAC boundaries enrolled at the College compared to an increase of 43 students who live outside of Mt. SAC

boundaries. The unduplicated student headcount increased from students living in all cities within Mt. SAC's boundaries with the exceptions of slight decreases in the number of students who live in La Verne and San Dimas. Refer to Data Set 24 for details on the increase in students who enrolled in the fall semester following graduation from a local high school.

Data Set 24 documents an impressive 26.5 percent increase between fall 2012 and fall 2015 in the number of in-district high school graduates who enrolled at Mt. SAC in the fall semester following graduation.

DATA SET 21: CREDIT AND NONCREDIT FTES

	Mt. SAC Credit FTES	% Change From Prior Year	% Change 2012-2013 to 2015-2016	Mt. SAC Noncredit FTES	% Change From Prior Year	% Change 2012-2013 to 2015-2016
2012 - 2013	25,063			5,468		
2013 - 2014	25,303	1.0%		5,556	1.6%	
2014 - 2015	25,889	2.3%		5,948	7.1%	
2015 - 2016	25,900	0.0%	3.3%	6,254	5.1%	14.4%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

DATA SET 22: UNDUPLICATED STUDENT HEADCOUNT WITHIN MT. SAC BOUNDARIES

	Fall 2012	Fall 2015	% Change
Students who live within Mt. SAC Boundaries	19,013	20,683	8.8%
Total Mt. SAC Students	34,017	35,606	4.6%
% Total Students who live within Mt. SAC Boundaries	55.9%	58.0%	2.1%

Sources: Mt. SAC Office of Research and Institutional Effectiveness and California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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DATA SET 23: UNDUPLICATED STUDENT HEADCOUNT BY CITY

City	Fall 2012				Fall 2015			
	Credit	Noncredit	Both	Total	Credit	Noncredit	Both	Total
12 Cities in Mt. SAC Boundaries								
Baldwin Park	954	752	601	1,105	1,214	767	588	1,393
City of Industry	12	11	9	14	12	8	7	13
Covina	1,235	1,174	664	1,745	1,499	1,185	698	1,986
Diamond Bar	1,022	1,235	583	1,674	1,004	1,173	452	1,725
Glendora	432	364	206	590	460	368	195	633
Irwindale	-	-	-	-	-	-	-	-
La Puente	2,217	1,912	1,389	2,740	2,651	1,830	1,335	3,146
La Verne	434	588	219	803	401	474	158	717
Pomona	3,057	2,650	1,768	3,939	3,467	2,656	1,759	4,364
San Dimas	498	855	241	1,112	470	717	188	999
Walnut	1,179	1,470	631	2,018	1,220	1,578	631	2,167
West Covina	2,361	2,253	1,341	3,273	2,625	2,241	1,326	3,540
Mt. SAC Total	**13,401**	**13,264**	**7,652**	**19,013**	**15,023**	**12,997**	**7,337**	**20,683**

Source: Mt. SAC Office of Research and Institutional Effectiveness

DATA SET 23: UNDUPLICATED STUDENT HEADCOUNT BY CITY (CONT.)

City	Fall 2012				Fall 2015			
	Credit	Noncredit	Both	Total	Credit	Noncredit	Both	Total
18 Cities in Service Area								
Alhambra	123	96	79	140	93	77	47	123
Arcadia	92	58	41	109	81	56	39	98
Azusa	377	298	211	464	377	267	169	475
Chino	1,122	698	583	1,237	1,113	606	476	1,243
Chino Hills	1,196	797	580	1,413	1,206	769	508	1,467
Claremont	261	251	132	380	282	221	114	389
El Monte	415	299	243	471	424	241	198	467
Fontana	665	413	362	716	705	346	296	755
La Habra	157	100	84	173	146	72	48	170
Montclair	481	388	282	587	528	345	252	621
Monterey Park	61	56	38	79	68	62	43	87
Ontario	1,607	1,074	886	1,795	1,647	922	748	1,821
Rancho Cucamonga	800	477	395	882	741	390	318	813
Rosemead	176	131	108	199	168	108	85	191
San Gabriel	115	86	67	134	90	68	39	119
Temple City	81	59	48	92	71	47	36	82
Upland	786	486	394	878	728	391	290	829
Whittier	283	164	140	307	328	154	133	349
Service Area Total	**8,798**	**5,931**	**4,673**	**10,056**	**8,796**	**5,142**	**3,839**	**10,099**
Sub-total: Mt. SAC plus Service Area	**22,199**	**19,195**	**12,325**	**29,069**	**23,819**	**18,139**	**11,176**	**30,782**
Total Mt. SAC Students				**34,017**				**35,606**

Source: Mt. SAC Office of Research and Institutional Effectiveness

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

High School Name	K–12 District	Fall 2012 Enrolled Count	Fall 2015 Enrolled Count	Change
Arrow High (Continuation HS)	Charter Oak USD	5	1	-80%
Baldwin Park High	Baldwin Park USD	81	92	14%
Bassett Adult	Bassett USD	1	-	-100%
Bassett High	Bassett USD	36	43	19%
Bonita High	Bonita USD	84	63	-25%
Chaparral High (Continuation HS)	Bonita USD	-	3	-
Charter Oak High	Charter Oak USD	67	68	1%
Coronado Alternative	West Covina USD	8	9	13%
Covina High	Covina Valley USD	67	76	13%
Del Paso High (Continuation HS)	Walnut Valley USD	3	-	-100%
Diamond Bar High	Walnut Valley USD	113	147	30%
Diamond Ranch High	Pomona USD	89	121	36%
Edgewood High	West Covina USD	-	42	-
Fair Valley High (Continuation HS)	Covina Valley USD	4	2	-50%
Fremont Academy of Engineering	Pomona USD	-	29	-
Ganesha High	Pomona USD	52	59	13%
Garey High	Pomona USD	86	93	8%
La Puente High	Hacienda/La Puente USD	64	85	33%
Los Altos High	Hacienda/La Puente USD	121	88	-27%
Nogales High	Rowland USD	130	118	-9%
North Park (Continuation HS)	Baldwin Park USD	3	18	500%
Northview High	Covina Valley USD	34	62	82%
Nueva Vista (Continuation HS)	Bassett USD	-	2	-

Source: Mt. SAC Office of Research and Institutional Effectiveness

High School Name	K–12 District	Fall 2012 Enrolled Count	Fall 2015 Enrolled Count	Change
Oak Knoll Alternative	Charter Oak USD	-	1	-
Opportunities for Learning - B	Baldwin Park USD	-	5	-
Opportunities for Learning-Hac	Hacienda/La Puente USD	-	1	-
Palomares Academy	Pomona USD	-	9	-
Park West (Continuation HS)	Pomona USD	4	10	150%
Pomona Alternative (Pas)	Pomona USD	-	-	-
Pomona High	Pomona USD	43	84	95%
Rowland (John A.) High	Rowland USD	143	147	3%
San Dimas High	Bonita USD	50	47	-6%
Santana High (Continuation HS)	Rowland USD	2	13	550%
School for Extended Ed. Option	Pomona USD	-	9	-
Sierra Vista High	Baldwin Park USD	45	69	53%
South Hills High	Covina Valley USD	127	155	22%
Valley Alternative (Continuation HS)	Hacienda/La Puente USD	3	2	-33%
Village Academy High School	Pomona USD	13	27	108%
Vista (Alternative)	Bonita USD	1	-	-100%
Walnut High	Walnut Valley USD	142	189	33%
West Covina High	West Covina USD	124	190	53%
Wilson (Glen A.) High	Hacienda/La Puente USD	63	97	54%
Workman (William) High	Hacienda/La Puente USD	59	87	47%
Total Incoming Feeder HS Graduates who enrolled right after HS in immediate fall term		**1,867**	**2,363**	**26.5%**

Source: Mt. SAC Office of Research and Institutional Effectiveness

NOTES
o Feeder high schools are K–12 district high schools within the Mt. SAC geographic boundaries.
o Students' high school data and graduation year are based on self-reported information from CCCApply forms.

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

ENROLLEMNT TRENDS (CONT.)
Enrollment by City (cont.)

Student participation rate (SPR) depicts how many students attend classes at Mt. SAC as a proportion of the adult population. This rate is calculated for each city by dividing the total number of students who live in that city (including enrollment in both credit and noncredit courses/programs) by the adult population (age 18 and older) for that city. To show the participation rate per 1,000 adult residents, multiply that number by 1,000. For example, the fall 2015 student participation rate for Baldwin Park was 26. This means that 26 of every 1,000 adult residents of this city (2.6 percent) attended at least one course at the College.

As shown in Data Sets 25 and 26, the cities with the highest rates of participation were La Puente and Walnut. Between fall 2012 and fall 2015, the participation rate increased in every city except La Verne (-4) and San Dimas (-5). The greatest gains in participation rates were in La Puente (+9) and Covina (+7). Over the same period, the total participation rate for students living within the District geographic boundaries increased from 41 to 43.

LEGEND

- ⭐ MT. SAN ANTONIO COLLEGE
- ▪ ▪ MT. SAC COMMUNITY COLLEGE DISTRICT ▪ ▪
- ▬ K-12 SCHOOL DISTRICT
- ▬ INTERSTATES
- ○ STATE HIGHWAYS
- ═ COUNTY BOUNDARIES
- ▭ REGIONAL CITIES
- ▬ REGIONAL CITIES
- ▬ BODIES OF WATER
- ▬ FORESTS AND PARKLANDS
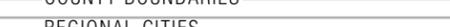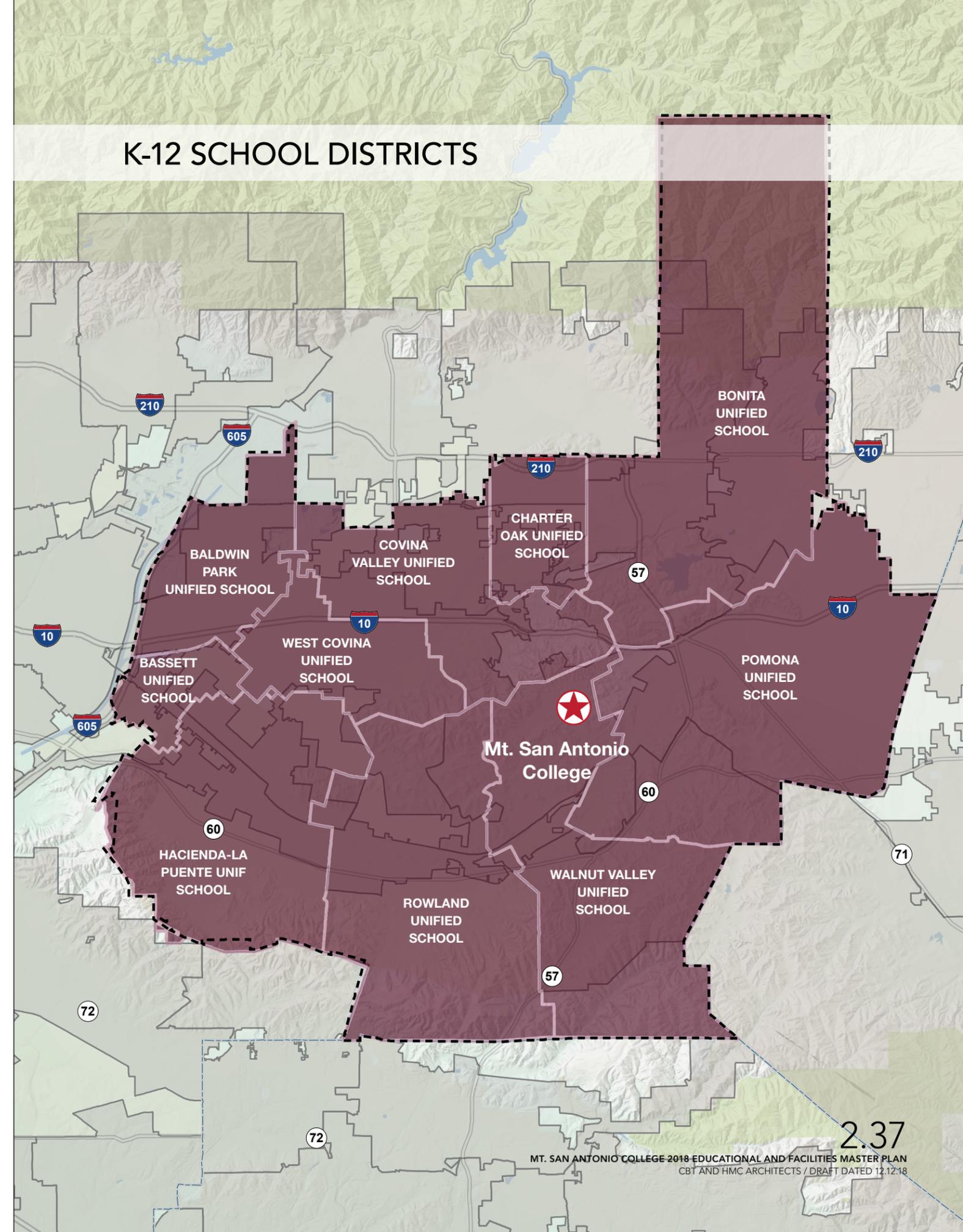
K-12 SCHOOL DISTRICTS

BONITA UNIFIED SCHOOL

CHARTER OAK UNIFIED SCHOOL

BALDWIN PARK UNIFIED SCHOOL

COVINA VALLEY UNIFIED SCHOOL

BASSETT UNIFIED SCHOOL

WEST COVINA UNIFIED SCHOOL

POMONA UNIFIED SCHOOL

Mt. San Antonio College

HACIENDA-LA PUENTE UNIF SCHOOL

WALNUT VALLEY UNIFIED SCHOOL

ROWLAND UNIFIED SCHOOL

INTERNAL ENVIRONMENTAL SCANS *(cont.)*

DATA SET 25: STUDENT PARTICIPATION RATE BY CITY—TABLE

City	Fall 2012			Fall 2015			SPR Change 2012 to 2015
	Enrollments	Adult Population	SPR	Enrollments	Adult Population	SPR	
12 Cities in Mt. SAC Boundaries							
Baldwin Park	1,105	53,399	21	1,393	54,225	26	+5
City of Industry	14	n/a	-	13	n/a	-	-
Covina	1,745	36,104	48	1,986	36,423	55	+7
Diamond Bar	1,674	44,295	38	1,725	45,241	38	0
Glendora	590	38,794	15	633	39,534	16	+1
Irwindale	0	-	0	0	-	0	-
La Puente	2,740	29,355	93	3,146	30,804	102	+9
La Verne	803	24,858	32	717	25,476	28	-4
Pomona	3,939	108,886	36	4,364	114,391	38	+2
San Dimas	1,112	26,609	42	999	26,923	37	-5
Walnut	2,018	23,396	86	2,167	23,877	91	+5
West Covina	3,273	81,216	40	3,540	83,012	43	+3
District Total	**19,013**	**466,911**	**41**	**20,683**	**479,908**	**43**	**+2**

Source: Mt. SAC Office of Research and Institutional Effectiveness

DATA SET 26: STUDENT PARTICIPATION RATE BY CITY—GRAPH
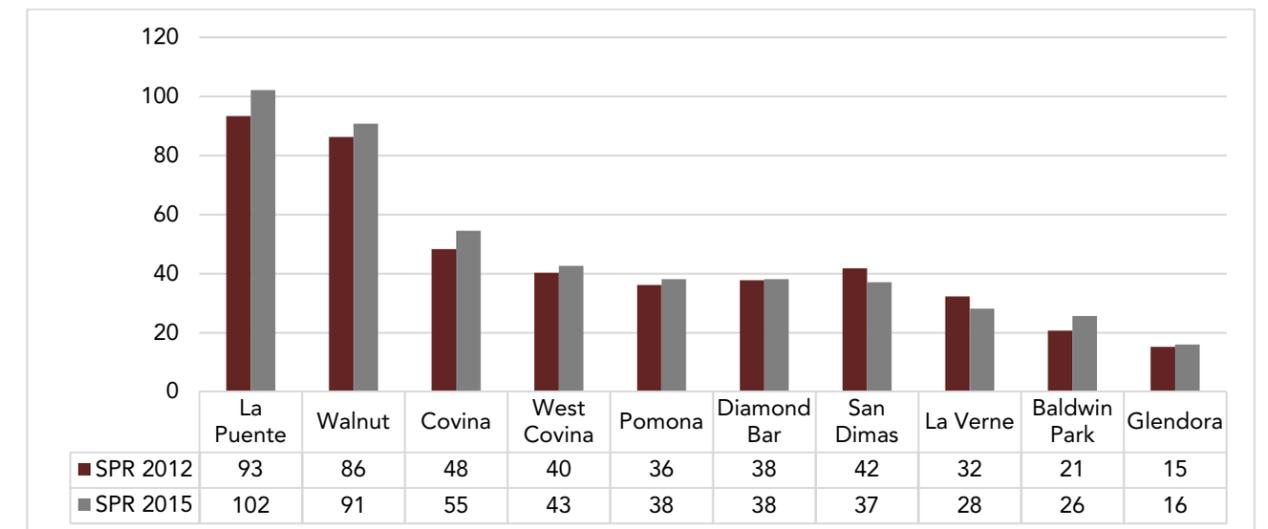
	La Puente	Walnut	Covina	West Covina	Pomona	Diamond Bar	San Dimas	La Verne	Baldwin Park	Glendora
SPR 2012	93	86	48	40	36	38	42	32	21	15
SPR 2015	102	91	55	43	38	38	37	28	26	16

Source: Mt. SAC Office of Research and Institutional Effectiveness

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

ENROLLMENT TRENDS (CONT.)

Enrollment by Time of Day

The percent of students who attended classes at Mt. SAC during the day increased from 79.5 percent in fall 2012 to 81.8 percent in fall 2015.

In fall 2015, 74.4 percent of California community college students attended classes in the daytime and 17.7 percent in the evening. Mt. SAC had a higher percentage of daytime students and a lower percentage of evening students than the statewide averages.

In fall 2015, Mt. SAC generated 2.8 percent of its FTES in credit classes taught via distance learning. This was a decrease from 3.4 percent FTES generated in distance learning classes in fall 2012. The California community college average was 9.5 percent of FTES earned through distance learning in fall 2012 and 11.4 percent in fall 2015. Mt. SAC offers students significantly fewer distance learning options than other California community colleges.

DATA SET 27: MT. SAC STUDENT HEADCOUNT BY TIME OF DAY
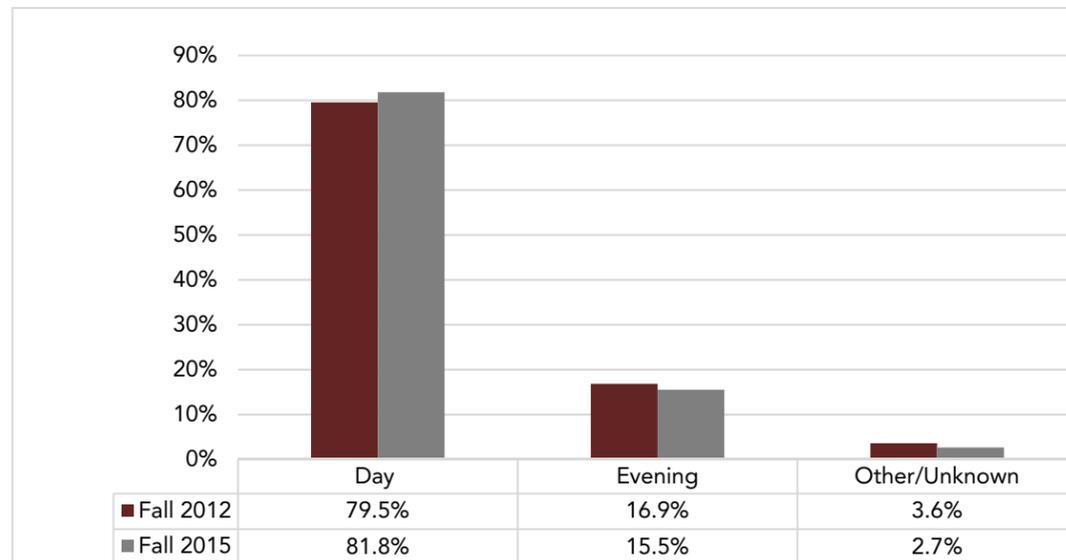
	Day	Evening	Other/Unknown
Fall 2012	79.5%	16.9%	3.6%
Fall 2015	81.8%	15.5%	2.7%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

DATA SET 28: MT. SAC AND CALIFORNIA COMMUNITY COLLEGES STUDENT HEADCOUNT BY TIME OF DAY
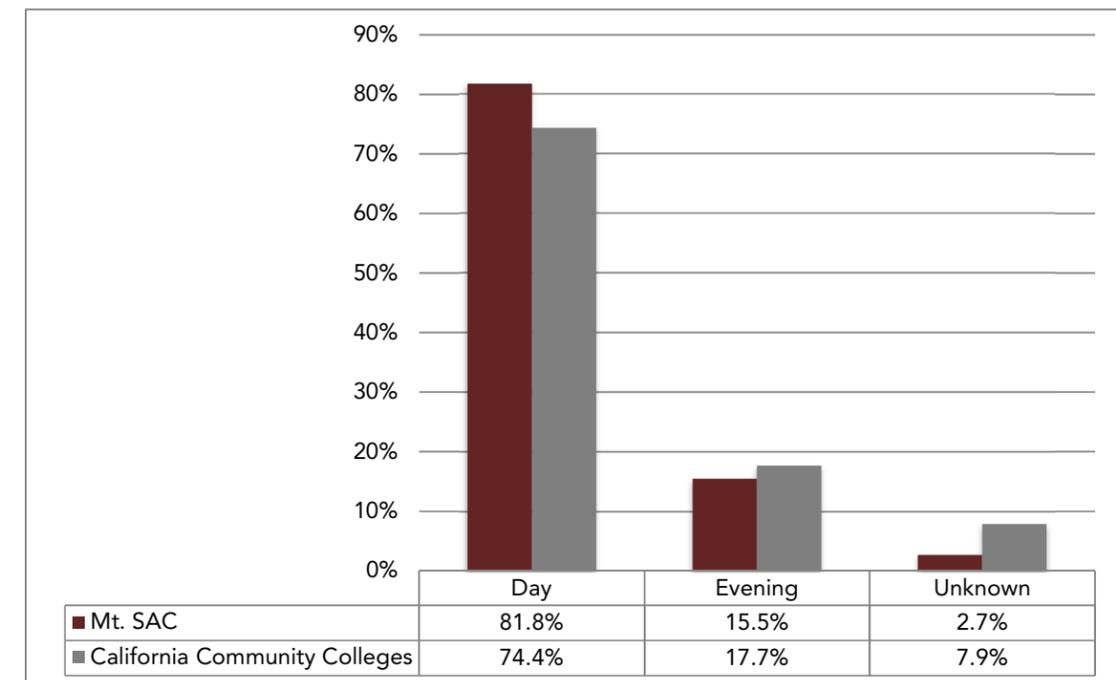
	Day	Evening	Unknown
Mt. SAC	81.8%	15.5%	2.7%
California Community Colleges	74.4%	17.7%	7.9%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

DATA SET 29: MT. SAC AND CALIFORNIA COMMUNITY COLLEGES FTES FOR DISTANCE EDUCATION
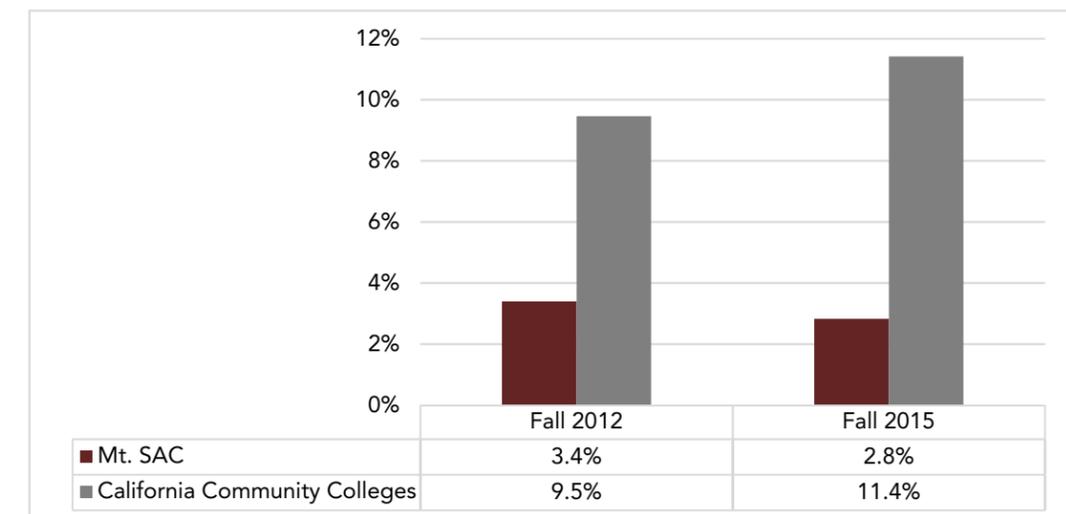
	Fall 2012	Fall 2015
Mt. SAC	3.4%	2.8%
California Community Colleges	9.5%	11.4%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

ENROLLMENT TRENDS (CONT.)

Enrollment by Course Load

Between fall 2012 and fall 2015 the College's proportion of full-time credit students decreased from 31.8 percent to 29.5 percent. In fall 2012, the College had a higher percentage of students enrolled on a full-time basis (12+ units) than community colleges statewide (31.8 percent versus 29.2 percent). In fall 2015, the percentage of Mt. SAC students enrolled full-time was slightly below the percentage for students statewide.

About one third of Mt. SAC credit students enroll in 6.0 to 11.9 units. The largest shift in student unit load between fall 2012 to fall 2015 was an increase in students taking 6.0–11.9 units, from 32.4 percent in fall 2012 to 35.2 percent in fall 2015. There was a greater proportion of Mt. SAC students enrolled in 6.0–11.9 units in fall 2012 (35.2 percent) than in other California community colleges (33.4 percent).

The percentage of students taking noncredit courses is comparable in fall 2012 and 2015. In fall 2015 the percentages of Mt. SAC students enrolled in noncredit offerings, 6.0–11.9 units, and 12.0–14.9 units were higher than the California community colleges percentages.

DATA SET 30: MT. SAC AND CALIFORNIA COMMUNITY COLLEGES STUDENTS FULL-TIME STATUS
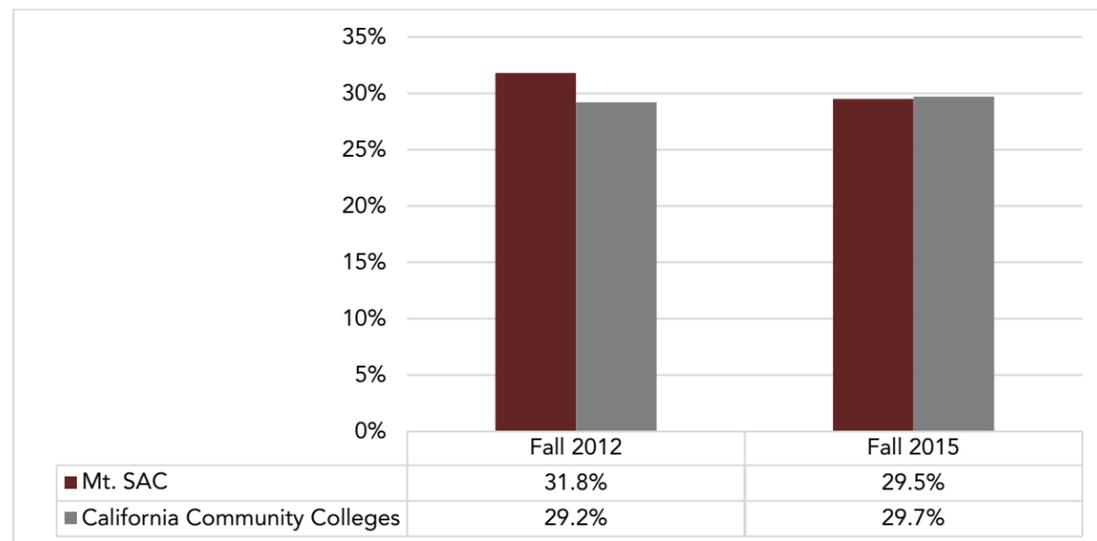
	Fall 2012	Fall 2015
Mt. SAC	31.8%	29.5%
California Community Colleges	29.2%	29.7%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

DATA SET 31: MT. SAC STUDENT UNIT LOAD
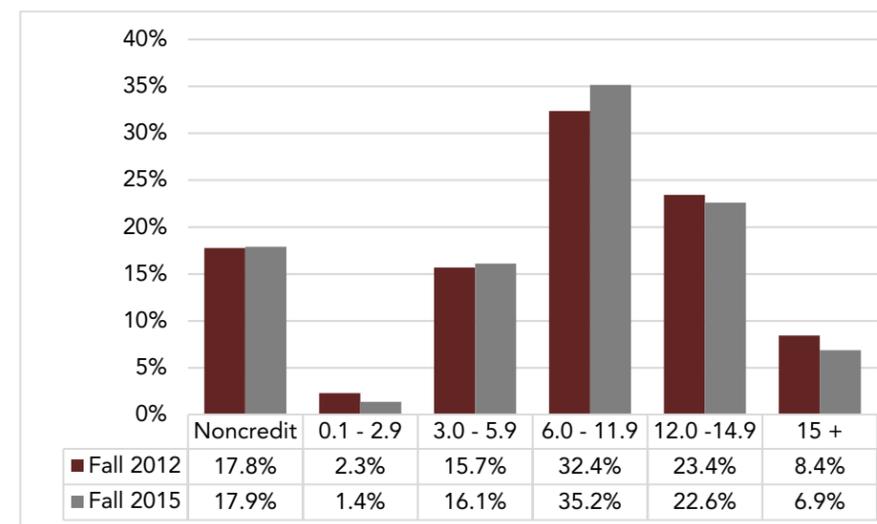
	Noncredit	0.1 - 2.9	3.0 - 5.9	6.0 - 11.9	12.0 -14.9	15 +
Fall 2012	17.8%	2.3%	15.7%	32.4%	23.4%	8.4%
Fall 2015	17.9%	1.4%	16.1%	35.2%	22.6%	6.9%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

DATA SET 32: MT. SAC AND CALIFORNIA COMMUNITY COLLEGES STUDENT UNIT LOAD
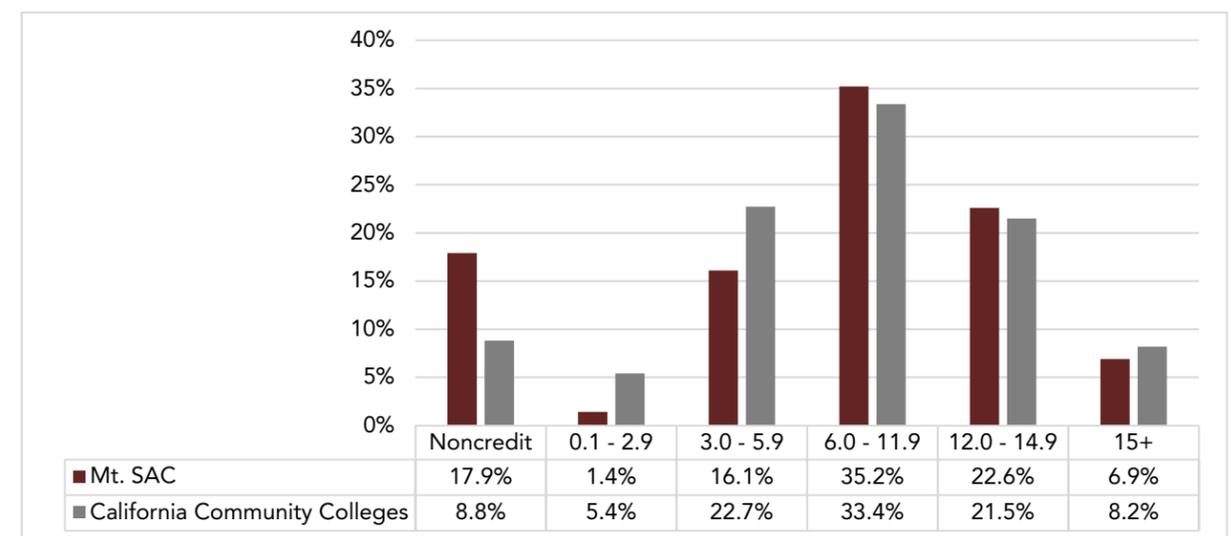
	Noncredit	0.1 - 2.9	3.0 - 5.9	6.0 - 11.9	12.0 - 14.9	15+
Mt. SAC	17.9%	1.4%	16.1%	35.2%	22.6%	6.9%
California Community Colleges	8.8%	5.4%	22.7%	33.4%	21.5%	8.2%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

STUDENT DEMOGRAPHICS

Female students account for slightly over half of the student population at Mt. SAC as well as at California community colleges as a whole. In the fall 2015 semester, 53.2 percent of Mt. SAC students were female, up from 52.2 percent in fall 2012.

DATA SET 33: PROPORTION OF FEMALE STUDENTS AT MT. SAC AND CALIFORNIA COMMUNITY COLLEGES
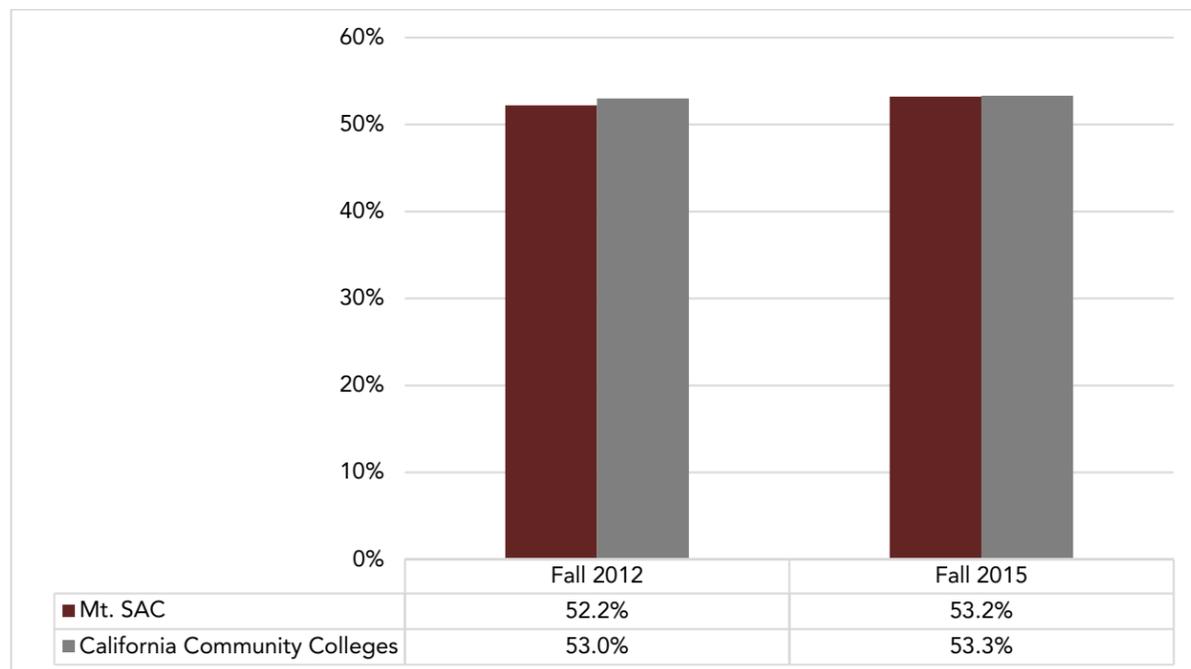
	Fall 2012	Fall 2015
■ Mt. SAC	52.2%	53.2%
■ California Community Colleges	53.0%	53.3%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

STUDENT DEMOGRAPHICS (CONT.)
The total number of Mt. SAC students increased between fall 2012 and fall 2015. The two age groups that increased the most in total numbers were students age 19 and younger (increased 560 students) and those between 25 and 29 (increased 527 students). There were relatively minor decreases in the total numbers of students in these two age ranges: 20–24 and 40–49.

From the perspective of proportions of each age range in the Mt. SAC student population, the age profile shifted slightly between fall 2012 and fall 2015, with the greatest proportionate decrease in the age segment of students between the ages of 20–24. Although the absolute number of students in this age range only deceased by 12 students, since the numbers of students in other age segments increased, this age segment accounted for a smaller proportion of the total Mt. SAC student population.

In summary, Mt. SAC students represent a wide range of ages. A little over 60 percent of Mt. SAC students were age 24 or younger in both fall 2012 and fall 2015. There was a greater increase in the number of students age 25 and above compared to the increase in the number of students age 24 and younger.

The age distribution of students at Mt. SAC in fall 2015 matched the age distribution of students at all California community colleges, with one exception: a significantly higher percentage of Mt. SAC students were age 50 or above compared to students at all California community colleges.

DATA SET 34: MT. SAC STUDENT AGE DISTRIBUTION

Age Range	Fall 2012		Fall 2015		Change	
	Number	% of Total	Number	% of Total	Number	% of Total
Total	**34,017**	**100.0%**	**35,606**	**100.0%**	**1,589**	**0.0%**
19 or less	8,346	24.5%	8,906	25.0%	560	0.5%
20 to 24	12,562	36.9%	12,550	35.2%	-12	-1.7%
25 to 29	4,318	12.7%	4,845	13.6%	527	0.9%
30 to 34	1,824	5.4%	2,096	5.9%	272	0.5%
35 to 39	1,185	3.5%	1,313	3.7%	128	0.2%
40 to 49	1,751	5.1%	1,697	4.8%	-54	-0.4%
50 and Above	4,007	11.8%	4,189	11.8%	182	0.0%
Unknown	24	<0.1%	10	<0.1%	-14	<0.0%
Summary						
24 and Younger	20,908	61.4%	21,456	60.2%	548	-1.2%
25 and Above	13,109	38.5%	14,150	39.8%	1,041	1.3%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

DATA SET 35: MT. SAC AND CALIFORNIA COMMUNITY COLLEGES STUDENT AGE DISTRIBUTION FALL 2015
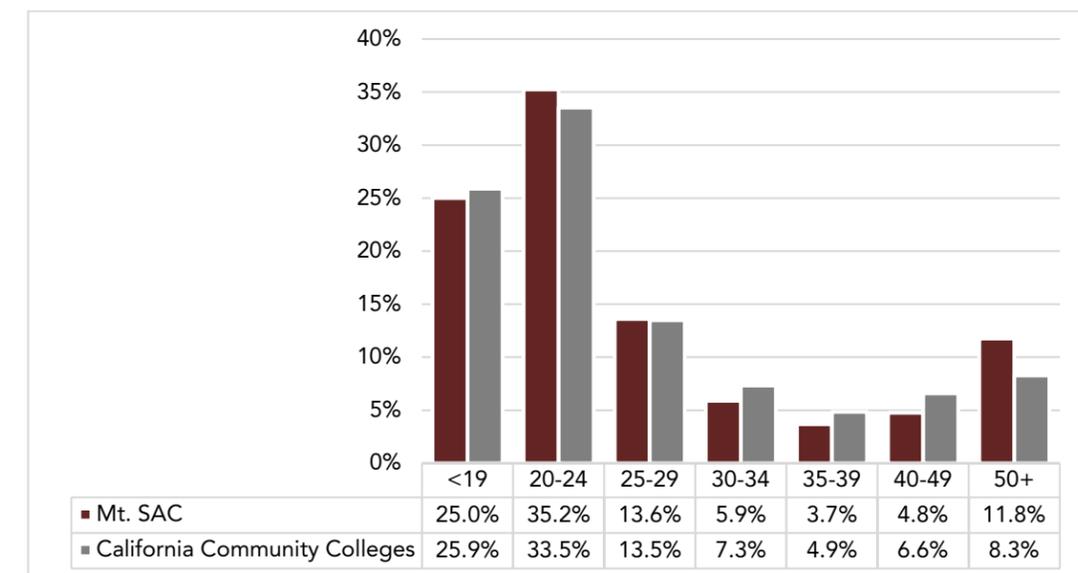
	<19	20-24	25-29	30-34	35-39	40-49	50+
Mt. SAC	25.0%	35.2%	13.6%	5.9%	3.7%	4.8%	11.8%
California Community Colleges	25.9%	33.5%	13.5%	7.3%	4.9%	6.6%	8.3%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

STUDENT DEMOGRAPHICS (CONT.)

Student Diversity

Most students attending Mt. SAC identify as Hispanic. The percentage of Hispanic students rose from 51.0 percent in fall 2012 to 54.6 percent in fall 2015. The next largest race/ethnicity groups are Asian and White Non-Hispanic. The percentage of students who identify as Asian rose from 17.6 percent in fall 2012 to 18.6 percent in fall 2015. The percentage of students identifying as White Non-Hispanic fell from 13.9 percent in fall 2012 to 11.5 percent in fall 2015.

DATA SET 36: MT. SAC STUDENT RACE/ETHNICITY

	Fall 2012	Fall 2015	Change (Percentage Points)
African-American	4.4%	3.6%	-0.7%
American Indian/ Alaskan Native	0.2%	0.2%	0.0%
Asian	17.6%	18.6%	1.0%
Filipino	3.6%	3.3%	-0.3%
Hispanic	51.0%	54.6%	3.6%
Multi-Ethnicity	2.2%	2.4%	0.2%
Pacific Islander	0.3%	0.2%	-0.1%
Unknown	6.8%	5.5%	-1.3%
White Non-Hispanic	13.9%	11.5%	-2.4%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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STUDENT DEMOGRAPHICS (CONT.)

Student Diversity (cont.)

Mt. SAC's student population is a mosaic made up of unique populations. For example, as shown in Data Set 37, between fall 2012 and fall 2015 there were notable increases in the number of first generation students and foster youth attending Mt. SAC. Of the special populations defined by the State Chancellor's Office, first generation college students accounted for 29.5 percent of the total Mt. SAC student population in fall 2015.

DATA SET 37: MT. SAC SPECIAL POPULATIONS

Special Populations	Fall 2012	Fall 2015	% of Students in Fall 2015 (n = 35,606)
CalWORKs	364	384	<1.0%
CARE	68	70	<1.0%
DSPS	1,520	1,636	4.6%
EOPS	753	887	2.5%
First Generation	4,051	10,498	29.5%
Foster Youth	49	465	1.3%
Military	29	44	<1.0%
Special Admit	58	40	<1.0%
Veteran	220	180	1.0%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

NOTES: DEFINITIONS OF MT. SAC SPECIAL POPULATIONS (REFER TO CHAPTER 4: *STUDENT SERVICES* FOR MORE DETAILS ON CALWORKS, CARE, DSPS, AND EOPS)

o CalWORKs = California Work Opportunity & Responsibility to Kids
o CARE = Cooperative Agencies Resources for Education
o DSPS = Disabled Students Programs & Services
o EOPS = Extended Opportunity Programs & Services
o First Generation = Students are the first in their family to attend higher education
o Foster Youth = Students currently in foster youth care and former or emancipated foster youth up to age 24
o Military = Students who are Active Duty, Active Reserve, or National Guard
o Special Admit = Current high school students
o Veteran = Students who served in the active military, naval, or air service and were discharged under conditions other than dishonorable.

The number of Mt. SAC students who received financial aid increased steadily from fall 2011 through fall 2014, but dropped slightly in fall 2015.

DATA SET 38: SOCIOECONOMIC STATUS: CREDIT STUDENTS WHO RECEIVED FINANCIAL AID
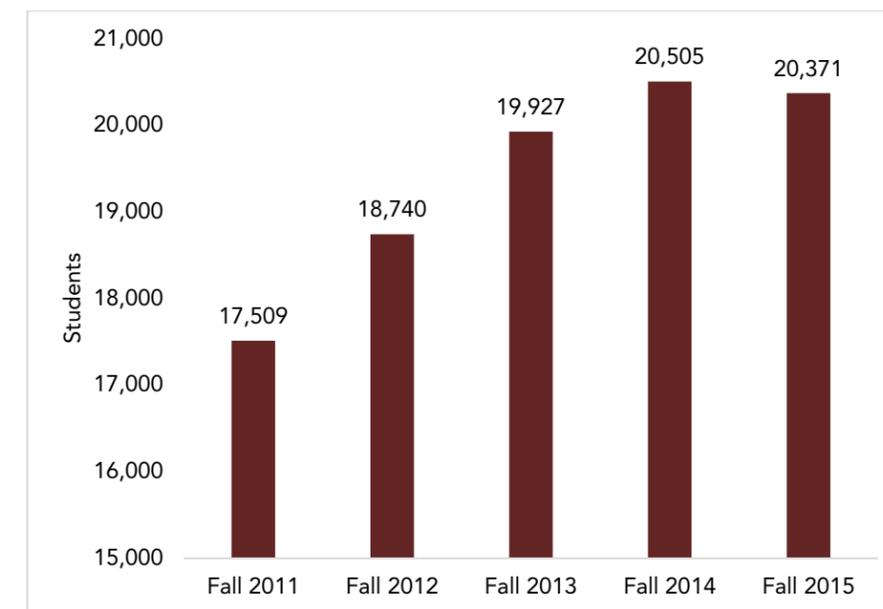
Source: Mt. SAC Banner System Data Warehouse

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

STUDENT ACHIEVEMENTS

Retention

Retention rates compare the number of students enrolled in a course at census with the number of students who completed the course with any grade. Between fall 2012 to fall 2015 the College's retention rates remained strong, from 86 percent to 88 percent for all types of courses. The highest retention rates in both semesters were in career technical education programs.

Although Mt. SAC's student retention rates are strong overall, the rates are not similarly strong across students' race/ethnicity. Student retention is higher for Asian and White Non-Hispanic students and lower for Hispanic and African-American students, as seen in Data Set 40, which compares retention in credit courses in two fall semesters. Refer to the College's Student Equity Plan for additional current data on student achievement by race/ethnicity.

DATA SET 39: MT. SAC STUDENT RETENTION RATES BY COURSE TYPE
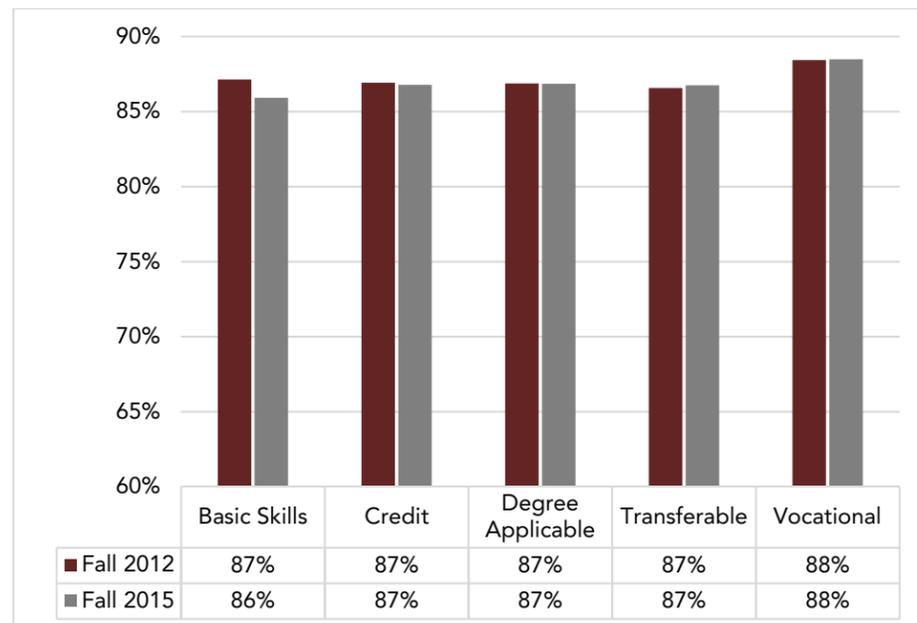
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
Fall 2012	87%	87%	87%	87%	88%
Fall 2015	86%	87%	87%	87%	88%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

NOTE

o Course completion is measured by final grades of A,B,C,D,F,P,NP,I*,IPP,INP,FW.

DATA SET 40: MT. SAC STUDENT RETENTION RATES BY RACE/ETHNICITY
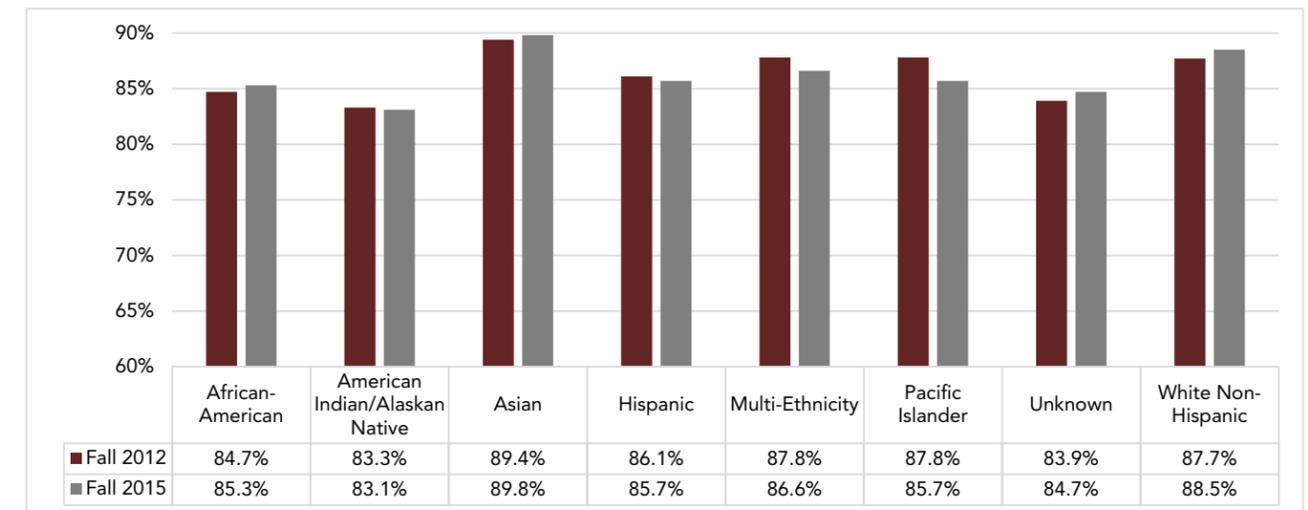
	African-American	American Indian/Alaskan Native	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic
Fall 2012	84.7%	83.3%	89.4%	86.1%	87.8%	87.8%	83.9%	87.7%
Fall 2015	85.3%	83.1%	89.8%	85.7%	86.6%	85.7%	84.7%	88.5%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

NOTE

o Retention rate is a ratio of the number of students enrolled in a course at census to the number of students who completed the course with any grade.

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

STUDENT ACHIEVEMENTS (CONT.)
Successful Course Completion
Successful course completion rates compare the number of students enrolled in a course at census with the number of students who completed the course with a grade of C or better. Student successful course completion rates fell slightly between fall 2012 and fall 2015. As shown in Data Set 41, in both semesters the highest successful course completion rates were in career technical education programs and the lowest rates were in basic skills classes.

Students' successful course completion rates vary by the mode of instruction. Students in face-to-face courses successfully complete the courses

at higher rates than those in online-only courses and hybrid courses. However, students' successful course completion rates in online-only courses improved significantly between fall 2012 and fall 2015 and were close to the completion rates in face-to-face instruction in fall 2015.

Similar to retention rates, students' successful course completion rates for credit courses vary by students' race/ethnicity. For example, in fall 2015, the two student groups with the highest successful course completion rates are Asian and White Non-Hispanic, while African-American students had the lowest rates. Refer to the College's Student Equity Plan for additional current data on student achievement by race/ethnicity.

DATA SET 41: MT. SAC SUCCESSFUL COURSE COMPLETION BY COURSE TYPE
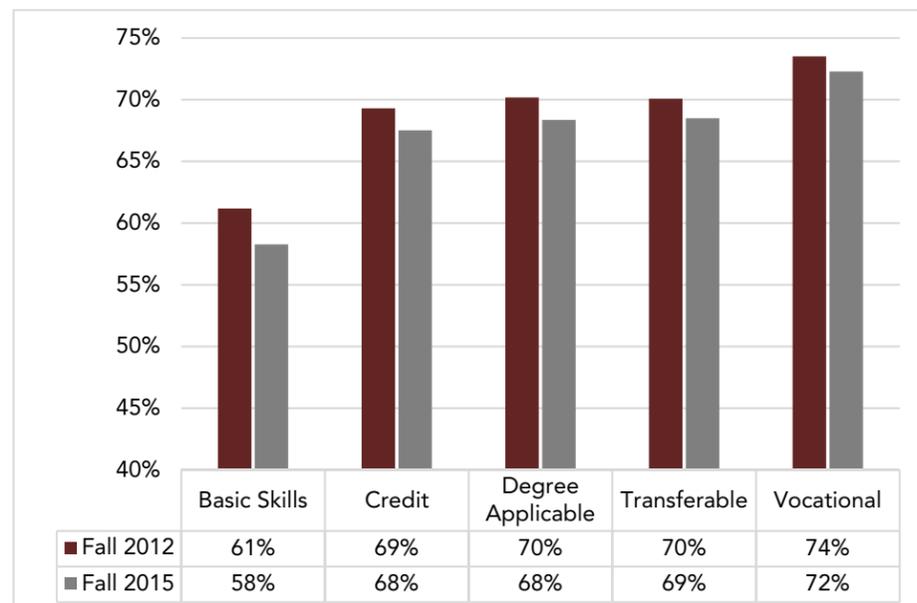
	Basic Skills	Credit	Degree Applicable	Transferable	Vocational
Fall 2012	61%	69%	70%	70%	74%
Fall 2015	58%	68%	68%	69%	72%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

NOTE
o   Successful course completion is measured by final grades of a C or better.

DATA SET 42: MT. SAC SUCCESSFUL COURSE COMPLETION BY MODE OF INSTRUCTION

	Success Hybrid	Success Online	Success Traditional
Fall 2012	60%	56%	67%
Fall 2015	61%	62%	64%
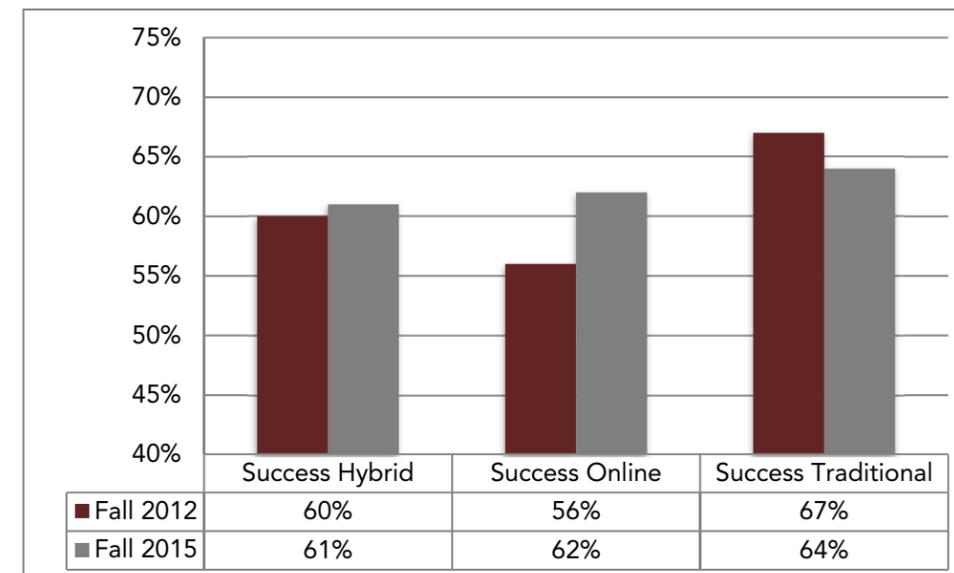
Source: Mt. SAC Office of Research and Institutional Effectiveness, Argos Report

DATA SET 43: MT. SAC SUCCESSFUL COURSE COMPLETION BY RACE/ETHNICITY
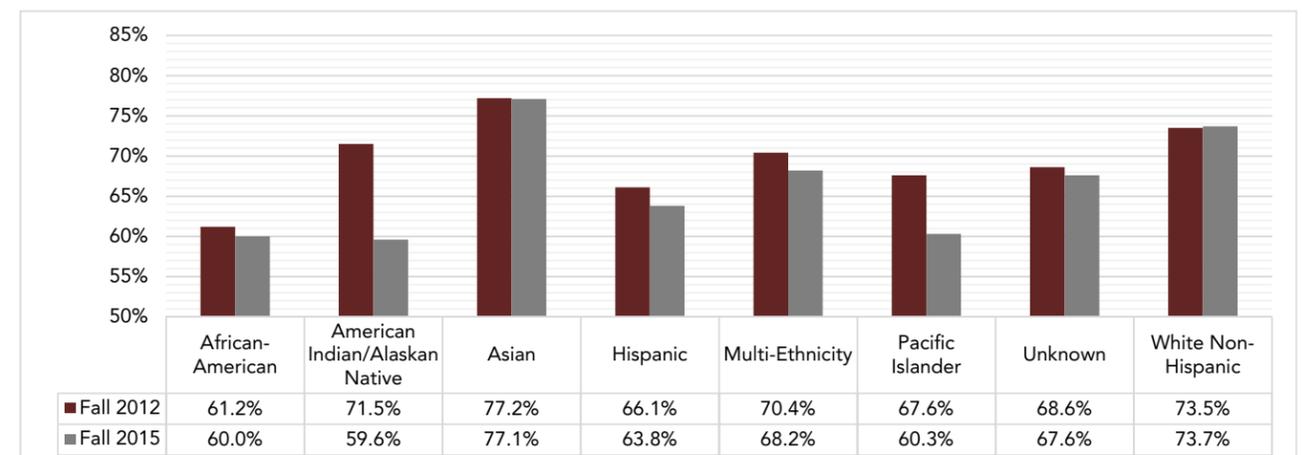
	African-American	American Indian/Alaskan Native	Asian	Hispanic	Multi-Ethnicity	Pacific Islander	Unknown	White Non-Hispanic
Fall 2012	61.2%	71.5%	77.2%	66.1%	70.4%	67.6%	68.6%	73.5%
Fall 2015	60.0%	59.6%	77.1%	63.8%	68.2%	60.3%	67.6%	73.7%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

NOTE
o   Successful course completion is measured by final grades of a C or better.

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

STUDENT ACHIEVEMENTS (CONT.)

Successful Course Completion (cont.)

One metric of student success included the Chancellor's Office Scorecard is the remedial progress rate, defined as the percentage of credit students who attempted for the first time a course below transfer level and, within six years after that attempt, successfully completed a college-level course in the same discipline. The percentage of credit students who took remedial English and subsequently completed a college-level English course increased slightly over the periods studied, from 50.4 percent to 53.2 percent. The percentages of credit students who initially took ESL or remedial Mathematics courses and subsequently completed a college-level course in those same disciplines decreased, in ESL from 50.9 percent to 44.2 percent and in Mathematics from 36.7 percent to 34.7 percent.

DATA SET 44: MT. SAC STUDENT REMEDIAL PROGRESS RATE

	% Credit Students Who Attempted Courses Below Transfer Level and Completed College-level Course in the Same Discipline within Six Years	
	Entered 2007–2008 Outcome by 2012–2013	Entered 2010–2011 Outcome by 2015–2016
Remedial English	50.4%	53.2%
ESL	50.9%	44.2%
Remedial Mathematics	36.7%	34.7%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

Successful Course Completion (cont.)

Consistent with the achievement gap described in Chapter 1: *Background*, students' progress from remedial courses into college-level courses varies by students' race/ethnicity. As shown in Data Set 45 for example, the equity breakdown of those from this Mathematics cohort indicates a wide outcome disparity with African American students having the lowest achievement (24.1 percent) compared to 34.7 percent for the group as a whole. Refer to the College's Student Equity Plan for additional data on student achievement by race/ethnicity.

Another metric of student success included the Chancellor's Office Scorecard is the transfer level achievement rate, defined as percentage of first-time students who complete six units and attempted any English or Mathematics course in their first year and subsequently completed a college-level English or Mathematics course in their first or second year. As shown in Data Set 46, the percentages of students who achieved this transfer milestone almost doubled in this comparison of first-time students in 2012–2013 and 2014–2015 for both English and Mathematics.

Although these percentages indicate improvement, the percentages also indicate that more attention should be given to first-time students. Fewer than half of the first-time students completed transfer-level English courses in their first or second years and only about a quarter of first-time students completed transfer-level

Mathematics courses in their first or second years. Mt. SAC Transfer Achievement Rates are lower than the statewide rates for both cohorts of students in English and Mathematics.

	African-American	American Indian/Alaskan Native	Asian	Filipino	Hispanic	Pacific Islander	White Non-Hispanic
Entered 2007-2008	23.2%	33.3%	47.3%	42.4%	35.5%	20.2%	38.3%
Entered 2010-2011	24.1%	26.7%	55.4%	43.1%	33.1%	27.8%	36.5%
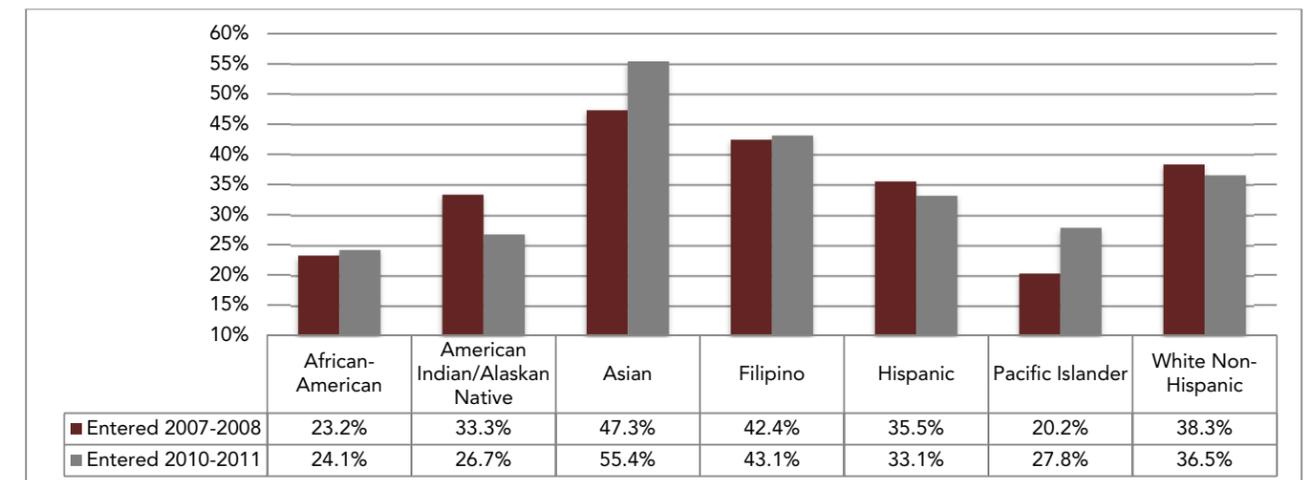
Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

o Remedial progress rate is the percentage of credit students who first attempted courses below transfer level and completed college-level course in the same discipline within six years.

	% That Completed English Course		% That Completed Math Course	
Mt. SAC Students	**1st Year**	**2nd Year**	**1st Year**	**2nd Year**
First-time students in 2012–2013	18.6%	41.3%	11.6%	20.2%
First-time students in 2014–2015	27.7%	47.0%	12.6%	23.4%
California Community Colleges				
First-time students in 2012–2013	33.4%	52.9%	15.2%	26.7%
First-time students in 2014–2015	37.9%	56.3%	17.0%	28.6%

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

STUDENT ACHIEVEMENTS (CONT.)

Degree, Certificate, and Transfer Completion

There was an increase of almost 200 more associate degrees awarded in 2015–2016 compared to 2012–2013. Although the number of Associate Degrees for Transfer increased and the number of local Associate Degrees decreased, the total number of local Associate Degrees awarded was approximately three times greater than the number of Associate Degrees for Transfer awarded.

For certificates, almost 250 fewer certificates that require 18 or more units were awarded in 2015–2016 compared to those awarded in 2012–2013. The number of certificates requiring between 6 and 18 units are referred to as local certificates and are not subject to approval by the Chancellor's Office. There was an increase of 108 of these local certificates awarded in 2015–2016 compared to 2012–2013.

A 2012–2013 to 2015–2016 comparison of the number of noncredit awards shows a slight decrease in the total number of awards, with the greatest increase in the noncredit awards requiring 96 to <144 hours (121 more awards) and the greatest decrease in the noncredit awards requiring 48 to <96 hours (124 fewer awards).

There was a net increase of 97 more awards in 2015–2016 than in 2012–2013, but this net increase was due to the addition of 53 other credit awards requiring 6 units that were awarded in 2015–2016 but not in 2012–2013. Without this additional new award category, the net change in Mt. SAC program awards would be an increase of 44 awards.

DATA SET 47: MT. SAC PROGRAM AWARDS

	2012–2013	2015–2016	Change
Associate in Science for Transfer	1	61	60
Associate in Arts for Transfer	133	366	233
Associate of Science	782	762	-20
Associate of Arts	1,110	1,030	-80
Total Degrees	**2,026**	**2,219**	**193**
Certificate requiring 30 to <60 units	460	295	-165
Certificate requiring 18 to <30 units	385	308	-77
Certificate requiring 6 to <18 units	515	623	108
Total Certificates	**1,360**	**1,226**	**-134**
Other credit awards requiring 6 units	0	53	53
Noncredit award requiring 480 to <960 hours	434	359	-75
Noncredit award requiring 288 to <480 hours	687	740	53
Noncredit award requiring 192 to <288 hours	15	11	-4
Noncredit award requiring 96 to <144 hours	14	135	121
Noncredit award requiring 48 to <96 hours	162	38	-124
Noncredit award requiring <48 hours	64	25	-39
Total Noncredit Awards	**1,376**	**1,361**	**-15**
Total – All Awards	**4,762**	**4,806**	**97**

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu and Mt. SAC Office of Research and Institutional Effectiveness

NOTE
o   Other credit awards requiring 6 units were not offered in 2012–2013

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

Degree, Certificate, and Transfer Completion (cont.)

There is a well-established link between level of educational attainment and earnings. (Refer to Data Set 18.) Data Set 48 compares the percentage change in earnings one year before and one year after exiting the California community college system. Whether students earn a number of units or complete a degree or certificate, students who attended Mt. SAC had a higher median change in earnings compared to the median change for students who attended community colleges in Los Angeles County or any California community college.

A subset of the group of students whose earnings are described in the previous data set are students who use the opportunities at Mt. SAC to maintain and add skill sets required for ongoing employment and career advancement. The educational goal for these students is referred to as skill building because students' goals are to successfully complete a limited number of courses, rather than to complete the requirements for a certificate, degree, or transfer to a four-year institution.

Data Set 49 depicts the median inflation-adjusted wages before and after the year of enrollment for students who completed higher level CTE coursework in 2013–2014 and left the system without receiving any type of traditional outcome, such as transfer to a four-year institution or completion of a degree or certificate.

The median earnings for Mt. SAC students increased almost twice as much as students at community colleges statewide.

	Mt. SAC	LA Community Colleges	California Community Colleges
Median Change in Earnings	50%	40%	41%
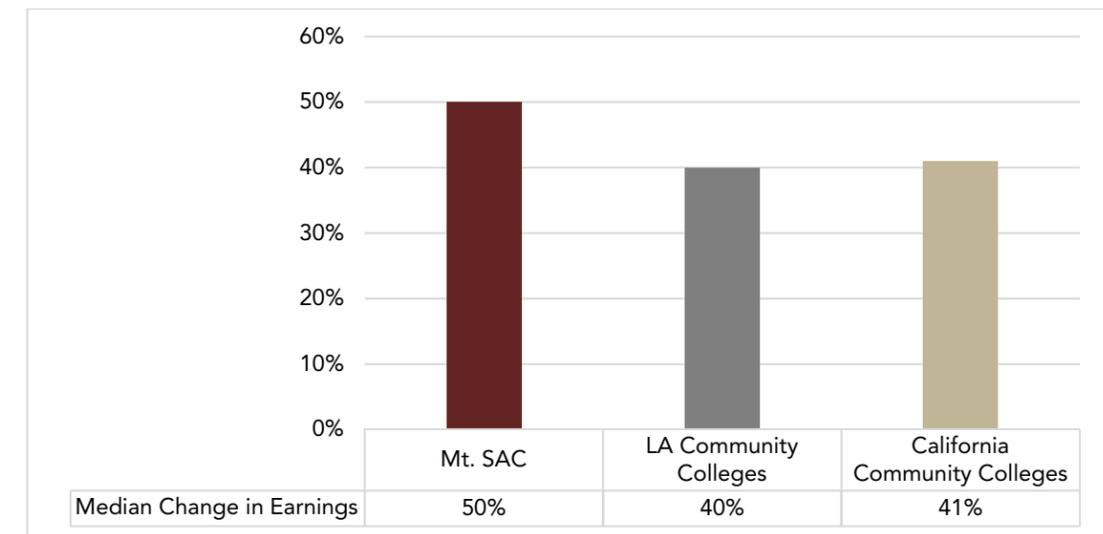
Source: calpassplus.org/Launchboard

DATA SET 49: SKILLS BUILDER DATA: MEDIAN EARNINGS CHANGE

	Median % Change in Earnings	Number of Students
Accounting	29.7%	74
Administration of Justice	86.4%	31
Air Traffic Control	101.5	20
Alcohol and Controlled Substances	17.7	18
Animation	82.0	11
Applied Photography	72.7	13
Architecture and Architectural Technology	22.0	11
Banking and Finance	53.8	25
Business and Commerce	36.7	22
Business Management	42.1%	113
Child Development/Early Care and Education	16.1%	67
Computer Information Systems	40.3	23
Computer Networking	27.2	16
Computer Programming	17.0%	37
Drafting Technology	69.5	21
Electronics and Electric Technology	128.5	21
Environmental Control Technology	30.1	16
Family and Consumer Sciences	93.7	10
Fashion Design	59.9	15
Fire Technology	86.8%	28
Graphic Art and Design	52.0%	16
Horticulture	33.0%	10
Hospitality	74.2%	15

DATA SET 49: SKILLS BUILDER DATA: MEDIAN EARNINGS CHANGE (CONT.)

	Median % Change in Earnings	Number of Students
Information Technology, General	31.7%	42
Landscape Design and Maintenance	-3.0%	13
Marketing and Distribution	66.1%	12
Nutrition, Foods, and Culinary Arts	21.3%	40
Paralegal	5.0%	27
Piloting	51.3%	16
Psychiatric Technician	54.2%	25
Real Estate	11.5%	47
Sign Language Interpreting	25.6%	13
Software Applications	6.8%	10
Special Education	32.2%	11
Veterinary Technician (Licensed)	84.4%	20
Welding Technology	36.5%	39
Mt. SAC Median	**43.0%**	
California Community Colleges Median	**22.6%**	

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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INTERNAL ENVIRONMENTAL SCANS *(cont.)*

STUDENT ACHIEVEMENTS (CONT.)

Degree, Certificate, and Transfer Completion (cont.)

The number of Mt. SAC students who transferred to a CSU, UC, or private four-year institution peaked in 2014–2015 and declined in the following academic year. Overall, the numbers of students transferring to CSU, UC, or private four-year institutions have been relatively unchanged over the past seven years.

DATA SET 50: MT. SAC TRANSFERS TO UC AND CSU

	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
■ UC	323	395	426	398	423	408	418
■ CSU	759	1,350	1,180	946	1,333	1,402	1,264
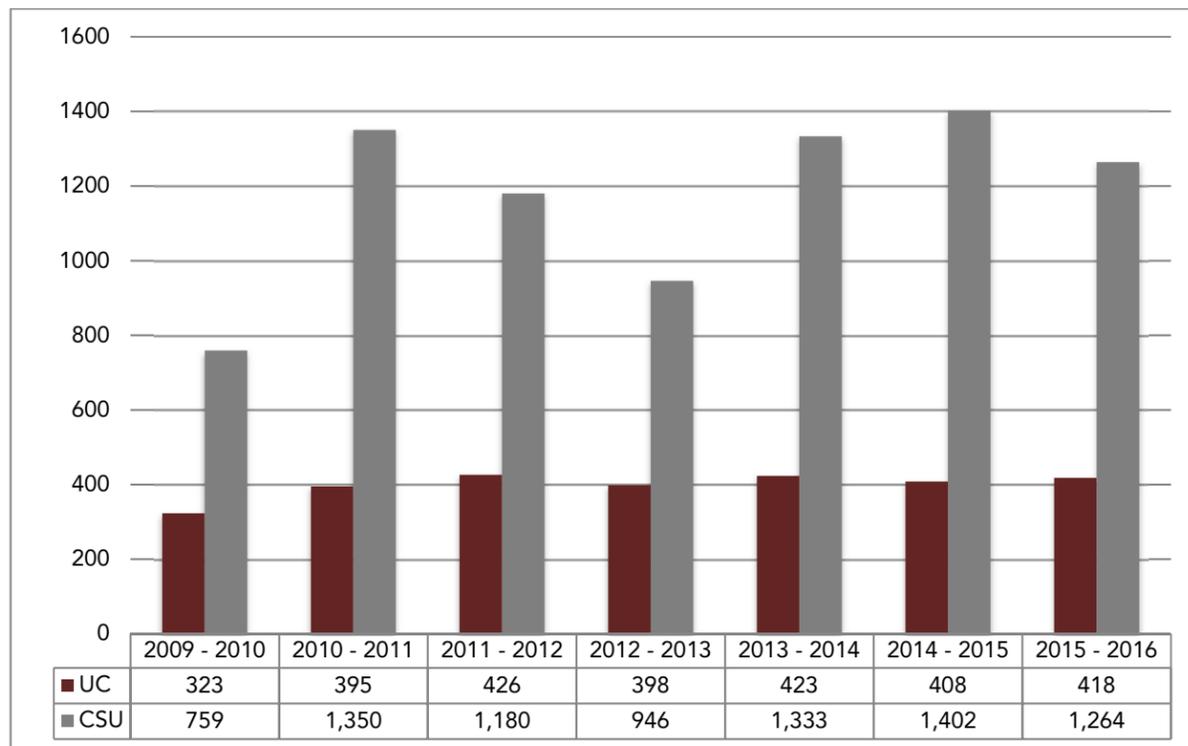
Sources: universityofcalifornia.edu and calstate.edu

DATA SET 51: TRANSFERS TO IN-STATE PRIVATE AND OUT-OF-STATE INSTITUTIONS
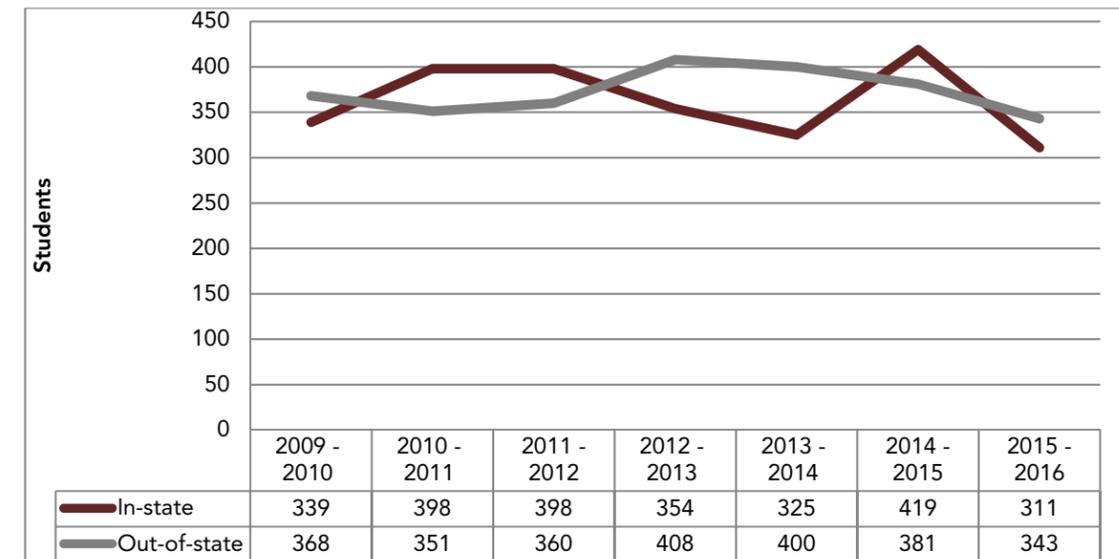
	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
In-state	339	398	398	354	325	419	311
Out-of-state	368	351	360	408	400	381	343

Source: California Community Colleges Chancellor's Office Data Mart datamart.cccco.edu

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GROWTH FORECAST

The data portfolio in this *Educational and Facilities Master Plan* culminates in a projection of the College's growth for the coming decade. The College's vision for expanding and improving its facilities in the coming decade are informed in part by this long-range growth forecast. Facilities planning is based on several factors, including the unique space needs of the programs that are most likely to grow in the next decade, an analysis of current facilities' conditions, and State guidelines for College facilities. These factors are described in subsequent chapters of this document.

The growth forecast is based on the data included in this chapter, such as population size and age projections, the economic status of the local region, and enrollment trends. Considering these data, the College projects that its annual growth rate in weekly student contact hours will range between 0.18 and 1.22 percent, with a mid-point of 0.75 percent. Using this mid-point of 0.75 percent, the College's projected growth rate is 8.6 percent over the next ten years.

	Mt. SAC Enrollment Growth Forecast (Fall Semesters)					
Fall	**Full-time Equivalent Students (FTES)**			**Weekly Student Contact Hours (WSCH)**		
	Low	**Medium**	**High**	**Low**	**Medium**	**High**
2015	13,016	13,016	13,016	436,835	436,835	436,835
2016	13,040	13,114	13,175	437,628	440,111	442,167
2017	13,063	13,212	13,336	438,422	443,412	447,563
2018	13,087	13,311	13,498	439,217	446,738	453,026
2019	13,111	13,411	13,663	440,014	450,088	458,555
2020	13,135	13,511	13,830	440,813	453,464	464,152
2021	13,158	13,613	13,999	441,613	456,865	469,817
2022	13,182	13,715	14,170	442,414	460,291	475,551
2023	13,206	13,818	14,343	443,217	463,744	481,355
2024	13,230	13,921	14,518	444,021	467,222	487,230
2025	13,254	14,026	14,695	444,827	470,726	493,177
2026	13,278	14,131	14,874	445,634	474,256	499,196
2027	13,302	14,237	15,055	446,436	477,813	505,286
Annual Growth Rate	**0.18%**	**0.75%**	**1.22%**	**0.18%**	**0.75%**	**1.22%**

Source: CBT

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IMPLICATIONS FOR PLANNING

DATA MOST RELEVANT TO LONG-TERM PLANNING

External Environmental Scans

Mt. SAC's mission articulates a commitment to provide higher education opportunities for residents who live in the communities served by the College. Therefore, the first step in the development of Mt. SAC's data-informed long-term plan is to identify the changes that these communities expect in the next decade.

This analysis identified five projections that are most relevant to long-term planning at Mt. SAC.

o Projected slow population growth
o Projected decline in college-age population
o Projected continuation of community diversity
o Projected increased need for opportunities provided by Mt. SAC
o Projected stability and growth in local economy

Data describing these projections and the implications of each for Mt. SAC's future are summarized in the following section.

o **Projected slow population growth**
  • Data summary: Populations for the cities in Mt. SAC's geographic boundaries as well as in Mt. SAC's larger service area are projected to see an annual compounded growth rate of 0.8 percent per year over the next 20 years. The statewide population is growing at only a slightly greater rate (0.9 percent per year).
  • Implications for Mt. SAC: Relying on population growth alone to maintain or increase student enrollment is likely to result in student enrollment growth of less than one percent per year. Refer to Recommendation 1 in the next section.

o **Projected decline in college-age population**
  • Data summary: The portion of the total population in the typical college-going ages (15–24 years old) is projected to decrease. The population aged 15–24 currently comprises 15.2 percent of the total population. This proportion is projected to decline to 13.4 percent of the population by 2021 while the proportion of the population over 25 years of age is projected to increase.
  • Implications for Mt. SAC: In order to better serve its communities in the next decade the College should plan on continuing and expanding higher education options tailored to a variety of student ages, such as increasing evening offerings of career technical education programs and the programs offered by the School of Continuing Education. Refer to Recommendation 4 in the next section.

o **Projected continuation of community diversity**
  • Data summary: The communities surrounding Mt. SAC are quite diverse in terms of race/ethnicity. One indicator of this diversity is that compared to the state, Mt. SAC and its service area include a lower percentage of residents who speak only English at home and a higher percentage of people who speak Spanish or Asian and Pacific Island languages at home. This broad diversity is projected to continue. The percentages of the population that are Asian and Hispanic are likely to increase in the next five years while the White Alone and Black Alone groups are projected to decrease slightly as a percentage of the population.
  • Implications for Mt. SAC: In order to serve its communities, in the next decade the College should plan on continuing and expanding higher education options tailored to a wide range of racial/ethnic groups, such as the variety of Specialized/Caseload Management-Based Student Services described in Chapter 4: *Student Services*. Refer to Recommendation 4 in the next section.

o **Projected increased need for opportunities provided by Mt. SAC**
  • Data summary: The levels of educational attainment are lower for adults living in the communities surrounding Mt. SAC than for adults in the State. About 45 percent of residents near Mt. SAC have a high school diploma or less compared to 38.7 percent for adults in California. Similarly, a little over 26.0 percent of the residents near Mt. SAC have earned a baccalaureate degree or higher compared to 32.0 percent for adults in California. A second factor in the communities' need for Mt. SAC services is the national trend for the average person to make several career changes during their working lifetime (Source: bls.gov). Career technical education programs are needed to provide training to prepare residents for career changes as well as career entry.
  • Implications for Mt. SAC: There is need for the services provided by Mt. SAC both in terms of basic skills education as well as postsecondary credentials for job entry, career change, and transfer to four-year institutions. Refer to Recommendation 3 in the next section.

o **Projected stability and growth in local economy**
  • Data summary: The cities surrounding Mt. SAC are recovering from the recession and show signs of recovery. For example, thanks to increases in local job opportunities, the local median household income is slightly higher than the state, and unemployment rates are returning to pre-recession levels. The industry sectors projected to grow fastest in Los Angeles County over the next decade are health care, construction, business, and hospitality.
  • Implications for Mt. SAC: Mt. SAC has numerous career technical programs in place that would prepare students for the industries projected to grow over the next decade. These programs could be expanded to serve a greater number of students and/or provide a variety of credentials for the industry sectors projected to grow. Refer to Recommendation 3 in the next section.

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IMPLICATIONS FOR PLANNING *(cont.)*

Internal Environmental Scans

A second step in the development of Mt. SAC's data-informed long-term plan is to identify the College's current performance on various data elements. In this analysis, Mt. SAC was compared to its prior performance (comparing fall 2012 and fall 2015 data) and/or Mt. SAC was compared to other California college colleges. This analysis identified the following strengths.

- o Increased student headcount and FTES
- o Increased noncredit FTES
- o Increased enrollment from students living within Mt. SAC boundaries
- o Increased diversity in Mt. SAC student demographics
- o Increased student achievement on some benchmarks
- o Increased median earnings after completion of courses and program

This analysis also identified the following patterns in student achievement that are worthy of attention in the College's upcoming plans.

- o Decreased student unit load
- o Disparities in retention, successful course completion, and remedial progress rates based on students' race/ethnicity
- o Lower successful course completion rates
- o Lower remedial progress and transfer level achievement rates

Data describing the details of this Internal Environmental Scans and implications for future planning at Mt. SAC are summarized in the following section.

- o **Increased student headcount and FTES**
  - • Data summary: Mt. SAC's unduplicated student headcount grew 10.2 percent between 2012–2013 and 2015–2016 while FTES, or the number of full-time equivalent students, increased 5.3 percent. These increases exceed the enrollment patterns experienced by most California community colleges. (Note: FTES is the state metric for measuring workload and is the basis for state apportionment to the College.)
  - • Implications for Mt. SAC: Continuing growth or maintaining enrollment stability will require a continuation or expansion of outreach efforts. Refer to Recommendation 1 in the next section.

- o **Increased noncredit FTES**
  - • Data summary: Noncredit FTES recently grew at a significantly higher rate than credit FTES. Between 2012–2013 and 2015–2016, the amount of noncredit FTES increased 14.4 percent while the amount of credit FTES increased 3.3 percent. Mt. SAC's total FTES for 2015–2016 was 32,154, of which 80.5 percent was credit FTES and 19.4% percent was noncredit FTES.
  - • Implications for Mt. SAC: Programs offered by School for Continuing Education appear to be meeting

community needs, as evidenced by this increase in noncredit FTES. Given the age shifts projected for the local population, such offerings have the potential to contribute to the College's stability in enrollment. Refer to Recommendation 1 in the next section.

- o **Increased enrollment from students living within Mt. SAC boundaries**
  - • Data summary: Credit and noncredit student headcount increased between fall 2012 and fall 2015, the majority of which was due to an increase in students who live within Mt. SAC boundaries. Fall 2015 saw an increase of 1,670 more students who live within Mt. SAC boundaries enrolled at the College compared to an increase of 43 students who live outside of Mt. SAC boundaries. About 30 percent of this increase is due to a reinvigorated high school outreach program. Between fall 2012 and fall 2015 there was an increase of 496 in-district high school graduates who enrolled at Mt. SAC in the fall semester following graduation.
  - • Implications for Mt. SAC: Recent high school graduates provide a rich pool of potential new students for Mt. SAC to offset the projected decrease in typical college-age residents. The impressive 26.5 percent increase of in-district high school graduates who enrolled at Mt. SAC between fall 2012 and fall 2015 can be just the beginning. For example, although the number of Pomona High School graduates who enrolled at Mt. SAC in fall

2015 was almost double the number of those who enrolled in fall 2012, the 2015 total of 84 students is less than one-third of the high school's total graduating class for 2014–2015. Refer to Recommendation 1 in the next section.

- o **Increased diversity in Mt. SAC student demographics**
  - • Data summary: Mt. SAC's student population is a mosaic of different ages, races/ethnicities, and other factors that define special populations.
    - » Age: Although a little over 60 percent of Mt. SAC students were age 24 or younger in fall 2012 and fall 2015, there was a greater increase in the number of students age 25 and above compared to the increase in the number of students age 24 and younger. Compared to community colleges across the State, Mt. SAC has a higher proportion of students who are between the ages of 20 and 24 as well as students age 50 and above.
    - » Race/ethnicity: In fall 2015, 84.7 percent of Mt. SAC's students identify as members of one of three groups based on race/ethnicity: Hispanic (54.6 percent), Asian (18.6 percent), and White Non-Hispanic (11.5 percent). Between fall 2012 and fall 2015, the percentage of Hispanic and Asian students increased while the percentage of White Non-Hispanic students decreased.

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» Special populations: First-generation college students, who are the first in their families to attend higher education, accounted for 29.5 percent of the total Mt. SAC student population in fall 2015.

- Implications for Mt. SAC: To better serve its communities, in the next decade the College should plan on continuing and expanding higher education options tailored to a wide range of ages, racial/ethnic groups, and special populations, such as increasing evening offerings of career technical education programs, the diverse programs offered by the School of Continuing Education, and the variety of Specialized/Caseload Management-Based Student Services described in Chapter 4: *Student Services*. Refer to Recommendation 4 in the next section.

o **Increased student achievement on some benchmarks**
  - Data summary: Mt. SAC's student population has demonstrated significant improvements in recent years on a number of key measures of student success.
    » Retention in a course: Between fall 2012 to fall 2015, the College's retention rate (a ratio of the number of students enrolled in a course at census to the number of students who completed the course with any grade) remained strong, from 86 percent to 88 percent for all types of courses.

» Successful course completion rates in online courses: Student's successful course completion rates in online-only courses improved significantly between fall 2012 and fall 2015 and were close to student successful course completion rates in face-to-face instruction in fall 2015 (64 percent for online courses and 67 percent for traditional courses).

» Remedial Progress Rates in English: The percentage of credit students who took remedial English and subsequently completed a college-level English course increased slightly, from 50.4 percent to 53.2 percent, in a comparison of students who entered in 2007–2008 with those who entered in 2010–2011.

» Number of Program Awards: Mt. SAC recently increased the number of Associate Degrees for Transfer awarded, from 134 of these associate degrees in 2012–2013 to 427 in 2015 - 2016. Although the number of local Associate Degrees decreased over the same period, from 1,892 in 2012–2013 to 1,792 in 2015–2016, the total number of local Associate Degrees awarded was approximately three times larger than the total number of Associate Degrees for Transfer awarded.

- Implications for Mt. SAC: In the next decade the College should plan on continuing and expanding the programs that were instrumental in supporting and

producing these upswings in measures of students' achievement. The College's Student Equity Plan provides data on the current status of equity across five metrics and populations to be assisted, such as African American Males and Latinos, as well as programs to help these populations. Refer to Recommendation 3 in the next section.

o **Increased median earnings after completion of courses and programs**
  - Data Summary: Comparing the percentage change in earnings one year before and one year after exiting the California community college system in 2013–2014, students who attended Mt. SAC had a 43.0 percent median change in earnings compared to a 22.6 percent median change in earnings for students who attended community colleges throughout California.
  - Implications for Mt. SAC: In the next decade the College should plan on maintaining and expanding career technical education programs that match needs within the local communities. For example, the fastest growing occupations in Los Angeles County between now and 2024 are projected to be in health care (personal care aides, nurse practitioners, home health aides, and occupational therapy assistants), construction (ironworkers, brick masons and helpers, and floor layers), business (statisticians, web developers, and operations research analysts), and hospitality (restaurant

cooks). Since Mt. SAC currently offers career technical education programs to prepare students for most of these occupations, the future focus should be on maintaining the caliber of these programs and expanding course offerings into evening hours. Refer to Recommendation 3 in the next section.

o **Decrease in average unit load per student**
  - Data summary: Mt. SAC's FTES and student headcount have not grown proportionately. Between 2012–2013 and 2015–2016, student headcount increased almost twice as much as FTES, which indicates that the average amount of FTES earned per student declined. Although there are more students, they are taking fewer units.
  - Implications for Mt. SAC: Students who take fewer than 12 units per semester are less likely to complete degrees, certificates, and transfer requirements. In order to make significant progress on Mt. SAC's Completion Agenda, efforts must be developed and/or expanded to ensure an increase in students' unit load each semester. Refer to Recommendation 2 in the next section.

o **Disparities in retention, successful course completion, and remedial progress rates based on students' race/ethnicity**
  - Data Summary:
    » Retention in a course: Although Mt. SAC's retention rates were strong in both fall 2012 and fall 2015, there

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were disparities in retention rates by students' race/ethnicity, with higher rates for Asian and White Non-Hispanic students and lower rates for Hispanic and African-American students.

» Successful course completion rates: In fall 2015, the student race/ethnicity groups with the highest successful course completion rates were Asian and White Non-Hispanic and the lowest successful course completion rates were African-American.

» Remedial progress rates: In a comparison of all students who initially took remedial Mathematics courses and subsequently completed a college-level course in the same discipline, there was a disparity of outcomes based on students' race/ethnicity. African American students had the lowest achievement rate of 24.1 percent compared to 34.7 percent for the group as a whole.

- Implications for Mt. SAC: The College is currently focused on Achievement Gap issues, as seen in the current Student Equity Plan, which provides data on the current status of equity across five metrics and populations to be assisted and identifies programs to help these populations. Refer to Recommendation 3 in the next section.

o **Lower successful course completion rates**
- Data Summary:
  » Analysis of course type: Students'

successful course completion rates fell slightly in all course types between fall 2012 and fall 2015. In both semesters, there were disparities in student successful course completion rates by course type, with the highest completion rates in career technical education programs and the lowest rates in basic skills classes.

» Analysis of disciplines: Chapter 3: *Instructional Programs* compares Mt. SAC's rates of student successful course completion rates to the statewide rates for the same instructional discipline in the same semester. In fall 2015 Mt. SAC's students' successful course completion rates were two or more percentage points below the statewide rates in 45 of the College's 85 disciplines.

- Implications for Mt. SAC: In the next decade the College should plan on developing and expanding programs that have been proven to be instrumental in increasing student successful course completion, such as intrusive counseling and tutoring. Refer to Recommendation 3 in the next section.

o **Lower remedial progress and transfer level achievement rates**
- Data Summary:
  » Analysis of transition from basic skills to college-level: In a comparison of students who entered in 2007–

2008 with those who entered in 2010–2011, the percentages of credit students who initially took ESL or remedial Mathematics courses and subsequently completed a college-level course in the same discipline decreased. Successful transition to college-level courses decreased in ESL from 50.9 percent to 44.2 percent and decreased in Mathematics from 36.7 percent to 34.7 percent.

» Analysis of transfer achievement milestones: Fewer than half of the first-time students who entered the College in 2014–2015 completed transfer-level English courses in their first or second years and only about a quarter of first-time students completed transfer-level Mathematics courses in their first or second years. Mt. SAC Transfer Achievement Rates are lower than the statewide rates for students in English and Mathematics.

- Implications for Mt. SAC: In the next decade the College should plan on developing and expanding programs that have been proven to be instrumental in increasing student completion of degree and transfer requirements, such as Guided Pathways, intrusive counseling and tutoring, and multiple measures for placement. Refer to Recommendation 3 in the next section.

PLANNING RECOMMENDATIONS BASED ON DATA

Given the diversity of community population characteristics, future enrollment stability and growth require the College to support a broad range of community needs in order to maintain its legacy of success and innovation.

1. Support innovations that are likely to maintain patterns of moderate enrollment growth.
The College has a proven track record of taking advantage of opportunities to reach out to students and grow enrollment. It is essential to continue—and expand—this impressive array of programs and services to maintain fiscal stability. For example, the outreach to recent high school graduates has been successful. The College may consider building on this success by developing additional opportunities to connect with high school seniors, such as expanding dual enrollment programs or establishing other partnerships with K–12 districts and faculty. Similarly, the College's recent expansion of its noncredit programs has been well received by the communities. Expansion of these programs, especially the Adult Basic Education and Short-term Vocational programs, would provide support for continued enrollment growth as well as meet community needs.

2. Support innovations that been proven to increase the rates of degree, certificate, and transfer completion and narrow the Achievement Gap.
The College's track record related to the Completion Agenda and the Achievement Gap described in Chapter 1: *Background* is mixed. Along with the many significant successes

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described in this Internal Environmental Scans, there are also multiple specific areas in need of attention as highlighted by the following data.

o   Mt. SAC students are diverse in many ways, such as age, race/ethnicity, and life experiences. Since this diversity is projected to increase over the next decade, closing the Achievement Gap will require College-wide efforts to maintain and expand initiatives tailored to a broad array of students' educational needs. For examples of current projects, refer to the College's Guided Pathways as well the initiatives described in the Mt. SAC Student Equity Plan.

o   Successful course completion rates fell slightly in all course types between fall 2012 and fall 2015. Students' successful course completion rates for each discipline are included in Chapter 3: *Instructional Programs* of this document.

o   The percentages of credit students who initially took ESL or remedial Mathematics courses and subsequently completed a college-level course in the same discipline decreased, in ESL from 50.9 percent to 44.2 percent and in Mathematics from 36.7 percent to 34.7 percent, in a comparison of students who entered in 2007–2008 with those who entered in 2010–2011.

o   Fewer than half of the first-time students who entered the College in 2014–2015 completed transfer-level English courses in their first or second years and only about a quarter of first-time students completed transfer-level Mathematics courses in their first or second years.

3. Align programs, practices, and policies with current community needs.
This obvious recommendation is to use the information in this document to identify segments of Mt. SAC's heterogeneous communities that currently may be underserved. Working adults are one example of a segment of the population that may be currently underserved due to program scheduling and/or program branding.

Mt. SAC's communities rightly boast of residents' high levels of employment. However, coupled with higher-than-average commute times, working adults in Mt. SAC's communities have busy daily schedules, which limit their access to higher education.

o   **Schedule:** There are limited opportunities to enroll in evening classes; only 15.5 percent of Mt. SAC students took evening classes in fall 2015. Further study is needed to determine if this is due to the lack of student interest, the lack of classes scheduled during the evenings, or the types of courses offered in the evenings. There is also limited access to distance learning, which reduces students' access to schedule flexibility. Mt. SAC's course delivery by distance education and hybrid models is far below that for all California community colleges combined, accounting for only 2.8 percent of FTES at Mt. SAC compared to 11.4 percent and growing for all community colleges.

o   **Program branding:** Career trends indicate that the average person will make several career changes during their working lifetime,

so the concept of "career preparation" could be expanded to include models of "career transitioning" and "career positioning." The two most sizeable age groupings in Mt. SAC's population are those in the millennial generation (between 21 and 36 years of age) and the Gen Xers (between 37 and 51 years of age). Outreach to these populations with programs and schedules that accommodate the work, family responsibilities, and learning preferences of these age groups would be pacesetting.

4. Adjust programs, practices, and policies to accommodate projected demographic shifts.
For Mt. SAC, the population is projected to grow at a slow and steady rate. The population surrounding the College, as well as across the country, is aging. The typical 18–22-year-old, college-age segment is declining and the population age 25 and over is increasing. To accommodate these shifts in the age demographics, the College may consider how to craft outreach, student recruitment and support, types of programs, and schedules to meet the new population age distributions.

For example, older-age segments of the population include populations with vastly different educational attainment levels and with different educational needs than those starting college as new high school graduates. Examples of populations that could benefit from targeted outreach and program development are the over-25-years-of age residents in the College's communities, 21% of whom do not have a high

school diploma. Further development of the targeted programs initiated by the College's School of Continuing Education are likely to benefit the communities and the College.

2.78
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2.79
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2.80