

# 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.

It is important to note the pandemic began to impact Mt. SAC's students and its operations in March 2020. Shortly thereafter, the College shifted all its courses to a remote learning format. As a result, the impact of the pandemic can be observed in the 2019-2020 data.

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 rates for credit courses between 2015-2016 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 2015-2016 and 2019-2020, 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 2019-2020, Black or African American students experienced the largest course success rate drop, resulting in a decline of 6.9 percentage points (64.8% to 57.9%).
- 2. Fall-to-Spring Persistence:** Persistence rates for credit course enrollment has declined every year between 2015-2016 to 2019-2020, dropping from 74.1% to 70.9% 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.
- 4. Certificate Completion:** In 2018-2019, the total number of certificates awarded increased but experienced a notable drop in 2019-2020. This drop in 2019-2020 also resulted in a decline in the number of certificates awarded to Asian, Black or African American and White students. Between 2015-2016 to 2019-2020, 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 2015-2016 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%.
- 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. This drop in 2019-2020 also resulted in a decline in the number of degrees awarded to Asian, Black or African American and White students. Between 2015-2016 to 2019-2020, nearly 57% or more of total associate degrees awarded have been to Latinx students. 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 and 2015-2016.

## Executive Summary cont.

- 6. Transfer to Four Year Institutions:** Between 2015-2016 and 2019-2020, the number of students who transferred to a four-year institution experienced an increase of 13.9% (1,411 to 1,607). The percentage of Black students among all students that transferred to a four-year institution fluctuated between 2.2% and 3.4% during 2015-2016 and 2019-2020. During this same time period, 42.0% 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

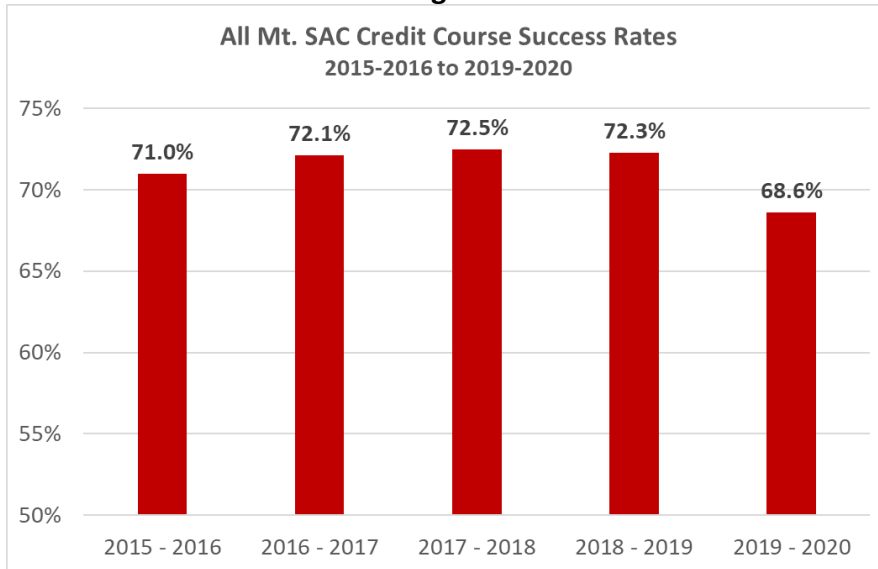


Figure 1.2

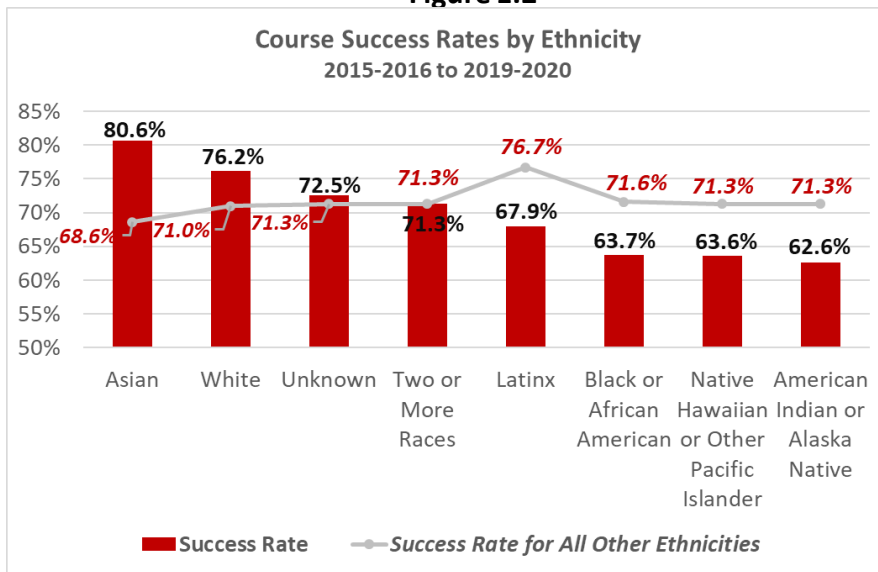
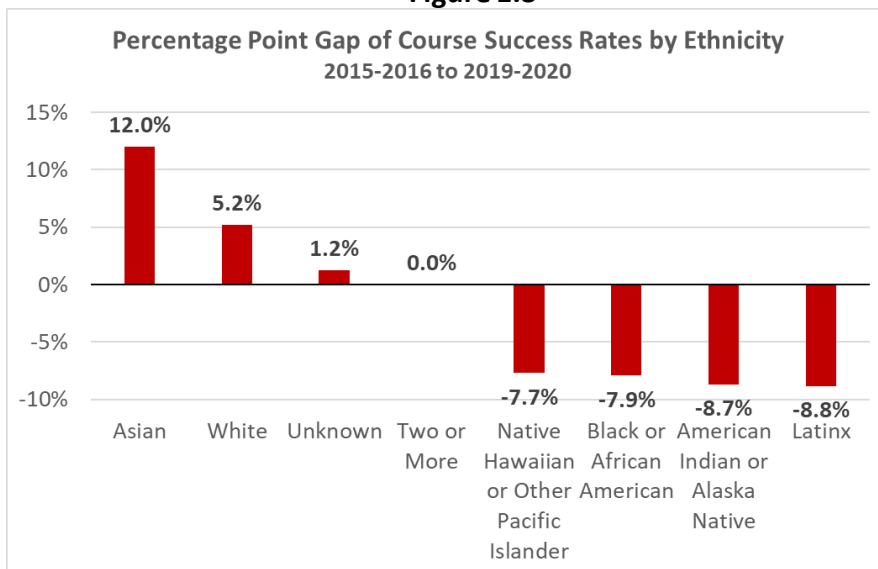


Figure 1.3



## Key findings

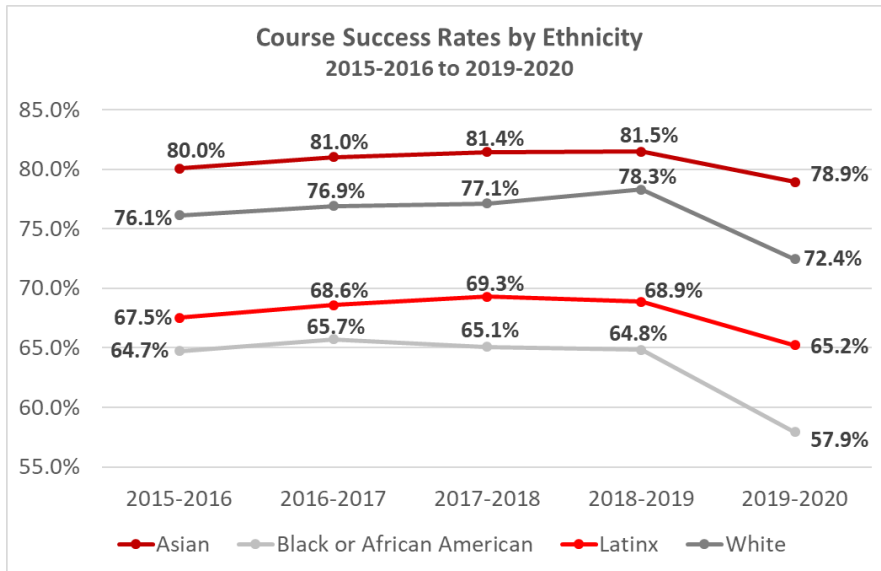
**Figure 1.1:** The Mt. SAC credit course success rate experienced small increases in 2016-2017 and 2017-2018 compared to the previous year. In 2018-2019 and 2019-2020, the course success rate experienced drops when compared to the previous year. Since EW grades<sup>1</sup> were included in the Spring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

**Figure 1.2:** This figure shows the success rates by ethnicity (black font) combining all credit coursework between 2015-2016 and 2019-2020. 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 lower course success rates for students of color.

**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, American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander students during 2015-2016 and 2019-2020.

## Course Success

**Figure 1.4**

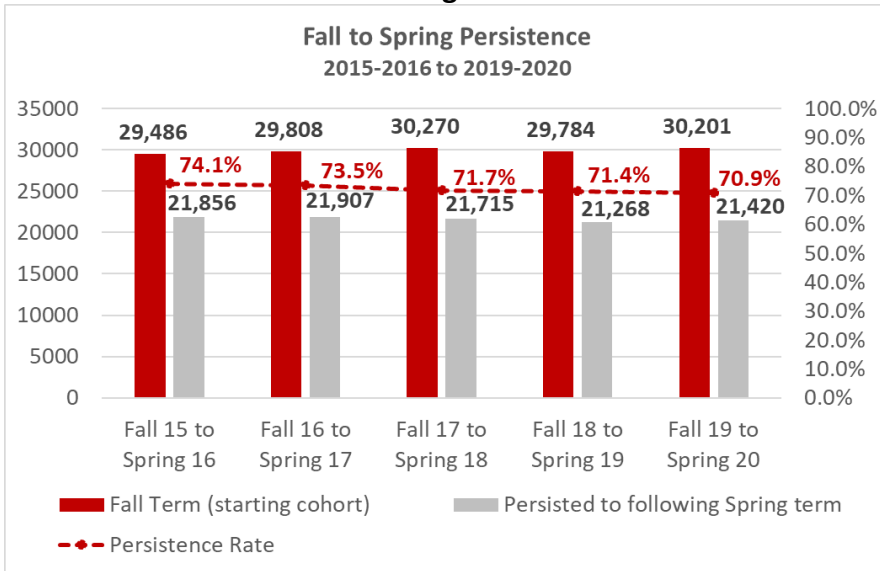


### Key findings

**Figure 1.4:** Between 2015-2016 and 2019-2020, 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. During this period, Black or African American students experienced the largest drop, resulting in a decline of 6.9 percentage points (64.8% to 57.9%)

## Persistence

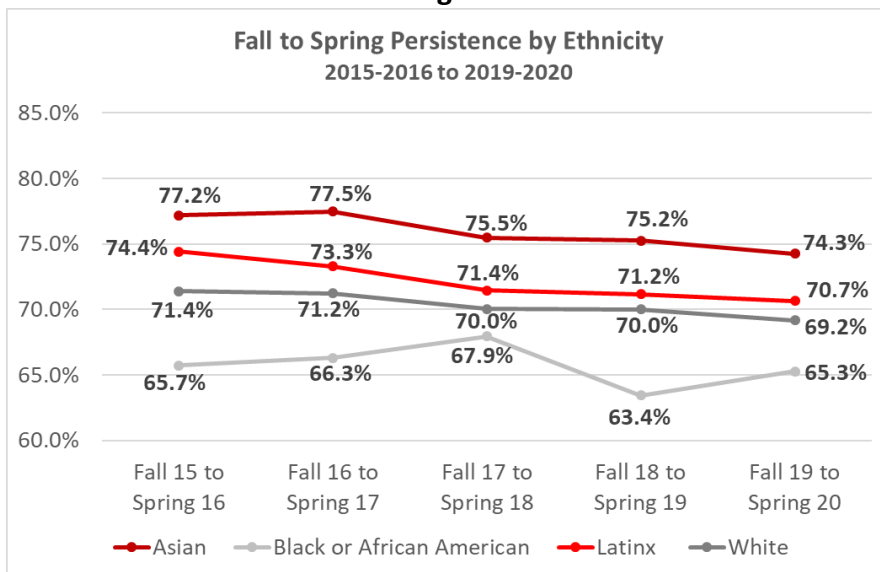
Figure 2.1



## Key findings

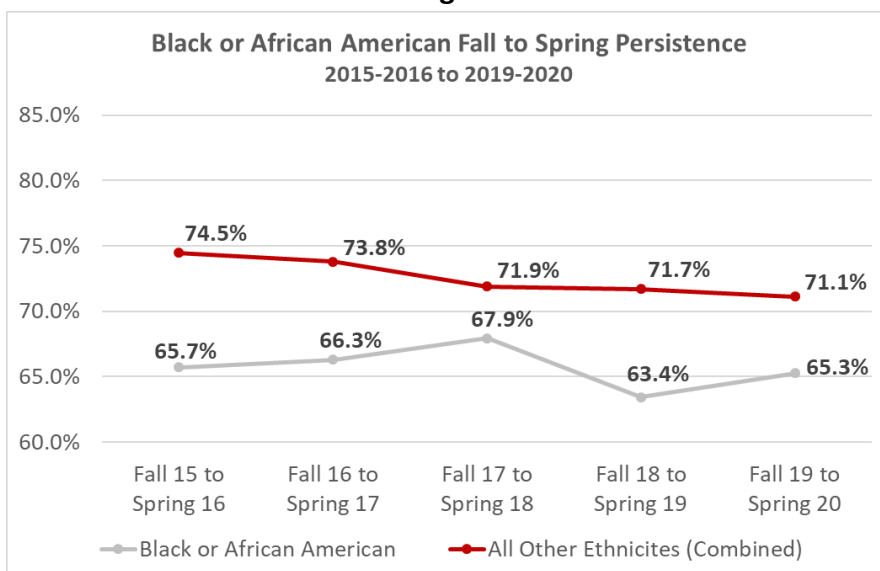
**Figure 2.1:** Fall to Spring persistence rates for credit course enrollment have declined every year between Fall 2015 and Spring 2020, dropping from 74.1% to 70.9%.

Figure 2.2



**Figure 2.2:** Asian students had the highest persistence rates between Fall 2015 and Spring 2020, followed by Latinx, White, and Black or African American students. All four student populations experienced a persistence rate drop in Fall 2019 to Spring 2020 when compared to Fall 2015 to Spring 2016. Latinx students experienced the largest drop during this period, dropping from 74.4% in Fall 15 to Spring 16 to 70.7% in Fall 2019 to Spring 2020.

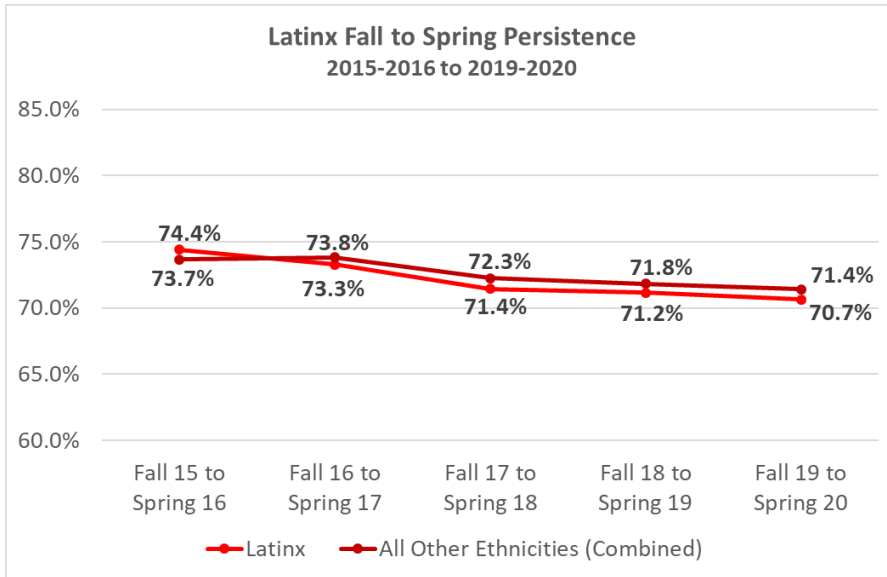
Figure 2.3



**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.

**Figure 2.4** Persistence

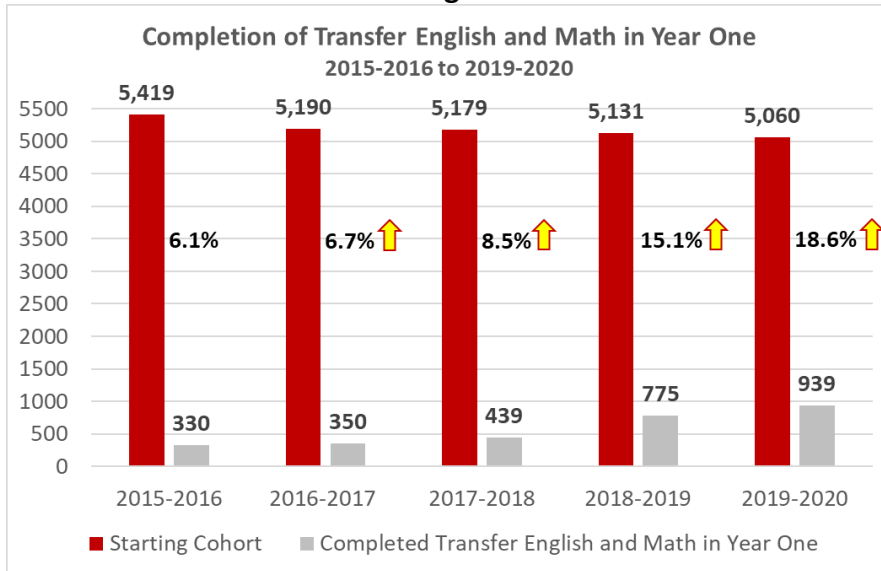
Key findings



**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 2015 and Spring 2020 from 74.4% in Fall 2015 to Spring 2016 to 70.7% in Fall 2019 to Spring 2020.

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

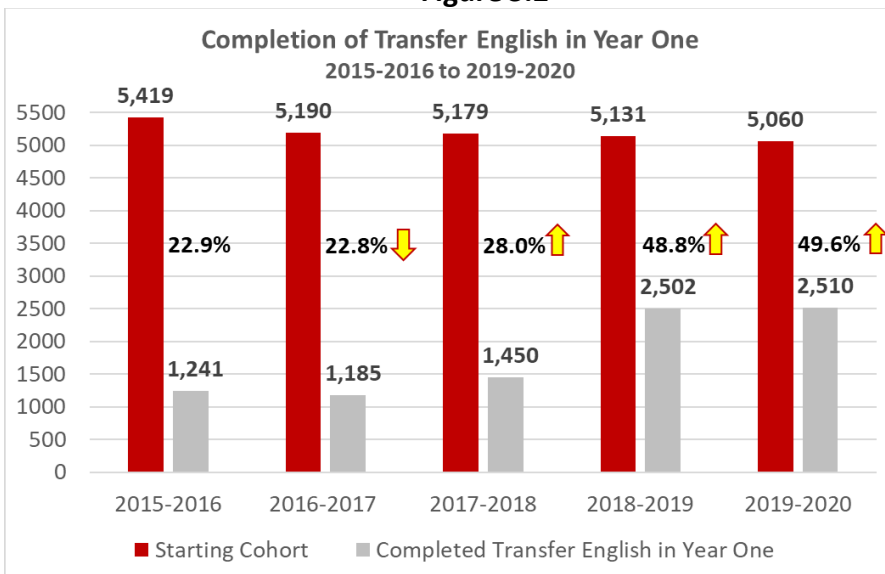
**Figure 3.1**



### Key findings

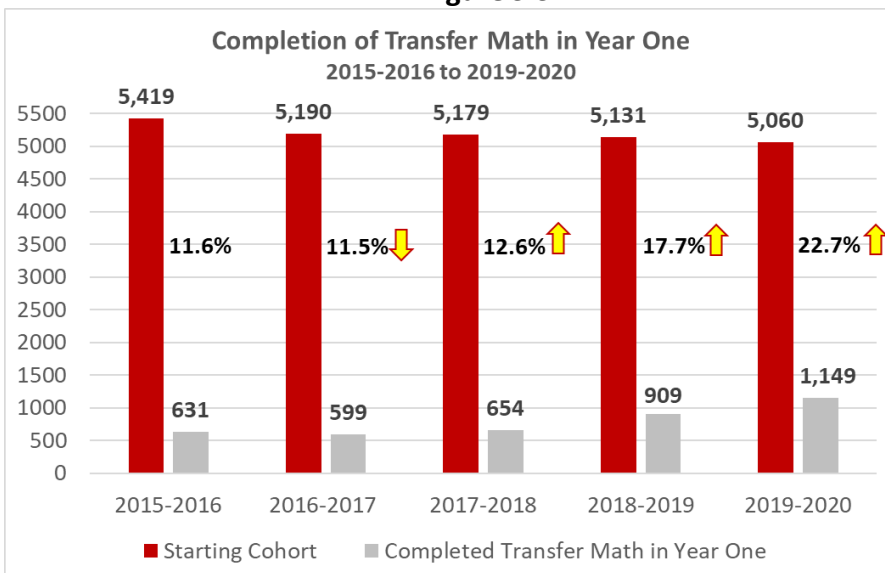
**Figure 3.1:** The overall completion rate of Transfer Math and English in year one increased every year beginning in 2017-2018 and thereafter. The largest increase in the completion rate occurred between 2017-2018 and 2018-2019, increasing by 6.6 percentage points (8.5% to 15.1%).

**Figure 3.2**



**Figure 3.2:** The overall completion rate of Transfer 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 20.8 percentage points (28.0% to 48.8%).

**Figure 3.3**

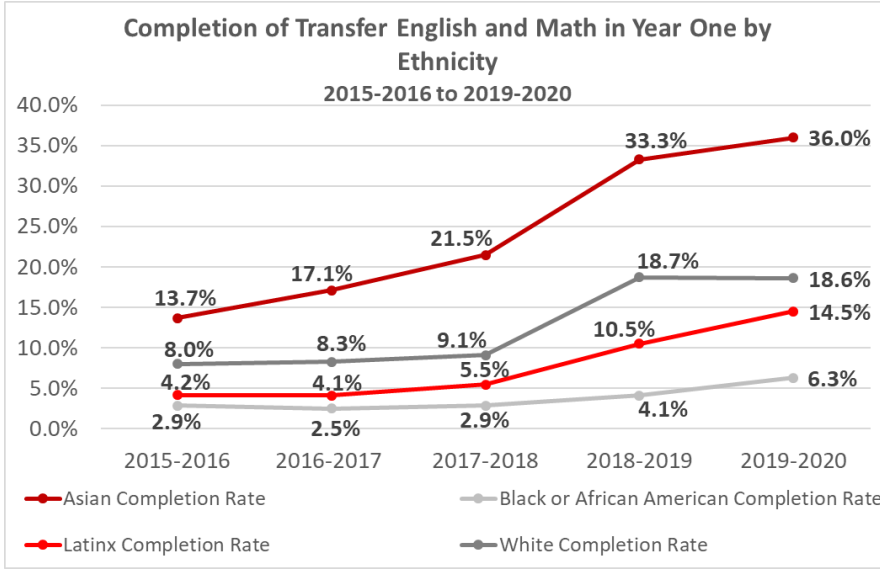


**Figure 3.3:** The overall completion rate of Transfer Math in year one increased every year beginning in 2017-2018 and thereafter. The largest increase in the completion rate occurred between 2017-2018 and 2018-2019, increasing by 5.1 percentage points (12.6% to 17.7%).



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

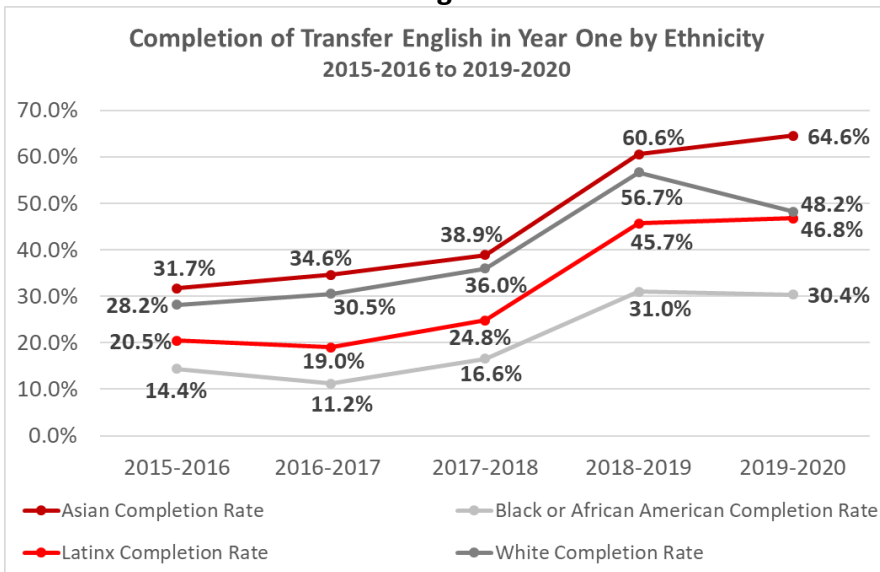
Figure 3.4



## Key findings

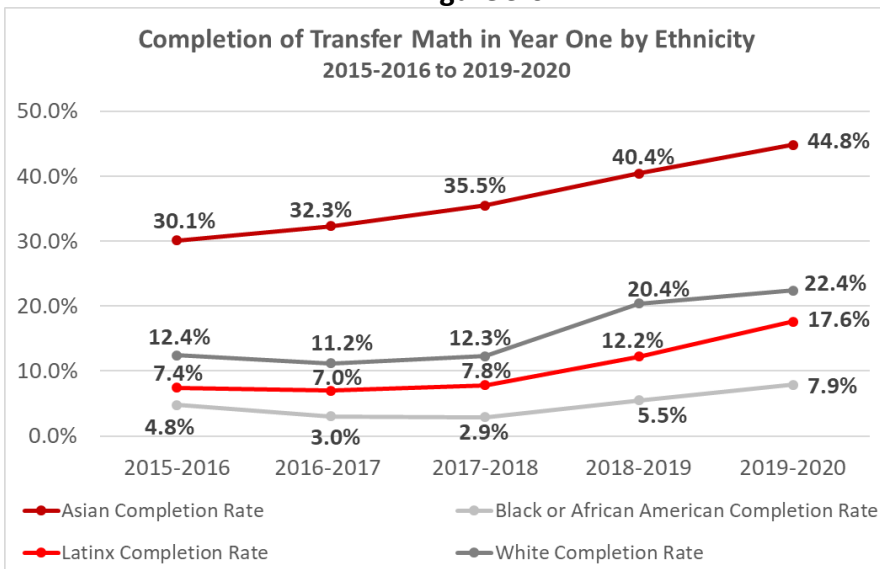
**Figure 3.4:** Asian, Latinx, and White students experienced the largest increases in Transfer Math and English completion rates between 2017-2018 and 2018-2019. During this same period, Black or African American students experienced smaller increases compared to their Asian, Latinx, and White counterparts. White students were the only group who experienced a completion rate drop between 2018-2019 and 2019-2020. Latinx students showed the largest increase during this same period, increasing from 10.5% to 14.5% (4.0 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. Asian students show the largest increase during this same period, increasing by 4.0 percentage points (60.6% to 64.6%).

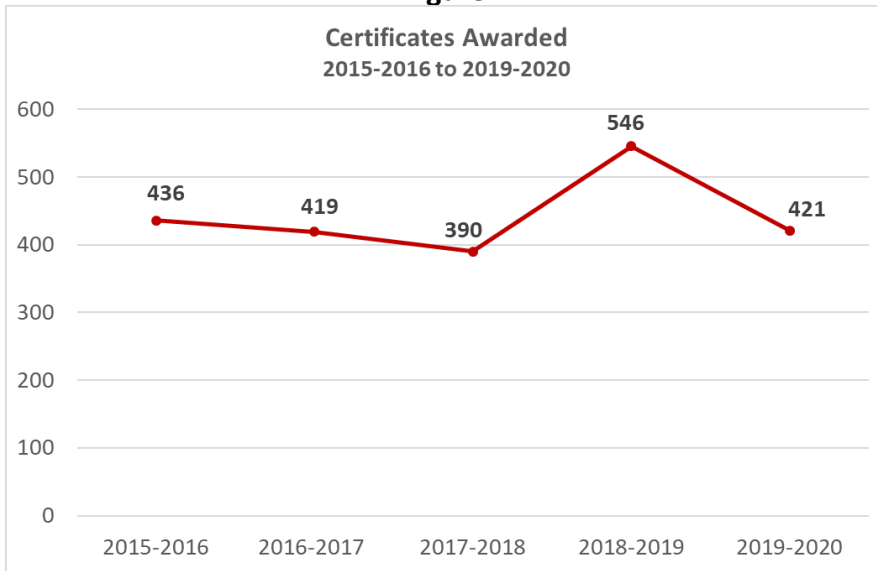
Figure 3.6



**Figure 3.6:** For Asian students, Transfer Math completion rates increased every year beginning in 2016-2017 and thereafter. Between 2015-2016 and 2017-2018, completion rates for Black or African American, White, and Latinx students fluctuated but increased in 2018-2019 and again 2019-2020. 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).

# Certificate Completion

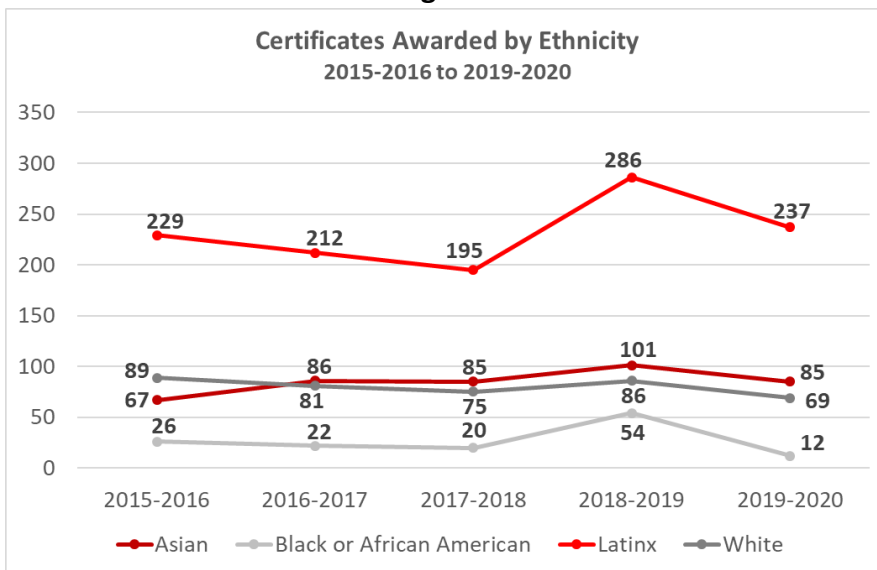
Figure 4.1



## Key findings

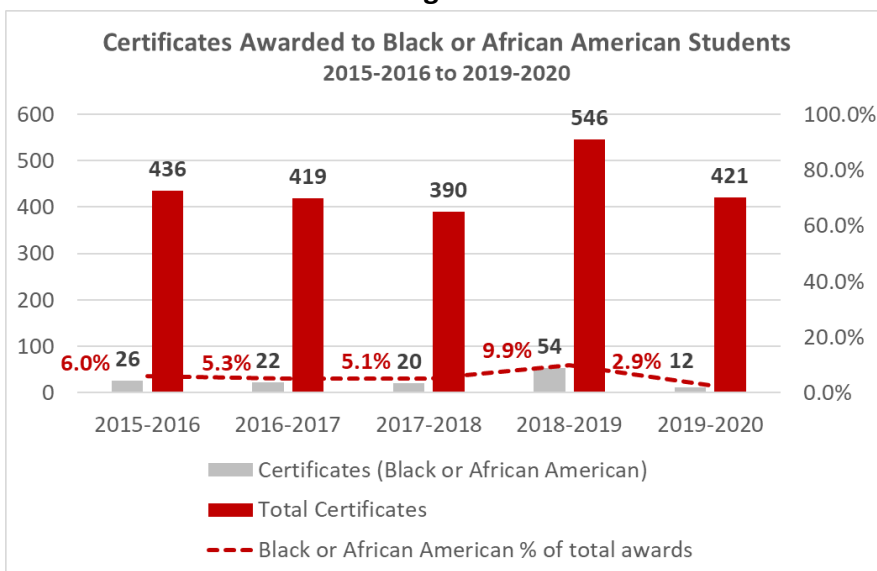
**Figure 4.1:** The number of certificates awarded declined between 2015-2016 and 2017-2018 from 436 to a five-year low of 390. Between 2017-2018 and 2018-2019, the number of certificates awarded experienced an increase of 40.0% (390 to 546). In 2019-2020, the number of certificates awarded dropped by 22.9% (546 to 421).

Figure 4.2



**Figure 4.2:** The number certificates awarded to Asian and White students fluctuated between 2015-2016 and 2019-2020. Black or African American and Latinx students both experienced similar trends where certificates awarded dropped in 2016-2017 and 2017-2018. Yet, they both experienced an increase in 2018-2019 and a notable drop in 2019-2020. In 2018-2019, the number of certificates awarded to Black or African students reached a five-year high (54), but in 2019-2020, a five-year low (12).

Figure 4.3

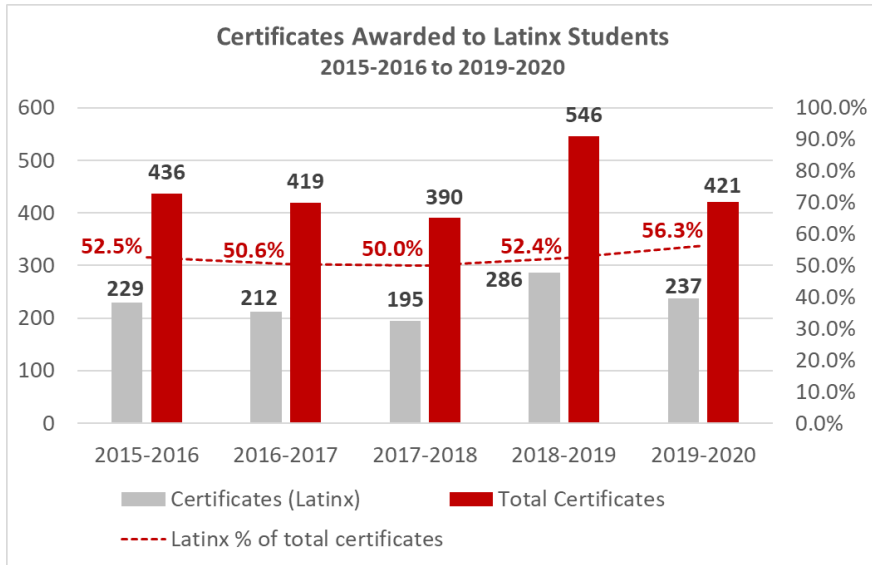


**Figure 4.3:** The percentage of certificates awarded to Black or African American students among all certificates awarded fluctuated between 5.1% and 9.9% during 2015-2016 and 2018-2019. In 2018-2019, the percentage of certificates awarded increased to a five-year high of 9.9% but dropped to a five-year low of 2.9% in 2019-2020.<sup>3</sup>

## Certificate Completion

Figure 4.4

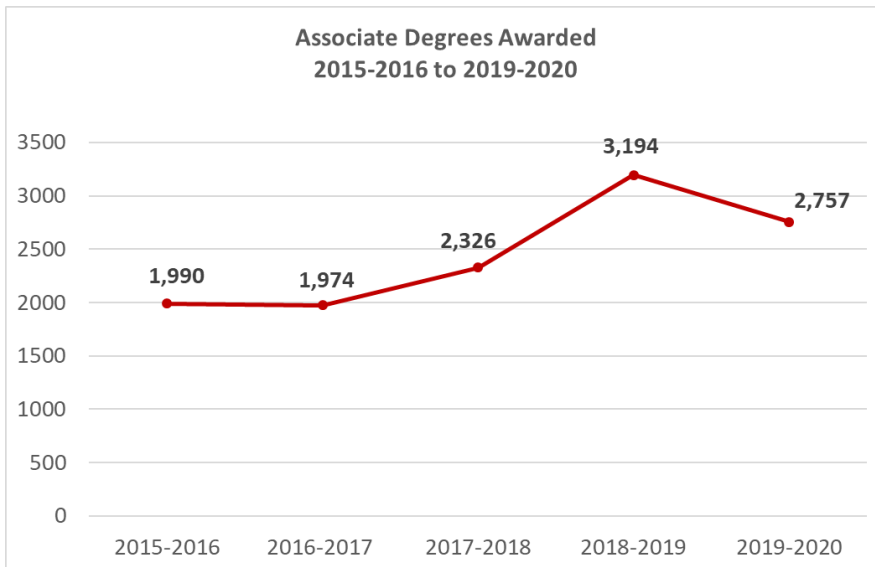
### Key findings



**Figure 4.4:** Between 2015-2016 and 2019-2020, 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>

# Associate Degree Completion

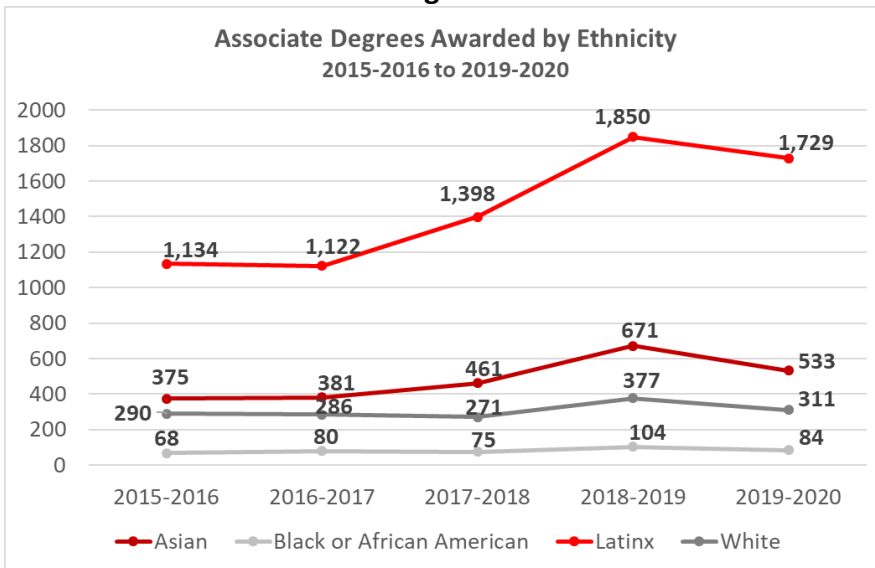
Figure 5.1



## Key findings

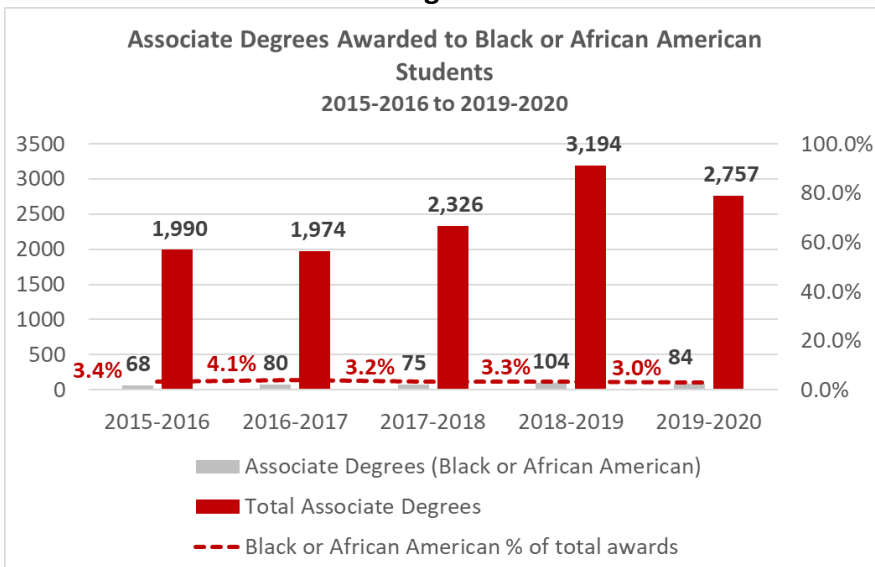
**Figure 5.1:** In 2017-2018 and 2018-2019, increases occurred in the number of associate degrees awarded when compared to the previous year. Between 2017-2018 and 2018-2019, the number of associate degrees awarded increased by 37.3% (2,326 to 3,194). In 2019-2020, the number dropped to 2,757 resulting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

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. Despite the drop in 2019-2020, the associate degrees awarded are still higher for all four groups when compared to 2015-2016.

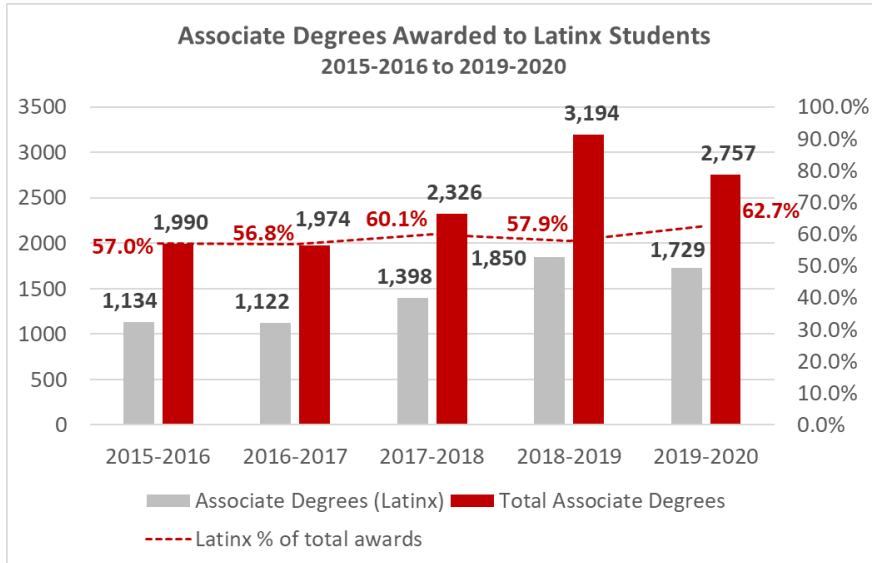
Figure 5.3



**Figure 5.3:** The percentage of associate degrees awarded to Black or African students among all associates degrees awarded fluctuated between 3.0% and 4.1% during 2015-2016 and 2019-2020. 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 and 2015-2016. In 2019-2020, the percentage of degrees awarded of 3.0% marked a five-year low.<sup>5</sup>

## Associate Degree Completion

**Figure 5.4**



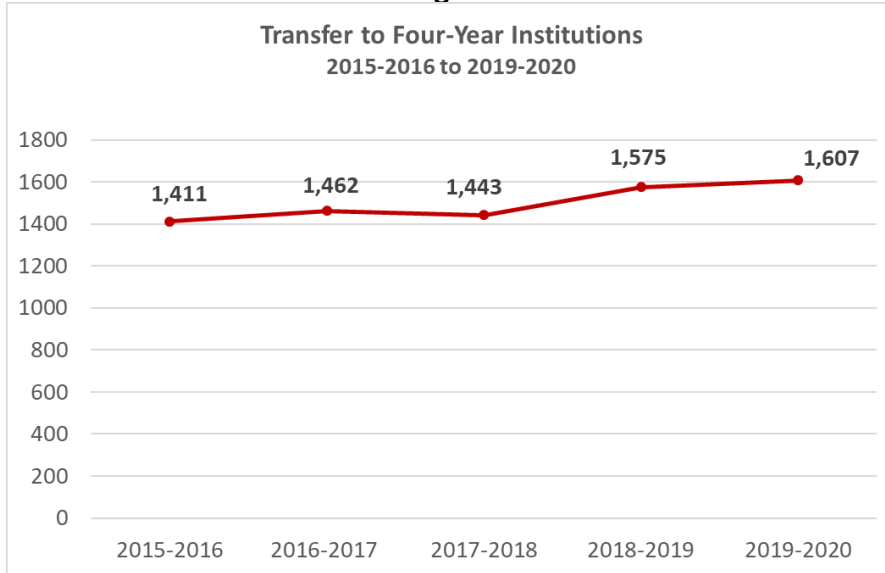
### Key findings

**Figure 5.4:** Between 2015-2016 and 2019-2020, nearly 57% or more of total associate degrees awarded have been to Latinx students. In 2018-2019, a five-year high was reached in terms of the total number of associate degrees awarded to Latinx students (1,850). In 2019-2020, while the total number of associate degrees dropped, 62.7% of associate degrees were awarded to Latinx students which resulted in a five-year high.<sup>6</sup>

# Transfer to Four-Year Institutions

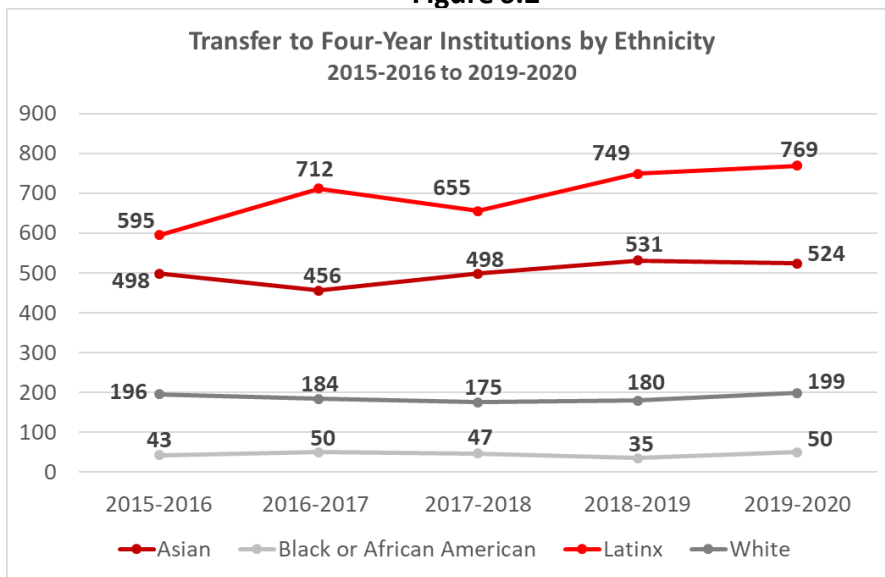
Figure 6.1

## Key findings



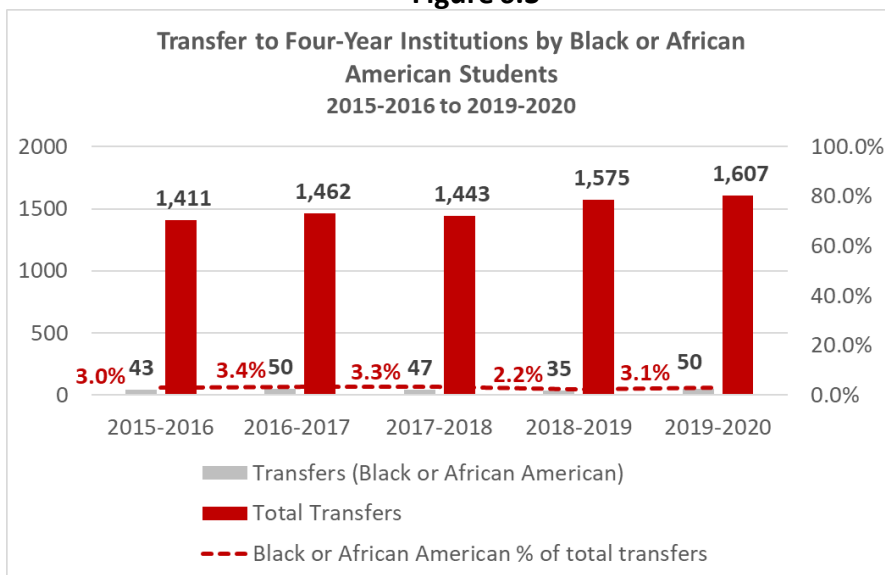
**Figure 6.1:** Between 2015-2016 and 2019-2020, the number of transfer students increased by 13.9% (1,411 to 1,607). In 2018-2019 and 2019-2020, increases occurred in two consecutive years reaching a five-year high in 2019-2020 of 1,607.

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 2019-2020 when compared to the number of transfer students in 2015-2016.

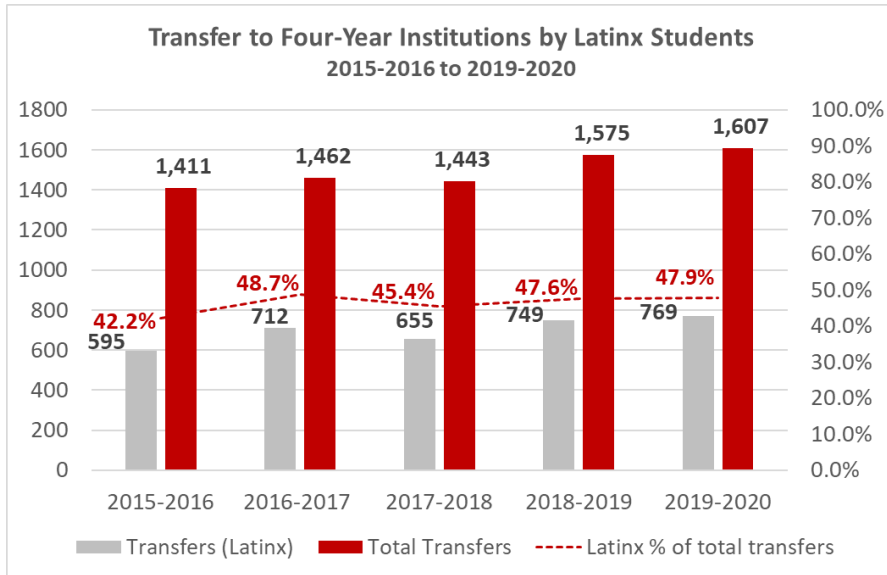
Figure 6.3



**Figure 6.3:** During 2015-2016 and 2019-2020, the percentage of Black or African American students among all students who transferred to a four-year institution fluctuated between 2.2% and 3.4%. 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 2018-2019, the percentage of students who transferred reached a five-year low (2.2%), but increased in 2019-2020 to 3.1%.<sup>7</sup>

## Transfer to Four-Year Institutions

**Figure 6.4**



### Key findings

**Figure 6.4:** Between 2015-2016 and 2019-2020, 42.0% or more of students who transferred to a four-year institution were Latinx students. In 2016-2017, the percentage of Latinx students among all students who transferred was 48.7%, which resulted in a five-year high. While the overall number of students who transferred increased in both 2018-2019 and 2019-2020, the percentage of Latinx students who transferred also increased to 47.6% and 47.9%, respectively.<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: DV, FV, INPV, NPV, EW. Course grades including a V are used to identify no pass grades during COVID-19. 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 were considered enrollments grades in Spring 2020 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.
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 3.6% of the total credit headcount in the 2019-2020 academic year.
- 4, 6, and 8: Latinx students made up 62.6% of the total credit headcount in the 2019-2020 academic year.