

## **Chapter 2. Profile of the College's Communities and Students**

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- Demographics
- Local employment status and opportunities

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## Overview

This chapter is a profile of the communities and students served by Mt. SAC. The analyses of these data are the foundation for identifying implications for planning including a forecast of the College's enrollment growth and space needs for the next decade.

The primary topics in this data portfolio are:

- External Environmental Scan
  - District Boundaries
  - Demographics
  - Local employment status and opportunities
- Internal Environmental Scan
  - Enrollment Trends
  - Student Demographics
  - Student Achievements
- Implications for Planning
- Growth Forecast

The data in this chapter were obtained from a variety of resources including the Mt. SAC Office of Research and Institutional Effectiveness, the Mt. SAC Center of Excellence, the California Community College Chancellor's Office as well as state and federal agencies. Each data set identifies the specific source for the information presented.

## External Environment Scan

### District Boundaries

The External Environmental Scan is an analysis of the population living in the vicinity of the College and includes the areas within Mt. SAC Geographic boundaries as well as the immediately surrounding area outside of those boundaries.

#### Mt. SAC's District Boundaries

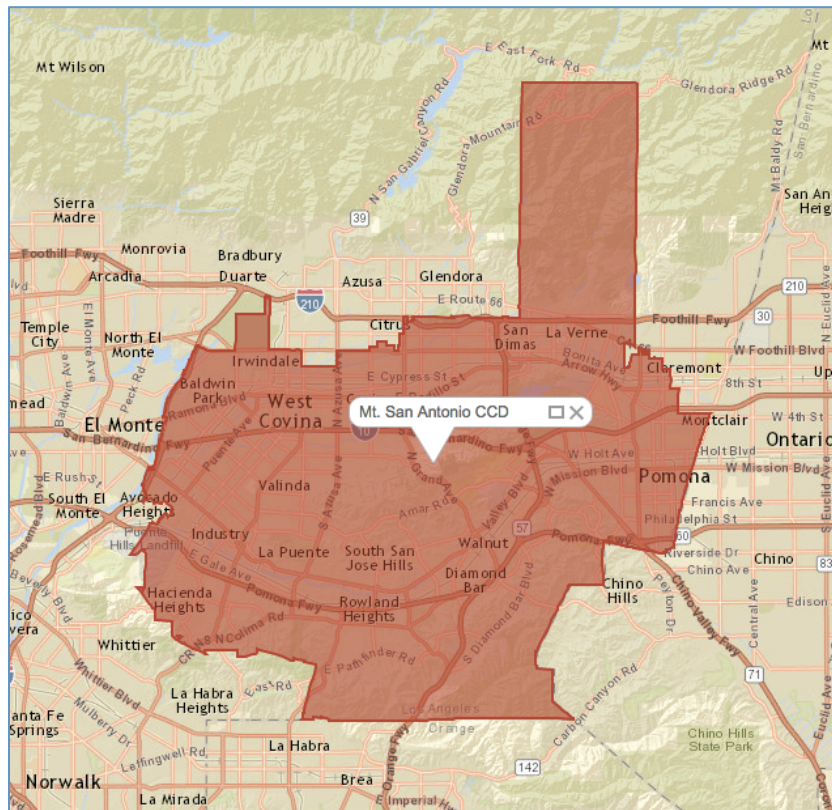
Mt. SAC's boundaries are the legal geographic boundaries of the District, which encompass 189 square miles in the southeastern portion of Los Angeles County. (See Data Set 1.) For the purpose of this environment scan, these boundaries are defined as the following 12 cities. Data for these cities are labeled as "Mt. SAC" in this scan.

- |                   |               |
|-------------------|---------------|
| • Baldwin Park    | • La Puente   |
| • Covina          | • La Verne    |
| • Diamond Bar     | • Pomona      |
| • Glendora        | • San Dimas   |
| • Industry (city) | • Walnut      |
| • Irwindale       | • West Covina |

Six unincorporated areas are included within the Mt. SAC boundaries. Because the US Census does not project population growth for unincorporated areas, these are not included in the ten-year population projections presented in this environmental scan.

- |                |                    |
|----------------|--------------------|
| • Bassett      | • Hacienda Heights |
| • Charter Oak  | • Rowland Heights  |
| • Covina Hills | • Valinda          |

## Data Set 1: Map of Mt. SAC Geographic Boundaries



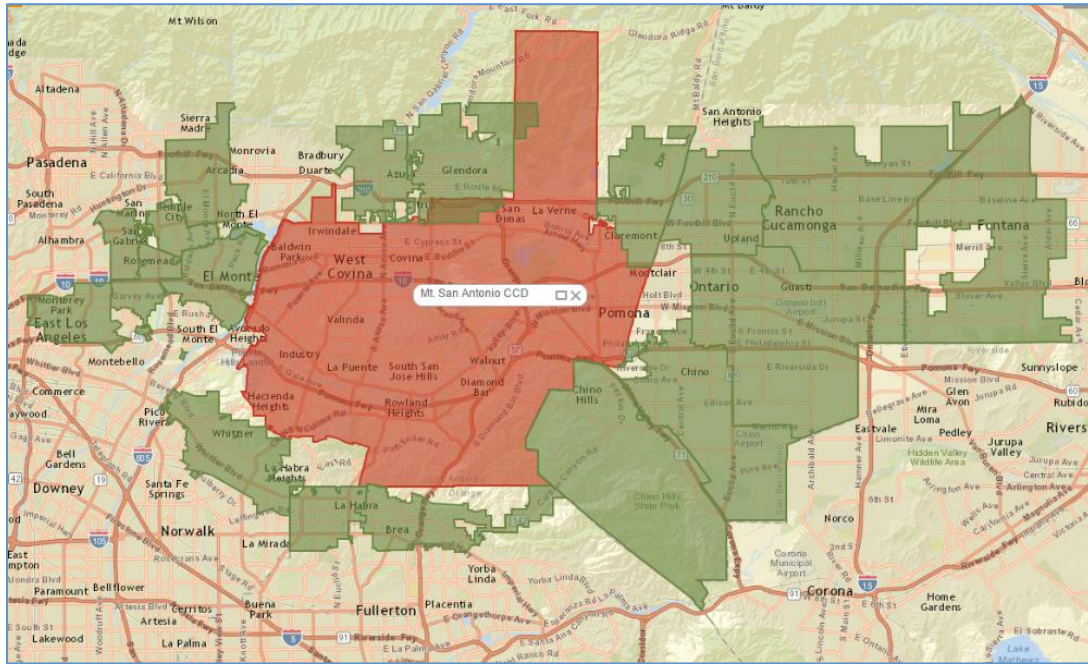
Source: ESRI

### Mt. SAC's Service Area

Mt. SAC's service area is defined as the cities immediately surrounding the College's geographic boundaries and are the home cities for a significant portion of the students who live outside of the geographic boundaries. (See Data Set 2.) Unless noted otherwise, data labeled as "service area" in this scan include the cities within Mt. SAC's geographic boundaries plus the following 18 cities.

- Alhambra
- Arcadia
- Azusa
- Chino
- Chino Hills
- Claremont
- El Monte
- Fontana
- La Habra
- Montclair
- Monterey Park
- Ontario
- Rancho Cucamonga
- Rosemead
- San Gabriel
- Temple
- Upland
- Whittier

## Data Set 2: Map of Mt. SAC Service Area



Source: ESRI

## Demographics

### Population Growth: Actual and Projected

Data Set 3 shows the current and projected population of the cities within the Mt. SAC geographic boundaries and its service area.

The cities with populations greater than 10,000 residents with the fastest projected annual growth rates are: Ontario (2.4 percent), Chino (1.3 percent), Fontana (1.1 percent), Pomona (1.0 percent), and La Puente (1.0 percent).

From 2016 to 2035, the population within Mt. SAC's geographic boundaries is projected to grow at a slightly slower rate of 0.6 percent annually (12.0 percent total growth over the next 20 years) compared to the projected growth rate of the service area, which is projected to grow at the rate of 0.8 percent annually.

Local patterns of slow population growth are mirrored in the actual and projected population for the state. California's annual population growth rate from 1900 to 2004 was about 3 percent, which was double the nationwide rate in the same period. Since 2004, the state has experienced 11 years in a row of population growth below 1% per year. In 2015, California ranked 16<sup>th</sup> in growth rate by state.

The two primary factors that predict population size are birth rate and migration. California's birth rates and net immigration are at historic lows. California's birth rate declined 35 percent between 1991 and 2015, bringing the state birth rate to the same level it was during the Great Depression. Net migration over the past 11 years was below 150,000 people. During the previous 11-year period, the number was above 1 million. (<http://www.dof.ca.gov/Forecasting/Demographics/Estimates/E-1/>)



### Data Set 3: Actual and Projected Population

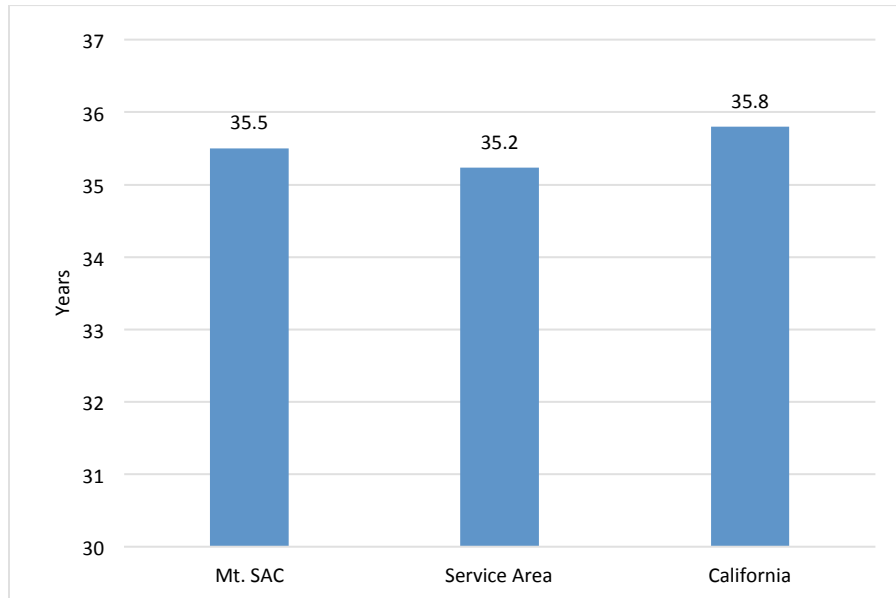
City	2008	2016	2018	2020	2025	2030	2035	Annual Growth Rate
<b>Cities within Mt. SAC boundaries</b>								
Baldwin Park	75,400	77,354	77,850	78,200	79,613	80,896	82,200	0.3%
Covina	47,800	48,499	48,675	48,700	49,297	49,747	50,200	0.2%
Diamond Bar	55,300	57,559	58,138	58,700	60,210	61,736	63,300	0.5%
Glendora	49,700	51,679	52,186	52,698	53,999	55,333	56,700	0.5%
Industry City	200	200	200	200	200	200	200	0.0%
Irwindale	1,400	1,556	1,598	1,600	1,753	1,872	2,000	1.3%
La Puente	39,800	43,204	44,099	45,000	47,382	49,875	52,500	1.0%
La Verne	31,100	32,371	32,696	33,000	33,862	34,720	35,600	0.5%
Pomona	149,100	162,027	165,430	168,500	177,914	187,404	197,400	1.0%
San Dimas	33,400	34,037	34,198	35,000	34,769	35,182	35,600	0.2%
Walnut	29,000	30,186	30,490	30,797	31,578	32,379	33,200	0.5%
West Covina	106,100	110,096	111,118	112,200	114,772	117,454	120,200	0.5%
<b>Total</b>	<b>618,300</b>	<b>648,767</b>	<b>656,679</b>	<b>664,594</b>	<b>685,348</b>	<b>706,798</b>	<b>729,100</b>	<b>0.6%</b>
<b>18 Additional Cities in Mt. SAC Service Area</b>								
Alhambra	83,000	85,681	86,364	87,000	88,800	90,582	92,400	0.4%
Arcadia	56,200	58,487	59,074	59,666	61,172	62,717	64,300	0.5%
Azusa	46,300	48,406	48,947	49,495	50,890	52,325	53,800	0.6%
Chino	75,600	83,842	86,039	88,294	94,193	100,486	107,200	1.3%
Chino Hills	74,600	75,706	75,985	76,266	76,971	77,682	78,400	0.2%
Claremont	34,800	35,691	35,917	36,145	36,721	37,306	37,900	0.3%
El Monte	113,400	120,731	122,637	124,573	129,547	134,720	140,100	0.8%
Fontana	193,900	211,290	215,876	220,561	232,724	245,558	259,100	1.1%
La Habra	60,100	60,744	60,906	61,068	61,476	61,887	62,300	0.1%
Montclair	36,000	38,180	38,745	39,318	40,790	42,316	43,900	0.7%
Monterey Park	60,100	64,852	66,098	67,368	70,649	74,091	77,700	1.0%
Ontario	162,900	196,661	206,142	216,081	243,075	273,441	307,600	2.4%
Rancho Cucamonga	162,800	164,062	164,380	164,697	165,494	166,295	167,100	0.1%
Rosemead	53,600	54,896	55,225	55,555	56,391	57,239	58,100	0.3%
San Gabriel	39,700	41,498	41,960	42,427	43,617	44,842	46,100	0.6%
Temple	35,400	36,431	36,693	36,957	37,626	38,307	39,000	0.4%
Upland	72,600	74,774	75,327	75,885	77,297	78,735	80,200	0.4%
Whittier	85,300	86,809	87,190	87,573	88,538	89,514	90,500	0.2%
<b>Total</b>	<b>1,446,300</b>	<b>1,538,740</b>	<b>1,563,505</b>	<b>1,588,929</b>	<b>1,655,972</b>	<b>1,728,042</b>	<b>1,805,700</b>	<b>0.8%</b>
<b>Grand Total</b>	<b>2,064,600</b>	<b>2,187,507</b>	<b>2,220,184</b>	<b>2,253,523</b>	<b>2,341,321</b>	<b>2,434,841</b>	<b>2,534,800</b>	<b>0.8%</b>

Source: Southern California Association of Governments

### Population Age: Actual and Projected

As shown in Data Set 4, the median ages of the populations within the Mt. SAC boundaries, service area, and the state are approximately the same in 2016, with residents between 35 and 36 years old.

**Data Set 4: Population Age 2016**

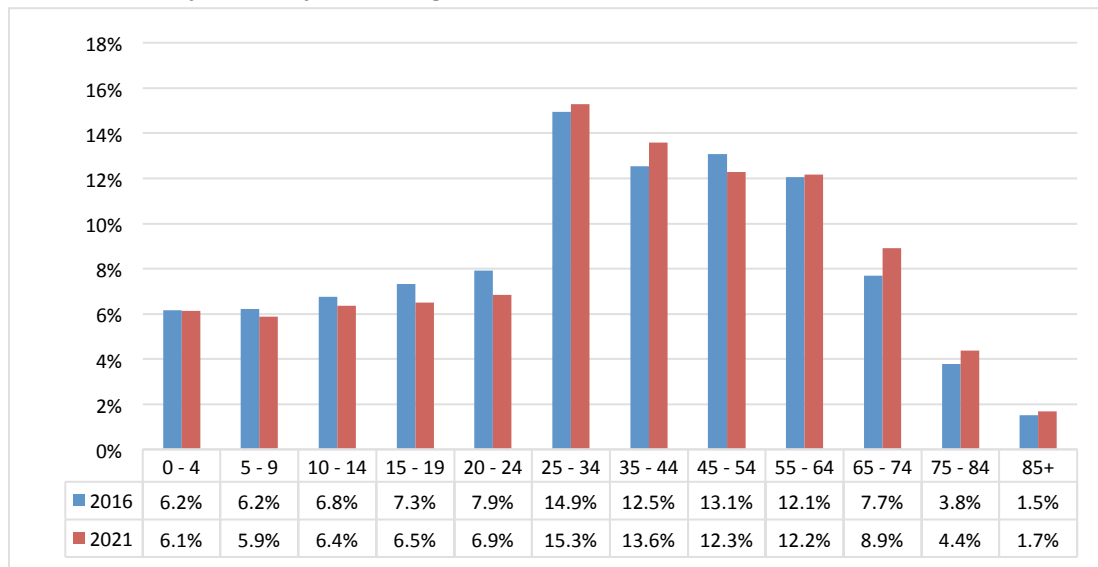


Source: ESRI

Data Set 5 shows the age profile of the population living within Mt. SAC's boundaries. The first bar in each pair of bars shows the percentage of the population in each of the age ranges for 2016. The second bar in each pair shows the percentage of the population in each of the age ranges projected for 2021.

It is projected that the percentage of the population in the five youngest age segments, ages 24 years old and under, will decrease slightly between now and 2021. For the age segments 25 years of age and older, all segments are projected to increase proportionately over the next five years, except the 45-54 age segment.

### Data Set 5: Projected Population Age within Mt. SAC Boundaries



Source: ESRI

### Population Race and Ethnicity

The communities surrounding Mt. SAC are quite diverse in terms of race/ethnicity (Data Set 6). Asian and Hispanic population segments are projected to grow while the White Alone and Black Alone groups are projected to decrease slightly as a percentage of the population.

### Data Set 6: Race and Ethnicity

Race/Ethnicity	Mt. SAC			Service Area		
	2016	2021	Change (Percentage Points)	2016	2021	Change (Percentage Points)
White Alone	45.3%	44.9%	-0.4%	47.6%	46.8%	-0.8%
Black Alone	3.4%	3.2%	-0.2%	4.1%	4.0%	-0.2%
American Indian Alone	0.8%	0.8%	-0.0%	0.8%	0.8%	-0.0%
Asian Alone	22.8%	23.4%	+0.6%	20.9%	21.6%	+0.7%
Pacific Islander Alone	0.2%	0.2%	-0.0%	0.2%	0.2%	-0.0%
Some Other Race Alone	23.3%	23.3%	-0.0%	21.9%	22.2%	+0.2%
Two or More Races	4.2%	4.2%	+0.0%	4.4%	4.5%	+0.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>		<b>100.0%</b>	<b>100.0%</b>	
Hispanic Origin (Any Race)	57.2%	58.1%	+0.9%	54.2%	55.8%	+1.6%

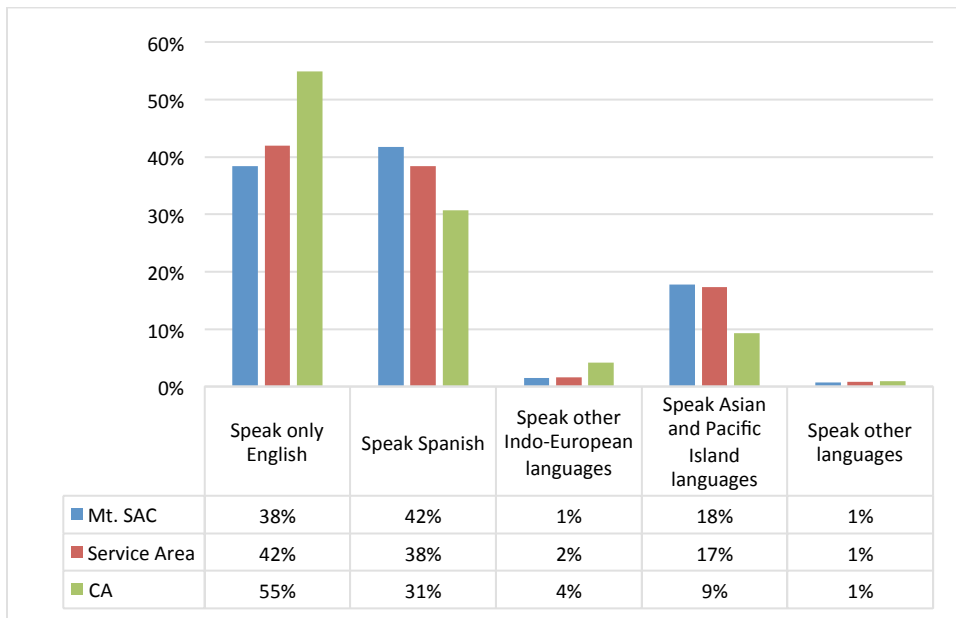
*As defined by the U.S. census, Hispanic people may be of any race.*

Source: ESRI

## Language Spoken at Home

Compared to the state, Mt. SAC and its service area include a lower percentage of residents who speak only English at home and a higher percentage of people who speak Spanish or Asian and Pacific Island languages at home.

**Data Set 7: Language Spoken at Home for Residents ages 5 to 64**

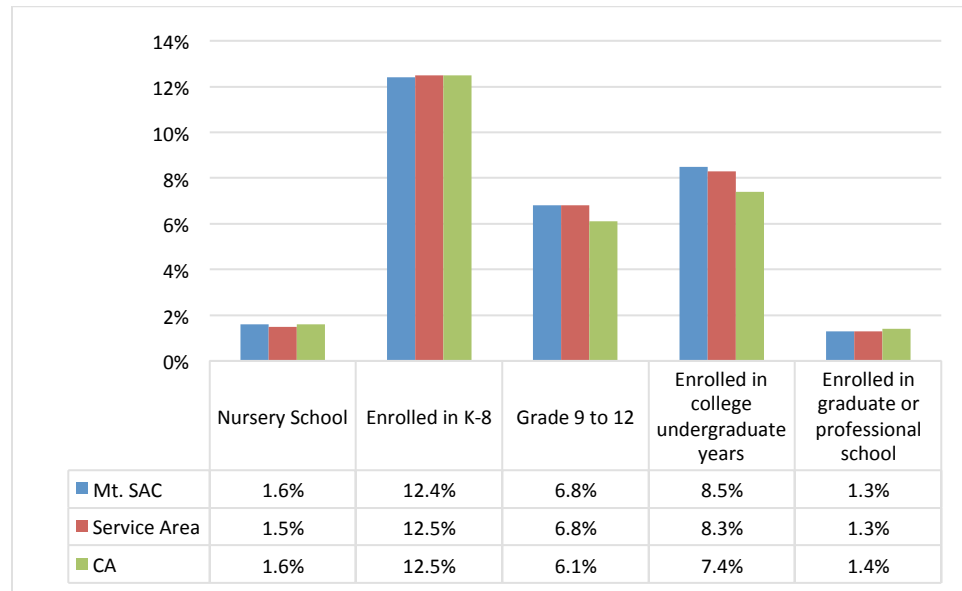


Source: ESRI

## School Enrollment

Data Set 8 presents the current enrollment in school by all residents aged 3 years or older. The percentage of the Mt. SAC and service area population enrolled in 9<sup>th</sup> to 12<sup>th</sup> grades and enrolled in undergraduate college exceed those of the state.

**Data Set 8: Population Age 3+ Years by School Enrollment**

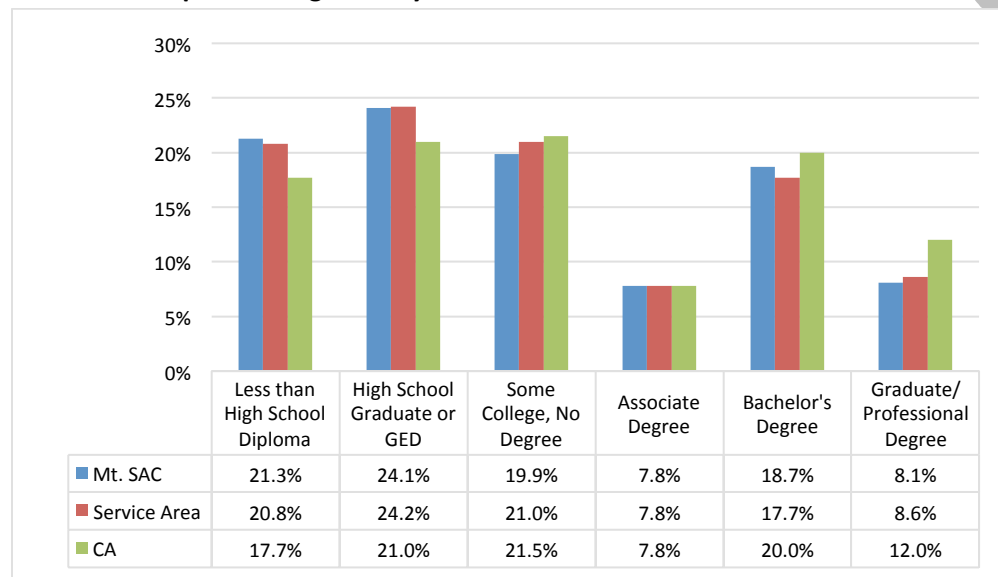


Source: ESRI

## Educational Attainment

As shown in Data Set 9, a high school diploma or less is the highest educational attainment for a greater proportion of adults in the Mt. SAC and service area communities than for adults statewide (totals of 45.4 percent, 45.0 percent, and 38.7 percent respectively). At the other end of the educational attainment spectrum, the Mt. SAC and service area populations have a lower percentage of adults who have earned bachelor's or graduate/professional degrees compared to the percentage of adults statewide (totals of 26.8 percent, 26.3 percent, and 32.0 percent respectively).

**Data Set 9: Population Age 25+ by Educational Attainment**

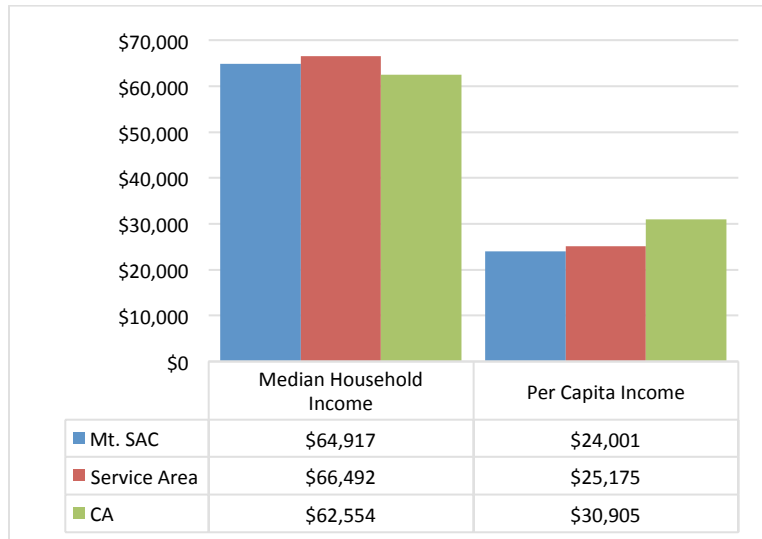


Source: ESRI

## Income: Actual and Projected

The 2016 median household income in the Mt. SAC service area is \$66,492, which is 2.4 percent higher than the median household income within Mt. SAC's geographic boundaries and 6.3% higher than the median income for California. Median per capita income is highest for the state, followed by the per capita income in the Mt. SAC service area (\$25,175) and per capita income within the Mt. SAC geographic boundaries (\$24,001). (Data Set 10.)

**Data Set 10: Median Income**



Source: ESRI

The income forecast for residents living within Mt. SAC's boundaries is that there will be an increase in the percentage of households with incomes under \$15,000 and with incomes above \$75,000 between 2016 and 2021. The percentage of households with incomes between \$15,000 and \$74,999 is projected to decrease during the same period.

**Data Set 11: Projected Income**

Household Income	2016	2021	Change (Percentage Points)
<\$15,000	8.0%	8.2%	+0.2%
\$15,000 - \$24,999	7.9%	7.4%	-0.5%
\$25,000 - \$34,999	8.4%	7.9%	-0.6%
\$35,000 - \$49,999	12.8%	10.9%	-1.9%
\$50,000 - \$74,999	18.8%	16.4%	-2.4%
\$75,000 - \$99,999	14.3%	14.8%	+0.5%
\$100,000 - \$149,999	16.9%	19.6%	+2.7%
\$150,000 - \$199,999	7.2%	8.6%	+1.5%
\$200,000+	5.6%	6.2%	+0.6%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	

Source: ESRI

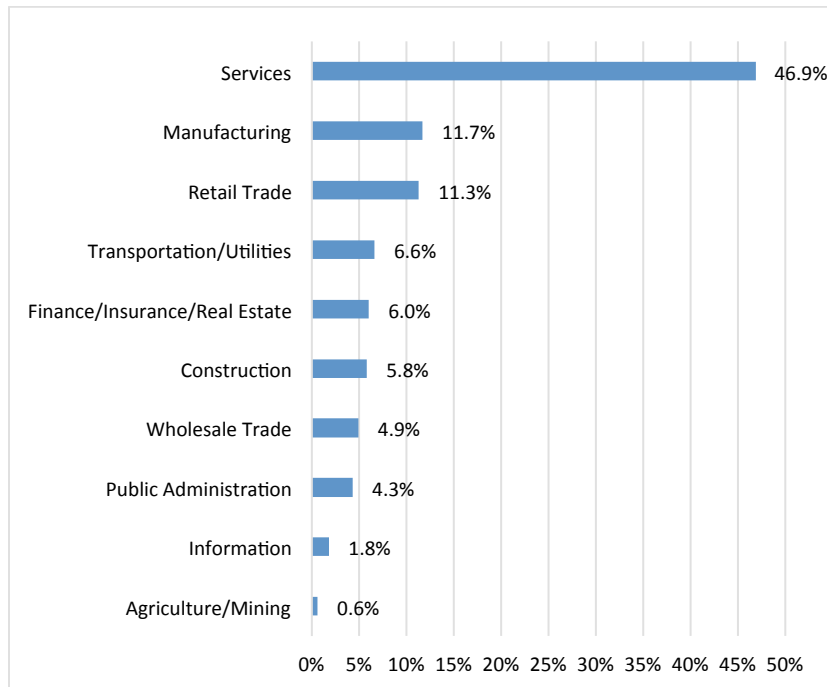


## Local Employment Status and Opportunities

### Employment by Industry

Nearly half of the employed population 16 years of age and older in the Mt. SAC boundaries and the surrounding service area are employed in some type of service industry, which includes those employed by public and private educational institutions. The next largest portions of the population are employed in manufacturing (11.7%) and retail trade (11.3%) industries.

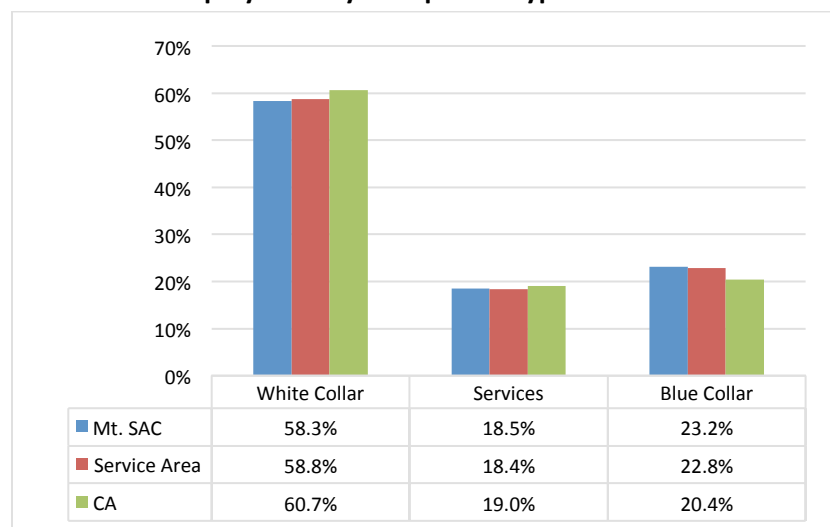
**Data Set 12: Employed Population Age 16+ by Industry**



Source: ESRI

The types of occupations for both Mt. SAC and its service area residents are similar in 2016. These geographical areas have slightly lower percentages of workers in white-collar jobs and a higher percentage of those working in blue-collar jobs compared to the state.

### Data Set 13: Employment by Occupation Type



Source: ESRI

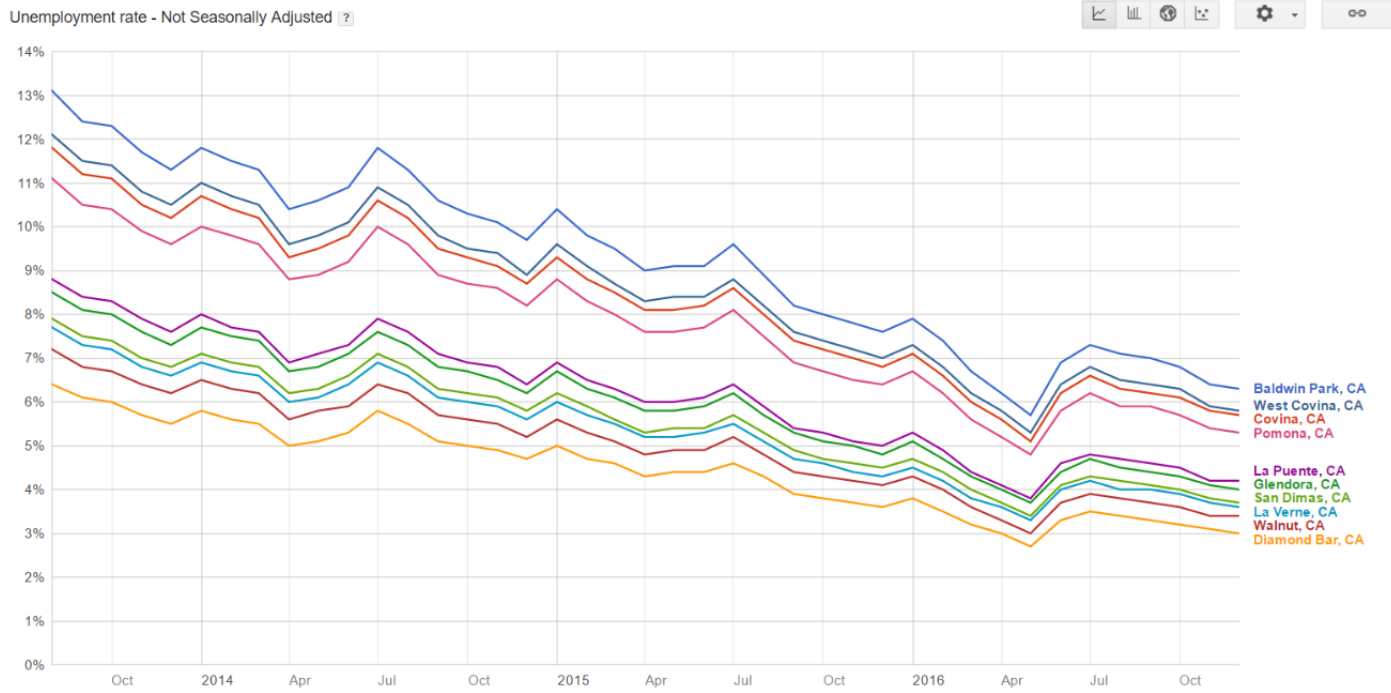
Note: As defined by the U.S. Bureau of Labor Statistics:

- White-collar workers: office, clerical, administrative, sales, professional, and technical employees
- Service worker: worker in a protective service, food service, health service (health and dental aides), cleaning and building service, or personal service occupation
- Blue collar and service occupations: includes precision production, craft, and repair occupations; machine operators and inspectors; transportation and moving occupations; handlers, equipment cleaners, helpers, and laborers; and service occupations

## Unemployment

Unemployment rates across the nation and the state are slowly returning to pre-recession levels. The same pattern is true for cities surrounding Mt. SAC as shown in Data Sets 14 and 15. Unemployment in January 2017 is highest in Baldwin Park, West Covina, Covina, and Pomona.

### Data Set 14: Unemployment Rates for Mt. SAC Cities 2014 - 2016



**Data Set 15: Labor Force Data for Mt. SAC Cities, January 2017**

	Labor Force	Employment	Unemployment	
			Number	Rate
Los Angeles County	5,037,200	4,779,800	257,400	5.1%
Baldwin Park	35,300	32,900	2,400	6.8%
Covina	24,400	22,900	1,500	6.1%
Diamond Bar	29,900	28,900	1,000	3.2%
Glendora	25,400	24,300	1,100	4.3%
Industry	100	100	0	1.8%
Irwindale	700	600	100	6.7%
La Puente	19,000	18,200	900	4.5%
La Verne	15,700	15,100	600	3.9%
Pomona	67,700	63,900	3,900	5.7%
San Dimas	17,900	17,200	700	4.0%
Walnut	15,800	15,300	600	3.6%
West Covina	53,800	50,400	3,400	6.3%

Source: U.S. Bureau of Labor Statistics

## Employment Growth by Occupational Categories

As shown in Data Set 16, the occupations projected to grow the fastest in Los Angeles County between now and 2024 are in health care (personal care aides, nurse practitioners, home health aides, and occupational therapy assistants), construction (ironworkers, brick masons and helpers, floor layers), business (statisticians, web developers, and operations research analysts), and hospitality (restaurant cooks).

**Data Set 17: Fastest Growing Occupations in Los Angeles County 2014 - 2024**

<b>Occupational Title</b>	<b>Estimated Employment 2014</b>	<b>Projected Employment 2024</b>	<b>Percent Change 2014 - 2024</b>
Personal Care Aides	186,830	283,730	51.90%
Statisticians	700	1,010	44.30%
Reinforcing Iron and Rebar Workers	610	880	44.30%
Brick masons and Block masons	930	1,310	40.90%
Helpers--Brick masons, Block masons, Stonemasons, and Tile and Marble Setters	560	780	39.30%
Cooks, Restaurant	31,770	43,630	37.30%
Nurse Practitioners	2,390	3,270	36.80%
Floor Layers, Except Carpet, Wood, and Hard Tiles	490	670	36.70%
Home Health Aides	7,750	10,570	36.40%
Web Developers	6,020	8,190	36.00%
Operations Research Analysts	2,180	2,940	34.90%
Occupational Therapy Assistants	500	670	34.00%
Law Teachers, Postsecondary	570	760	33.30%
Massage Therapists	7,510	9,880	31.60%
Roofers	2,350	3,090	31.50%
Physical Therapist Aides	1,240	1,630	31.50%
Biomedical Engineers	610	800	31.10%
Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	580	760	31.00%
Combined Food Preparation and Serving Workers, Including Fast Food	85,100	111,150	30.60%
Marriage and Family Therapists	2,980	3,890	30.50%
Commercial Pilots	760	990	30.30%

Physician Assistants	2,610	3,390	29.90%
Health Specialties Teachers, Postsecondary	5,310	6,890	29.80%
Social and Human Service Assistants	14,390	18,650	29.60%
Agents and Business Managers of Artists, Performers, and Athletes	6,850	8,870	29.50%
Physical Therapist Assistants	1,290	1,670	29.50%
Forensic Science Technicians	680	880	29.40%
First-Line Supervisors of Food Preparation and Serving Workers	24,360	31,500	29.30%
Tapers, plaster board, and drywall installers	660	850	28.80%
Self-Enrichment Education Teachers	9,380	12,070	28.70%
Captains, Mates, and Pilots of Water Vessels	650	830	27.70%
Drywall and Ceiling Tile Installers	3,540	4,520	27.70%
Diagnostic Medical Sonographers	1,200	1,530	27.50%
Chefs and Head Cooks	5,390	6,870	27.50%

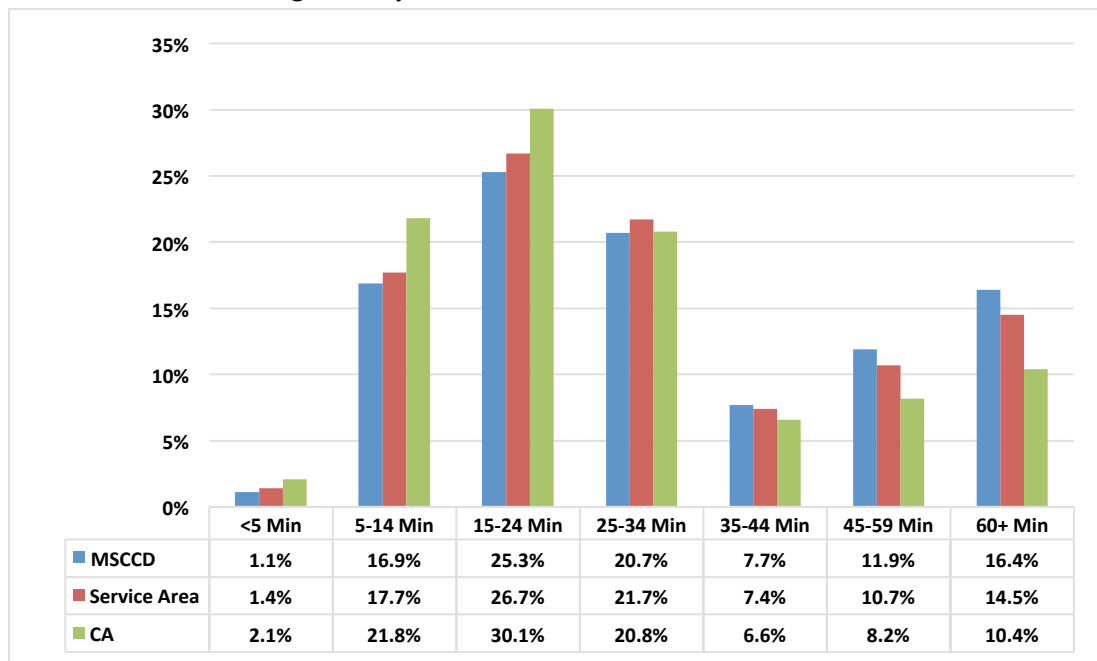
Sources: U.S. Bureau of Labor Statistics March 2015 benchmark, Quarterly Census of Employment and Wages industry employment, and Occupational Employment Statistics

Note: Occupational employment projections include self-employed, private household workers, farm, and nonfarm employment.

## Commute Times to Work

Data Set 17 shows that the amount of time that workers living with the Mt. SAC geographic boundaries and service area spend commuting to work. Workers in Mt. SAC communities are more likely to spend 35 minutes or longer commuting to work compared to workers statewide.

**Data Set 17: Workers Age 16+ by Travel Time to Work**



Source: ESRI

## Unemployment and Educational Attainment

Many of the fastest growth occupations noted in Data Set 17 require postsecondary education. The benefits of postsecondary education are expanded job opportunities, lower likelihood of unemployment, and increased earnings. Median weekly earnings increase and unemployment rates decrease with higher levels of educational attainment.

**Data Set 18: National Unemployment Rates and Earnings by Educational Attainment**

Education attained	Unemployment rate 2015	Median weekly earnings 2015
Doctoral degree	1.7%	\$1,623
Professional degree	1.5%	\$1,730
Master's degree	2.4%	\$1,341
Bachelor's degree	2.8%	\$1,137
Associate's degree	3.8%	\$798
Some college, no degree	5.0%	\$738
High school diploma	5.4%	\$678
Less than a high school diploma	8.0%	\$493
All workers	4.3%	\$860

Source: Current Population Survey, U.S. Department of Labor [www.census.gov/programs-surveys/cps.html](http://www.census.gov/programs-surveys/cps.html)

Note: Data are for adults age 25 and over. Earnings are for full-time wage and salary workers.



## Internal Environment Scan

The Internal Environmental Scan is an analysis of the students who are enrolled at the College. Unless noted otherwise, the data source is the Mt. SAC Office of Research and Institutional Effectiveness.

To analyze trends over time, data are presented for the 2012 and 2015 fall semesters. Statewide data representing all students attending California community colleges during the same semesters are included for comparison.

### Enrollment trends

#### Headcount and FTES

A college's enrollment is typically represented with the following two types of data:

- Unduplicated student headcount: The total of unique individuals who enrolled in the college in a given period. Each student is counted once; the number of units in which they enroll is not relevant to this count.
- Full-Time Equivalent Student (FTES): The total hours attended by one or more students, divided by 525. One Full-time Equivalent Student is equal to one student taking a course load of 15 units for two semesters.

Mt. SAC's unduplicated headcount grew almost 10% between 2012 – 2013 and 2015 – 2016. (Refer to Data Set 19.) FTES, or the number of full-time equivalent students, also grew during this period (5.3 percent).

For planning purposes, note that the headcount data in Data Set 19 are for the entire year and do not reflect the number of students on campus at any one time. Fewer students are on campus on any one day in a given semester since classes are scheduled Monday to Friday and sometimes Saturday. Also, students enrolled in distance learning classes may come to campus only a few times each semester if at all.

#### **Data Set 19: Student Headcount and Full-time Equivalent Students**

	Mt. SAC Unduplicated Headcount	% change from prior year	% change 2012-2013 to 2015-2016		Mt. SAC Total FTES	% change from prior year	% change 2012-2013 to 2015-2016
2012 - 2013	53,829				30,531		
2013 - 2014	54,357	1.0%			30,859	0.2%	
2014 - 2015	57,473	5.7%			31,837	4.1%	
2015 - 2016	59,171	3.0%	9.9%		32,154	1.0%	5.3%

Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

As shown in Data Set 20, Mt. SAC's FTES and student headcount did not grow proportionately. During this period, student headcount increased almost twice as much as FTES, which was a 9.9 percent increase in student headcount compared to 5.3 percent increase in FTES. As shown in Data Set 20, this indicates that less FTES was earned per student, which reflects a decline in student unit load. Please refer to Data Set 30 for details on student unit load.

#### Data Set 20: Average FTES Per Student

	Mt. SAC Unduplicated Headcount	Mt. SAC Total FTES	Average Total FTES Per Student
2012 - 2013	53,829	30,531	0.57
2013 - 2014	54,357	30,859	0.57
2014 - 2015	57,473	31,837	0.55
2015 - 2016	59,171	32,154	0.54

During this period, noncredit FTES grew significantly more than credit FTES. (Refer to Data Set 21.) Between the 2012 – 2013 and 2015 – 2016 academic years, the amount of noncredit FTES increased 14.4 percent while the amount of credit FTES increased 3.3 percent. Mt. SAC's total FTES for 2015 – 2016 was 32,154. Of that total, 80.5 percent was credit FTES and 19.4 percent was noncredit FTES.

#### Data Set 21: Credit and Noncredit FTES

	Mt. SAC Credit FTES	% change from prior year	% change 2012-2013 to 2015-2016		Mt. SAC Noncredit FTES	% change from prior year	% change 2012-2013 to 2015-2016
2012 - 2013	25,063				5,468		
2013 - 2014	25,303	1.0%			5,556	1.6%	
2014 - 2015	25,889	2.3%			5,948	7.1%	
2015 - 2016	25,900	0.0%	3.3%		6,254	5.1%	14.4%

Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

Data Set 22 shows the enrollments for fall 2012 and fall 2015 disaggregated by credit status and students' city of residence. The unduplicated headcount for the cities included in this snapshot increased 5.9 percent (from 29,069 to 30,782) over this period. Nearly all of this increase was from students living in cities within Mt. SAC's geographic boundaries.

**Data Set 22: Unduplicated Student Headcount by City**

Fall 2012						Fall 2015			
City	Credit	Noncredit	Both	Total		Credit	Noncredit	Both	Total
<b>Cities in Mt. SAC Boundaries</b>									
Baldwin Park	954	752	601	1,105		1,214	767	588	1,393
City of Industry	12	11	9	14		12	8	7	13
Covina	1,235	1,174	664	1,745		1,499	1,185	698	1,986
Diamond Bar	1,022	1,235	583	1,674		1,004	1,173	452	1,725
Glendora	432	364	206	590		460	368	195	633
Irwindale	-	-	-	-		-	-	-	-
La Puente	2,217	1,912	1,389	2,740		2,651	1,830	1,335	3,146
La Verne	434	588	219	803		401	474	158	717
Pomona	3,057	2,650	1,768	3,939		3,467	2,656	1,759	4,364
San Dimas	498	855	241	1,112		470	717	188	999
Walnut	1,179	1,470	631	2,018		1,220	1,578	631	2,167
West Covina	2,361	2,253	1,341	3,273		2,625	2,241	1,326	3,540
<b>Mt. SAC Total</b>	<b>13,401</b>	<b>13,264</b>	<b>7,652</b>	<b>19,013</b>		<b>15,023</b>	<b>12,997</b>	<b>7,337</b>	<b>20,683</b>
<b>18 Cities in Service Area</b>									
Alhambra	123	96	79	140		93	77	47	123
Arcadia	92	58	41	109		81	56	39	98
Azusa	377	298	211	464		377	267	169	475
Chino	1,122	698	583	1,237		1,113	606	476	1,243
Chino Hills	1,196	797	580	1,413		1,206	769	508	1,467
Claremont	261	251	132	380		282	221	114	389
El Monte	415	299	243	471		424	241	198	467
Fontana	665	413	362	716		705	346	296	755
La Habra	157	100	84	173		146	72	48	170
Montclair	481	388	282	587		528	345	252	621
Monterey Park	61	56	38	79		68	62	43	87
Ontario	1,607	1,074	886	1,795		1,647	922	748	1,821
Rancho Cucamonga	800	477	395	882		741	390	318	813
Rosemead	176	131	108	199		168	108	85	191
San Gabriel	115	86	67	134		90	68	39	119
Temple City	81	59	48	92		71	47	36	82
Upland	786	486	394	878		728	391	290	829
Whittier	283	164	140	307		328	154	133	349
<b>Service Area Total</b>	<b>8,798</b>	<b>5,931</b>	<b>4,673</b>	<b>10,056</b>		<b>8,796</b>	<b>5,142</b>	<b>3,839</b>	<b>10,099</b>
<b>Grand Total</b>	<b>22,199</b>	<b>19,195</b>	<b>12,325</b>	<b>29,069</b>		<b>23,819</b>	<b>18,139</b>	<b>11,176</b>	<b>30,782</b>

Source: Mt. SAC Office of Research and Institutional Effectiveness

## Enrollment by Feeder High Schools

Data Set 23 documents an impressive 26.5 percent increase between fall 2012 and fall 2015 in the number of in-district high school graduates who enrolled at Mt. SAC in the fall semester following graduation.

### Data Set 23: In-District Feeder High School Enrollment

High School Name	K-12 District	Fall 2012 Enrolled Count	Fall 2015 Enrolled Count	Change
Arrow High (Continuation HS)	Charter Oak USD	5	1	-80%
Baldwin Park High	Baldwin Park USD	81	92	+14%
Bassett Adult	Bassett USD	1	-	-100%
Bassett Senior High	Bassett USD	36	43	+19%
Bonita High	Bonita USD	84	63	-25%
Chaparral High (Continuation HS)	Bonita USD	-	3	-
Charter Oak High	Charter Oak USD	67	68	+1%
Coronado Alternative	West Covina USD	8	9	+13%
Covina High	Covina Valley USD	67	76	+13%
Del Paso High (Continuation HS)	Walnut Valley USD	3	-	-100%
Diamond Bar High	Walnut Valley USD	113	147	+30%
Diamond Ranch High	Pomona USD	89	121	+36%
Edgewood High	West Covina USD	-	42	-
Fair Valley High (Continuation HS)	Covina Valley USD	4	2	-50%
Fremont Academy of Engineering	Pomona USD	-	29	-
Ganesha Senior High	Pomona USD	52	59	+13%
Garey Senior High	Pomona USD	86	93	+8%
La Puente High	Hacienda/La Puente USD	64	85	+33%
Los Altos High	Hacienda/La Puente USD	121	88	-27%
Nogales High	Rowland USD	130	118	-9%
North Park (Continuation HS)	Baldwin Park USD	3	18	+500%
Northview High	Covina Valley USD	34	62	+82%
Nueva Vista (Continuation HS)	Bassett USD	-	2	-
Oak Knoll Alternative	Charter Oak USD	-	1	-
Opportunities for Learning - B	Baldwin Park USD	-	5	-
Opportunities for Learning-Hac	Hacienda/La Puente USD	-	1	-
Palomares Academy	Pomona USD	-	9	-
Park West (Continuation HS)	Pomona USD	4	10	+150%
Pomona Alternative (Pas)	Pomona USD	-	-	-
Pomona Senior High	Pomona USD	43	84	+95%
Rowland (John A.) High	Rowland USD	143	147	+3%
San Dimas High	Bonita USD	50	47	-6%

High School Name	K-12 District	Fall 2012 Enrolled Count	Fall 2015 Enrolled Count	Change
Santana High (Continuation HS)	Rowland USD	2	13	+550%
School for Extended Ed. Option	Pomona USD	-	9	-
Sierra Vista High	Baldwin Park USD	45	69	+53%
South Hills High	Covina Valley USD	127	155	+22%
Valley Alternative (Continuation HS)	Hacienda/La Puente USD	3	2	-33%
Village Academy High School	Pomona USD	13	27	+108%
Vista (Alternative)	Bonita USD	1	-	-100%
Walnut High	Walnut Valley USD	142	189	+33%
West Covina High	West Covina USD	124	190	+53%
Wilson (Glen A.) High	Hacienda/La Puente USD	63	97	+54%
Workman (William) High	Hacienda/La Puente USD	59	87	+47%
<b>Total Incoming Feeder HS Graduates who enrolled right after HS in immediate fall term</b>		<b>1,867</b>	<b>2,363</b>	<b>+26.5%</b>

Source: Mt. SAC Office of Research and Institutional Effectiveness

Notes:

1. Feeder high schools are K-12 district high schools within the Mt. SAC geographic boundaries.
2. Students' high school data and graduation year are based on self-reported information from CCCApply forms.

## Student Participation Rate

Student participation rate (SPR) depicts how many students attend classes at Mt. SAC as a proportion of the adult population. This rate is calculated for each city by dividing the total student headcount from that city (including credit and noncredit enrollments) by the adult population (age 18 and older) for that city and multiplying by 1,000 to show the participation rate per 1,000 adult residents. For example, the fall 2015 student participation rate for Baldwin Park was 26. This means that 26 of every 1,000 adult residents of this city (2.6%) attended at least one course at the College. (See Data Sets 22 and 23.)

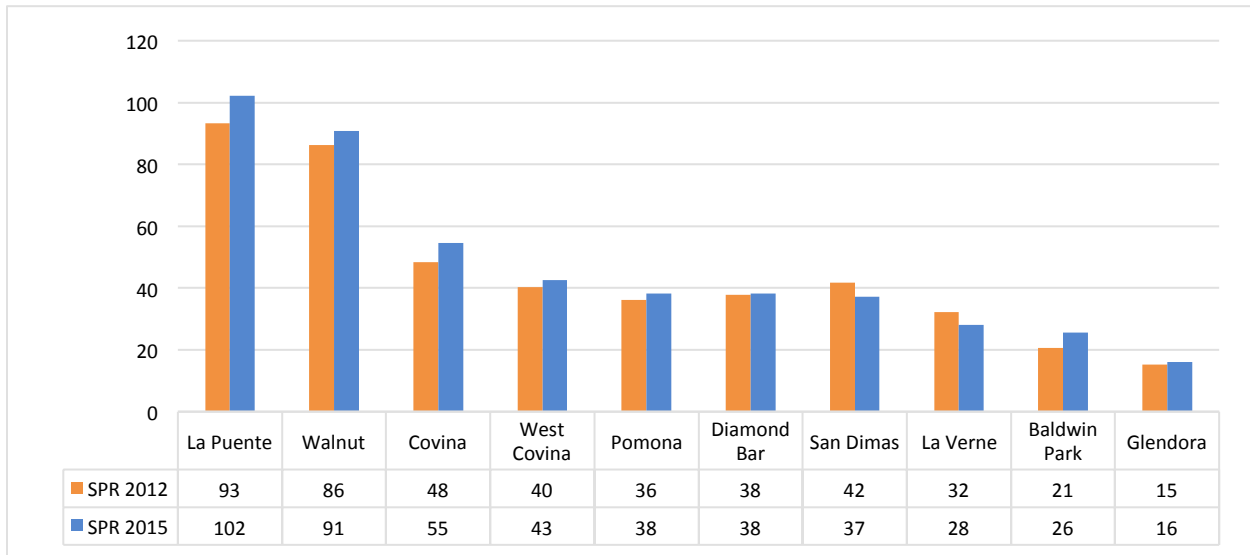
The cities with the highest rates of participation were La Puente and Walnut. Between fall 2012 and fall 2015, the participation rate increased in every city except La Verne (-4) and San Dimas (-5). (See Data Set 24.) The greatest gains in participation rates were in La Puente (+9) and Covina (+7). Over the same period, the total participation rate for students living within the District geographic boundaries increased from 41 to 43.

**Data Set 24: Student Participation Rate by City - Table**

City	Fall 2012			Fall 2015			SPR Change 2012 to 2015
	Enrollments	Adult Population	SPR	Enrollments	Adult Population	SPR	
Baldwin Park	1,105	53,399	21	1,393	54,225	26	+5
City of Industry	14	n/a	-	13	n/a	-	-
Covina	1,745	36,104	48	1,986	36,423	55	+7
Diamond Bar	1,674	44,295	38	1,725	45,241	38	0
Glendora	590	38,794	15	633	39,534	16	+1
Irwindale	0	-	0	0	-	0	-
La Puente	2,740	29,355	93	3,146	30,804	102	+9
La Verne	803	24,858	32	717	25,476	28	-4
Pomona	3,939	108,886	36	4,364	114,391	38	+2
San Dimas	1,112	26,609	42	999	26,923	37	-5
Walnut	2,018	23,396	86	2,167	23,877	91	+5
West Covina	3,273	81,216	40	3,540	83,012	43	+3
<b>District Total</b>	<b>19,013</b>	<b>466,911</b>	<b>41</b>	<b>20,683</b>	<b>479,908</b>	<b>43</b>	<b>+2</b>

Source: Mt. SAC Office of Research and Institutional Effectiveness, ESRI, census.gov

**Data Set 25: Student Participation Rate by City - Graph**

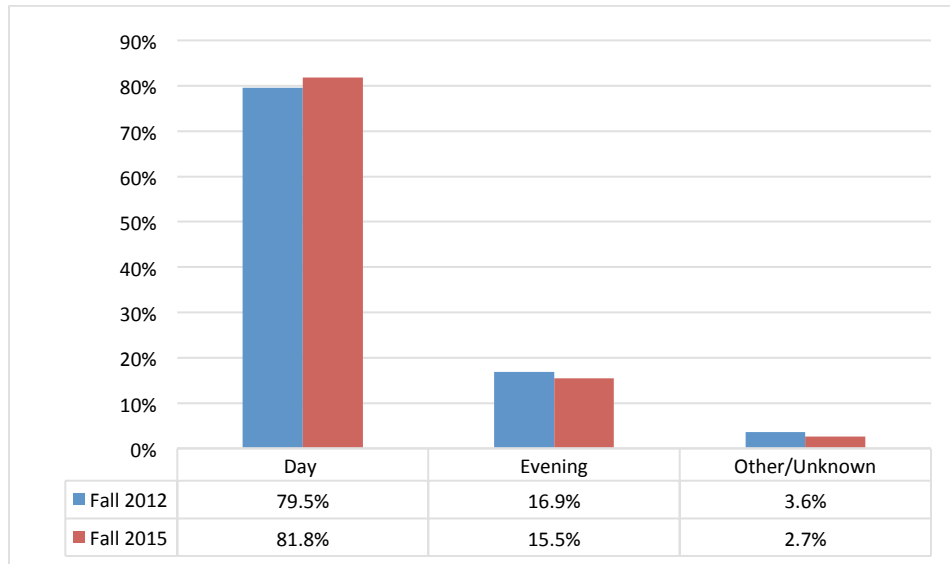


Source: Mt. SAC Office of Research and Institutional Effectiveness, ESRI, census.gov

## Enrollment by Time of Day

The percent of students (by headcount) who attended classes at Mt. SAC during the day increased from 79.5 percent in fall 2012 to 81.8 percent in fall 2015.

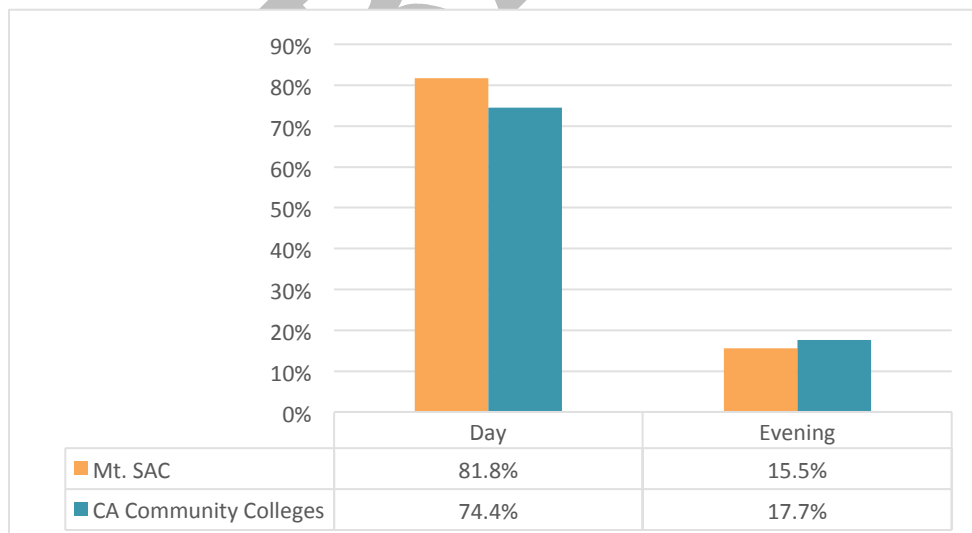
**Data Set 26: Mt. SAC Student Headcount by Time of Day**



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

In fall 2015, 74.4 percent of California community college students attended classes in the daytime and 17.7 percent in the evening. Mt. SAC had a higher percentage of daytime students (by headcount) and a lower percentage of evening students (by headcount) than the statewide averages.

**Data Set 27: Mt. SAC and Statewide Community Colleges Student Headcount by Time of Day**



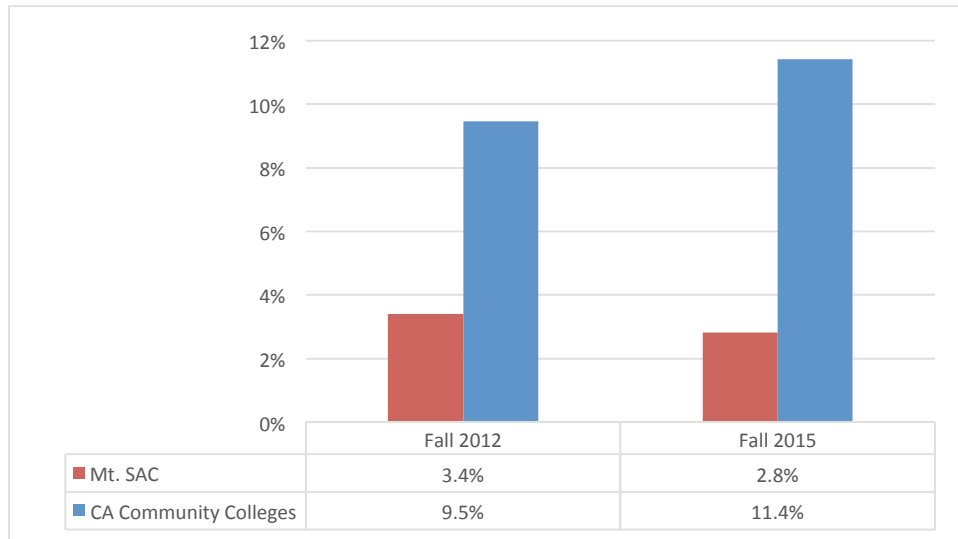
Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>



## Distance Education FTES

In fall 2015, 2.8% of FTES (full-time equivalent students) were generated in credit classes taught in a distance education modality. This was a decrease from the 3.4% of FTES generated in distance education classes in fall 2012. The statewide community college average was 9.5% of FTES earned through distance education in fall 2012 and 11.4% in fall 2015.

### **Data Set 28: Mt. SAC and Statewide Community Colleges FTES for Distance Education**



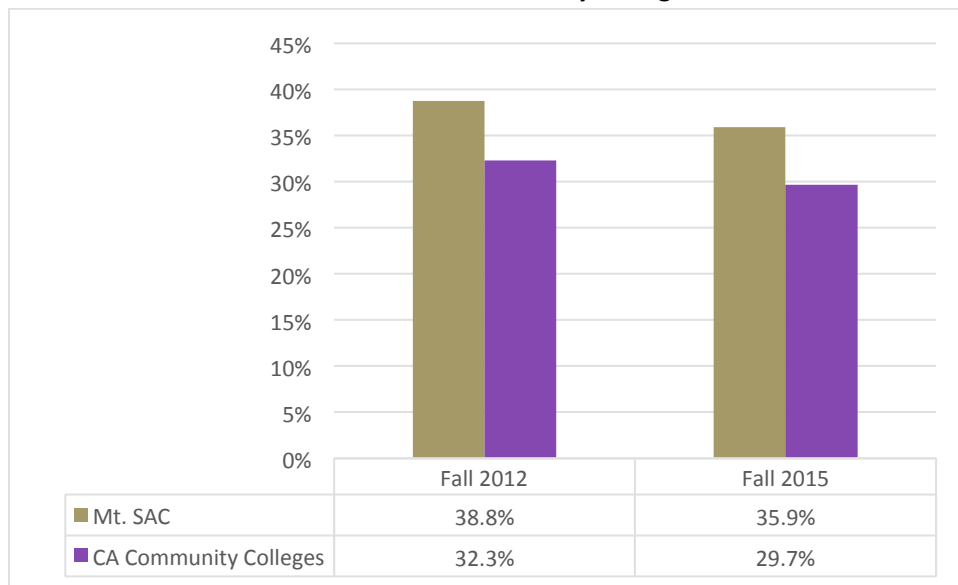
Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

Note: A distance education course/section uses technology 51 percent or more of the time to deliver instruction during the course term.

## Student Load

Between fall 2012 and fall 2015 the College's proportion of full-time students decreased, from 31.9 percent to 29.5 percent. In fall 2012, the College had a higher percentage of students enrolled on a full-time basis (12+ units) than community colleges statewide (31.9 percent versus 29.2 percent). In fall 2015, the College's percentage of full-time students was comparable to the statewide percentage (29.5 percent versus 29.7 percent).

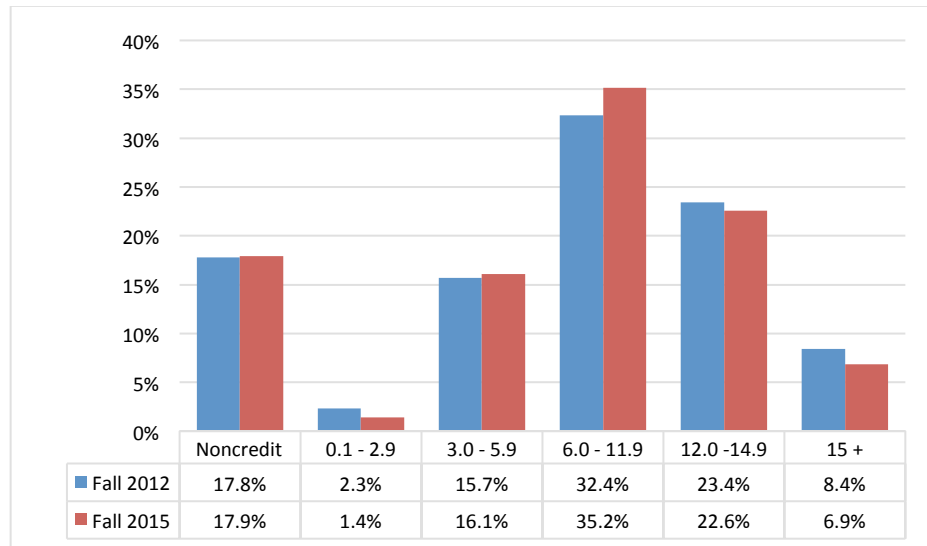
**Data Set 29: Mt. SAC and Statewide Community Colleges Student Full-time Status**



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

From fall 2012 to fall 2015, the percentages of students taking between 3.0 – 5.9 and 6.0 – 11.9 units increased while percentages of students taking 12 or more units decreased from 31.8% in 2012 to 29.5% in 2015. The percentages of students taking noncredit courses are comparable in fall 2012 and 2015.

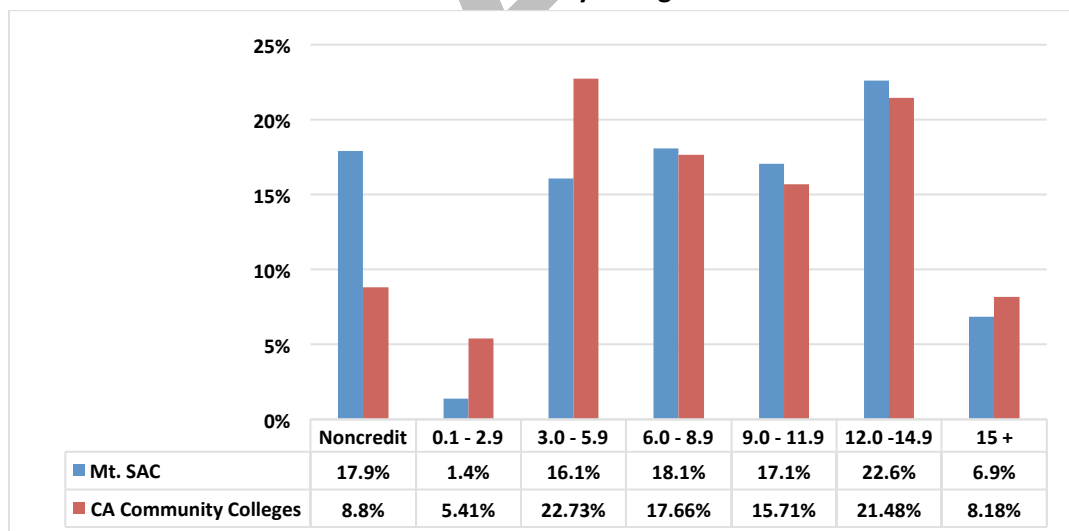
#### Data Set 30: Mt. SAC Student Unit Load



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

The percentages of Mt. SAC students enrolled in 6.0 to 14.9 units and those taking noncredit offerings are higher than the statewide community college averages.

#### Data Set 31: Mt. SAC and Statewide Community Colleges Student Unit Load



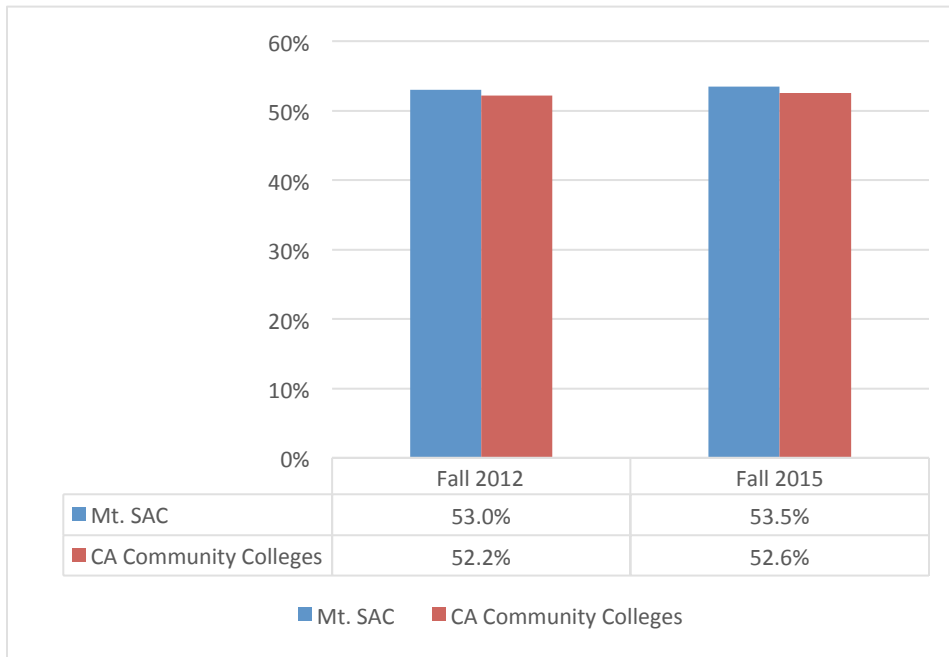
Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

## Student Demographics

### Student Gender

The College has more female students than male students. In the fall 2015 semester, 53.5% of students were female, up from 53.0% in fall 2012. These percentages are comparable to the percentages in community colleges statewide.

#### Data Set 32: Mt. SAC and Statewide Community Colleges Student Gender



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

## Student Age

The age profile for the College's students shifted slightly between fall 2012 and fall 2015. The percentages of students in all age ranges increased between fall 2012 and fall 2015 except for those students between ages 20 and 24, which decreased 1.7%, and those between 40 and 49, which decreased 0.4%.

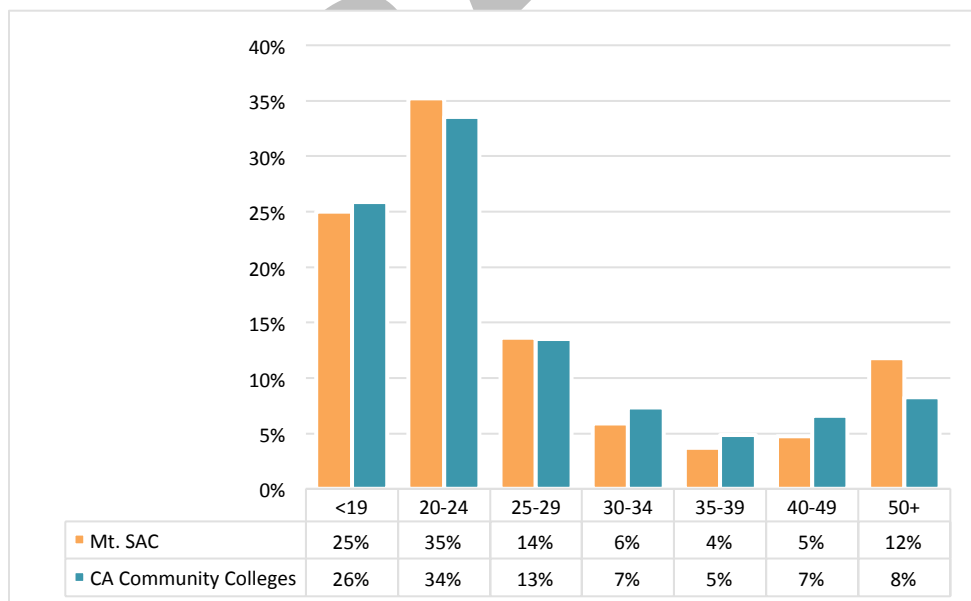
### Data Set 33: Mt. SAC Student Age

Age Range	Fall 2012	Fall 2015	Change (Percentage Points)
19 or Less	24.5%	25.0%	+0.5%
20 to 24	36.9%	35.2%	-1.7%
25 to 29	12.7%	13.6%	+0.9%
30 to 34	5.4%	5.9%	+0.5%
35 to 39	3.5%	3.7%	+0.2%
40 to 49	5.1%	4.8%	-0.4%
50 +	11.8%	11.8%	+0.0%

Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

Compared to all community colleges in the state, Mt. SAC has a higher percentage of students in the 20 – 24 year-old age range, 35 percent versus 34 percent, as well as a higher percentage of students 50 and older, 12 percent versus 8 percent. There is slightly lower proportion of the College's students who were age 19 or younger and who were between the ages of 30 and 49.

### Data Set 34: Mt. SAC and Statewide Community Colleges Student Age Fall 2015



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

### Student Race/Ethnicity

Most students attending Mt. SAC identify as Hispanic. The percentage of Hispanic students rose from 51.0 percent in fall 2012 to 54.6 percent in fall 2015. The next largest groups are Asian and White Non-Hispanic. The percentage of students who identify as Asian rose from 17.6 percent in fall 2012 to 18.6 percent in fall 2015. The percentage of students identifying as White Non-Hispanic fell from 13.9 percent in fall 2012 to 11.5 percent in fall 2015.

**Data Set 35: Mt. SAC Student Race/Ethnicity**

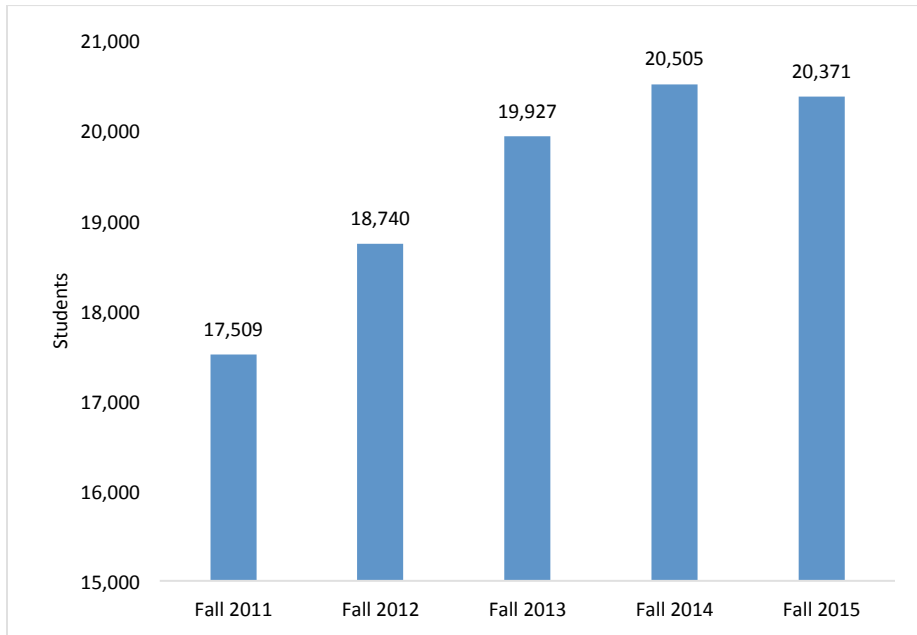
	Fall 2012	Fall 2015	Change (Percentage Points)
<b>African-American</b>	4.4%	3.6%	-0.7%
<b>American Indian/ Alaskan Native</b>	0.2%	0.2%	-0.0%
<b>Asian</b>	17.6%	18.6%	+1.0%
<b>Filipino</b>	3.6%	3.3%	-0.3%
<b>Multi-Ethnicity</b>	2.2%	2.4%	+0.2%
<b>Pacific Islander</b>	0.3%	0.2%	-0.1%
<b>Unknown</b>	6.8%	5.5%	-1.3%
<b>White Non-Hispanic</b>	13.9%	11.5%	-2.4%
<b>Hispanic</b>	51.0%	54.6%	+3.6%

Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

## Student Socioeconomic Status

The number of Mt. SAC students who received financial aid increased steadily from fall 2011 through fall 2014, but dropped slightly in fall 2015.

**Data Set 36: Socio-economic Status: Mt. SAC Credit Students by Financial Aid**



Source: Mt. SAC Banner System Data Warehouse

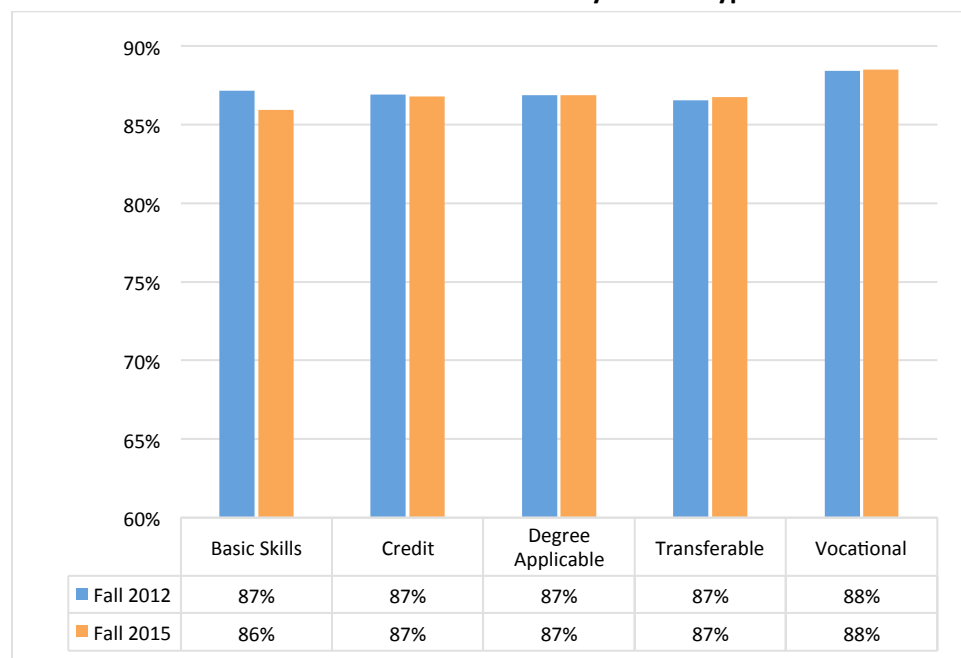
Note: Chart does not start at zero to allow for better visualization of data.

## **Student Achievements**

### Retention

The retention rate compares the number of students enrolled in a course at census with the number of students who completed the course with any grade. Between fall 2012 to fall 2015 the College's retention rates remained strong, from 86% to 88% for all types of courses. The highest retention rates in both semesters were in career technical education programs.

**Data Set 37: Mt. SAC Student Retention Rates by Course Type**



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

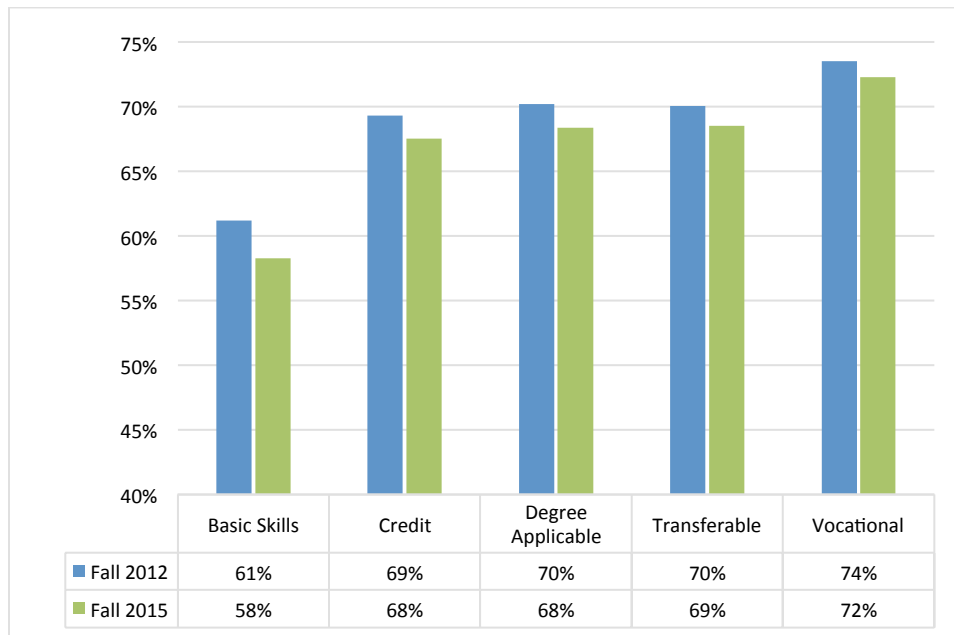
Note: Course completion is measured by final grades of A,B,C,D,F,P,NP,I\*,IPP,INP,FW.



## Successful Course Completion

The successful course completion rate compares the number of students enrolled in a course at census with the number of students who completed the course with a grade of C or better. Student success rates fell slightly from fall 2012 to fall 2015. In both semesters, the highest student success rates were in career technical education programs and the lowest rates were in basic skills classes.

**Data Set 38: Mt. SAC Student Success Rates by Course Type**

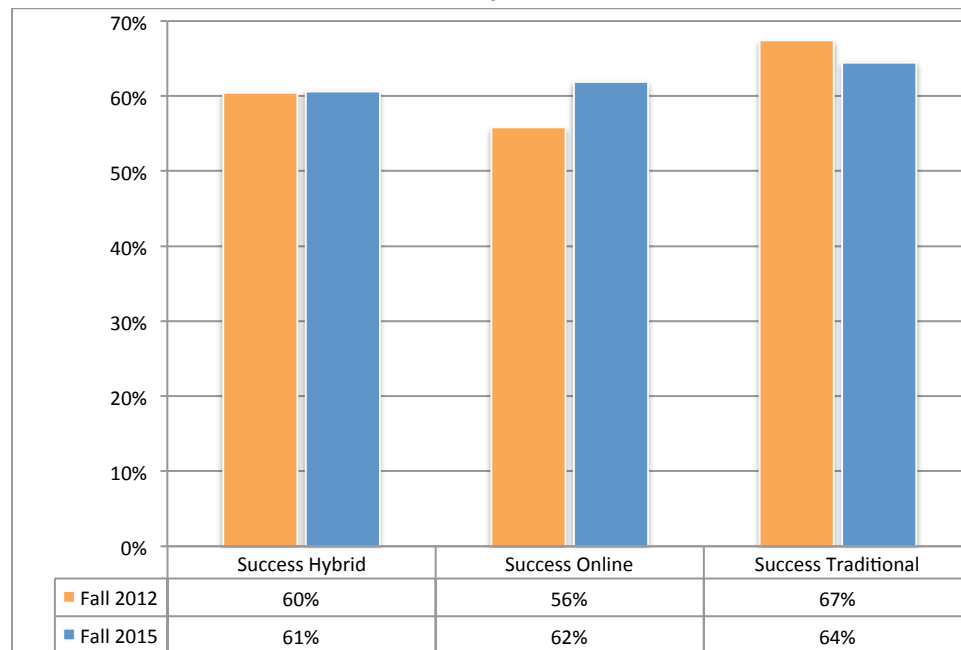


Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

Note: Successful course completion is measured by final grades of a C or better.

Students' successful course completion rates vary by the mode of instruction. Students in face-to-face courses produce higher success rates compared to the student success rates in online-only courses and hybrid courses. However, the success rates in online-only courses improved significantly between fall 2012 and fall 2015 and were close to student successful course completion rates in face-to-face instruction in fall 2015.

**Data Set 39: Mt. SAC Student Success by Mode of Instruction**



Source: Mt. SAC Office of Research and Institutional Effectiveness, Argos Report

## Program Awards

The numbers of degrees and certificates awarded in 2015 – 2016 were greater than the numbers of degrees and certificates awarded in 2012 – 2013.

### **Data Set 40: Mt. SAC Program Awards**

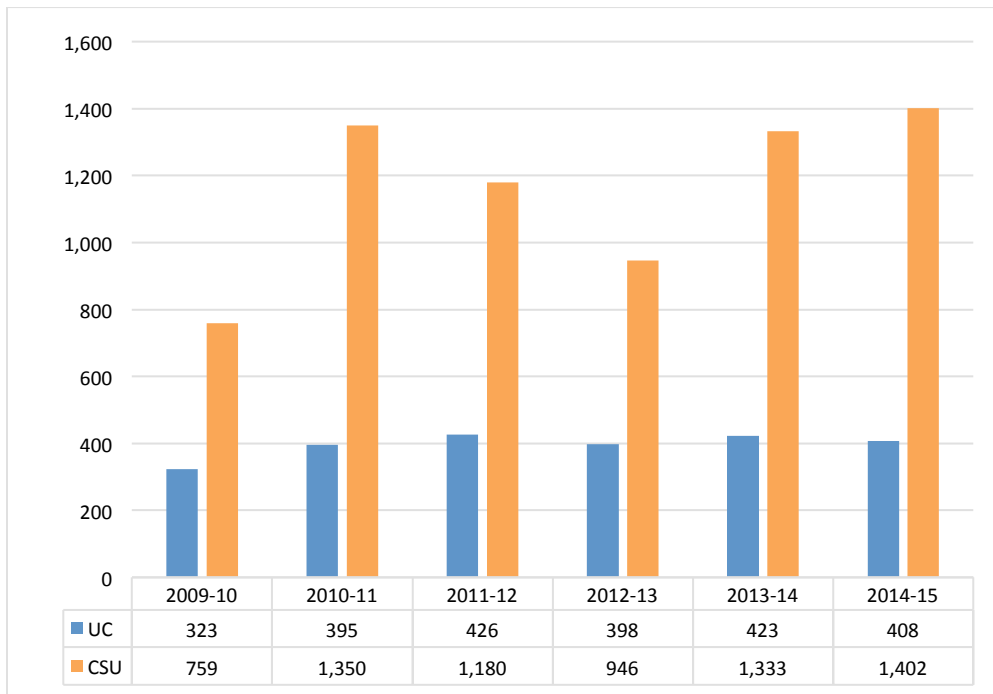
	Annual 2012-2013	Annual 2015-2016	Change
Associate in Science for Transfer (A.S.-T)	1	61	60
Associate in Arts for Transfer (A.A.-T)	133	366	233
Associate of Science (A.S.)	782	762	-20
Associate of Arts (A.A.)	1,110	1,030	-80
<b>Total Degrees</b>	<b>2,026</b>	<b>2,219</b>	<b>193</b>
Certificate requiring 30 to < 60 units	460	295	-165
Certificate requiring 18 to < 30 units	385	308	-77
Certificate requiring 6 to < 18 units	0	623	623
<b>Total Certificates</b>	<b>845</b>	<b>1,226</b>	<b>381</b>
Other Credit Award, < 6 semester units	0	53	53
Noncredit award requiring 480 to < 960 hours	434	359	-75
Noncredit award requiring 288 to < 480 hours	687	740	53
Noncredit award requiring 192 to < 288 hours	15	11	-4
Noncredit award requiring 96 to < 144 hours	14	135	121
Noncredit award requiring 48 to < 96 hours	162	38	-124
Noncredit award requiring < 48 hours	64	25	-39
<b>Total Noncredit Awards</b>	<b>1,376</b>	<b>1,361</b>	<b>-15</b>
<b>Total – All Awards</b>	<b>4,247</b>	<b>4,806</b>	<b>559</b>

Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

## Transfer Rates

The number of Mt. SAC students who transferred to a CSU or UC reached a high of 1,810 students in 2014 – 2015.

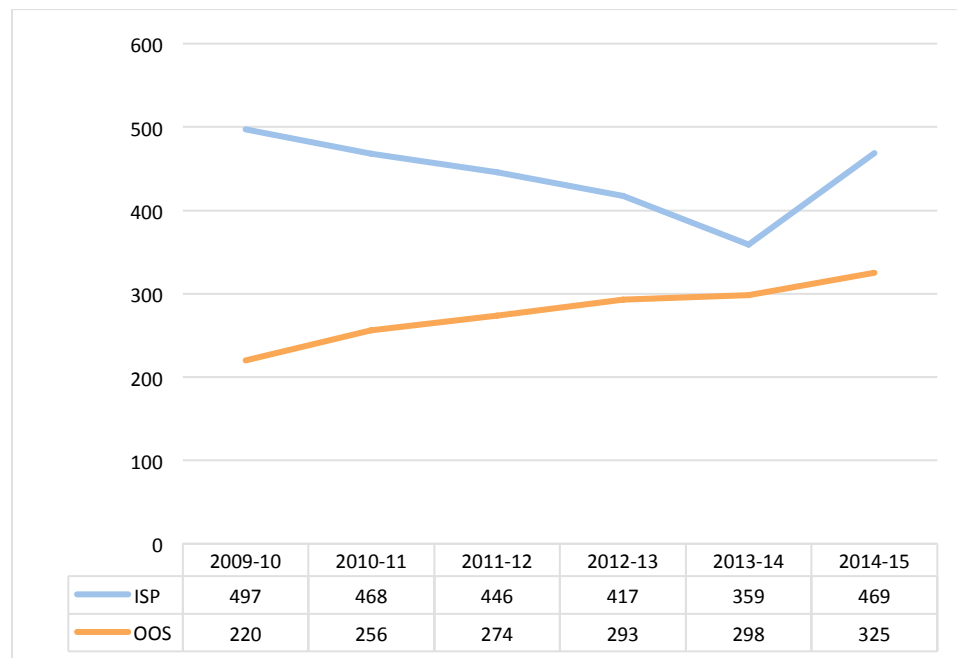
**Data Set 41: Mt. SAC Transfers to UC and CSU**



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

The number of Mt. SAC students who transferred to in-state private institutions (ISP) decreased between 2009 – 2010 and 2014 – 2015. The number of students who transferred in 2014 – 2015 is the highest of the preceding four years. The number of students who transferred to out-of-state institutions (OOS) has risen steadily over the past five years.

**Data Set 42: Transfers to In-state Private and Out-of-state Institutions**



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu>

## Growth Forecast

The data portfolio in this comprehensive master plan culminates in a projection of the College's growth for the coming decade. Is the College likely to grow? If so, how much?

The College's vision for expanding and improving its facilities in the coming decade are informed in part by this long-range growth forecast. Facilities planning is based on several factors, including the unique space needs of the programs that are most likely to grow in the next decade, an analysis of current facilities' conditions, and the state guidelines for College facilities. These factors are discussed in detail in subsequent chapters of this document.

The growth forecast is based on the data included in this chapter, such as population size and age projections, the economic status of the local region, and historical enrollment trends. Considering these data, the College is projecting that its annual growth rate in weekly student contact hours will be 0.75 percent, which is a ten-year growth rate of 8.57 percent over the next ten years.

### Data Set 43: Enrollment Growth Forecast

Projected Weekly Student Contact Hours for Fall Semesters	
2015	436,835
2016	440,111
2017	443,412
2018	446,738
2019	450,088
2020	453,464
2021	456,865
2022	460,291
2023	463,744
2024	467,222
2025	470,726
2026	474,256
2027	477,813
<b>Annual Growth Rate</b>	<b>0.75%</b>
<b>2016 – 2027 Growth</b>	<b>8.57%</b>

Source: CBT

## Implications for Planning

### Data most relevant to long-term planning

#### External Scan

- **Projected slow population growth**  
Populations for the cities in Mt. SAC's geographic boundaries as well as in Mt. SAC's larger service areas are projected to see a compounded growth rate of 0.8 percent per year over the next 20 years. The statewide population is growing at only a slightly greater rate (an annual compounded growth rate of 0.9 percent per year).
- **Projected decline in college-age population**  
The portion of the total population that in the typical college-going ages (15 to 24 years old) is projected to decrease as a percentage of the overall population. The population aged 15 to 24 currently comprises 15.2 percent of the total population. This proportion is projected to decline to 13.4 percent of the population by 2021 while the proportion of the population over 25 years of age is projected to increase.
- **Projected continuation of community diversity**  
The communities surrounding Mt. SAC are quite diverse in terms of race/ethnicity. One indicator of this diversity is that compared to the state, Mt. SAC and its service area include a lower percentage of residents who speak only English at home and a higher percentage of people who speak Spanish or Asian and Pacific Island languages at home. This broad diversity is projected to continue. Asian and Hispanic population segments are likely increase in the next five years while the White Alone and Black Alone groups are projected to decrease slightly as a percentage of the population.
- **Projected stability and growth in local economy**  
The cities surrounding Mt. SAC are recovering from the recession and show signs of recovery. For example, the local median household income is slightly higher than the state, and unemployment rates are returning to pre-recession levels thanks to increases in local job opportunities. The industry sectors projected to grow fastest in Los Angeles County over the next decade are health care, construction, business, and hospitality.

#### Internal Scan

- **Increase in student headcount and FTES**  
Mt. SAC's unduplicated headcount grew almost 10% between 2012 – 2013 and 2015 – 2016 while FTES, or the number of full-time equivalent students, increased 5.3 percent. These increases are in contrast to the enrollment patterns experienced by most California community colleges. The common wisdom is that when unemployment increases, as it did during the recession, community college enrollment increases because people seek degrees and certificates to qualify them for employment. As expected, Mt. SAC enrollment increased during the recession. Following the logic of this common wisdom, community college enrollment is

expected to decline as the economy recovers. However, during this economic recovery Mt. SAC enrollment continued to grow in both credit and noncredit enrollment, while enrollment at many other colleges has remained stable or declined.

- **Increase in noncredit FTES**  
Noncredit FTES has recently grown at a significantly higher rate than credit FTES. Between the 2012 – 2013 and 2015 – 2016 academic years, the amount of noncredit FTES increased 14.4 percent while the amount of credit FTES increased 3.3 percent. Mt. SAC's total FTES for 2015 – 2016 was 32,154, of which 80.5 percent was credit FTES and 19.4 percent was noncredit FTES.
- **Increase in enrollment from students living within Mt. SAC boundaries**  
Credit and noncredit student headcount increased between fall 2012 and fall 2015, the majority of which was an increase in students who live within Mt. SAC boundaries. In fall 2015, 1,670 more students who live within Mt. SAC boundaries enrolled at the College compared to an increase of 43 students who live outside of Mt. SAC boundaries.
- **Increase in enrollment from high school graduates**  
Between fall 2012 and fall 2015 there was an impressive 26.5 percent increase in the number of in-district high school graduates who enrolled at Mt. SAC in the fall semester following graduation.
- **Decrease in age of Mt. SAC students**  
The age of Mt. SAC's student population has changed in recent years. In fall 2012, 61.4 percent of Mt. SAC's students were age 24 or younger. This dropped to 60.2 percent at age 24 or younger by fall 2015.
- **Decrease in student unit load**  
Mt. SAC's FTES and student headcount have not grown proportionately. Between 2012 – 2013 and 2015 – 2016, student headcount increased almost twice as much as FTES, which indicates that the amount of FTES earned per student declined. Although there are more students, they are taking fewer units. Students taking fewer than 12 units per semester are less likely to complete degrees, certificates, and transfer requirements.

### **Planning recommendations based on data**

Given the diversity of community population characteristics, future enrollment stability and growth require the College to support a broad range of community needs in order to maintain its legacy of success and innovation by developing and implementing cutting-edge models and strategies for 21<sup>st</sup> Century community college education.

- **Support innovations likely to maintain patterns of moderate enrollment growth**

The College has a proven track record of taking advantage of opportunities to reach out to students and grow enrollment. It is essential to continue - and expand - this impressive array of programs and services to maintain fiscal stability.



For example, the student outreach to recent high school graduates has been successful. The College may consider building on this success by developing additional opportunities to connect with high school seniors, such as through dual enrollment programs or other partnerships with K-12 districts and faculty. Similarly, the College's recent expansion of its noncredit programs has been well received by the communities. Expansion of these programs, especially the Adult Basic Education and Short-term Vocational programs, would provide support for continued enrollment growth as well as meet community needs.

- **Align programs, practices, and policies with current community needs**

This obvious recommendation is to use the information in this document to identify segments of Mt. SAC's heterogeneous communities that may be currently underserved. Working adults are one example of a segment of the population that may be underserved currently due to program scheduling and/or program branding.

Mt. SAC's communities rightly boast of residents' high levels of employment. However, coupled with higher-than-average commute times, working adults in Mt. SAC's communities have busy daily schedules, which limits their access to higher education.

- Schedule: There are limited opportunities to enroll in evening classes; only 15.5 percent of Mt. SAC students took evening classes in fall 2015. Further study is needed to determine if this is due to the lack of classes scheduled during the evenings, lack of student interest, or the types of offerings most likely to be offered in the evenings. There is also limited access to distance learning, which reduces students' access to schedule flexibility. Mt. SAC's course delivery by distance education and hybrid models is far below that for all California community colleges combined, accounting for only 2.8% of FTES at Mt. SAC compared to 11.4% and growing for all community colleges.
- Program branding: Given that career statistics indicate that the average person will make five to seven career changes during their working lifetime, the concept of "career preparation" could be expanded with models of "career transitioning" and "career positioning." The two most sizeable age groupings in Mt. SAC's population are those in the millennial generation (between 21 and 36 years of age) and the Gen Xers (between 37 and 51 years of age). Outreach to these populations with programs and schedules that accommodate the work and family responsibilities of these age groups would be pacesetting.

- **Adjust programs, practices, and policies to accommodate projected demographic shifts**

For Mt. SAC, the population projections are for a slow and steady rate of growth overall, with an increase in older populations. The population surrounding the College, as well as most

populations across the country, is aging in that typical 18- to 22-year-old, college-age segments are declining in size and the population over 25 years of age is increasing. To accommodate the shifts in the age demographic, the College may consider how to craft outreach, student recruitment and support, types of programs, and schedules to meet the new population age distributions.

For example, older-age segments of the population include populations with vastly different educational attainment levels and with different educational needs than those starting college as new high school graduates. Examples of populations that could benefit from targeted outreach and program development are the over-25-years-of age residents in the College's communities, 21% of whom do not have a high school diploma. Further development of the targeted programs initiated by the College's School of Continuing Education may be an asset to the communities and the College.