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Mt. SAC PROGRESS REPORT ON PARTNERSHIP FOR EXCELLENCE GOALS

The purpose of Partnership for Excellence (PFE) goals are to increase the numbers or to improve the percentages on five broad measures of student outcome performance and/or institutional performance. The five goals and sub-goals were developed with 1995-96 as the base year and with 2005-06 as the target year.

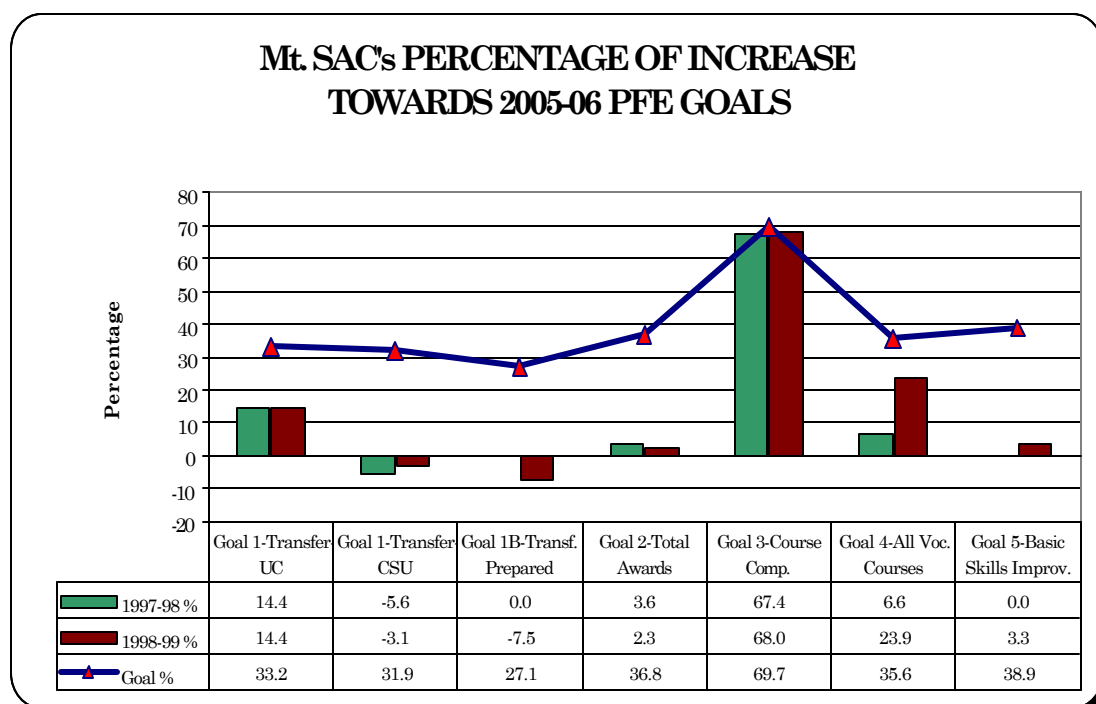
PFE goals are concerned with: (1) increasing the number of transfers from community colleges to baccalaureate institutions, including CSU, UC, independent, and out-of-state colleges and universities, with a sub-goal of increasing the number of students who are transfer prepared; (2) increasing the number of degrees and certificates awarded; (3) increasing the overall rate of successful course completions with specific goals for transferable, vocational, and basic skills courses; (4) increasing workforce development activities through successful course completion in apprenticeship courses, advanced-level vocational courses, and introductory vocational courses, with sub-goals for increasing the number of California businesses and employees benefiting from training through contract education and in the number of individuals receiving fee-based job training; and (5) increasing the number of students completing coursework at least one level above their prior basic skills enrollment.

This issue of *INSIGHTS* is a report on Mt. San Antonio College's progress in each of the five goal areas. The California Community Colleges Chancellor's Office (CCCCO) published *System Performance on Partnership for Excellence Goals, District and College Baseline Data 1996-97, 1997-98, and 1998-99* in June 2000. All data included in this issue of *INSIGHTS* was attained from that report and the March 1999 CCCCCO *FACT BOOK, District and College Baseline Data 1995-96, 1996-97, and 1997-98*.

From 1997-98 to 1998-99, Mt. San Antonio's progress toward the 2005-06 *Partnership* goals was achieved in all but one goal area and one sub-goal area. The highlights of Mt. SAC's progress is as follows:

- A decrease in Goal 1B (a sub-goal of Goal 1), the number of Mt. SAC students who were transfer prepared, from 2,060 to 1,905 (*see page 4*).
- An increase in the number of CSU transfer students (Goal 1), from 987 to 1,014 (*see page 3*).
- A slight decrease in the total Degrees and Certificates (Goal 2) awarded, from 1,319 to 1,302. Although the number of certificates increased from 256 to 291, a drop in the number of AA/AS Degrees awarded (from 1,063 to 1,011) accounts for the total award decline (*see page 5*).
- An increase in Goal 4 (Workforce Development). The number of successful course completions in introductory vocational courses (S.A.M. code "C") shows a healthy rise from 7,476 to 9,855. This exceeds the proposed 2005-06 code "C" goal of 8,460 completed introductory vocational courses (*see page 7*).

PFE goals are stated using raw numbers to determine baseline and goal data. From these raw numbers, increases can be expressed in percentages. The figure to the right shows Mt. SAC's percentage of increase for each of the five PFE goals (and Goal 1 sub-goals).



The following pages provide, in graphic form, a summary of the progress that has been achieved to date in each of the Partnership for Excellence goal areas. A statement outlining each of the PFE Goals, statewide, accompanies each graphic figure. Mt. SAC's goal numbers are contained in brackets [] within each statement.

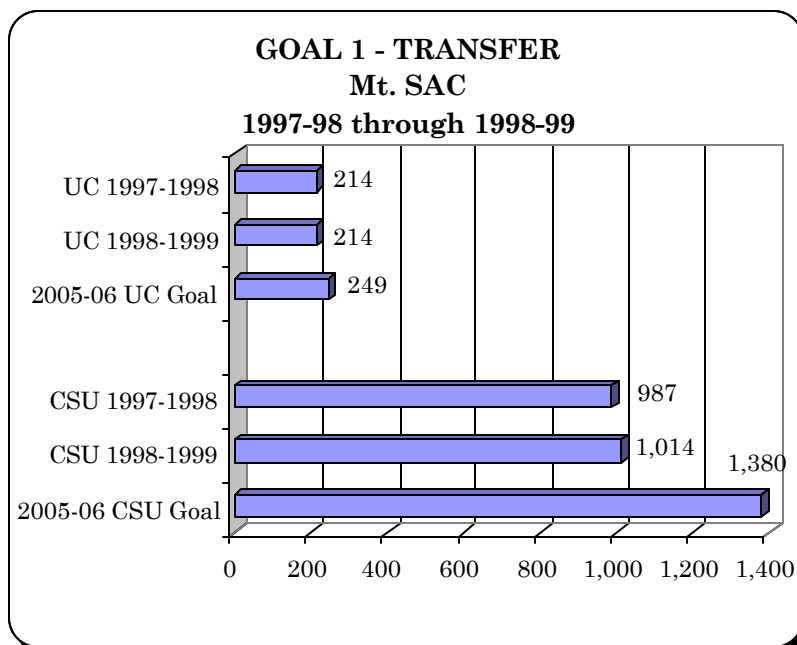
The first figure on each page reflects Mt. SAC's status in 1997-98 and 1998-99 as well as the relationship of that status to the 2005-06 goal. The second table or figure on each page represents Mt. SAC's and its benchmark colleges' status and their relationship to the 2005-06 goal. The figures are based on data contained in *System Performance on Partnership for Excellence Goals* (CCCCO, June 2000) and are provided so that the current status on each of the goals may be easily viewed. Further information can be obtained by contacting Mt. SAC's Research and Resource Development Office or by visiting the Chancellor's Office Partnership for Excellence web-site at <http://www.cccco.edu/ccco/mis/partnership.htm>.

GOAL 1 - TRANSFER

By 2005-06, an increase from 69,574 to 92,500 (33.0%) in the number of students (statewide) who transfer from community colleges to baccalaureate institutions. Specifically:

UC sub-goal:	an increase from 10,886 [187] to	14,500 [249]	33.2%
CSU sub-goal:	an increase from 48,688 [1,046]	to 64,200 [1,380]	31.9%
Independents sub-goal:	an increase from 10,000	to 13,800	38.0%

Note: Useful data is not yet available for transfers to independent and out-of-state colleges. Therefore, the data represented in the figure to the right and in the table below do not display the baseline, current, or goal data for transfers to independent and private colleges and universities. Additionally, the overall number of transfers to baccalaureate institutions is not available. Mt. SAC data is contained in brackets [] in the above, and subsequent, goal statements.



GOAL 1 - TRANSFER

Number of Mt. San Antonio College Transfer Students to University of California and the California State University Compared to Benchmarks and CC System

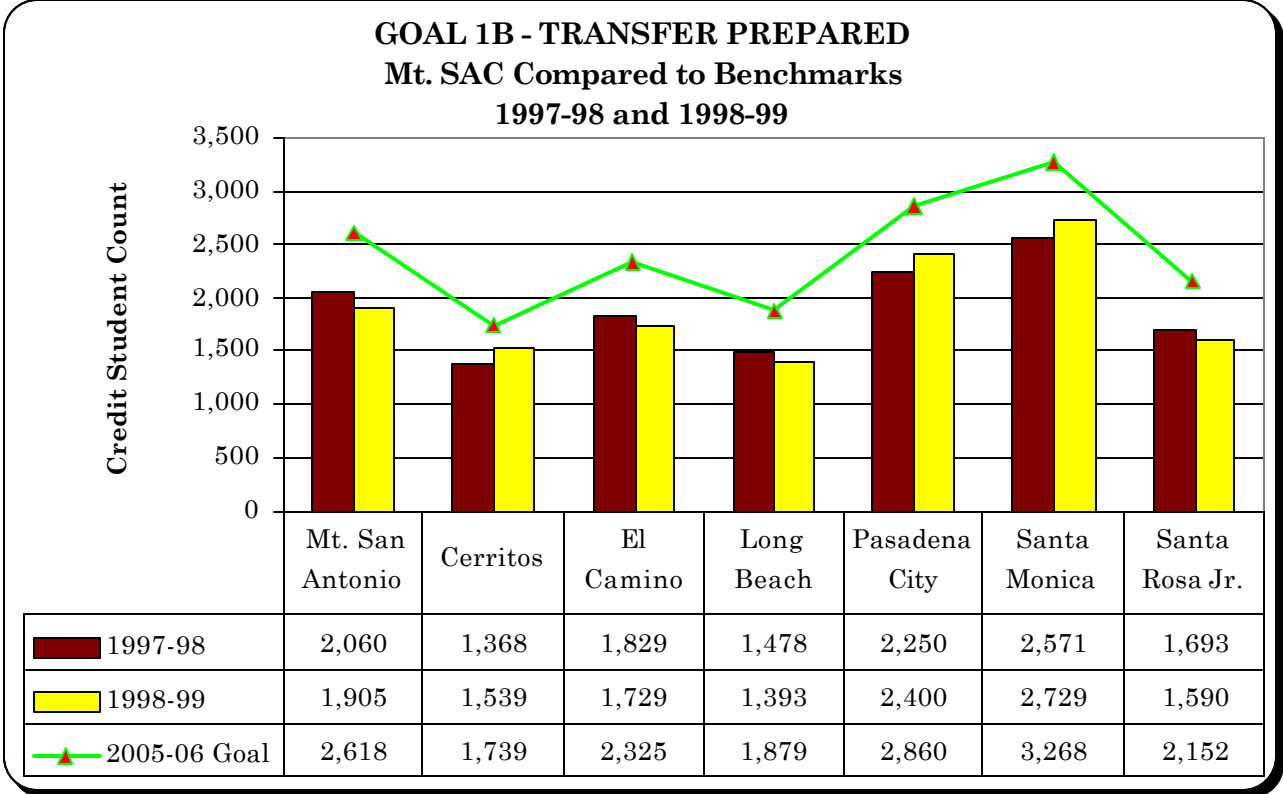
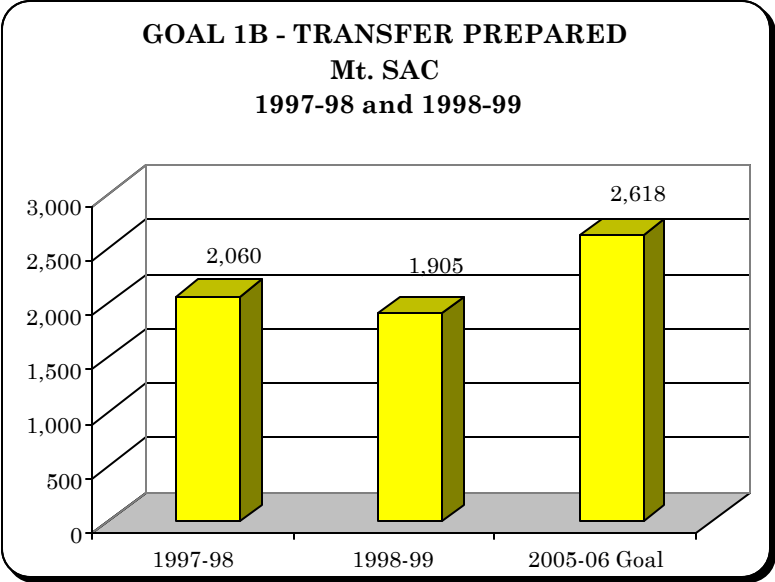
College:	University of California				California State University			
	1996-97	1997-98	1998-99	2005-06 Goal	1996-97	1997-98	1998-99	2005-06 Goal
Mt. San Antonio College	189	214	214	249	1,075	987	1,014	1,380
Cerritos	113	93	73	149	724	639	592	880
El Camino	244	224	210	348	980	845	797	1,240
Long Beach	101	89	69	136	768	641	596	960
Pasadena City	277	241	253	402	1,009	1,013	951	1,360
Santa Monica	601	680	632	887	872	729	802	1,120
Santa Rosa Jr.	171	186	197	225	812	775	817	1,240
All CA CC Total	10,492	10,210	10,161	14,500	48,349	45,546	44,989	64,216

GOAL 1B - TRANSFER PREPARED

An increase in the number of students who are Transfer Prepared from 106,951 [2,060] to 135,935 [2,618].

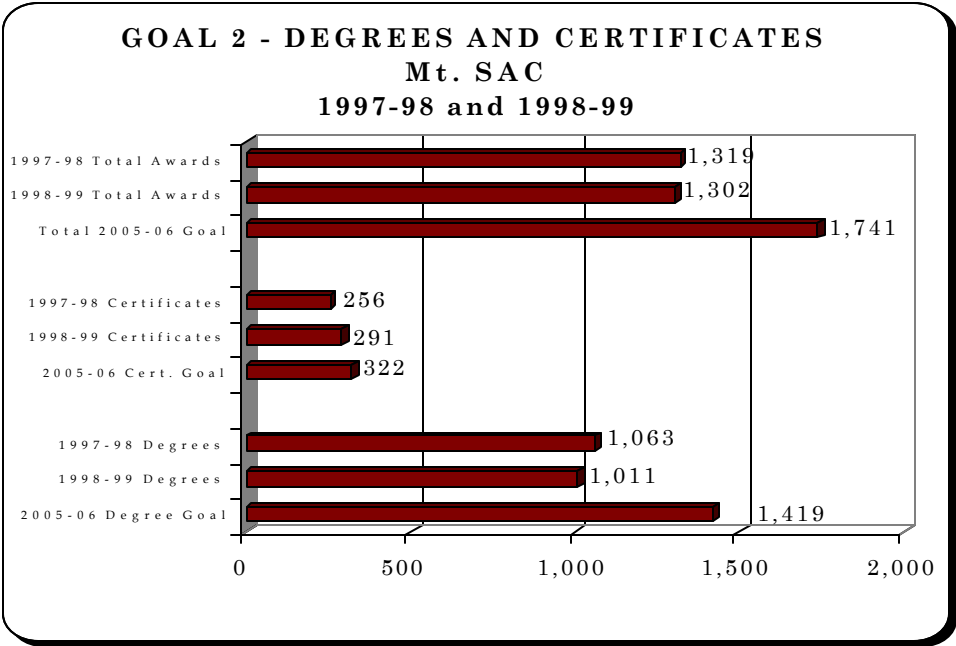
Transfer Prepared is defined as the number of students who earn, within a six-year period, 56 transferable units with a minimum G.P.A. of 2.00.

The goal period for this measure covers eight years (rather than ten years like all other Partnership goals) and results in a projected increase of 27.1 percent.



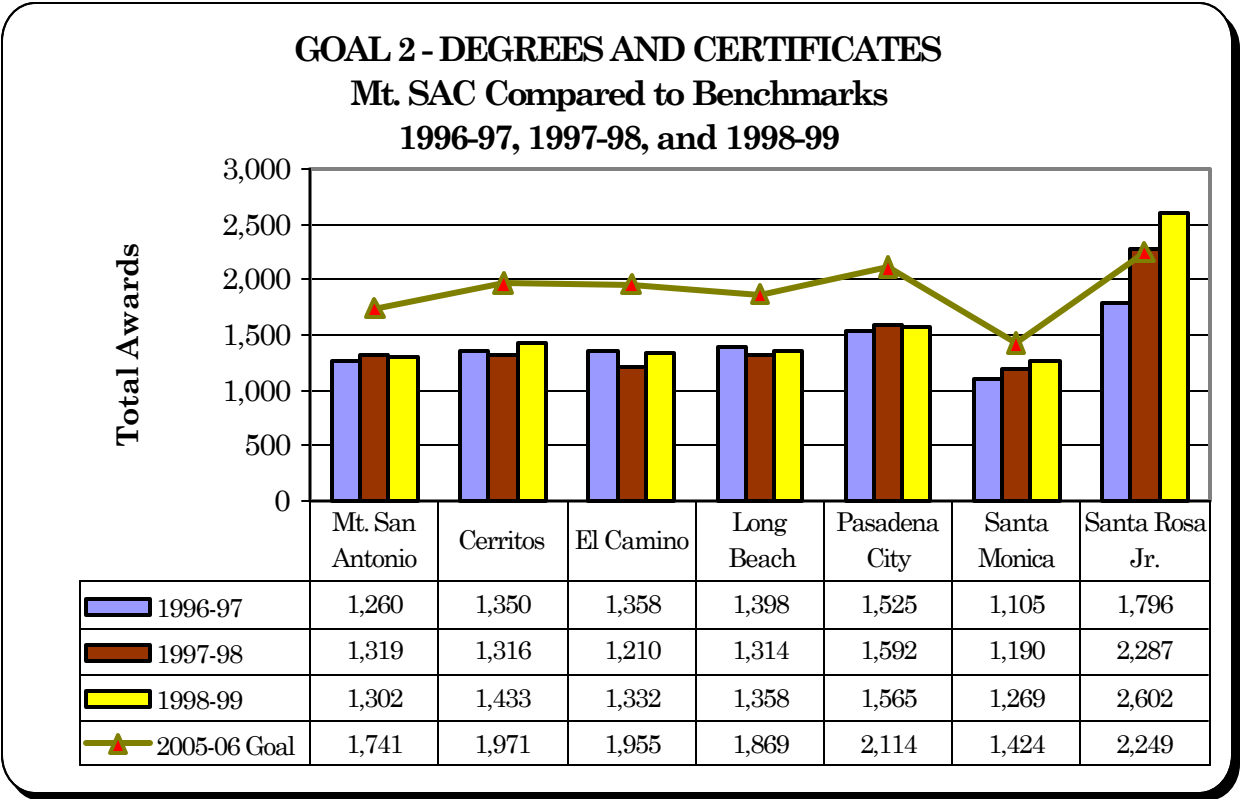
GOAL 2 - DEGREES AND CERTIFICATES

By 2005-06, achieve an increase from 80,799 [1,273] to 110,500 [1,741] (36.8%) in the number of degrees and certificates awarded.



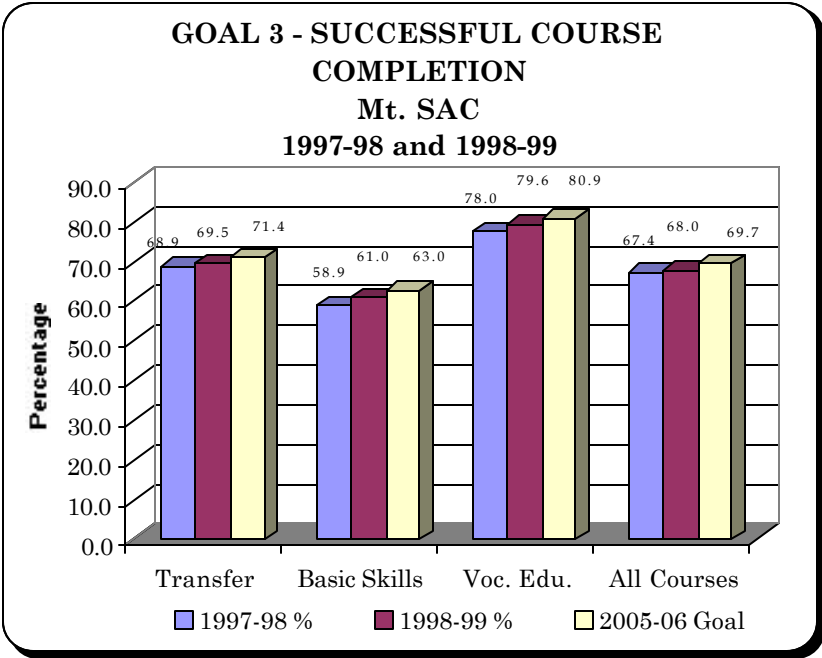
AA/AS Degrees sub-goal:
an increase from 57,076 [1,038]
to 78,000 [1,419]
36.7%

Certificates sub-goal:
an increase from 23,723 [235]
to 32,500 [322]
37.0%



GOAL 3 - SUCCESSFUL COURSE COMPLETION

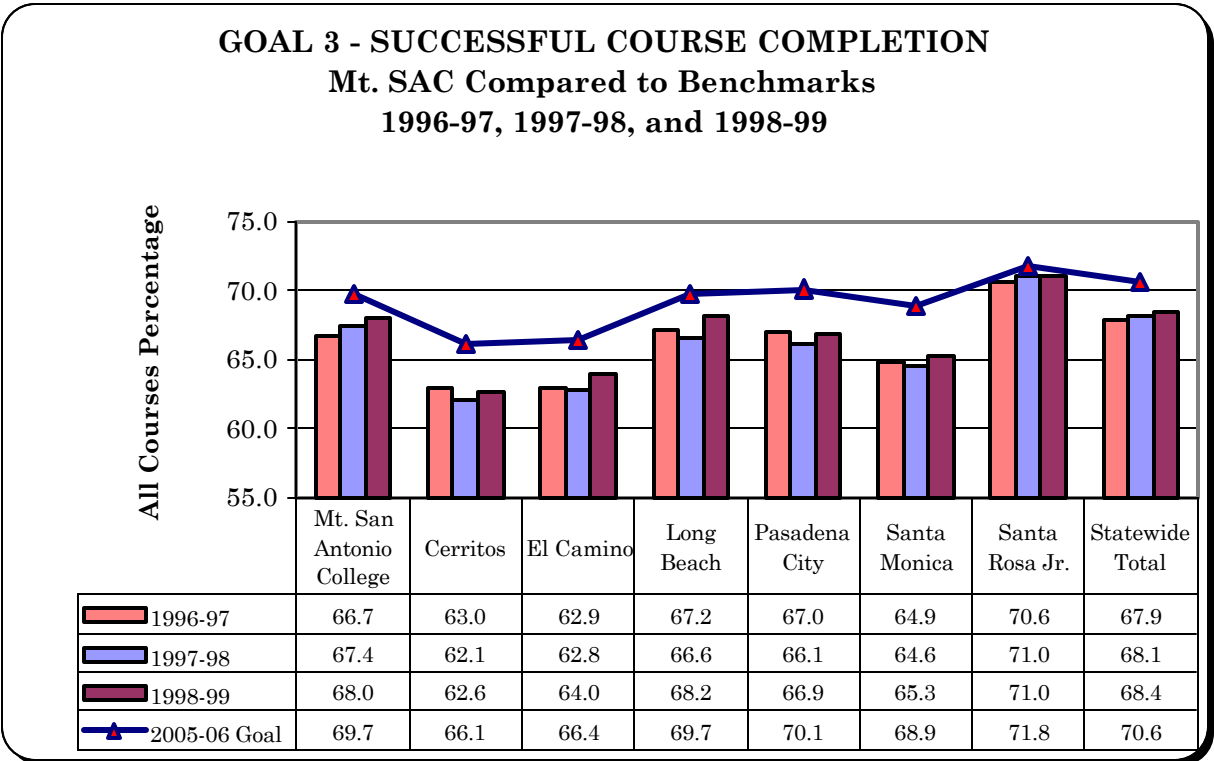
By 2005-06, achieve an increase from 68.1% [67.2%] to 70.6% [69.7%] in the overall rate of successful course completions.



Sub-goal for Transferable Courses:
 an increase from 68.3% [68.9%]
 to 70.8% [71.4%]

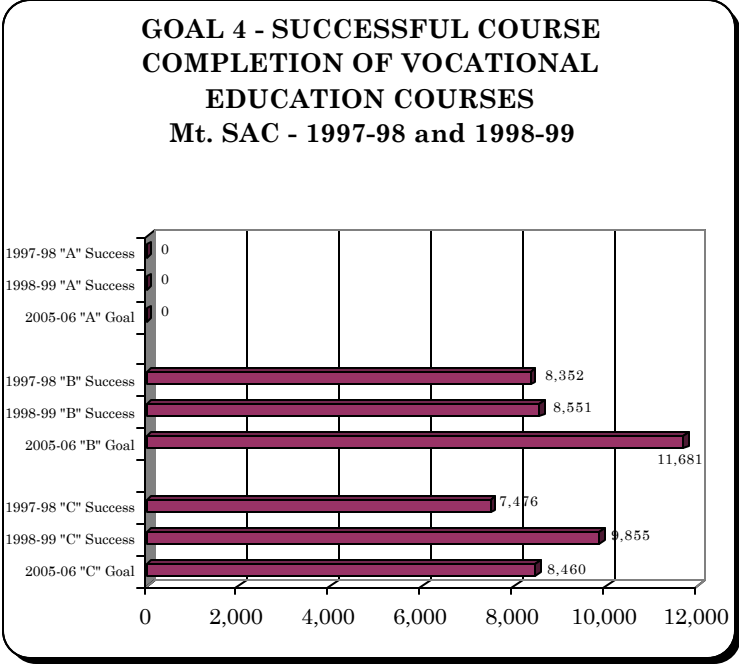
Sub-goal for Basic Skills Courses:
 an increase from 60.3% [60.6%]
 to 62.5% [63.0%]

Sub-goal for Vocational Courses:
 an increase from 77.2% [78.1%]
 to 80.0% [80.9%]



GOAL 4 - WORKFORCE DEVELOPMENT

By 2005-06, achieve increases in successful course completion in the following areas:



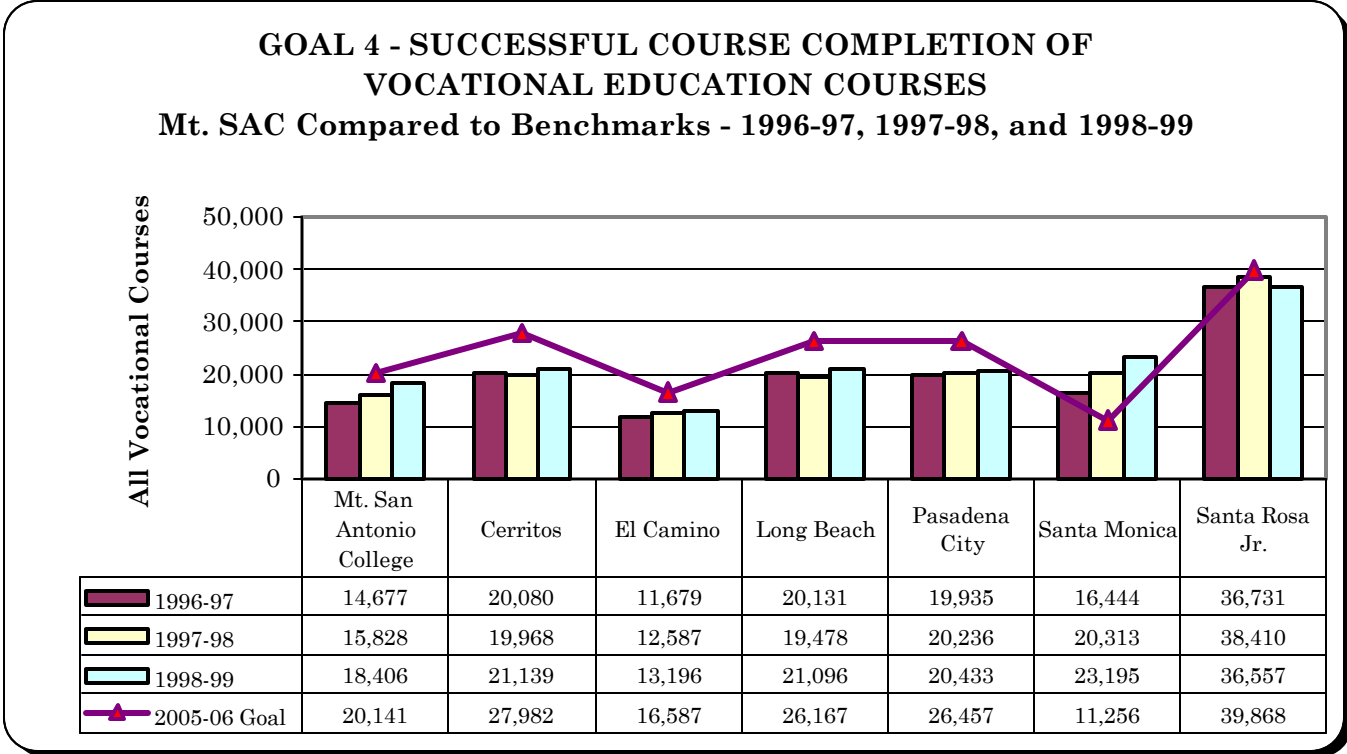
"A"-Apprenticeship Courses:
from 16,810 [0] to 22,788 [0]
35.6%

"B"-Advanced-level Vocational Courses:
from 242,436 [8,614] to 329,041 [11,681]
35.6%

"C"-Introductory Vocational Courses:
from 684,385 [6,239] to 927,887 [8,460]
35.6%

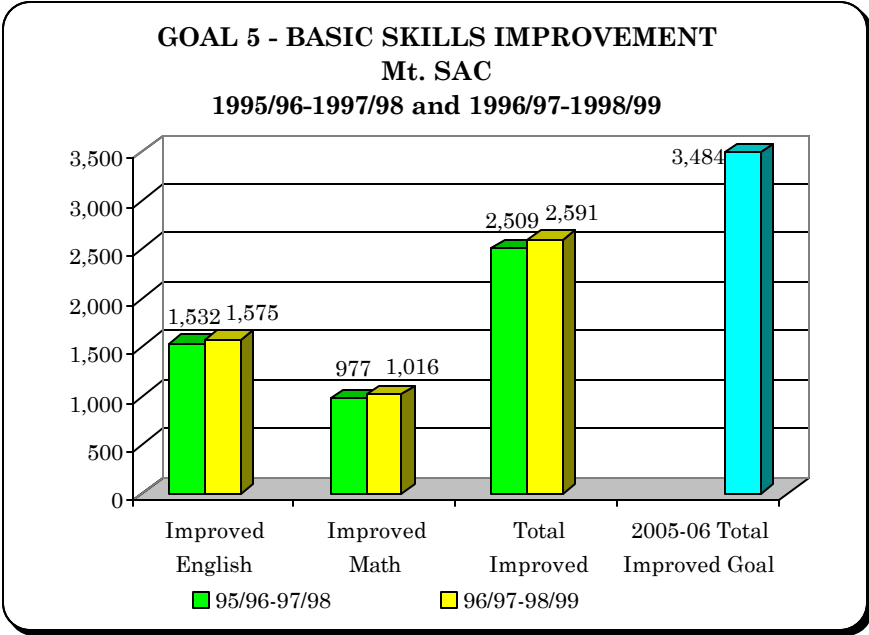
Note: There are additional sub-goals to increase the number of California businesses and employees benefiting from training through contract education and to increase the number of individuals receiving fee-based job training. Data for these sub-goals is not yet available. Mt. SAC does not offer courses with a S.A.M. code of "A" and therefore does not

have data for this area.



GOAL 5 - BASIC SKILLS IMPROVEMENT

By 2005-06, achieve an increase from 108,566 [2,509] to 150,754 [3,484] (38.9%) in the number of students completing coursework at least one level above their prior basic skills enrollment.



Note: To be counted as "Improved" a student must have enrolled in a basic skills course, then in a subsequent term, they must enroll in a course with a program code in the same group but which is at a higher level. The higher course must have been completed with a grade of "C" or better. A student is only counted once in mathematics and/or English regardless of how many times they improve.

