

CONTINUING EDUCATION DIVISION

Institutional, Community, and Student Profile 2009-10

Program Characteristics Update November 2010

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HISTORY OF INSTITUTION

Mt. SAC's Beginnings

The Mt. San Antonio College (Mt. SAC) campus was originally part of the 48,000-acre La Puente Rancho. During World War II, the facility was converted into an Army hospital and later a Navy hospital. The Mt. San Antonio Community College (Mt. SAC) District was created in December, 1945 when voters of four local high school districts approved the formation of a community college district. Initially named Eastern Los Angeles County Community College, the institution was later renamed after Mt. San Antonio, the imposing, snow-capped mountain (popularly known as Mt. Baldy) prominently visible in the distance above the campus. Mt. SAC opened in the fall of 1946 with 635 students occupying a few Spanish-tiled buildings and temporary Navy barracks clustered below the San Jose Hills. Walnut, not yet an incorporated city, consisted of very little except dirt roads, cacti, and grasslands covered in the spring with wild mustard grass.

The College District boundaries encompass an area of approximately 189 square miles in the southeast corner of Los Angeles County, bordering Orange County on the south and San Bernardino County on the east. The 421 acre campus, located about thirty miles east of Los Angeles, is situated in the geographic center of ten school districts and seventeen communities including Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, the southern portion of Glendora, Hacienda Heights, City of Industry, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina. Quite naturally, the growth of Mt. SAC has mirrored that of the local area. From its humble beginnings with an initial enrollment of 635 students, the college now serves over 70,000 men and women from diverse backgrounds and generations.

History of Continuing Education Division

The Community Services department was established in 1971 to provide cultural, educational and recreational programs. Some of these community programs included the support of the planetarium, wildlife sanctuary, and art gallery as well as classes for senior citizens and gifted children. The department was also responsible for Mt. SAC's public information and a speaker's bureau.

In 1978 Community Services was reclassified from a department to a division and the division's first dean, Dr. Ed Hernandez, was appointed. The newly re-titled Community Education Division expanded to incorporate community enrichment, fee-based classes and new areas of adult education including Basic Skills, English as a Second Language, Older Adult, Parent Education, Disabled Education, and Health and Fitness.

By the late 1980s the division began increasing its focus on entrepreneurship and economic development. In 1993 the Community Education Center (CEC) was established on the main campus and over the next few years grew to include programs such as GED preparation, Adult Basic Education, Adult Diploma, and High School Referral. Then in 2002 all noncredit programs were placed under the larger umbrella of the Instruction Team where they remain today.

Mt. SAC Continuing Education is one of the strongest noncredit programs in the state of California. The division has experienced dramatic change and tremendous growth in its 39 year history. There have been six name changes during this time and its most recent name change, Continuing Education, reflects the common terminology used by California community colleges for similar programs.

The main campus is now home to the Continuing Education Division office, the Older Adult Program office, the Language Learning Center, as well as Adult Basic Education, Adult Diploma, English as a Second Language, High School Referral, Noncredit Health, and Noncredit Vocational programs. Community Education, Contract Education, Developmentally Disabled, and Older Adult Program courses are offered on campus and in public and private facilities throughout the Mt. SAC community. Reductions in funding led to the elimination of Noncredit Fitness and Parent Education programs in 2010.

GOVERNANCE

Continuing Education has a clearly defined governance structure which originates from the Board of Trustees, the ultimate policy-making body of the College. The Board of Trustees is empowered by California law to be the policy-making body of Mt. San Antonio College (Mt. SAC). The Board consists of five community members and one Student Trustee. Members of the Board are elected by the qualified voters of the District to serve a four-year term. The Student Trustee is a non-voting member elected annually during a regular election of the student body.

The President/CEO oversees implementation of Board Policies and Administrative Procedures and is responsible for the overall administrative governance of the College. He seeks counsel from the President's Cabinet, which is the highest-level administrative decision-making body at Mt. SAC. The Cabinet meets with the President/CEO weekly and is charged with ensuring the long-term stability and success of the institution, consistent with Mt. SAC's mission, vision, and core values. The Cabinet develops policy-level agenda items and issues that require approval by the Board of Trustees. At a broader level the President's Advisory Council (PAC) provides input to the President/CEO on administrative, fiscal, and strategic issues.

Under the authority of the Board of Trustees, Mt. SAC has a participatory governance structure which facilitates joint responsibility, authority, and decision-making through the collaboration of administrators, faculty, staff, and students. Participatory governance councils and committees plan for the future, develop policies, establish regulations, and make recommendations which guide the College, including Continuing Education. The Academic Senate and the College President/CEO reach mutual agreement for district and governance structures as related to faculty roles, processes for program review, processes for institutional planning and budget development, and other issues recognized as academic and professional in nature. The Board of Trustees relies primarily on the Academic Senate for curriculum, including establishing prerequisites and placing courses within disciplines, degree requirements, grading policies, educational program development, standards and policies for student preparation and success, and policies for faculty professional development. Noncredit representatives serve on the Academic Senate as well as various College councils, committees, and task force teams. Representatives include faculty as well as classified and management staff.

STUDENT PROFILES

Adult Basic Education

Since the Adult Basic Education (ABE) Lab provides a variety of programs and assessments, there are different student profiles based on the function for which students utilize the lab. For example, the average GED student is a 20 year old Hispanic male who did not complete high school and is interested in obtaining a GED to pursue an educational, vocational, or personal goal. Students who utilize assessment testing are likely to have completed high school and are generally between 18-23 years of age. Conversely, the typical computer course student is a female in her mid-40s who has at least a high school diploma and is interested in improving skills to return to the workforce. Likewise, the majority of typing tests are administered to women in their mid-40s who are applying for employment.

Adult High School Diploma

The range of student ages in the Adult High School Diploma Program is from 17-57, although the program is comprised primarily of 18-23 year olds (81.3%). The average student is a 19 year old (81%) Hispanic (65%) male (59%) who left high school in his junior or senior year. Although each student is enrolled both in morning and evening classes (a total of 36 possible hours per week), most attend one session or the other on a drop-in basis. Students generally take one class at a time and can complete a class in a minimum of 62.5 hours.

Career Advancement Academy

Students who have chosen to participate in the In-Home Support Services/Healthcare class are interested in short-term vocational training leading to employment. Upon application to the program, the majority of these students are unemployed (80%) Hispanic (80%) women (94.3%) seeking an entry level healthcare position.

Developmentally Disabled

Students in the Developmentally Disabled Program attend classes at an off-campus vocational training center designed for special needs adults. Students in this program attend classes to improve their vocational and life skills. There is an equal number of males and females in the class and the average student is in his/her early-40s and is either white or Hispanic. One unique feature of this program is that 92 percent of students who were taking a class for the fall reenrolled in the spring.

ESL

Students that enroll in the ESL Program are focused on strengthening their English communication skills with 26% self-identifying their primary occupation as "student". Nearly 75% of students are between the ages of 16-45, and a majority is female (62%). The dominant ethnicities are Hispanic and Asian students. Approximately 70% of the students have a high school diploma from their native country, and about 35% have earned their bachelor's or other postsecondary degree. Some students wish to transfer their professional degree from their native country in order to obtain their license to practice their profession in the U.S while others are seeking to pursue a postsecondary education or improve their employability.

High School Referral

The High School Referral Program is open to currently enrolled high school students. As a result, the average student is 17 years old, female (52%), Hispanic (48%), and is attending to improve an existing low grade (D or F). While 23 high school districts are serviced by the High School Referral Program, half of all students are from one of three districts: Chaffey, Hacienda-La Puente, or Pomona Unified. The average student is in class for eight hours per week, attending either for two hours each evening (Monday-Thursday) or two times a week for four hours. Students must have approval from their high school counselor and a parent to begin a course and can only take one course at a time.

Language Learning Center

Users of the LLC include both credit and noncredit students. Credit students are typically enrolled in language courses requiring completion of lab hours as assigned by their instructor. The vast majority of noncredit students attending the LLC are enrolled in the ESL Program or are on a waiting list to take ESL classes. These students are self-motivating individuals dedicated to practicing their English skills. Other noncredit students include “vacationers” from the community who are looking to gain language skills for travel abroad.

Older Adult Program

Older Adult Program students are primarily retired women (80%) over the age of 44 (95%) who come from homes where English is the dominant language (93.4%). These students enter class with different levels of real world experience, a multitude of educational levels, age variances, and life skills. Some students focus on skill building leading to a means of supplemental income, while others focus on personal growth. Since Older Adult students prefer to take classes in their home communities, 98% of courses are offered off campus. A typical Older Adult student enrolls in multiple classes each term and continues to participate in the program throughout the academic year.

Noncredit Vocational Program

Students participating in noncredit vocational programs are seeking to complete a series of short-term vocational training courses leading to professional advancement or employment. These students are often concurrently enrolled in credit courses (77%).

Noncredit Health Program

Health Program students seek opportunities for work or upward mobility in healthcare fields. Some are concurrently enrolled in credit, while others are healthcare workers or professionals seeking clinical skills practice. Many students participating in this program are preparing for health related licensure or certification exams.

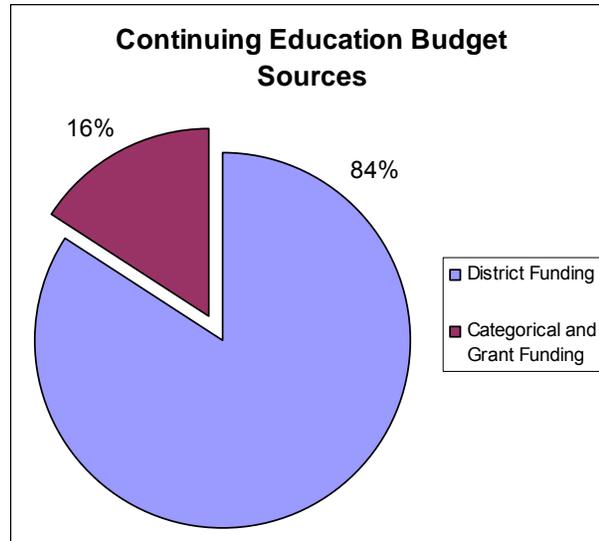
WIN Program

The WIN Program is comprised of student athletes who are enrolled in credit courses. The average student is between the ages of 18-20 and 21 sports are represented with the largest being football and track. All participating students must take a minimum of 12 credit units in order to be eligible to participate in a sport and most will take between 12 and 15 credit units per semester.

MAJOR FUNDING SOURCES

Average Annual Budget

Mt. San Antonio College Continuing Education receives funding from several sources. The most significant source is an annual apportionment from the California Community Colleges Chancellor's Office based on Mt. SAC student attendance (FTES, or "full-time equivalent students"). The annual apportionment forms the basis of the College general fund. The College (a single-campus district) allocates an annual portion of the district budget to Continuing Education. In 2009-10 the Continuing Education district budget was slightly over \$8 million.



Additionally, Continuing Education receives one-time and ongoing funding from State of California categorical allocations and from several grants. A categorically-funded State allocation for noncredit matriculation services sustained a significant and ongoing cut beginning in 2009-10; the reduced award was partially backfilled for one year by ARRA (American Relief and Recovery Act) funds. Noncredit matriculation funding is expected to remain stable at its reduced rate for the foreseeable future. The next most significant funding source is WIA Title II (231), a Federal grant that has been renewed annually since the late 1990s. Other smaller sources of funds include WIA Title I, Temporary Assistance to Needy Families (TANF), and short-term project grants. All together, categorical and grant funding provided more than \$1.5 million to Continuing Education in 2009-10.

Fiscal performance is monitored by Continuing Education, Mt. San Antonio College, and the various categorical and grant sources. District budget adjustments are tied to annual planning and outcomes. Several grant funds are tied specifically to student learning outcomes and other measures of student progress.

EDUCATIONAL PROGRAMS

Type	Program	Instructional Delivery	Sites/Locations
Noncredit	Basic Skills <ul style="list-style-type: none"> ▪ Adult Basic Education (ASVAB, ABE, Computer Literacy) ▪ Adult High School Diploma ▪ Child Development Careers – CDC Works ▪ GED ▪ High School Referral ▪ Summer High School ▪ WIN ▪ Labs serving Credit Students (DSPS, EOPS, Learning Assistance Center, Writing Assistance Center, Math Activities Resource Center) 	<ul style="list-style-type: none"> ▪ Direct Instruction or Self Directed ▪ Direct Instruction or Self Directed ▪ Direct Instruction ▪ Direct Instruction, Self Directed, or Distance Learning ▪ Direct Instruction, Self Directed ▪ Direct Instruction ▪ Individualized ▪ Individualized 	<ul style="list-style-type: none"> ▪ Mt. SAC Campus ▪ Mt. SAC Campus ▪ Mt. SAC Campus ▪ Mt. SAC Campus ▪ Mt. SAC Campus ▪ Mt. SAC Campus Alhambra USD Baldwin Park USD Bassett USD Bonita USD Covina USD Hacienda La Puente USD Pomona USD Rowland USD Walnut USD West Covina USD ▪ Mt. SAC Campus ▪ Mt. SAC Campus
	English as a Second Language (ESL) <ul style="list-style-type: none"> ▪ ESL ▪ Language Learning Center ▪ VESL Career Paths 	<ul style="list-style-type: none"> ▪ Direct Instruction ▪ Self Directed, Individualized ▪ Direct Instruction, Self Directed 	<ul style="list-style-type: none"> ▪ Mt. SAC Campus ▪ Mt. SAC Campus ▪ Mt. SAC Campus
	Health & Fitness <ul style="list-style-type: none"> ▪ Health Careers Resource Center (HCRC) ▪ Certified Nurse Assistant (CNA) ▪ Acute Care Nurse Assistant ▪ Certified Home Health Aide ▪ Fitness program eliminated in 2010-11 	<ul style="list-style-type: none"> ▪ Individualized ▪ Direct Instruction & Clinical ▪ Direct Instruction & Clinical ▪ Direct Instruction & Clinical 	<ul style="list-style-type: none"> ▪ Mt. SAC Campus Clara Baldwin Stocker Casa Bonita West Haven Healthcare Center Mt. San Antonio Gardens Pilgrim Place
	Immigrant Education <ul style="list-style-type: none"> ▪ Citizenship Preparation 	<ul style="list-style-type: none"> ▪ Direct Instruction 	<ul style="list-style-type: none"> ▪ Mt. SAC Campus
	Parenting Education <ul style="list-style-type: none"> ▪ Eliminated in 2010-11 		
	Programs for Students with Substantial Disabilities	Direct Instruction, Self Directed	San Gabriel Valley Training Center
	Short-term Vocational	Direct Instruction	Mt. SAC Campus

Type	Program	Instructional Delivery	Sites/Locations
Noncredit	Older Adult Program	Direct Instruction or Self Directed	Mt. SAC Campus Atria-Covina Atria – Rancho Park Bridgecreek Retirement Center Brighton Gardens Canyon Terrace Apartments Country View Retirement Home Covina Gardens Diamond Bar Center Easter Seals Southern California Heritage Park Community Center Hi Lea Mobile Home Park Hillcrest Homes Irwindale Recreation Center Irwindale Senior Citizens' Center Joslyn Senior Citizens' Center La Verne Community Center The Masonic Home Mt. San Antonio Gardens Pathfinder Park Community Center Regent Senior Living San Dimas Retirement Center San Dimas Senior/Community Center San Dimas Swim & Racquet Club Villa Colima Walnut Senior Center West Covina Senior Citizens' Center
Grants	Career Advancement Academy (In Home Support)	Direct Instruction	Mt. SAC Campus
Community Education	<ul style="list-style-type: none"> ▪ Career Connections ▪ Driver Education ▪ Exercise Science & Wellness Center ▪ Kids & Youth ▪ Online Learning ▪ Personal Enrichment ▪ Swim Program 	Direct Instruction, Computer Based Instruction (synchronous & asynchronous), Self Directed, Individualized	Mt. SAC Campus El Monte Community Hospital Foothill Presbyterian - Glendora Inter-Community Medical Ctr - Covina Queen of the Valley Hospital Suburban Medical Center - Paramount West Covina High School Zydeco Casting Studio - Burbank
Contract Education	LA Works Metropolitan Water District Montclair Fire Department Compton Fire Department Pomona Unified School District Bassett Unified School District	Self Directed, Individualized, Direct Instruction	Mt. SAC Campus LA Works Resource Center – Irwindale Pomona USD – Indian Hill Village Bassett USD – Child Development Ctr

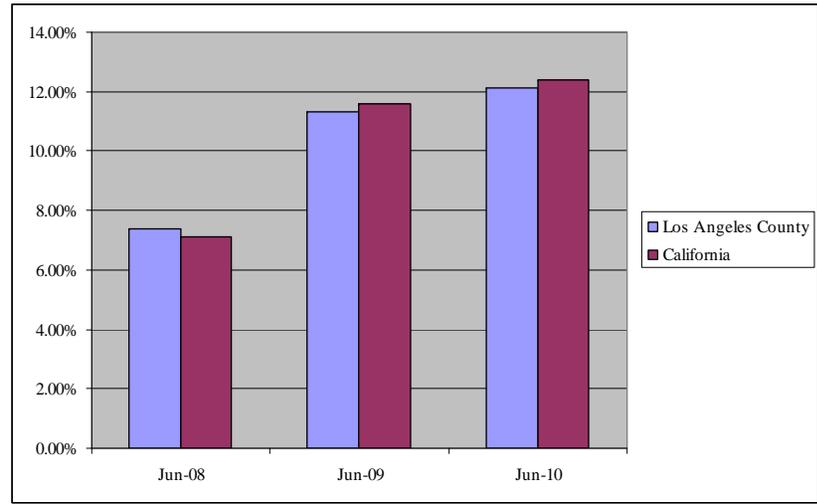
COMMUNITY INFORMATION

Los Angeles Metropolitan Area

Los Angeles County and California Unemployment Rate

	June 2008	June 2009	June 2010
Los Angeles County	7.4%	11.3%	12.1%
California	7.1%	11.6%	12.4%

Source: US Bureau of Labor Statistics



U.S. Census Bureau: 2006-2008 American Community Survey 3-Year Estimates

Los Angeles County	2006-2008
Total Population	9,832,137
Average Household Size	3.04
Same Residence as 1 Year Ago	87.0%
High School Graduate or Higher (25 yrs +)	75.3%
Bachelor's Degree or Higher (25 yrs +)	28.1%
Enrolled in College or Graduate School	7.9%
Native to U.S.	64.0%
Foreign Born	36.0%
Speak Lang. Other Than Eng. At Home (5 yrs +)	56.2%

Source: US Census; 2006-2008 American Community Survey

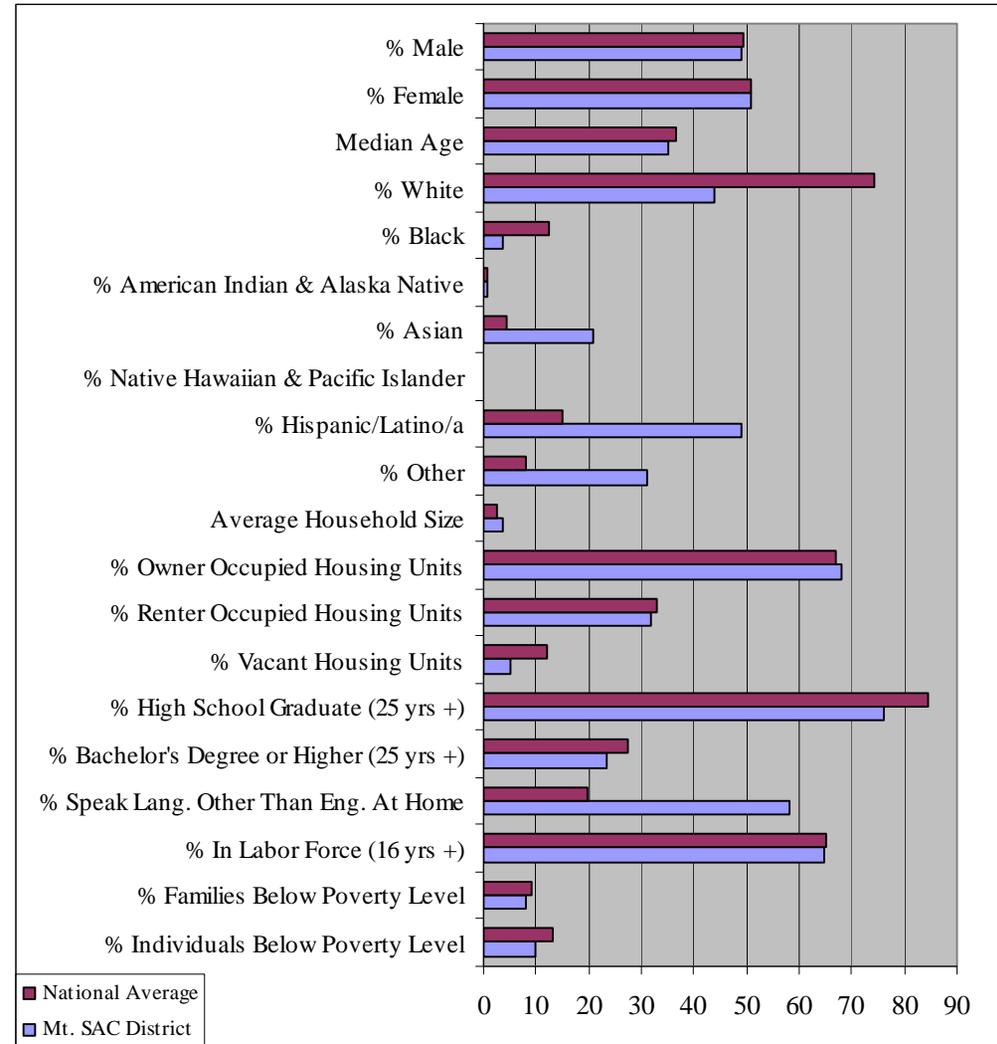
Mt. San Antonio College District Information

	Mt. SAC District	California Average	National Average
% Male	49.1	50.0	49.3
% Female	50.9	50.0	50.7
Median Age	35.0	34.7	36.7
% White	43.9	60.9	74.3
% Black	3.6	6.2	12.3
% American Indian & Alaska Native	0.6	0.8	0.8
% Asian	20.8	12.3	4.4
% Native Hawaiian & Pacific Islander	0.2	0.4	0.1
% Hispanic/Latino/a	48.9	36.1	15.1
% Other	31.0	17.1	8.0
Average Household Size	3.6	2.9	2.6
% Owner Occupied Housing Units	68.0	57.8	67.1
% Renter Occupied Housing Units	32.0	42.2	32.9
% Vacant Housing Units	5.0	8.4	12.0
% High School Graduate (25 yrs +)	75.9	80.3	84.5
% Bachelor's Degree or Higher (25 yrs +)	23.6	29.4	27.4
% Speak Lang. Other Than Eng. At Home	58.2	42.4	19.6
% In Labor Force (16 yrs +)	64.7	64.8	65.2
% Families Below Poverty Level	7.9	9.6	9.3
% Individuals Below Poverty Level	10.0	12.9	13.2

Source: 2006-2008 American Community Survey 3-Year Estimates

Cities included: Baldwin Park, Bassett, Charter Oak, Covina, Diamond Bar, Glendora, Hacienda Heights, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, & West Covina.

Cities excluded due to lack of Census Data: City of Industry & Irwindale.



PROGRAM CHARACTERISTICS

Continuing Education 5 Year Enrollment Trend by Program

		2005-06	2006-07	2007-08	2008-09	2009-10
Adult Basic Education	Adult Basic Education	6517	6435	3038	3297	3162
	Adult High School Diploma	1057	1378	1669	704	753
	High School Referral	-	-	-	-	1213
	Summer High School	-	-	-	-	9390
	High School Referral & Summer High School	7034	8978	14987	14657	-
Developmentally Disabled		299	300	216	151	204
ESL	ESL	-	-	-	-	3628
	VESL Career Paths	-	-	-	-	151
	All ESL	3430	3711	3414	3239	-
Noncredit Fitness ¹		1545	1980	2093	2156	1606
Noncredit Labs ²	Language Learning Center ^{2,3}	777	707	590	664	-
	Noncredit Labs ²	-	-	-	-	17316
Noncredit Vocational ⁴	Health Lecture Noncredit	-	-	-	-	188
	Health Occs. Lab Noncredit	-	-	-	-	229
	Health Occs. Lab Credit	-	-	-	-	670
	Noncredit Voc. Combined	-	-	-	-	578
	Noncredit Voc. Not Combined	-	-	-	-	676
	All Noncredit Vocational ⁴	6733	5924	5273	4258	-
Older Adult		5529	5981	5353	5520	5650
Parent Education ¹		362	323	294	304	231
WIN	Noncredit Students	-	-	-	-	98
	Credit Students	-	-	-	-	911
Unduplicated Total		33283	35717	39927	34950	42111

1- Program discontinued

2- Noncredit Labs includes: ESL Lab, LLC, Math, Speech & Sign Success Center, Learning Assistance Center, Writing Assistance Center, T-MARC & MCS Lab, EOPS

3- Language Learning Center data for 2005-2009 includes noncredit students only. The LLC is included in the data for "Noncredit Labs" for 2009-10.

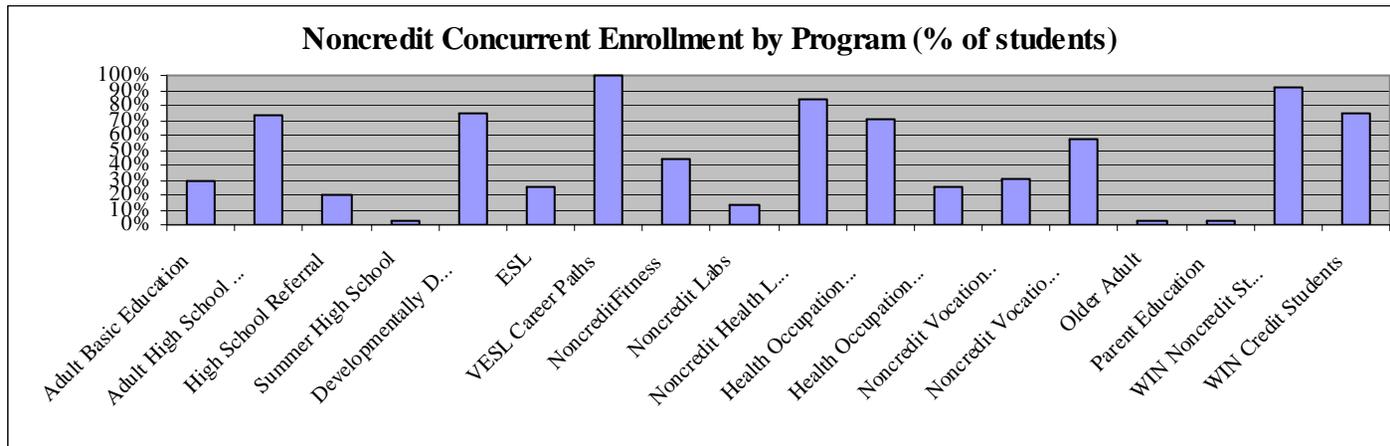
4- Noncredit Vocational 2006-2009 also included Health Occupations Lab & Health Lecture

The notation " - " indicates that enrollment was calculated in a different category in that respective year

Source: Banner

Continuing Education 3 Year Concurrent Enrollment Within Noncredit Programs

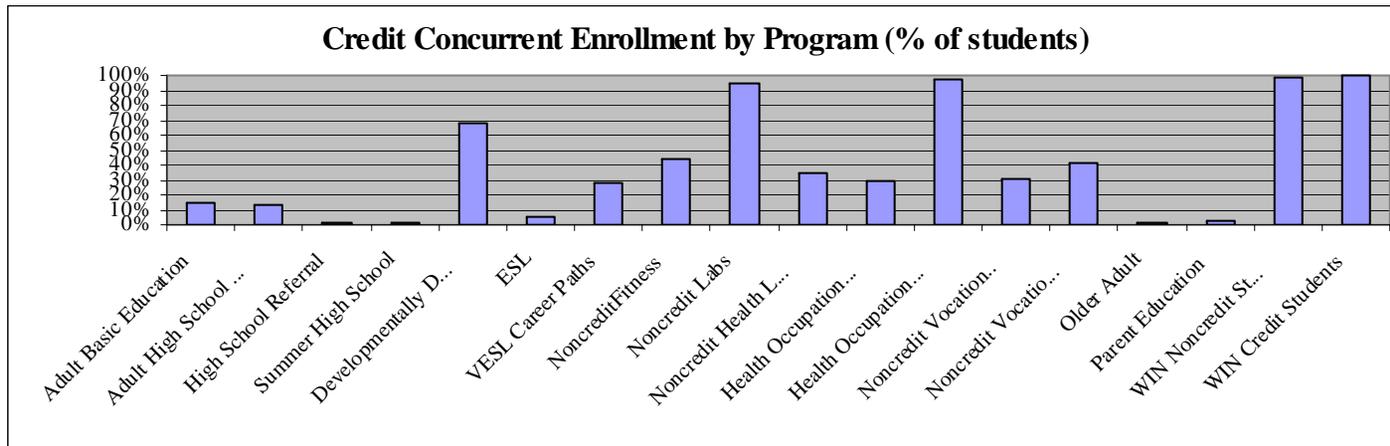
		2007-08			2008-09			2009-10		
		Enrollment Count	Concurrent Count	Concurrent %	Enrollment Count	Concurrent Count	Concurrent %	Enrollment Count	Concurrent Count	Concurrent %
Adult Basic Education	Adult Basic Education	6038	2082	34.5%	3297	732	22.2%	3162	918	29.0%
	Adult High School Diploma	1669	533	31.9%	704	415	58.9%	753	556	73.8%
	High School Referral	-	-	-	-	-	-	1213	238	19.6%
	Summer High School	-	-	-	-	-	-	9390	298	3.2%
	HS Referral & Summer HS	14987	-	-	14657	175	1.2%	-	-	-
Developmentally Disabled	216	33	15.3%	151	0	0.0%	204	153	75.0%	
ESL	ESL	-	-	-	-	-	-	3628	921	25.4%
	VESL Career Paths	-	-	-	-	-	-	151	151	100.0%
	All ESL	3414	1499	43.9%	3239	785	24.2%	-	-	-
Noncredit Fitness ¹	2093	467	22.3%	2156	161	7.5%	1606	705	43.9%	
Noncredit Labs ²	Language Learning Center ³	590	531	90.0%	664	572	86.1%	-	-	-
	Noncredit Labs ²	-	-	-	-	-	-	17316	2420	14.0%
Noncredit Vocational ⁴	Health Lecture Noncredit	-	-	-	-	-	-	188	157	83.5%
	Health Occs. Lab Noncredit	-	-	-	-	-	-	229	161	70.3%
	Health Occs. Lab Credit	-	-	-	-	-	-	670	174	26.0%
	Noncredit Voc. Combined	-	-	-	-	-	-	578	175	30.3%
	Noncredit Voc. Not Combined	-	-	-	-	-	-	676	390	57.7%
	All Noncredit Vocational ⁴	5273	387	7.3%	4258	363	8.5%	-	-	-
Older Adult	5353	193	3.6%	5520	92	1.7%	5650	125	2.2%	
Parent Education ¹	294	5	1.7%	304	8	2.6%	231	7	3.0%	
WIN	Noncredit Students	-	-	-	-	-	-	98	90	91.8%
	Credit Students	-	-	-	-	-	-	911	684	75.1%
Unduplicated Total		36036	2780	7.7%	32915	1558	4.7%	42111	3780	9.0%



Source: Banner

Continuing Education 3 Year Credit Concurrent Enrollment by Program

		2007-08			2008-09			2009-10		
		Enrollment Count	Concurrent Count	Concurrent %	Enrollment Count	Concurrent Count	Concurrent %	Enrollment Count	Concurrent Count	Concurrent %
Adult Basic Education	Adult Basic Education	6038	1095	18.1%	3297	701	21.3%	3162	459	14.5%
	Adult High School Diploma	1669	76	4.6%	704	108	15.3%	753	97	12.9%
	High School Referral	-	-	-	-	-	-	1213	21	1.7%
	Summer High School	-	-	-	-	-	-	9390	77	0.8%
	HS Referral & Summer HS	14987	179	1.2%	14657	251	1.7%	-	-	-
Developmentally Disabled		216	0	0.0%	151	0	0.0%	204	140	68.6%
ESL	ESL	-	-	-	-	-	-	3628	216	6.0%
	VESL Career Paths	-	-	-	-	-	-	151	42	27.8%
	All ESL	3414	93	2.7%	3239	237	7.3%	-	-	-
Noncredit Fitness ¹		2093	829	39.6%	2156	937	43.5%	1606	704	43.8%
Noncredit Labs ²	Language Learning Center ³	590	38	6.4%	664	95	14.3%	-	-	-
	Noncredit Labs ²	-	-	-	-	-	-	17316	16460	95.1%
Noncredit Vocational ⁴	Health Lecture Noncredit	-	-	-	-	-	-	188	64	34.0%
	Health Occs. Lab Noncredit	-	-	-	-	-	-	229	67	29.3%
	Health Occs. Lab Credit	-	-	-	-	-	-	670	648	96.7%
	Noncredit Voc. Combined	-	-	-	-	-	-	578	174	30.1%
	Noncredit Voc. Not Combined	-	-	-	-	-	-	676	280	41.4%
	All Noncredit Vocational ⁴	5273	4011	76.1%	4258	3296	77.4%	-	-	-
Older Adult		5353	72	1.3%	5520	73	1.3%	5650	85	1.5%
Parent Education ¹		294	15	5.1%	304	14	4.6%	231	6	2.6%
WIN	Noncredit Students	-	-	-	-	-	-	98	97	99.0%
	Credit Students	-	-	-	-	-	-	911	910	99.9%
Unduplicated Total		36036	5720	15.9%	32915	5275	16.0%	42111	18100	43.0%

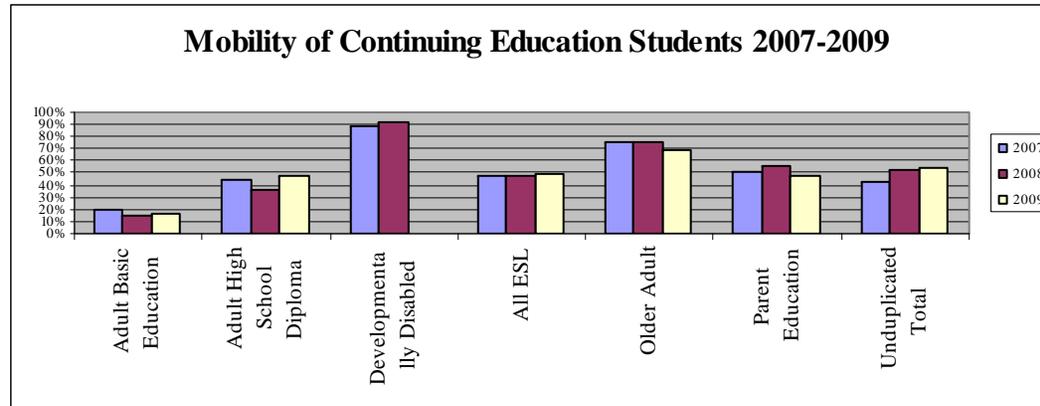


Source: Banner

Continuing Education Student Mobility (Persistence Rate) by Program-Will update Health Occs

	2007			2008			2009			
	Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate	Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate	Fall Cohort Count	Fall to Spring Persistence Count	Fall to Spring Persistence Rate	
Adult Basic Education	Adult Basic Education	2728	517	19.0%	1409	205	14.5%	1326	211	15.9%
	Adult High School Diploma	461	203	44.0%	377	135	35.8%	398	192	48.2%
	High School Referral	-	-	-	-	-	-	377	175	46.4%
	Summer High School ⁵	-	-	-	-	-	-	0	-	-
	HS Referral & Summer HS	1326	389	29.3%	937	593	63.3%	-	-	-
Developmentally Disabled	191	170	89.0%	132	122	92.4%	29	0	0.0%	
ESL	ESL	-	-	-	-	-	1696	832	49.1%	
	VESL Career Paths	-	-	-	-	-	82	39	47.6%	
	All ESL	1829	883	48.3%	1818	855	47.0%	-	-	
Noncredit Fitness ¹	-	-	-	-	-	-	888	181	20.4%	
Noncredit Labs ²	Language Learning Center ³	253	64	25.3%	346	76	22.0%	-	-	
	Noncredit Labs ²	-	-	-	-	-	11239	6479	57.6%	
Noncredit Vocational ⁴	Health Lecture Noncredit	-	-	-	-	-	538	2	0.4%	
	Health Occs. Lab Noncredit	-	-	-	-	-	0	-	-	
	Health Occs. Lab Credit	-	-	-	-	-	0	-	-	
	Noncredit Voc. Combined	-	-	-	-	-	334	73	21.9%	
	Noncredit Voc. Not Combined	-	-	-	-	-	187	85	45.5%	
	All Noncredit Vocational ⁴	3257	1003	30.8%	2246	752	33.5%	-	-	
Older Adult	3585	2711	75.6%	3854	2890	75.0%	3932	2683	68.2%	
Parent Education ¹	154	78	50.6%	149	84	56.4%	148	71	48.0%	
WIN	Noncredit Students ⁵	-	-	-	-	-	0	-	-	
	Credit Students	-	-	-	-	-	742	402	54.2%	
Unduplicated Total	14755	6215	42.1%	11363	5948	52.35%	20362	11052	54.3%	

5- Program enrolls for summer session only

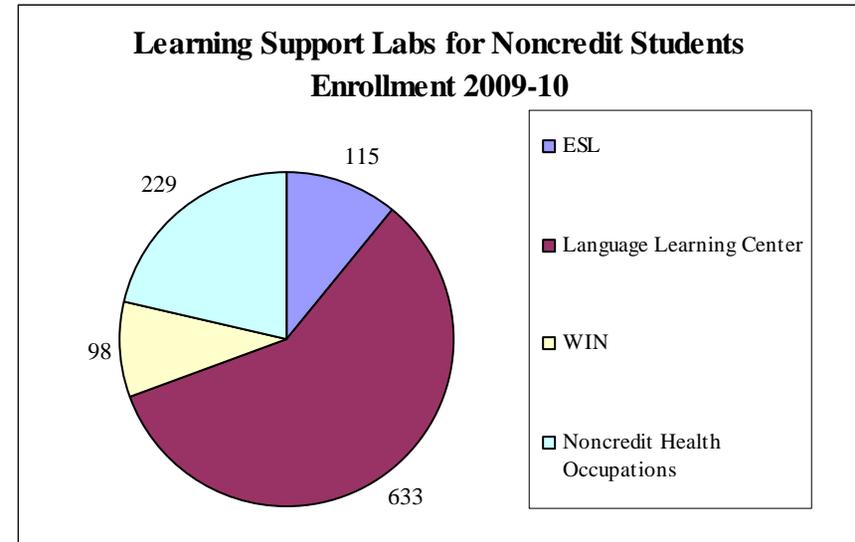


Source: Maria Tsai-Banner

Student Lab Usage

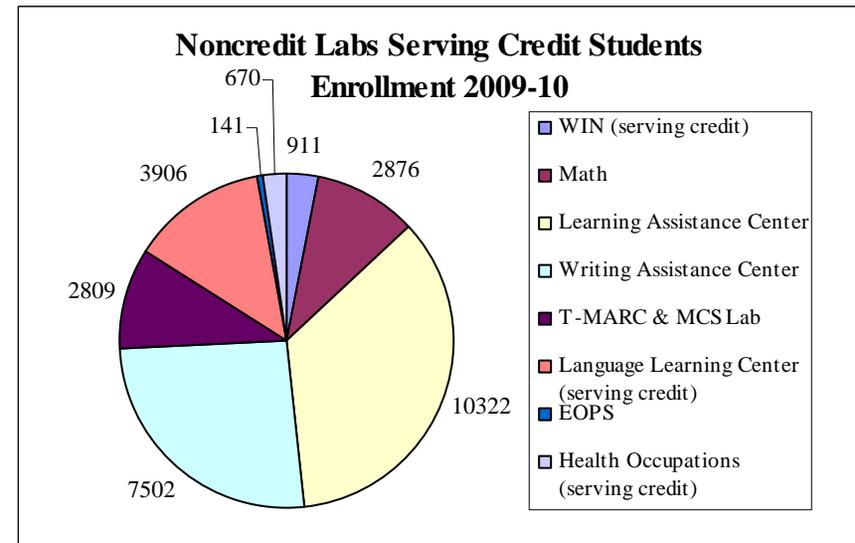
Learning Support Labs for Noncredit Students Enrollment 2009-10

	Enrollment
ESL (VESL Students)	115
Language Learning Center	633
Noncredit Health Occupations	229
WIN	98
Unduplicated Total	1045



Noncredit Labs Serving Credit Students Enrollment 2009-10

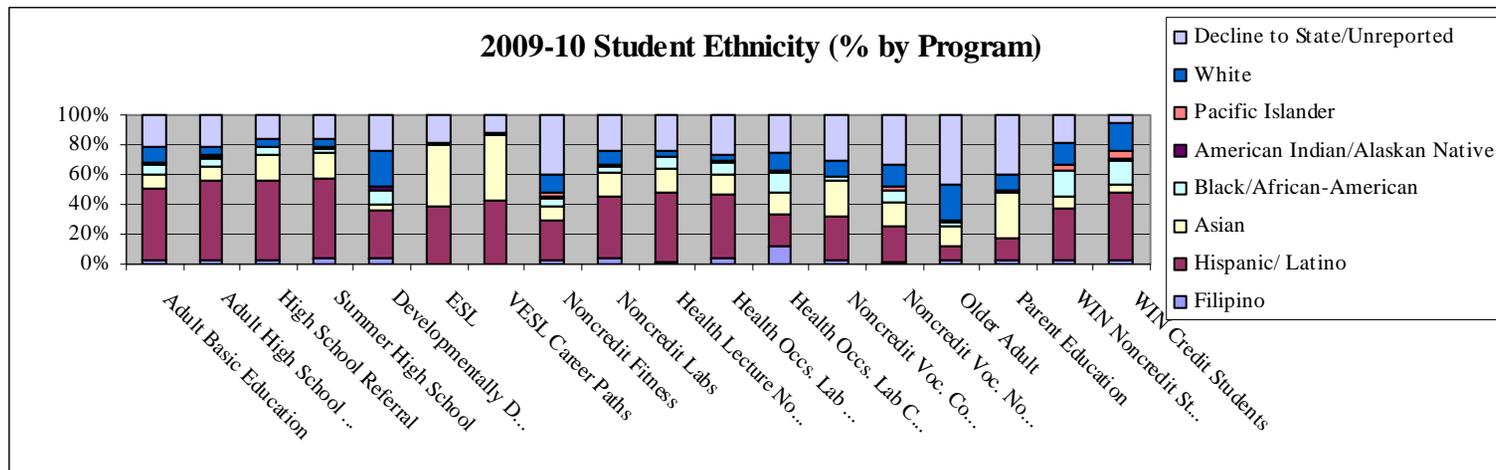
	Enrollment
WIN (serving credit)	911
Math	2876
Learning Assistance Center	10322
Writing Assistance Center	7502
T-MARC & MCS Lab	2809
Language Learning Center (serving credit)	3906
EOPS	141
Health Occupations (serving credit)	670
Unduplicated Total	17583



Source: Banner

Continuing Education Student Ethnicity by Program 2009-10

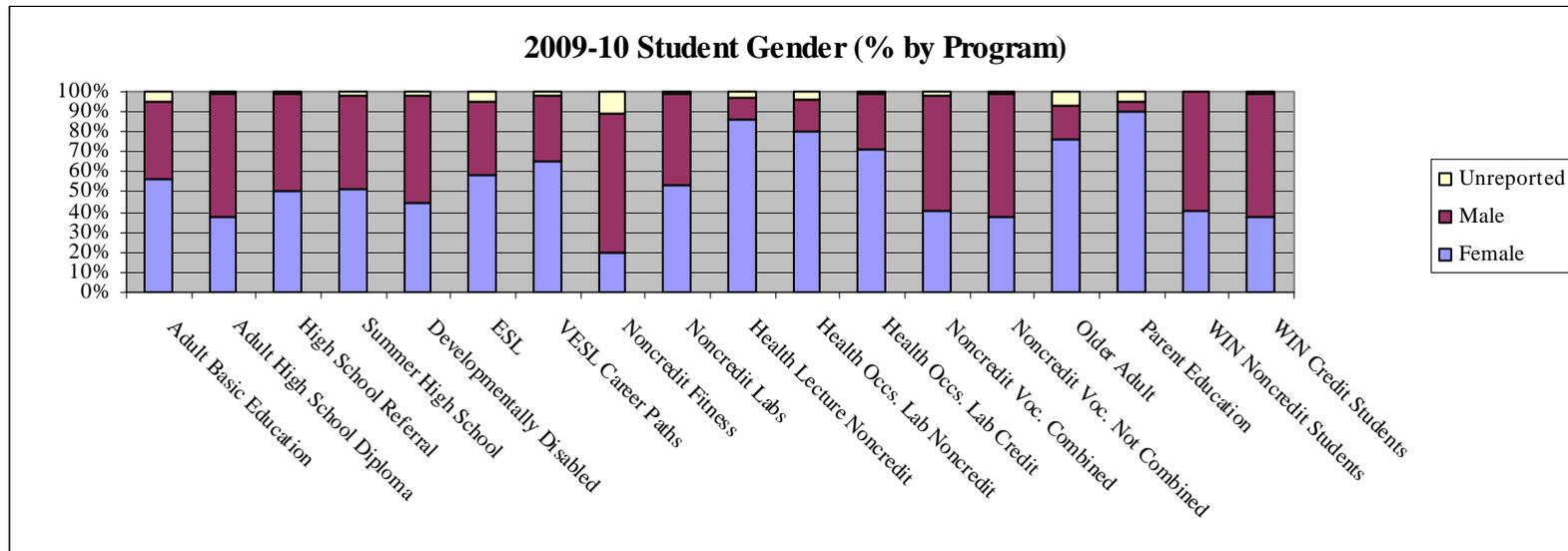
	Filipino		Hispanic/ Latino		Asian		Black/ African- American		American Indian/ Alaskan Native		Pacific Islander		White		Decline/ Unreported		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
	Adult Basic Education	76	2.4%	1605	50.8%	306	9.7%	209	6.6%	25	0.8%	19	0.6%	374	11.8%	694	21.9%
Adult Basic Education	Adult High School Diploma	19	2.5%	427	56.7%	79	10.5%	47	6.2%	9	1.2%	6	0.8%	49	6.5%	167	22.2%
	High School Referral	40	3.3%	656	54.1%	210	17.3%	74	6.1%	2	0.2%	3	0.2%	61	5.0%	200	16.5%
	Summer High School	324	3.5%	5151	54.9%	1633	17.4%	238	2.5%	21	0.2%	43	0.5%	571	6.1%	1482	15.8%
	Developmentally Disabled	8	3.9%	69	33.8%	7	3.4%	21	10.3%	4	2.0%	1	0.5%	50	24.5%	51	25.0%
ESL	ESL	11	0.3%	1427	39.3%	1516	41.8%	7	0.2%	0	0.0%	1	0.0%	29	0.8%	678	18.7%
	VESL Career Paths	0	0.0%	66	43.7%	66	43.7%	1	0.7%	0	0.0%	0	0.0%	2	1.3%	18	11.9%
Noncredit Fitness ¹	35	2.2%	483	30.1%	146	9.1%	103	6.4%	17	1.1%	45	2.8%	218	13.6%	692	43.1%	
Noncredit Labs	696	4.0%	7865	45.4%	3090	17.8%	746	4.3%	95	0.5%	97	0.6%	1890	10.9%	4514	26.1%	
Noncredit Vocational	Health Lecture Noncredit	3	1.6%	91	48.4%	30	16.0%	16	8.5%	0	0.0%	1	0.5%	8	4.3%	46	24.5%
	Health Occs. Lab Noncredit	9	3.9%	100	43.7%	33	14.4%	19	8.3%	0	0.0%	1	0.4%	10	4.4%	63	27.5%
	Health Occs. Lab Credit	79	11.8%	148	22.1%	102	15.2%	84	12.5%	7	1.0%	4	0.6%	81	12.1%	172	25.7%
	Noncredit Voc. Combined	15	2.6%	181	31.3%	141	24.4%	15	2.6%	4	0.7%	0	0.0%	62	10.7%	182	31.5%
	Noncredit Voc. Not Comb.	7	1.0%	170	25.1%	111	16.4%	50	7.4%	3	0.4%	23	3.4%	96	14.2%	233	34.5%
Older Adult	136	2.4%	515	9.1%	816	14.4%	119	2.1%	31	0.5%	6	0.1%	1378	24.4%	2656	47.0%	
Parent Education ¹	7	3.0%	33	14.3%	71	30.7%	1	0.4%	0	0.0%	1	0.4%	26	11.3%	93	40.3%	
WIN	Noncredit Students	2	2.0%	34	34.7%	9	9.2%	16	16.3%	0	0.0%	4	4.1%	15	15.3%	18	18.4%
	Credit Students	26	2.9%	391	42.9%	46	5.0%	140	15.4%	12	1.3%	45	4.9%	165	18.1%	45	4.9%
Unduplicated Total (unduplicated in Division)	1400	3.3%	17452	41.4%	7463	17.7%	1599	3.8%	194	0.5%	222	0.5%	4675	11.1%	11206	26.6%	



Source: Banner (note: if a student indicates at least one ethnicity/race, s/he will be counted at least once)

Continuing Education Student Gender by Program 2009-10

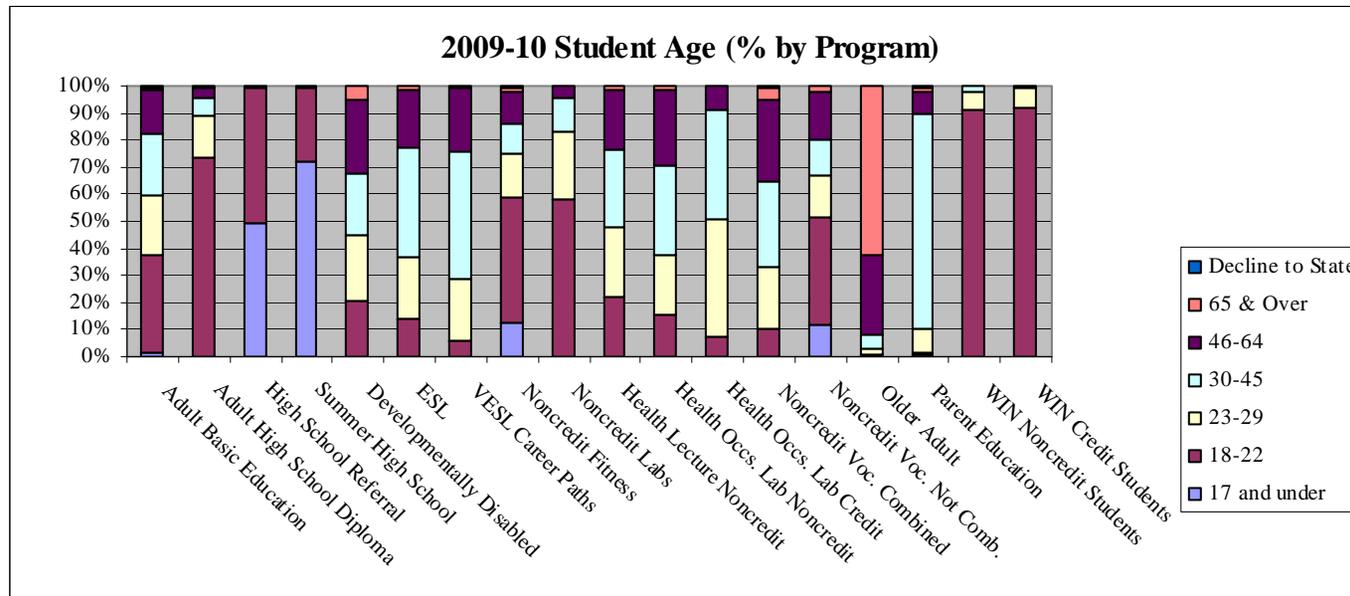
		Female		Male		Decline/ Unreported	
		N	%	N	%	N	%
Adult Basic Education	Adult Basic Education	1787	56.7%	1206	38.2%	161	5.1%
	Adult High School Diploma	287	38.1%	462	61.4%	4	0.5%
	High School Referral	614	50.6%	584	48.1%	15	1.2%
	Summer High School	4876	51.9%	4292	45.7%	222	2.4%
Developmentally Disabled		91	44.6%	109	53.4%	4	2.0%
ESL	ESL	2103	58.0%	1329	36.7%	194	5.4%
	VESL Career Paths	99	65.6%	49	32.5%	3	2.0%
Noncredit Fitness ¹		310	19.3%	1114	69.5%	180	11.2%
Noncredit Labs		9342	54.0%	7768	44.9%	206	1.2%
Noncredit Vocational	Health Lecture Noncredit	162	86.2%	20	10.6%	6	3.2%
	Health Occs. Lab Noncredit	184	80.3%	36	15.7%	9	3.9%
	Health Occs. Lab Credit	479	71.5%	184	27.5%	7	1.0%
	Noncredit Voc. Combined	233	40.5%	331	57.5%	12	2.1%
	Noncredit Voc. Not Combined	256	37.9%	410	60.7%	9	1.3%
Older Adult		4268	75.8%	974	17.3%	392	7.0%
Parent Education ¹		207	89.6%	12	5.2%	12	5.2%
WIN	Noncredit Students	40	40.8%	58	59.2%	0	0.0%
	Credit Students	340	37.3%	566	62.1%	5	0.5%



Source: Banner

Continuing Education Student Age by Program 2009-10

	17 and under		18-22		23-29		30-45		46-64		65 & Over		Decline to State		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Adult Basic Education	Adult Basic Education Lab	56	1.8%	1136	36.0%	693	22.0%	703	22.3%	531	16.8%	20	0.6%	15	0.5%
	Adult High School Diploma	-	-	555	73.7%	113	15.0%	52	6.9%	30	4.0%	3	0.4%	-	-
	High School Referral	594	49.0%	613	50.5%	-	-	-	-	-	-	-	-	6	0.5%
	Summer High School	6795	72.4%	2541	27.1%	-	-	-	-	-	-	-	-	54	0.6%
Developmentally Disabled	-	-	42	20.6%	49	24.0%	47	23.0%	55	27.0%	11	5.4%	-	-	
ESL	ESL	10	0.3%	497	13.7%	835	23.0%	1459	40.2%	769	21.2%	51	1.4%	5	0.1%
	VESL Career Paths	-	-	9	6.0%	34	22.5%	71	47.0%	36	23.8%	1	0.7%	-	-
Noncredit Fitness ¹		204	12.7%	741	46.2%	258	16.1%	181	11.3%	189	11.8%	25	1.6%	6	0.4%
Noncredit Labs		39	0.2%	10038	58.0%	4304	24.9%	2133	12.3%	754	4.4%	48	0.3%	-	-
Noncredit Vocational	Health Lecture Noncredit	-	-	41	21.8%	49	26.1%	54	28.7%	41	21.8%	3	1.6%	-	-
	Health Occs. Lab Noncredit	-	-	36	15.7%	50	21.8%	76	33.2%	63	27.5%	4	1.7%	-	-
	Health Occs. Lab Credit	-	-	50	7.5%	289	43.1%	274	40.9%	57	8.5%	-	-	-	-
	Noncredit Voc. Combined	1	0.2%	60	10.4%	128	22.2%	185	32.1%	171	29.7%	28	4.9%	3	0.5%
	Noncredit Voc. Not Combined	79	11.7%	268	39.7%	107	15.9%	85	12.6%	120	17.8%	15	2.2%	1	0.1%
Older Adult		8	0.1%	47	0.8%	105	1.9%	306	5.4%	1649	29.3%	3500	62.1%	19	0.3%
Parent Education ¹		1	0.4%	2	0.9%	20	8.7%	184	79.7%	19	8.2%	4	1.7%	1	0.4%
WIN	Noncredit Students	-	-	89	90.8%	7	7.1%	2	2.0%	-	-	-	-	-	-
	Credit Students	-	-	838	92.0%	65	7.1%	-	-	-	-	-	-	8	0.9%

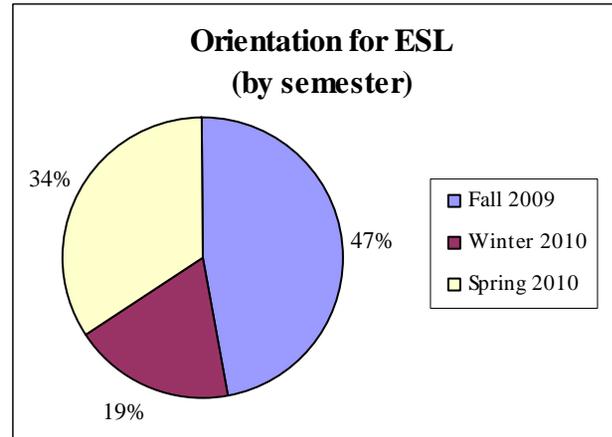
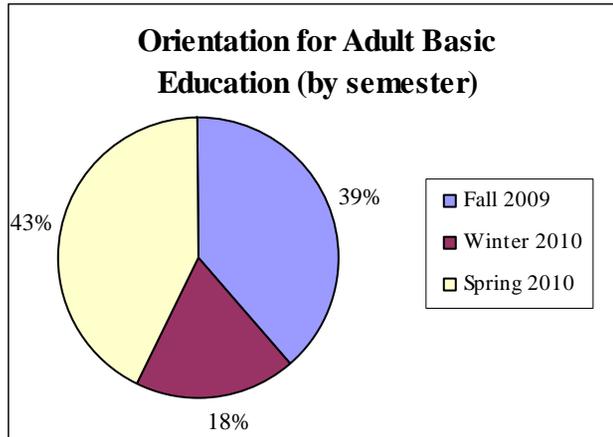


Source: Banner

Orientation and Assessment by Program

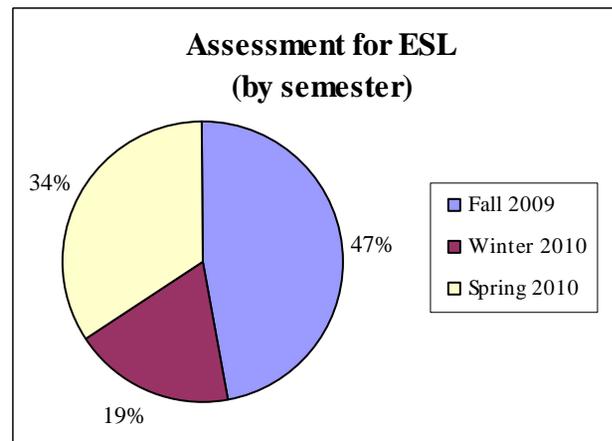
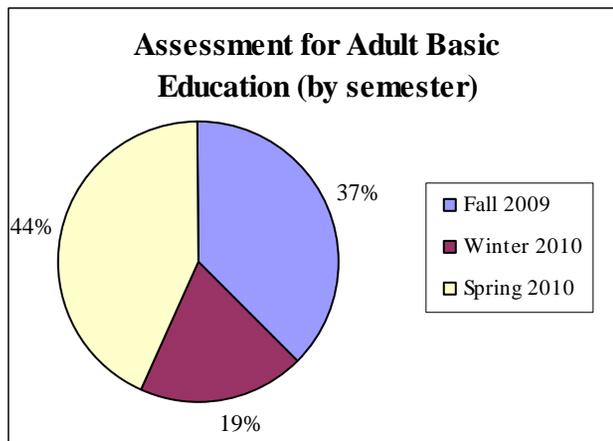
Orientation by Program*

	Fall 2009	Winter 2010	Spring 2010	Total
Adult Basic Education	1091	521	1217	2829
ESL	1074	432	788	2294
Total	2165	953	2005	5123



Assessment by Program

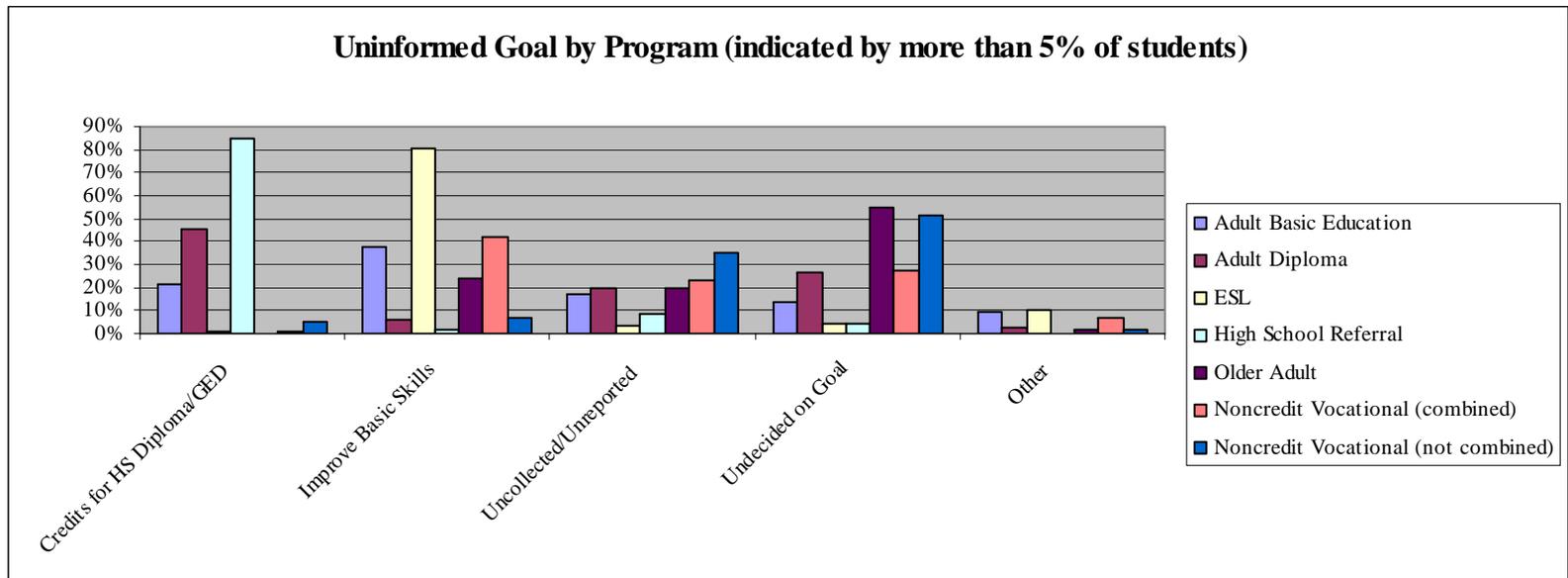
	Fall 2009	Winter 2010	Spring 2010	Total
Adult Basic Education	1153	596	1330	3079
ESL	1074	432	788	2294
Total	2227	1028	2118	5373



Source: Banner

Uninformed Goal by Program 2009-10

	Adult Basic Education		Adult Diploma		ESL		High School Referral		Older Adult		Noncredit Vocational (combined)		Noncredit Vocational (not combined)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2-yr Associate Degree	23	0.9%	3	0.5%	12	0.6%	-	-	8	0.2%	-	-	-	-
2-yr Vocational Degree	2	0.1%	-	-	6	0.3%	-	-	2	0.0%	-	-	-	-
Adv in Career/Update Job Skills	36	1.4%	-	-	6	0.3%	-	-	18	0.4%	3	1.2%	1	0.3%
Associate & Transfer to 4-yr	52	2.1%	7	1.1%	11	0.5%	-	-	3	0.1%	4	1.6%	1	0.3%
Credits for HS Diploma/GED	553	22.2%	286	45.5%	9	0.4%	1010	84.6%	2	0.0%	3	1.2%	17	5.0%
Discovery-Career Interest/Goal	9	0.4%	1	0.2%	4	0.2%	-	-	1	0.0%	-	-	-	-
Educational Development	7	0.3%	-	-	29	1.3%	-	-	5	0.1%	1	0.4%	1	0.3%
Improve Basic Skills	972	39.0%	36	5.7%	1014	47.1%	21	1.8%	1151	24.0%	104	41.6%	24	7.1%
Maintain Certificate/License	20	0.8%	-	-	2	0.1%	-	-	-	-	-	-	-	-
Move Noncredit to Credit Coursework	1	0.0%	-	-	-	-	-	-	-	-	-	-	-	-
Prep for New Career/Job Skills	54	2.2%	3	0.5%	28	1.3%	-	-	10	0.2%	2	0.8%	1	0.3%
Transfer to 4-year w/o Associates	13	0.5%	1	0.2%	5	0.2%	-	-	12	0.3%	1	0.4%	1	0.3%
Vocational Certificate	34	1.4%	-	-	8	0.4%	-	-	7	0.1%	6	2.4%	1	0.3%
Undecided on Goal	355	14.2%	168	26.7%	21	1.0%	56	4.7%	2637	55.0%	68	27.2%	174	51.2%
Uncollected/Unreported	436	17.5%	124	19.7%	18	0.8%	107	9.0%	936	19.5%	58	23.2%	119	35.0%



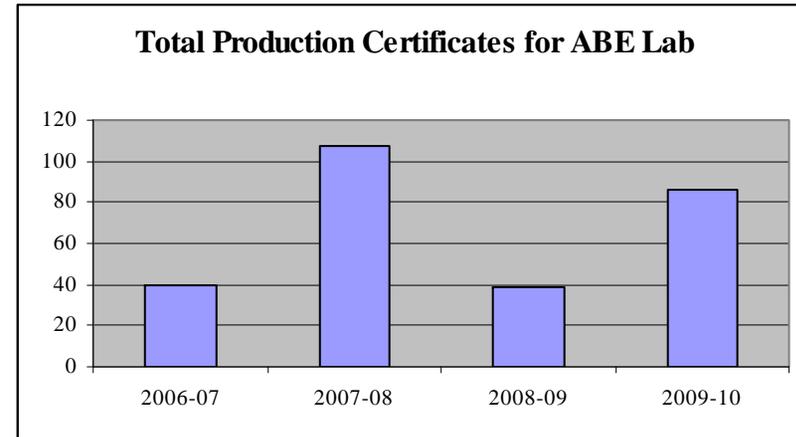
Source: Banner

STUDENT ACHIEVEMENT DATA

Adult Basic Education

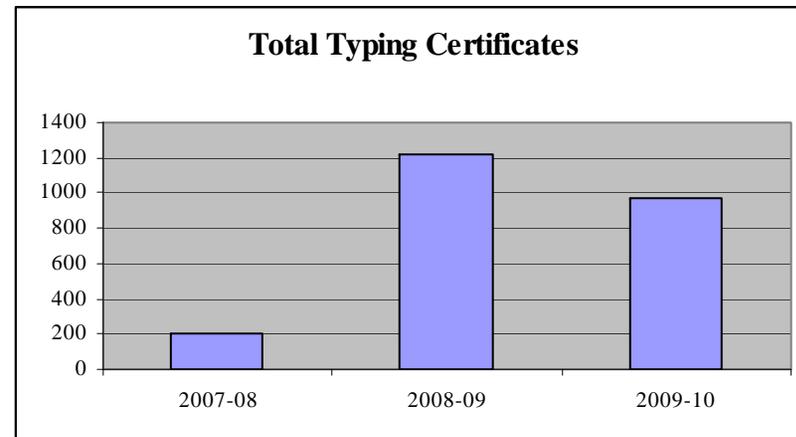
Total Production Certificates for ABE Lab

	2006-07	2007-08	2008-09	2009-10
Excel	11	23	8	20
Word	11	27	8	19
Access	7	11	1	9
PowerPoint	6	16	8	19
Publisher	1	8	4	4
Outlook	2	9	7	11
QuickBooks	1	7	3	4
Advanced Excel	1	6	0	0
Total Certificates	40	107	39	86



Total Typing Certificates for ABE Lab

	2007-08	2008-09	2009-10
Total Typing Certificates	208	1223	975



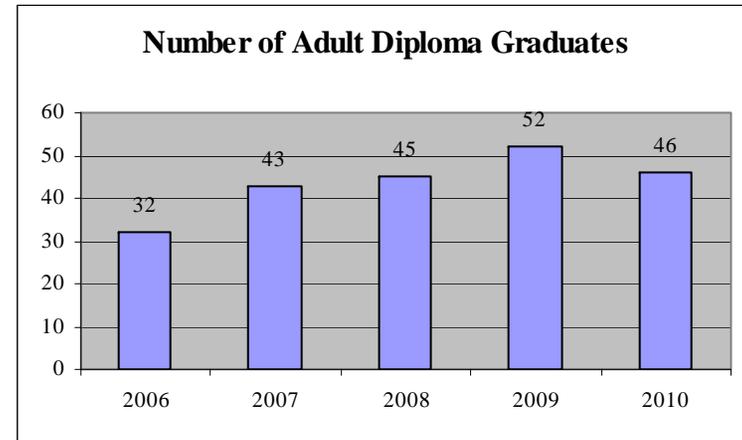
Source: ABE Database and ABE Lab Records

Adult High School Diploma

The Adult High School Diploma Program experienced a drop in graduates from 2009 to 2010 in part due to residency and attendance requirements of Title 5. As of July 1, 2009, new and some returning students were required to complete 20 credits (instead of 10 previously) in residence. This has delayed program completion for new students who may need to take the additional ten credits. This trend is visible in the data showing that the percentage of 2010 graduates needing fewer than 20 credits is considerably lower than previous years (59%).

As of July 1, 2009 Section 55154.h was added to Title 5 to designate a new attendance requirement of 72 hours per course. Since our coursework had been designed to ensure content mastery it was not necessary to augment the curriculum to ensure that students would meet the attendance minimums. However, it is possible that the attendance requirement has acted as deterrent to motivated students who are seeking to obtain their diploma in what they perceive to be less time.

	2006	2007	2008	2009	2010
Number of graduates	32	43	45	52	46
Average number of semesters to complete diploma	3.5	3.4	5.1	4.4	5.4
Average age at graduation	20.0	19.9	20.6	20.3	21.2



Adult Diploma Graduate Profile

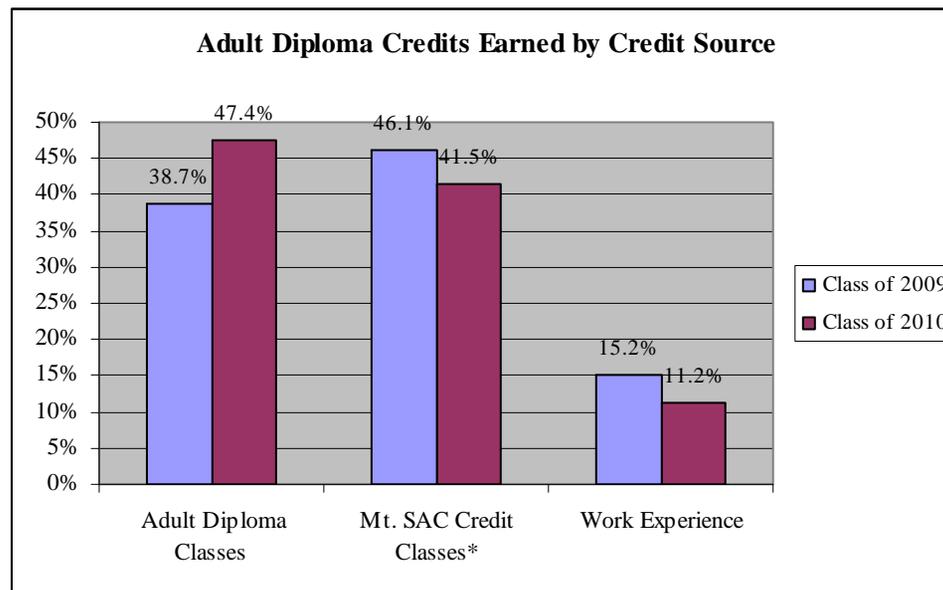
	2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%
Graduates concurrently attending credit classes	12	38%	14	33%	23	51%	17	33%	22	47%
Graduates who entered needing 20 credits or fewer	24	75%	34	79%	32	71%	38	73%	27	59%
Graduates with a TABE score of 7.0 or higher	22	69%	24	56%	28	62%	41	79%	24	52%
Graduates who passed English CAHSEE	17	53%	25	58%	33	73%	37	71%	26	57%
Graduates who passed Math CAHSEE	11	34%	22	51%	26	57%	36	69%	30	65%
Graduates with English as a second language	6	19%	11	26%	14	33%	9	17%	12	26%

Source: ABE data compiled by Yvette Santillan

Adult High School Credits Earned

Credit Source	2009			2010		
	Number of Students Granted Credits	Number of Credits Granted	% of Total Credits Granted	Number of Students Granted Credits	Number of Credits Granted	% of Total Credits Granted
Adult Diploma Classes	143	997	38.7%	194	1554	47.4%
Mt. SAC Credit Classes*	56	1187.5	46.1%	63	1360	41.5%
Work Experience	39	392.5	15.2%	29	366	11.2%
Total Credits Earned	207	2577		251	3279	

*Weighted 1:3.3



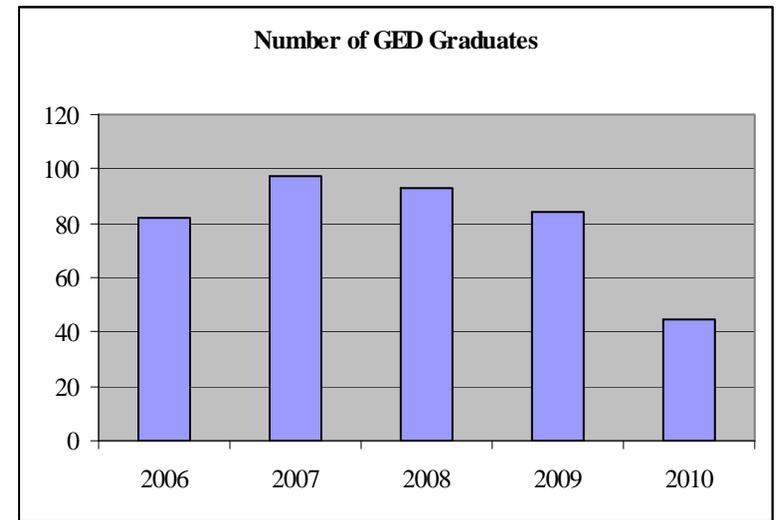
Source: ABE data compiled by Yvette Santillan

General Educational Development (GED) Test Preparation

GED Graduate Information

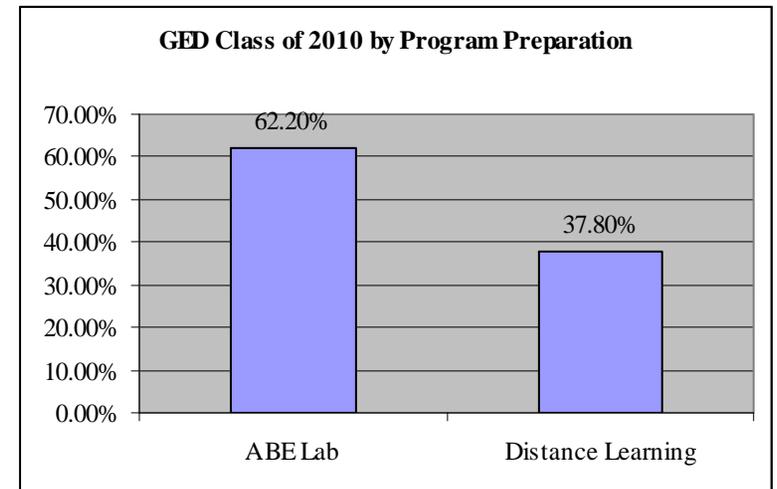
	2006	2007	2008	2009	2010
Number of graduates	82	97	93	84	45
Graduates concurrently attending credit classes	Unknown	Unknown	Unknown	25	13
Graduates who used ABE advising support	Unknown	Unknown	Unknown	50	29
Average age at graduation	30	27	27	30	30

While the data show that the number of GED graduates has decreased from 2009 to 2010, there are contributing factors that have impacted this reported decline. First, it is difficult to ascertain the number of GED graduates because Mt. San Antonio College is not an official GED testing site. As a result, we must rely on graduates either self-reporting their graduate status or being identified during routine follow-up phone calls. Second, a number of the local GED testing sites have either closed or reduced testing opportunities. Thus, students who are prepared to test may not be able to do so as a result of a lack of test offerings in the community.



GED Class of 2010 by Program Preparation

	N	%
ABE Lab	28	62.2%
Distance Learning	17	37.8%
Total GED Graduates	45	100.0%

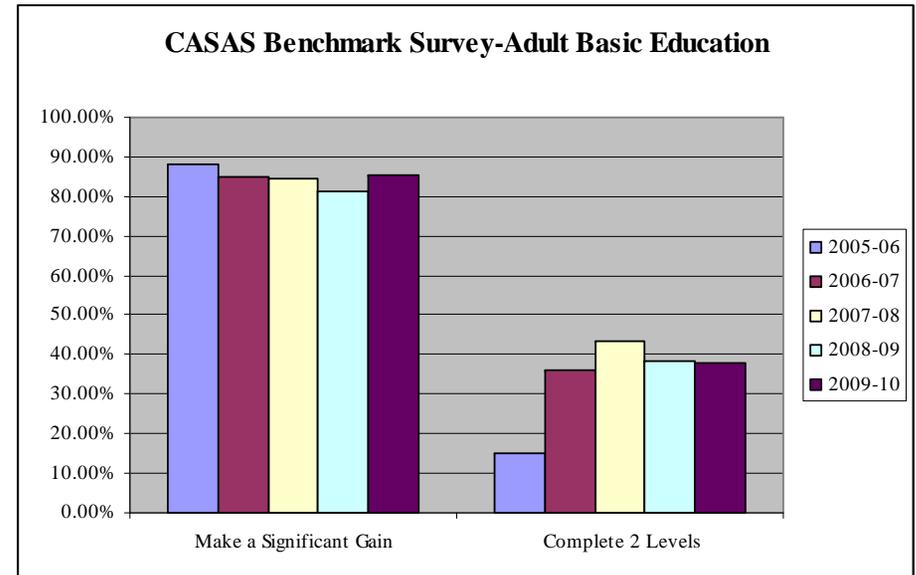


Source: ABE data compiled by LaNelle Maurer

CASAS

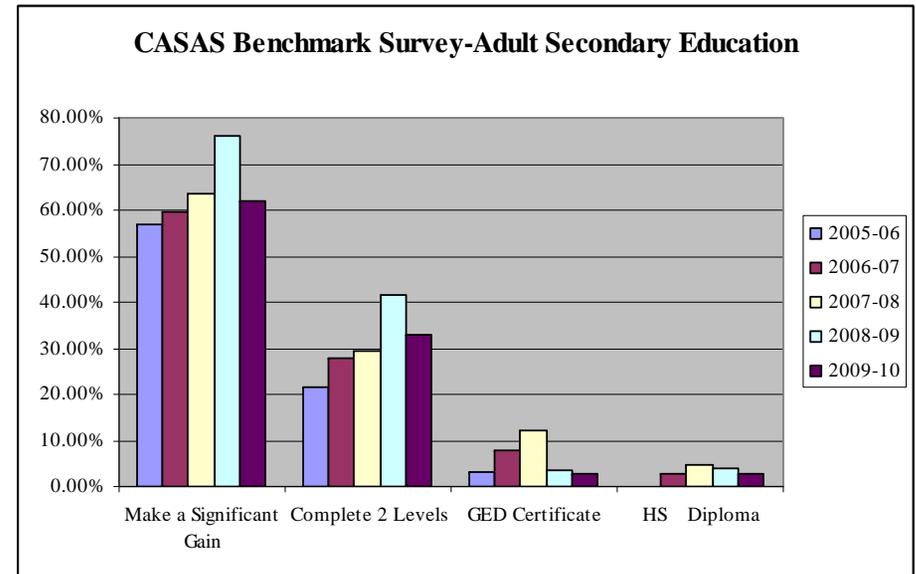
CASAS Benchmark Summary-Adult Basic Education (ABE)

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels	
			N	%	N	%
2005-06	666	692	588	88.3%	100	15.0%
2006-07	287	350	244	85.0%	104	36.2%
2007-08	327	420	277	84.7%	142	43.4%
2008-09	459	526	357	81.3%	169	38.5%
2009-10	383	474	328	85.6%	145	37.9%



CASAS Benchmark Summary-Adult Secondary Education (ASE)

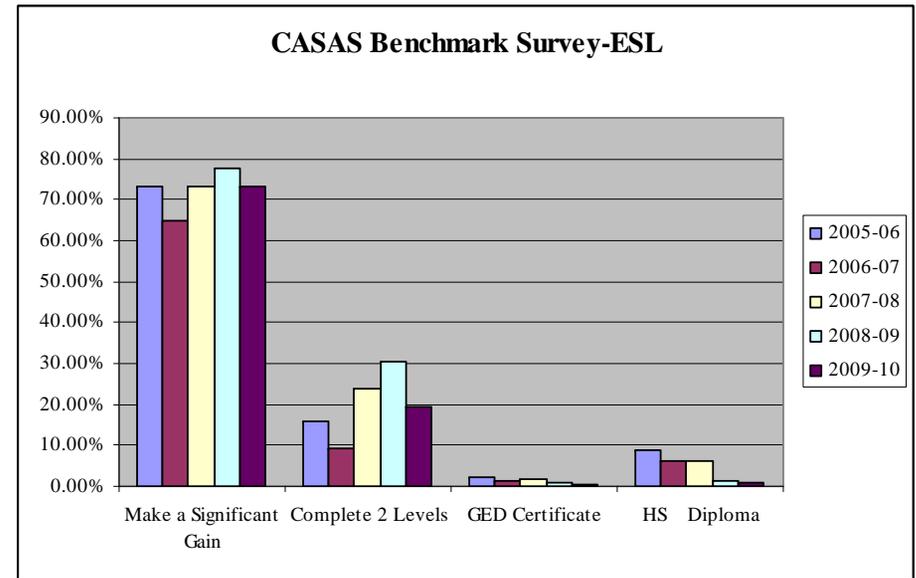
	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate		HS Diploma	
			N	%	N	%	N	%	N	%
2005-06	264	218	150	56.8%	57	21.6%	11	3.3%	0	0.0%
2006-07	478	490	286	59.8%	133	27.8%	52	7.9%	19	2.9%
2007-08	551	651	351	63.7%	163	29.6%	100	12.3%	37	4.6%
2008-09	414	532	315	76.1%	172	41.5%	22	3.6%	23	3.8%
2009-10	565	603	351	62.1%	186	32.9%	32	2.6%	34	2.8%



Source: CASAS

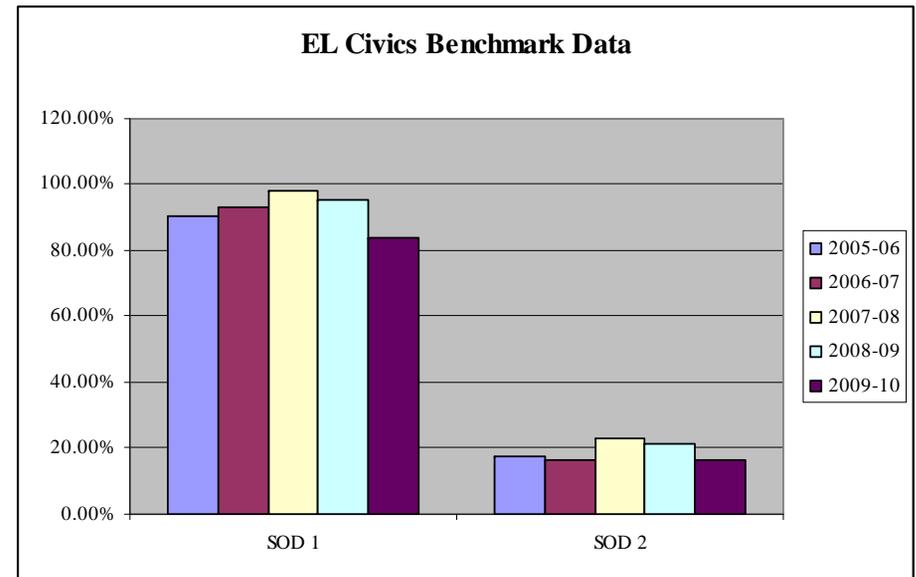
CASAS Benchmark Summary-ESL

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate		HS Diploma	
			N	%	N	%	N	%	N	%
2005-06	2233	2306	1639	73.4%	353	15.8%	62	2.2%	252	8.9%
2006-07	2121	1785	1379	65.0%	196	9.2%	41	1.5%	169	6.2%
2007-08	2031	2187	1486	73.2%	488	24.0%	45	1.7%	168	6.3%
2008-09	2411	2228	1565	77.8%	614	30.5%	17	0.7%	32	1.3%
2009-10	1898	1794	1394	73.4%	372	19.6%	11	0.5%	17	0.7%



EL Civics Benchmark Data

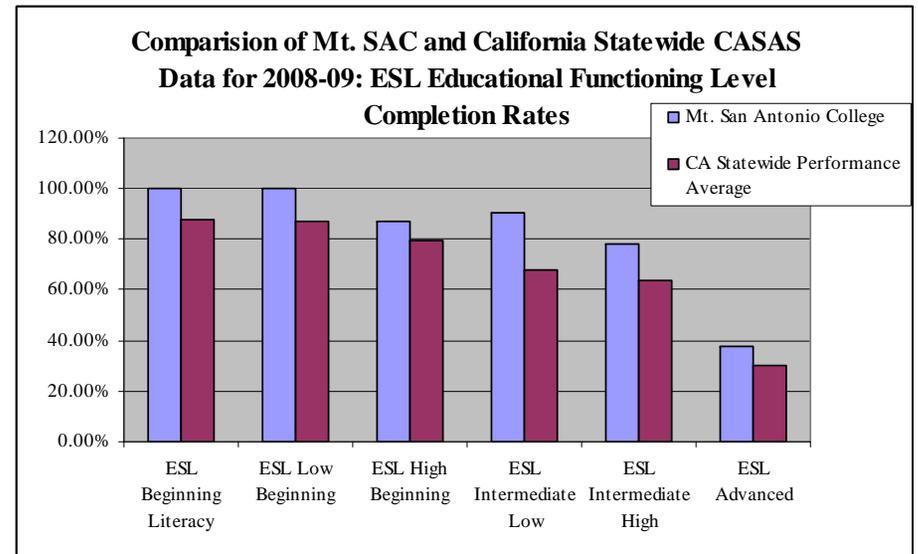
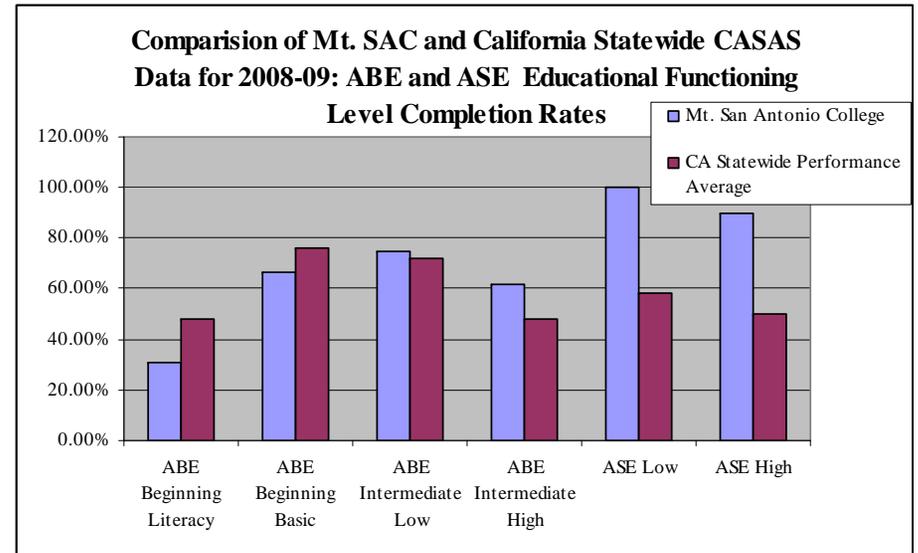
	Number Students with Paired Scores	Total Payment Points	SOD 1		SOD 2	
			N	%	N	%
2005-06	1267	1363	1144	90.3%	219	17.3%
2006-07	1239	1358	1152	93.0%	206	16.6%
2007-08	1286	1555	1260	98.0%	295	22.9%
2008-09	1262	1474	1207	95.6%	267	21.2%
2009-10	1669	1570	1421	83.6%	278	16.3%



Source: CASAS

Comparison of Mt. SAC and CA Statewide CASAS Data 2008-09

	Mt. San Antonio College	CA Statewide Performance Average
ABE and ASE Educational Functional Level Completion Rates (%)		
ABE Beginning Literacy	30.8%	48.0%
ABE Beginning Basic	66.7%	75.8%
ABE Intermediate Low	75.0%	72.0%
ABE Intermediate High	61.7%	48.3%
ASE Low	100.0%	58.0%
ASE High	90.0%	50.3%
ESL Educational Functional Level Completion Rates (%)		
ESL Beginning Literacy	100.0%	87.8%
ESL Low Beginning	100.0%	87.2%
ESL High Beginning	87.0%	79.6%
ESL Intermediate Low	90.4%	68.0%
ESL Intermediate High	78.5%	63.6%
ESL Advanced	37.7%	30.4%

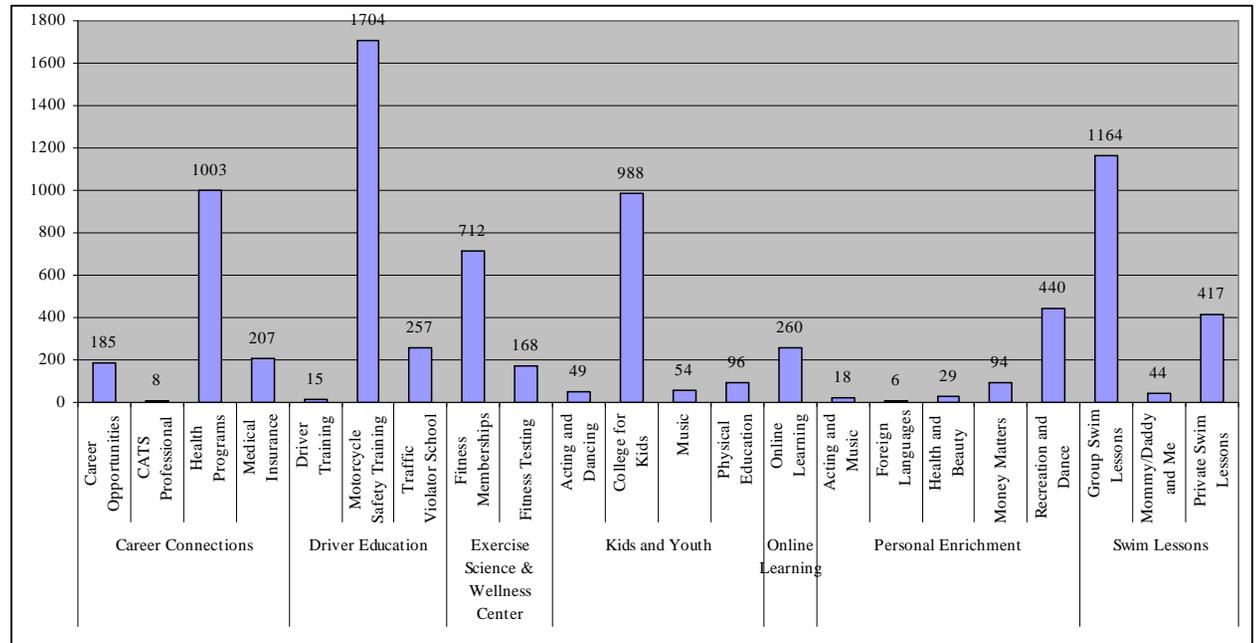


Source: CASAS.org (California State Reports)

Community Education

Fee-Based Programs Registration Count 2009-10

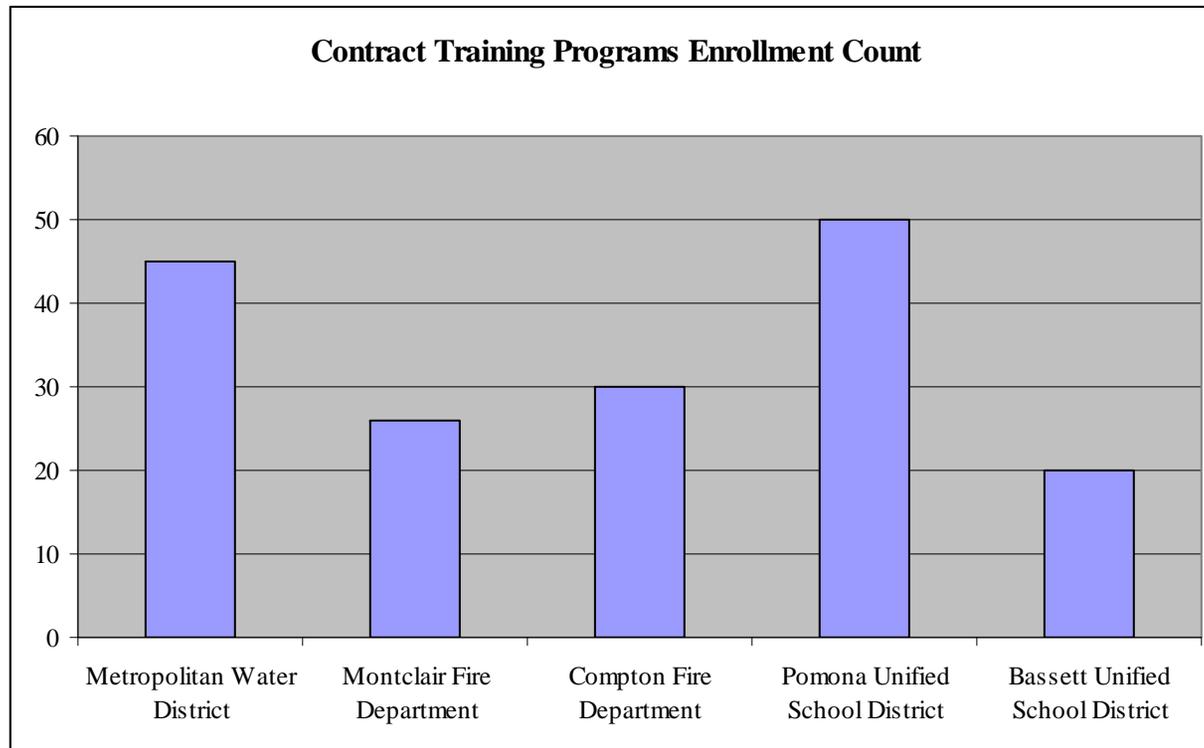
Program	Subject	#
Career Connections	Career Opportunities	185
	CATS Professional Exams	8
	Health Programs	1003
	Medical Insurance Billing	207
Driver Education	Driver Training	15
	Motorcycle Safety Training	1704
	Traffic Violator School	257
Exercise Science & Wellness Center	Fitness Memberships	712
	Fitness Testing	168
Kids and Youth	Acting and Dancing	49
	College for Kids	988
	Music	54
	Physical Education	96
Online Learning	Online Learning	260
Personal Enrichment	Acting and Music	18
	Foreign Languages	6
	Health and Beauty	29
	Money Matters	94
	Recreation and Dance	440
Swim Lessons	Group Swim Lessons	1164
	Mommy/Daddy and Me	44
	Private Swim Lessons	417
Total		7918



Source: Paulo Madrigal

Contract Training Programs Registration Count 2009-10

Contract	Estimated # of Attendees
Metropolitan Water District	45
Montclair Fire Department	26
Compton Fire Department	30
Pomona Unified School District	50
Bassett Unified School District	20



Source: Paulo Madrigal

ESL Student Progress by Level Advancement

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010
Recommended	1082	992	1052	1135	1094	1072	1077	980
Not Recommended	258	273	276	248	294	309	316	290
Dropped	520	519	420	573	546	459	777	792
Unknown	22	15	30	28	23	7	6	19
Total	1882	1799	1778	1984	1957	1957	2176	2081

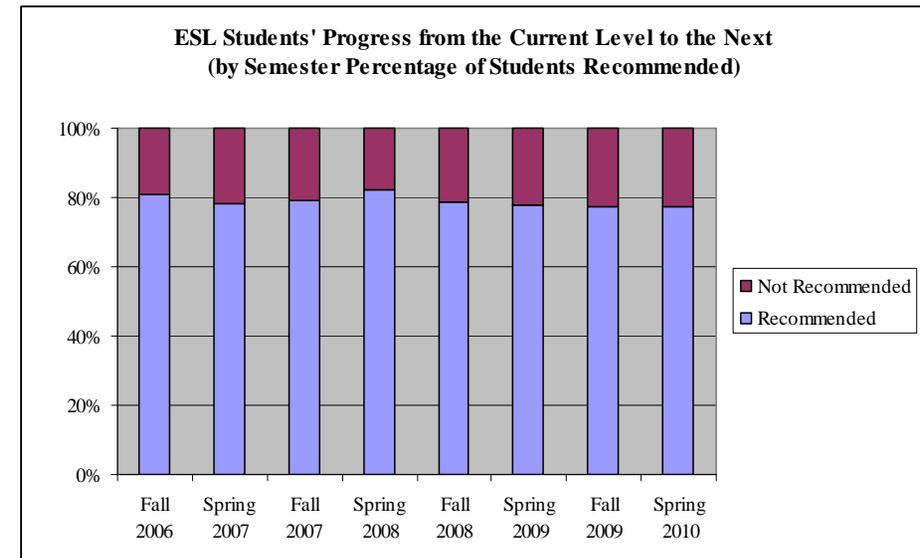
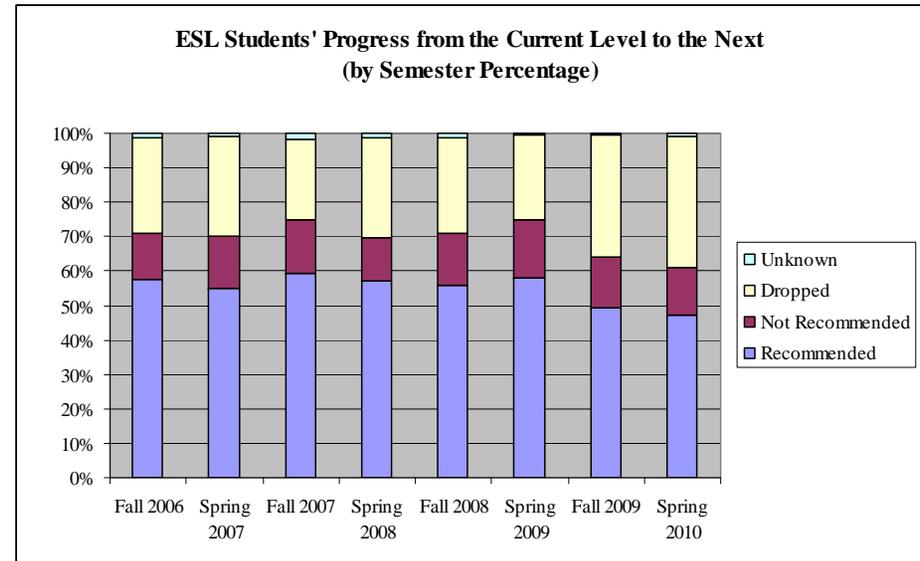
Recommended: Students who stayed until the end of a term, and were recommended to progress to the next level

Not Recommended: Students who stayed until the end of a term, but were NOT recommended to progress to the next level

Dropped: Students no longer attending class or dropped from the class before a recommendation could be assigned

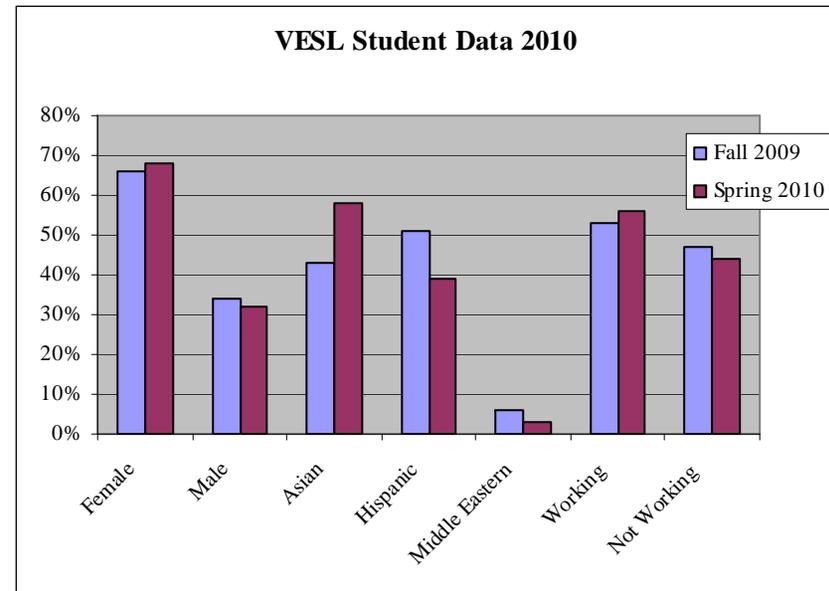
Unknown: Students who stayed until the end of term, but the recommendation field is empty

Source: CASAS



Vocational English as a Second Language Career Paths Student Profile Data 2009-10

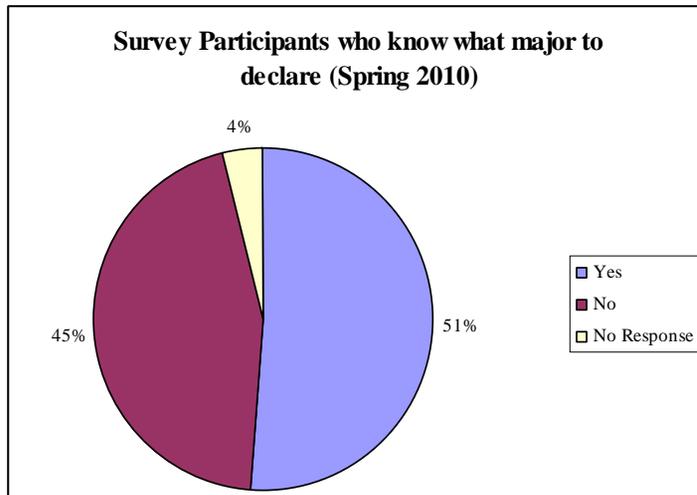
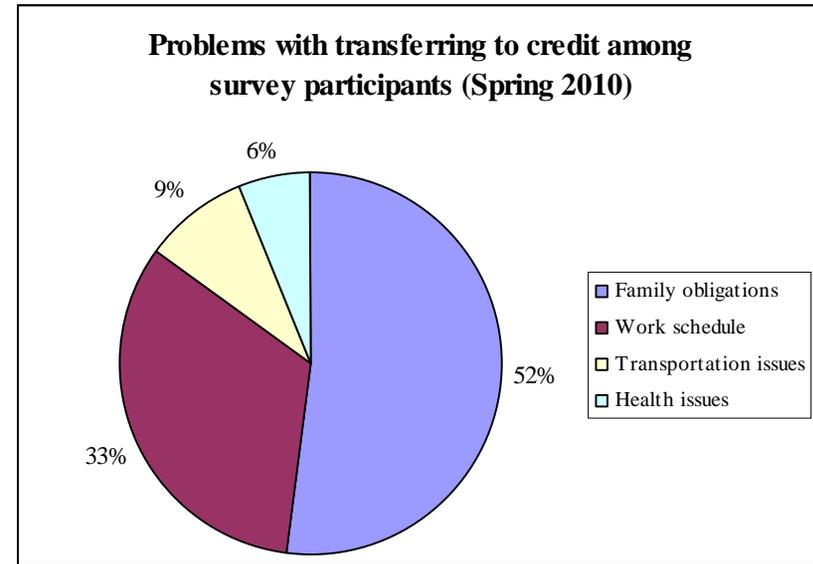
	Fall 2009	Spring 2010
Total enrolled	68	59
Completed current term & enrolled for next term	49	47
Certificates Granted	21	32
Gender		
Female	66%	68%
Male	34%	32%
Ethnicity		
Asian	43%	58%
Hispanic	51%	39%
Middle Eastern	6%	3%
Employment		
Working	53%	56%
Not Working	47%	44%
Reasons for Attrition		
Work	22%	22%
Personal	49%	47%
Enrollment into credit	16%	6%
No reason provided	13%	25%



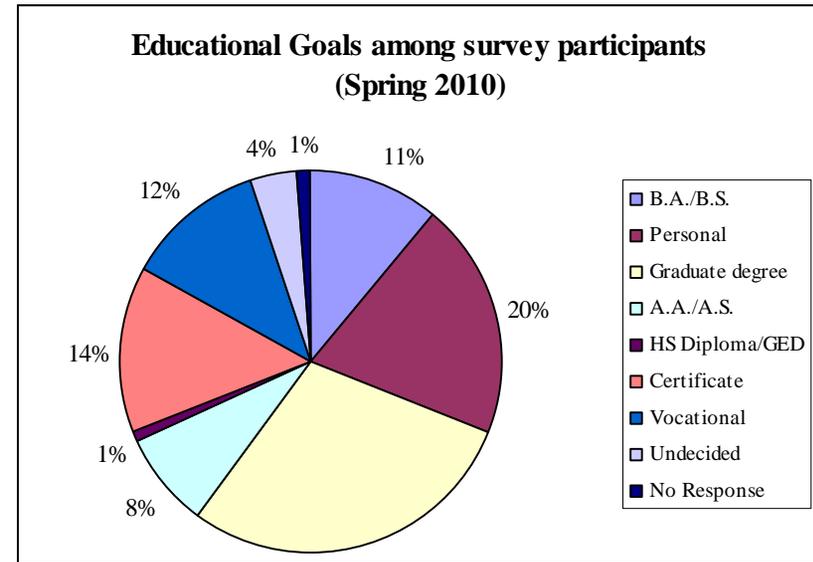
Source: ESL Database

VESL Career Paths Student Profile Information

	Fall 2009	Spring 2010
Survey participants	39	84
Know what major to declare		
Yes	54%	51%
No	46%	45%
No Response	-	4%
Problems transferring to credit		
Family obligations	41%	52%
Work schedule	28%	33%
Transportation issues	3%	9%
Health issues	-	6%
Educational Goal		
B.A./B.S.	28%	11%
Personal	18%	20%
Graduate degree	15%	29%
A.A./A.S.	13%	8%
HS Diploma/GED	10%	1%
Certificate	3%	14%
Vocational	5%	12%
Undecided	3%	4%
No Response	5%	1%



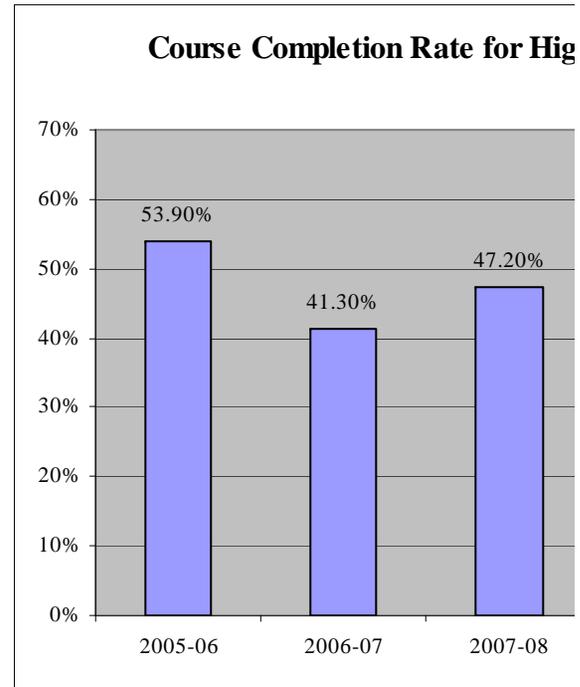
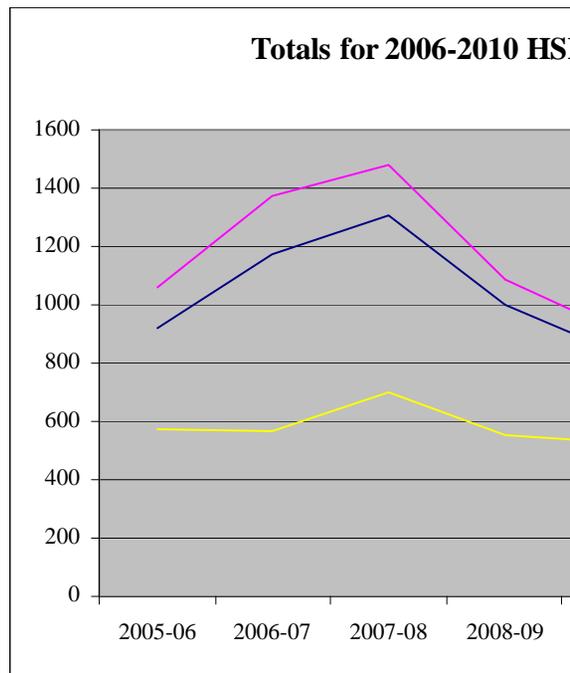
Source: ESL Database



High School Referral

High School Referral-Fall and Spring Semester Enrollment & Course Completion

	2005-06	2006-07	2007-08	2008-09
School Enrollment	921	1175	1308	1001
Classes Attempted	1059	1371	1480	1090
Classes Completed	571	566	698	551
Completion	53.9%	41.3%	47.2%	50.6%

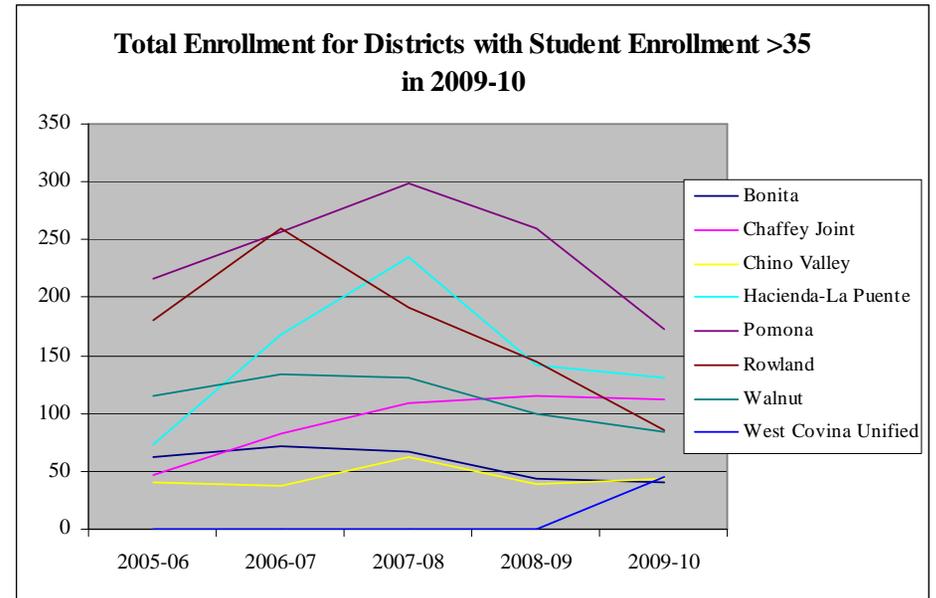


Source: ABE Database

High School Referral-Fall and Spring Semester Enrollment by District

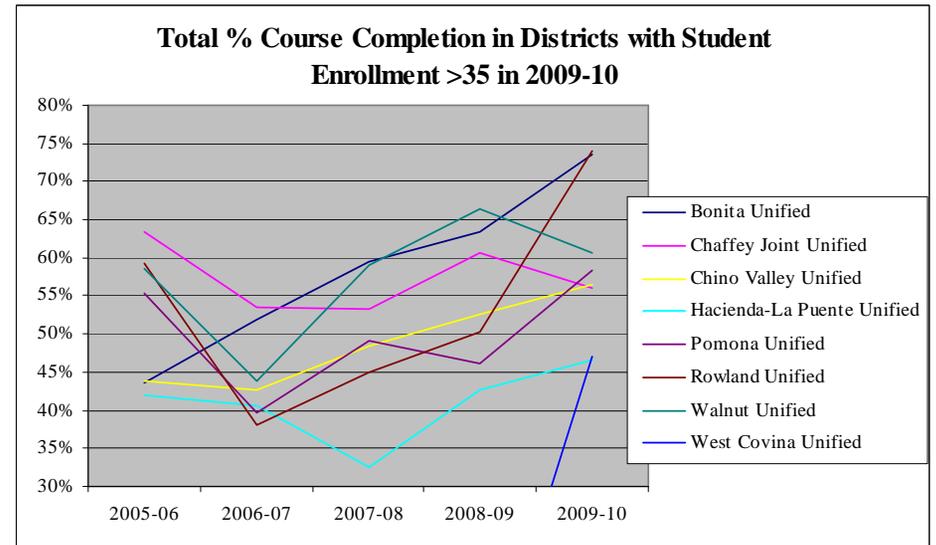
Total % Enrollment for Districts with Student Enrollment of >35 in 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
Bonita	63	72	67	44	40
Chaffey Joint	47	82	109	115	112
Chino Valley	40	37	62	39	43
Hacienda-La Puente	73	168	235	142	131
Pomona	216	256	299	260	173
Rowland	180	260	191	144	86
Walnut	115	134	131	99	84
West Covina Unified	n/a	n/a	n/a	n/a	45



Total % Course Completion for Districts with Student Enrollment of >35 in 2009-10

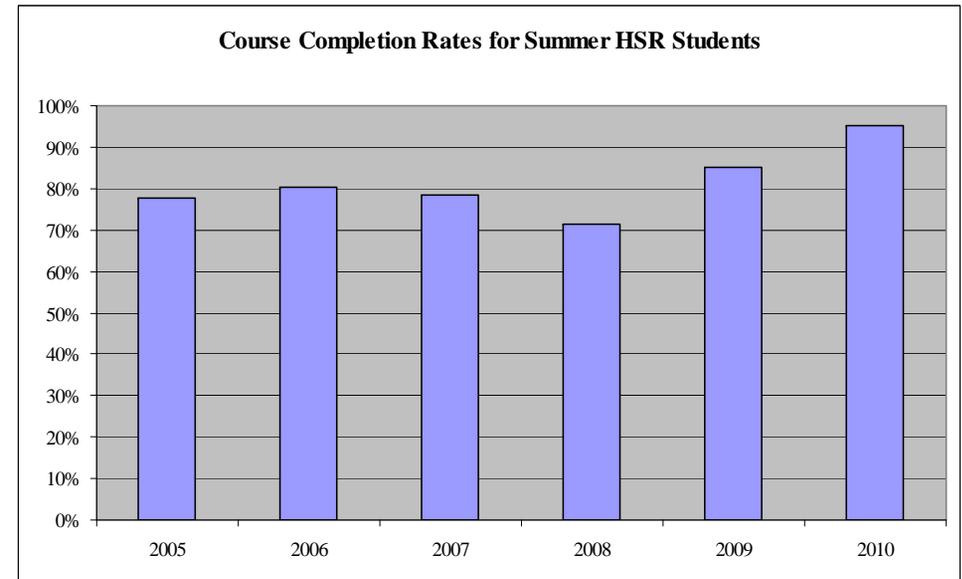
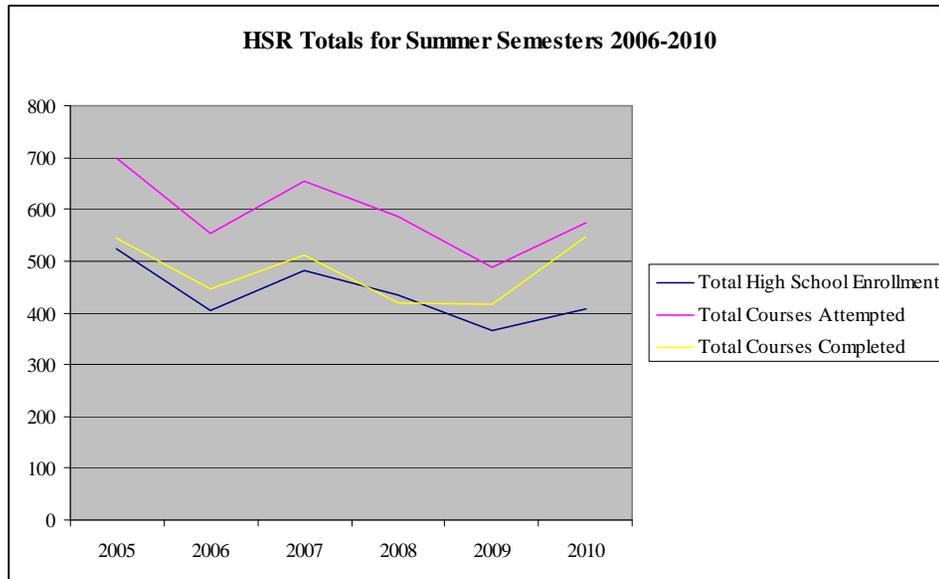
	2005-06	2006-07	2007-08	2008-09	2009-10
Bonita	43.5%	51.9%	59.5%	63.3%	73.5%
Chaffey	63.5%	53.5%	53.2%	60.6%	56.1%
Chino Valley	43.9%	42.6%	48.5%	52.5%	53.3%
Hacienda-La Puente	42.0%	40.6%	32.5%	42.7%	45.3%
Pomona	55.3%	39.7%	49.1%	46.1%	56.6%
Rowland	59.2%	38.0%	45.0%	50.3%	70.0%
Walnut	58.5%	43.8%	59.0%	66.4%	58.7%
West Covina	n/a	n/a	n/a	n/a	51.0%



Source: ABE Database

High School Referral-Summer Semester Enrollment & Course Completion

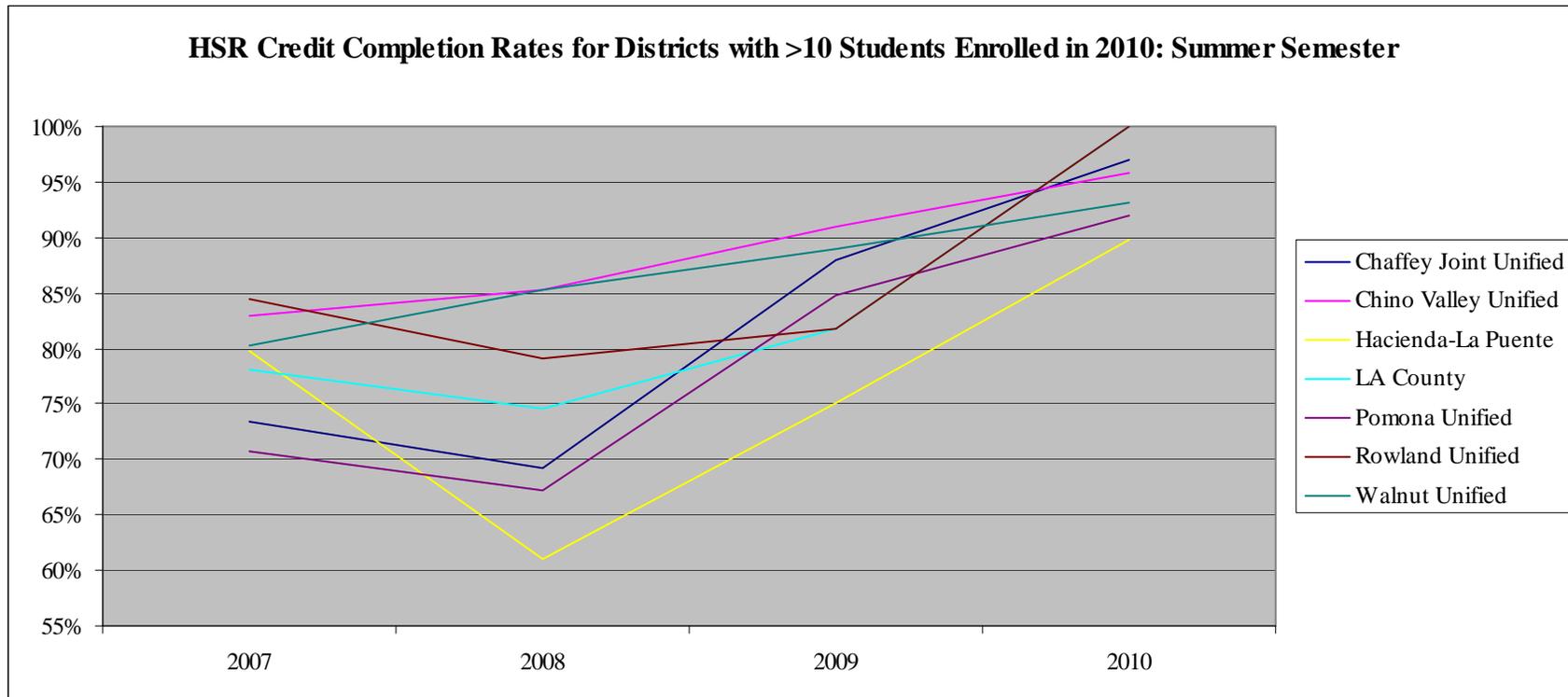
	2005	2006	2007	2008	2009	2010
Total High School Enrollment	524	403	482	434	365	407
Total Courses Attempted	699	554	654	586	489	573
Total Courses Completed	544	445	512	419	417	547
% Course Completion	77.8%	80.3%	78.3%	71.5%	85.3%	95.3%



Source: ABE Database

High School Referral-Summer Semester Completion Rates by District

	2005		2006		2007		2008		2009		2010	
	N	%	N	%	N	%	N	%	N	%	N	%
Chaffey Joint Unified	19	86.4%	33	76.7%	47	73.4%	54	69.2%	51	88.0%	75	97.0%
Chino Valley Unified	43	71.7%	18	69.2%	29	82.9%	23	85.2%	10	90.9%	133	95.8%
Hacienda-La Puente	38	77.6%	54	85.7%	71	79.8%	33	61.1%	45	75.0%	37	89.8%
LA County	31	83.8%	29	87.9%	25	78.1%	41	74.6%	18	81.80%	26	100.0%
Pomona Unified	156	82.5%	134	77.5%	87	70.7%	88	67.2%	94	84.7%	52	91.9%
Rowland Unified	137	82.0%	65	81.3%	97	84.4%	68	79.1%	54	81.8%	25	100.0%
Walnut Unified	44	67.7%	57	95.0%	73	80.2%	46	85.2%	64	88.9%	20	93.1%

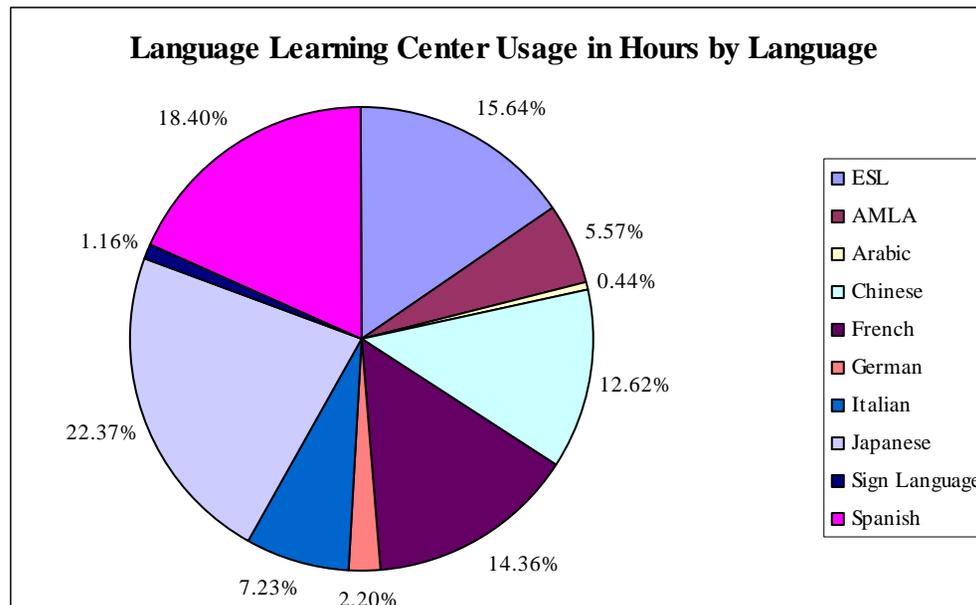


Source: ABE Database

Language Learning Center

Student Usage Data

	Fall 2009		Spring 2010		Fall & Spring 2010	
	Students	Hours	Students	Hours	Student Total	Hours Total
ESL	346	5709.1	308	4293.8	654	10002.9
AMLA	182	2121.2	133	1441.6	315	3562.8
Arabic	21	216.6	7	64.9	28	281.5
Chinese	264	3514	307	4556.6	571	8070.6
French	276	4069.8	325	5115.9	601	9185.7
German	43	718.3	55	690.5	98	1408.8
Italian	231	2241.3	233	2381.3	464	4622.6
Japanese	525	7111.8	516	7196.6	1041	14308.4
Sign Language	50	311.2	56	430.9	106	742.1
Spanish	501	5216	576	6551.9	1077	11767.9
Total	2439	31229.3	2516	32724	4955	63953.3

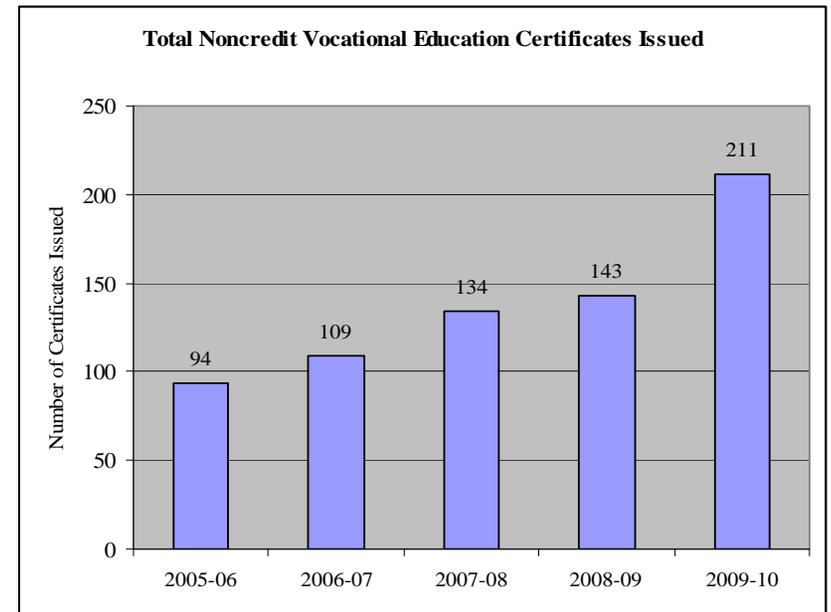


Source: Deejay Santiago and Liz Hernandez

Noncredit Vocational

Total Noncredit Vocational Certificates Issued

	2005-06	2006-07	2007-08	2008-09	2009-10
Administrative Assistant – Level 1				1	2
Bookkeeping	1				3
Business Management – Level 1	4				
Business Management – Level 2	1				
Certified Nursing Assistant (CNA)	36	72	131	106	161
Computer Graphics Design / Photography	1				
Data Entry					1
Electronic Assembly and Fabrication				1	
Electronic Systems Technology – Level 1	1	1			
Electronic Systems Technology – Level 2		1			
Electronic Technology	1	1		1	
Electronics and Computer-Engineering Technology	1			1	
Electronics Communications				1	
Floral Design			2	4	4
Health Care Interpreting	41	33		25	37
Human Resource Management	2	1	1	4	1
International Business – Level 1	1				
Payroll					3
Small Business Management – Level 1	3				1
Small Business Management – Level 2	1				
Total	94	109	134	143	211

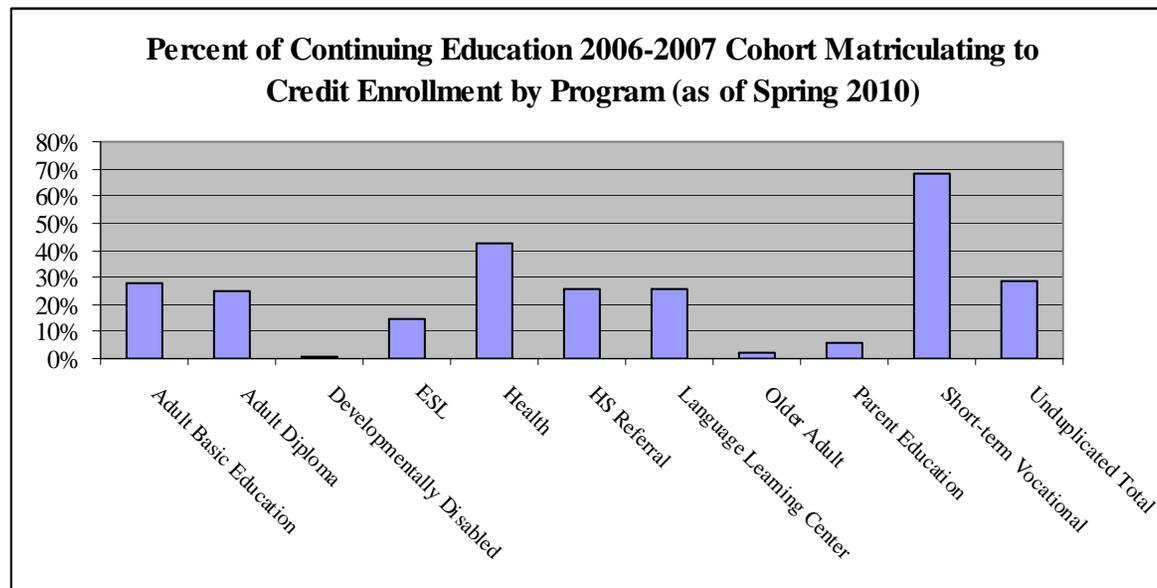


Source: Lianne Greenlee

STUDENT POST-PROGRAM ACHIEVEMENT DATA

Continuing Education 2006-2007 Cohort Matriculation to Credit Enrollment by Program (as of Spring 2010)

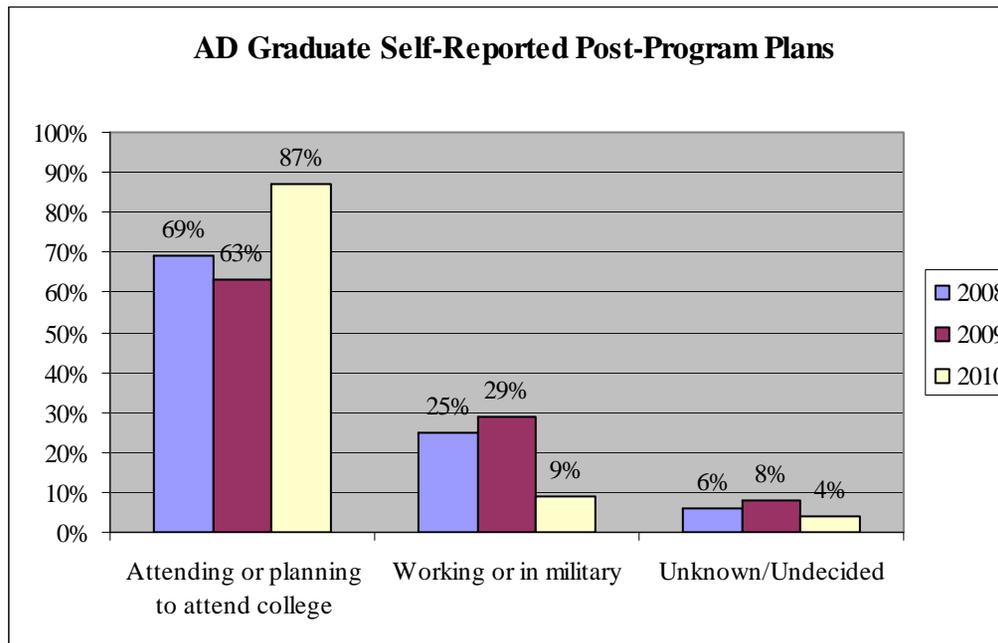
	Program Enrollment Count	Credit Enrollment Count	%
Adult Basic Education	6435	1787	27.8%
Adult Diploma	1378	339	24.6%
Developmentally Disabled	300	3	1.0%
ESL	3711	545	14.7%
Health	1980	845	42.7%
HS Referral	8978	2338	26.0%
Language Learning Center	707	182	25.7%
Older Adult	5981	150	2.5%
Parent Education	323	20	6.2%
Short-term Vocational	5924	4032	68.1%
<i>Unduplicated Total</i>	31038	8885	28.6%



Source: ICCIS Report and Banner

Adult Diploma (AD) Graduate Post-Program Plans/Outcomes

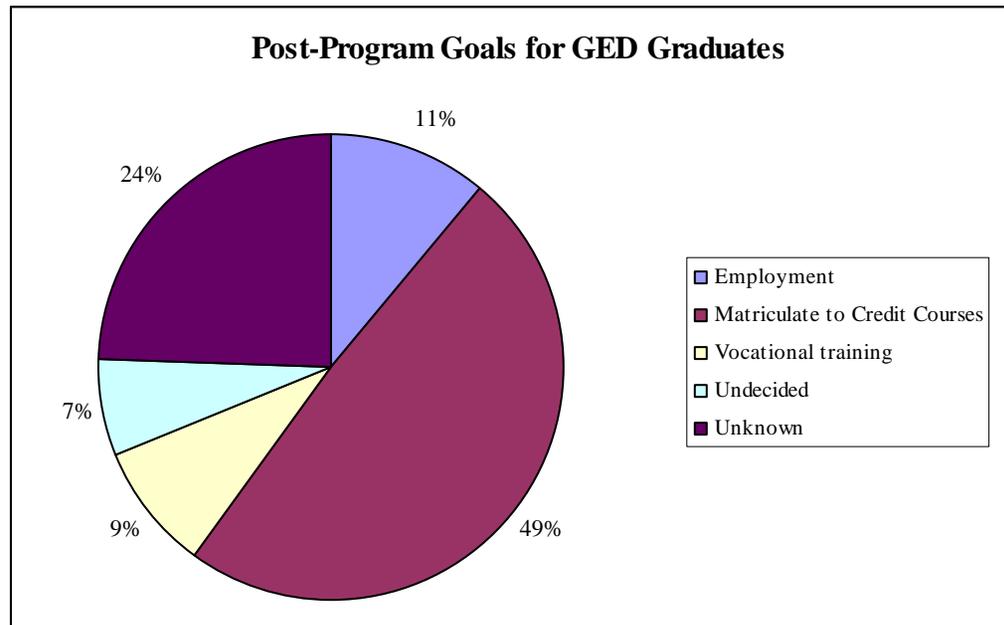
	2008		2009		2010	
	N	%	N	%	N	%
Attending or planning to attend college	31	69%	33	63%	40	87%
Working or in military	11	25%	15	29%	4	9%
Unknown/Undecided	3	6%	4	8%	2	4%



Source: Data compiled by Yvette Santillan

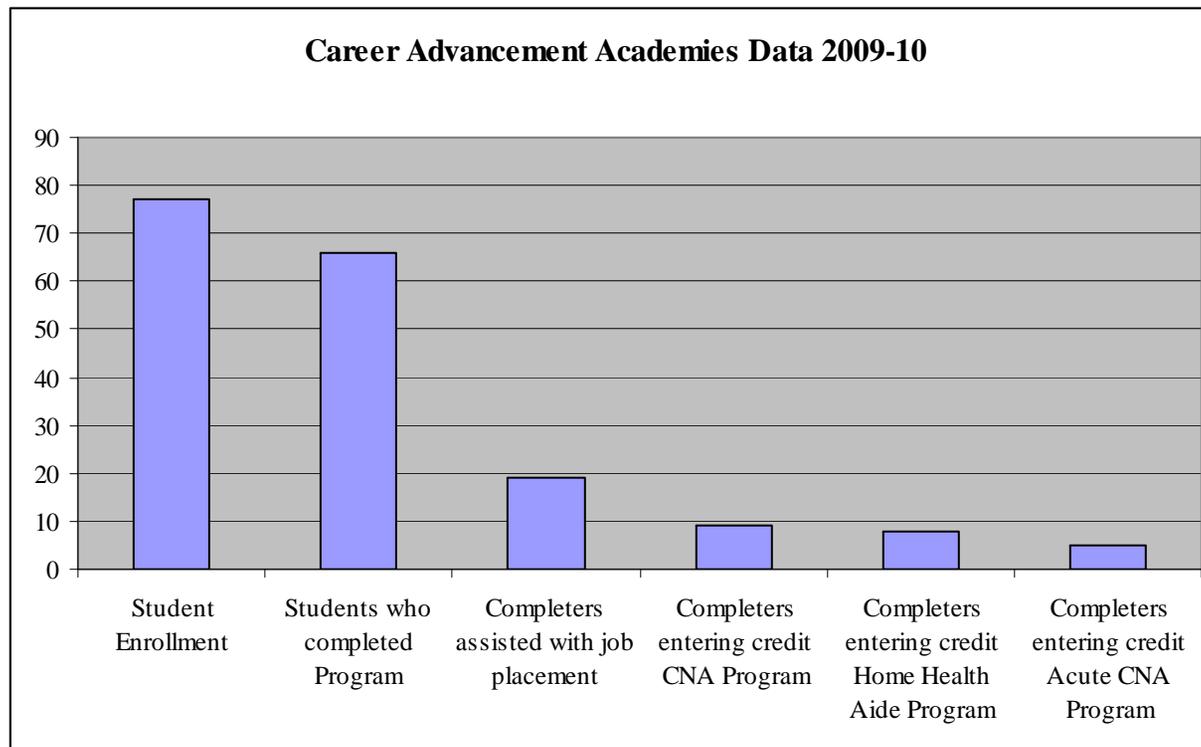
GED Graduate Post-Program Plans/Outcomes

	N	%
Employment	5	11.1%
Matriculate to Credit Courses	22	48.9%
Vocational training	4	8.9%
Undecided	3	6.7%
Unknown	11	24.4%
Total	45	



Career Advancement Academies

	2009-10	
	N	%
Student Enrollment	77	100%
Students who completed Program	66	86%
Completers assisted with job placement	19	25%
Completers entering credit CNA Program	9	12%
Completers entering credit Home Health Aide Program	8	10%
Completers entering credit Acute CNA Program	5	6%

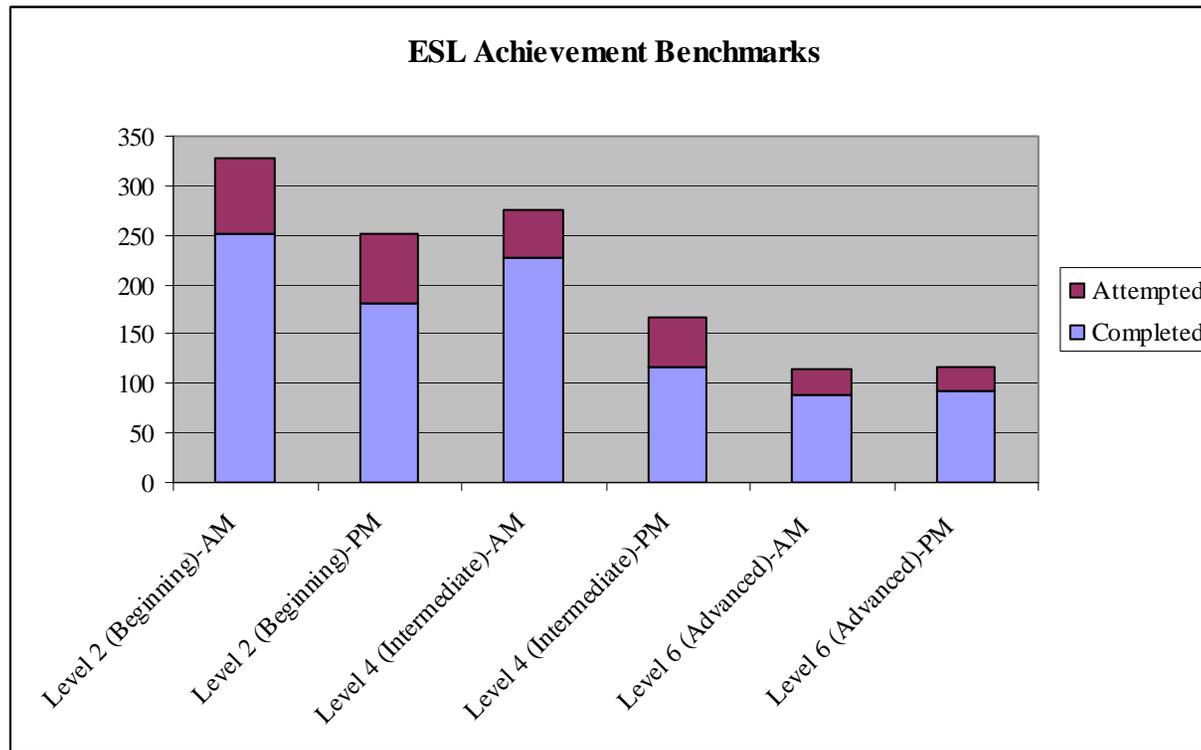


Source: Data compiled by Marilyn McNall

ESL

ESL Achievement Benchmarks

	Attempted	Complete	% Completed
Level 2 (Beginning)-AM	327	252	77.1%
Level 2 (Beginning)-PM	251	181	72.1%
Level 4 (Intermediate)-AM	276	227	82.2%
Level 4 (Intermediate)-PM	166	117	70.5%
Level 6 (Advanced)-AM	114	88	77.2%
Level 6 (Advanced)-PM	116	93	80.2%

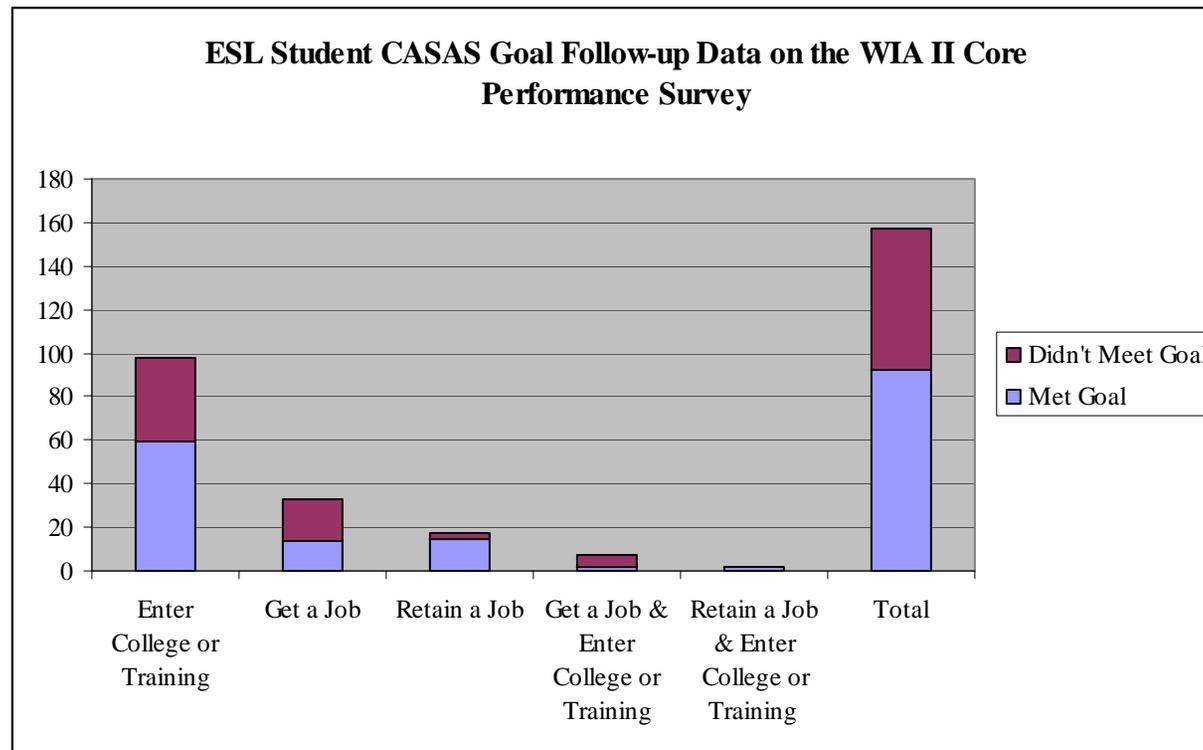


Source: ESL Database

ESL Student CASAS Goal Follow-up Data on the WIA II Core Performance Survey

2009-2010

	Quarter 1 44% response rate			Quarter 2 68% response rate			Quarter 3 64% response rate			Quarter 4 67% response rate			Total 65% response rate		
	N	Met Goal	%	N	Met Goal	%									
	Enter College or Training	2	0	0%	12	7	58%	30	17	57%	54	35	65%	98	59
Get a Job	1	1	100%	6	0	0%	11	7	64%	15	6	40%	33	14	42%
Retain a Job	1	0	0%	3	2	67%	4	4	100%	9	9	100%	17	15	88%
Get a Job & Enter College or Training	0	0	0%	1	1	100%	2	0	0%	4	1	25%	7	2	29%
Retain a Job & Enter College or Training	0	0	0%	1	1	100%	1	1	100%	0	0	0%	2	2	100%
Total	4	1	25%	23	11	48%	48	29	60%	82	51	62%	157	92	59%



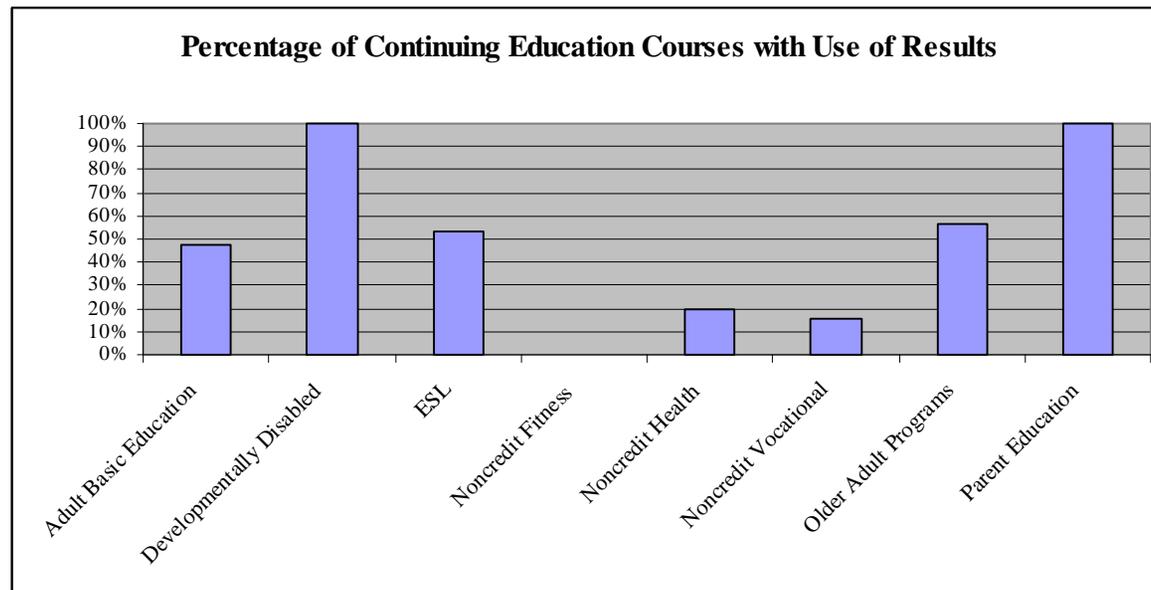
Source: ESL Database-TOPS Pro

STUDENT LEARNING OUTCOMES DATA

Courses with Student Learning Outcomes and “Use of Results”

Program Name	Total Courses in Program	Courses with SLOs	% of Courses with SLOs	Courses with Use of Results	% of Courses with a Use of Results
Adult Basic Education	46	46	100%	22	48%
Developmentally Disabled	2	2	100%	2	100%
ESL	17	17	100%	9	53%
Noncredit Fitness*	5	5	100%	0	0%
Noncredit Health	10	10	100%	2	20%
Noncredit Vocational	233	233	100%	36	15%
Older Adult Programs	44	44	100%	25	57%
Parent Education*	1	1	100%	1	100%
Continuing Education Total	358	358	100%	97	27%

*Program Discontinued

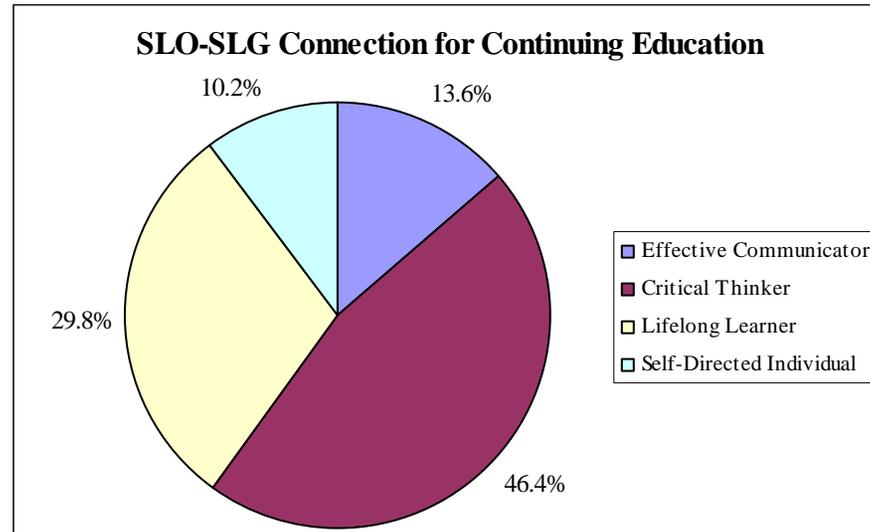


Source: Tracdat

Continuing Education SLO-SLG Connection

	Effective Communicator		Critical Thinker		Lifelong Learner		Self-Directed Individual		Total	
	N	%	N	%	N	%	N	%	N	%
AD/HSR	16	13.4%	90	75.6%	11	9.2%	2	1.7%	119	100%
Adult Basic Education	4	21.1%	3	15.8%	6	31.6%	6	31.6%	19	100%
Continuing Education Division Office	0	0.0%	0	0.0%	0	0.0%	5	100.0%	5	100%
Disabled Education	1	25.0%	0	0.0%	1	25.0%	2	50.0%	4	100%
ESL	11	21.2%	25	48.1%	9	17.3%	7	13.5%	52	100%
Noncredit Fitness*	0	0.0%	0	0.0%	0	0.0%	9	100.0%	9	100%
Noncredit Health	0	0.0%	16	100.0%	0	0.0%	0	0.0%	16	100%
Noncredit Vocational	0	0.0%	6	85.7%	1	14.3%	0	0.0%	7	100%
Older Adult Programs	11	11.7%	11	11.7%	69	73.4%	3	3.2%	94	100%
Parent Education*	2	33.3%	2	33.3%	2	33.3%	0	0.0%	6	100%
WIN	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100%
Total	45	13.6%	154	46.4%	99	29.8%	34	10.2%	332	

*Program Discontinued

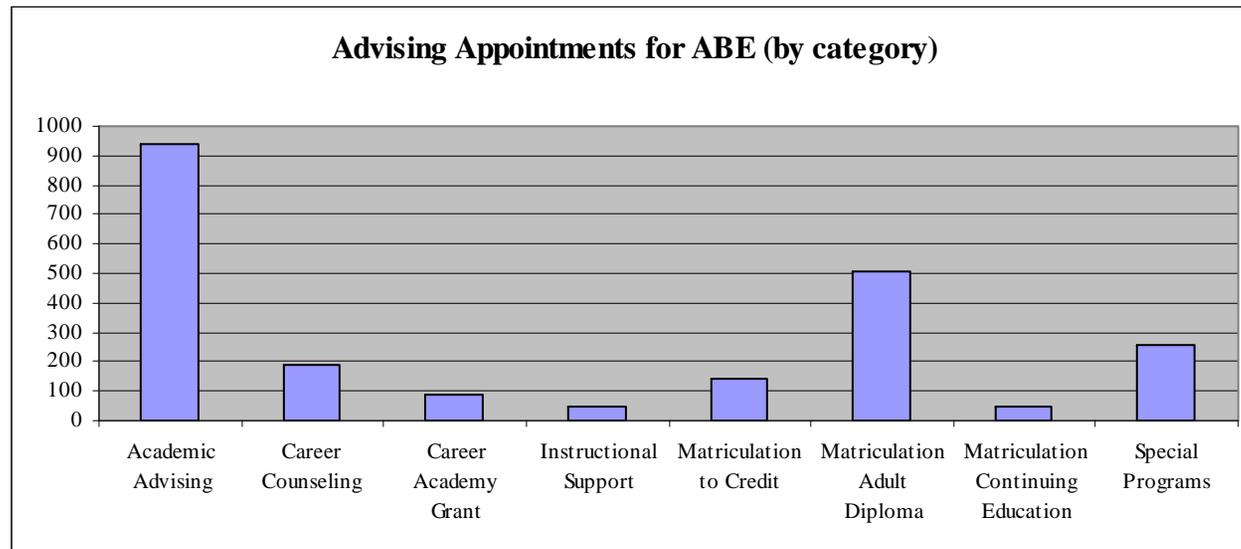


Source: Tracdat

STUDENT SERVICES DATA

Adult Basic Education Advising Appointments (by category)

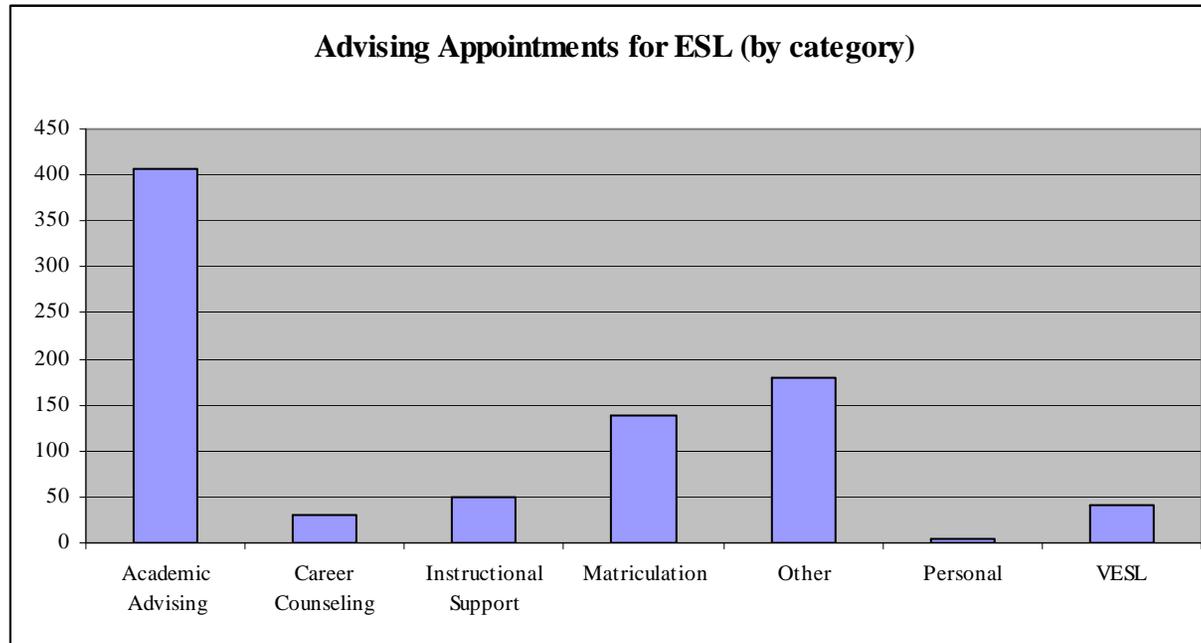
	Summer 2009	Fall 2009	Winter 2010	Spring 2010	Grand Total	% of Total Appointments
Academic Advising (Adult Diploma, GED, HSR)	101	386	158	292	937	42.2%
Career Counseling	4	64	57	62	187	8.4%
Career Academy Grant	0	42	33	15	90	4.1%
Instructional Support (classes, credit checks)	13	13	13	10	49	2.2%
Matriculation to Credit	11	43	37	54	145	6.5%
Matriculation into Adult Diploma	54	173	86	194	507	22.8%
Matriculation into ABE/GED	7	19	11	8	45	2.0%
Special Programs (e.g., CalWORKs, WIA, EDD)	47	108	42	63	260	11.7%
Total	237	848	437	698	2220	



Source: SARS (for ABE Counselors, Educational Advisors, and Community Outreach Specialist)

ESL Advising Appointments (by category)

	Fall 2009	Winter 2010	Spring 2010	Total	% of Total Appointments
Academic Advising	143	117	146	406	47.7%
Career Counseling	23	1	7	31	3.6%
Instructional Support	16	19	15	50	5.9%
Matriculation	64	35	40	139	16.3%
Other	62	55	62	179	21.0%
Personal	4	0	1	5	0.6%
VESL Career Paths	26	4	11	41	4.8%
Total	338	231	282	851	



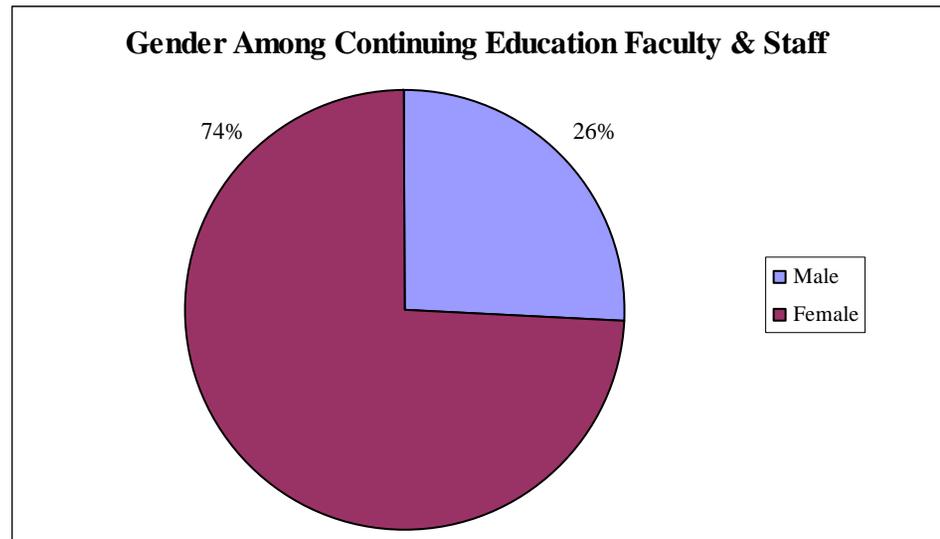
Source: ESL Database

STAFF PROFILE SUPPLEMENTAL DATA

Data from the Continuing Education Staff List (Administrators, Faculty, and Classified) 2009-2010

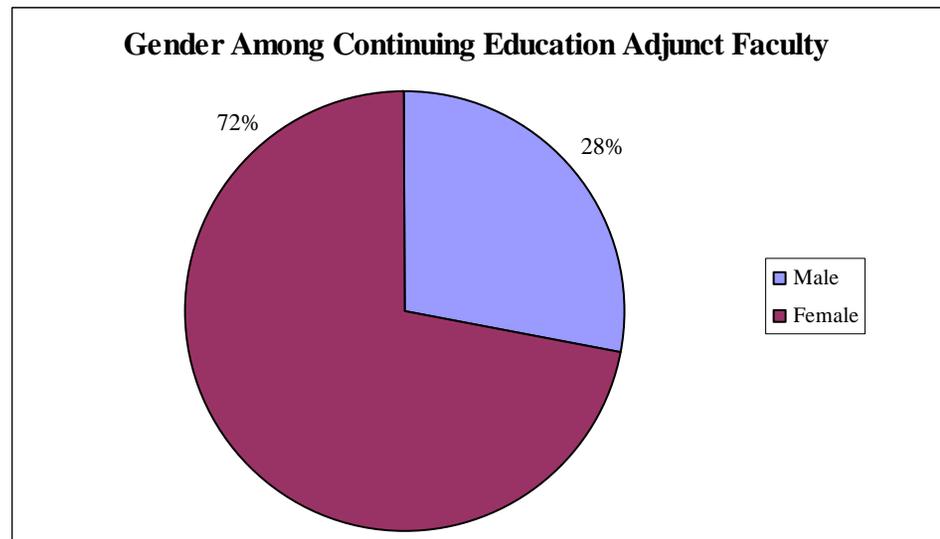
Gender Among All Continuing Education Faculty & Staff

	Frequency	Percentage
Male	80	25.8%
Female	230	74.2%
Total	310	



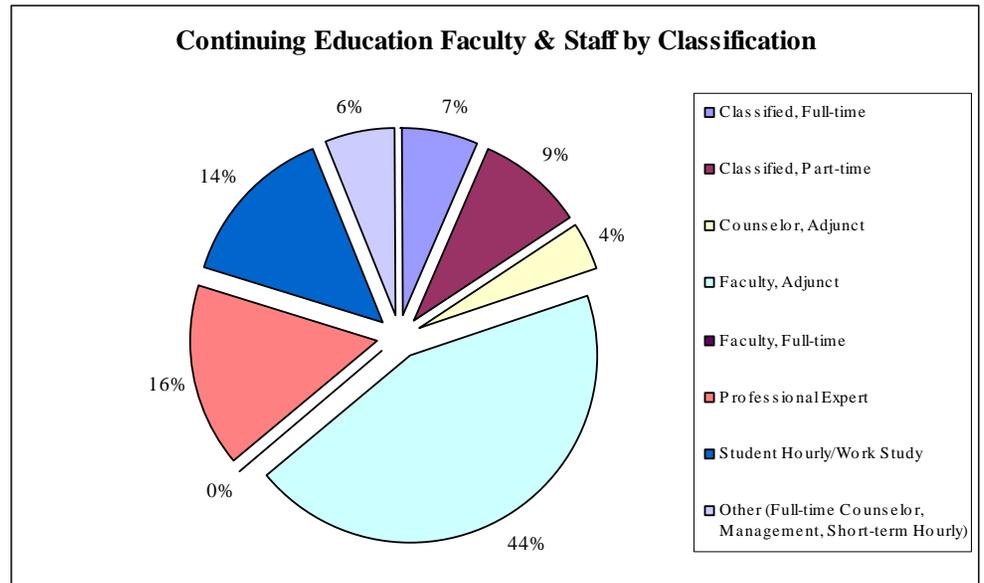
Gender Among Continuing Education Adjunct Faculty

	Frequency	Percentage
Male	38	27.7%
Female	99	72.3%
Total	137	



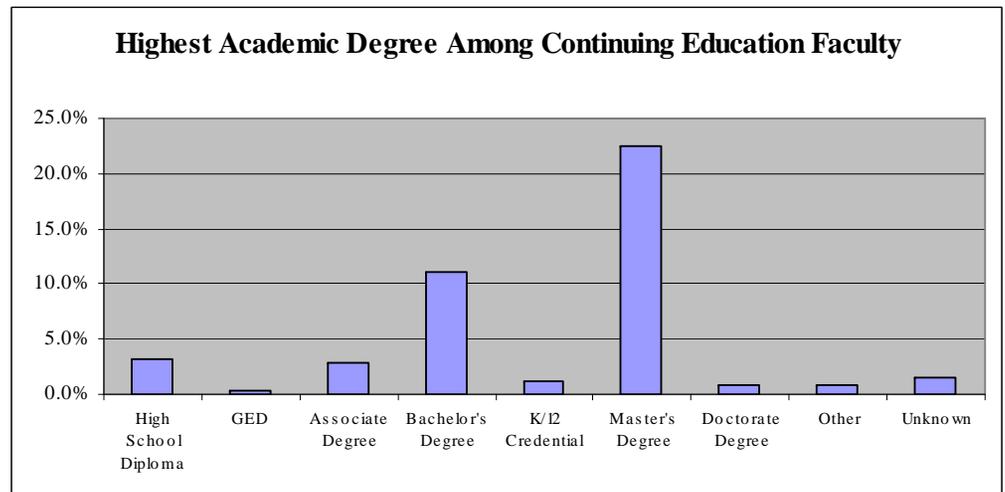
Continuing Education Faculty & Staff by Classification

	N	%
Classified, Full-time	21	6.7%
Classified, Part-time	28	9.0%
Contract Faculty	1	0.3%
Counselor, Adjunct	13	4.2%
Counselor, Full-time	2	0.6%
Faculty, Adjunct	137	43.9%
Faculty, Full-time	0	0.0%
Management	6	1.9%
Professional Expert	50	16.0%
Short-term Hourly	9	2.9%
Student Hourly/Work Study	44	14.1%
Unknown	1	0.3%
Total	312	



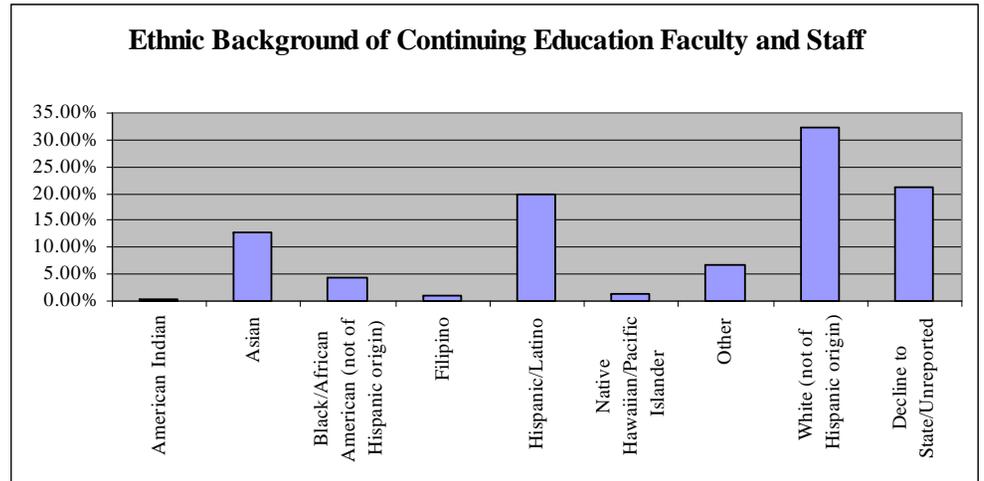
Educational Attainment among Continuing Education Faculty (Adjunct Faculty & Adjunct/Full-time Counseling)

	Frequency	Percentage
High School Diploma	11	3.2%
GED	1	0.3%
Associate Degree	10	2.9%
Bachelor's Degree	38	11.1%
K/12 Credential	4	1.2%
Master's Degree	77	22.4%
Doctorate Degree	3	0.9%
Other	3	0.9%
Unknown	5	1.5%
Total	152	44.3%



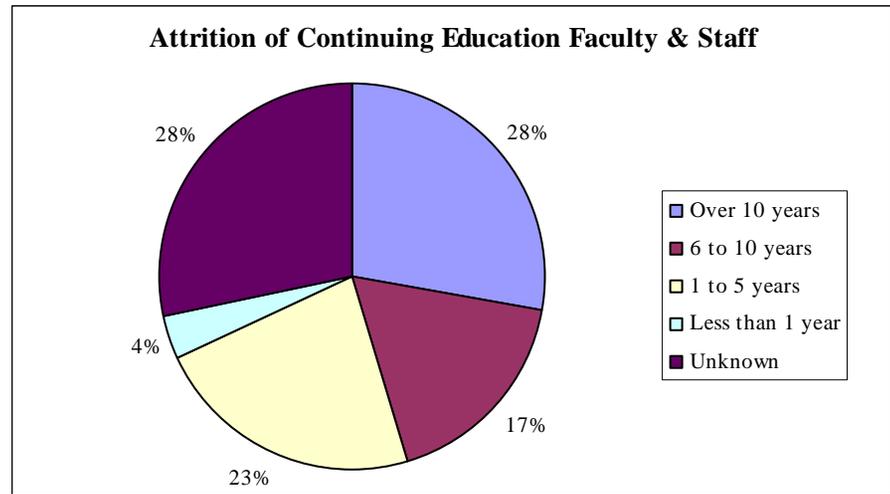
Continuing Education Faculty & Staff by Ethnicity

	N	%
American Indian	1	0.3%
Asian	47	15.1%
Black/African American (not of Hispanic origin)	13	4.2%
Filipino	2	0.6%
Hispanic/Latino	74	23.7%
Native Hawaiian/Pacific Islander	2	0.6%
Other	22	7.1%
White (not of Hispanic origin)	114	36.5%
Decline to State/Unreported	37	11.9%
Total	312	



Continuing Education Faculty & Staff Attrition

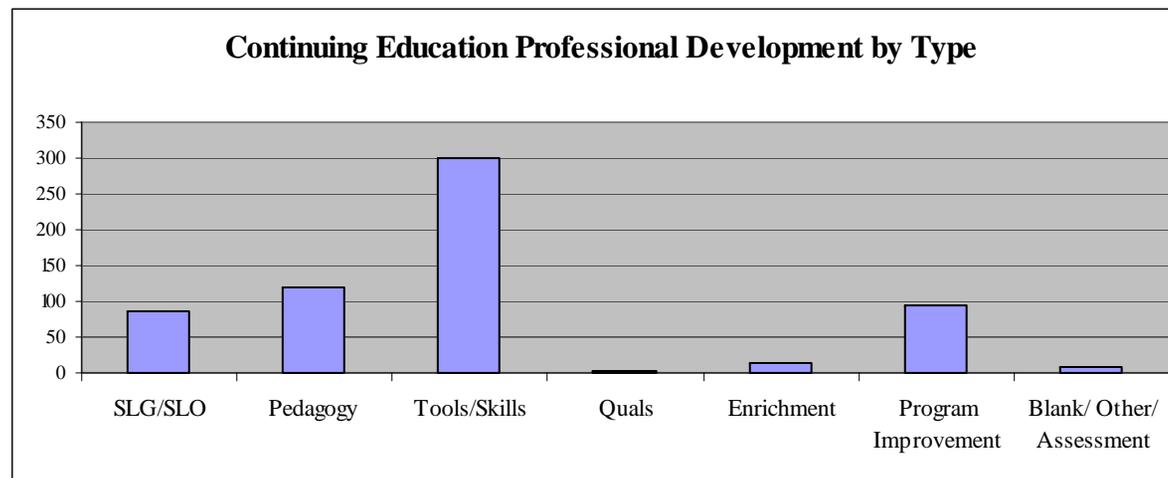
	%
Over 10 years	28%
6 to 10 years	17%
1 to 5 years	23%
Less than 1 year	4%
Unknown	28%



STAFF PROFESSIONAL DEVELOPMENT DATA

Professional Development by Program and Type of Professional Development 2009-2010

Program	Total Professional Development Activities	SLG/SLO		Pedagogy		Tools/Skills		Quals		Enrichment		Program Improvement		Blank/ Other/ Assessment	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABE	197	0	0.0%	21	10.7%	118	59.9%	0	0.0%	11	5.6%	47	23.9%	0	0.0%
Adult Diploma	19	2	10.5%	7	36.8%	9	47.4%	0	0.0%	1	5.3%	0	0.0%	0	0.0%
Disabled	n/a	n/a		n/a		n/a		n/a		n/a		n/a		n/a	
ESL-LLC	316	76	24.1%	86	27.2%	148	46.8%	1	0.3%	0	0.0%	0	0.0%	5	1.6%
HCI	n/a	n/a		n/a		n/a		n/a		n/a		n/a		n/a	
HS Referral	26	8	30.77%	5	19.23%	9	34.62%	0	0.00%	0	0.00%	2	7.69%	2	7.69%
NC Voc Ed - Other	20	0	0.0%	0	0.0%	1	5.0%	0	0.0%	0	0.0%	19	95.0%	0	0.0%
Older Adult	38	0	0.0%	0	0.0%	10	26.3%	1	2.6%	1	2.6%	26	68.4%	0	0.0%
Parent Ed	n/a	n/a		n/a		n/a		n/a		n/a		n/a		n/a	
WIN	5	0	0.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Grand Total	621	86	13.8%	119	19.2%	300	48.3%	2	0.3%	13	2.1%	94	15.1%	7	1.1%



Professional Development by Staff Category and Type of Professional Development

	# of PD Participants	# of PD Activities	Assessment		Enrichment		Pedagogy		Program Improvement		Quals		SLG/SLO		Tools/Skills		Blank	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
			Classified, Full-Time	12	88	2	2.3%	0	0%	21	23.9%	20	22.7%	0	0%	0	0%	45
Classified, Part-Time	11	36	0	0%	0	0%	0	0%	2	5.6%	0	0%	0	0%	34	94.4%	0	0%
Contract Faculty	1	3	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Counselor, Full-Time	2	18	0	0%	1	5.6%	2	11.1%	0	0%	0	0%	0	0%	15	83.3%	0	0%
Counselor, Adjunct	8	13	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	13	100%	0	0%
Faculty, Adjunct	85	363	0	0%	1	0.3%	85	23.4%	43	11.8%	1	0.3%	86	23.4%	147	40.5%	0	0%
Faculty, Full-Time	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Management	4	34	2	5.9%	6	17.6%	6	17.6%	1	2.9%	1	2.9%	0	0%	18	52.9%	0	0%
Professional Expert	17	46	1	2.2%	5	10.9%	2	4.3%	19	41.3%	0	0%	0	0%	19	41.3%	0	0%
Short-term Hourly	4	9	0	0%	0	0%	0	0%	7	77.8%	0	0%	0	0%	1	11.1%	1	11.1%
Student Hourly/Work-Study	7	11	0	0%	0	0%	0	0%	2	18.2%	0	0%	0	0%	8	72.7%	1	9.1%
Grand Total	151	621	5	0.8%	13	2.1%	119	19.2%	94	15.1%	2	0.3%	86	13.8%	300	48.3%	2	0.3%

Note: Each participant may have completed more than 1 type of Professional Development Activity.

