

Key Performance Metrics with an Equity Focus

Jaime Rodriguez, Senior Research Analyst

John Barkman, Educational Research Assessment Analyst

Research and Institutional Effectiveness

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Executive Summary

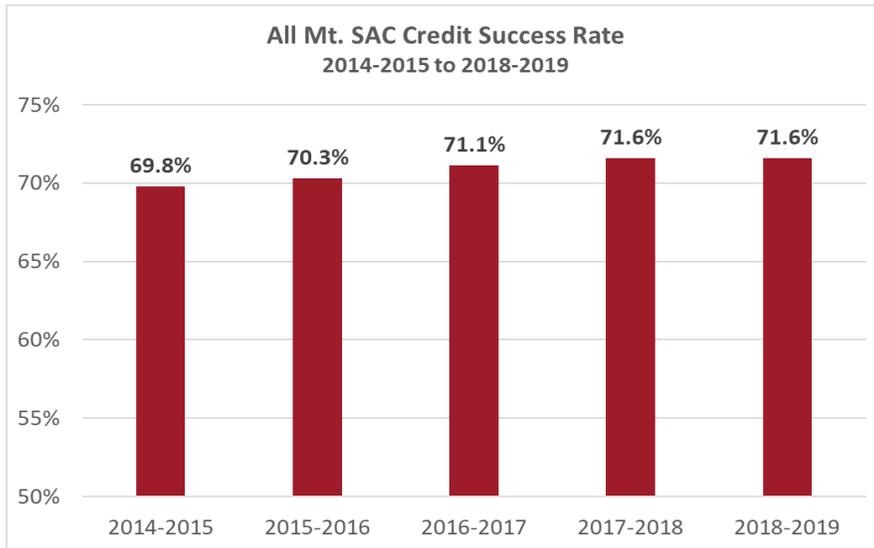
This report was developed to provide an annual update to the Board of Trustees on key metrics Mt. San Antonio College (Mt. SAC) is tracking. While the California Community College Chancellor's Office plans and metric recommendations are regularly evolving, Mt. SAC wants to be intentional and strategic in the set of metrics assessed every year. This report includes a student equity focus to identify and foster awareness of equity gaps within these key metrics with the ultimate purpose of assisting the College in achieving equitable outcomes for all our students. We hope this report can also help the College assess additional key initiatives such as Guided Pathways, Strategic Planning, and other important initiatives on campus.

Below you will find the list of metrics being assessed and key findings for each:

1. **Course Success**: Minor increases have occurred in overall course success for credit courses between 2014-2015 to 2018-2019. Yet Black or African American and Latinx students consistently demonstrate the largest gaps when their respective course success rates are compared to their counterparts (combined).
2. **Fall-to-Spring Persistence**: Persistence rates for credit course enrollment has declined every year between 2014-2015 to 2018-2019, dropping from 74.0% to 71.3% during this period. Asian students have the highest persistence rates followed by Latinx, White, and Black or African American students during the same period.
3. **Completion of Transfer English and/or Math in Year One**: Overall, Asian students show the highest completion rates for Transfer English and/or Math in year one followed by White, Latinx, and Black or African American students. While notable increases occurred for Transfer English and/or Math completion rates between 2017-2018 and 2018-2019, the trend previously stated still exists during this period.
4. **Certificate Completion**: Between 2014-2015 to 2018-2019, 50% or more of total certificates awarded have been to Latinx students. This fact contributed to 58% or more of total certificates being awarded to underrepresented minority (URM) students. However, a small percentage of overall certificates are awarded to Black or African American students.
5. **Associate Degree Completion**: Between 2014-2015 to 2018-2019, nearly 55% or more of total associate degrees awarded have been to Latinx students. This fact also contributed to nearly 62% or more of total associate degrees being awarded to underrepresented minority (URM) students. Similar to certificate completion, only a small percentage of overall associate degrees are awarded to Black or African American students.
6. **Transfer to Four Year Institutions**: Between 2013-2014 and 2017-2018 the numbers of students who left Mt. SAC and transferred to a four year institution increased for Asians and Latinx. Black or African American and White students show the lowest numbers and percentages in transferring to a four year school when compared to Asian and Latinx students.

Course Success

Figure 1.1



Key findings

Figure 1.1: Mt. SAC credit course success rates experienced small increases between 2014-2015 and 2017-2018. There was no change between 2017-2018 and 2018-2019.

Figure 1.2

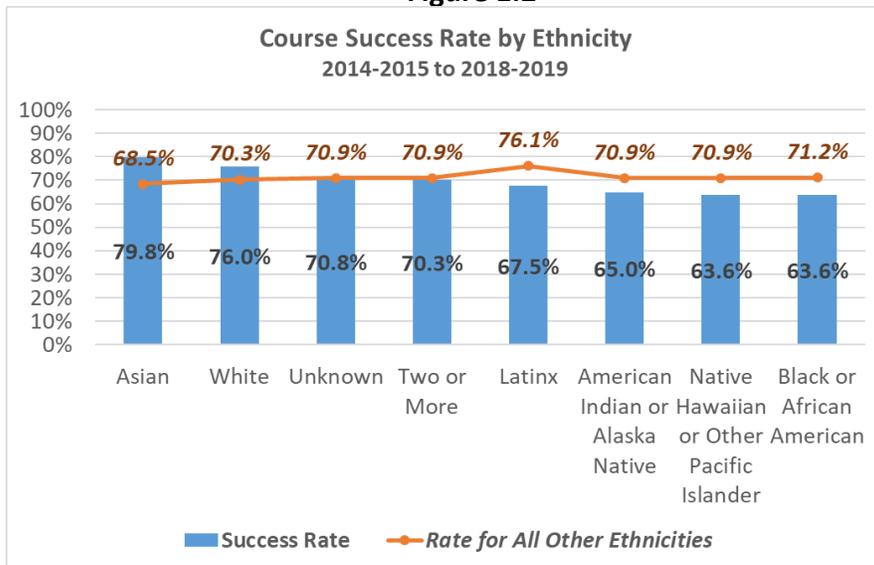


Figure 1.2: This figure shows the success rate by ethnicity (black font) for five years combined (2014-2015 to 2018-2019). It also shows the success rates for all other ethnicities combined (orange font).

Figure 1.3

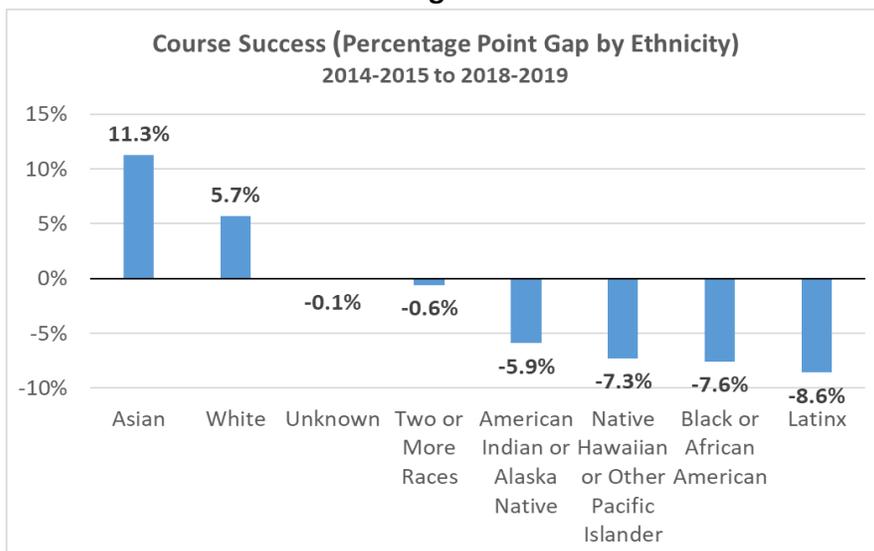
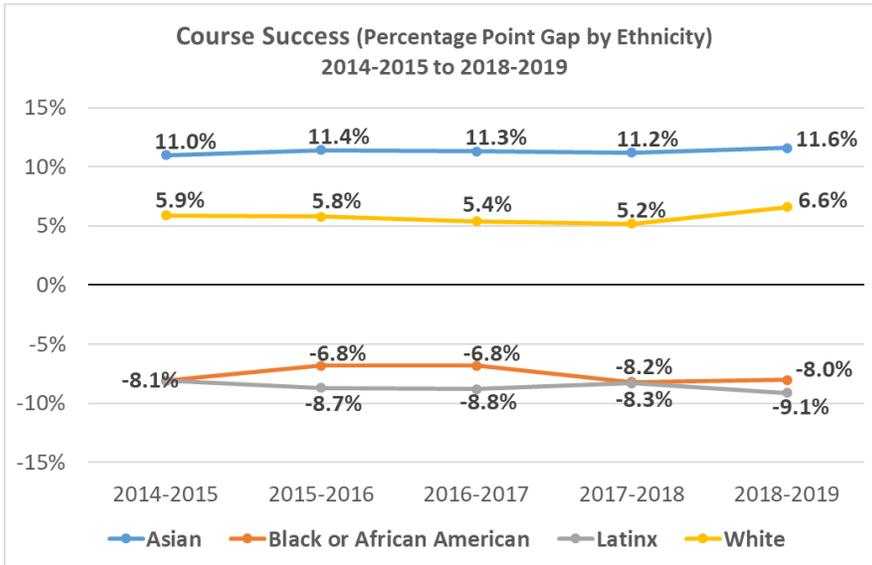


Figure 1.3: This figure shows the difference between the success rate of each ethnicity and the success rate for all other ethnicities combined (Percentage Point Gap method). The results for figure 1.3 derive from figure 1.2. For example, Latinx students show a PPG difference of -8.6 when comparing their success rate to the rest of their counterparts combined. Latinx student success rate (67.5%) - success rate for rest of students not Latinx (76.1%) = -8.6. We observe notable percentage points gaps for Latinx, Black or African American, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native students during 2014-2015 and 2018-2019.

Course Success

Figure 1.4

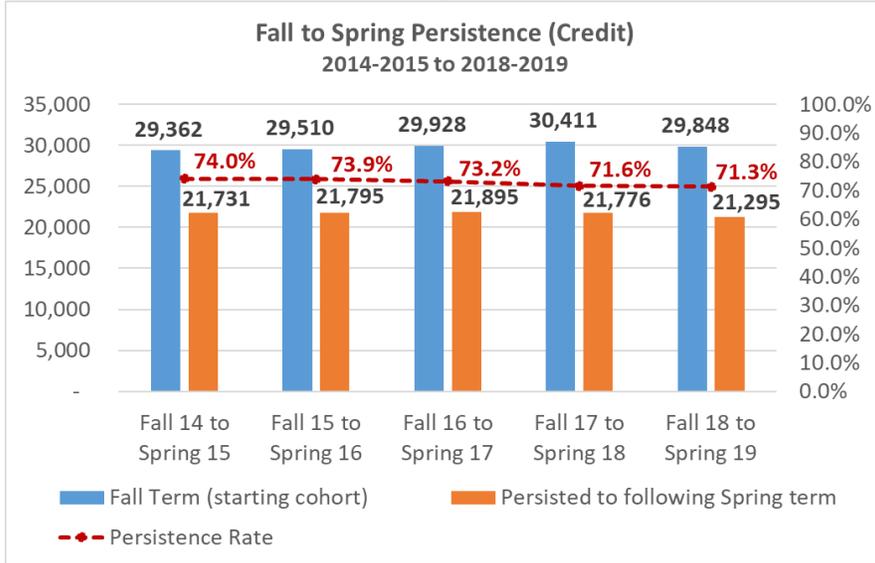


Key findings

Figure 1.4: Between 2014-2015 and 2018-2019, Asian and White students have consistently had course success rates higher than other ethnicities, as indicated by a positive PPG. During this same period, Latinx and Black or African American students consistently demonstrate the largest PPG disparities when comparing their PPGs to Asian and White students.

Persistence

Figure 2.1



Key findings

Figure 2.1: Fall-to-Spring persistence rates for credit course enrollment have declined every year between Fall 2014 and Spring 2019, dropping from 74.0% to 71.3%.

Figure 2.2

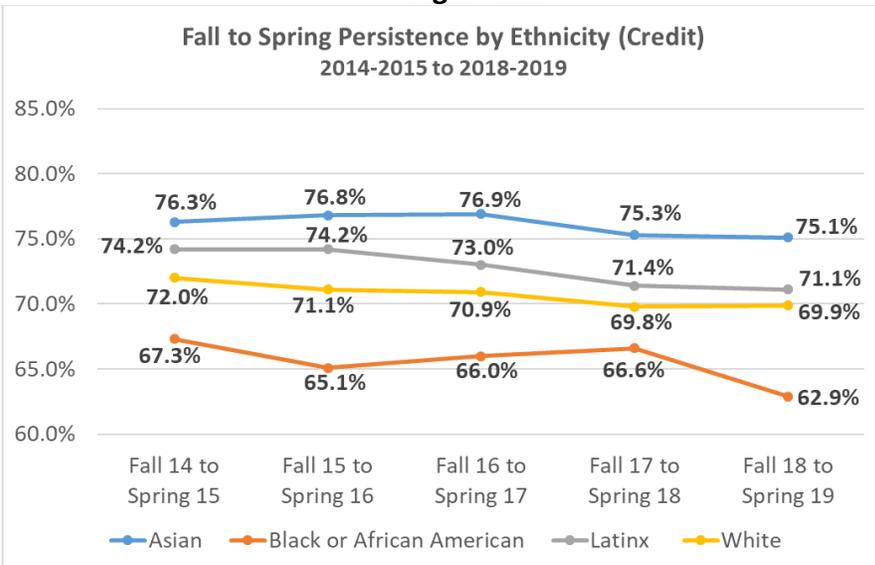


Figure 2.2: Asian students had the highest persistence rates between Fall 2014 and Spring 2019, followed by Latinx, White, and Black or African American students. While variation occurred, all these four student populations showed lower persistence rates in Fall 2018 to Spring 2019 when compared to Fall 2014 to Spring 2015. Black or African American students experienced the worst decline during this period, dropping to 62.9% for Fall 2018 to Spring 2019 persistence.

Figure 2.3

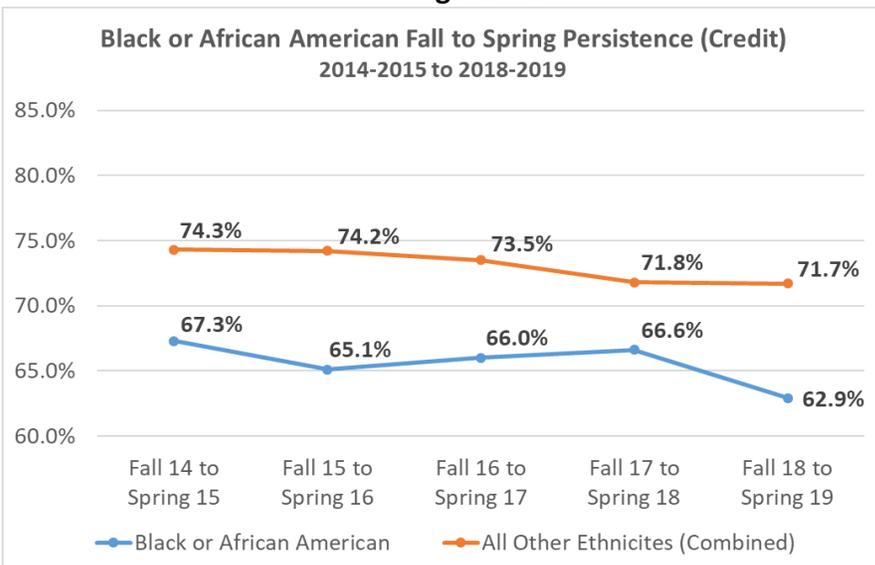
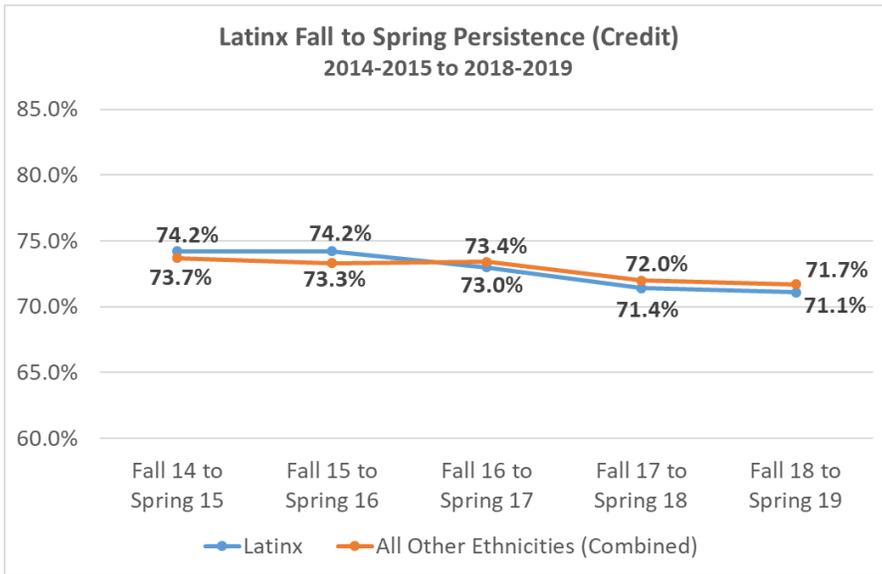


Figure 2.3: This figure shows the comparison of persistence rates between Black or African American students and all other ethnicities not Black or African American (combined). The persistence rate for Black or African American students experienced a five year high of 67.3% in Fall 2014 to Spring 2015. While the persistence rates for Black or African American students fluctuated over these five years, we observe a drop of 3.7 percentage points between Fall 2017 to Spring 2018 and Fall 2018 to Spring 2019 (66.6% to 62.9%).

Figure 2.4 Persistence

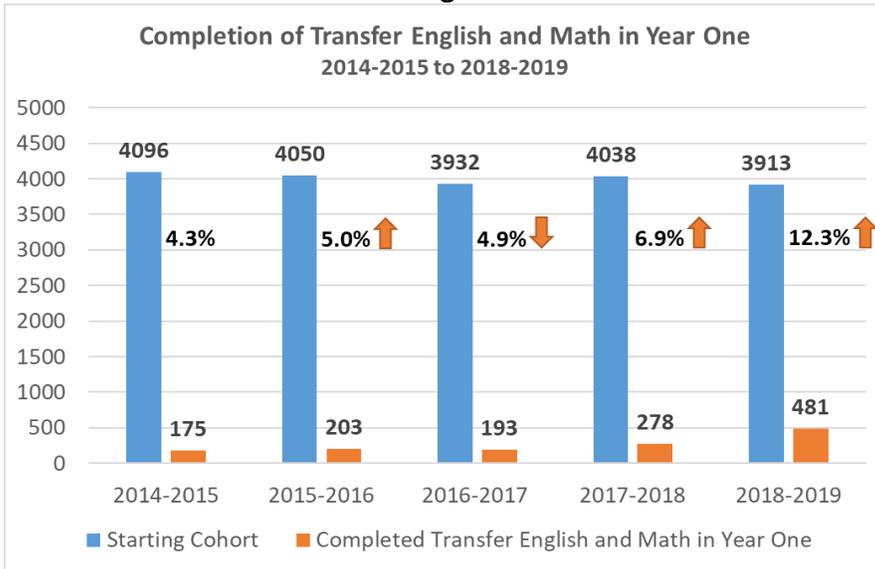


Key findings

Figure 2.4: This figure shows similar persistence rates between Latinx students and all other ethnicities not Latinx (combined). Persistence rates declined for Latinx students between Fall 2014 and Spring 2019, dropping from 73.7% in Fall 2014 to Spring 2015 to 71.1% in Fall 2018 to Spring 2019.

Completion of Transfer English and/or Math in Year One

Figure 3.1



Key findings

Figure 3.1: The completion rate of Transfer Math and English in year one increased every year between 2014-2015 and 2017-2018 with the exception of 2016-2017. The biggest increase occurred between 2017-2018 and 2018-2019, increasing by 5.4 percentage points.

Figure 3.2

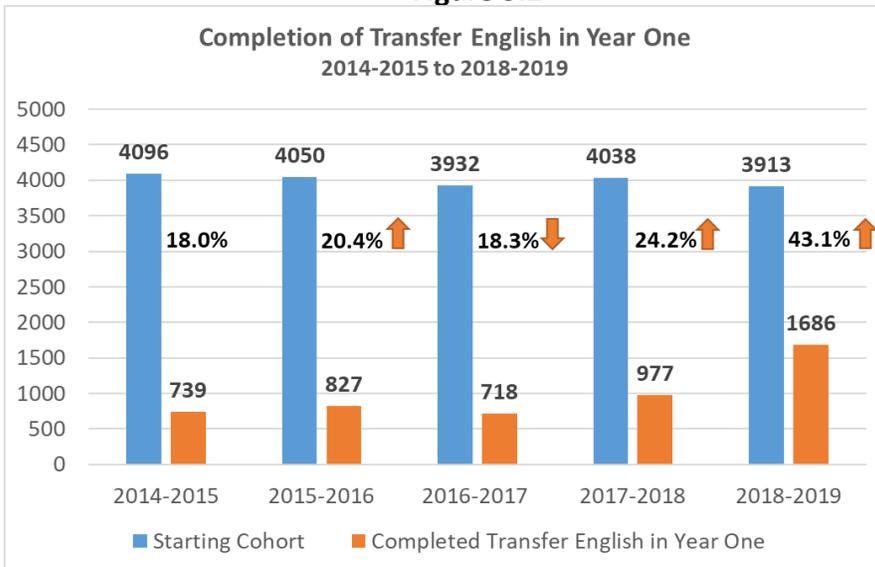


Figure 3.2: The completion rate of Transfer English in year one increased every year between 2014-2015 and 2017-2018 with the exception of 2016-2017. The biggest increase occurred between 2017-2018 and 2018-2019, increasing substantially by 18.9 percentage points.

Figure 3.3

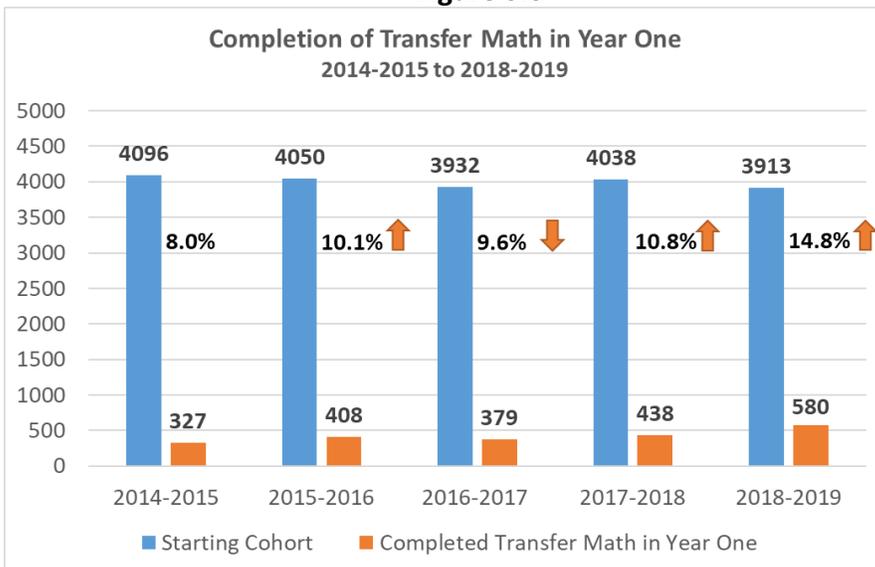
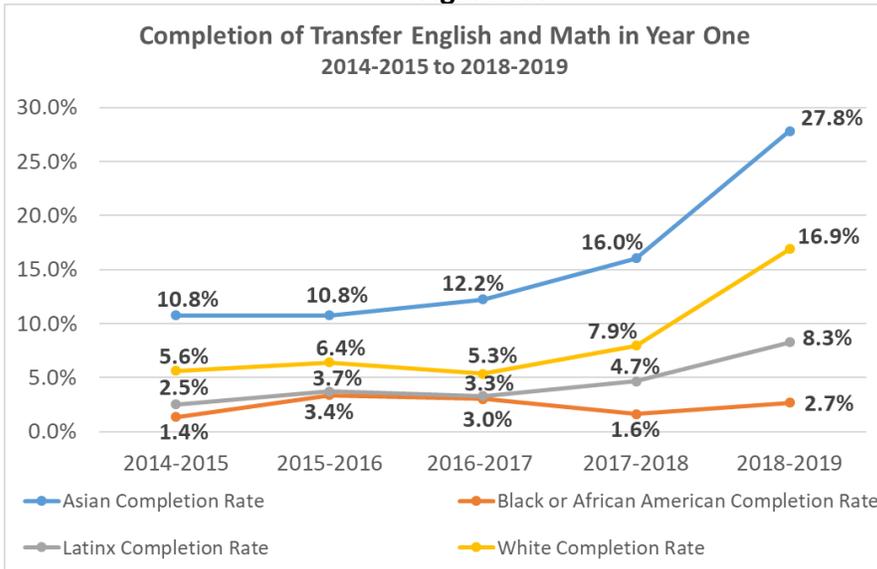


Figure 3.3: The completion rate of Transfer Math in year one increased every year between 2014-2015 and 2017-2018 with the exception of 2016-2017. The biggest increase occurred between 2017-2018 and 2018-2019, increasing by 4.0 percentage points.

Completion of Transfer English and/or Math in Year One

Figure 3.4



Key findings

Figure 3.4: Asian students show the highest completion rates for Transfer English and Math in year one followed by White, Latinx, and Black or African American students. Asian, Latinx, and White students experienced the biggest increases in Transfer Math and English completion rates between 2017-2018 and 2018-2019. During this period, Black or African American students experienced an increase of 1.1 percentage points. In contrast, Asian students experienced an increase of 11.8 percentage points.

Figure 3.5

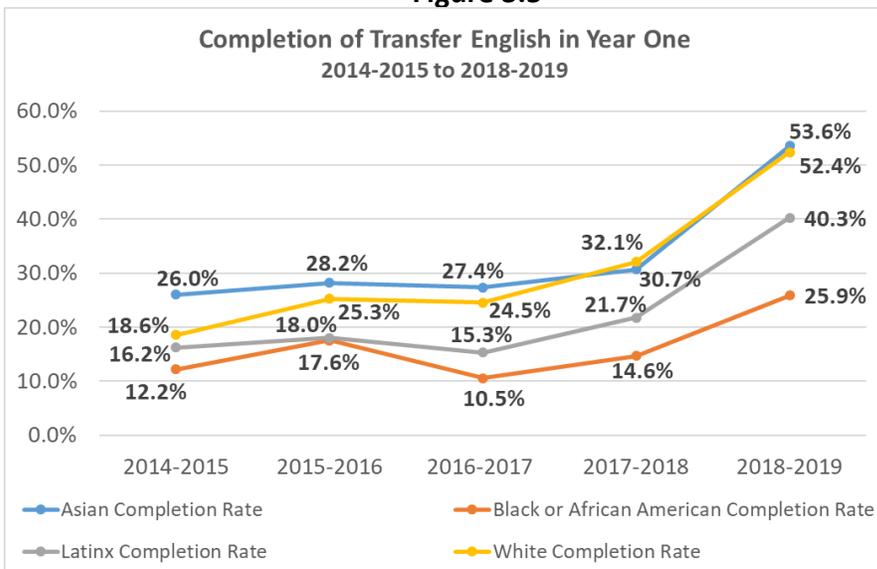


Figure 3.5: Asian students show the highest completion rates for Transfer English in year one followed by White, Latinx, and Black or African American students. Asian, Black or African American, Latinx, and White students experienced notable increases in Transfer English completion rates between 2017-2018 and 2018-2019. During this period, Asian students experienced an increase of 21.5 percentage points. Black or African American students experienced an increase of 11.3 percentage points.

Figure 3.6

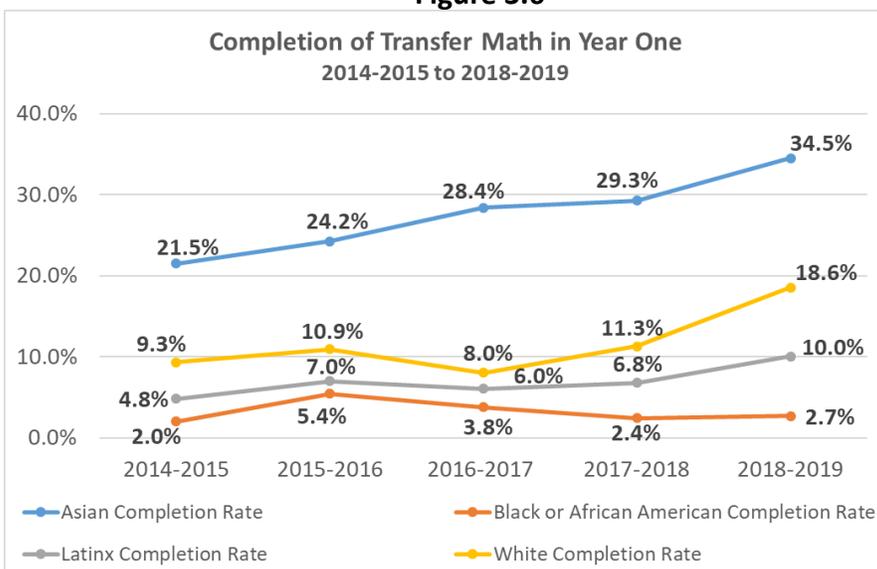
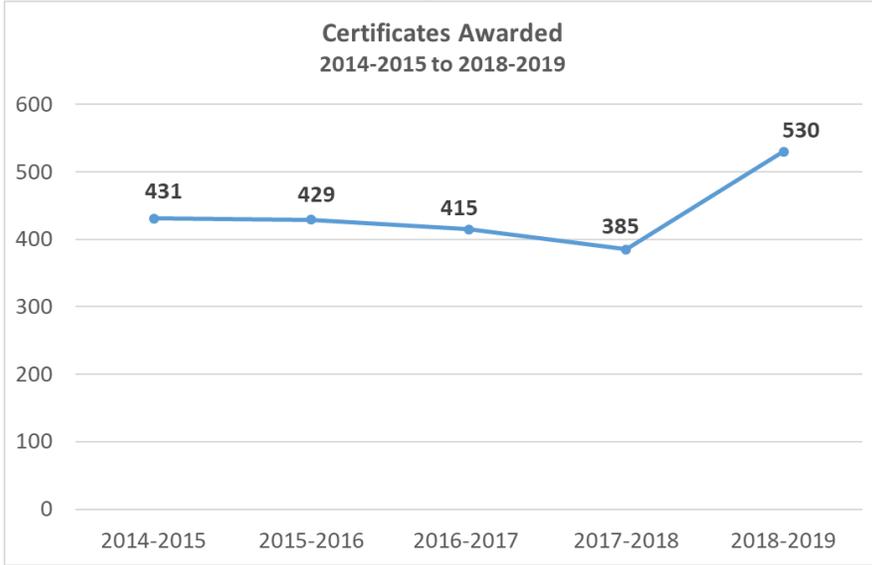


Figure 3.6: Asian students show the highest completion rates for Transfer Math in year one followed by White, Latinx, and Black or African American students. Between 2017-2018 and 2018-2019, Latinx and Black or African American students experienced an increase of 3.2 and .3 percentage points, respectively. During this same period, Asian and White students experienced the most notable increases in Transfer Math completion rates, increasing by 5.2 and 7.3 percentage points, respectively.

Certificate Completion

Figure 4.1



Key findings

Figure 4.1: Certificates awarded declined every year between 2014-2015 and 2017-2018 from 431 to a five year low of 385. Between 2017-2018 and 2018-2019, the number of certificates awarded experienced an increase of 37.7% (385 to 530).

Figure 4.2

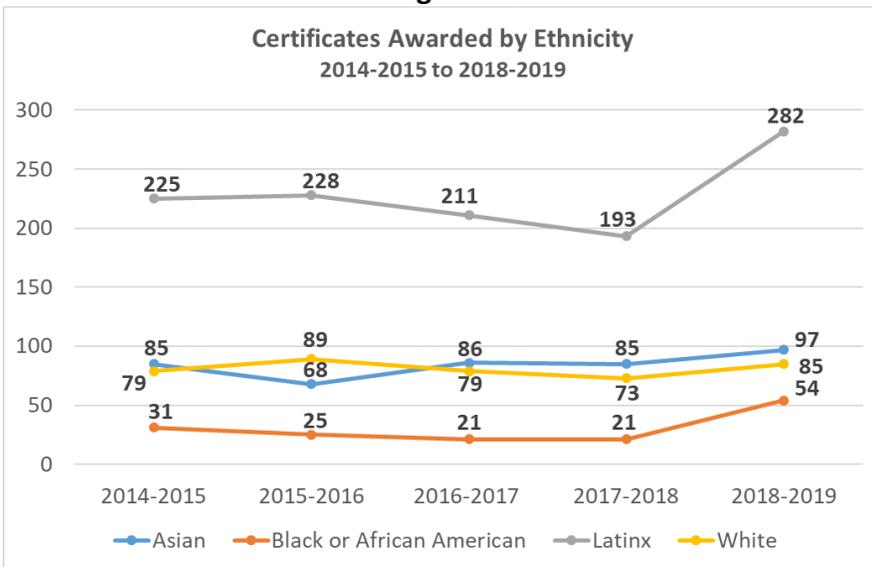


Figure 4.2: The number certificates awarded to Asian and White students experienced minor to moderate changes between 2014-2015 and 2016-2017 and minimal increases between 2017-2018 and 2018-2019. Latinx students experienced a 46.1% (193 to 282) increase in certificates awarded between 2017-2018 and 2018-2019. While certificates awarded to African American students are low compared to Asian, White, and Latinx students, we observe a percentage increase of 157% (21 to 54) between 2017-2018 and 2018-2019.

Figure 4.3

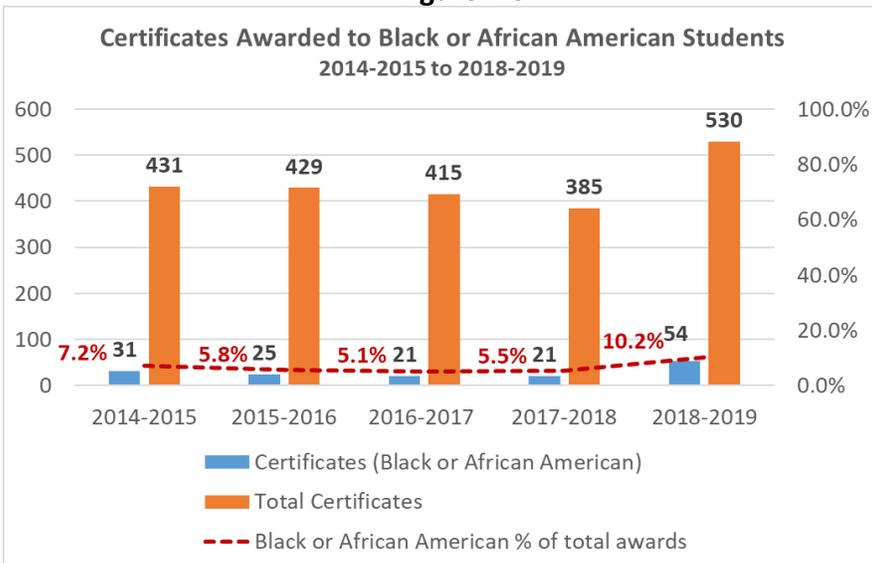
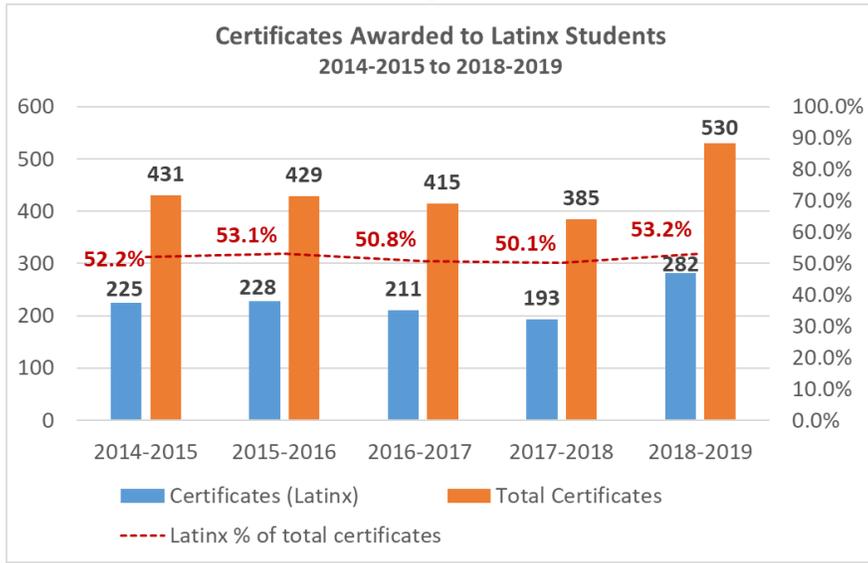


Figure 4.3: A small percentage of total certificates are awarded to Black or African American students. This percentage has fluctuated between 5.1% and 7.2% between 2014-2015 and 2017-2018. We see an increase of 4.7 percentage points between 2017-2018 to 2018-2019 (5.5% to 10.2%). It is worth noting that while Black or African American students were 3.6% of the total credit headcount in Fall 2018, 10.2% of total certificates awarded in 2018-2019 were to Black or African American students.

Certificate Completion

Figure 4.4



Key findings

Figure 4.4: Between 2014-2015 and 2018-2019, 50% or more of total certificates awarded have been to Latinx students. This percentage has fluctuated between 50.1% and 53.1% between 2014-2015 and 2017-2018. There was an increase of 3.1 percentage points between 2017-2018 to 2018-2019 (50.1% to 53.2%).

Figure 4.5

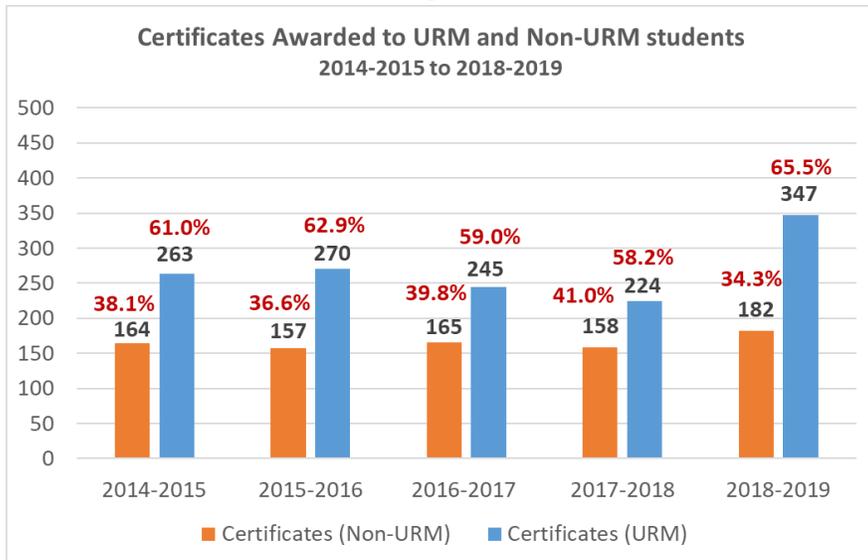
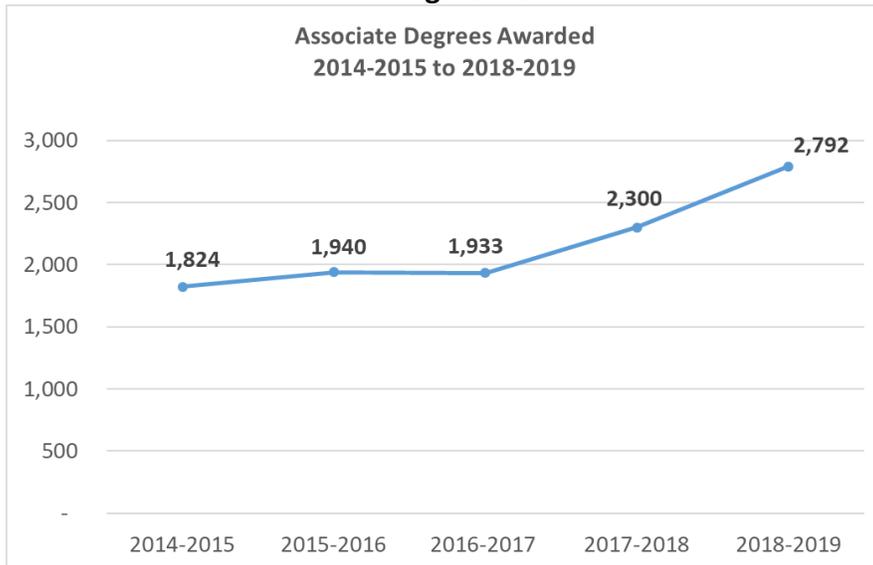


Figure 4.5: Between 2014-2015 and 2018-2019, 58% or more of total certificates awarded have been to underrepresented minority (URM) students. The URM percentage declined every year between 2015-2016 and 2017-2018 from 62.9% to 58.2%. But we see an increase of 7.3 percentage points between 2017-2018 and 2018-2019. The non-URM percentage increased every year between 2015-2016 and 2017-2018 from 36.6% to 41.0%. But we observed a decrease of 6.7 percentage points between 2017-2018 and 2018-2019 (41.0% to 34.3%).

Associate Degree Completion

Figure 4.6



Key findings

Figure 4.6: This figures shows an increase in associate degrees awarded between 2016-2017 and 2017-2018, increasing from 1,933 to 2,300. Between 2017-2018 and 2018-2019, we observe another increase where the number of associates degrees awarded increased by 21.4% (2,300 to 2,792).

Figure 4.7

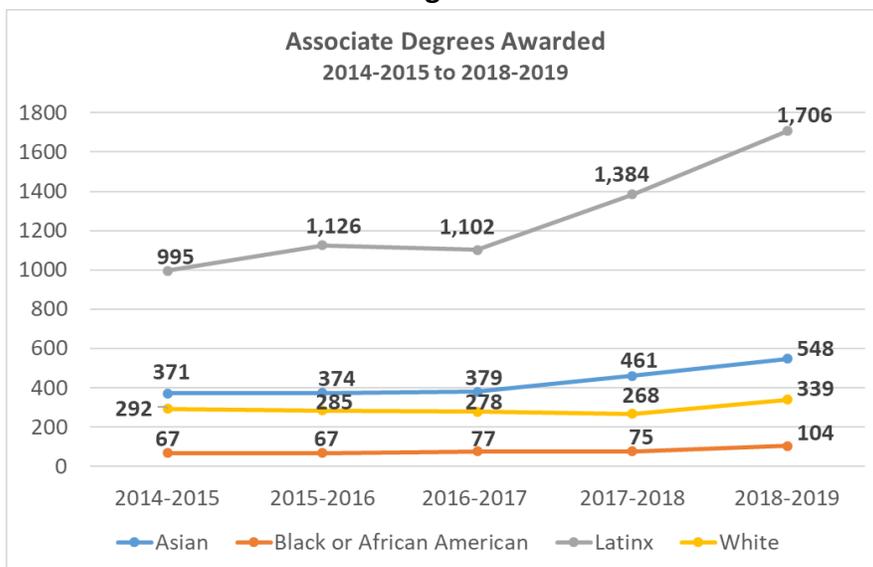


Figure 4.7: Between 2016-2017 and 2017-2018, associate degrees awarded to Latinx students increased 1,102 to 1,384. Between 2017-2018 and 2018-2019, the number of associates degrees awarded to Latinx students increased by 23.3% (1,384 to 1,706). Compared to Asian, Latinx, and White students, Black or African American students obtain the lowest number of associate degrees.

Figure 4.8

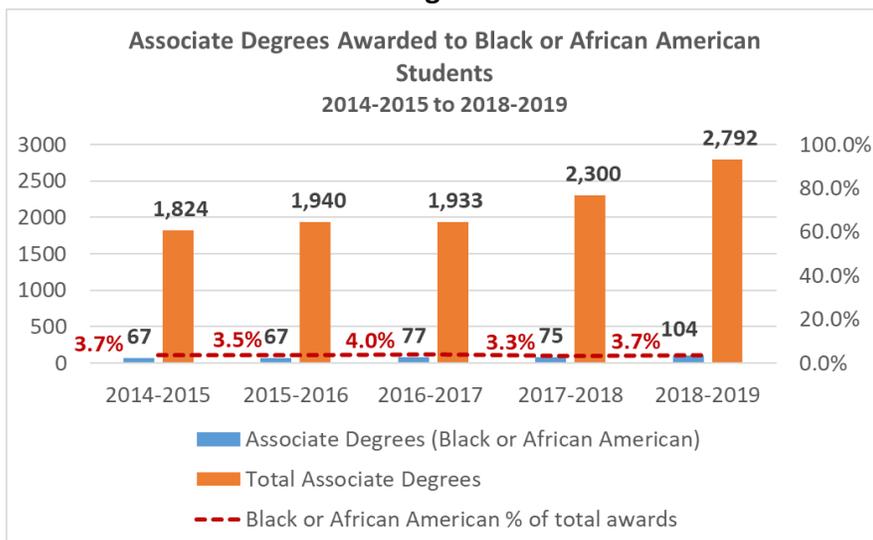
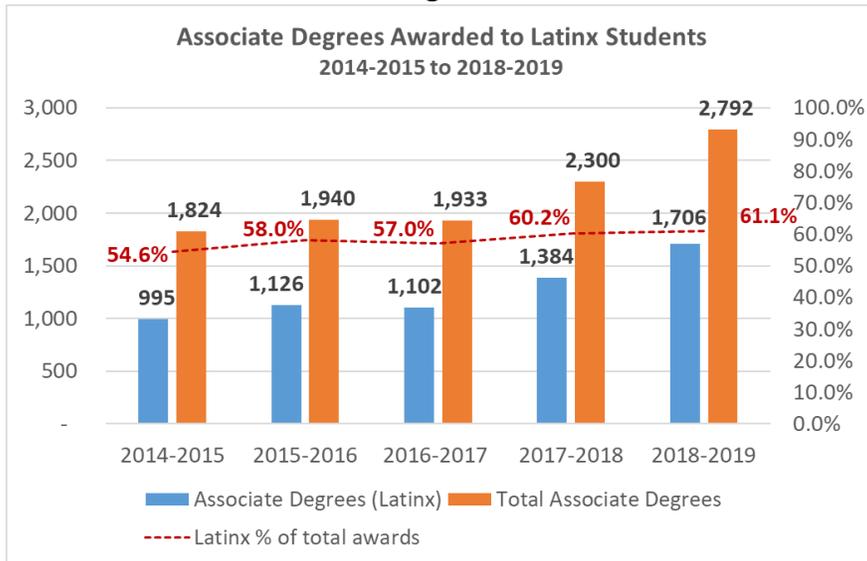


Figure 4.8: A small percentage of total associate degrees are awarded to Black or African American students. This percentage fluctuated between 3.3% and 4.0% between 2014-2015 to 2018-2019. While sizeable increases occurred in the total number of associate degrees awarded in 2017-2018 and 2018-2019, no noticeable positive change occurred with the percentage awarded to Black or African American students. Percentages remained at 3.3% in 2017-2018 and 3.7% in 2018-2019, which is similar or less compared to previous years.

Associate Degree Completion

Figure 4.9



Key findings

Figure 4.9: Between 2014-2015 and 2018-2019, nearly 55% or more of total associate degrees awarded have been to Latinx students. This percentage increased from 57.0% to 60.2% to 61.1% between 2016-2017 and 2018-2019, respectively. In 2018-2019, a five year high was reached in terms of total number of associate degrees (1,706) and the percentage of total (61.1%) awarded to Latinx students.

Figure 4.10

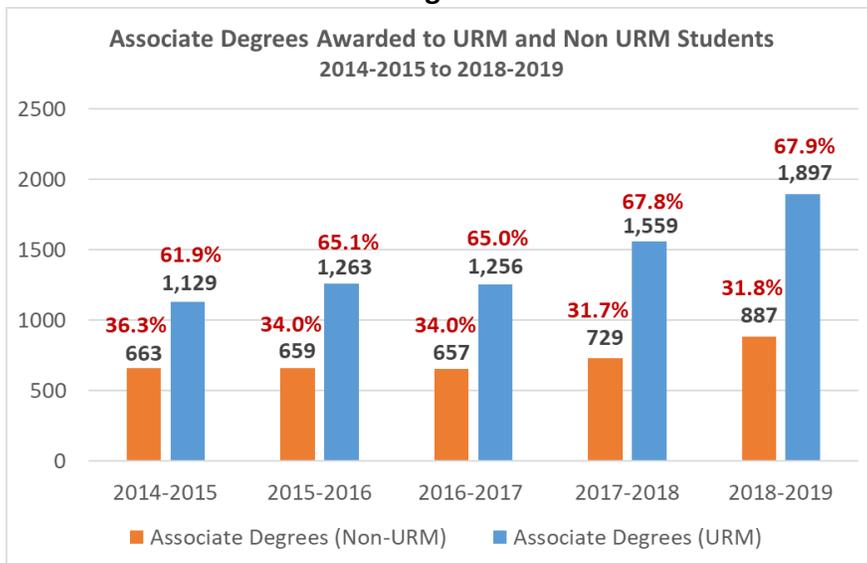


Figure 4.10: Between 2014-2015 and 2018-2019, nearly 62% or more of total associate degrees awarded have been to URM students. The URM student percentage increased from 65.0% to 67.8% to 67.9% between 2016-2017 and 2018-2019, respectively. Between 2014-2015 and 2018-2019, the non-URM student percentage fluctuated while decreasing from 36.3% to 31.8% during this period.

Transfer to Four Year Institutions

Figure 5.1

Key findings

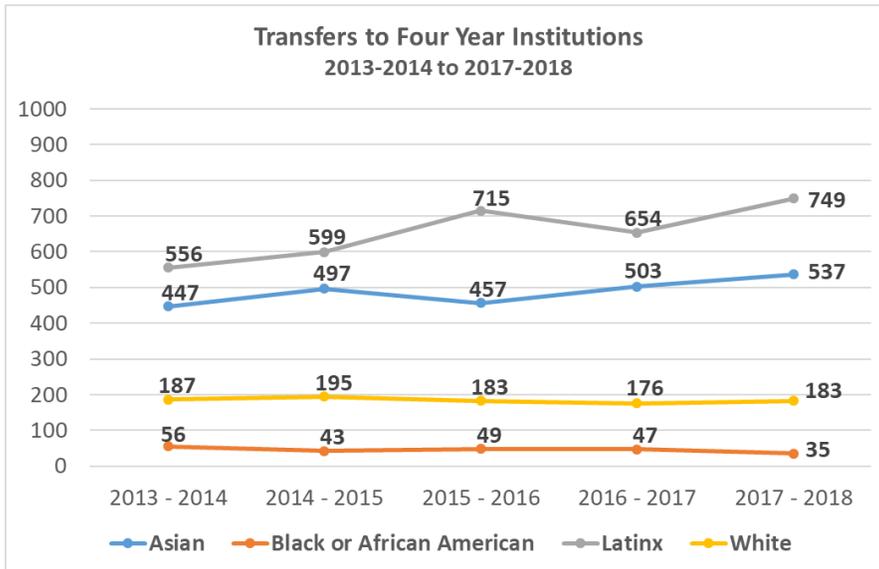


Figure 5.1: Between 2013-2014 and 2017-2018, the numbers of students who left Mt. SAC and transferred to a four year institution increased for Asian and Latinx students. However, for Blacks or African American students we observe slight variations with decreases in both in 2016-2017 and 2017-2018.

Figure 5.2

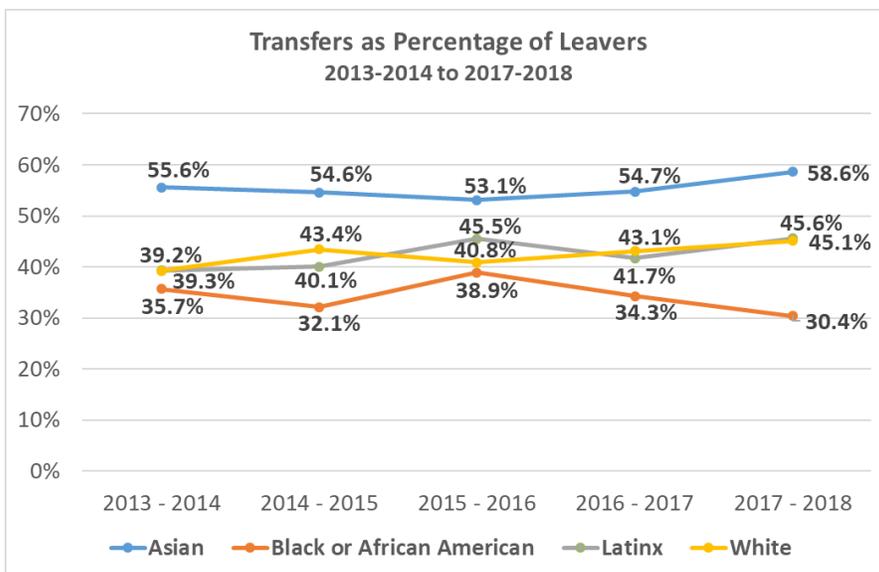


Figure 5.2: Of the students who left Mt. SAC for each ethnicity (leavers), the percentage of Asian students who transfer has consistently been the highest. The percentages of White and Latinx students who transfer experienced year-to-year variation, but showed an increase over the five years between 2013-2014 and 2017-2018. The percentage of Black or African American students who transfer has consistently been the lowest. Year-to-year variation occurred, but we observe a decrease over the five years from 2013-2014 through 2017-2018 (35.7% to 30.4%).

Metric definitions

Course Success: This metric is defined as the number of passing grades (A, B, C, P, IA, IB, IC, IP) divided by the number of enrollments at census. This data only examines credit enrollments.

Persistence: This metric is defined as the ratio or number of students who enrolled in the fall term and re-enrolled in the spring term of the same academic year. For the purpose of this report, the data will only examine credit enrollments.

Completion of Transfer English and/or Math in Year One: This metric is defined as the ratio or number of students who successfully completed a transfer-level mathematics course and/or a transfer-level English course with grades equivalent to C or better at Mt. SAC during the academic year students first reported as a first time college and credit student. Specifically, these are fall cohorts that include first-time college students 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. While this methodology used fall cohorts, some students did complete coursework in the summer of the first year they enrolled. No transfer English and Math coursework was completed in the summer for any of the cohorts. Only exception is one student who completed a Transfer English course in the summer of their first year.

Awards (Associate Degrees and Certificates): This metric is defined as the number of associate degrees and certificates awarded to students. The associate degree counts includes AA/AS degrees and ADTs. Only Chancellor's Office approved certificates were included in the counts. To align with the Student Success Metrics methodology (California Community College Chancellor's Office), only students who were enrolled (credit or non-credit) at Mt. Sac during the reporting year and the year prior are included in the Associate degrees and certificates count. For students who received multiple associate degrees and/or certificates in a given academic year, students are only counted once for an associate degree and once for a certificate.

Transfer to Four Year Institutions: This metric is defined as the number and percentage of students with 12+ units earned in the indicated year who had no enrollment at Mt. SAC the next year ("leavers") and who enrolled at a four-year institution in that next year. To obtain a percentage of transfers in the "leavers" pool, the number of transferring students of each ethnicity is divided by the number of leavers of that ethnicity. This is a modified local version of the Student Centered Funding Formula (SCFF) transfer metric. Mt. SAC numbers are higher than the SCFF methodology because the SCFF excludes students who enrolled at other California community colleges, which is information not available to Mt. SAC.

Percentage Point Gap (PPG-1): This approach compares the focal group to the performance of all other members of the subgroup (e.g., compares the success rate of Latinx students to the success rate of all non-Latinx students). This adjustment removes the influence of the group's own performance on the overall rate making it easier to detect cases of equity gaps for large groups. Minus one is used in the title of this approach to indicate the focal group is being removed from the comparison subgroup.

Underrepresented Minorities (URM): We used this indicator to help us better understand and compare the patterns between underrepresented students and non-underrepresented students. For the purposes of this report, underrepresented minorities include the following students: Black or African American, Latinx, Native Hawaiian or Pacific Islander, American Indian or Alaska Native, and Two or More Races. Non-underrepresented minorities include the following students: White and Asian.