



MT. SAN ANTONIO COLLEGE

INSIGHTS

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MT. SAN ANTONIO COLLEGE ENROLLMENT / ETHNICITY / GENDER TRENDS FALL 1999 TO FALL 2002

The following is an overview of end-of-term enrollment trends from Fall 1999 to Fall 2002. For each semester, the data are categorized by type of enrollment, ethnicity, and gender. Throughout the report overall trends are discussed.

At Mt. San Antonio College (Mt. SAC), students can take many courses. Each course is categorized based on whether it is a credit course, non-credit course, or community services course. As such, Mt. SAC categorizes its students accordingly: credit students, non-credit students, or community services students. Mt. SAC students can also be categorized into more than one area because their categorization is based on their courses. For example, a student could be both a credit and a non-credit student.

How Do We Define Students?

Credit students are those who enroll through the Admissions and Records Department and are still registered between first census and end-of-term. Students will receive either a letter grade (A, B, C, D, F) or Credit/No Credit (CR = A, B, or C; NC = D, F) depending on the course grading option and the student's choice. Most credit courses, however, are taken for a letter grade.¹

Non-credit students neither receive a letter grade nor a credit/no credit option for courses they enroll through the Community Education and Economic Development Division. Students may register into most classes anytime during the school year when space is available within the requested class/program. These Adult Education courses and programs are funded through the State and do not have an enrollment fee.²

Students taking **Community Services** classes also enroll through the Community Education and Economic Development Division, but are charged a fee per class to cover operating costs, e.g., instructor wages. These classes allow community members easy access to programs that help them keep up with current trends and engage in life-long learning.³

¹ Mt. San Antonio College Catalog 2002-2003, p. 24.

² Ibid, p. 460.

³ Ibid, p. 459.

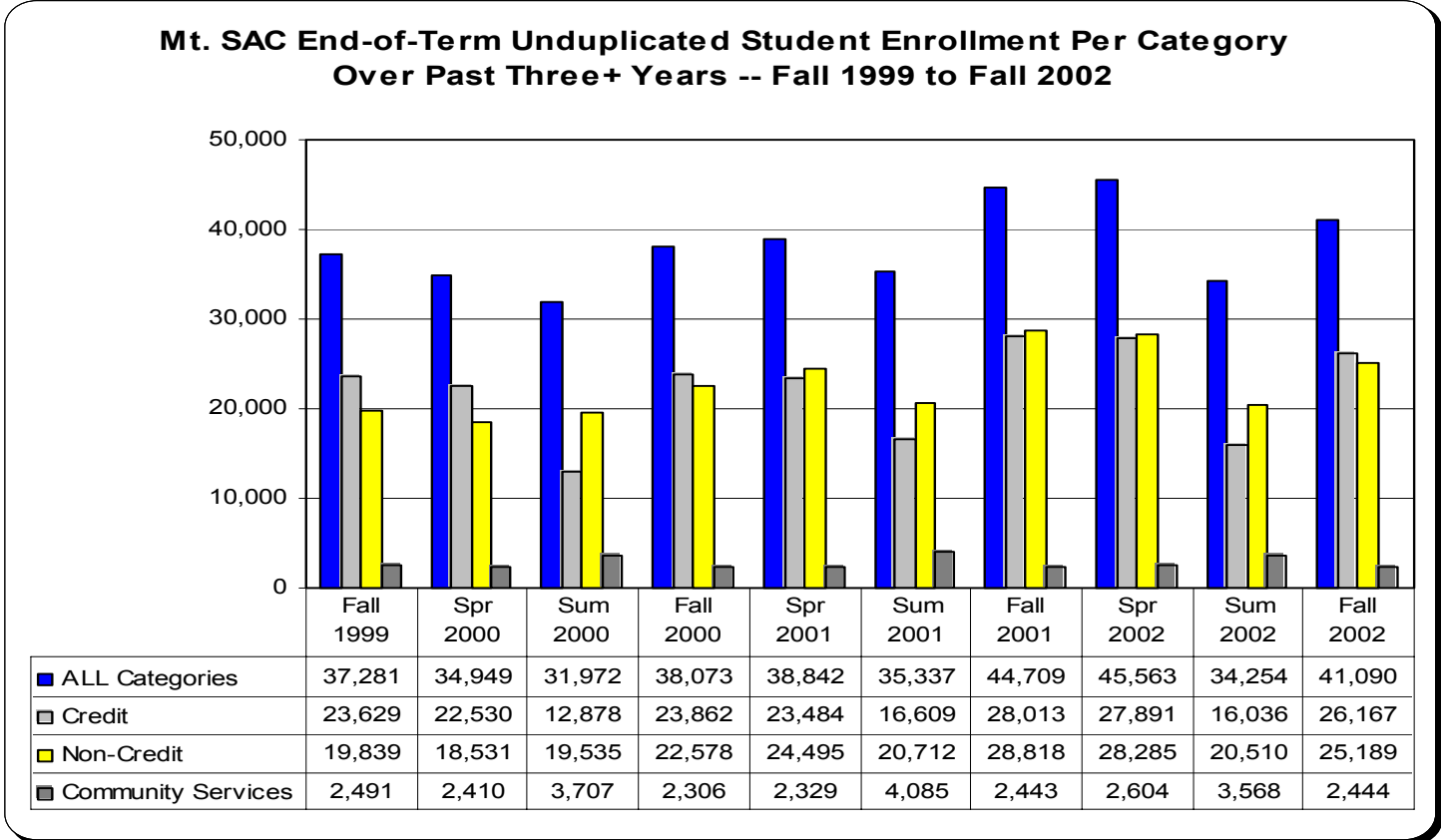
Enrollment Trends

Figure 1 provides the unduplicated student enrollment data for ten terms beginning Fall 1999. These figures are unduplicated within each area-specific category. Although the “ALL Categories” incorporates all three area-specific categories (i.e., Credit, Non-Credit, and Community Services) the ALL Categories grand total will not add up to that of each category added separately because some students register for more than one category simultaneously.

Some interesting enrollment insights/trends include:

- Figure 1 shows a steady enrollment increase each succeeding fall, spring, and summer term, with the exception of Fall 2002 when fewer sections were offered because of the looming State Budget deficit. A trend of declining enrollment is inevitable as the budget condition worsens for community colleges.
- The highest combined credit, non-credit, and community services (all categories) enrollment took place during Spring 2002 with an unduplicated count of 45,563 students. This was nearly 8,300 more students than the combined enrollment for Fall 1999.
- Community Services fee-based enrollment noticeably increased during the summer sessions over the fall and spring semesters.
- Where credit enrollment has usually enjoyed the largest enrollment during fall and spring semesters, non-credit enrollment took the lead during summer. This was not the case, however, during three semesters—Spring 2001, Fall 2001, and Spring 2002—where non-credit enrollment topped the charts over credit. The semester pattern, higher credit vs. non-credit enrollment, returned during Fall 2002.

Figure 1.



Source: STS105B1, 9/03-04/02 and 1/23/03

Ethnicity Trends

Ethnicity Information

The ethnic categories provided in this section are listed on the Mt. SAC application and used by the California Community Colleges Chancellor's Office to indicate recognized race/ethnic groups. This information is self-reported by students during enrollment. Filipinos currently continue to be recognized as a separate ethnic group for federal reporting purposes.

Ethnic categories not present in the following figures and tables are absent because percentages within these groups are generally lower than one percent. These include American Indian/Alaskan Native and Pacific Islander. At times the less than one percent group may also include the Unknown/Non-Respondent/Decline-to-State category. Furthermore, some ethnic categories—Hispanic, Asian, Pacific Islander, and Other (Non-White)—have additional sub-categories, which are displayed in Table 1 below. For example, the Other (Non-White) ethnic category includes students who indicated they were Other Non-White or Middle Eastern.

Table 1.

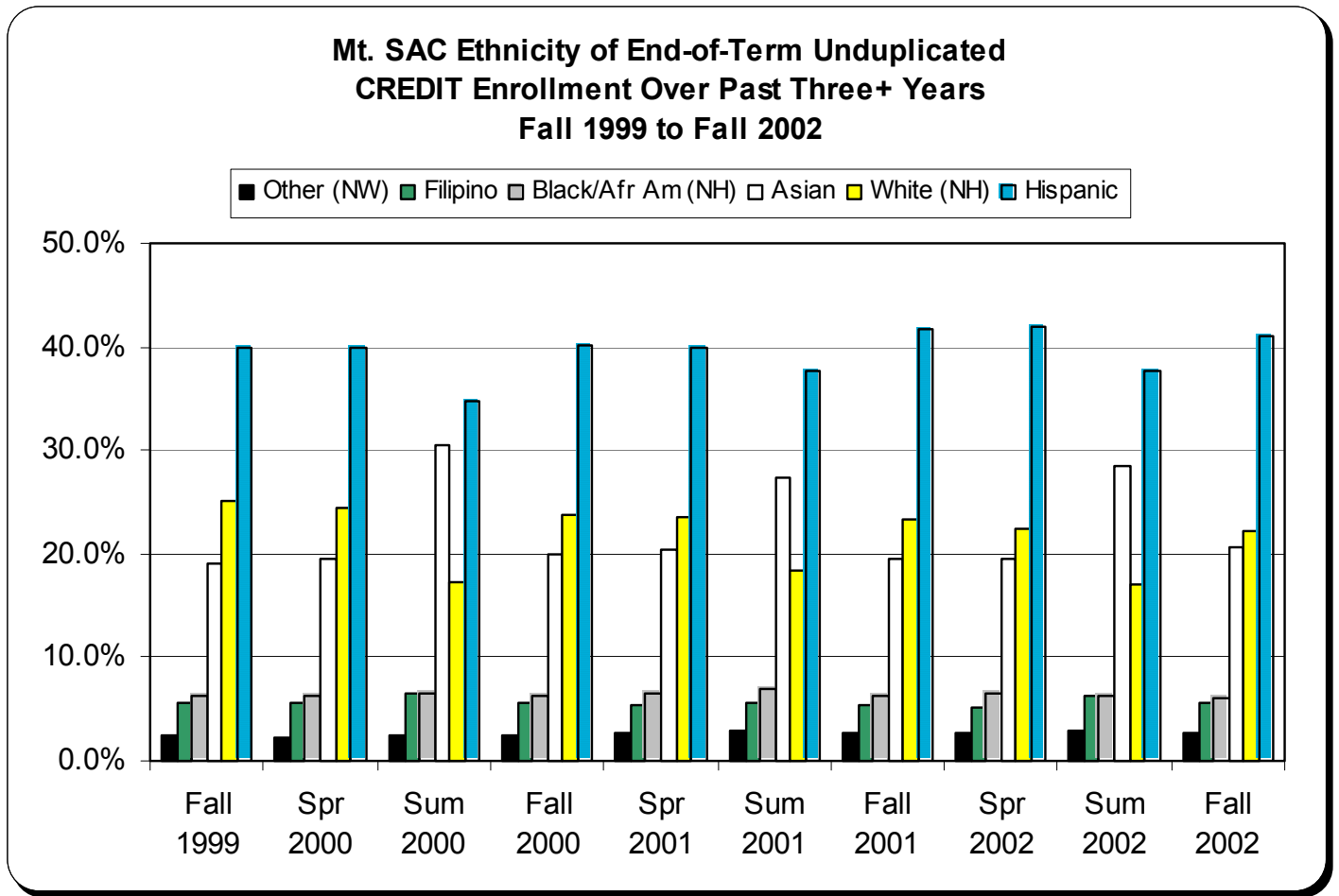
Ethnic Category	Ethnic Sub-Categories
Hispanic	Hispanic Mexican/Mexican-American/Chicano Central American South American Other Hispanic
Asian	Asian Chinese Asian Indian Japanese Korean Laotian Cambodian Vietnamese Other Asian
Pacific Islander	Guamanian Hawaiian Samoan Other Pacific Islander
Other (Non-White)	Other Non-White Middle Eastern

Credit Ethnicity

Figure 2 provides the ethnic percentage breakdown of the credit student population over time, generally in ascending order.

One trend shows the Asian population peaking 7 to 10 percent during summer terms. This occurrence may be the result of university students taking a break from their upper division coursework at local colleges to complete their missing lower division units at Mt. SAC given that summer is the most opportune time for many students to accomplish this task and the expense is considerably less.

Figure 2.



Source: STS105B1, 9/03-04/02 and 1/23/03

Table 2 on the next page reveals both the ethnic classifications per semester as well as the highest three sub-categories within the Asian and Hispanic groups.

Hispanics represent the largest ethnic group enrolled in credit courses with averages of 40.6 percent during fall and spring semesters and 36.7 percent during the summer terms. White and Asian populations follow with respective averages of 23.6 and 19.8 percents during fall/spring and 17.5 and 28.8 percents during summer.

The largest sub-groups within the Hispanic sector are Mexican/Mexican-American/Chicano (approximately 21 percent) followed by Hispanic (approximately 14 percent). Unlike Asians, the Hispanic population shows a decline each summer term.

The largest sub-groups within the Asian sector are Chinese averaging 9 percent during fall/spring and 14 percent during summer terms. Asian and Vietnamese sub-groups follow at 4.2 and 1.9 percent respectively during fall/spring. During the summertime, however, Koreans replaced Vietnamese as the third largest Asian sub-category and averaging 2.7 percent.

Whites clearly enrolled in less credit classes during the last three summer sessions than they did during the regular semester terms.

Unknown/Non-Respondent/Decline-to-State numbers on average represent less than one percent of the credit student population.

Table 2.

End-of-Term Unduplicated CREDIT Ethnicities/Top 3 Sub-Categories Percentages Fall 1999 to Fall 2002											
Ethnicity	Sub-Categories	1999-2000			2000-2001			2001-2002			Fall 2002
		Fall 1999	Spr 2000	Sum 2000	Fall 2000	Spr 2001	Sum 2001	Fall 2001	Spr 2002	Sum 2002	
Asian		19.1	19.6	30.5	20.0	20.5	27.3	19.4	19.6	28.5	20.6
	Chinese	8.5	8.6	14.3	9.1	9.5	13.0	8.9	9.2	14.3	9.8
	Asian	3.9	4.0	6.0	4.2	4.4	5.6	4.3	4.2	5.8	4.5
	Vietnamese	2.1	2.2	-----	2.0	1.9	-----	1.7	1.6	-----	1.8
	Korean	-----	-----	2.9	-----	-----	2.6	-----	-----	2.6	-----
Black/Afr Am (NH)		6.3	6.3	6.6	6.3	6.4	7.0	6.2	6.4	6.2	6.1
Filipino		5.5	5.5	6.6	5.6	5.4	5.7	5.4	5.2	6.3	5.6
Hispanic		39.8	39.8	34.8	40.2	39.9	37.6	41.6	42.0	37.7	41.1
	Mex, Mex-Am, Chic	21.7	21.7	19.2	21.9	21.6	20.3	22.4	22.8	20.6	22.2
	Hispanic	14.2	14.1	12.2	14.3	14.3	13.6	15.3	15.4	13.6	15.2
	Central American	1.8	1.9	1.6	1.8	1.9	1.6	1.8	1.8	1.8	1.8
White (NH)		25.1	24.5	17.3	23.8	23.6	18.3	23.3	22.5	17.0	22.3
Other (NW)		2.4	2.3	2.5	2.4	2.6	2.9	2.6	2.7	2.9	2.7
TOTAL No. of Students		23,629	22,530	12,878	23,862	23,484	16,609	28,013	27,891	16,036	26,167

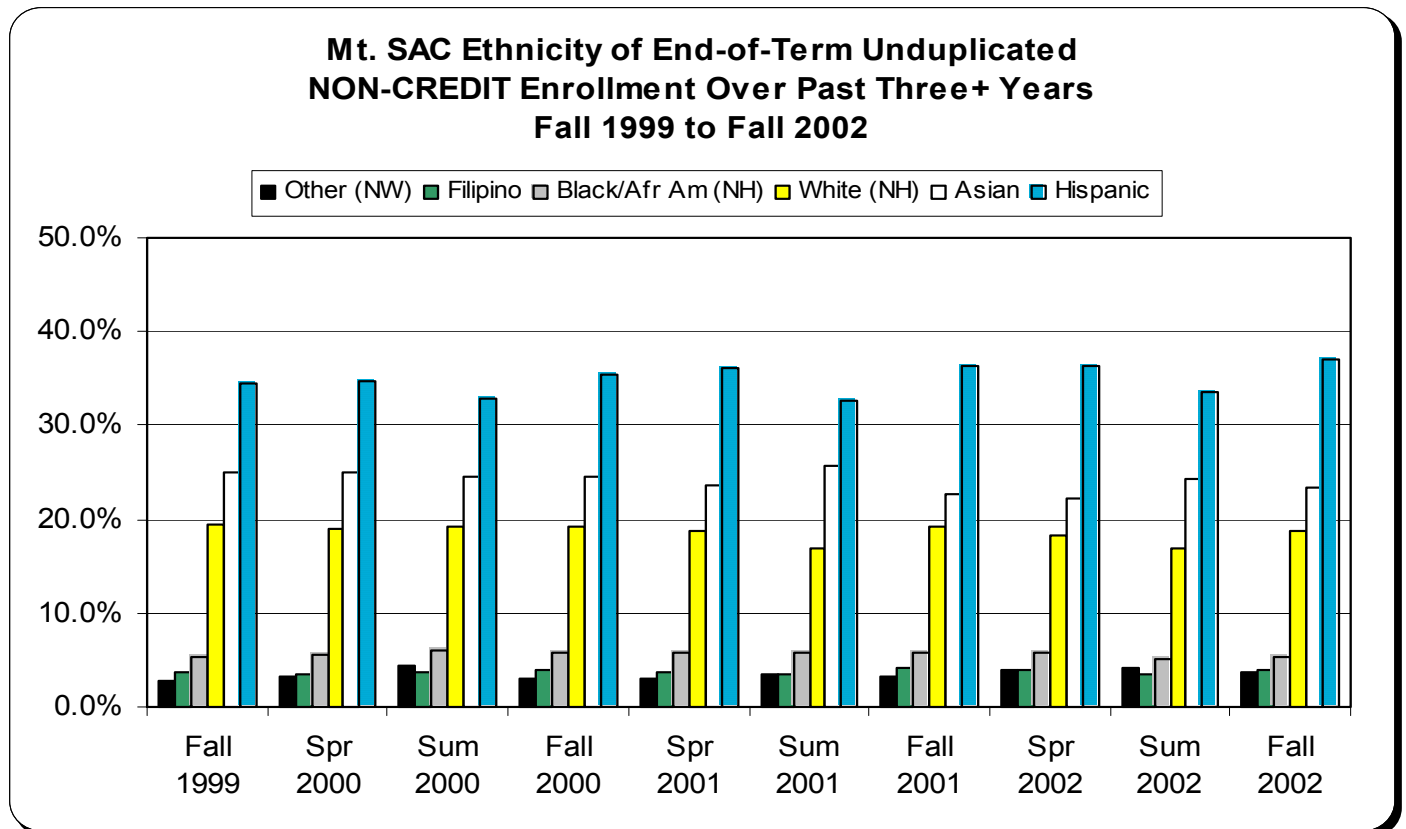
Source: STS105B1, 9/03-04/02 and 1/23/03 NH = Non-Hispanic NW = Non-White

NOTE: American Indian/Alaskan Native, Pacific Islander, and Unknown/Non-Respondent/Decline-to-State figures are NOT included in the above table as they equal less than one percent respectively.

Non-Credit Ethnicity

Hispanics represent over 30 percent of the non-credit enrollment. In Fall 2002, this percent rose to a high of 37 percent.

Figure 3.



Source: STS105B1, 9/03-04/02 and 1/23/03.

White students slipped to third place under Hispanic and Asian populations compared to their second place status with credit and community services enrollments. This reversal may be caused by the makeup of the largest non-credit enrollment group, namely, the English as a Second Language (ESL)/Inter-Cultural Program. According to Paulo Madrigal, ESL program supervisor, the 2002-03 ethnic composite of ESL/Inter-Cultural Programs was 53.5 percent Hispanic, 41.5 percent Asian, and 5.0 percent Other.

Unlike credit enrollment percentages, which average less than one percent per term, Unknown/Non-Respondent/Decline-to-State non-credit numbers range from 6.9 to 11.2 percent recording the highest percentages during summer.

Table 3.

End-of-Term Unduplicated NON-CREDIT Ethnicities/Top 3 Sub-Categories Percentages Fall 1999 to Fall 2002											
Ethnicity	Sub-Categories	1999-2000			2000-2001			2001-2002			Fall 2002
		Fall 1999	Spr 2000	Sum 2000	Fall 2000	Spr 2001	Sum 2001	Fall 2001	Spr 2002	Sum 2002	
Asian		24.9	25.0	24.6	24.5	23.5	25.6	22.7	22.3	24.3	23.3
	<i>Chinese</i>	12.4	12.4	11.6	11.9	11.4	12.2	11.0	10.7	11.8	11.5
	<i>Asian</i>	5.3	5.3	5.4	5.4	5.3	5.6	5.3	5.4	5.8	5.7
	<i>Korean</i>	2.4	2.4	2.7	2.4	2.3	2.7	2.1	2.1	2.3	2.0
Black/Afr Am (NH)		5.3	5.5	6.1	5.9	5.8	5.7	5.8	5.9	5.0	5.4
Filipino		3.7	3.5	3.8	3.9	3.7	3.5	4.2	3.9	3.4	3.9
Hispanic		34.4	34.8	32.8	35.5	36.0	32.6	36.3	36.3	33.6	37.0
	<i>Mex, Mex-Am, Chic</i>	16.4	16.7	16.4	17.6	17.6	15.6	18.0	17.6	15.9	18.1
	<i>Hispanic</i>	13.7	13.6	12.8	13.6	13.9	13.4	14.4	14.6	13.9	14.3
	<i>South American</i>	1.8	2.0	1.5	1.9	1.9	1.6	1.6	1.7	1.6	1.9
	<i>Central American</i>	1.8	----	1.5	----	----	----	1.6	1.7	----	1.9
White (NH)		19.5	19.0	19.3	19.2	18.8	16.9	19.3	18.2	16.9	18.7
Other (NW)		2.8	3.2	4.4	3.1	3.1	3.5	3.2	4.0	4.2	3.6
Unknown/N-R/Declined		8.2	7.8	7.9	6.9	8.0	11.1	7.4	8.2	11.2	6.9
TOTAL No. of Students		19,839	18,531	19,535	22,578	24,495	20,712	28,818	28,285	20,510	25,189
<i>Source:</i> STS105B1, 9/03-04/02 and 1/23/03											
NH = Non-Hispanic NW = Non-White N-R = Non-Respondent											

NOTE: American Indian/Alaskan Native and Pacific Islander figures are NOT included in the above table as they equal less than one percent respectively.

Community Services Ethnicity

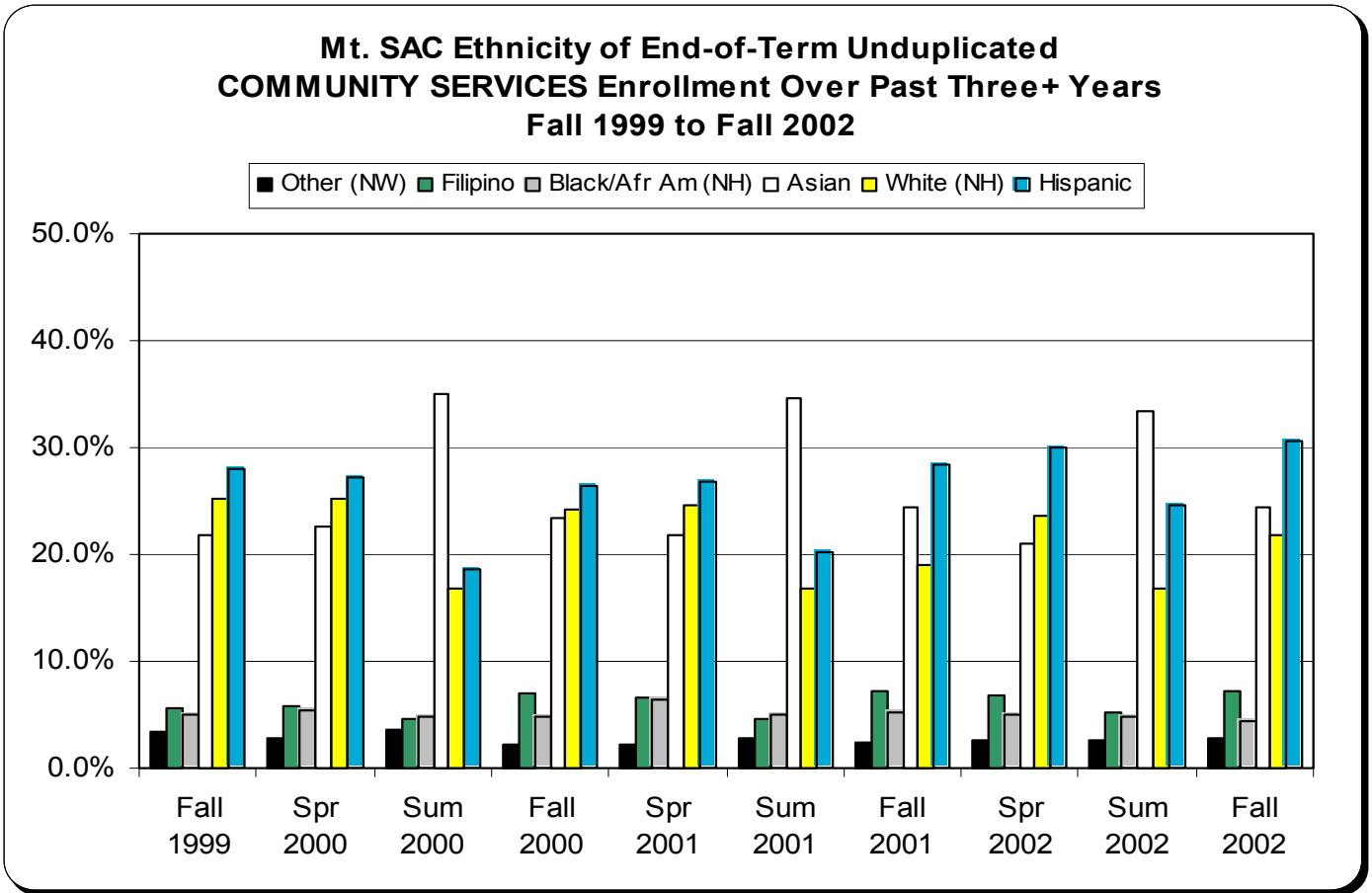
Hispanics represented the largest ethnicity of the community services enrollment with a fall/spring average of 28.3 percent, while Whites trailed with 23.4 and Asians with 22.8.

The Asian population significantly increased, 10 to 13 percent, during the summer months as can be seen in Figure 4, becoming the largest ethnic group taking summer community services courses. In contrast, the number of Hispanics and Whites decreased during this same period.

This increase in Asian enrollment during the summertime may be explained by the following facts. According to Director of Community Education and Services Paul Hischar, the largest summer enrollment comes from the Division's College for Kids and Summer Swim Programs. With the largest ethnic population in Walnut, over 50 percent, reported as Asian by Census 2000, it is theorized that local residents would want to bring their children and themselves to enjoy the two most popular summer programs, thereby raising the Asian population during this time.

The highest percentage of Unknown/Non-respondent/Decline-to-state ethnicity figures for credit, non-credit, and community services enrollment came from the community services area (Table 4), which averaged 9.3 percent per term between Fall 1999 to Fall 2002.

Figure 4.



Source: STS105B1, 9/03-04/02 and 1/23/03.

Table 4.

End-of-Term Unduplicated COMMUNITY SERVICES Ethnicities/Top 3 Sub-Categories Percentages Fall 1999 to Fall 2002											
Ethnicity	Sub-Categories	1999-2000			2000-2001			2001-2002			
		Fall 1999	Spr 2000	Sum 2000	Fall 2000	Spr 2001	Sum 2001	Fall 2001	Spr 2002	Sum 2002	Fall 2002
Asian		21.8	22.7	35.0	23.5	21.9	34.6	24.4	21.1	33.5	24.5
	Chinese	8.4	7.3	15.4	8.5	7.3	14.3	10.0	7.6	13.8	10.0
	Asian	8.3	* 8.8	11.0	8.3	* 8.0	11.3	8.6	* 7.7	11.7	8.4
	Asian Indian	1.7	2.4	----	1.6	2.0	----	----	1.3	----	1.9
	Korean	----	----	3.3	1.6	----	3.3	----	----	2.6	----
	Vietnamese	----	----	----	----	----	1.4	----	----	----	----
Black/Afr Am (NH)		5.1	5.5	4.9	4.9	6.4	5.1	5.2	5.0	4.9	4.4
Filipino		5.6	5.8	4.6	7.1	6.6	4.7	7.3	6.8	5.2	7.2
Hispanic		28.1	27.3	18.7	26.5	26.8	20.3	28.4	30.0	24.7	30.7
	Mex, Mex-Am, Chic	12.6	12.2	9.4	13.0	12.6	9.5	13.1	14.2	12.2	14.5
	Hispanic	11.7	11.6	7.3	10.4	11.2	8.5	12.2	11.9	9.5	12.1
	South American	2.0	1.9	----	----	1.4	1.0	1.6	1.7	1.1	1.7
	Central American	----	----	0.9	1.3	----	----	----	----	1.1	----
White (NH)		25.2	25.3	16.9	24.3	24.7	16.8	19.0	23.6	16.8	21.9
Other (NW)		3.4	2.8	3.7	2.2	2.3	2.8	2.4	2.6	2.6	2.9
Unknown/N-R/Declined		10.2	9.7	15.3	10.7	10.6	14.4	12.2	10.1	10.9	7.5
TOTAL No. of Students		2,491	2,410	3,707	2,306	2,329	4,085	2,443	2,604	3,568	2,444

Source: STS105B1, 9/03-04/02 and 1/23/03 NH = Non-Hispanic NW = Non-White N-R = Non-Respondent

NOTE: American Indian/Alaskan Native and Pacific Islander figures are NOT included in the above table as they equal less than one percent respectively.

Some interesting trends occurred during the summer:

- Summer enrollment increased 950 to 1,200 students over fall/spring.
- Korean population at least doubled in summer compared to fall/spring terms.
- Chinese summer population nearly doubled over each previous spring term.
- There are less Filipinos in summer than there are during fall/spring.
- In Summer 2000 and 2001, Unknown/Non-Respondent/Decline-to-State students increased 3 to 5 percent compared to the previous fall/spring semesters. (In contrast, Fall 2002 recorded the lowest term percent at 7.5 percent.)

Table 5 details some interesting trends for American Indian/Alaskan Native AND Pacific Islander:

- During Summer 2001 and Summer 2002, community services enrollment for American Indian/Alaskan Natives rose to 0.9 percent. Although enrollment is still under one percent, it is noteworthy that the community services segment supplied the highest percentage of American Indian/Alaskan Natives enrollment out of the three segments (credit, non-credit, and community services).
- In contrast, the community services segment supplied the lowest percentage of Pacific Islanders enrollment, with the exception of Fall 2001 and Summer 2002, out of the three segments.

Table 5.

Percentage of American Indian/Alaskan Natives and Pacific Islanders Per Area											
Area	Categories	1999-2000			2000-2001			2001-2002			Fall 2002
		Fall 1999	Spr 2000	Sum 2000	Fall 2000	Spr 2001	Sum 2001	Fall 2001	Spr 2002	Sum 2002	
Credit	<i>Am Ind/Als Ntv %</i>	0.6	0.7	0.5	0.6	0.6	0.5	0.6	0.6	0.4	0.5
	<i>Pacific Is %</i>	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.6	0.5
Non-Credit	<i>Am Ind/Als Ntv %</i>	0.6	0.7	0.7	0.6	0.6	0.7	0.7	0.7	0.7	0.7
	<i>Pacific Is %</i>	0.5	0.5	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.5
Community Services	<i>Am Ind/Als Ntv %</i>	0.5	0.7	0.6	0.6	0.6	0.9	0.6	0.6	0.9	0.6
	<i>Pacific Is %</i>	0.2	0.2	0.2	0.1	0.2	0.3	0.5	0.2	0.4	0.2

Source: STS105B1, 9/03-04/02 and 1/23/03

Gender Trends

Depending on the area-specific category, there can be from zero to 20 unknown student genders reported each term with Non-Credit enrollment consistently reporting the highest number. These figures are reflected in the category enrollment totals within Table 6.

Gender for **credit** enrollment averaged 54 percent for females and 46 percent for males. Generally, there were either zero or two unknown student genders reported with the exception of Fall 2002, which reported the highest at 4.

For **non-credit** enrollment, genders averaged 60 percent for females and 40 percent for males. In general, there were 14 unknown student genders reported except for Fall 2000 and Spring 2002 where 20 students were reported per term. In addition, women tended to represent, on average, 6 percent more **non-credit** students than those typically enrolled in credit or community services areas.

Gender for **community services** enrollment averaged 55 percent for females and 46 percent for males. Generally, there were three unknown student genders reported.

Table 6.

End-of-Term Unduplicated Genders by Credit, Non-Credit, and Community Services Fall 1999 to Fall 2002											
Area	Sub-Categories	1999-2000			2000-2001			2001-2002			Fall 2002
		Fall 1999	Spr 2000	Sum 2000	Fall 2000	Spr 2001	Sum 2001	Fall 2001	Spr 2002	Sum 2002	
Credit		23,629	22,530	12,878	23,862	23,484	16,609	28,013	27,891	16,036	26,167
	Male %	46.1	46.0	43.2	45.1	45.6	48.9	48.0	48.4	46.3	46.8
	Female %	53.9	54.0	56.8	54.9	54.4	51.1	52.0	51.6	53.7	53.2
	No. of Unknown	0	1	2	2	0	0	0	0	2	4
Non-Credit		19,839	18,531	19,535	22,578	24,495	20,712	28,818	28,285	20,510	25,189
	Male %	39.1	38.6	41.0	38.9	39.8	39.0	40.8	41.7	41.1	40.0
	Female %	60.9	61.3	58.9	61.0	60.1	60.9	59.2	58.2	58.8	60.0
	No. of Unknown	12	14	16	20	15	16	14	20	14	18
Community Services		2,491	2,410	3,707	2,306	2,329	4,085	2,443	2,604	3,568	2,444
	Male %	42.4	40.7	47.0	43.8	44.3	48.7	49.2	46.6	46.5	45.7
	Female %	57.6	59.3	53.0	56.1	55.6	51.2	50.7	53.3	53.5	54.2
	No. of Unknown	0	0	1	1	3	3	3	3	0	3
ALL Categories GRAND TOTAL		37,281	34,949	31,972	38,073	38,842	35,337	44,709	45,563	34,254	41,090

Source: STS105B1, 9/03-04/02 and 1/23/03

Major Findings

- Overall enrollment steadily increased each succeeding fall, spring, and summer term until Fall 2002 when fewer sections were offered because of the State Budget crisis. Declining enrollment is inevitable as the budget condition worsens for community colleges.
- Where credit enrollment has usually enjoyed the number one spot during fall and spring semesters, non-credit enrollment took the lead during summer. This was not the case, however, during three semesters (Spring 2001-Spring 2002) where non-credit enrollment topped the charts over credit. Higher credit vs. non-credit semester enrollment returned during Fall 2002.
- Hispanics represented on average over 40 percent of the credit enrollment, 30 percent of the non-credit enrollment, and 20 percent of the community services enrollment making them the largest ethnic group per area during the fall/spring terms.
- White students typically represented the second highest ethnic group for credit and community services enrollments followed by Asian students in third. However, White students slipped to third place under Hispanic and Asian groups for non-credit enrollment.
- The Asian population significantly increased, 10 to 13 percent, during the summer months becoming the largest ethnic group taking summer community services courses. In contrast, the number of Hispanics and Whites decreased during this same period.
- Mexican/Mexican-American/Chicano and Chinese are generally the largest sub-ethnicities within the recognized Hispanic and Asian ethnic categories.
- The highest percentage of Unknown/Non-respondent/Decline-to-state ethnicity figures for credit, non-credit, and community services enrollment came from community services, which averaged 9.3 percent per term from Fall 1999 to Fall 2002.
- Gender for credit enrollment averaged 54 percent for females and 46 percent for males; for non-credit enrollment averaged 60 percent for females and 40 percent for males; and for community services enrollment averaged 55 percent for females and 46 percent for males.
- A higher percentage of women (6 percent) were found in non-credit enrollment than in the credit or community services areas.