ED 453 886   JC 010 453

TITLE	Mt. SAC Research Briefs, 2000.
INSTITUTION	Mount San Antonio Coll., Walnut, CA.
PUB DATE	2000-00-00
NOTE	8p.; Produced by Mount San Antonio College, Research and Instructional Effectiveness Office.
AVAILABLE FROM	For full text: http://www.mtsac.edu/college/institutional/research.
PUB TYPE	Collected Works - Serials (022) -- Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
JOURNAL CIT	Mt. SAC Research Briefs; v2 n1-3 Jul-Dec 2000
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Community Colleges; Enrollment; *Enrollment Trends; *Ethnicity; *Institutional Characteristics; Institutional Mission; Program Evaluation; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS	*Mount San Antonio College CA

ABSTRACT

These Research Briefs examine Mt. San Antonio College District's (MSAC's) (California) enrollment trends. Over the last few years, the district has drawn a large number of students from surrounding areas; however, there are concerns as to whether this fact will remain the same as new forms of educational techniques such as distance education and satellite facilities arise. The number of outside district students enrolled at MSAC has not changed significantly from fall 1997 to fall 1999. If the current enrollment trend continues, the concern for loss of students from outside districts may be unwarranted. The briefs also discuss student ethnicity for fall 1999. Breakdowns of ethnicity are provided (25% white, 40% Hispanic, 6% Filipino, 6% African American, 19% Asian/Pacific Islander, and 0.7% American Indian/Alaskan Natives). Whites, African Americans, and American Indians/Alaskan Natives also have higher percentages of women within their groups. MSAC's student's ethnicity shows great diversity and growth. Finally, the briefs describe MSAC's Center for Student Success (CSS), stating that the purpose of the center is to identify, promote, and share exemplary practices occurring across the state, and to provide students with the tools they need for greater success within the community college. Structure of the center itself, and research and work groups are discussed, along with objectives for the first year of implementation. (CJW)

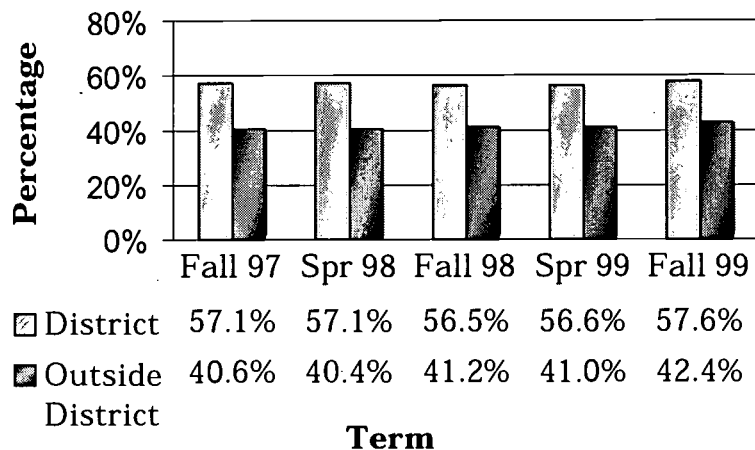# Mt. SAC Research Briefs, 2000

Volume 2, Numbers 1-3

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Mt. San Antonio College District Enrollment Trends

Mt. San Antonio College has traditionally drawn a fairly large number of students from surrounding communities outside of the defined district. Figure 1 shows the percentage of district and non-district enrollment for Mt. SAC credit students since Fall 1997. Little change can be observed over the five terms represented in Figure 1. Concern over new forms of educational techniques such as distance education and satellite facilities, though, raises the question of whether or not Mt. SAC will continue to draw large numbers from outside its district. This report is intended to document the current trends of in district/outside district enrollment for later comparisons.

Figure 1

Credit Enrollment For Mt. SAC District and Outside District Fall '97-Fall '99

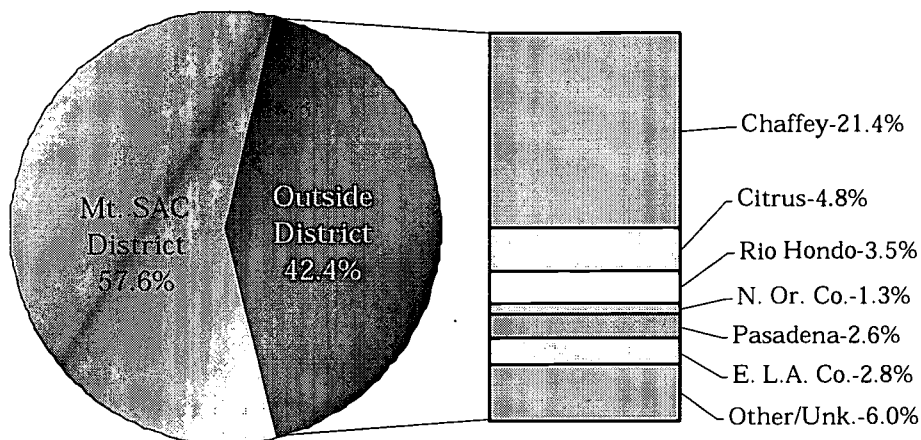|	Fall 97	Spr 98	Fall 98	Spr 99	Fall 99
District	57.1%	57.1%	56.5%	56.6%	57.6%
Outside District	40.6%	40.4%	41.2%	41.0%	42.4%

Term

source: DW dbo_Student_Basic_Data_977-997. dbo_Student_Enrollment_Reord_977-997. 6/30/00

As can be seen in Figure 1, district enrollment has changed very little over the five terms, from 57.1% in Fall 1997 to 57.6% in Fall 1999. Outside district enrollment has increased modestly and steadily over the five terms. A noticeable change can be observed from Fall 1997 (40.6%) to Fall 1999 (42.4%). This is a good sign, as concerns about the loss of students from outside districts is not shown by the trends from these past terms. It is important to note that the percentages shown in Figure 1 for each term do not quite total 100%. The difference in totals is due to a small percentage of missing student zip codes. Students' zip codes were used to determine their city of residence.

Figure 2 on the reverse side shows the breakdown of credit student enrollment from outside Mt. SAC's district for Fall 1999. Table 1 shows the breakdown for the five terms, Fall 1997 to Fall 1999. Students living in Chaffey's district are the single largest contributors to Mt. SAC's outside district enrollment. Students from the Chaffey district consistently make up approximately 21% of total credit enrollment-about half of all outside district enrollment. The Chaffey district's contribution to Mt. SAC's credit enrollment has even shown a slight increase over the five terms, from 20.3% in Fall 1997 to 21.4% in Fall 1999.

Figure 2
District Breakdown Credit Enrollment Fall 1999

Mt. SAC District 57.6%
Outside District 42.4%

Chaffey-21.4%
Citrus-4.8%
Rio Hondo-3.5%
N. Or. Co.-1.3%
Pasadena-2.6%
E. L.A. Co.-2.8%
Other/Unk.-6.0%

source: DW dbo_Student_Basic_Data_977-997, dbo_Student_Enrollment_Reord_977-997. 6/30/00

District	Fall '97		Spr. '98		Fall '98		Spr. '99		Fall '99		Average	
	N	%	N	%	N	%	N	%	N	%	N	%
Mt. SAC	13888	57.1	13096	57.1	14042	56.5	13626	56.6	14913	57.6	13913	57.0
Chaffey	4931	20.3	4616	20.1	5226	21.0	5063	21.0	5536	21.4	5074	20.8
Citrus	1230	5.1	1161	5.1	1262	5.1	1177	4.9	1233	4.8	1213	5.0
Rio Hondo	873	3.6	816	3.6	899	3.6	858	3.6	896	3.5	868	3.6
N. Or. Co.	360	1.5	342	1.5	362	1.5	334	1.4	348	1.3	349	1.4
Pasadena	644	2.6	602	2.6	620	2.5	578	2.4	686	2.6	626	2.5
E. L.A. Co.	745	3.1	712	3.1	740	3.0	694	2.9	737	2.8	726	3.0
Other/Unk	1660	6.7	1580	6.9	1694	6.8	1765	7.2	1540	6.0	1648	6.7

District Enrollment Breakdown Credit Students Fall 1997 - Fall 1999

source: DW dbo_Student_Basic_Data_977-997, dbo_Student _Enrollment_Record_977-997, 6/30/00

Table 1.
The data in Table 1 show that outside district credit enrollment has not changed much. Most districts have varied in their contribution of students to Mt. SAC's enrollment by only one or two tenths of a percent with the exception of Chaffey. East L.A. County shows a slight drop in percentage of enrollment but only three tenths of a percent reduction.

In summary, the number of outside district students enrolled at Mt. San Antonio College has not changed much from Fall 1997 to Fall 1999. If the current trend in enrollment continues, the concern over loss of students from outside districts may be unwarranted. On the other hand, it remains to be seen how distance education and satellite facilities instituted by surrounding colleges will affect the number of students Mt. SAC draws from their districts.

Special Note: This is the first report using data stored in the new "Mt. SAC Data Warehouse" (DW). Because of this, figures may be different than those reported in previous publications. Most previous publications utilized data collected at the first census of the term. The data stored in the Warehouse is end-of-term data. Also, information was collected from data in one or more tables stored in the Warehouse and analyzed term-by-term. Non-credit enrollment was not used in analyses.

Mt. San Antonio College 1100 N. Grand Avenue Walnut, CA 91789 (909) 594-5611, x5505 mdowdle@mtsac.edu

Office of Research and Resource Development, http://zeus.mtsac.edu/college/institutional/research/index.html

MT. SAN ANTONIO COLLEGE

Student Ethnicity Update Fall 1999

Figure 1 shows the breakdown of student ethnicity for fall semester 1999. The last release of a publication reporting the ethnic makeup of Mt. San Antonio College students was in Spring 1999. This was due to our conversion to a new MIS system, which made data collection and reporting difficult.
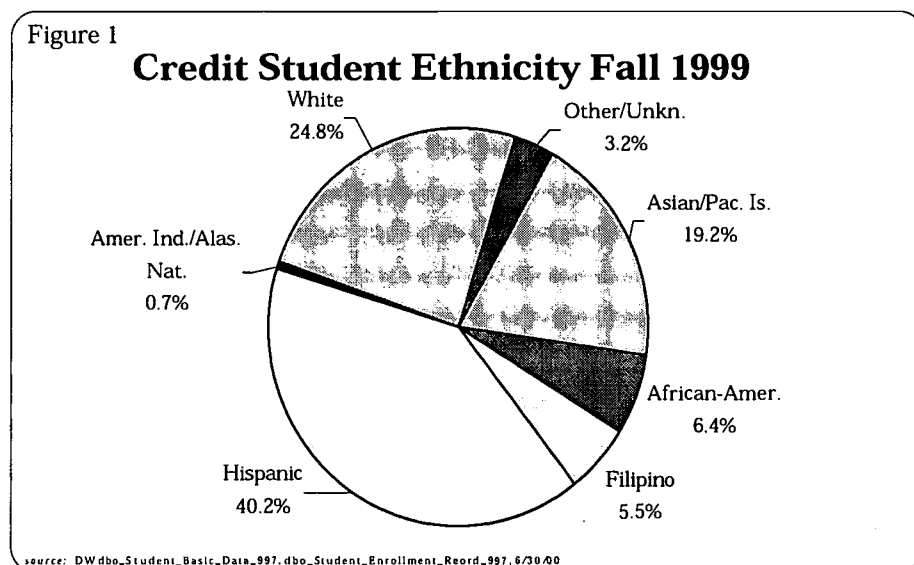

Figure 1
Credit Student Ethnicity Fall 1999

White 24.8%
Other/Unkn. 3.2%
Asian/Pac. Is. 19.2%
Amer. Ind./Alas. Nat. 0.7%
African-Amer. 6.4%
Hispanic 40.2%
Filipino 5.5%

source: DW dbo_Student_Basic_Data_997, dbo_Student_Enrollment_Reord_997, 6/30/00

Figure 1 indicates students with an Hispanic ethnic identity make up the largest percentage of total ethnicity (40.2%). This percentage is nearly double the next largest ethnic group, White (24.8%). Table 1 shows that out of all Hispanics, females (56.6%) make up a considerably larger percentage compared to males (43.4%). African-Americans, American Indian/Alaskan Natives, and Whites also all have higher percentages of females within their respective ethnic groups.
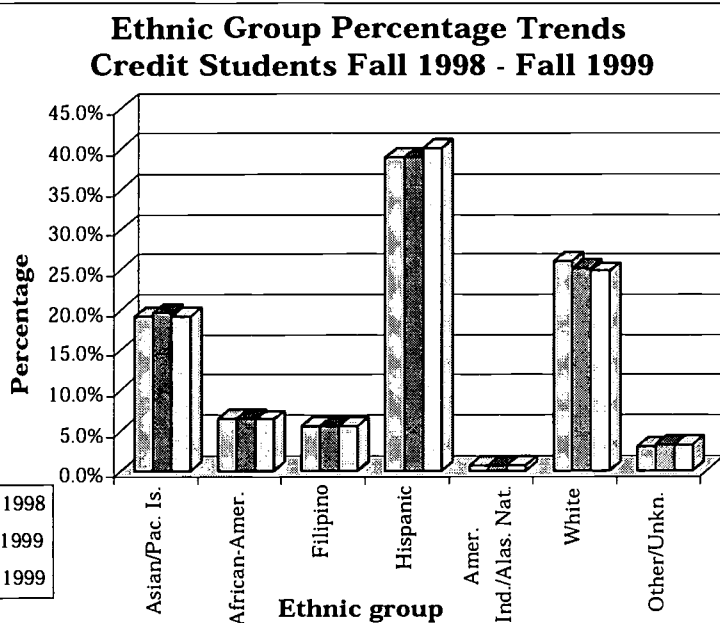
Table 1. *

Student Gender		Ethnic Group							
		Asian/ Pac. Is.	African- Amer.	Filipino	Hispanic	Amer. Ind./ Alas. Native	White	Other/ Unkn.	Total
male	Count	2,494	737	718	4,515	76	2,976	413	11,929
	% within Gender	20.9%	6.2%	6.0%	37.8%	0.6%	24.9%	3.5%	100.0%
	% within Ethnic Group	50.1%	44.3%	50.4%	43.4%	44.4%	46.3%	50.4%	46.1%
	% of Total	9.6%	2.8%	2.8%	17.4%	0.3%	11.5%	1.6%	46.1%
female	Count	2,482	925	708	5,891	95	3,451	407	13,959
	% within Gender	17.8%	6.6%	5.1%	42.2%	0.7%	24.7%	2.9%	100.0%
	% within Ethnic Group	49.9%	55.7%	49.6%	56.6%	55.6%	53.7%	49.6%	53.9%
	% of Total	9.6%	3.6%	2.7%	22.8%	0.4%	13.3%	1.6%	53.9%
Total	Count	4,976	1,662	1,426	10,406	171	6,427	820	25,888
	% within Gender	19.2%	6.4%	5.5%	40.2%	0.7%	24.8%	3.2%	100.0%
	% within Ethnic Group	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	19.2%	6.4%	5.5%	40.2%	0.7%	24.8%	3.2%	100.0%

Student Gender by Ethnic Group Crosstabulation Credit Students Fall 1999

source: DW dbo_Student_Basic_Data_997, dbo_Student_Enrollment_Record_997, 6/30/00

Trends in credit enrollment ethnicity for Fall 1998, Spring 1999, and Fall 1999 are seen in Figure 2. Table 2 shows a summary of ethnic group percentages from Fall 1997 through Fall 1999. Most of the ethnic groups' percentages have remained stable with the exception of Whites and Hispanics. Students reporting a White ethnic identity have steadily decreased from 27.3% in Fall 1997 down to 24.8% in Fall 1999. The percentage of Hispanics has increased from 38.0% in Fall 1997 to 40.2% in Fall 1999.

Figure 2

Ethnic Group Percentage Trends
Credit Students Fall 1998 - Fall 1999

source : DW dbo_Student_Basic_Data_987-997, dbo_Student_Enrollment_Reord_987-997. 6/30/00

Table 2.

Credit Enrollment Ethnic Group Summary Credit Students Fall 1997 - Fall 1999												
	Fall '97		Spr. '98		Fall '98		Spr. '99		Fall '99		Average	
Ethnicity	N	%	N	%	N	%	N	%	N	%	N	%
Asian/Pac. Is.	4544	18.7	4414	19.3	4740	19.1	4740	19.7	4976	19.2	4683	19.2
African Amer.	1668	6.9	1578	6.9	1611	6.5	1577	6.5	1662	6.4	1619	6.6
Filipino	1316	5.4	1237	5.4	1381	5.6	1356	5.6	1426	5.5	1343	5.5
Hispanic	9251	38.0	8723	38.1	9674	38.9	9396	39.0	10406	40.2	9490	38.8
Amer.Ind./Alas. Nat.	169	0.7	154	0.7	165	0.7	157	0.7	171	0.7	163	0.7
White	6644	27.3	6050	26.4	6492	26.1	6069	25.2	6427	24.8	6336	26.0
Other/Unkn.	739	3.0	769	3.4	782	3.1	800	3.3	821	3.2	782	3.2

source: DW dbo_Student_Basic_Data_977-997, dbo_Student_Enrollment_Record_977-997, 6/30/00

As would be expected given the demographics of California, especially Southern California, Mt. SAC's student ethnicity shows great diversity and growth of traditionally minority ethnic groups. Some ethnic groups can no longer be considered minority groups here at Mt. San Antonio College as they surpass or equal the number of traditionally non-minority ethnic groups.

*Note: Great care must be used in interpreting the data in Table 1. Although the table may be a bit confusing, it was felt that some would have an interest in this type of data. Please contact the Research and Resource Development Office for any questions or clarification of data. Remember, data presented in this publication may differ slightly from that in previous publications due to the data coming from the new Data Warehouse.

MT. SAN ANTONIO COLLEGE

Center for Student Success

In July 2000 the California Community Colleges Chancellor's Office (CCCCO) awarded a three-year grant to a consortium of 17 colleges and the state Research and Planning (RP) Group to establish a Center for Student Success. City College of San Francisco will act as the lead college and fiscal agent for the consortium, which will receive $281,000 for the 2000-2001 fiscal year. Additional funds are expected for future years.

The purpose of the project is to develop a Center for Student Success (CSS) that will identify, promote, and share exemplary practices occurring across the state. The CSS will highlight innovative models, strategies, and best practices that have had a positive impact upon student success in the five areas targeted in the Partnership for Excellence (PFE).

Historical Antecedents

Most colleges in the California Community College (CCC) System have achieved significant levels of success in some of the PFE areas, but most colleges have yet to attain significant increases in all areas and successes in individual areas are different from college to college. To achieve goals in each of the five PFE areas, colleges must invent new programs and adapt old ones to promote higher levels of student success. Current approaches to programs that promote higher levels of student success are a hodgepodge of hit or miss initiatives conducted by individual colleges. There are some collaborations between colleges that are helpful in spreading success strategies, but great strides must still be made before there are any meaningful partnerships between individual colleges.

There is also a lack of centralized research and analysis on exemplary practices. Because of this lack of a single source of comprehensive and easy-to-understand research and information, research on

practices is repeated every few years. Insights discovered in the 1970s and 1980s are now being rediscovered by a new generation of research and planning offices throughout the state. Insights gained 20 years ago were lost due to the lack of a systematic collection, analysis, and dissemination system within the statewide Community College System.

The creation of a center that will enable researchers, practitioners, and policy-makers from colleges and the CCCCO to continuously work together to identify exemplary practices and educational strategies that work for CCC students will alleviate much of the scattered work done to date. The center's work will refine strategies and practices and will adapt practices to real situations at the college level. It will also require a creative dissemination strategy that meets the needs of faculty, counselors, and administrators at the college level.

Creation of the Center for Student Success

After the grant was awarded to the original 17 consortium colleges in July 2000, an announcement was sent out outlining the Center's goals and objectives and requesting responses from any additional colleges interested in participating in the Center. Colleges were asked to notify the project administrator, Dr. Robert Gabriner, to receive additional information about joining the consortium.

Colleges interested in joining the consortium were required to have a letter of commitment signed by the president of the institution. Consortium colleges were also asked to provide access to student data, to select a liaison from the college to participate on the Advisory Council, and to assist in distributing and completing the exemplary practices survey. Michael Dowdle, Research Analyst, has been selected as the liaison for Mt. San Antonio College. A letter of agreement was signed by the college president allowing the CCCCO

MIS Unit to transfer student record data to the Center for Student Success. The letter provides assurance that all student data will remain strictly confidential and allows the college to terminate the agreement at anytime, requiring the Center to discontinue the use of the data and destroy all records.

Consortium colleges agreeing to participate in the Center will provide information on student data and exemplary practices occurring within each of the colleges. Complementary to the research collected on a national basis, consortium colleges' data will constitute the California sample. In return the benefit of being a consortium college is that the college will have up-to-date access to information and resources as quickly as the work groups complete their activities. The intent is to provide the information to colleges early on, so that they will have an opportunity to utilize the research in developing and/or strengthening programs and services, as well as for planning purposes of campus-wide activities such as faculty and staff development.

Center Structure

Forty community colleges now comprise the consortium along with representatives from the RP Group, Vice Chancellors of the State Chancellor's Office, faculty representatives, and representatives from other educational institutions and other research organizations. The Center is made up of a steering committee, four work groups, and the advisory council.

The Center Steering Committee, made up of the project administrator, the project director, the RP Group representative, and the coordinators of the four work groups, will provide leadership for the implementation of the research and dissemination agenda of the Center. The committee has also selected the members of the Center's work groups. It will develop new policy directions for the Center and

discuss and evaluate work-products from the Center's work groups.

The Center Work Groups, comprised of researchers and planners from community colleges, have been established to carry out the objectives of the Center. The **MIS Research Work Group** will develop and implement research studies using the Chancellor's Office MIS files; the **Exemplary Practices Work Group** will conduct a literature review to compile exemplary practices among community colleges; the **Survey Work Group** will survey colleges to discover new and exemplary practices; and the **Web Design Work Group** will develop and implement new approaches to disseminating exemplary practices and research results as well as the work of the other groups.

The Advisory Council comprised of representatives from the consortium colleges will act as the liaison between the Center and the local college. They will provide information to college practitioners on the progress of the Center's activities and access to college and district student data. The Council will assist in identifying and disseminating exemplary practices, critique and evaluate studies and analyses conducted by the Center, and review and provide input into the policy directions set by the steering committee.

CSS Objectives - Year 1

Establishment of the Advisory Council, the four Work Groups, and the Steering Committee will help in meeting the objectives created by the CSS for year 1. These objectives include: Identifying 20 exemplary practices; conducting five research studies using MIS data; creation of a system-wide survey; establishing a web site for the studies, reports, and findings; and developing a plan for Phases Two and Three. Phases Two and Three will focus on building a statewide learning community to disseminate exemplary practices.

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