

2022 Annual Report
Final Submission
04/08/2022

Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Kelly Fowler
3.	Phone number of person preparing report:	(909) 274-5414
4.	E-mail of person preparing report:	kelly.fowler@mtsac.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 69,290 2019-20: 69,854 2020-21: 48,967
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	1% -30%
6. Additional Instructions and Data Definitions: For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.		
7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 38,621 2019-20: 40,241 2020-21: 39,321
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.	Since Mt. SAC primarily offers degrees(AA, AS, ADTs) and credit/noncredit certificates, we utilized

this approach in our response to this question. In this context, we did not experience any program that increased or decreased more than 50%.

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer
8.	Do you offer Distance Education?	Yes
8a.	Total unduplicated headcount enrollment in distance education in last three years:	2018-19 10,647 2019-20 13,841 2020-21 39,116
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	30% 183%
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: Due to the pandemic, Mt. SAC offered significantly more courses online.	

8. Additional Instructions and Data Definitions:

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

8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	No
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9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor; taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	34 %

10. Additional Instructions and Data Definitions:

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your

institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."		
11.	If your college relies on another source for reporting success metrics, please identify the source (select one) .	College established dashboard
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.mtsac.edu/research/ie-data.html
12. Additional Instructions and Data Definitions: ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.		

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1"> <tr> <td>2018-19</td><td>2019-20</td><td>2020-21</td></tr> <tr> <td>72 %</td><td>72 %</td><td>72 %</td></tr> </table>	2018-19	2019-20	2020-21	72 %	72 %	72 %
2018-19	2019-20	2020-21						
72 %	72 %	72 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1"> <tr> <td>2018-19</td><td>2019-20</td><td>2020-21</td></tr> <tr> <td>0 %</td><td>74 %</td><td>77 %</td></tr> </table>	2018-19	2019-20	2020-21	0 %	74 %	77 %
2018-19	2019-20	2020-21						
0 %	74 %	77 %						
13b.	List the actual successful student course completion rate:	<table border="1"> <tr> <td>2018-19</td><td>2019-20</td><td>2020-21</td></tr> <tr> <td>72 %</td><td>69 %</td><td>69 %</td></tr> </table>	2018-19	2019-20	2020-21	72 %	69 %	69 %
2018-19	2019-20	2020-21						
72 %	69 %	69 %						
13. Additional Instructions and Data Definitions: For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.								
Certificates								
14.	Type of Institute-set standard for certificates:	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1"> <tr> <td>2018-19</td><td>2019-20</td><td>2020-21</td></tr> <tr> <td>588</td><td>646</td><td>646</td></tr> </table>	2018-19	2019-20	2020-21	588	646	646
2018-19	2019-20	2020-21						
588	646	646						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1"> <tr> <td>2018-19</td><td>2019-20</td><td>2020-21</td></tr> <tr> <td>0</td><td>650</td><td>866</td></tr> </table>	2018-19	2019-20	2020-21	0	650	866
2018-19	2019-20	2020-21						
0	650	866						
14c.	List actual number or percentage of certificates:	<table border="1"> <tr> <td>2018-19</td><td>2019-20</td><td>2020-21</td></tr> <tr> <td>577</td><td>583</td><td>513</td></tr> </table>	2018-19	2019-20	2020-21	577	583	513
2018-19	2019-20	2020-21						
577	583	513						
14. Additional Instructions and Data Definitions: For purposes of this report, include only those certificates which are awarded with 16 or more units.								
Associate Degree (A.A./A.S.)								
15.	Type of Institute-set standard for degrees awarded:	Number of degrees						
	If Number-Other or Percent-other, please describe:							

15a.	List your Institution-Set Standard (floor) for degrees:	2018-19 2,358	2019-20 2,854	2020-21 3,223
15b.	List your stretch goal (aspirational) for degrees:	2018-19 N/A	2019-20 2,700	2020-21 4,316
15c.	List actual number or percentage of degrees:	2018-19 3,713	2019-20 3,316	2020-21 3,996

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No
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Transfer

17.	Type of Institute-set standard for transfers:	Number of transfers								
	If Number-Other or Percent-other, please describe:									
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	<table><tr><td>2018-19</td><td>2019-20</td><td>2020-21</td></tr><tr><td>1,799</td><td>1,875</td><td>1,943</td></tr></table>			2018-19	2019-20	2020-21	1,799	1,875	1,943
2018-19	2019-20	2020-21								
1,799	1,875	1,943								
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	<table><tr><td>2018-19</td><td>2019-20</td><td>2020-21</td></tr><tr><td>N/A</td><td>1,915</td><td>2,918</td></tr></table>			2018-19	2019-20	2020-21	N/A	1,915	2,918
2018-19	2019-20	2020-21								
N/A	1,915	2,918								
17d.	List actual number or percentage of students who transfer to a 4-year college/university:	<table><tr><td>2018-19</td><td>2019-20</td><td>2020-21</td></tr><tr><td>1,909</td><td>2,065</td><td>2,466</td></tr></table>			2018-19	2019-20	2020-21	1,909	2,065	2,466
2018-19	2019-20	2020-21								
1,909	2,065	2,466								

Licensure Examination Pass Rates

18.	Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution- Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
	Aviation Maintenance	National	93 %	99 %	93 %	92.3 %	95.8 %
	Emergency Medical Technician	National	90 %	100 %	100 %	100 %	100 %
	Nursing	State	75 %	100 %	95 %	96 %	97.96 %
	Paramedic	State	90 %	100 %	n/a %	n/a %	91.85 %
	Psychiatric Technician	State	90 %	100 %	89.39 %	89 %	94.44 %
	Radiologic Technician	National	75 %	100 %	86 %	95 %	95 %
	Registered Veterinary Technician	National	72 %	95 %	93 %	95 %	91 %
	Respiratory Therapist	National	80 %	100 %	100 %	100 %	100 %
Welding	Other	75 %	85 %	25 %	55 %	55 %	

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

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

Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
Accounting AS Degree	89 %	94.45 %	100 %	77.8 %	26.92 %
Administration of Justice AA	95.5 %	97.75 %	100 %	91 %	29.41 %
Administration of Justice AS	59 %	84.38 %	0 %	100 %	18.75 %
Air Conditioning and Refrigeration AS Degree	100 %	100 %	100 %	100 %	28.57 %
Aviation Science	75 %	87.5 %	100 %	50 %	14.29 %
Business Administration	77.28 %	88.64 %	100 %	54.55 %	15.13 %
Business Management AS Degree	100 %	100 %	100 %	100 %	22.73 %
Child Development AS Degree	75 %	88 %	100 %	50 %	25 %
Commercial Flight	75 %	88 %	100 %	50 %	11.11 %
Computer Network Administration and Security Management AS	100 %	100 %	100 %	100 %	22.22 %
Early Childhood Education	83 %	92 %	100 %	66 %	21.05 %
Educ Paraprof (Instr Asst) AS Degree	88 %	94 %	100 %	75 %	35.29 %
Electronics and Computer Engineering Technology AS	100 %	100 %	100 %	100 %	100 %
Fire Technology AS	100 %	100 %	100 %	100 %	44.44 %
Fire Technology Certificate	100 %	100 %	100 %	100 %	31.03 %
Histologic Technician Training AS	91.5 %	95.75 %	100 %	83 %	35.71 %
Human Resources Management	75 %	87.5 %	100 %	50 %	50 %
Journalism AA	75 %	87.5 %	100 %	50 %	13.33 %
Nursing AS Degree	94.6 %	97.3 %	100 %	89.19 %	30 %
Paralegal/Legal Assistant	100 %	100 %	100 %	100 %	23.08 %
Radiologic Technology AS Degree	100 %	100 %	100 %	100 %	17.39 %
Registered Veterinary Technology AS	91 %	95.5 %	100 %	82 %	33.33 %
Respiratory Therapy AS	93.75 %	96.88 %	100 %	87.5 %	29.17 %
Sign Lang/Interpreting AS Deg	100 %	100 %	100 %	100 %	100 %
Accounting Certificate	66.67 %	83.33 %	n/a %	100 %	33.33 %
Animation AS Degree	67 %	78.37 %	n/a %	67.7 %	22.22 %
Hospitality & Restaurant Management	50 %	58.93 %	n/a %	50 %	14.29 %
Psychiatric Technician Certificate	100 %	100 %	100 %	100 %	n/a %

19. Additional Instructions and Data Definitions:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

20.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit). Employment outcomes data is retrieved from the CTE Outcomes Survey. Response rates to the survey were lower than usual and has impacted employment rate data for 2020-2021. Members of the Accreditation Steering Committee (ASC) and Institutional Effectiveness Committee (IEC) continued to review, reflect, and revise the aspirational goals for student achievement metrics (Questions 13-17) that were initially set in fall 2020. As a continuation of this work, aspirational goals for Licensure Examination Pass Rates (Question 18) and Employment Rates for Career Technical Education students (Question 19).
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The data included in this report are certified as a complete and accurate representation of the reporting institution.

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