





Key Performance Metrics with an Equity Focus

Jaime Rodriguez, Senior Research Analyst
Research and Institutional Effectiveness

Ethnicity <hr/>	 CALIFORNIA	 CA Community College System	 Mt. Sac Students	 Mt. Sac Faculty
Asian	15.5%	13.7%	22.7%	14.2%
Black or African American	6.5%	5.4%	3.4%	4.4%
Latinx	39.4%	47.3%	57.0%	22.4%
Two or More Races	4.0%	3.8%	2.5%	**
White	36.5%	23.4%	10.1%	36.7%
Other	2.1%	6.5%	4.3%	22.3%

Note: For California data, percentages do not add up to 100% due to percentages being estimates.

Note: Mt. SAC students includes credit and noncredit students. Mt. SAC faculty includes credit and noncredit faculty.

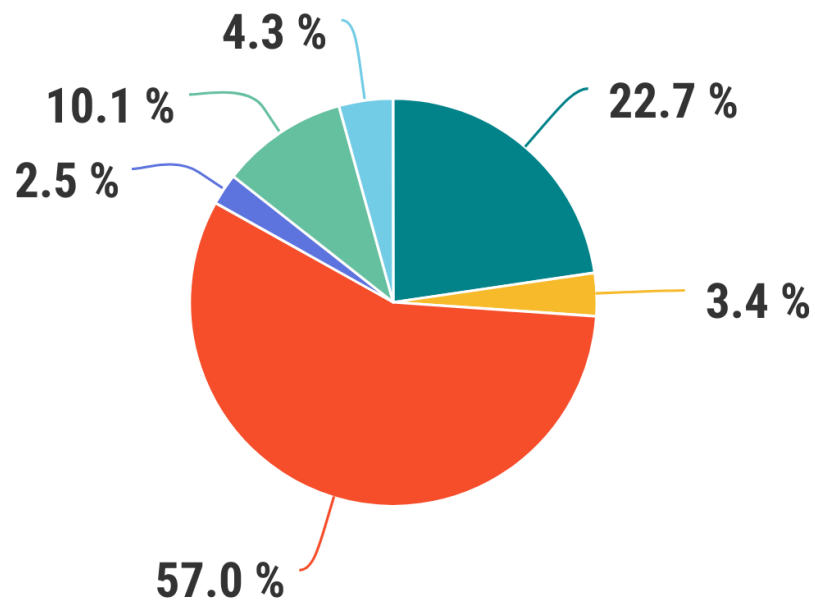
Note: Fall 2019 was the term used to derive data for the California Community College System and Mt. SAC students. Fall 2020 was the term used to derive data for Mt. SAC faculty.

Note: Two or More Races data was unavailable for Mt. Sac faculty.

Students and Faculty

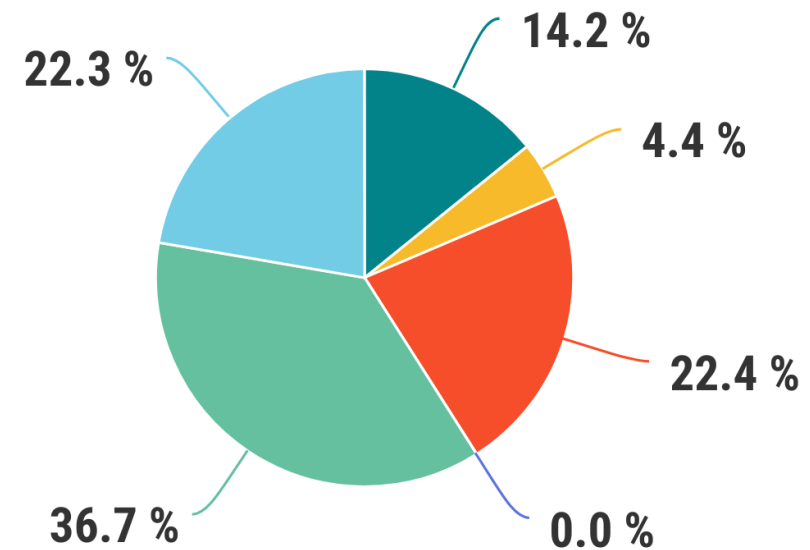
Fall 2019/Fall 2020

Mt. SAC Students



Asian Black or African American Latinx
Two or More Races White Other

Mt. SAC Faculty



Asian Black or African American Latinx
Two or More Races White Other

Note: Mt. SAC students and faculty includes credit and noncredit students and faculty.

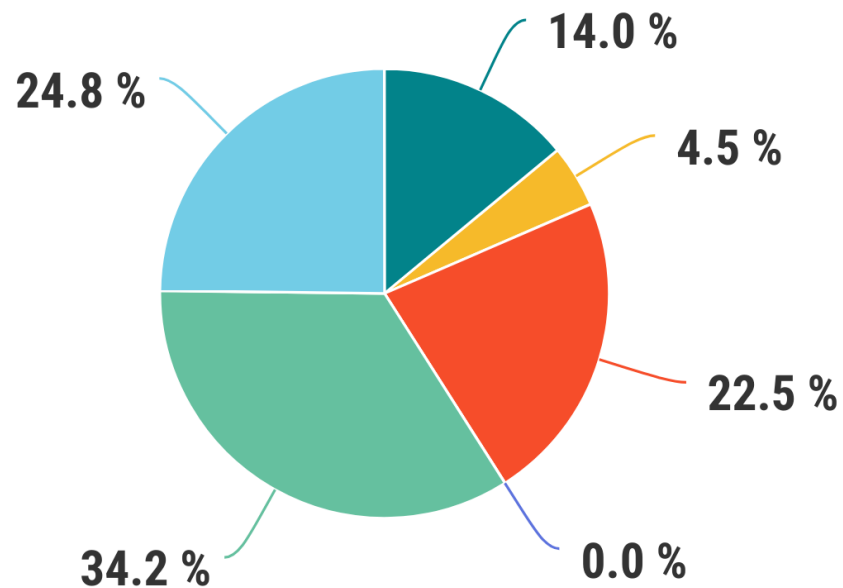
Note: Fall 2019 was the term used to derive data for Mt. SAC students. Fall 2020 was the term used to derive data for Mt. SAC faculty.

Note: Two or More Races data was unavailable for Mt. Sac faculty.

Adjunct and Full Time Faculty

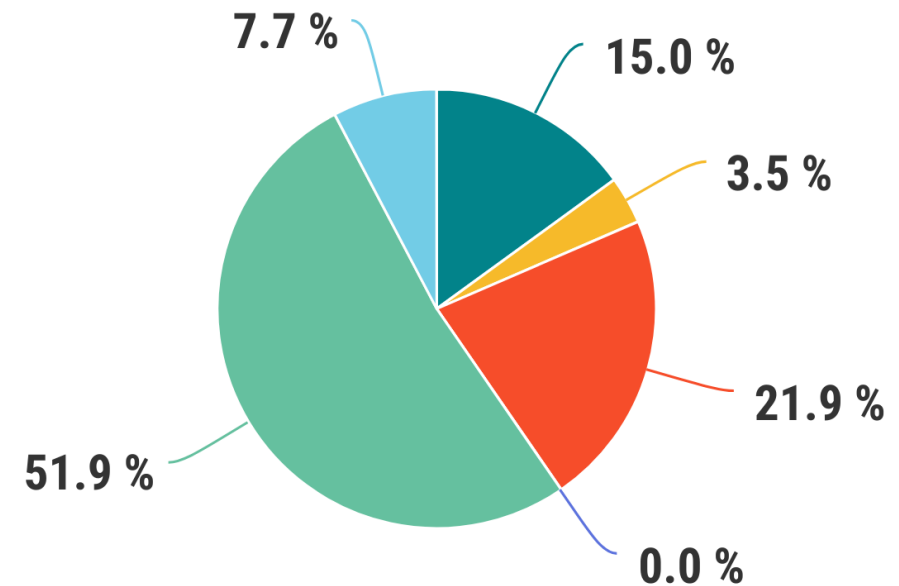
Fall 2020

Adjunct Faculty



Asian Black or African American Latinx
Two or More Races White Other

Full Time Faculty



Asian Black or African American Latinx
Two or More Races White Other

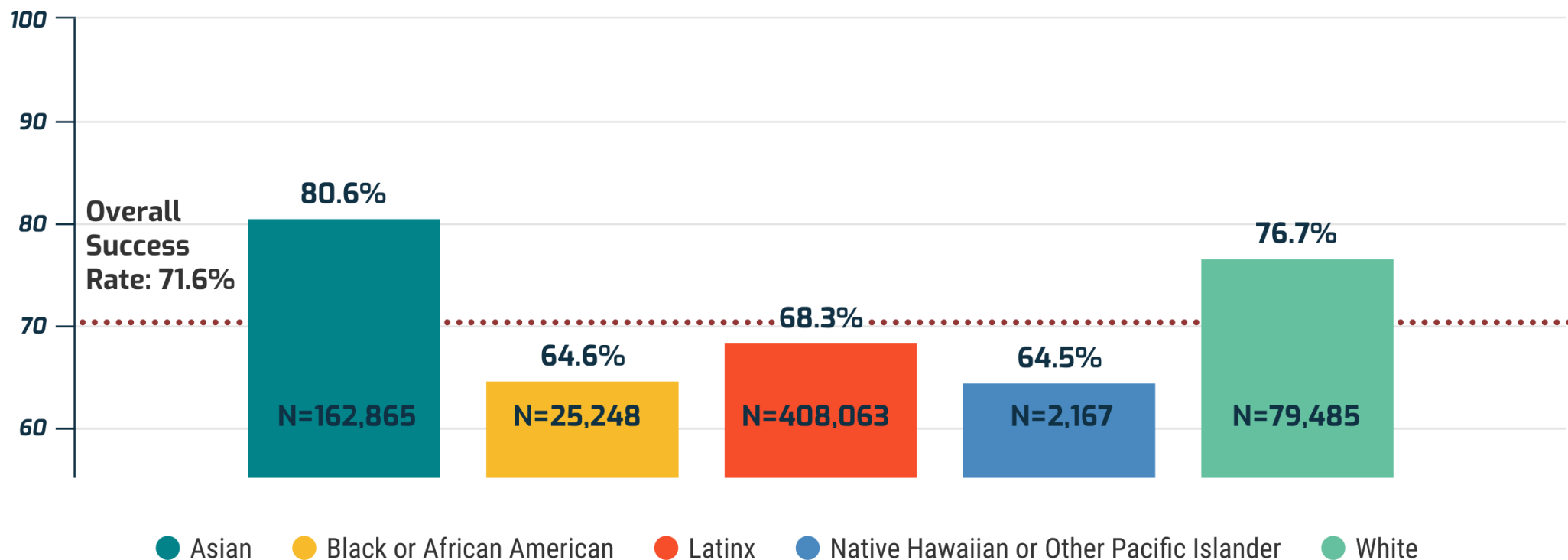
Note: Mt. SAC students and faculty includes credit and noncredit students and faculty.

Note: Fall 2019 was the term used to derive data for Mt. SAC students. Fall 2020 was the term used to derive data for Mt. SAC faculty.

Note: Two or More Races data was unavailable for Mt. Sac faculty.

Course Success Rates

2014-2015 to 2018-2019



Note: Denominators for the student groups in visual: Asian (202,226), Black or African American (39,162), Latinx (598,666), Pacific Islander (3,370), and White (103,683).

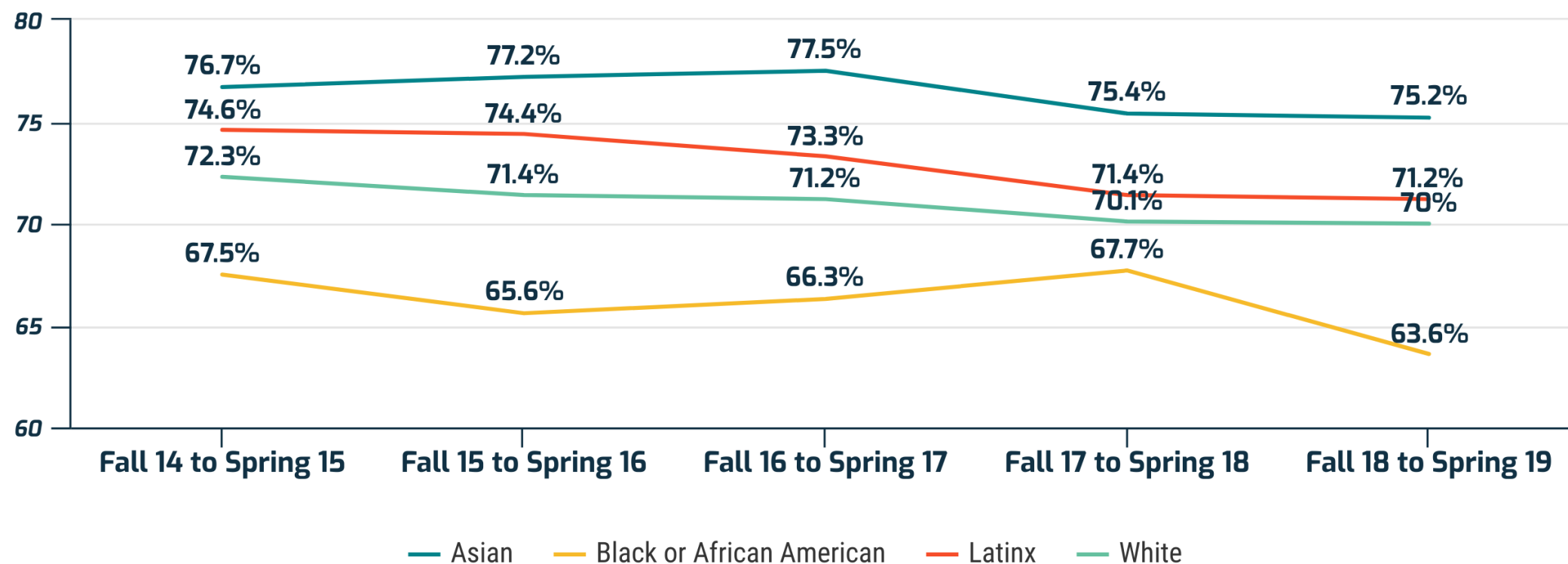
Note: Y-axis begins at 55%

Note: Course success rate data only examines credit coursework.

Note: Successful grades (numerator): A, B, C, P, All grades included in analysis (denominator): A, B, C, D, F, P, NP, W. Incomplete passing grades and no passing grades were also include in analysis.

Fall to Spring Persistence

2014-2015 to 2018-2019



Note: Persistence data only examines credit coursework.

Fall 2014 Cohort

N=3,303

Tracked through 2020 (6 years)

32.4%

Overall Completion Rate

Associate Degree, Certificate or Transfer

Asian

N=479

**Black or African
American**

N=118

Latinx

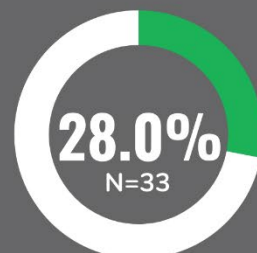
N=2,272

White

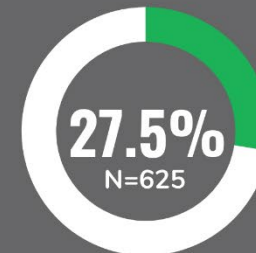
N=316



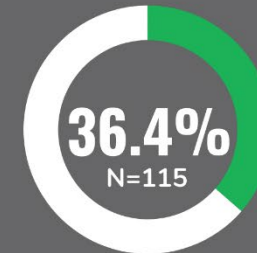
6-Year Completion Rate



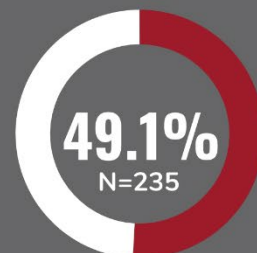
6-Year Completion Rate



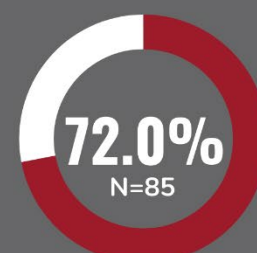
6-Year Completion Rate



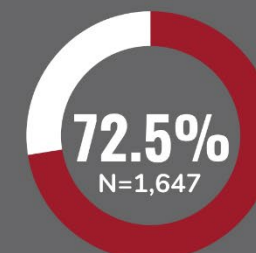
6-Year Completion Rate



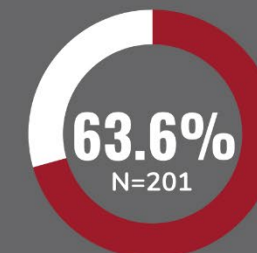
Percentage of Non-Completers



Percentage of Non-Completers



Percentage of Non-Completers



Percentage of Non-Completers

Note: Fall cohorts are first-time college students (credit) with no prior college experience at Mt.SAC or other institutions, including full-time and part-time students but excluding current and past high school dual enrolled students and international students. Summer Bridge students were included in these cohorts.

Note: A completer is a student who obtains either a certificate, associate degree or transfers to a four-year institution. Only students who indicated their academic goal was obtaining a certificate, associate degree or transferring to a four-year institution were included in cohort.

Minority Male Initiative Quotes

1. “My dad wasn’t around when I was born. My mom left me when I was a few weeks old in a stroller at the hospital. She left my sister in an abandoned house. She gave my oldest brother away. I was super aggressive. I was that person who always looked for trouble for no reason. In middle school, I passed my classes and that showed me I had potential. What was missing was a connection with people. In the 8th grade I decided to turn my life around and focus on education. In high school, I felt no one was there for me. I took the bus to Mt. SAC. I started asking questions. I saw a lot of potential. That first day in Stats class I started asking questions of the teacher. I ended up passing. I can get through any obstacle, why couldn’t I have used it back then? Think how far I could have gone. Your past doesn’t define you, you are a new person.”

2. “I never did well in high school, but I had a love of learning. Math and science always came easy to me but I was on academic probation. I just stopped showing up. I came up with a plan to better myself. I decided to come back to Mt. SAC. I saved up money. I paid my student fees. By the end of my first year I got my grades back up and got into the Honors program and got a job in the nutrition program. What’s broken can be forged.”

CORA Faculty Quotes (Awareness Issues)

- 1.** “My awareness of the types of unconscious bias and the types of microaggressions and the examples that were given have given me the tools to check myself AND recognize these behaviors in my classroom.”
- 2.** “I am already thinking about tone policing and how it impacts my work with other faculty in my faculty leadership position. I am also thinking about how well intended actions can be microaggressions and how to monitor actions to reduce the opportunities for perpetrating unintentional microaggressions, particularly against students.”

CORA Faculty Quotes (Evaluating/changing curriculum from an equity lens)

4. “I am looking over my lectures and presentations to make sure that all races, genders, etc. are being presented fairly.”

5. “I am in the process of revising the curricula in the courses I teach to incorporate more materials that relate to social issues of racism and sexism.”

6. “I will be crafting my assignments and lectures to better fit what I have learned. I have already added a culture/race component to one of my assignments that previously only addressed gender.”

CORA Faculty Quotes (Classroom changes)

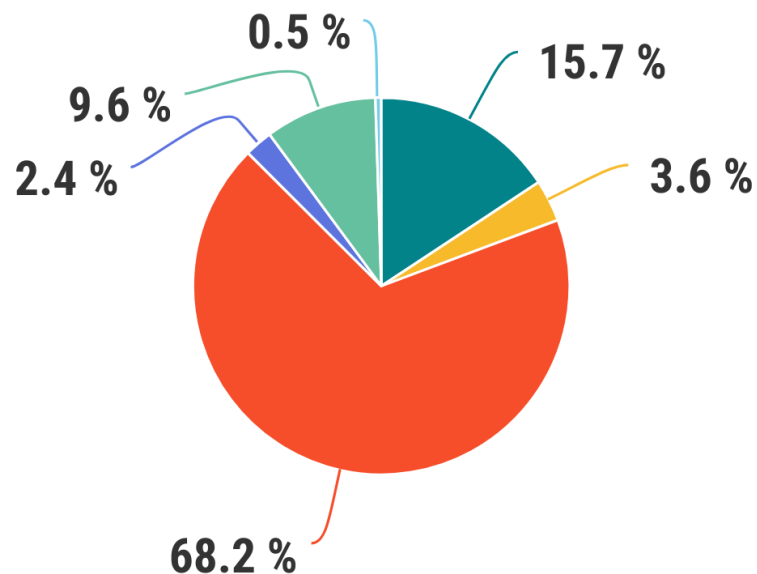
- 7.** “Reinforce student learning support by reaching out to students who are not completing work and are struggling to provide additional support.”
- 8.** “I am intentionally building in regular micro validations for my students in my class, so they feel welcome and supported in learning the material.”
- 9.** “I plan to emphasize the college's anti-discrimination policy by posting links in both my syllabus and course web pages.”

Questions?

Starting Cohort and Completers Comparison

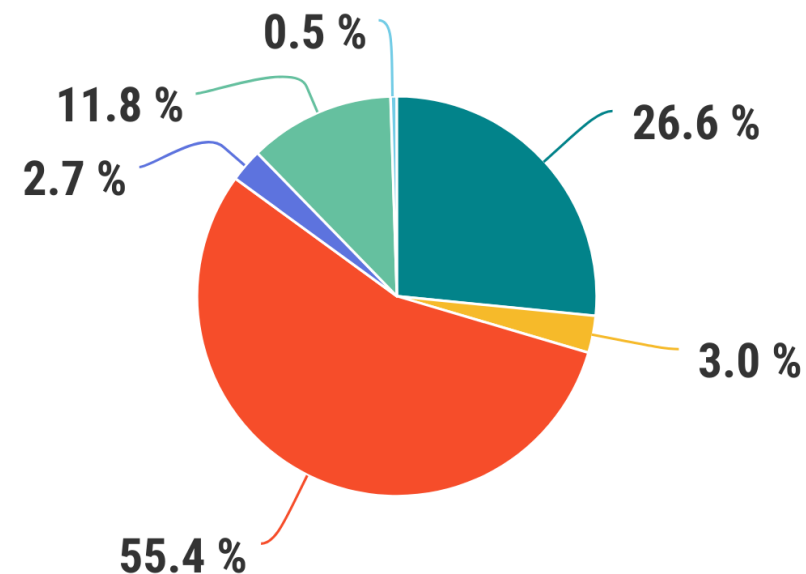
Fall 2015 Cohort Tracked Through 2020 (5 Years)

Starting Cohort (N=3,362)



Asian Black or African American Latinx
Two or More Races White Other

Completers (N=1,053)



Asian Black or African American Latinx
Two or More Races White Other

Note: Fall cohorts are first-time college students (credit) with no prior college experience at Mt.SAC or other institutions, including full-time and part-time students but excluding current and past high school dual enrolled students and international students. Summer Bridge students were included in these cohorts.

Note: A completer is a student who obtains either a certificate, associate degree or transfers to a four-year institution. Only students who indicated their academic goal was obtaining a certificate, associate degree or transferring to a four-year institution were included in cohort.

Fall 2015 Cohort

N=3,362

Tracked through 2020 (5 years)

31.3%

Overall Completion Rate

Associate Degree, Certificate or Transfer

Asian

N=528

**Black or African
American**

N=120

Latinx

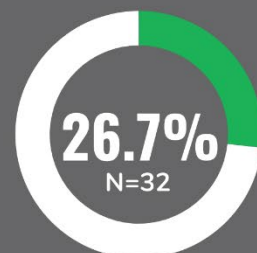
N=2,291

White

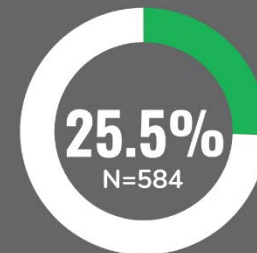
N=323



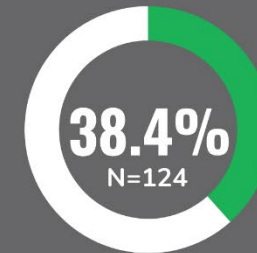
6-Year Completion Rate



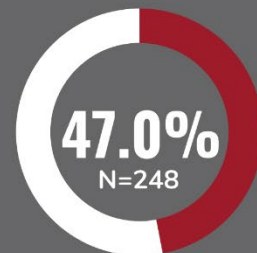
6-Year Completion Rate



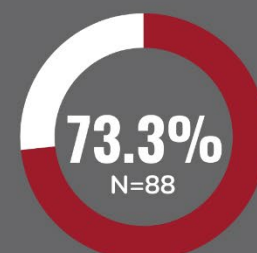
6-Year Completion Rate



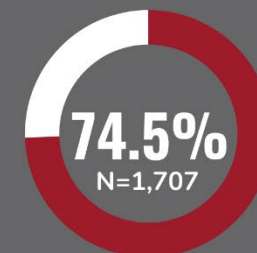
6-Year Completion Rate



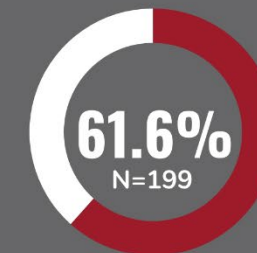
Percentage of Non-Completers



Percentage of Non-Completers



Percentage of Non-Completers



Percentage of Non-Completers

Note: Fall cohorts are first-time college students (credit) with no prior college experience at Mt.SAC or other institutions, including full-time and part-time students but excluding current and past high school dual enrolled students and international students. Summer Bridge students were included in these cohorts.

Note: A completer is a student who obtains either a certificate, associate degree or transfers to a four-year institution. Only students who indicated their academic goal was obtaining a certificate, associate degree or transferring to a four-year institution were included in cohort.