

CONTINUING EDUCATION DIVISION

Institutional, Community, and Student Profile 2011-12

Revised February 28, 2013

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HISTORY

The College

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 north of the campus. Mt. SAC opened in the fall of 1946 with 635 students. From its humble beginnings, the College now serves over 60,000 men and women from a wide array of backgrounds and generations.

The College 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 Walnut, 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.

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 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 High School 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 the 5th largest noncredit program in the state of California. The Division has experienced dramatic change and tremendous growth in its 40+ 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 Language Learning Center, as well as Adult Basic Education, Adult High School Diploma, English as a Second Language, High School Referral, Noncredit Health Careers, Noncredit Short-Term Vocational programs, and the WIN Athletic Support Center. Community Education, Contract Education, and Older Adult Program courses are offered in public and private

facilities throughout the Mt. SAC community. In 2010 changes in regulations and funding led to the elimination of Noncredit Fitness and Parent Education programs as well as the Developmentally Disabled Program, with the exception of a few classes maintained within the Older Adult Program.

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

The Adult Basic Education (ABE) Lab provides a variety of programs and assessments. There are different student profiles based on the purpose for which students utilize the lab. For example, the average GED student is Hispanic/Latino, 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 literacy course student is a female who has at least a high school diploma and is interested in improving skills to return to the workforce.

Adult High School Diploma

The range of student ages in the Adult High School Diploma Program is from 18-64, although the program is comprised primarily of 18-22 year olds (71%). The average student is Hispanic male 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.

ESL

Students that enroll in the ESL Program are focused on strengthening their English communication skills and many self-identify their primary occupation as “student”. 41% of students are between the ages of 30–45, and a majority is female (57%). The dominant ethnicities are Hispanic and Asian students. 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 continues to be offered as a means to support noncredit basic skills development for concurrently enrolled high school students in the community. The average student is 17 years old, Hispanic (65%), and is attending to improve an existing low grade (D or F). While 21 high school districts are serviced by the High School Referral Program, 68% of all students are from one of five districts: Chaffey, Pomona, Rowland, Walnut, or West Covina 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-motivated individuals dedicated to practicing their English skills. Other noncredit students include community members who are looking to gain language skills for various purposes.

Older Adult Program

Older Adult Program students are primarily women (70%), retired, and over the age of 65 (68%). These students enter class with different levels of real world experience as well as 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 healthy aging goals. Since Older Adult students prefer to take classes in their home communities, all 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. In the 2010-11 school year 77% of older adult students enrolled in fall persisted into the spring term.

Noncredit Health Careers

Although health could be considered another example of a vocational program, it is approached as a separate program from other vocational programs because of the entry requirements (e.g., physical examination, background check) as well as externships in clinical sites. Health Careers 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 upgrade. Many students participating in this program are preparing for health-related licensure or certification exams. Students in the In Home Support Services are seeking short-term training leading to employment; the majority of these students are unemployed, Hispanic/Latino women seeking an entry level healthcare position.

Noncredit Short-Term Vocational Program

Students participating in noncredit vocational programs are seeking to complete one or more courses leading to professional advancement or employment. The courses lead to certificates in an array of vocations such as business, agriculture, manufacturing, and graphics, to name a few. Many students take just one or two classes that will advance their work skills, and it is common for them to request evidence of completion of a single course to submit to their employer. The noncredit vocational program is largely represented by courses and certificates that may be completed through enrollment in dual-listed noncredit/credit courses. There are three main reasons that students may choose to enroll as a noncredit rather than a credit student. They may already have a college degree and simply need a specific skills upgrade. They may be uninterested in a degree or certificate, but they simply want specific skills. Or they may lack confidence to succeed as a credit student; often students who initially enroll on a noncredit basis convert to the credit classes once they experience success. The courses and certificates are created and offered through a collaborative process with the various credit departments of the college.

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

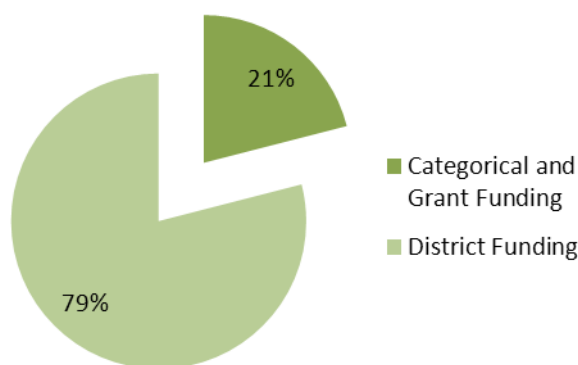
Average Annual Budget

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 2011-12 the Continuing Education district budget was \$6.8 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 backfilled from district funds to sustain core services. Beginning in 2011-12, the backfilled expenses were transferred permanently to the annual district budget. 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, Health Resources and Services Administration (HRSA), and short-term project grants. All together, categorical and grant funding provided more than \$1.8 million to Continuing Education in 2011-12. 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. Community services classes and contract training provided \$1.2 million in revenue in 2011-12 to offset program expenses.

Budget legislation of recent years has placed priority on classes leading to transfer, career preparation, or completion of basic skills. Continuing Education scheduling has reflected this and has resulted in elimination of some programs as well as a reduction in course schedules across all programs. However, in spite of fiscal pressure and limitations, the College has been steadfast in valuing Continuing Education programs and students.

Continuing Education Budget Sources



EDUCATIONAL PROGRAMS

Type	Program	Instructional Delivery	Sites/Locations
Noncredit	Adult Basic Education Adult Basic Education (ASVAB, ABE, Computer Literacy) Adult High School Diploma GED High School Referral Summer High School WIN	Direct Instruction or Self Directed Direct Instruction or Self Directed Direct Instruction, Self Directed, or Distance Learning Direct Instruction, Self Directed Direct Instruction Individualized	Mt. SAC Campus Mt. SAC Campus Mt. SAC Campus Hybrid Distance Learning Option 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
	English as a Second Language (ESL) ESL Language Learning Center VESL Career Paths	Direct Instruction Self Directed, Individualized Direct Instruction, Self Directed	Mt. SAC Campus Mt. SAC Campus Mt. SAC Campus
	Immigrant Education Citizenship Preparation	Direct Instruction	Mt. SAC Campus
	Labs Serving Credit Students Labs serving Credit Students (DSPS, EOPS, Learning Assistance Center, Writing Assistance Center, Math Activities Resource Center)	Individualized	Mt. SAC Campus
	Noncredit Short-Term Vocational Health Careers Resource Center (HCRC) Certified Nurse Assistant (CNA) Acute Care Nurse Assistant Certified Home Health Aide In Home Support Services	Individualized Direct Instruction & Clinical Direct Instruction & Clinical Direct Instruction & Clinical Direct Instruction & Clinical	Mt. SAC Campus Clara Baldwin Stocker Casa Bonita West Haven Healthcare Center Mt. San Antonio Gardens Pilgrim Place Mt. SAC Campus

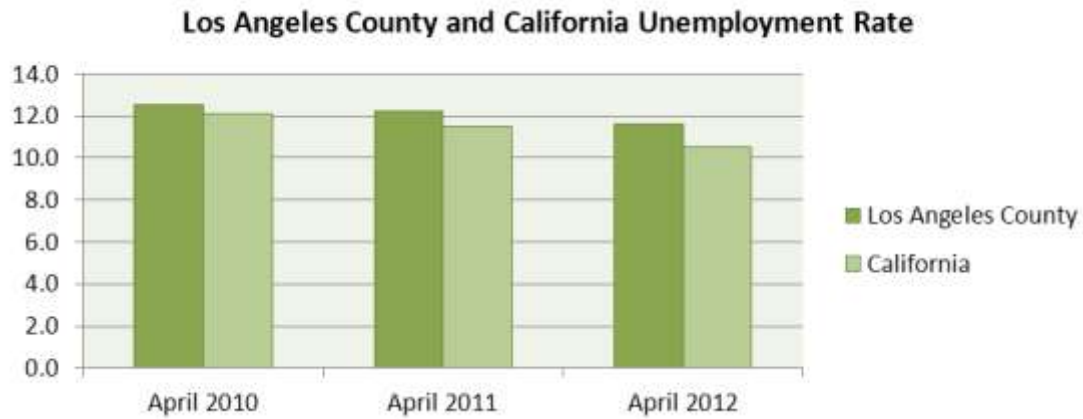
Type	Program	Instructional Delivery	Sites/Locations
Noncredit	Older Adult Program	Direct Instruction or Self Directed	Atria - Covina & Rancho Park Bridgecreek Retirement Center Brighton Gardens Country View Retirement Home Covina Gardens Diamond Bar Center Diamond Bar City Hall/Library Easter Seals Southern California Heritage Park Community Center Hillcrest Homes Irwindale Recreation Center Irwindale Senior Citizens' Center Joslyn Senior Citizens' Center La Verne Community Center Ladera Serra Park 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 Stanley Plummer Building Villa Colima Walnut Senior Center West Covina Scommenior Citizens' Center
Community Education	Career and Professional Development Children & Teens Driver Education Online Learning Personal Enrichment Sports and Fitness	Direct Instruction, Computer Based Instruction (synchronous & asynchronous), Self Directed, Individualized	Mt. SAC Campus Center Ice Arena - Ontario El Monte Community Hospital Inter-Community Medical Ctr – Covina Monterey Park Hospital Queen of the Valley Hospital Rancho Cucamonga Training Center Suburban Medical Center – Paramount West Covina High School Zydeco Casting Studio - Burbank
Contract Education	LA Works All Americas, Inc., Metropolitan Water District, Montclair Fire Dept. Pomona Unified School District	Self Directed, Individualized, Direct Instruction	LA Works Resource Center – Irwindale Mt. SAC Campus Pomona USD – Indian Hill Village

COMMUNITY INFORMATION

Los Angeles County and California Unemployment Rate

	April 2010	April 2011	April 2012	Change from 2011-2012
Los Angeles County ¹	12.5	12.2	11.6	-0.6
California	12.1	11.5	10.5	-0.9

1- Data includes Los Angeles, Long Beach, Glendale Metropolitan District



Source: California EDD Labor Force & Unemployment Data, Labor market Information Division; <http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=164>

Census Data for Mt. San Antonio College District Area

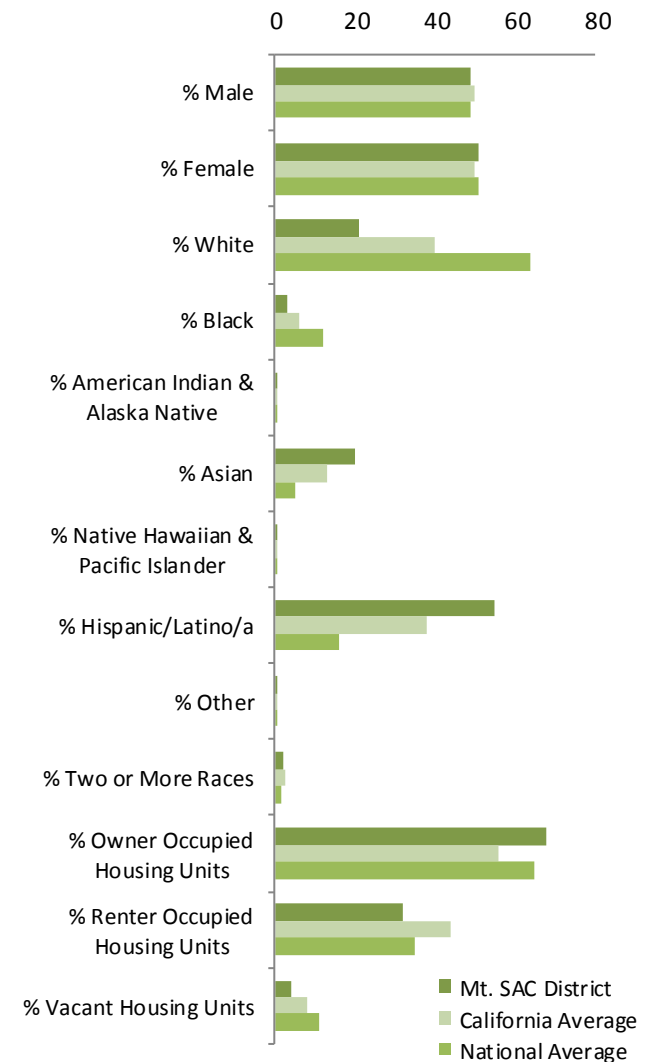
Profile of General Population

		Mt. SAC District ^{1, 2, 3}	California Average	National Average
Gender	% Male	49	50	49
	% Female	51	50	51
Median Age		34.9	35.2	37.2
Race	% White	21	40	64
	% Black	3	6	12
	% American Indian & Alaska Native	<1	<1	1
	% Asian	20	13	5
	% Native Hawaiian & Pacific Islander	<1	<1	<1
	% Hispanic/Latino/a	55	38	16
	% Other	<1	<1	<1
	% Two or More Races	2	3	2
Households & Housing Occupancy	Average Household Size	3.5	2.9	2.6
	% Owner Occupied Housing Units	68	56	65
	% Renter Occupied Housing Units	32	44	35
	% Vacant Housing Units	4	8	11

1- Data relate to the Mt. SAC Area population not the Mt. SAC Student Enrollment population.

2- Cities included in the Mt. SAC District: Baldwin Park, Bassett, Charter Oak, City of Industry, Covina, Diamond Bar, Glendora, Hacienda Heights, Irwindale, La Puente, La Verne, Pomona, Rowland Heights, San Dimas, Valinda, Walnut, and West Covina.

3- Data reflects the East San Gabriel Valley Census County Division (CCD) which includes all Mt. SAC District cities as well as the cities of Azusa, Claremont, and Rosemead, which are not part of the Mt. SAC District.

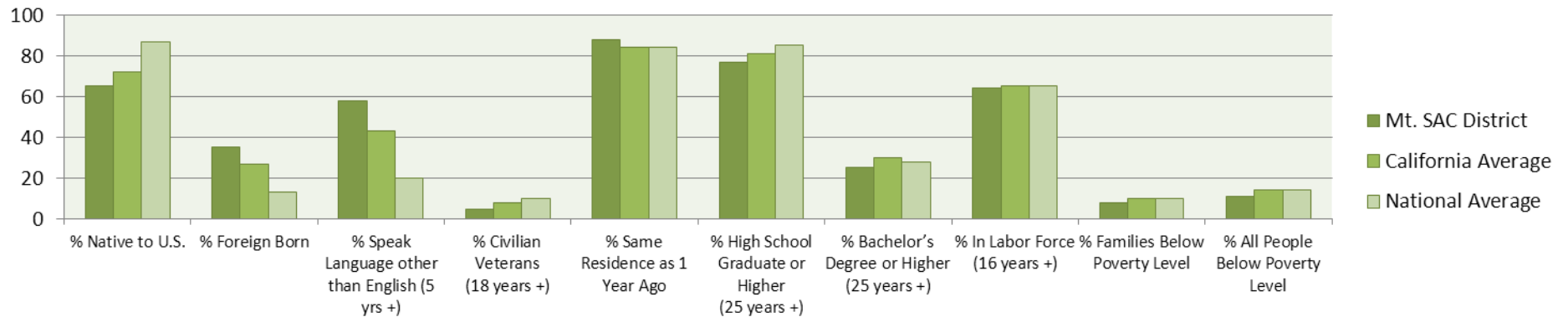


Source: U.S. Census Bureau: 2010 Census Report DP-1; Geography: U.S., California, & East San Gabriel Valley CCD; <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>, Retrieved 6/12

Profile of Selected Economic and Social Characteristics

		Mt. SAC District ^{1, 2, 3}	California Average	National Average
Place of Birth	% Native to U.S.	65	72	87
	% Foreign Born	35	27	13
Language Spoken at Home	% Speak Language other than English (5 yrs +)	58	43	20
Veteran Status	% Civilian Veterans (18 years +)	5	8	10
Residence 1 Year Ago	% Same Residence as 1 Year Ago	88	84	84
Educational Attainment	% High School Graduate or Higher (25 years +)	77	81	85
	% Bachelor's Degree or Higher (25 years +)	25	30	28
Employment Status	% In Labor Force (16 years +)	64	65	65
Poverty Levels	% Families Below Poverty Level	8	10	10
	% All People Below Poverty Level	11	14	14

Profile of Selected Economic and Social Characteristics



Source: U.S. Census Bureau: 2005-2010 American Community Survey 5-Year Estimates Report DP02 & DP03; Geography: U.S., California, & East San Gabriel Valley CCD; <http://www.factfinder.census.gov>; Retrieved 6/12

PROGRAM CHARACTERISTICS

Continuing Education Three Year Enrollment Trend by Program

		2009-10	2010-11	2011-12	% change from 2009-10 to 2011-12
Adult Basic Education	Adult Basic Education ¹	3162	2571	1494	-53
	Adult High School Diploma	753	637	543	-28
	GED	-	313	260	-
	High School Referral	1213	1124	1068	-12
	Summer High School	9390	10596	7518	-20
ESL	ESL	3628	3822	2543	-30
	VESL Career Paths	151	156	146	-3
Noncredit Labs	Language Learning Center ²	4507	4946	4545	1
	WIN	933	991	905	-3
	All Other Noncredit Labs ³	15462	18419	18360	19
Noncredit Vocational	Health Careers Lab (Credit students)	670	569	436	-35
	Health Careers Lab (Noncredit students)	229	161	16	-93
	Health Lecture (Noncredit)	188	165	161	-14
	Noncredit Vocational (Dual listed with credit)	578	396	288	-50
	Noncredit Vocational (Stand alone)	676	85	96	-86
Older Adult		5650	4899	4893	-13
Discontinued Programs	Developmentally Disabled	204	-	-	-
	Parent Education	231	-	-	-
Unduplicated Total		42111	43599	37738	-10

4- Enrollment count for Adult Basic Education included GED until 2010-11. Typing test certification was discontinued in Spring 2011

5- With change to the Banner data system (beginning in 2009-10), the LLC student enrollment counts were expanded to include service to credit students

6- All Other Noncredit Labs includes: ESL Lab, LAC, TERC, Math, Writing Assistance Center, T-MARC, & EOPS

Source: Argos Report SFR0081 "ACS WASC: Continuing Education Enrollment by Program"

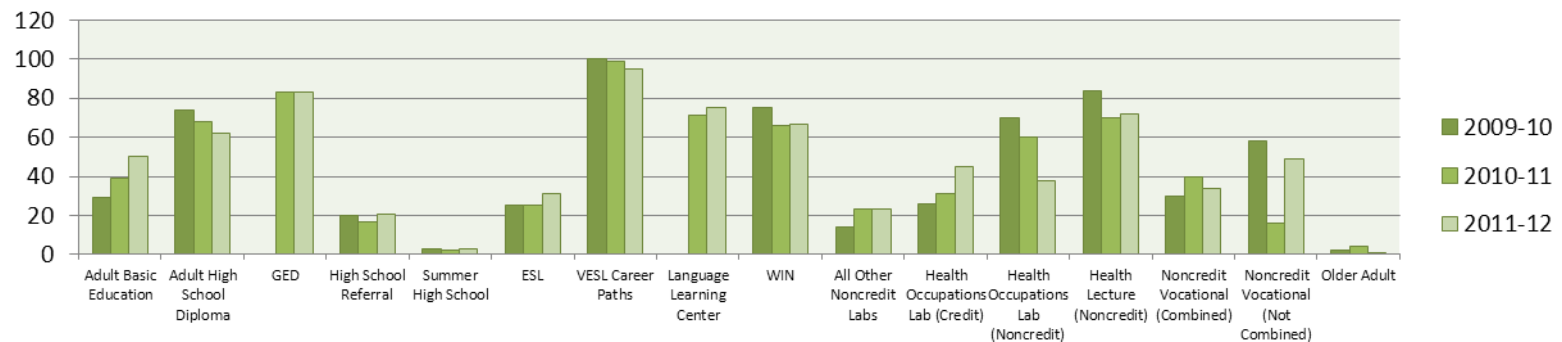
Continuing Education Concurrent Enrollment within Noncredit Programs

		2009-10			2010-11			2011-12		
		Enrollment	Concurrent	%	Enrollment	Concurrent	%	Enrollment	Concurrent	%
Adult Basic Education	Adult Basic Education	3162	918	29	2571	1008	39	1494	742	50
	Adult High School Diploma	753	556	74	637	436	68	543	335	62
	GED	-	-	-	313	259	83	260	215	83
	High School Referral	1213	238	20	1124	186	17	1068	227	21
	Summer High School	9390	298	3	10596	197	2	7518	247	3
ESL	ESL	3628	921	25	3822	964	25	2543	799	31
	VESL Career Paths	151	151	100	156	155	99	146	138	95
Noncredit Labs	Language Learning Center ¹	-	-	-	4946	3512	71	4545	3391	75
	WIN ²	911	684	75	991	654	66	905	602	67
	All Other Noncredit Labs	17316	2420	14	18419	4176	23	18360	4137	23
Noncredit Vocational	Health Careers Lab (Credit students)	670	174	26	569	175	31	436	197	45
	Health Careers Lab (Noncredit students)	229	161	70	161	97	60	16	6	38
	Health Lecture (Noncredit)	188	157	84	165	116	70	161	116	72
	Noncredit Vocational (Dual listed with credit)	578	175	30	396	160	40	288	97	34
	Noncredit Vocational (Stand alone)	676	390	58	85	14	16	96	47	49
Older Adult		5650	125	2	4899	173	4	4893	50	1
Unduplicated Total		42111	3780	9	43599	5920	14	37738	-	-

1- Language Learning Center data included in "All Other Noncredit Labs" for 2009-10

2- WIN data for 2009-10 include only students enrolled in the Fall, Winter, and Spring sessions

Continuing Education Concurrent Enrollment Within Noncredit Program

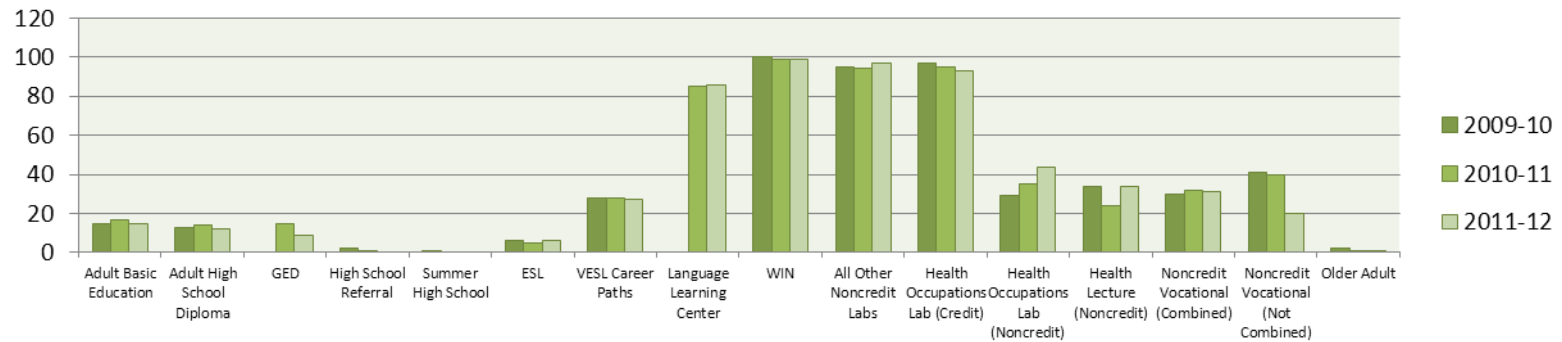


Source: Argos Report SFR0098 "ACS WASC: Continuing Education Concurrent Enrollment by Program"

Continuing Education Credit Concurrent Enrollment by Program

		2009-10			2010-11			2011-12		
		Enrollment	Concurrent	%	Enrollment	Concurrent	%	Enrollment	Concurrent	%
Adult Basic Education	Adult Basic Education	3162	459	15	2571	436	17	1494	230	15
	Adult High School Diploma	753	97	13	637	91	14	543	67	12
	GED	-	-	-	313	46	15	260	23	9
	High School Referral	1213	21	2	1124	6	1	1068	5	<1
	Summer High School	9390	77	1	10596	19	<1	7518	23	<1
ESL	ESL	3628	216	6	3822	205	5	2543	152	6
	VESL Career Paths	151	42	28	156	44	28	146	40	27
Noncredit Labs	Language Learning Center	-	-	-	4946	4204	85	4545	3902	86
	WIN	911	910	100	991	986	99	905	900	99
	All Other Noncredit Labs	17316	16460	95	18419	17366	94	18360	17801	97
Noncredit Vocational	Health Careers Lab (Credit students)	670	648	97	569	541	95	436	404	93
	Health Careers Lab (Noncredit students)	229	67	29	161	57	35	16	7	44
	Health Lecture (Noncredit)	188	64	34	165	40	24	161	55	34
	Noncredit Vocational (Dual listed with credit)	578	174	30	396	125	32	288	88	31
	Noncredit Vocational (Stand alone)	676	280	41	85	34	40	96	19	20
Older Adult		5650	85	2	4899	73	1	4893	37	1
Unduplicated Total		42111	18100	43	43599	19936	46	37738	-	-

Continuing Education Credit Concurrent Enrollment by Program



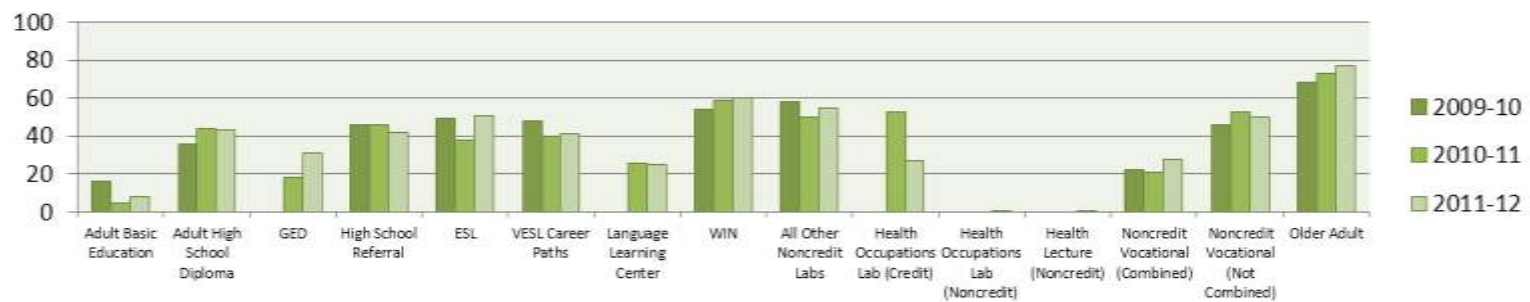
Source: Argos Report SFR0100 "ACS WASC: Continuing Ed Credit Concurrent Enrollment by Program"

Continuing Education Student Mobility (Persistence Rate) by Program

		2009-10			2010-11			2011-12		
		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	1326	211	16	1142	59	5	595	48	8
	Adult High School Diploma	377	135	36	356	157	44	332	144	43
	GED	-	-	-	162	29	18	154	48	31
	High School Referral	377	175	46	332	151	46	300	126	42
ESL	ESL	1696	832	49	2217	842	38	1476	748	51
	VESL Career Paths	82	39	48	87	35	40	87	36	41
Noncredit Labs	Language Learning Center	-	-	-	2483	644	26	2430	617	25
	WIN	742	402	54	832	492	59	756	454	60
	All Other Noncredit Labs	11239	6479	58	12058	6028	50	12211	6765	55
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	-	354	189	53	224	61	27
	Health Careers Lab (Noncredit students)	-	-	-	64	0	- ¹	5	-	- ¹
	Health Lecture (Noncredit)	538	2	<1	51	0	- ¹	45	1	- ¹
	Noncredit Vocational (Dual listed with credit)	334	73	22	242	51	21	144	40	28
	Noncredit Vocational (Stand alone)	187	85	46	38	20	53	42	21	50
Older Adult		3932	2683	68	3443	2516	73	3534	2707	77
Unduplicated Total		20362	11052	54	21411	10713	50	22663	11924	53

1- Short-term certificate is designed for completion within one term

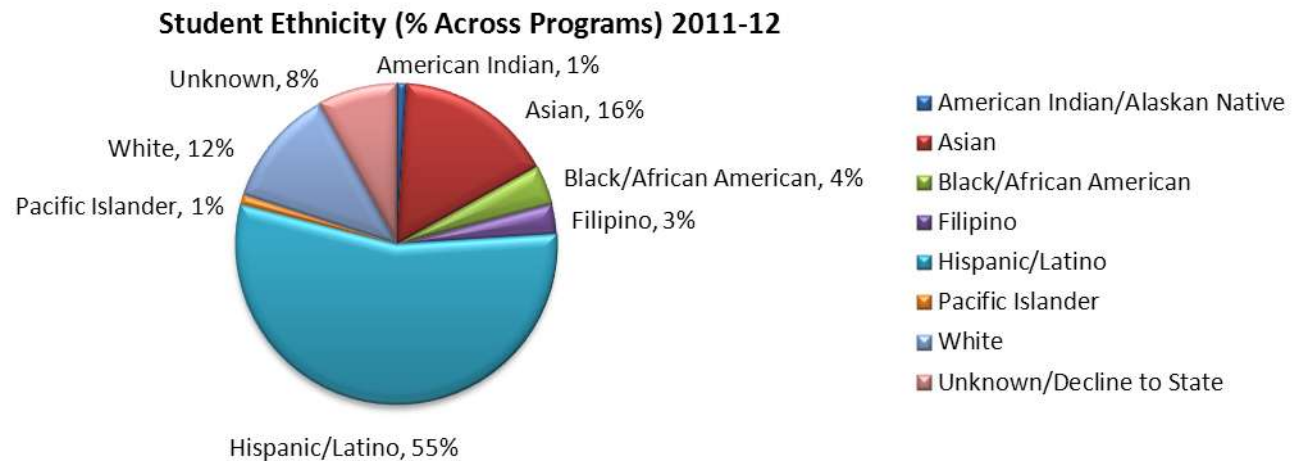
Student Mobility (Persistence Rate) by Program



Source: Argos Report SFR0102; prepared by Maria Tsai, Senior Research Analyst, Research & Institutional Effectiveness

Continuing Education Student Ethnicity by Program 2011-12

		Filipino		Hispanic/ Latino		Asian		Black/ African- American		American Indian/ Alaskan Native		Pacific Islander		White		Decline/ Not Reported	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Adult Basic Education	Adult Basic Education	56	3	1236	63	185	9	139	7	25	1	16	1	197	10	113	6
	Adult High School Diploma	17	2	540	72	48	6	34	5	12	2	9	1	60	8	30	4
	GED	9	3	233	65	37	10	20	6	4	1	2	1	26	7	26	7
	High School Referral	54	4	944	65	152	10	77	5	21	1	8	1	122	8	81	6
	Summer High School	264	3	6274	66	1210	13	217	2	62	1	17	<1	576	6	909	10
ESL	ESL	10	<1	1179	43	1339	49	6	<1	3	<1	-	-	78	3	114	4
	VESL Career Paths	-	-	130	64	54	26	1	<1	1	<1	-	-	16	8	2	1
Noncredit Labs	Language Learning Center	205	3	3393	53	1729	27	193	3	73	1	31	<1	687	11	142	2
	WIN	28	2	781	53	79	5	211	14	27	2	68	5	254	17	15	1
	All Other Noncredit Labs	921	3	16199	60	3771	14	1354	5	367	1	161	1	3447	13	650	2
Noncredit Vocational	Health Careers Lab (Credit students)	64	11	239	41	76	13	79	13	12	2	4	1	89	15	25	4
	Health Careers Lab (Noncredit students)	1	5	13	62	-	-	1	5	-	-	-	-	3	14	3	14
	Health Lecture (Noncredit)	8	4	90	47	22	12	15	8	2	<1	2	<1	25	13	26	14
	Noncredit Vocational (Dual listed with credit)	3	<1	177	49	61	17	8	2	8	2	2	<1	72	20	31	9
	Noncredit Vocational (Stand alone)	3	3	48	42	16	14	1	<1	3	3	-	-	23	20	21	18
Older Adult		142	3	474	10	666	14	107	2	26	1	3	-	1178	24	2333	47
Duplicated Total		3%		55%		16%		4%		1%		1%		12%		8%	

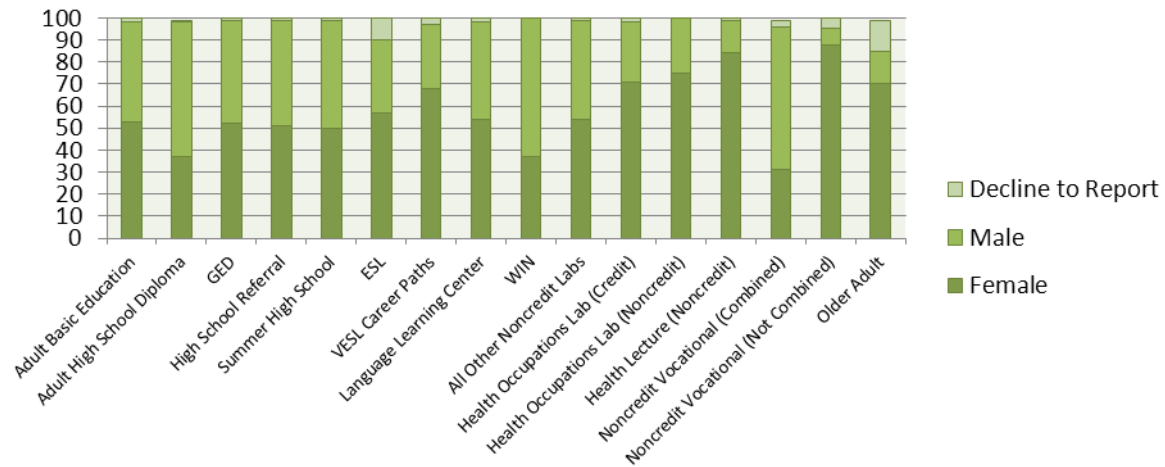


Source: ARGOS Report SFR0088 "ACS WASC: Continuing Ed by Ethnicity within Program"

Continuing Education Student Gender by Program 2011-12

		% Female	% Male	% Decline/Unreported
Adult Basic Education	Adult Basic Education	53	45	2
	Adult High School Diploma	37	61	1
	GED	52	47	1
	High School Referral	51	48	1
	Summer High School	50	49	1
ESL	ESL	57	33	10
	VESL Career Paths	68	29	3
	Language Learning Center	54	44	2
Noncredit Labs	WIN	37	63	-
	All Other Noncredit Labs	54	45	1
Noncredit Vocational	Health Careers Lab (Credit students)	71	27	2
	Health Careers Lab (Noncredit students)	75	25	-
	Health Lecture (Noncredit)	84	15	1
	Noncredit Vocational (Dual listed with credit)	31	65	3
	Noncredit Vocational (Stand alone)	88	7	5
Older Adult		70	15	14
Duplicated Total		55	42	3

Student Gender by Program 2011-12 (by percentage)

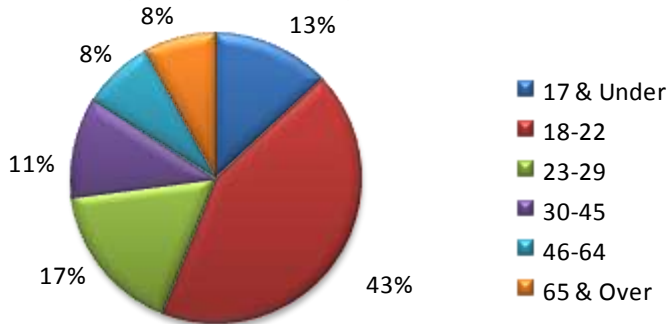


Source: ARGOS Report SFR0086 "ACS WASC: Continuing Ed by Gender within Program"

Continuing Education Student Age by Program 2011-12

		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	8	1	588	39	296	20	330	22	256	17	15	1	1	<1
	Adult High School Diploma	-	-	388	71	107	20	42	8	6	1	-	-	-	-
	GED	-	-	81	31	61	23	91	35	26	10	1	<1	-	-
	High School Referral	678	63	388	36	-	-	-	-	-	-	-	-	2	<1
	Summer High School	5085	68	2407	32	-	-	-	-	-	-	-	-	26	<1
ESL	ESL	5	<1	354	14	536	21	1031	41	539	21	28	1	45	2
	VESL Career Paths	-	-	13	9	24	16	65	45	43	29	1	1	-	-
Noncredit Labs	Language Learning Center	10	<1	2699	59	937	21	578	13	290	6	27	1	4	<1
	WIN	2	<1	838	93	59	7	4	<1	1	<1	1	<1	-	-
	All Other Noncredit Labs	19	<1	10661	58	4873	27	2087	11	689	4	30	<1	1	<1
Noncredit Vocational	Health Careers Lab (Credit students)	-	-	34	8	194	44	169	39	39	9	-	-	-	-
	Health Careers Lab (Noncredit students)	-	-	3	19	7	44	5	31	-	-	1	6	-	-
	Health Lecture (Noncredit)	-	-	27	17	43	27	47	29	42	26	2	<1	-	-
	Noncredit Vocational (Dual listed with credit)	-	-	29	10	64	22	100	35	79	27	16	6	-	-
	Noncredit Vocational (Stand alone)	-	-	13	14	10	10	26	27	43	45	4	4	-	-
Older Adult		5	<1	20	<1	70	1	187	4	1270	26	3331	68	7	1
Unduplicated Total		13%		43%		17%		11%		8%		8%		<1%	

Student Age (% Across Programs) 2011-12



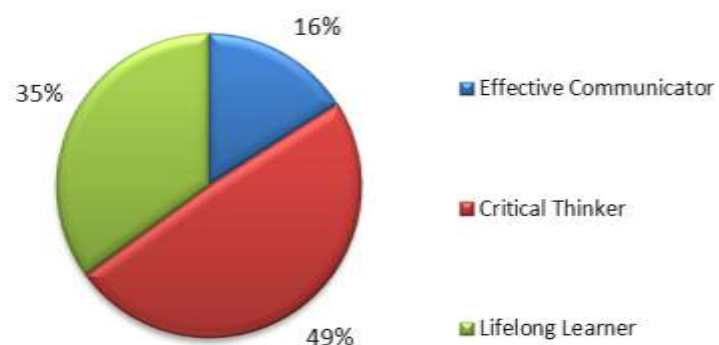
Source: ARGOS Report SFR0087 "ACS WASC: Continuing Ed by Age Range within Program"

STUDENT LEARNING OUTCOMES DATA

Continuing Education Course Level SLOs Connection to SLGs 2011-12

	Effective Communicator		Critical Thinker		Lifelong Learner		Total
	N	%	N	%	N	%	N
Adult Basic Education	19	16	72	63	24	21	115
ESL	11	26	25	58	7	16	43
Noncredit Health Careers	-	-	14	93	1	7	15
Noncredit Labs	1	20	1	20	3	60	5
Noncredit Vocational (Stand alone)	-	-	6	86	1	14	7
Older Adult Program	10	15	4	6	52	79	66
Total	41	16	122	49	88	35	251

Course Level SLOs Connection to SLGs



Assessment of Course Level Student Learning Outcomes 2011-12

	Total Student Learning Outcomes	SLOs with One Complete Assessment Cycle ¹		Total Courses	Courses with at Least One SLO with Complete Assessment Cycle		Courses with at Least Two SLOs with Complete Assessment Cycles	
		N	%		N	%	N	%
Adult Basic Education	217	178	82	45	43	96	39	87
ESL	45	31	69	17	17	100	12	71
Noncredit Health Careers	17	17	100	8	8	100	8	100
Noncredit Labs	2	2	100	1	1	100	1	100
Noncredit Vocational (Stand alone)	7	7	100	3	3	100	3	100
Older Adult Program	58	58	100	29	29	100	29	100
Total	346	293	85	103	92	98	92	89

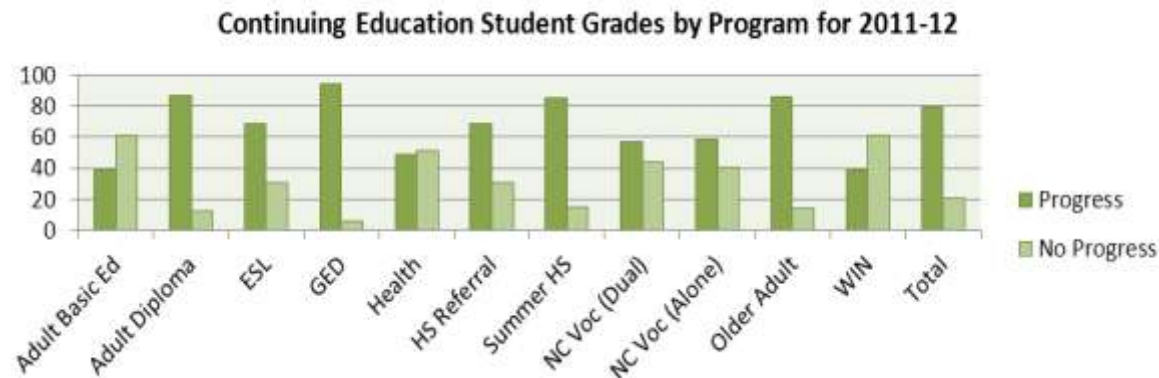
1- This includes SLOs which may have been archived, revised, or improved.

STUDENT ACHIEVEMENT DATA

Continuing Education Progress Indicators by Program 2011-12

	Progress						No Progress ¹					
	Pass		Satisfactory Progress		Total Progress		No Pass		Dropped (No Grade)		Total No Progress	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult Basic Education	345	24	229	16	574	39	151	10	730	50	881	61
Adult High School Diploma	280	25	686	62	966	87	143	13	-	-	143	13
ESL	6087	60	896	9	6983	69	827	8	2310	23	3137	31
GED	97	28	227	66	324	94	15	4	4	2	19	6
Health Careers	177	49	-	-	177	49	6	2	175	49	181	51
High School Referral	871	48	388	21	1259	69	402	22	165	9	567	31
Summer High School	10579	84	18	<1	10597	85	1748	14	192	2	1940	15
Noncredit Vocational (Dual listed with credit)	250	56	2	<1	252	57	105	24	88	20	193	44
Noncredit Vocational (Stand alone)	78	59	-	-	78	59	1	<1	53	40	54	41
Older Adult Program	3067	17	12278	69	15345	86	216	1	2198	12	2414	14
WIN	74	39	-	-	74	39	96	51	19	10	115	61
Total Graded Records	22421	48	14729	31	37150	79	3743	8	6283	13	10026	21

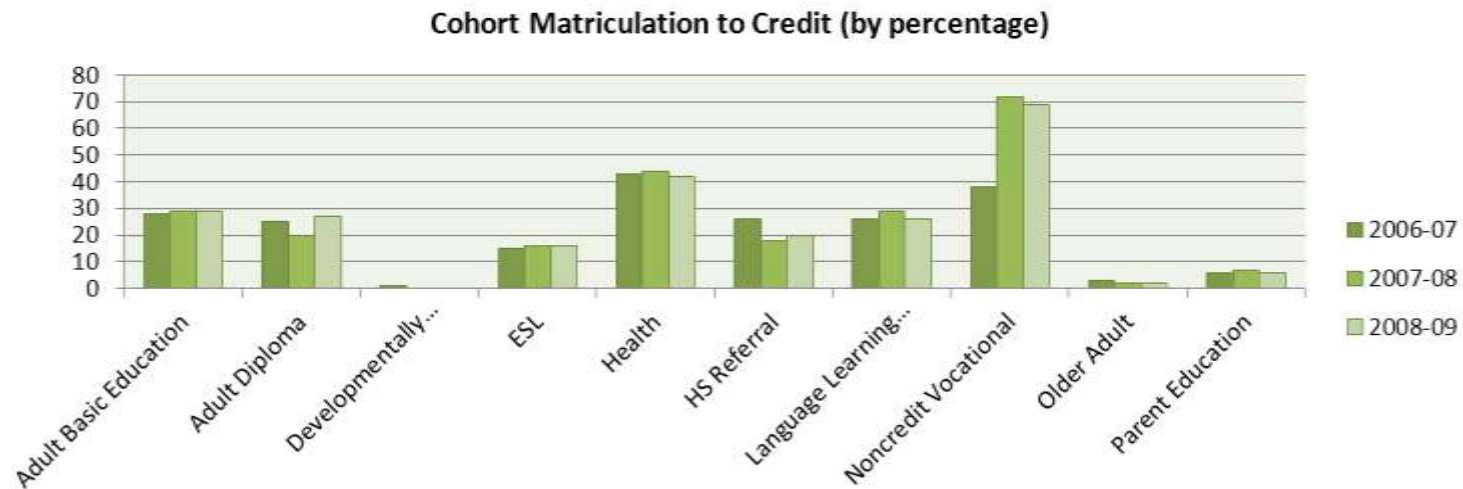
- 1- Metric includes all students enrolled with a minimum attendance of four hours. Calculation is aligned with the noncredit accountability task force recommendations for the Student Success Score Card.



Source: ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute"

Continuing Education 2008-09 Cohort Matriculation to Credit Enrollment by Program (as of Spring 2012)

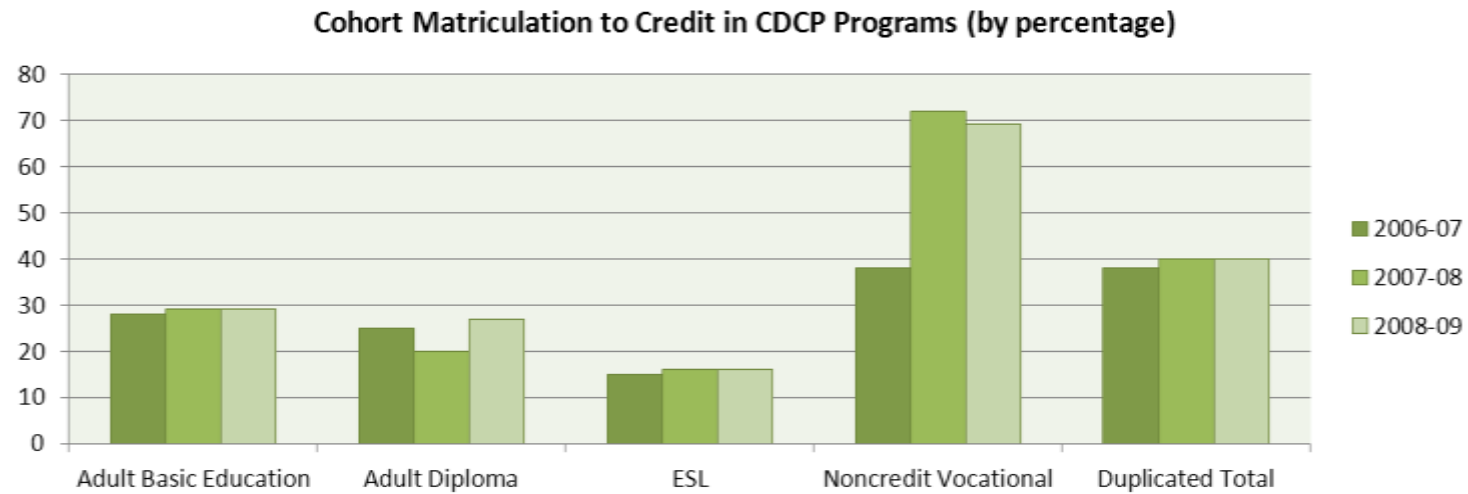
	Program Enrollment Count	Credit Enrollment Count	%
Adult Basic Education	3264	942	29
Adult High School Diploma	704	191	27
Developmentally Disabled	151	0	0
ESL	3239	507	16
Health Careers	2152	912	42
High School Referral	14657	2894	20
Language Learning Center	664	171	26
Noncredit Vocational	4258	2952	69
Older Adult Program	5518	91	2
Parent Education	304	18	6
Unduplicated Total	32876	7968	24



Source: Mt. SAC data system (ICCIS-DW, Banner); prepared by Maria Tsai, Senior Research Analyst, Research & Institutional Effectiveness

Continuing Education 2008-09 Cohort Matriculation to Credit Enrollment by CDCP Program (as of Spring 2012)

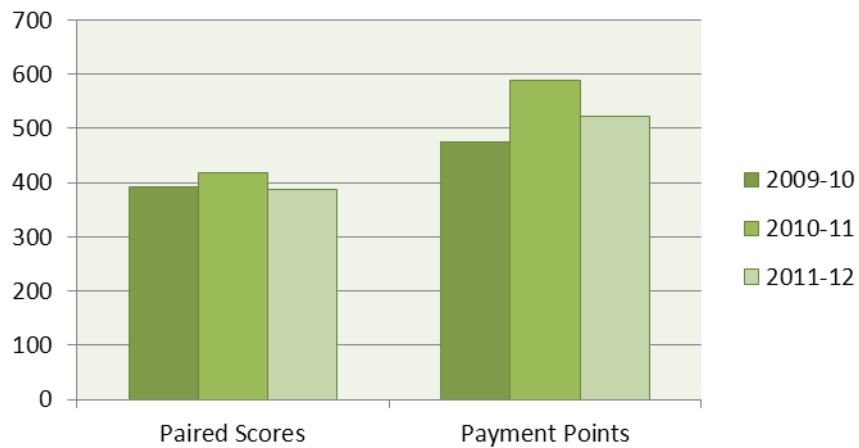
	Program Enrollment Count	Credit Enrollment Count	%
Adult Basic Education	3264	942	29
Adult High School Diploma	704	191	27
ESL	3239	507	16
Noncredit Vocational	4258	2952	69
Duplicated Total	11465	4592	40



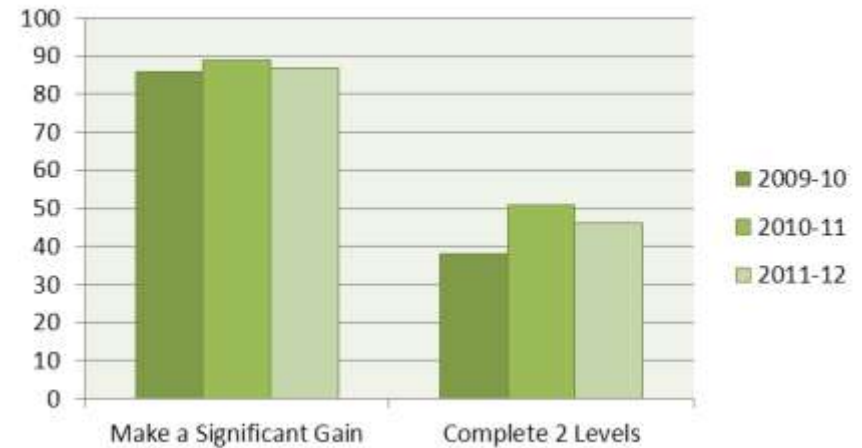
CASAS Benchmark Summary - Adult Basic Education (ABE)

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels	
			N	%	N	%
2009-10	383	474	328	86	145	38
2010-11	419	588	372	89	214	51
2011-12	388	522	339	87	180	46

CASAS Benchmarks-ABE



CASAS Benchmarks-ABE (by percentage)



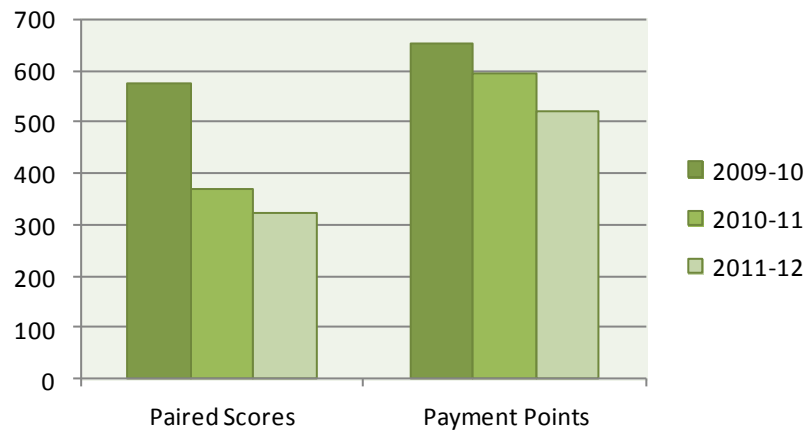
Source: CASAS Website- Compiled by Margaret Teske (all CASAS data)

CASAS Benchmark Summary - Adult Secondary Education

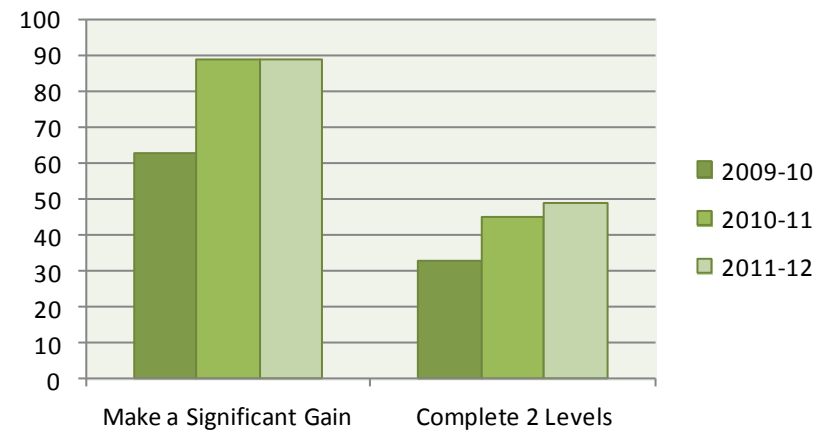
	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate ¹		HS Diploma	
			N	%	N	%	N	%	N	%
2009-10	576	651	363	63	191	33	59	5	38	3
2010-11	371	593	331	89	167	45	48	5	47	5
2011-12	324	520	289	89	160	49	34	4	37	5

1- Official GED testing is offsite and official GED records are unavailable

CASAS Benchmarks-ASE



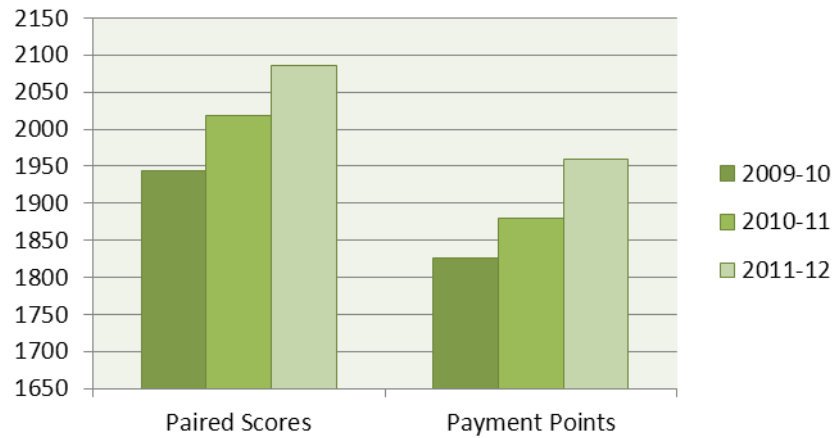
CASAS Benchmarks-ASE (by percentage)



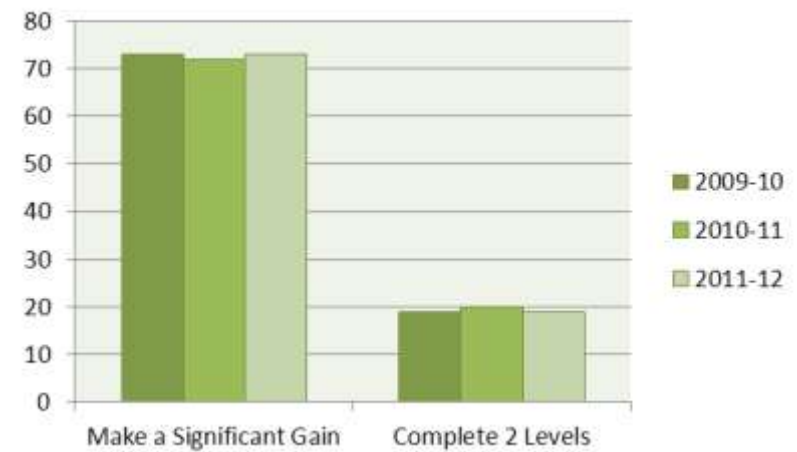
CASAS Benchmark Summary - ESL

	Number Students with Paired Scores	Total Payment Points	Make a Significant Gain		Complete 2 Levels		GED Certificate		HS Diploma	
			N	%	N	%	N	%	N	%
2009-10	1944	1826	1422	73	376	19	11	1	17	1
2010-11	2019	1879	1450	72	395	20	16	1	18	1
2011-12	2086	1960	1520	73	396	19	8	<1	36	2

CASAS Benchmarks-ESL



CASAS Benchmarks-ESL (by percentage)

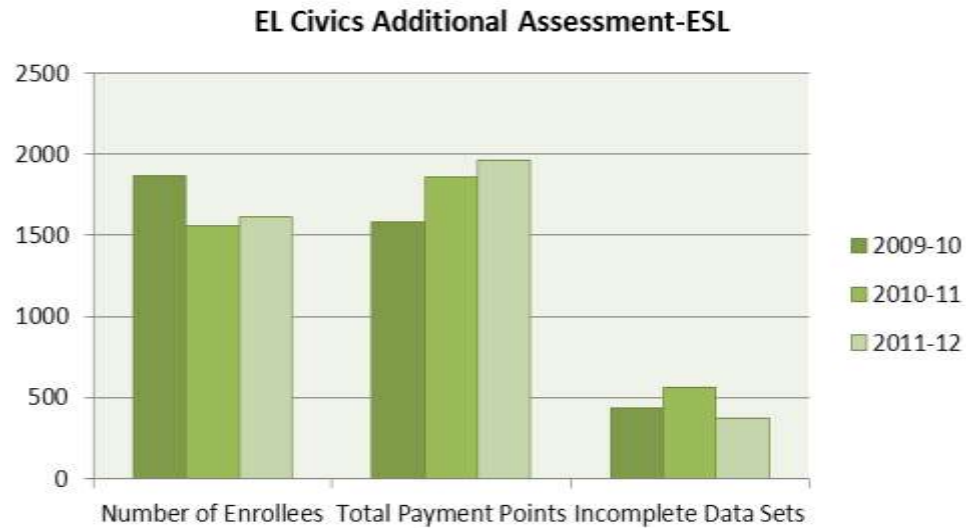


EL Civics Additional Assessment Benchmark Data-ESL

	Number Enrollees (with and without paired scores)	Total Payment Points	Incomplete Data Sets	% of Enrollees with incomplete data sets	Student Outcomes Data Set (SODS 1) ¹	Student Outcomes Data Set (SODS 2) ²
2009-10	1864	1583	435	23	1323	260
2010-11	1557	1857	559	28	1492	365
2011-12	1614	1965	370	23	1526	439

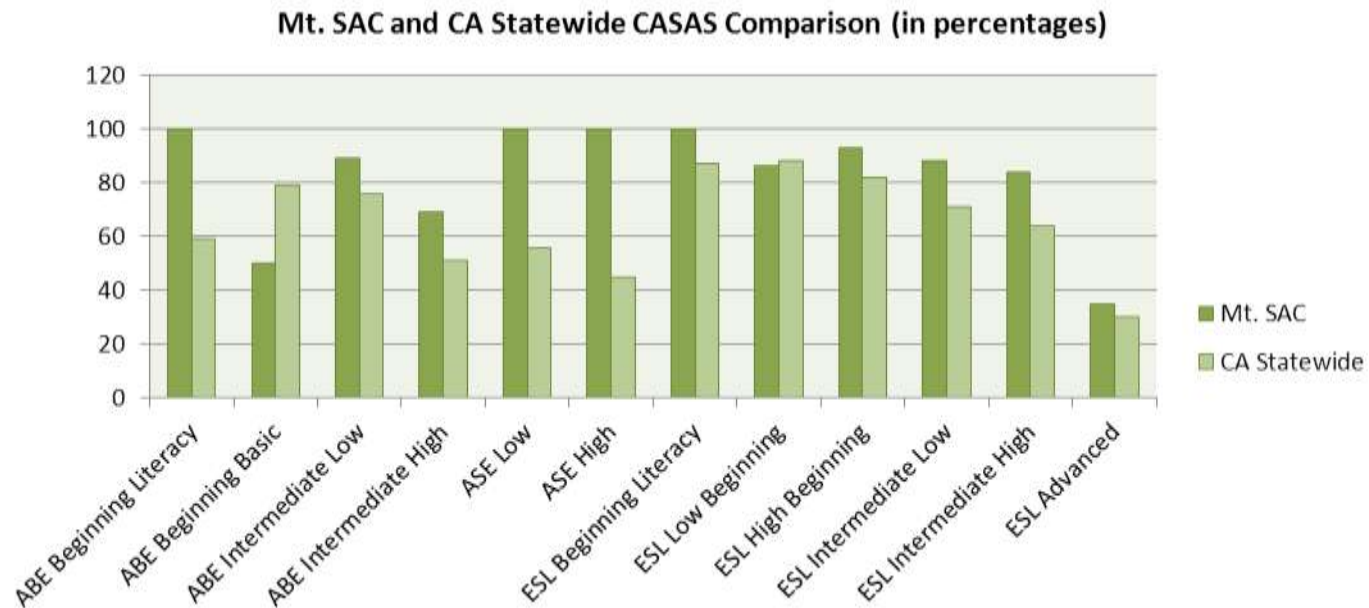
1- SODS 1 indicates the first EL Civics assessment successfully completed for the year

2- SODS 2 indicates the second EL Civics assessment successfully completed for the year



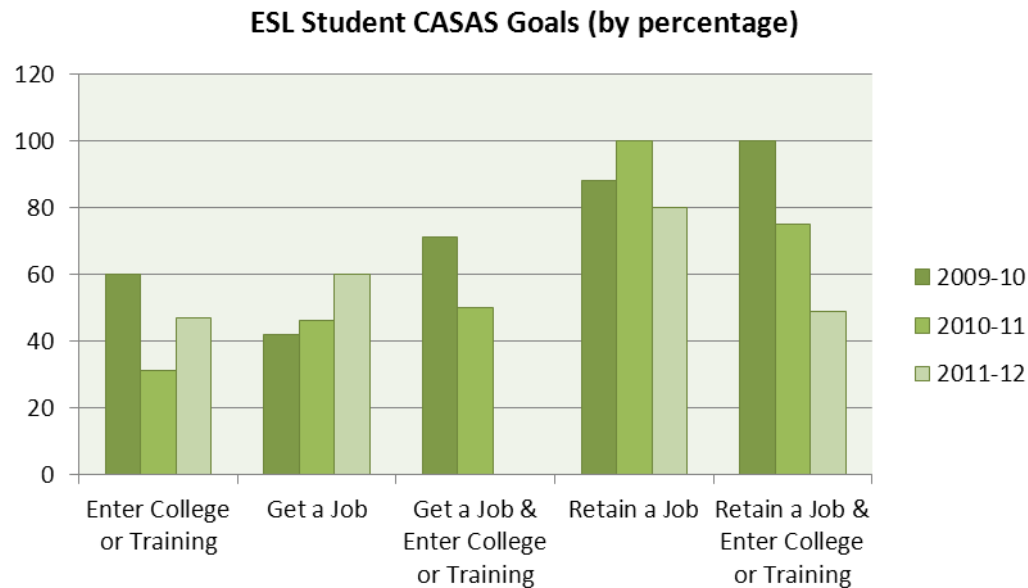
Comparison of Mt. SAC and CA Statewide CASAS Data for 2011-12

		Mt. SAC		CA Statewide Performance Average	
		N	%	N	%
ABE and ASE Educational Functional Level Completion Rates (%)	ABE Beginning Literacy	2	100	6909	59
	ABE Beginning Basic	6	50	9281	79
	ABE Intermediate Low	64	89	14489	76
	ABE Intermediate High	646	69	34343	51
	ASE Low	1	100	13008	56
	ASE High	4	100	7545	45
ESL Educational Functional Level Completion Rates (%)	ESL Beginning Literacy	2	100	5554	87
	ESL Low Beginning	14	86	10705	88
	ESL High Beginning	54	93	28360	82
	ESL Intermediate Low	608	88	49580	71
	ESL Intermediate High	369	84	39163	64
	ESL Advanced	1024	35	37965	30



ABE & ESL CASAS Goal Data on the WIA II Core Performance Student Follow-Up Survey

	2009-10		2010-11		2011-12	
	N=240 Not Reachable=83		N=333 Not Reachable=132		N=163 Not Reachable=88	
	Surveyed	% Achieved Goal	Surveyed	% Achieved Goal	Surveyed	% Achieved Goal
Enter College or Training	98	60	107	31	47	47
Get a Job	33	42	68	46	21	60
Get a Job & Enter College or Training	7	71	4	50	4	-
Retain a Job	17	88	18	100	5	80
Retain a Job & Enter College or Training	2	100	4	75	-	-
Total	157	60	201	43	77	49



Source: CASAS TOPsPro Database- Teske & Pena

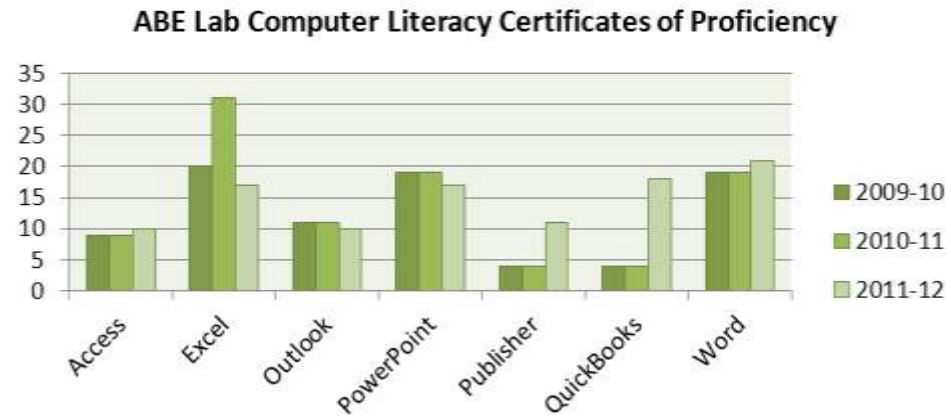
Adult Basic Education

Basic Skills Certificates of Competency

	2009-10	2010-11	2011-12
Basic Career Readiness	-	-	38

ABE Lab Computer Literacy Certificates of Proficiency

	2009-10	2010-11	2011-12
Access	9	9	10
Excel	20	31	17
Outlook	11	11	10
PowerPoint	19	19	17
Publisher	4	4	11
QuickBooks	4	4	18
Word	19	19	21
Total Certificates	86	122	104



Source: ABE Database Query "Production Certificate"

Adult High School Diploma (AD)

AD Graduate Profile

	2009-10	2010-11	2011-12
Number of graduates	47	45	39
Average number of semesters to complete diploma	5.4	6.3	7.6
Average age at graduation	21.2	21.4	22.7
Concurrently attending credit classes (%)	47	56	49
Entered needing 20 credits or fewer (%)	59	51	48
TABE score of 7.0 or higher (%)	52	71	56
Passed English CAHSEE (%)	57	58	54
Passed Math CAHSEE (%)	65	58	51
English as a second language (%)	26	22	18

AD Graduate Demographics (by percentage)

	2009-10	2010-11	2011-12
Hispanic	50	49	64
American Indian or Alaska Native	-	-	-
Asian or Pacific Islander	32	27	13
Black, non-Hispanic	5	11	3
White, non-Hispanic	8	11	10
Two or more races	5	-	10
Non-Resident Aliens	-	-	-
Race Unknown	-	2	-
Male	55	53	44
Female	45	47	56
Age: Younger than 25	92	89	82
Age: Age 25 and over	8	11	18

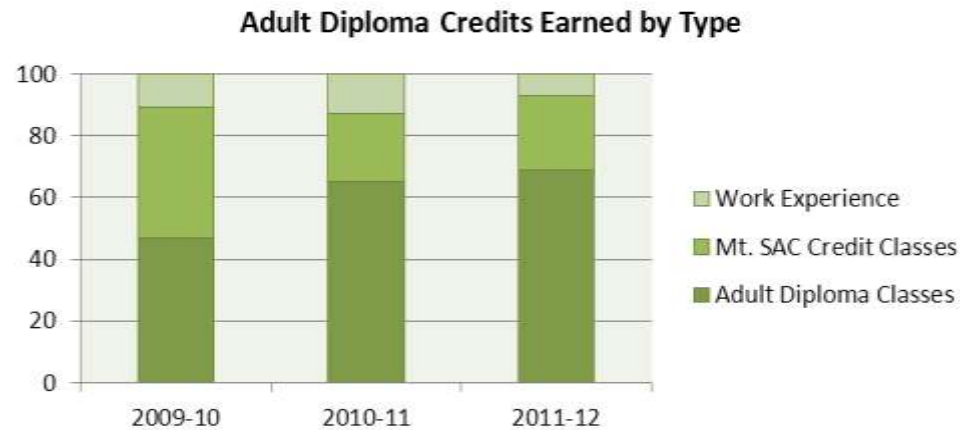
Source: ABE Database Report "Adult Diploma Graduates by Year"

AD Credits Earned

Credit Source	2009-10			2010-11			2011-12		
	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	Number of Students Granted Credits	Number of Credits Granted	% of Total Credits Granted
Adult Diploma Classes	194	1554	47	200	1646.5	65	159	1449.5	69
Mt. SAC Credit Classes ^{1,2}	63	1360	42	43	550.5	22	68	501.5	24
Work Experience	29	366	11	27	334.5	13	14	152	7
Total Credit Earned	251	3279	-	240	2531.5	-	194	2103	-

1- Weighted 1:3.3

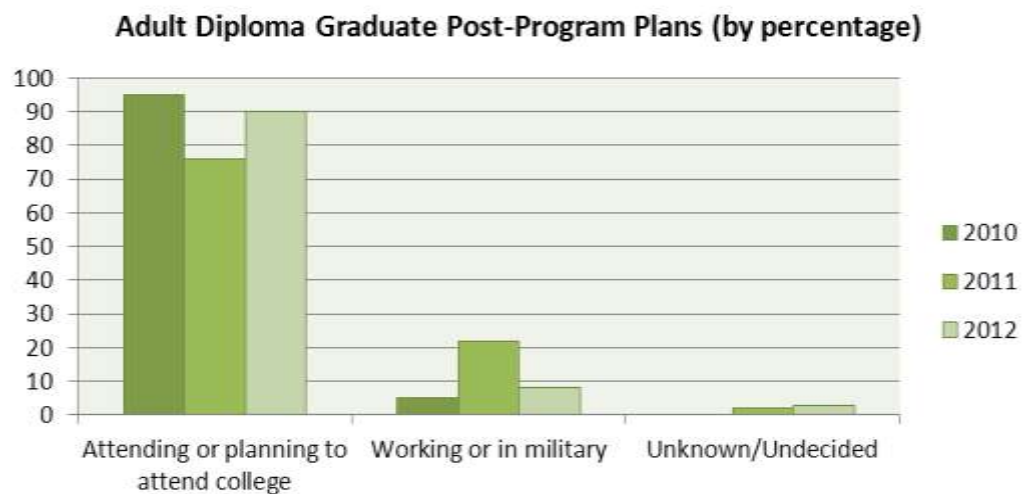
2- Beginning in 2010-11 students' earned college credits are only counted in the semesters they were earned. Previously, students' college credits were recorded in the semester evaluated. As a result, there is an apparent drop in the total number of Mt. SAC credit classes completed; however, this is due in large part to the data recording change.



Source: 2009-10 ABE Data compiled by Yvette Santillan; 2010-11 and 2011-12 ABE Database Queries "AD Total Credits" and "College Credits"

AD Graduate Post-Program Plans/Outcomes

	2010		2011		2012	
	N	%	N	%	N	%
Attending or planning to attend college	36	95	34	76	35	90
Working or in military	2	5	10	22	3	8
Unknown/Undecided	-	-	1	2	1	3



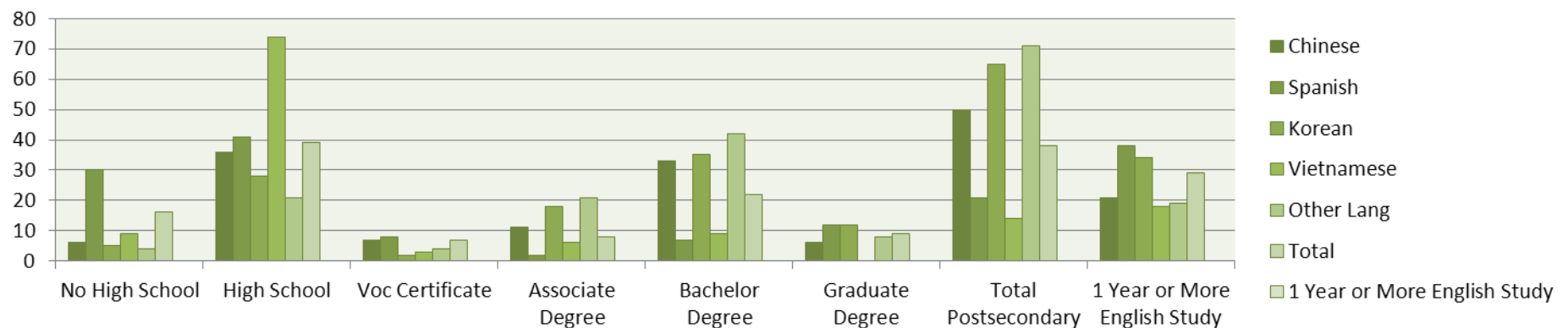
Source: 2010 Data Compiled by Yvette Santillan; 2011 & 2012 Data from ABE Database Report "Adult Diploma Graduates by Year"

English as a Second Language (ESL)

ESL Computer Adapted Placement (CAP) Test Survey Education Level, and Previous English Study by Language Background

		Chinese		Spanish		Korean		Vietnamese		Other Language		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Education Level	No High School	23	6	100	30	3	5	3	9	1	4	130	16
	High School	136	36	135	41	16	28	26	74	5	21	318	39
	Vocational/Technical Certificate	28	7	28	8	1	2	1	3	1	4	59	7
	Postsecondary												
	Associate (AA/AS)	43	11	5	2	10	18	2	6	5	21	65	8
	Bachelor (BA/BS)	124	33	23	7	20	35	3	9	10	42	180	22
	Graduate	22	6	40	12	7	12	-	-	2	8	71	9
Total Postsecondary		189	50	68	21	37	65	5	14	17	71	316	38
Previous English Study	None	28	7	24	6	7	12	3	8	2	7	64	7
	Less than 1 Semester	221	55	164	44	29	49	22	55	14	52	450	50
	1 Semester	68	17	43	12	3	20	8	20	6	22	128	14
	1 Year or More												
	1 Year	56	14	72	19	5	8	4	10	3	11	140	16
	2 Years	13	3	43	12	1	2	1	3	1	4	59	7
	3 Years	6	1	13	3	2	3	2	5	1	4	24	3
	4 Years or More	11	3	14	4	12	20	-	-	-	-	37	4
Total with 1 year or more		86	21	142	38	20	34	7	18	5	19	260	29

CAP Test Student Education Level and Previous English Study (percentage by Language Background)

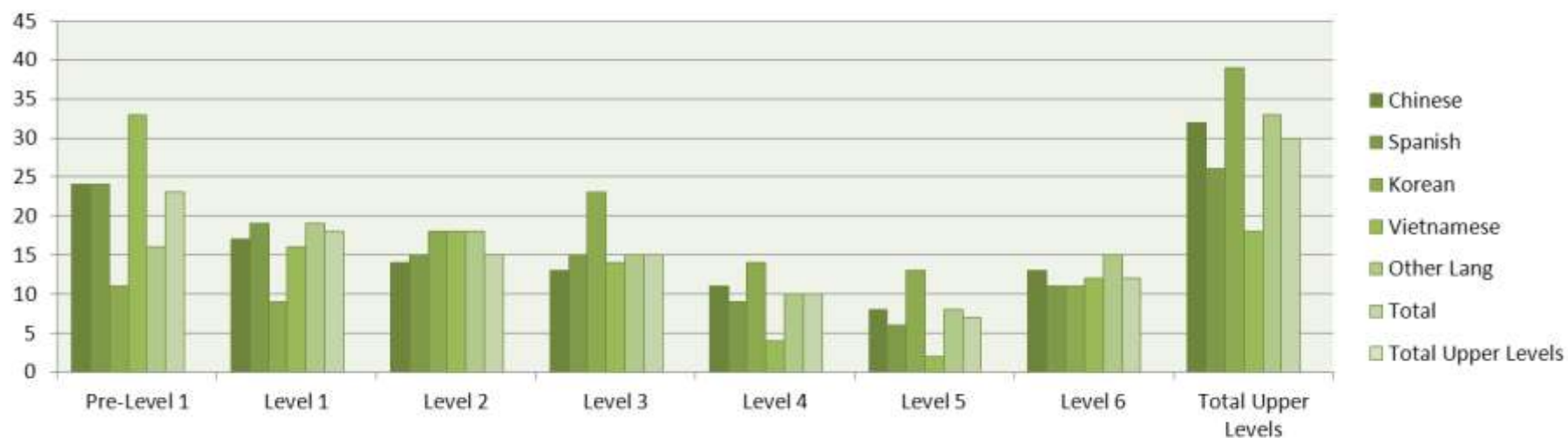


Source: ESL Computer Adapted Placement (CAP) Test survey – Compiled by Margaret Teske & DeeJay Santiago

ESL Computer Adapted Placement (CAP) Level Placement by Language Background

		Chinese		Spanish		Korean		Vietnamese		Other Language		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Pre-Level 1		190	24	178	24	14	11	16	33	28	16	426	23
Level 1		135	17	140	19	11	9	8	16	33	19	327	18
Level 2		113	14	111	15	22	18	9	18	32	18	287	15
Level 3		98	13	112	15	28	23	7	14	26	15	271	15
Upper Levels	Level 4	88	11	69	9	17	14	2	4	18	10	194	10
	Level 5	60	8	44	6	16	13	1	2	14	8	135	7
	Level 6	99	13	81	11	14	11	6	12	27	15	227	12
	Total in Upper Levels	247	32	194	26	47	39	9	18	59	33	556	30
Unduplicated Total		783		735		122		49		178		1867	

CAP Test Student Level Placement (percentage by Language Background)

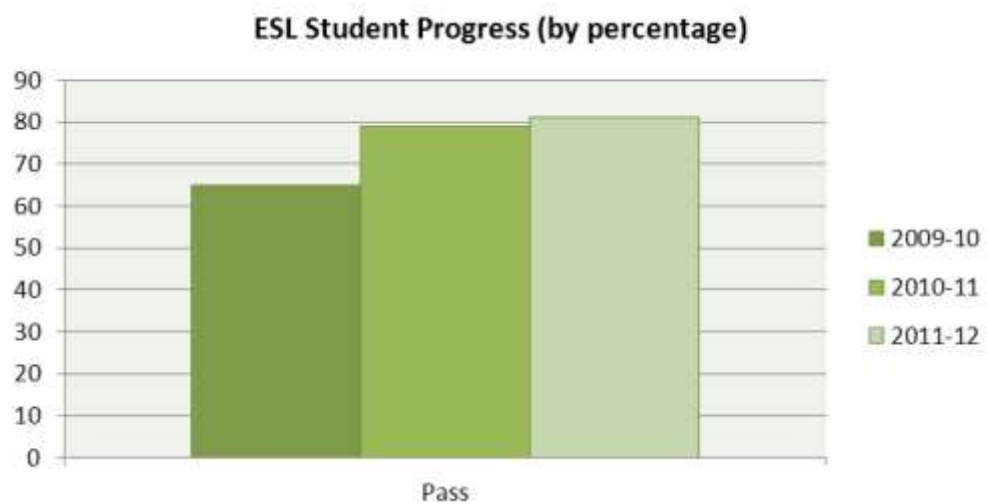


Source: ESL Computer Adapted Placement (CAP) Test– Compiled by Margaret Teske & DeeJay Santiago

ESL Student Progress by Semester Grade

	Total	Pass ¹	
	N	N	%
2009-10	2706	1764	65
2010-11	2512	1975	79
2011-12	2505	2027	81

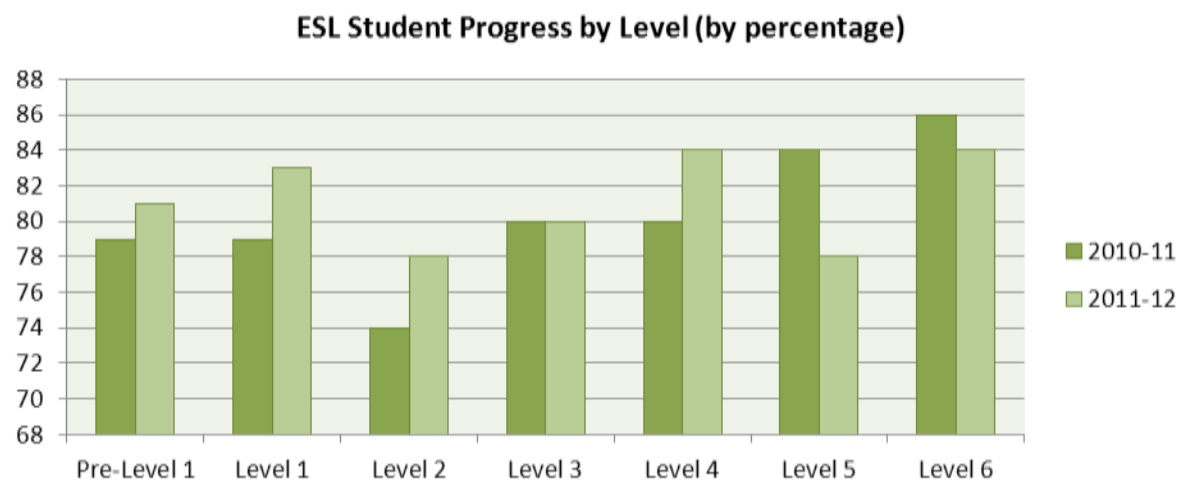
1- Includes only those students who persist until the end of each term. Drops are excluded.



Source: ESL Database – Compiled by DeeJay Santiago

ESL Student Progress by Semester Grade by Level

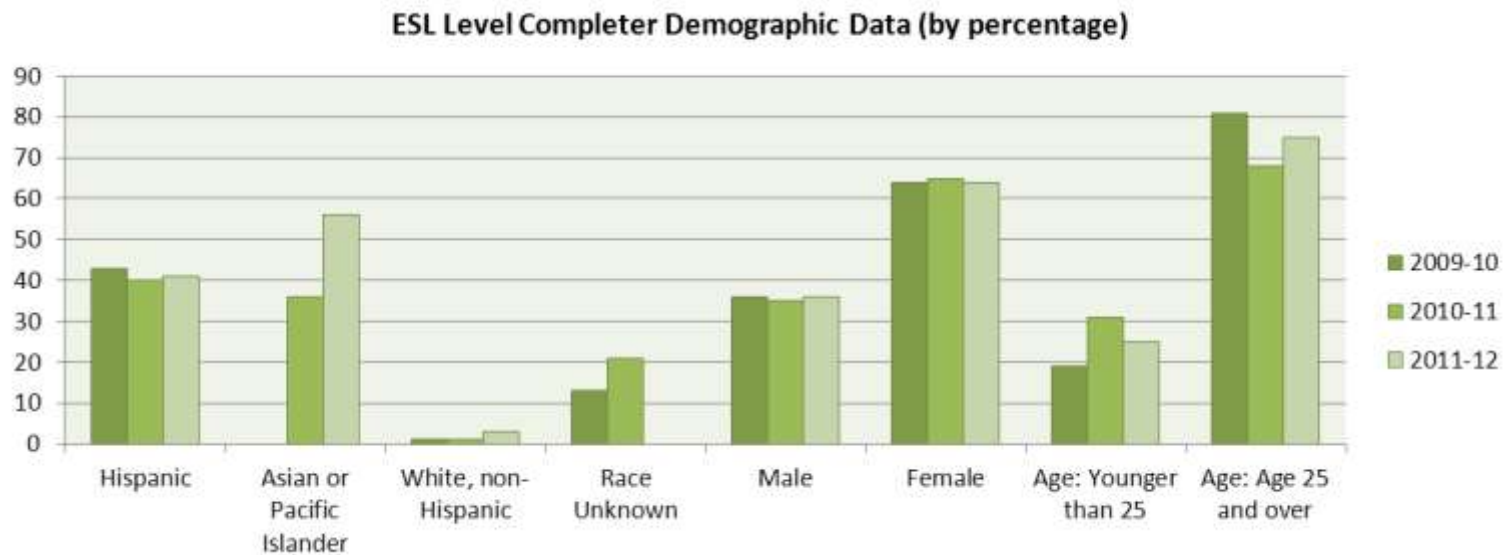
	2010-11			2011-12		
	Enrolled		Pass	Enrolled		Pass
	N	N	%	N	N	%
Pre- Level 1	285	225	79	339	276	81
Level 1	374	295	79	395	328	83
Level 2	487	358	74	471	368	78
Level 3	490	394	80	447	356	80
Level 4	415	333	80	409	342	84
Level 5	291	245	84	270	211	78
Level 6	145	125	86	174	146	84
Totals	2487	1975	79	2505	2027	81



Source: ESL Database – Compiled by DeeJay Santiago

ESL Level Completer Demographic Data (by percentage)

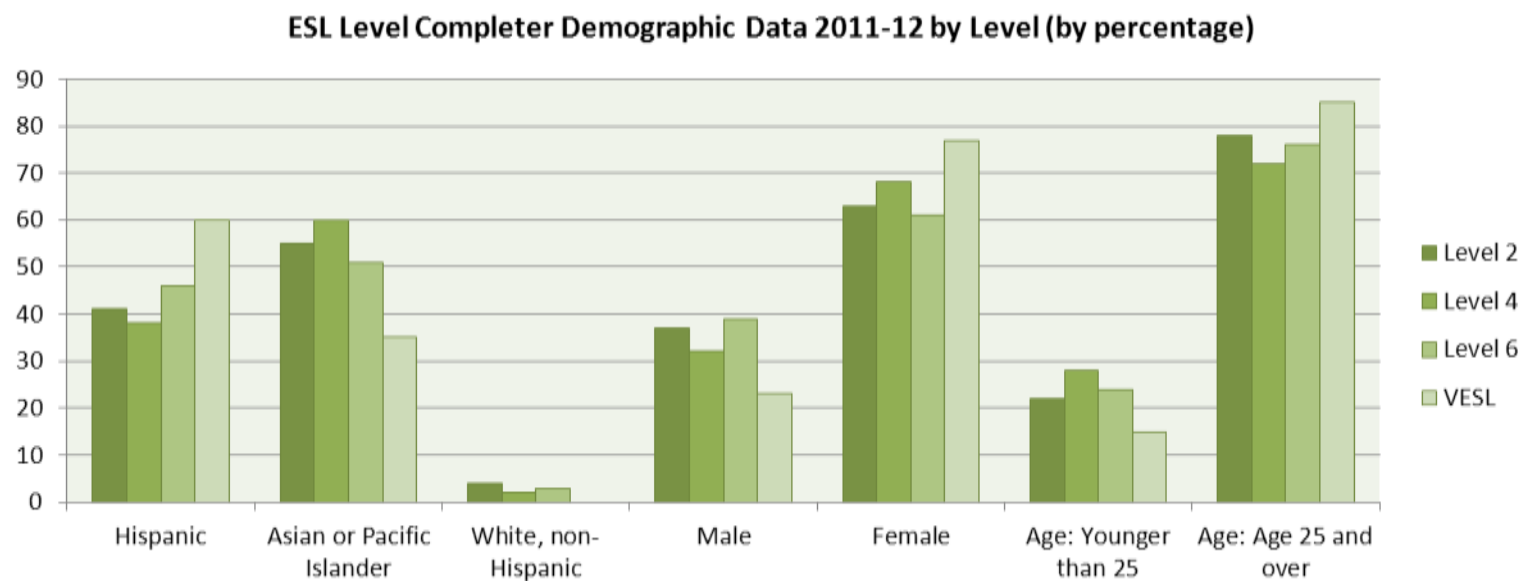
	2009-10	2010-11	2011-12
Hispanic	43	40	41
American Indian or Alaska Native	-	-	-
Asian or Pacific Islander	-	36	56
Black, non-Hispanic	-	<1	<1
White, non-Hispanic	1	1	3
Two or more races	-	-	-
Non-Resident Aliens	-	-	-
Race Unknown	13	21	-
Male	36	35	36
Female	64	65	64
Age: Younger than 25	19	31	25
Age: Age 25 and over	81	68	75
Total Student Count	985	880	842



Source: Banner Data, June 2012- Compiled by DeeJay Santiago

ESL Level Completer Demographic Data by Level 2011-12 (by percentage)

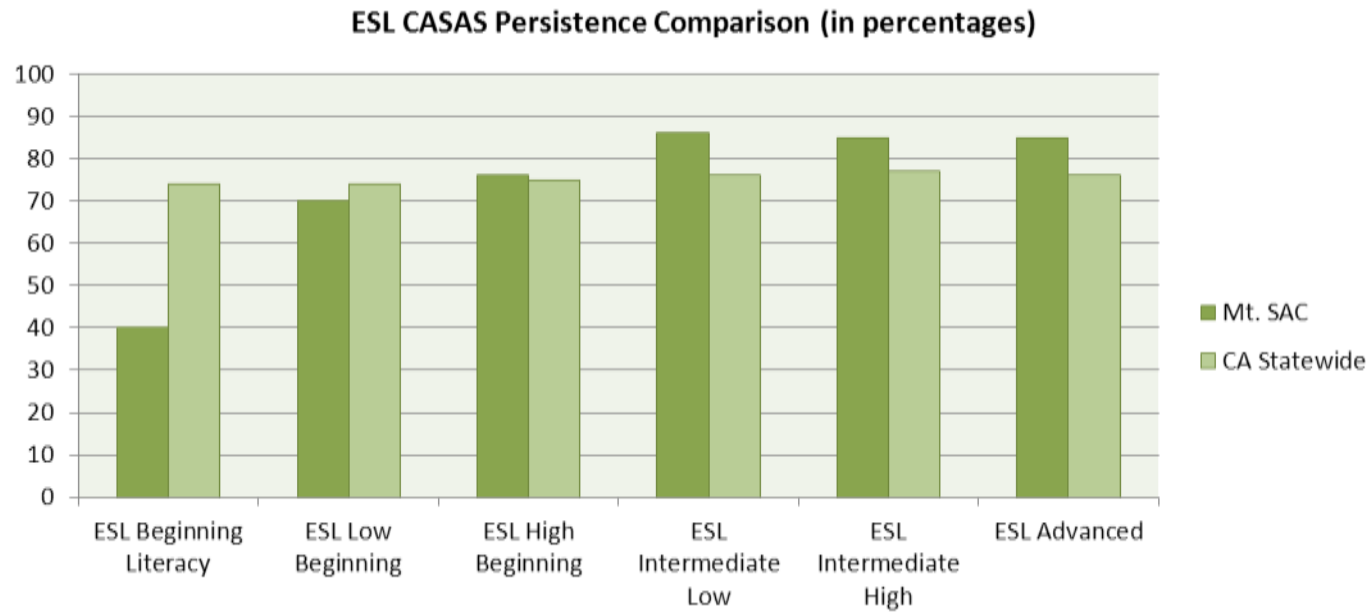
	Level 2	Level 4	Level 6	VESL
Hispanic	41	38	46	60
American Indian or Alaska Native	-	-	-	-
Asian or Pacific Islander	55	60	51	35
Black, non-Hispanic	<1	<1	<1	-
White, non-Hispanic	4	2	3	6
Two or more races	-	-	-	-
Non-Resident Aliens	-	-	-	-
Race Unknown	-	-	-	0
Male	37	32	39	23
Female	63	68	61	77
Age: Younger than 25	22	28	24	15
Age: Age 25 and over	78	72	76	85
Total Student Count	369	327	146	52



Source: Banner Data, June 2012- Compiled by DeeJay Santiago & Heidi Alcala

ESL CASAS Persistence Data for 2011-12

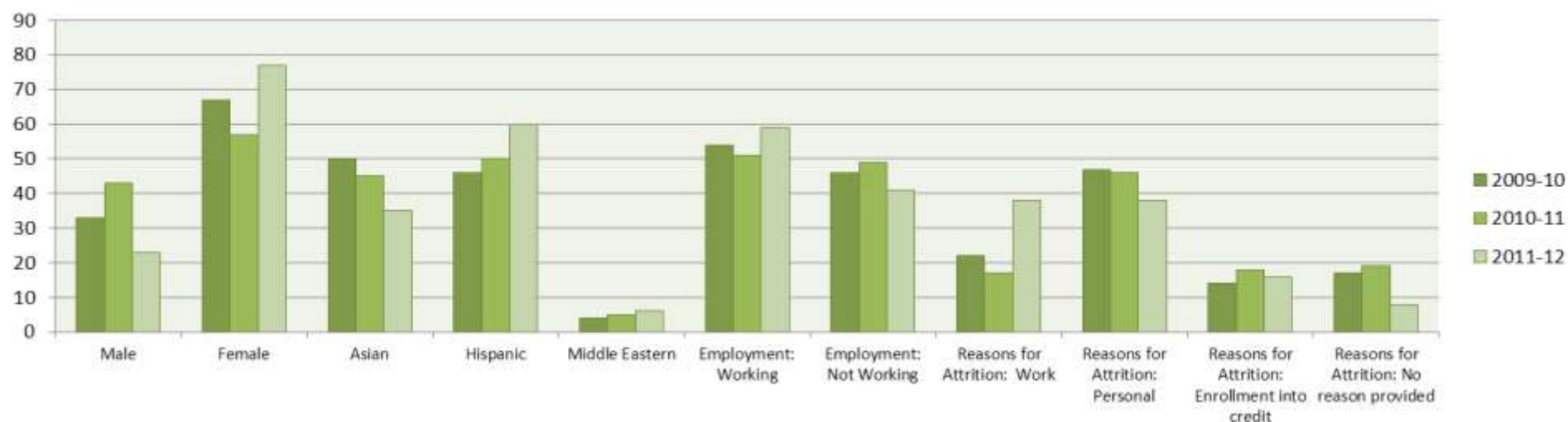
		Mt. SAC		CA Statewide Performance Average	
		N	%	N	%
ESL	ESL Beginning Literacy	5	40	7551	74
Educational Functional Level	ESL Low Beginning	20	70	14474	74
	ESL High Beginning	71	76	37780	75
Persistence Rates (%)	ESL Intermediate Low	707	86	65222	76
	ESL Intermediate High	436	85	50784	77
	ESL Advanced	1206	85	50097	76



Vocational English as a Second Language Career Paths Student Profile Data (by percentage)

	2009-10	2010-11	2011-12
Completed current term & enrolled for next term	76	78	63
Certificates Granted	42	37	52
Male	33	43	23
Female	67	57	77
Asian	50	45	35
Hispanic	46	50	60
Middle Eastern	4	5	6
Employment: Working	54	51	59
Employment: Not Working	46	49	41
Reasons for Attrition: Work	22	17	38
Reasons for Attrition: Personal	47	46	38
Reasons for Attrition: Enrollment into credit	14	18	16
Reasons for Attrition: No reason provided	17	19	8
Total Enrolled	127	121	113

VESL Career Paths Completer Profile Data (by percentage)

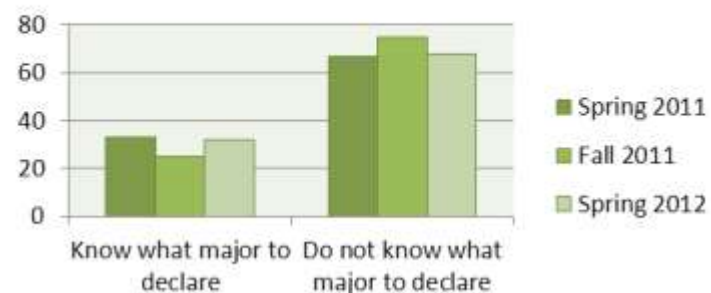


Source: Compiled by Heidi Alcala

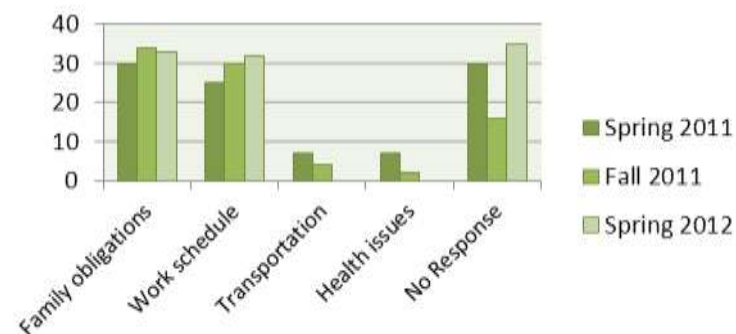
Vocational English as a Second Language Career Paths Student Exit Survey Data by Cohort

	Spring 2011	Fall 2011	Spring 2012
Survey Participants	60	53	60
% Know what major to declare			
Yes	33	25	32
No	67	75	68
% Problems transferring to credit			
Family obligations	30	34	33
Work schedule	25	30	32
Transportation issues	7	4	-
Health issues	7	2	-
No Response	30	16	35
% Educational goal			
HS Diploma/GED	3	6	3
Certificate	15	2	17
Vocational	8	11	13
AA/AS	2	6	5
BA/BS	12	13	18
Graduate Degree	15	17	10
Personal	15	9	8
Undecided	7	9	8
No Response	23	26	17

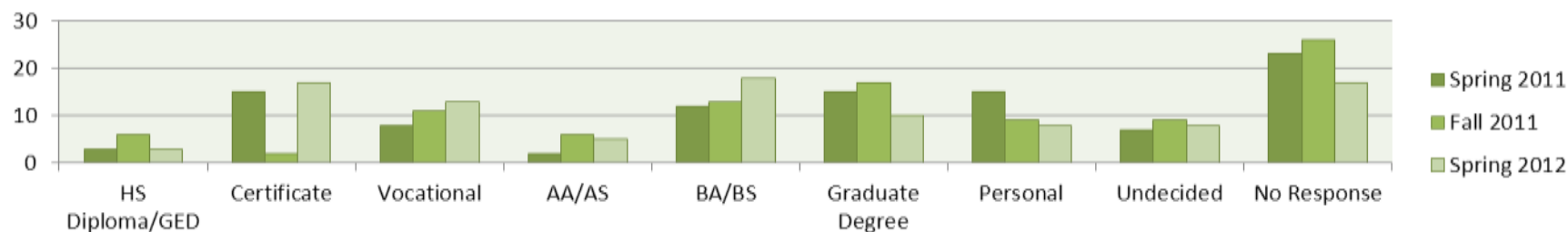
**VESL Student Exit Survey -Majors
(by percentage)**



**VESL Student Exit Survey-Problems
Transferring to Credit (by percentage)**



VESL Student Exit Survey-Educational Goal (by percentage)

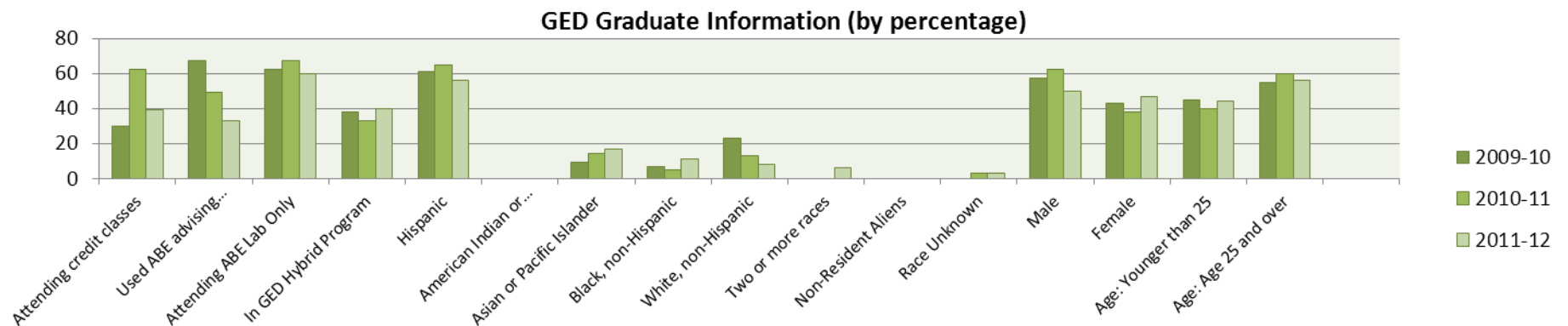


Source: ESL Database-Heidi Alcala

General Educational Development (GED) Test Preparation

GED Graduate Information (by percentage)

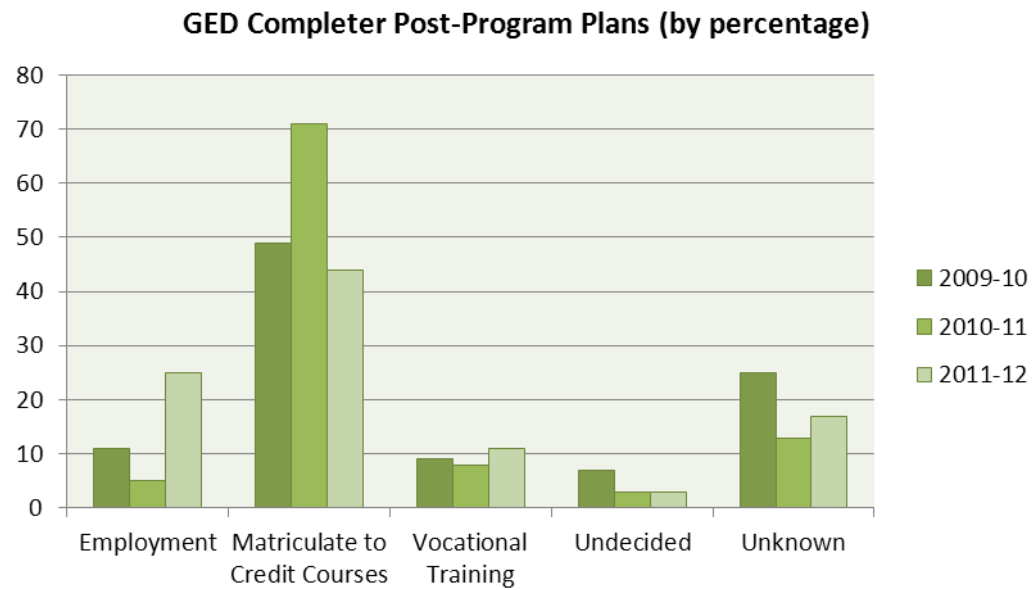
%	2009-10	2010-11	2011-12
Graduates who have attended credit classes	30	62	39
Graduates who used ABE advising services	67	49	33
Attending ABE Lab Only	62	67	60
In GED Hybrid Program	38	33	40
Hispanic	61	65	56
American Indian or Alaska Native	-	-	-
Asian or Pacific Islander	9	14	17
Black, non-Hispanic	7	5	11
White, non-Hispanic	23	13	8
Two or more races	-	-	6
Non-Resident Aliens	-	-	-
Race Unknown	-	3	3
Male	57	62	50
Female	43	38	47
Age: Younger than 25	45	40	44
Age: Age 25 and over	55	60	56
Average age at graduation	29	30	29
Total Graduate Count	44	63	36



Source: ABE Database

GED Certificate Completer Post-Program Plans/Outcomes – (Update expected end of Sept 2012)

	2010		2011		2012	
	N	%	N	%	N	%
Employment	5	11	3	5	9	25
Matriculate to Credit Courses	22	49	45	71	16	44
Vocational Training	4	9	5	8	4	11
Undecided	3	7	2	3	1	3
Unknown	11	25	8	13	6	17
Total Completers	45	-	63	-	36	-

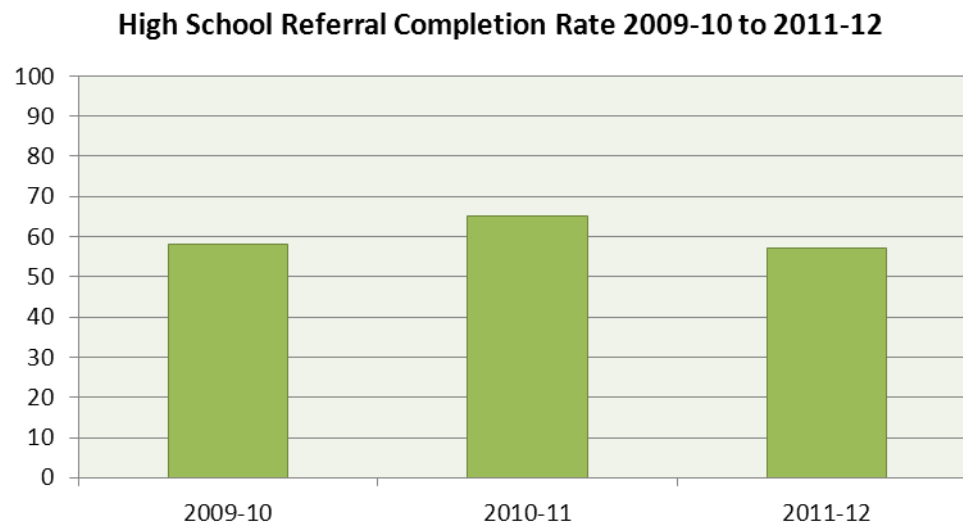


Source: 2010 Data Compiled by LaNelle Maurer; 2011 & 2012 Data from ABE Database Report "GED Completers"

High School Referral (HSR)

HSR Fall, Winter, and Spring Semester Enrollment & Course Completion

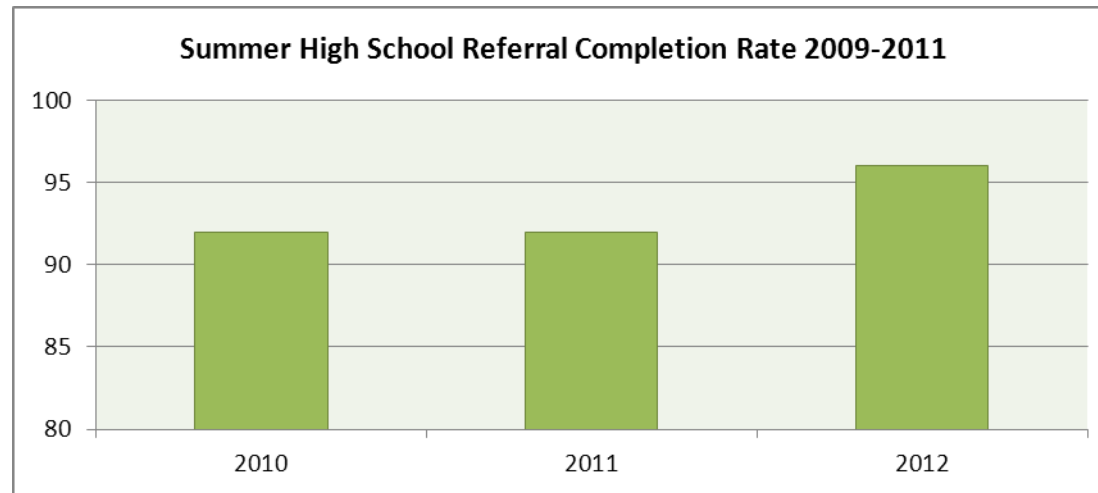
	2009-10	2010-11	2011-12
Total High School Enrollment	831	742	714
Total Courses Attempted	909	824	777
Total Courses Completed	525	533	444
% Course Completion	58	65	57



Source: ABE Database Query "HSR All Courses"

HSR Summer Semester Enrollment & Course Completion

	2010	2011	2012
Total High School Enrollment	423	355	411
Total Courses Attempted	593	476	562
Total Courses Completed	545	433	542
% Course Completion	92	91	96

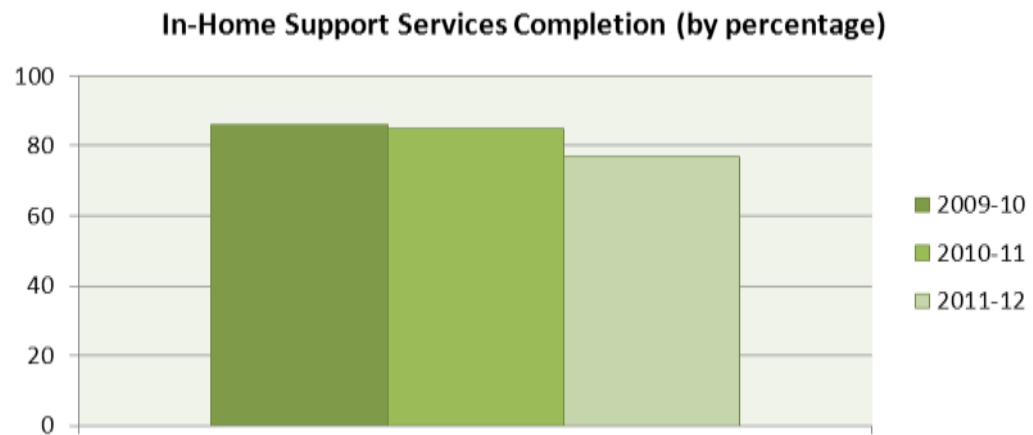


Source: 2009 Prior ABE Database, 2010-2012 ARGOS Report "SHR0014 Noncredit Student Hours/Grades by Term & Attribute"

In-Home Support Services (IHSS)

IHSS Enrollment & Course Completion

	2009-2010		2010-2011		2011-12	
	N	%	N	%	N	%
Student Enrollment	77	-	78	-	61	
Students who completed Program	66	86	66	85	47	77



Source: Data Compiled by Marilyn McNall

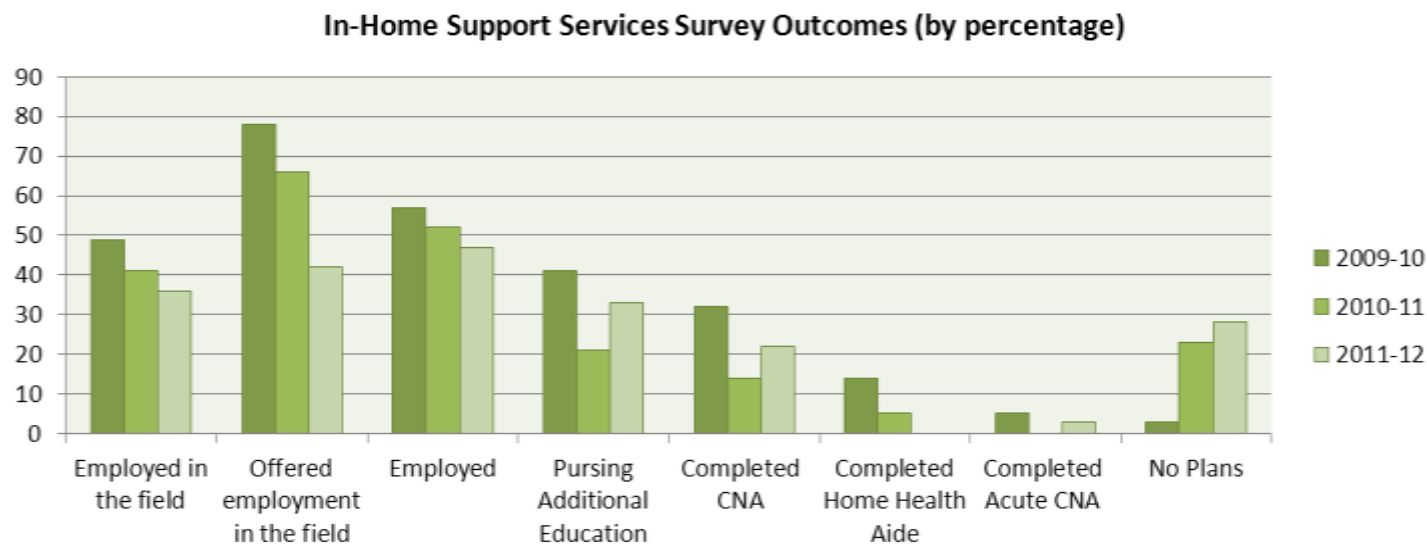
IHSS Completers Post-Program Outcomes

		2009-10 N=37 Not Reachable=29 ¹		2010-2011 N=50 Not Reachable=10		2011-2012 N=36 Not Reachable=11	
		N	%	N	%	N	%
Employment Path	Employed in the field	18	49	23	41	14	39
	Offered employment in the field	29	78	37	66	16	44
	Employed	21	57	29	52	18	50
Educational Path	Pursing Additional Education	15	41	12	21	12	33
	Completed CNA Program	12	32	8	14	8	22
	Completed Home Health Aide Program ²	5	14	3	5	-	-
	Completed Acute CNA Program	2	5	-	-	1	3
No current employment or educational Plans		1	3	13	23	10	28

Data represents ongoing tracking of cohort outcomes over a 3-year period

1- No staffing or funds were available for follow-up

2- Due to funding cuts, the Home Health Aide Program has not been offered since March 2011



Source: Phone survey and Banner records compiled by Marilyn McNall and Renu Katoch

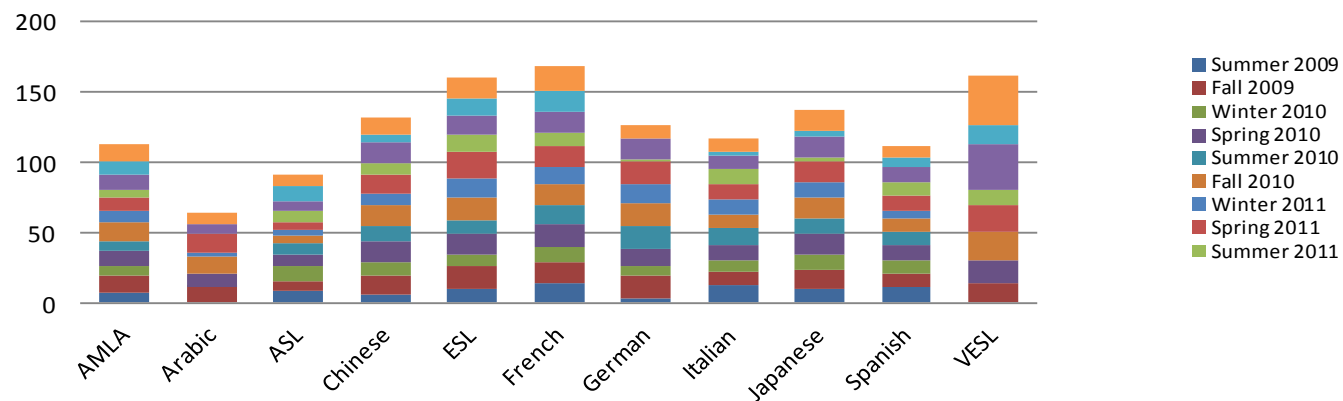
Language Learning Center (LLC)

LLC Student Usage Data

	2009-10		2010-11		2011-12	
	Students	Hours	Students	Hours	Students	Hours
AMLA Total ¹	329	4030	263	3015	340	3778
AMLA Reading	-	-	-	-	35	339
AMLA Speaking	-	-	-	-	65	633
AMLA Writing	-	-	-	-	90	1187
Arabic	28	283	45	557	27	207
ASL	114	933	118	861	201	1552
Chinese	556	8609	604	6397	677	8631
ESL	633	11253	676	14530	853	12167
French	607	10803	610	10368	649	10203
German	96	1496	111	1875	107	1305
Italian	497	5465	608	7061	537	5421
Japanese	1007	16167	1042	18910	1076	16126
Spanish	1235	14027	1102	11424	1029	9508
VESL	72	1158	50	1164	197	5608
Total	4819	74224	4919	79163	5758	75137

1- Beginning in Winter 2012 AMLA tracking included data on specific skill sets

Average Hours per Student by Semester and Language



Source: ARGOS Report SFR0015 "Lab Positive Attendance by CRN"

Noncredit Health Careers

Certified Nurse Assistant Certificates of Course Completion

	2009-10	2010-11	2011-12
Total Certificates	161	125	73 ¹

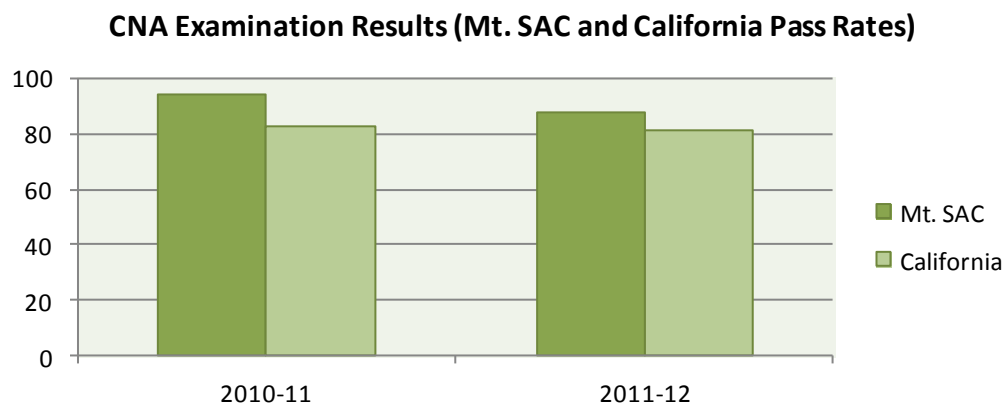
1- CNA not offered in Spring 2011; only offered in Winter and Summer sessions after 2010-11



Source: Kathy Killiany, Health Careers Resource Center

Certified Nurse Assistant Examination Results (Mt. San Antonio College and California)

	2010-11	2011-12
# Students Tested	127	72
# Students Passed	119	60
Mt. SAC Pass Rate %	94	83
California Pass Rate %	88	81



Source: National Nurse Aide Assessment Program Reporting

Noncredit Short-Term Vocational

Total Noncredit Short-Term Vocational Certificates Issued

	2009-10	2010-11	2011-12
Administrative Assistant – Level 1	2	1	-
Bookkeeping	3	-	-
Certified Nursing Assistant (CNA)	101 ¹	37	33
Data Entry	1	-	-
Electronic Technology	-	-	1
Electronics Communications	-	-	1
Floral Design	4	6	17
Health Care Interpreting ²	37	-	-
Human Resource Management	1	-	-
Industrial Electronics	-	-	1
Office Computer Applications	-	-	4
Payroll	3	-	-
Small Business Management – Level 1	1	-	-
Welding Technology	-	1	-
Total	151	45	57

1- CNA cohorts were added in 2009-10 due to available grant funding

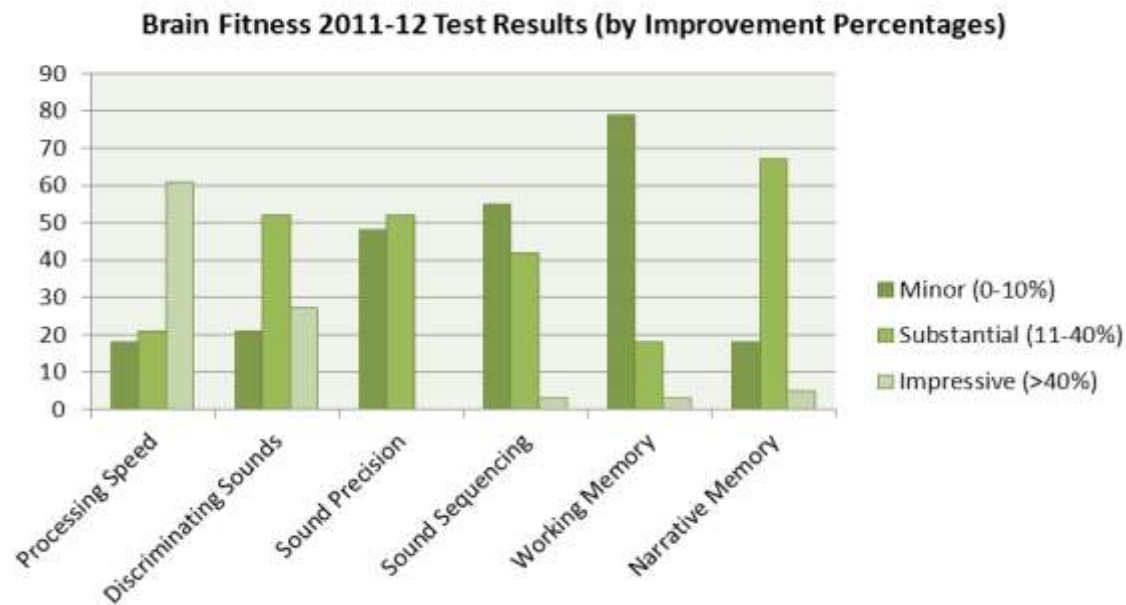
2- Health Care Interpreting has been discontinued

Source: CNA Data from ARGOS Report SHR0014 "Noncredit Student Hours/Grades by Term & Attribute"; All Other Data Compiled by Kathi Coleman

Older Adult Program (OAP)

OAP Brain Fitness Test Results

	2010-11						2011-12					
	Minor (0-10 %)		Substantial (11-40 %)		Impressive (> 40 %)		Minor (0-10 %)		Substantial (11-40 %)		Impressive (> 40 %)	
	N	%	N	%	N	%	N	%	N	%	N	%
Improvement												
Processing Speed	3	14	5	24	13	62	6	18	7	21	20	61
Discriminating Sounds	8	38	10	48	3	14	7	21	17	52	9	27
Sound Precision	11	52	10	48	-	-	16	48	17	52	-	-
Sound Sequencing	15	71	6	29	-	-	18	55	14	42	1	3
Working Memory	19	90	2	10	-	-	26	79	6	18	1	3
Narrative Memory	3	14	16	76	2	10	6	18	22	67	5	15



Source: Brain Fitness Software – Progress Reports, gathered by Shelby White

STUDENT SERVICES DATA

Student Lab Usage

Learning Support Labs for Noncredit Student Enrollment

	2009-10	2010-11	2011-12	% Change 2009-12
ESL (VESL Students)	115	77	199	73
Language Learning Center	633	3136	682	8
Noncredit Health Careers	229	161	16	-93 ¹
WIN	98	121	163	66

1- In 2011-12 the Noncredit Health Careers Lab was restricted to use by currently enrolled students only

Noncredit Labs Serving Credit Students Enrollment

	2009-10	2010-11	2011-12	% Change 2009-12
EOPS	141	153	122	-13
Health Careers Lab Serving Credit	670	569	436	-35
Learning Assistance Center	10322	12474	11767	14
Language Learning Center	3906	4221	3904	-
Math	2876	3500	3619	26
T-MARC and MCS Lab	2809	4963	3650	30
Writing Assistance Center	7502	7329	9116	22
WIN	911	976	871	-4

Source: ARGOS Report SFR0090 "Labs Serving Noncredit Students" and ARGOS Report SFR0091 "Noncredit Labs Serving Credit Students"

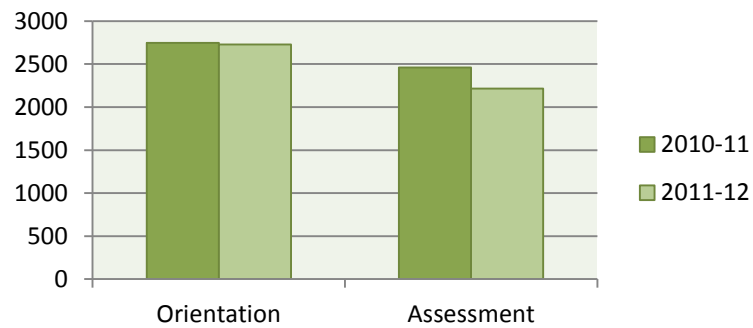
Orientation and Assessment by Program

		2010-11					2011-12				
		Summer	Fall	Winter	Spring	Total	Summer	Fall	Winter	Spring	Total
Adult Basic Education	Orientation	268	1039	351	1088	2746	256	783	557	1131	2727
	Assessment ¹	560	735	339	826	2460	499	711	418	586	2214
ESL	Orientation & Assessment ²	403	1030	467	723	2623	503	753	491	732	2479

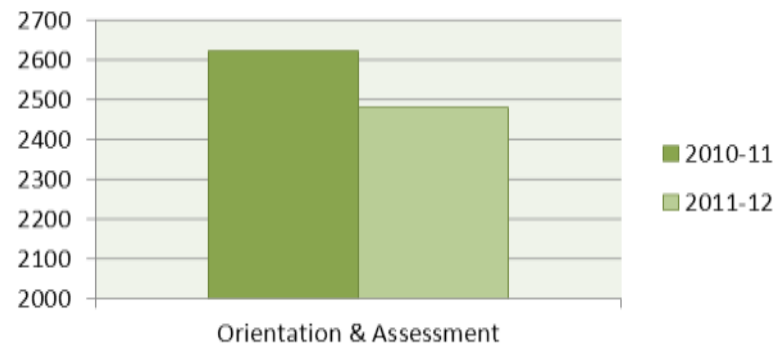
1- Includes diagnostic testing & college placement

2- Includes new student orientation & level placement

ABE Orientation & Assessment 2010-11



ESL Orientation & Assessment

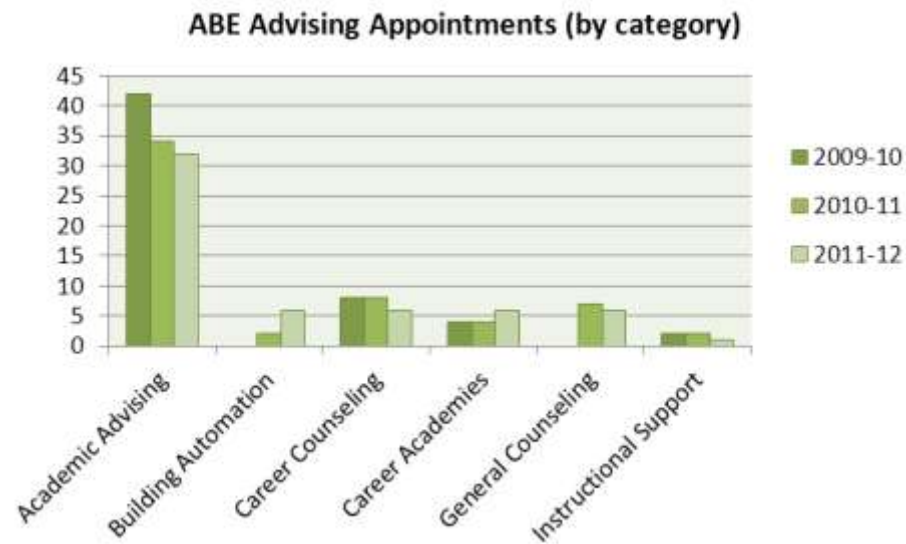


Source: ARGOS Report SFR0092 "ACS WASC: Assessment by Program" and ARGOS Report SFR0093 "ACS WASC: Orientation Participation by Program"

Student Advising Appointments

Adult Basic Education Advising Appointments (by category)

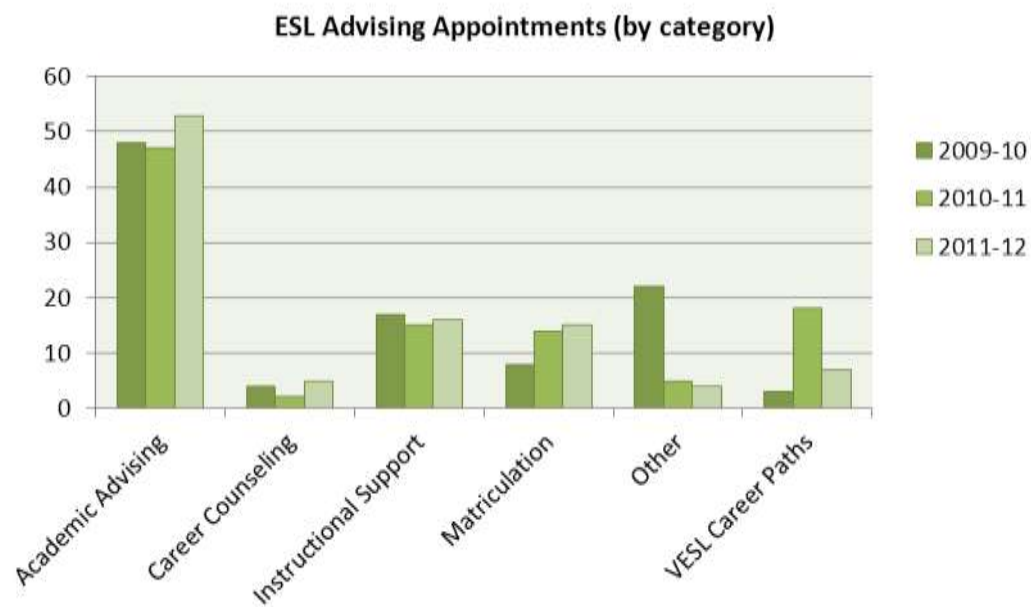
	2009-10		2010-11		2011-12		% Change 2011-12
	N	%	N	%	N	%	
Academic Advising	937	42	765	34	642	32	-2
Building Automation	-	-	39	2	124	6	4
Career Counseling	187	8	87	4	129	6	-2
Career Academies	90	4	169	8	158	8	-
General Counseling	-	-	148	7	124	6	-1
Instructional Support	49	2	52	2	26	1	-1
Matriculation to Credit	145	7	308	14	235	12	-2
Matriculation into Adult Diploma	507	23	469	21	461	23	2
Matriculation into ABE/GED	45	2	25	1	13	1	-
Special Programs (e.g., CalWORKs, WIA, EDD)	260	12	184	8	82	4	-4
Total	2220	-	2246	-	1994	-	-11



Source: SARS- Compiled by Omideh Sloan

ESL Advising Appointments (by category)

	2009-10		2010-11		2011-12		% Change
	N	%	N	%	N	%	
Academic Advising	406	48	422	47	563	53	33
Career Counseling	31	4	14	2	54	5	286
Instructional Support	141	17	132	15	176	16	33
Matriculation	64	8	123	14	162	15	32
Other	183	22	45	5	38	4	-16
VESL Career Paths	26	3	158	18	70	7	-56
Total	851	-	894	-	1063	-	19



Source: ESL Database- Compiled by DeeJay Santiago

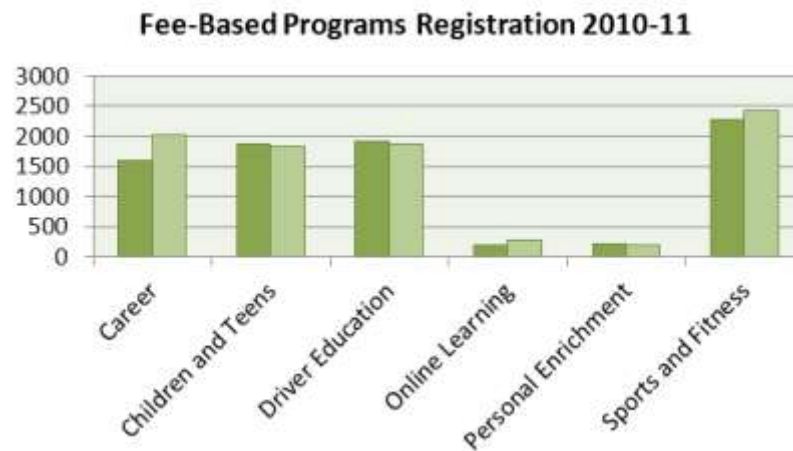
COMMUNITY EDUCATION

Fee-Based Programs

Fee-Based Programs Registration Count

	2010-11	2011-12
Career and Professional Development	1606	2022
Children and Teens	1875	1821
Driver Education	1913	1880
Online Learning	200	280
Personal Enrichment	210	189
Sports and Fitness	2266	2425
Total ¹ Registration Transactions	8070	8617
Unduplicated Total ¹	-	5220

1- Indicates the number of registration transactions in the Lumens registration system.



Source: Lumens Registration system, Paulo Madrigal

Fee-based Programs Exam Results

Phlebotomy Technician I, State of California Certification Exam Results (Mt. San Antonio College)

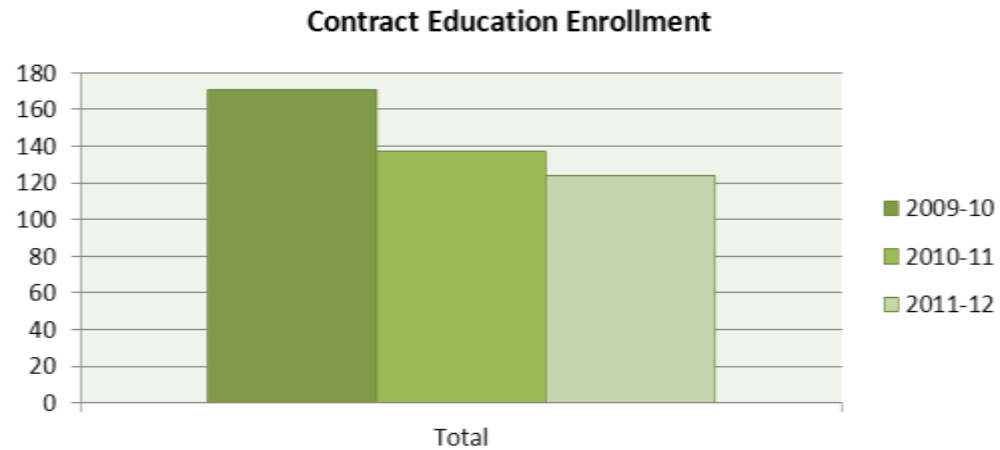
	2011-12
# Students Tested	45
# Students Passed	38
Mt. SAC Pass Rate %	84

Source: Kathy Killiany

Contract Training

Contract Training Programs Enrollment Count

	2009-10	2010-11	2011-12
All Americas, Inc.	-	-	30
Bassett Unified School District	20	-	-
Compton Fire Department	30	-	-
Metropolitan Water District	45	24	28
Montclair Fire Department	26	26	26
Pomona Unified School District	50	87	40
Total	171	137	124



Source: Paulo Madrigal

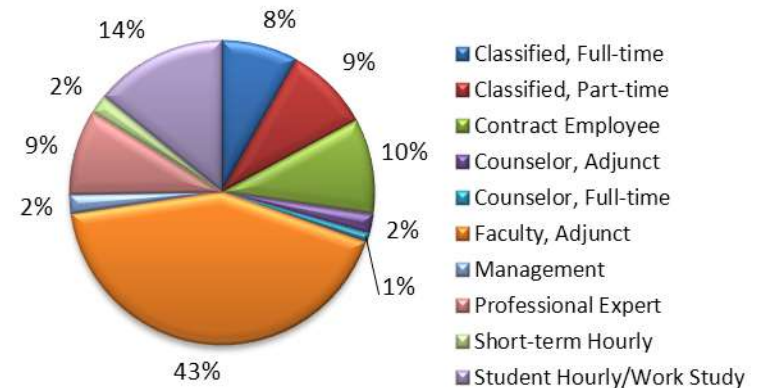
EMPLOYEE PROFILE DATA

Data from the Continuing Education Employee List (Administrators, Faculty, and Classified) 2011-12

Continuing Education Employees by Classification

	N	%
Classified, Full-time	23	8
Classified, Part-time	26	9
Contract Employee	30	10
Contract Faculty	1	<1
Counselor, Adjunct	6	2
Counselor, Full-time	2	1
Faculty, Adjunct	121	42
Management	6	2
Professional Expert	27	9
Short-term Hourly	7	2
Student Hourly/Work Study	41	14
Total	290	-

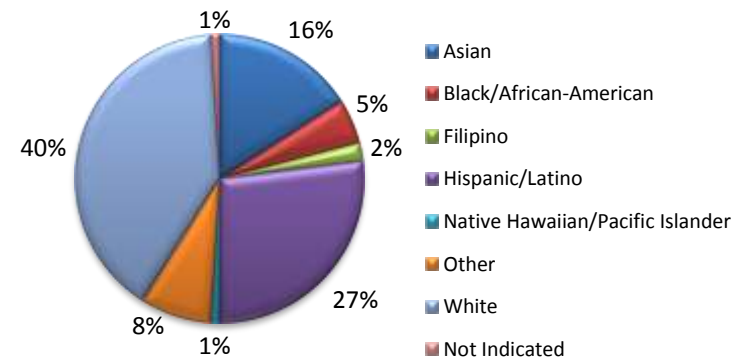
Classification- Continuing Education Employees



Ethnicity among all Continuing Education Employees

	N	%
Asian	45	16
Black/African-American	16	5
Filipino	5	2
Hispanic/Latino	80	27
Native Hawaiian/Pacific Islander	2	1
Other	23	8
White	117	40
Not Indicated	2	1
Total	290	-

Ethnicity- Continuing Education Employees

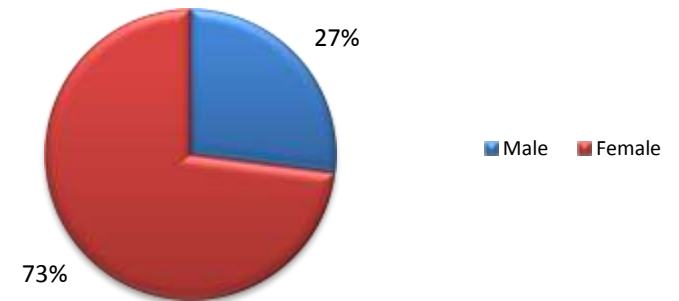


Source for entire section: Employee Data Compiled by Lianne Greenlee

Gender among Continuing Education Employees

	N	%
Male	78	27
Female	212	73
Total	290	-

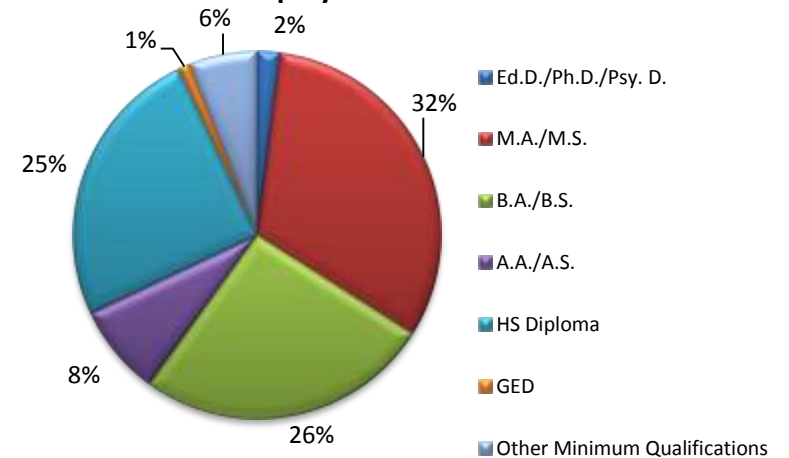
Gender- Continuing Education Employees



Educational Attainment among Continuing Education Employees

	N	%
Ed.D./Ph.D./Psy. D.	6	2
M.A./M.S.	92	32
B.A./B.S.	77	26
A.A./A.S.	23	8
HS Diploma	72	25
GED	2	1
Other Minimum Qualifications	18	6
Total	290	-

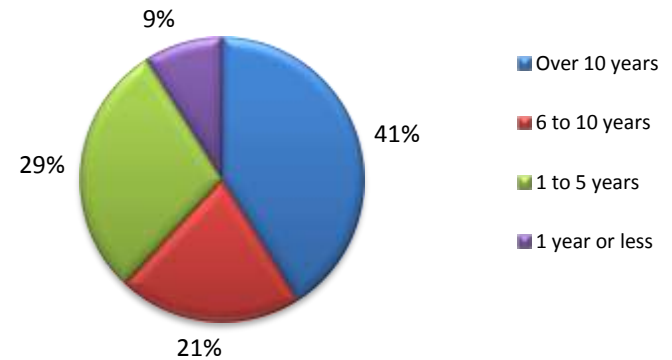
Educational Attainment- Continuing Education Employees



Longevity among Continuing Education Employees

	N	%
Over 10 years	120	41
6 to 10 years	60	21
2 to 5 years	83	29
1 year	27	9
Total	290	-

Longevity among Continuing Education Employees

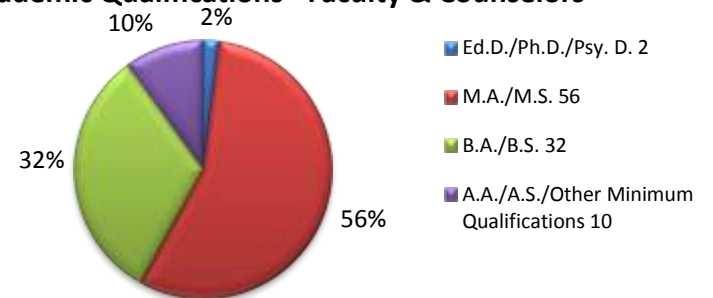


Data from the Continuing Education Employee List (Faculty) 2011-12

Academic Qualifications among Continuing Education Adjunct Faculty, Full-time Faculty, and Counselors

	N	%
Ed.D./Ph.D./Psy. D.	2	2
M.A./M.S.	72	56
B.A./B.S.	42	32
A.A./A.S./Other Minimum Qualifications	13	10
Total	129	-

Academic Qualifications - Faculty & Counselors

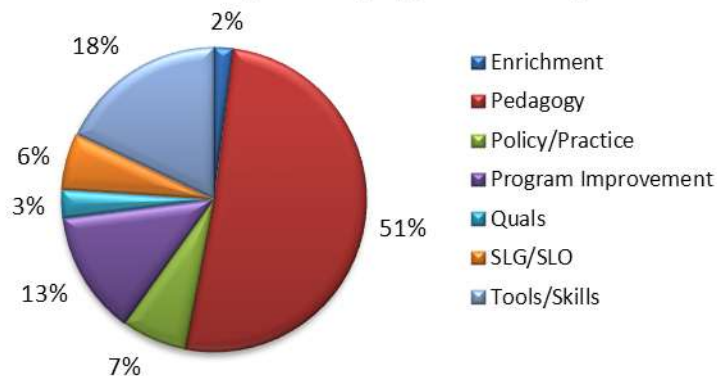


EMPLOYEE PROFESSIONAL DEVELOPMENT DATA

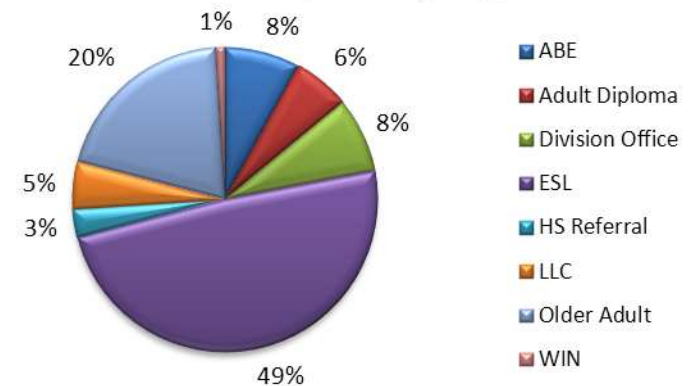
Professional Development for 2011-12 by Program and Type

	Enrichment	Pedagogy	Policy/ Practice	Program Improve- ment	Quals	SLG/SLO	Tools/Skills	Total	% of Total
ABE	-	18	7	1	-	-	16	42	8
Adult HS Diploma	3	10	-	-	14	-	8	35	6
Division Office	5	1	10	11	-	-	15	42	8
ESL	-	221	21	14	-	-	14	270	49
HS Referral	-	5	-	1	4	2	4	16	3
LLC	1	2	-	-	-	-	24	27	5
Older Adult	-	22	1	46	1	32	10	112	20
WIN	-	1	-	-	-	-	6	7	1
Total	9	280	39	73	19	34	97	551	-
% of Total	2	51	7	13	3	6	18	-	-

Professional Development by Type of Activity

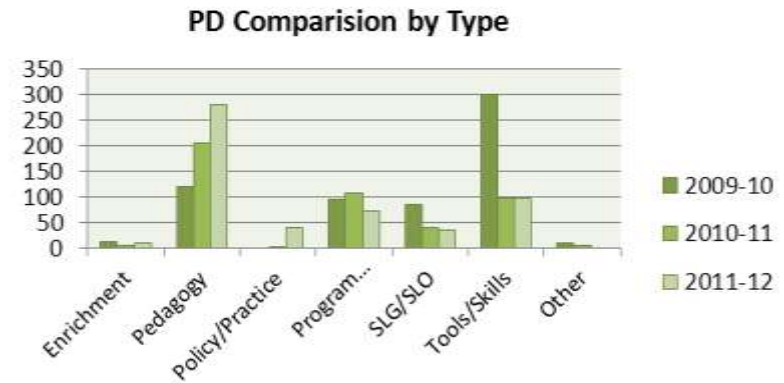
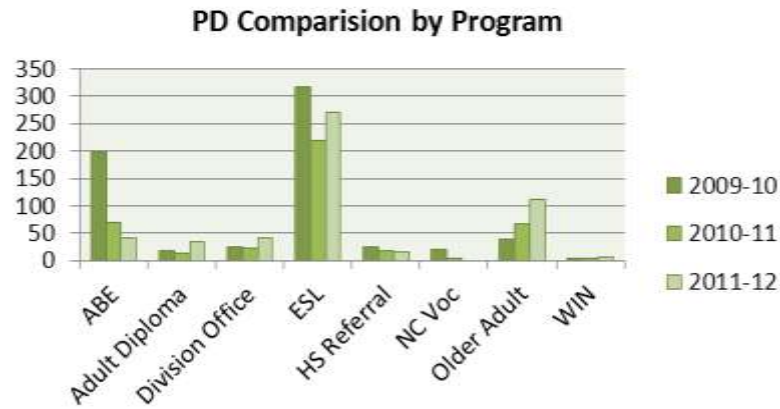


Professional Development by Program



Source for entire section: All PD Data Compiled by Lianne Greenlee

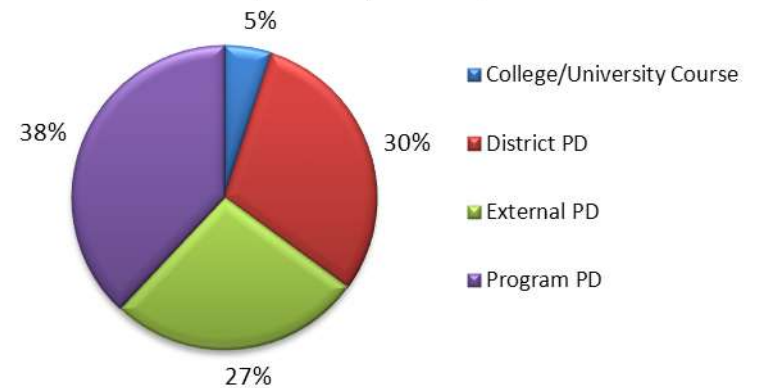
Professional Development Comparison



Professional Development by Location/Format

	2010-11		2011-12	
	N	%	N	%
College/University Course	20	4	29	5
District PD	64	14	167	30
External PD	123	27	148	27
Program PD	254	55	207	38
Total	461	-	551	-

Professional Development by Format/Location



Professional Development for 2011-12 by Classification

		Enrichment	Pedagogy	Policy/ Practice	Program Improve- ment	Quals	SLG/SLO	Tools/Skills	Total	% of Total
Classified	Full-time	6	18	4	16	-	4	27	75	14
	Part-time	-	12	21	-	-	-	17	50	9
Counselor	Adjunct	-	-	-	-	-	-	2	2	<1
	Full-time	-	8	1	-	-	-	2	11	2
Faculty, Adjunct		-	223	-	37	1	29	34	324	59
Management		-	16	12	15	-	-	4	47	8
Professional Expert		-	-	-	5	-	-	-	5	1
Short-Term Hourly		-	1	-	-	13	1	7	22	4
Student Hourly/ Work Study		3	2	1	-	5	-	4	15	3
Total		9	280	39	73	19	34	97	551	-

Professional Development by Classification

