

# Key Performance Metrics with an Equity Focus

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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) tracks. 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 that exist within key performance metrics. We hope this report can be used as a tool to help the College assess initiatives such as SEAP (Student Equity and Achievement Program), Guided Pathways, AB705 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 occurred in the overall course success rate for credit courses between 2016-2017 and 2017-2018. However, recent drops were observed in the overall success rate in 2018-2019 and 2019-2020. In examining combined course success rate data between 2016-2017 and 2020-2021, Latinx and Black or African American, and students of color show lower course success rates and larger percentage point gaps when compared to their Asian and White counterparts. Between 2018-2019 and 2020-2021, Black or African American students experienced the largest course success rate drop, resulting in a decline of 7.8 percentage points (64.8% to 57.0%).
- 2. Fall-to-Spring Persistence:** Persistence rates for credit course enrollment has declined every year between 2016-2017 to 2020-2021, dropping from 73.5% to 69.5% during this period. Asian students show the highest persistence rates followed by Latinx, White, and Black or African American students during this same period.
- 3. Completion of Transfer English and/or Math in Year One:** Transfer English and/or Math completion rates experienced notable increases in 2018-2019 and 2019-2020 compared to previous years. Yet, when this same data is disaggregated by ethnicity we observe a consistent pattern showing Asian students with the highest completion rates for Transfer English and/or Math in year one followed by White, Latinx, and Black or African American students. In 2020-2021, we also observe a lower number of first time students (starting cohort) and a few number of students completing Transfer English and/or Math in their first year compared to 2019-2020 numbers.
- 4. Certificate Completion:** In 2018-2019, the total number of certificates awarded increased but experienced a notable drop in 2019-2020 and again in 2020-2021. The drops in 2019-2020 and 2020-2021 also resulted in a decline in the number of certificates awarded to Asian, Latinx and White students during this same period. Between 2016-2017 and 2020-2021, 50% or more of total certificates awarded have been to Latinx students. The percentage of certificates awarded to Black or African American students among all certificates awarded fluctuated between 5.1% and 9.9% during 2016-2017 and 2018-2019. In 2019-2020, the percentage of certificates awarded to Black or African American students reached a five-year low of 2.9%. Yet, we observe the percentage of certificates awarded to Black or African American students increased again in 2020-2021 to 6.2%.
- 5. Associate Degree Completion:** In 2017-2018 and 2018-2019, the total number of degrees awarded increased but experienced a notable drop in 2019-2020. Another increase occurred between 2019-2020 and 2020-2021, resulting in an increase of 16.1% (2,757 to 3,202). Between 2019-2020 and 2020-2021, Asian, Black or African American, Latinx and White students all experienced an increase in the number of degrees awarded. Between 2016- 2017 to 2020-2021, nearly 57% or more of total associate degrees awarded have been to Latinx students. In 2020-2021, the percentage of degrees awarded to Black or African American students increased to 3.6% and this year also included the highest number of degrees awarded to Black or African American students between 2016-2017 and 2020-2021.

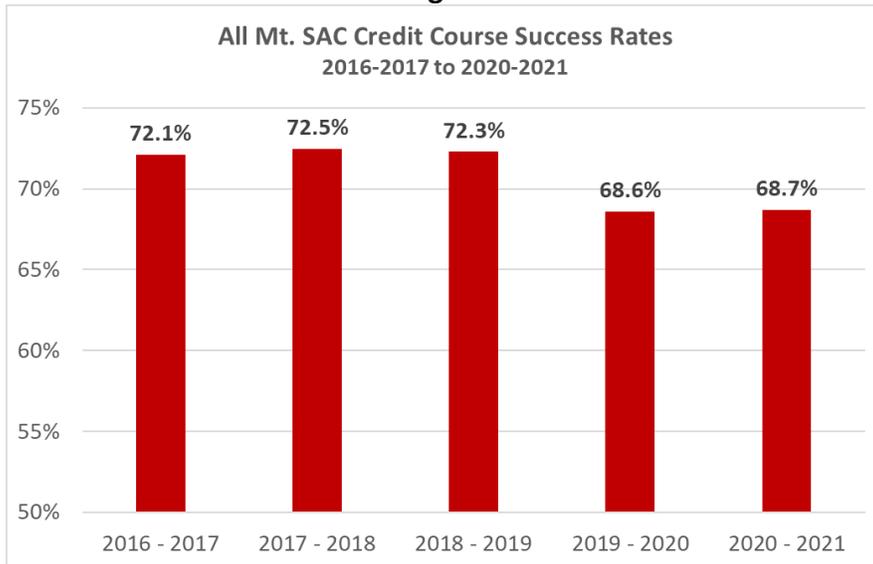
## Executive Summary cont.

- 6. Transfer to Four Year Institutions:** Between 2016-2017 and 2020-2021, the number of students who transferred to a four-year institution experienced an increase of 31.8% (1,462 to 1,927). In 2020-2021, the data shows an increase both in the overall total number of transfers and the number of Black or African American students who transferred, yet no notable positive change occurred in the percentage of Black or African American transfer students compared to previous years. Between 2016-2017 and 2020-2021, 45.0% or more of students who transferred to a four-year institution were Latinx students.

Notes: There are some numbers and percentages in this report different from the same report developed in Spring 2020. The reason there are differences is primarily due to either using better data sources or improved methodologies to develop figures for this report.

## Course Success

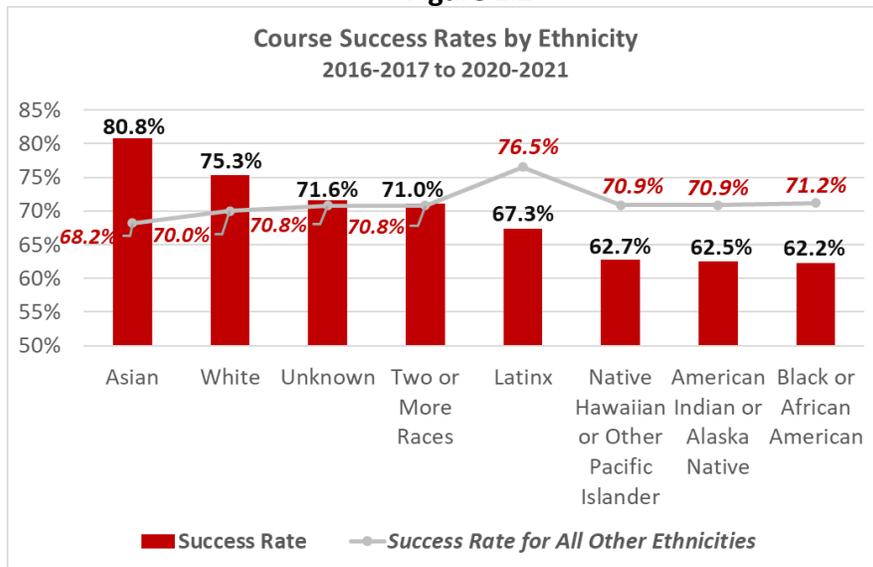
Figure 1.1



## Key findings

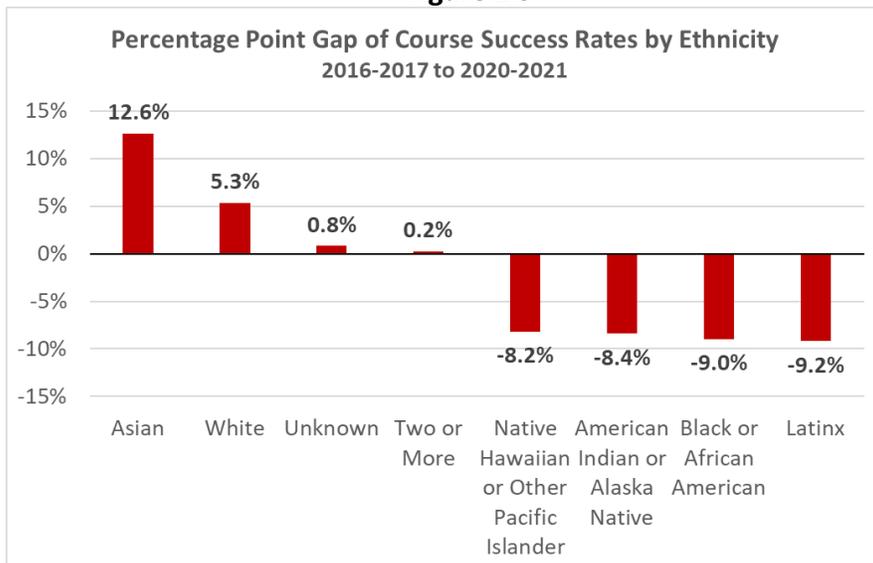
**Figure 1.1:** The Mt. SAC credit course success rate experienced a small increase between 2016-2017 and 2017-2018. In 2018-2019 and 2019-2020, the course success rate experienced drops when compared to the previous year. Since EW grades<sup>1</sup> were included in the Spring 2020 term and onward, in 2019-2020 a notable drop is observed of 3.7 percentage points (72.3% to 68.6%). The 2020-2021 course success rate (68.7%) is almost identical to the 2019-2020 course success rate (68.6%).

Figure 1.2



**Figure 1.2:** This figure shows the success rates by ethnicity (black font) combining all credit coursework between 2016-2017 and 2020-2021. Included are also success rates for all other ethnicities combined during the same period (red font and grey line). During this period, Asian, White and Unknown students show higher course success rates compared to all other groups.

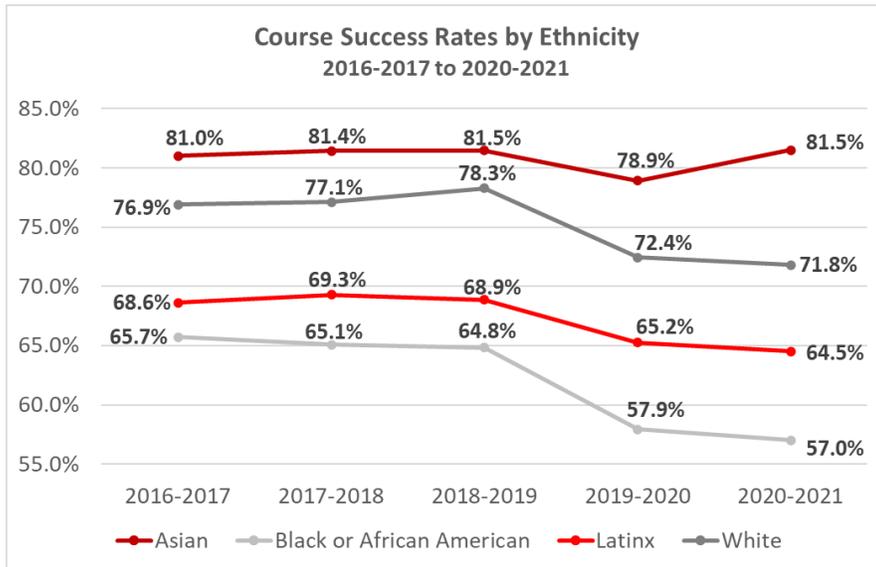
Figure 1.3



**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).<sup>2</sup> Moreover, the results for figure 1.3 derive from the gaps for each ethnicity found in figure 1.2. The data shows notable percentage points gaps exist for Latinx, Black or African American, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander students during 2016-2017 and 2020-2021.

## Course Success

**Figure 1.4**

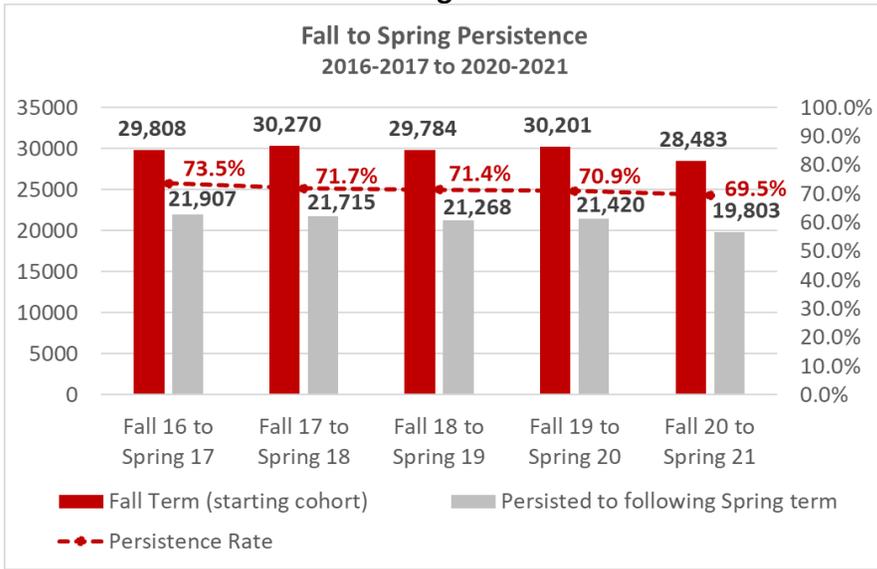


## Key findings

**Figure 1.4:** Between 2016-2017 and 2020-2021, Asian and White students showed higher course success rates followed by Latinx and Black or African American students. All four student groups experienced a drop in course success rates between 2018-2019 and 2019-2020. Between 2019-2020 and 2020-2021, Black or African American, Latinx and White students experienced another drop in course success rates. Asian students were the only group who experienced an increase in course success rates during this same period.

## Persistence

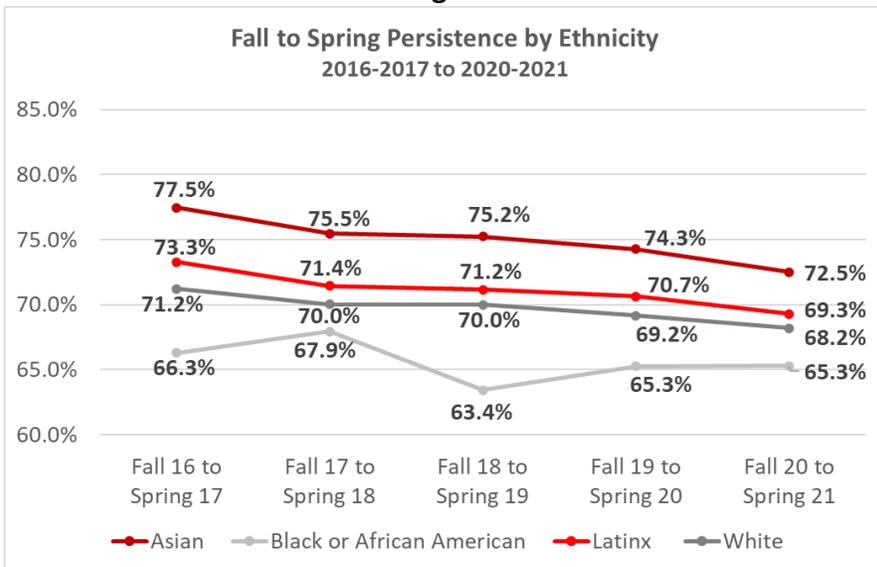
Figure 2.1



## Key findings

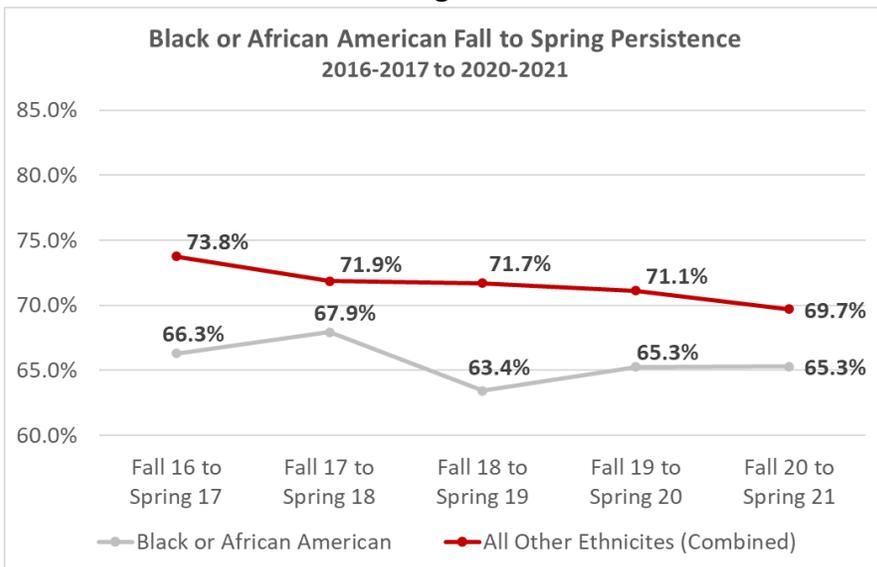
**Figure 2.1:** Fall to Spring persistence rates for credit course enrollment have declined every year between Fall 2016 and Spring 2021, dropping from 73.5% to 69.5%.

Figure 2.2



**Figure 2.2:** Asian students had the highest persistence rates between Fall 2016 and Spring 2021, followed by Latinx, White, and Black or African American students. All four student populations experienced a persistence rate drop in Fall 2020 to Spring 2021 when compared to Fall 2016 to Spring 2017. Asian students experienced the largest drop during this period, dropping from 77.5% in Fall 15 to Spring 16 to 72.5% in Fall 2020 to Spring 2021.

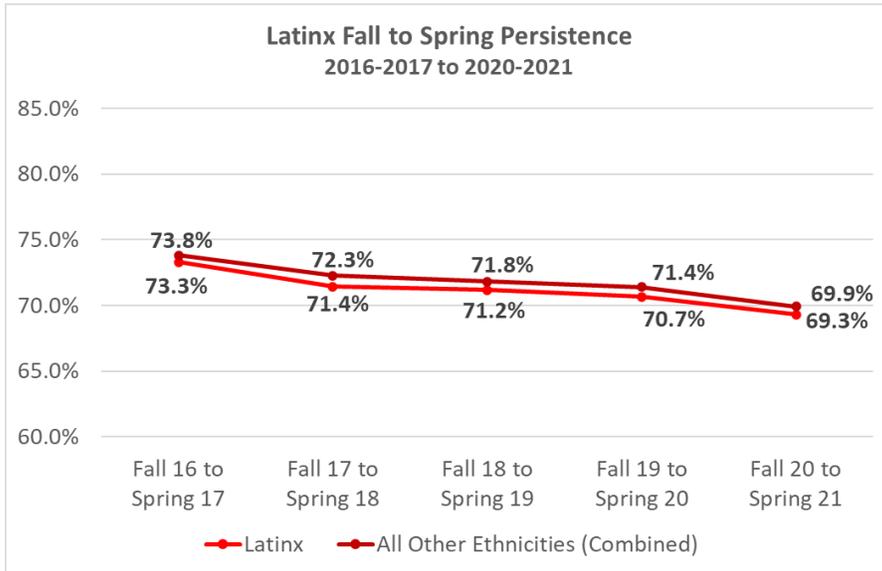
Figure 2.3



**Figure 2.3:** This figure shows the comparison of persistence rates between Black or African American students and all other ethnicities combined. The persistence rate for Black or African American students experienced a five-year high of 67.9% in Fall 2017 to Spring 2018. A five-year low was observed in Fall 2018 to Spring 2019, dropping to 63.4% but increased again to 65.3% in Fall 19 to Spring 2020. For Fall 2020 to Spring 2021, the persistence rate remained unchanged compared to the previous year.

## Persistence

Figure 2.4



## Key findings

**Figure 2.4:** This figure shows similar persistence rates between Latinx students and all other ethnicities combined. Persistence rates for Latinx students dropped every year between Fall 2016 and Spring 2021 from 73.3% in Fall 2016 to Spring 2017 to 69.3% in Fall 2020 to Spring 2021.

# Completion of Transfer English and/or Math in Year One

Figure 3.1

## Key findings

**Figure 3.1:** The overall completion rate of Transfer Math and English in year one increased every year beginning in 2017-2018 and thereafter. The largest increase in the completion rate occurred between 2017-2018 and 2018-2019, increasing by 6.6 percentage points (8.5% to 15.1%). However, we observe a drop in the number of first time students (starting cohort) and the number of completers in 2020-2021 when compared to 2019-2020.

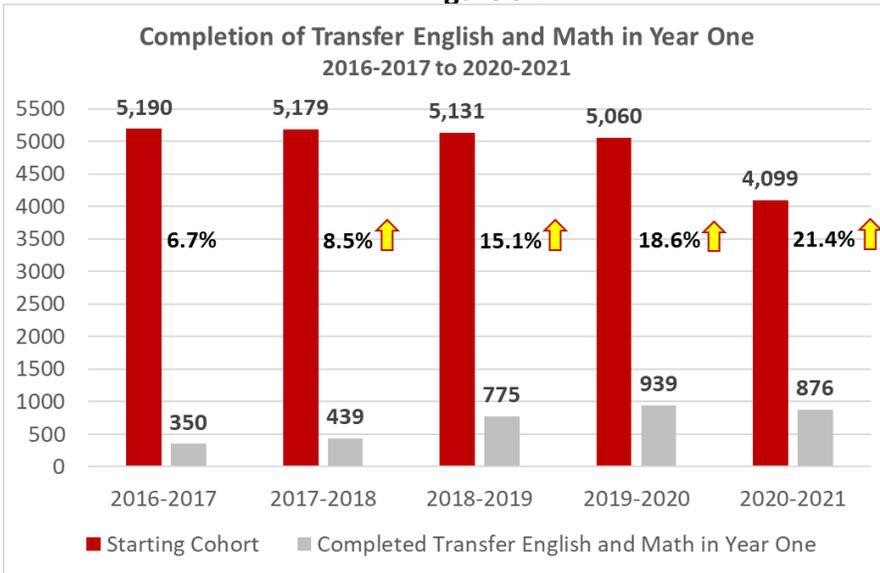


Figure 3.2

**Figure 3.2:** The overall completion rate of Transfer English in year one increased every year beginning in 2017-2018 up until 2019-2020. The largest increase in the completion rate occurred between 2017-2018 and 2018-2019, increasing by 20.8 percentage points (28.0% to 48.8%). In 2020-2021, not only did the completion rate drop compared to 2019-2020, but also the number of first time students (starting cohort) and the number of completers.

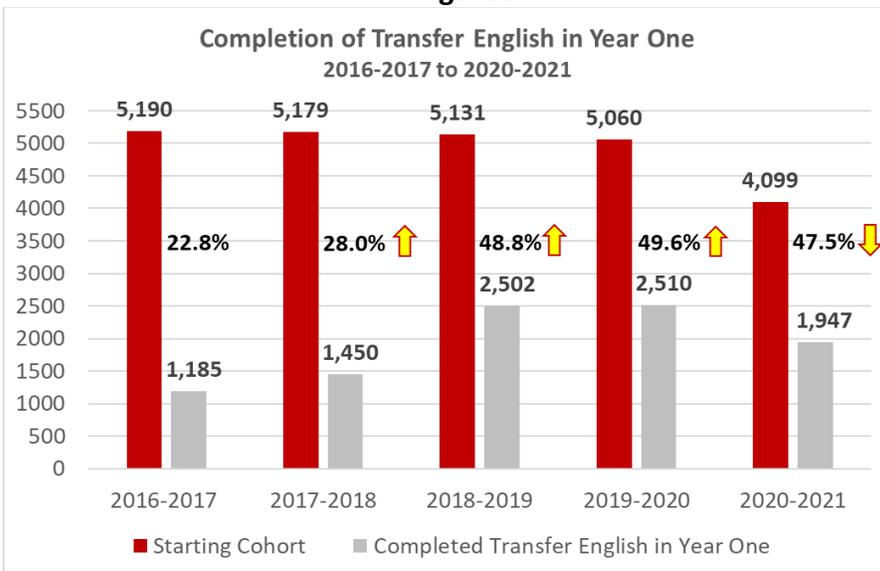
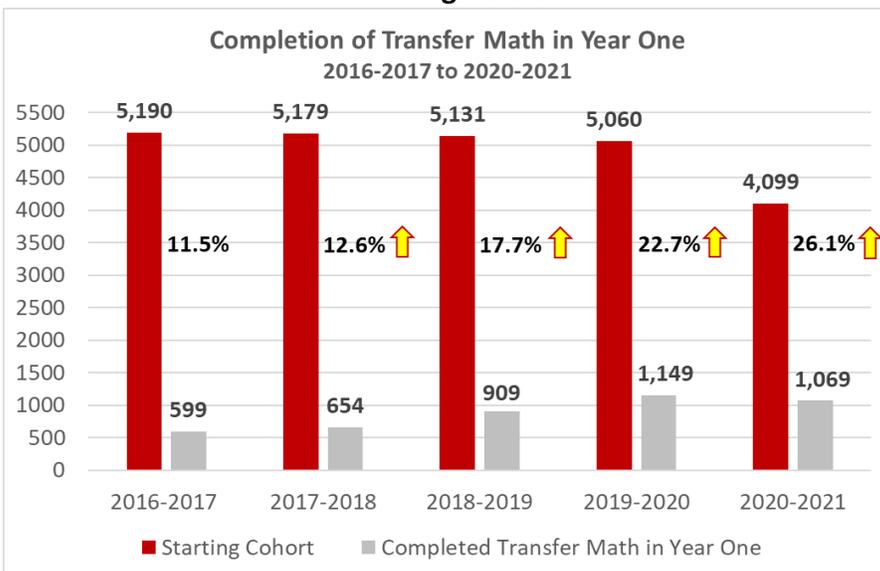


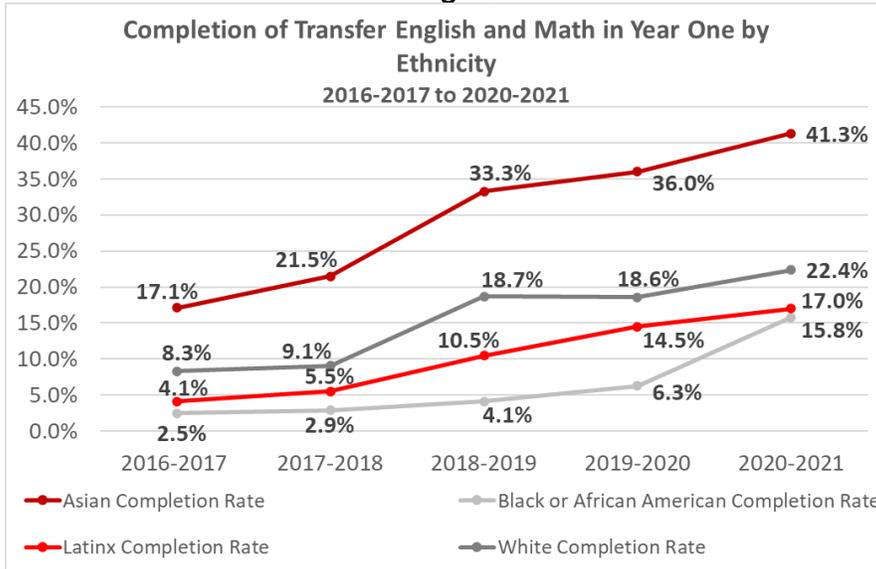
Figure 3.3

**Figure 3.3:** The overall completion rate of Transfer Math in year one increased every year beginning in 2017-2018 and thereafter. The largest increase in the completion rate occurred between 2017-2018 and 2018-2019, increasing by 5.1 percentage points (12.6% to 17.7%). In 2020-2021, while we observe a five-year high in terms of the completion rate, we also observe a drop in the number of first time students (starting cohort) and the number of completers when compared to 2019-2020.



# Completion of Transfer English and/or Math in Year One

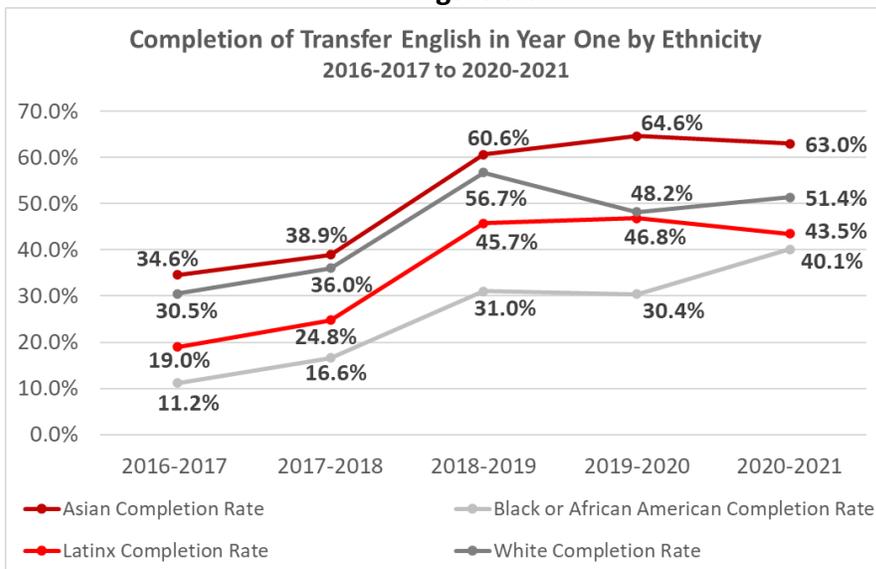
Figure 3.4



## Key findings

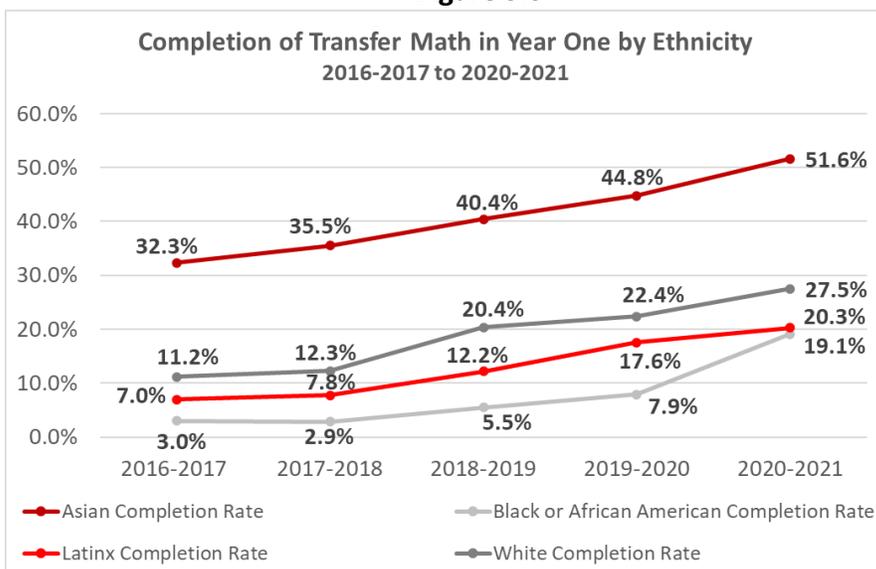
**Figure 3.4:** Asian, Latinx, and White students experienced the largest increases in Transfer Math and English completion rates between 2017-2018 and 2018-2019. White students were the only group who experienced a completion rate drop between 2018-2019 and 2019-2020. All four groups showed an increase in completion rates between 2019-2020 and 2020-2021 with Black or African American students showing the highest increase (9.5 percentage points).

Figure 3.5



**Figure 3.5:** Asian, Black or African American, Latinx, and White students experienced notable increases in Transfer English completion rates between 2017-2018 and 2018-2019. Between 2018-2019 and 2019-2020, White and Black or African American students were the only groups who experienced a drop in completion rates. Between 2019-2020 and 2020-2021, Black or African American and White students showed an increase in completion rates while Asian and Latinx students experienced a drop in completion rates during this same period.

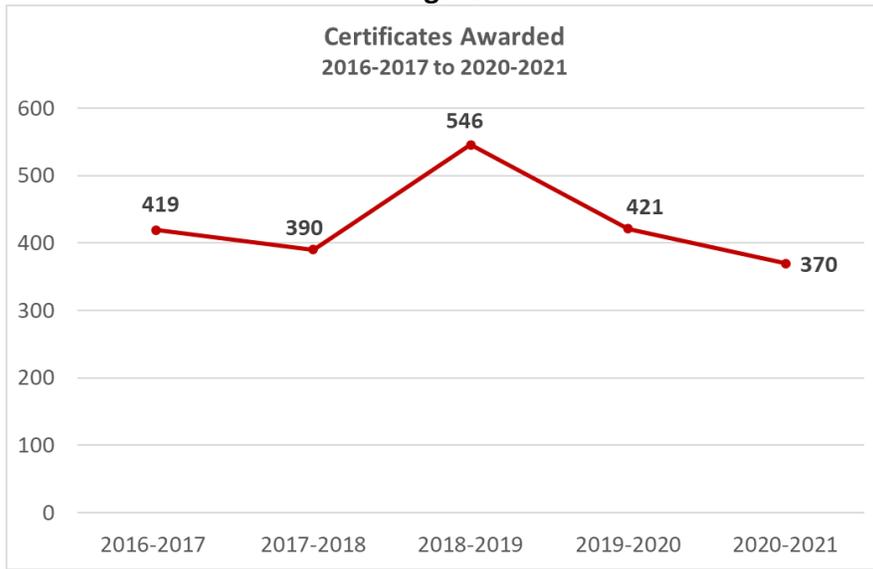
Figure 3.6



**Figure 3.6:** For Asian students, Transfer Math completion rates increased every year beginning in 2016-2017 and thereafter. Between 2018-2019 and 2019-2020, all four groups experienced completion rate increases with Asian students showing the highest increase (4.4 percentage points) and White students the lowest increase (2.0 percentage points). All four groups experienced completion rate increases between 2019-2020 and 2020-2021 where Black or African American students showed the most notable increase (11.2 percentage points).

# Certificate Completion

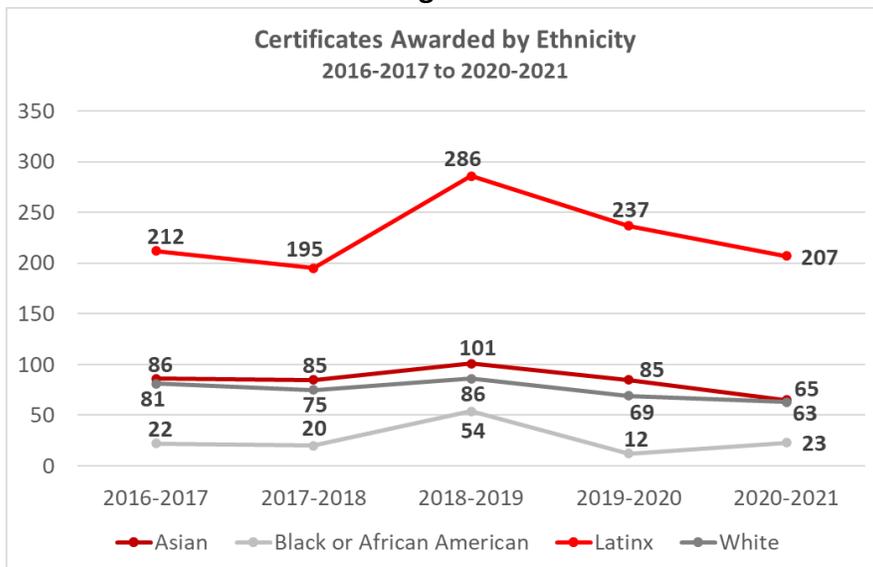
**Figure 4.1**



## Key findings

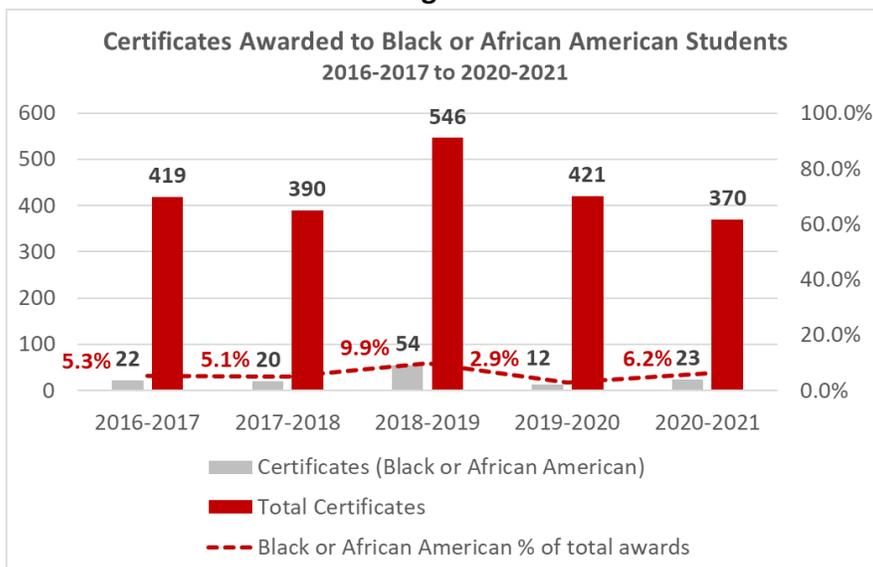
**Figure 4.1:** Between 2017-2018 and 2018-2019, the number of certificates awarded experienced an increase of 40.0% (390 to 546). In 2019-2020, the number of certificates awarded dropped by 22.9% (546 to 421). Between 2019-2020 and 2020-2021, the number of certificates dropped to a five-year low of 370.

**Figure 4.2**



**Figure 4.2:** All four groups experienced an increase in the number of certificates awarded in 2018-2019 but then experienced a drop in 2019-2020. Between 2019-2020 and 2020-2021, Asian, Latinx, and White students experienced a drop again in certificates. Black or African American students were the only group who experienced an increase during this period.

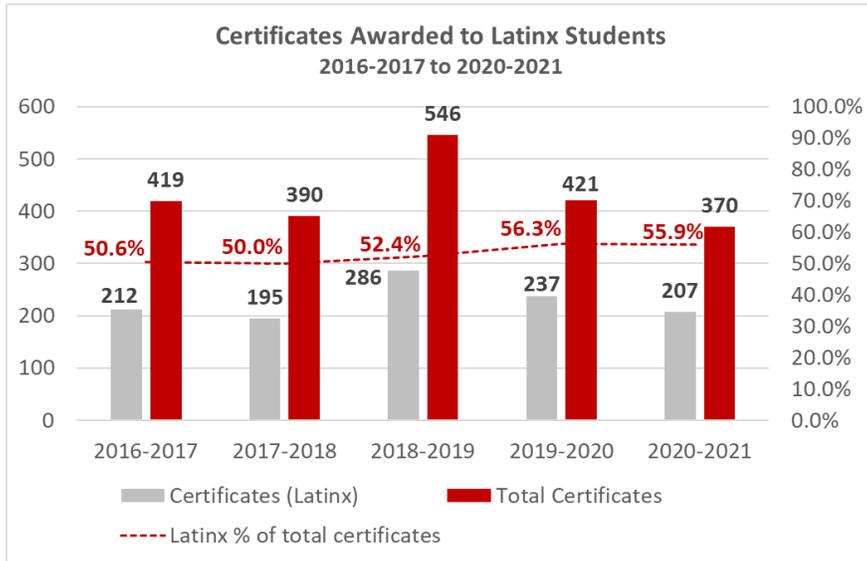
**Figure 4.3**



**Figure 4.3:** The percentage of certificates awarded to Black or African American students among all certificates awarded fluctuated between 5.1% and 9.9% during 2016-2017 and 2018-2019. In 2018-2019, the percentage of certificates awarded increased to a five-year high of 9.9% but dropped to a five-year low of 2.9% in 2019-2020. Yet, we observe the percentage of certificates awarded increased again in 2020-2021 to 6.2%<sup>3</sup>

## Certificate Completion

Figure 4.4

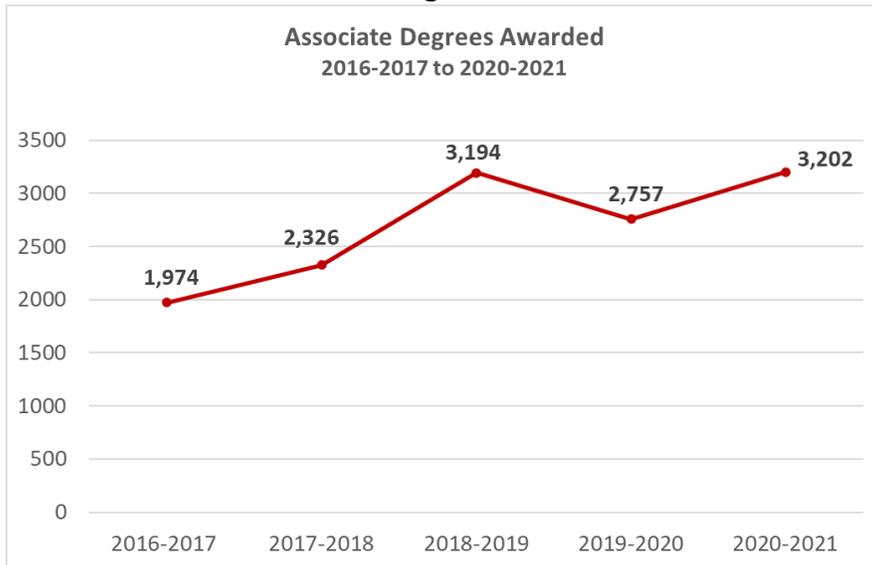


### Key findings

**Figure 4.4:** Between 2016-2017 and 2020-2021, 50% or more of total certificates have been awarded to Latinx students. The most notable percentage point increase over the last five years occurred between 2018-2019 and 2019-2020, where the rate increased by 3.9 percentage points (52.4% to 56.3%).<sup>4</sup> Between 2019-2020 and 2020-2021, the percentage of certificates awarded to Latinx students dropped from 56.3% to 55.9%.

# Associate Degree Completion

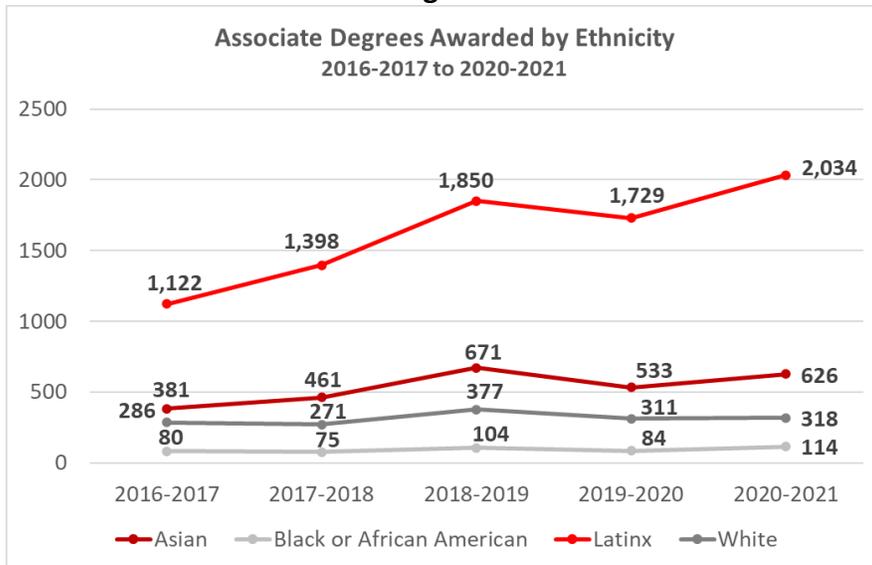
Figure 5.1



## Key findings

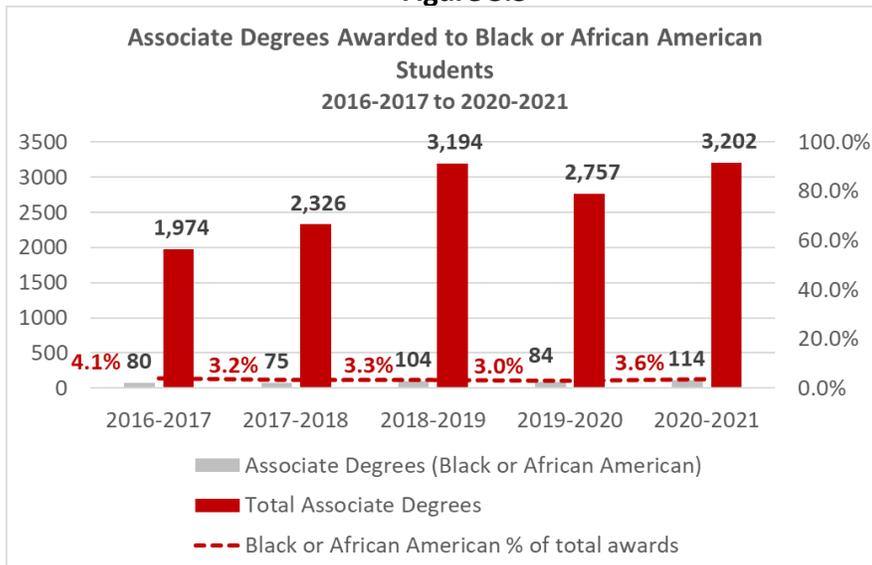
**Figure 5.1:** Between 2017-2018 and 2018-2019, the number of associate degrees awarded increased by 37.3% (2,326 to 3,194). In 2019-2020, the number dropped to 2,757 resulting in a decline of 13.7% compared to the previous year (3,194). Another increase occurred between 2019-2020, resulting in an increase of 16.1% (2,757 to 3,202).

Figure 5.2



**Figure 5.2:** Asian and Latinx students experienced increases in the number of associate degrees awarded in both 2017-2018 and 2018-2019. All four groups show a drop in associate degrees awarded in 2019-2020. In 2020-2021, all four groups experienced an increase, with Latinx students showing the largest increase (1,729 to 2,034).

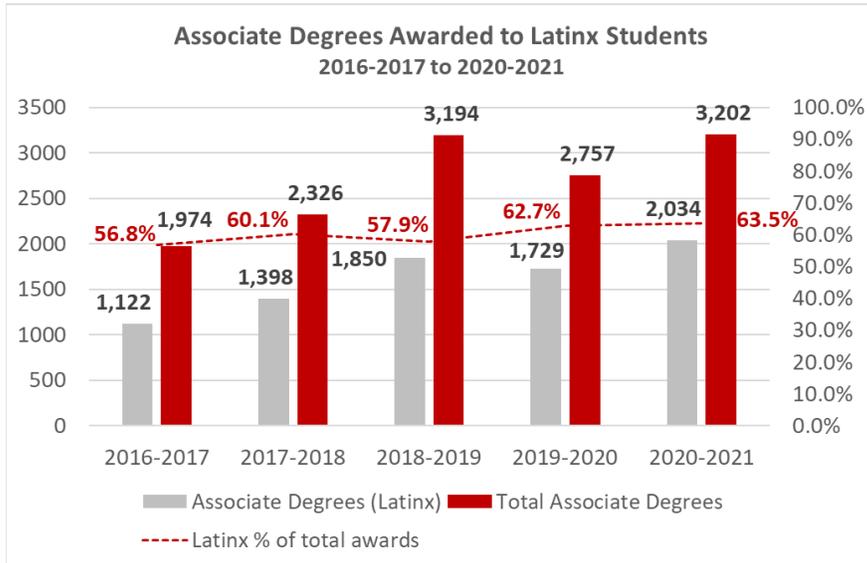
Figure 5.3



**Figure 5.3:** While sizeable increases occurred in the overall number of associate degrees awarded in 2017-2018 and 2018-2019, no notable positive change occurred in the percentage awarded to Black or African American students compared to 2016-2017. In 2019-2020, the percentage of degrees awarded of 3.0% marked a five-year low. In 2020-2021, the percentage of degrees awarded increased to 3.6% and this year also included the highest number of degrees awarded to Black or African American students between 2016-2017 and 2020-2021.<sup>5</sup>

## Associate Degree Completion

**Figure 5.4**

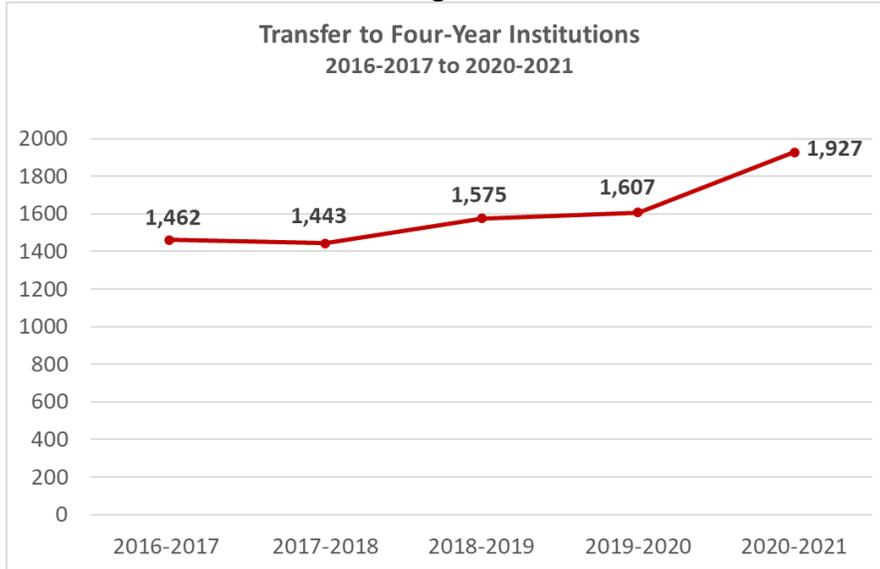


### Key findings

**Figure 5.4:** Between 2016-2017 and 2020-2021, nearly 57% or more of total associate degrees awarded have been to Latinx students. In 2020-2021, a five-year high was reached in terms of the total number of associate degrees awarded to Latinx students (2,034). 2020-2021 also marked a five-year high for the percentage of degrees awarded to Latinx students (63.5%).<sup>6</sup>

# Transfer to Four-Year Institutions

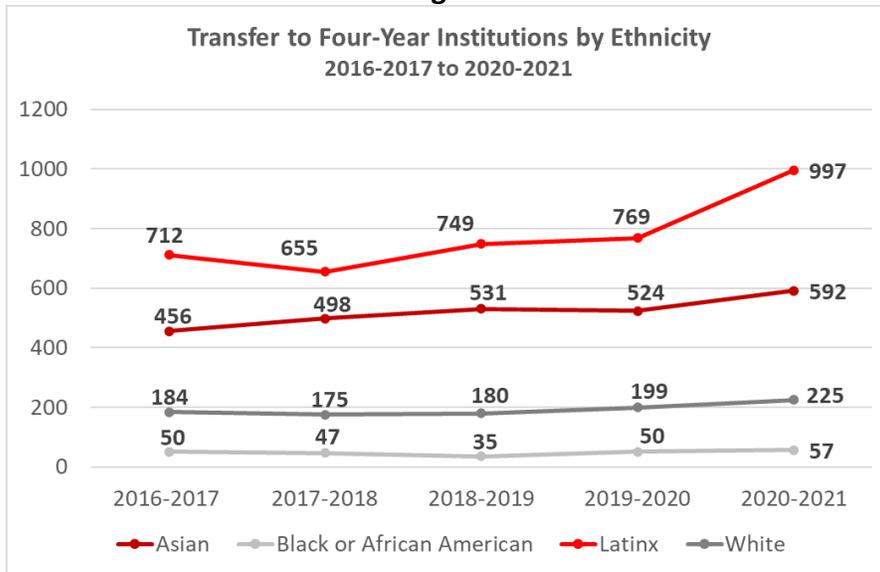
Figure 6.1



## Key findings

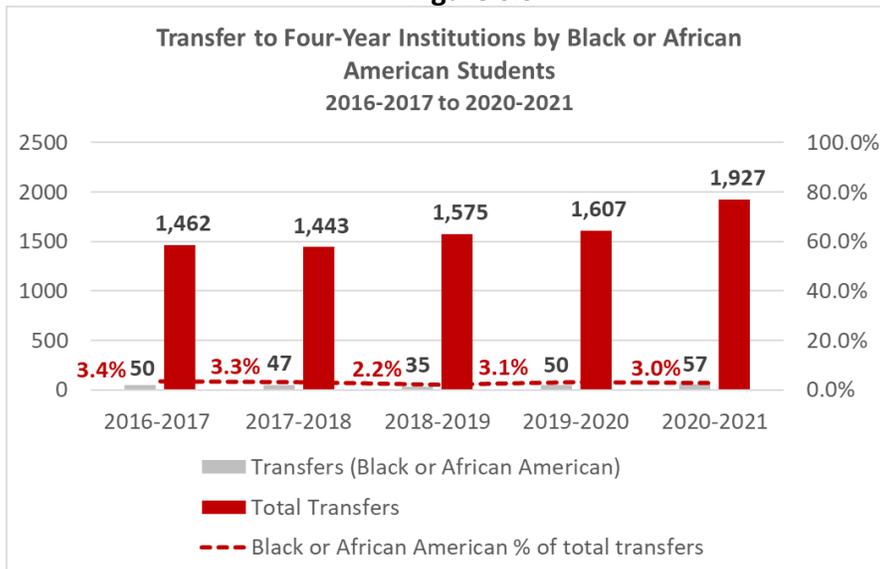
**Figure 6.1:** Between 2016-2017 and 2020-2021, the number of transfer students increased by 31.8% (1,462 to 1,927). In 2020-2021, we observe a five-year high of 1,927 transfer students resulting in an increase of 19.9% compared to 1,607 in 2019-2020.

Figure 6.2



**Figure 6.2:** Overall, Latinx and Asian students show higher transfer numbers compared to White and Black or African American students. However, all four groups experienced increases in 2020-2021 when compared to the number of transfer students in 2016-2017. This figure also shows an increase in the number of transfer students between 2019-2020 and 2020-2021, where Latinx students experienced the largest increase during this timeframe (769 to 997).

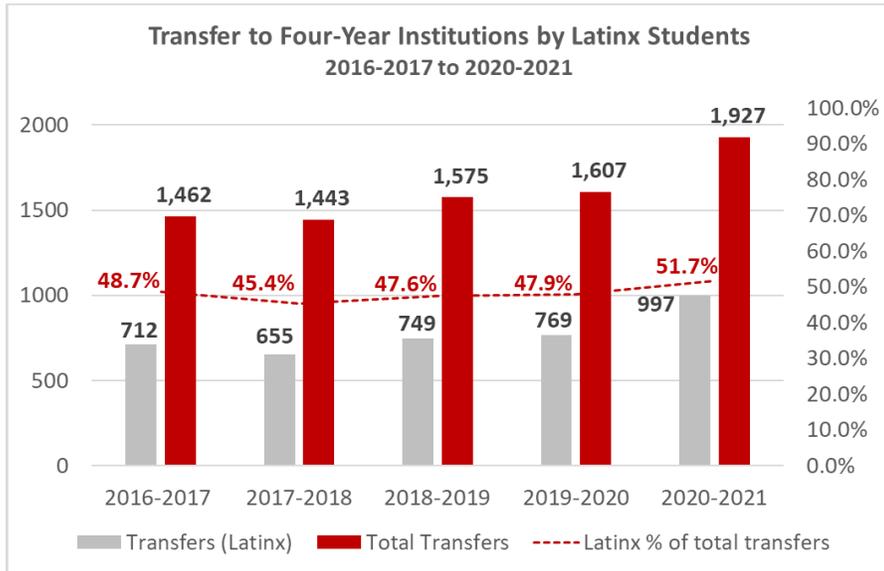
Figure 6.3



**Figure 6.3:** In 2016-2017, we observe a five-year high in terms of the percentage of Black or African American students who transferred at 3.4%. In 2020-2021, the data shows an increase both in the overall total number of transfers and the number of Black or African American students who transferred, yet no notable positive change occurred in the percentage of Black or African American transfer students compared to previous years.<sup>7</sup>

## Transfer to Four-Year Institutions

**Figure 6.4**



### Key findings

**Figure 6.4:** Between 2016-2017 and 2019-2020, 45.0% or more of students who transferred to a four-year institution were Latinx students. In 2020-2021, a five-year high was reached in terms of the total number of Latinx students who transferred (997). 2020-2021 also marked a five-year high for the percentage of Latinx students who transferred to a four-year institution (51.7%).<sup>8</sup>

### **Metric definitions**

**Course Success:** This metric is defined as the number of passing grades (A, B, C, P, IA, IB, IC) divided by the number of enrollments. The following grades were only included for Spring 2020 and the 2020-2021 academic year: DV, FV, INPV, NPV, EW. Course grades including a V are used to identify no pass grades during COVID-19 and thereafter. 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. If a student received any of the following grades in both the Fall and Spring term of the selected year, persistence was achieved: A, B, C, D, F, IA, IB, IC, ID, IF, INP, NP, P, W. The following grades were only included for the Spring 2020 term and the 2020-2021 academic year and were considered enrollments grades that counted towards persistence: DV, FV, INPV, NPV, EW. This data only examined 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 a grade equivalent to a C or better at Mt. SAC during the academic year students were identified as first time college students.

**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. 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 of students with 12+ units earned in the indicated year who had no enrollment at Mt. SAC the next year and who enrolled at a four-year institution in that next year. This methodology is a modified local version of the Student Centered Funding Formula (SCFF) transfer metric. The academic years found in the transfer data visuals indicate the year students enrolled at a four-year institution.

## Notes

1. The data for 2019-2020 includes Spring 2020, the first term of the COVID-19 pandemic. During this term, excused withdrawals (EW) were offered as an option to students as a result of the pandemic. This translates into EWs being included in Spring 2020 and 2020-2021 data when courses success rates were calculated.
2. Percentage Point Gap (PPG-1) compares the focal group to the performance of all other students not in that group. (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 group.
- 3, 5, and 7: Black or African American students made up 3.9% of the total credit headcount in the 2020-2021 academic year.
- 4, 6, and 8: Latinx students made up 61.8% of the total credit headcount in the 2020-2021 academic year.