

# **Examining Key Performance Metrics Through an Equity Lens**

Jaime Rodriguez, Senior Research Analyst  
Department of Research and Institutional Effectiveness

June 8<sup>th</sup>, 2023

## Table of Contents

Report Summary.....	3
Metric Definitions.....	5
Course Success.....	6
Fall-to-Spring Persistence.....	8
Completion of Transfer-Level English and/or Math Course in Year One.....	11
Certificate Completion.....	15
Associate Degree Completion.....	17
Transfer to Four-Year Institutions.....	20
Notes.....	23

## Executive Summary

The purpose of this report is to provide an annual update to the Board of Trustees on key performance metrics at Mount San Antonio College (Mt. SAC). The metrics included in this report are: (a) course success, (b) fall-to-spring persistence, (c) completion of transfer English and/or math in year one, (d) certification completion, (e) associate degree completion, and (f) transfer to a four-year institution. The report will provide an overview of the metrics disaggregated by race/ethnicity. The metrics presented in this report reflect and align with the California Community College Chancellor's Office Student Equity Plan, Vision for Success, and Student Centered Funding Formula (SCFF) efforts. The report is focused on identifying equity gaps within the metrics. Moreover, the goal of this report is to provide a resource that will guide the College's efforts towards becoming equity-centered in our practices by removing barriers that hinder student success. We also 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 a brief overview of the data analysis for each metric:

### Course Success

- Overall course success for the past 3 years (i.e., 2019-2020, 2020-2021, 2021-2022) has produced similar outcomes remaining within the range of 68%.
- Disaggregated by race/ethnicity, Asian and White students succeed at rates above 70% while Black/African American and Latinx students fall below 70%.

### Fall-to-Spring Persistence:

- 2021-2022 produced the lowest outcome of 67.2% over a five-year period.
- Headcount enrollment counts declined from 30,270 in 2017-2018 to 25,985 in 2021-2022
- Disaggregated by race/ethnicity, all four student groups (Asian, Black/African American, Latinx, and White) declined in persistence falling towards 60%
- 2021-2022 data shows that Black/African American students persisted at the rate of 60.9%

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

- The overall completion rates for transfer-level English *and* math in year one was 19% in 2021-2022, which is lower than the 2020-21 completion rate of 21.4%.
- Disaggregated by race/ethnicity, all student groups experienced a decrease in completion of transfer-level English *and* math in year one with the following outcomes for 2021-2022:
  - Asian students completing a transfer-level English *and* math course at 39%
  - Latinx students completing a transfer-level English *and* math course at 20%
  - White students completing a transfer-level English *and* math course at 14%
  - Black/African American students completing a transfer-level English *and* math course at 7.4%

## Executive Summary

### Completion of Transfer-Level English and/or Math Course in Year One (cont.)

- The completion rate for transfer-level English in year one was 44.8% in 2021-2022
- Disaggregated by race/ethnicity for transfer-level English course in year one, data showed that while all four student groups (Asian, Black/African American, Latinx, and White) decreased in completion, Black/African American students experienced the largest disparity of a 14.0% decrease in the completion of a transfer-level English course from 40% in 2020-2021 to 26% in 2021-2022
- The completion rate for transfer-level math in year one was 24.2% for 2021-2022
- Disaggregated by race/ethnicity for transfer-level math course in year one, data showed that Black/African American students completion rates decreased from 19% in 2020-2021 to 9% in 2021-2022 (10% decrease)

### Certificate Completion

- Total certificates awarded in 2021-2022 resulted in 557 awards which is five-year high during this period
- Disaggregated by race/ethnicity, the total certificates awarded in 2021-2022 resulted in all four student groups (Asian, Black/African American, Latinx, and White) increasing the total of certificates earned. However, a deeper analysis revealed that while Black/African American students did increase the number of certificates awarded it was only 3 more than the previous year

### Associate Degree Completion

- The total associate degrees awarded in 2021-2022 resulted in 3,114 degrees which is slightly less than the previous year of 3,202 degrees earned
- Associate degrees earned disaggregated by race/ethnicity revealed that all four student groups (Asian, Black/African American, Latinx, and White) experienced a slight decrease
- However, the total count of associate degrees earned by Black/African American students remains lower than their peers with only 92 degrees awarded in 2021-2022
- Further analysis of associate degrees awarded to Black/African American students revealed a consistent trend of students representing only 3% of all degrees awarded across a five-year analysis

### Transfer to Four-Year Institutions

- In 2021-2022, 1,661 students successfully transferred to a four-year university.
- Disaggregated by race/ethnicity, all four student groups (Asian, Black/African American, Latinx, and White) experienced a decrease in 2021-2022 when compared to the previous 2020-2021 academic year.
- Overall, Latinx and Asian students show higher transfer numbers compared to White and Black/ African American students. However, all four groups experienced increases in 2020-2021 when compared to the number of transfer students in 2016-2017.

## 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.

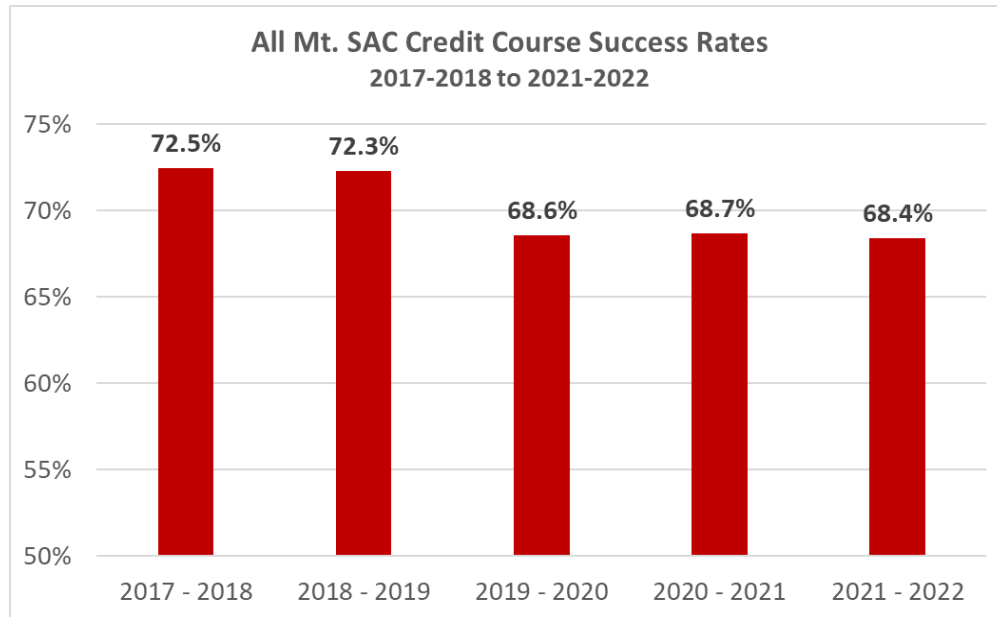
**Persistence:** This metric is defined as the ratio or number of students who enrolled in the fall term and re-enrolled in the spring term of the same academic year. If a student received any of the following grades in both the Fall and Spring term of the selected year, persistence was achieved: A, 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 and 2021-2022 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-Level 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.

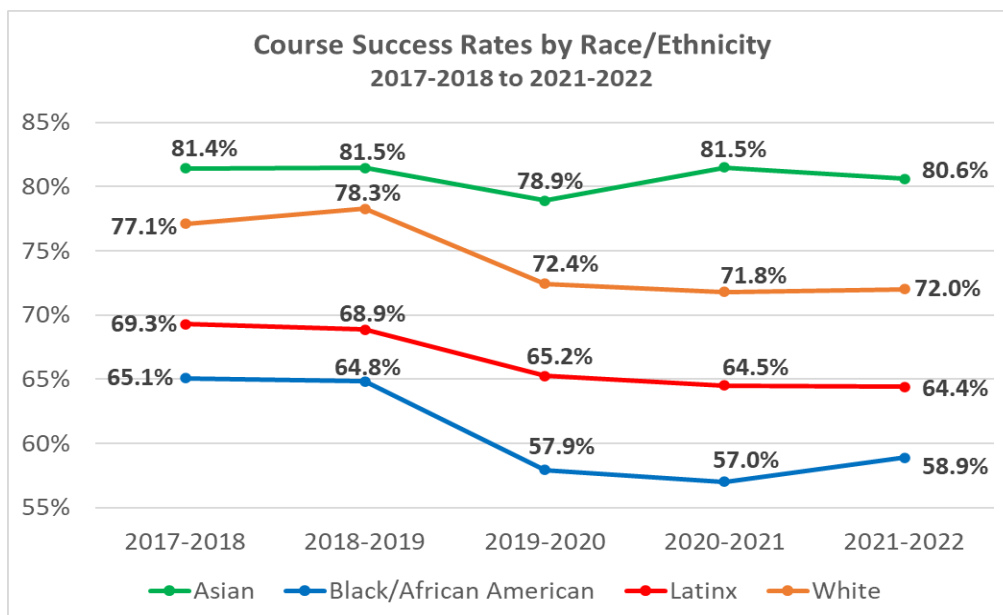
**Awards (Certificates and Associate Degrees):** This metric is defined as the number of associate degrees and certificates awarded to students. The associate degree counts includes AA/AS degrees and ADTs. Only Chancellor's Office approved certificates were included in the counts. For students who received 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.

## Course Success

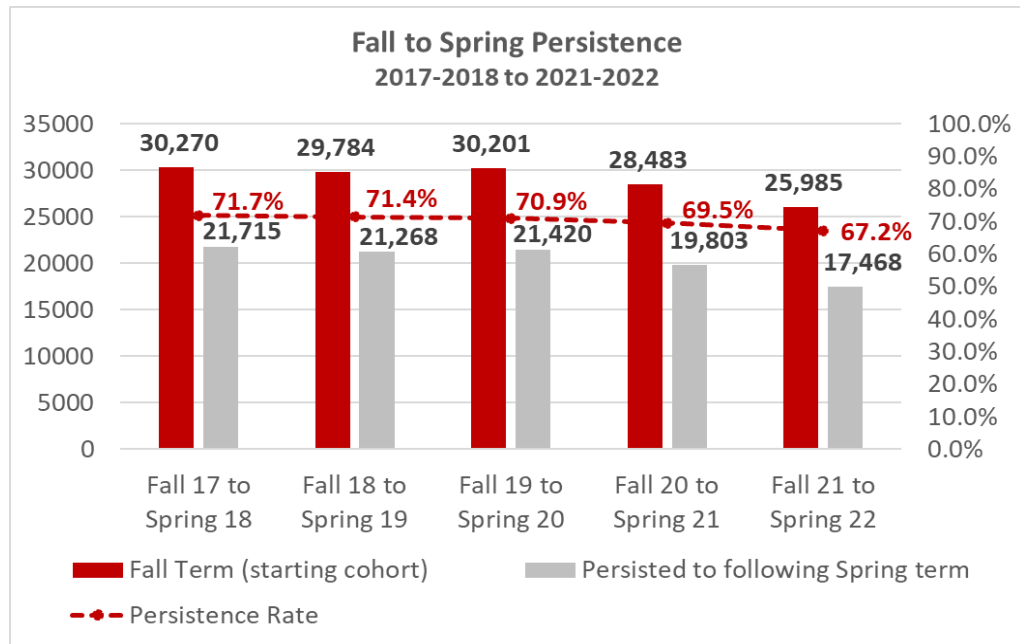


**Figure 1.1:** The data shows that the course success rate for 2021-2022 (68.4%) remained similar to 2020-2021 (68.7%) and 2019-2020 (68.6%). While there was only a 0.3% decrease between 2020-2021 and 2021-2022, the overall course success rate has declined compared to 2017-2018 and 2018-2019 and has fallen below 70%.

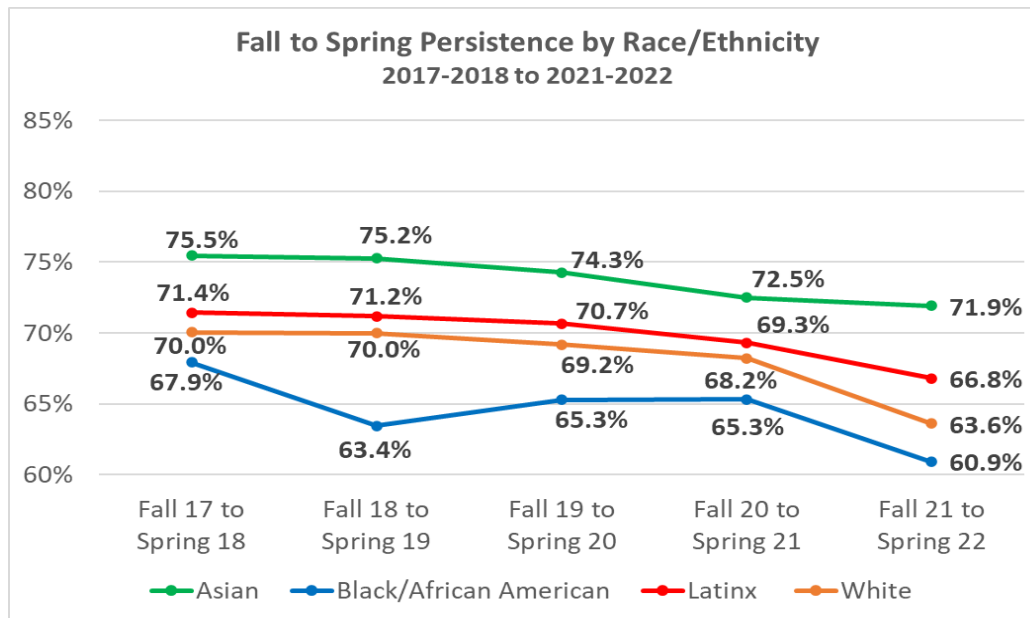


**Figure 1.2:** In 2021-2022, we observe a slight increase in course success rates for White and Black/African American students and a slight decrease for Asian and Latinx students when compared to 2020-2021 course success rates. Overall, Asian and White students continue to experience higher course success rates remaining above 70% when compared to their Latinx and Black/African American peers who fall under 70%.

## Persistence

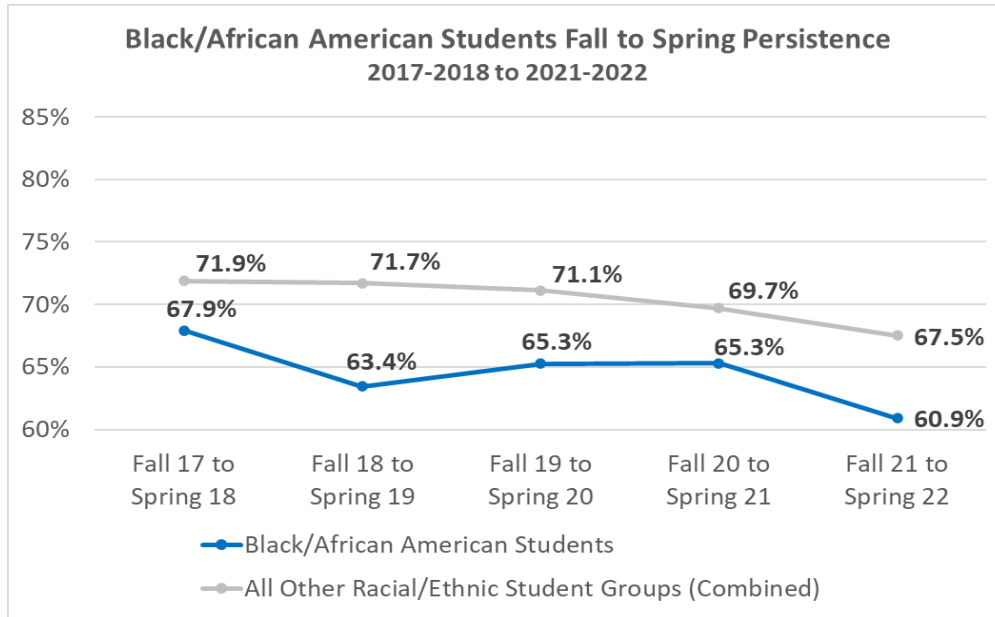


**Figure 2.1:** Overall, Fall to Spring persistence rates for credit course enrollment have declined every year between Fall 2017 and Spring 2022, dropping from 71.7% to 67.2%. It is also important to note that fall credit course enrollment has been decreasing and reached a five-year low in 2021-2022.

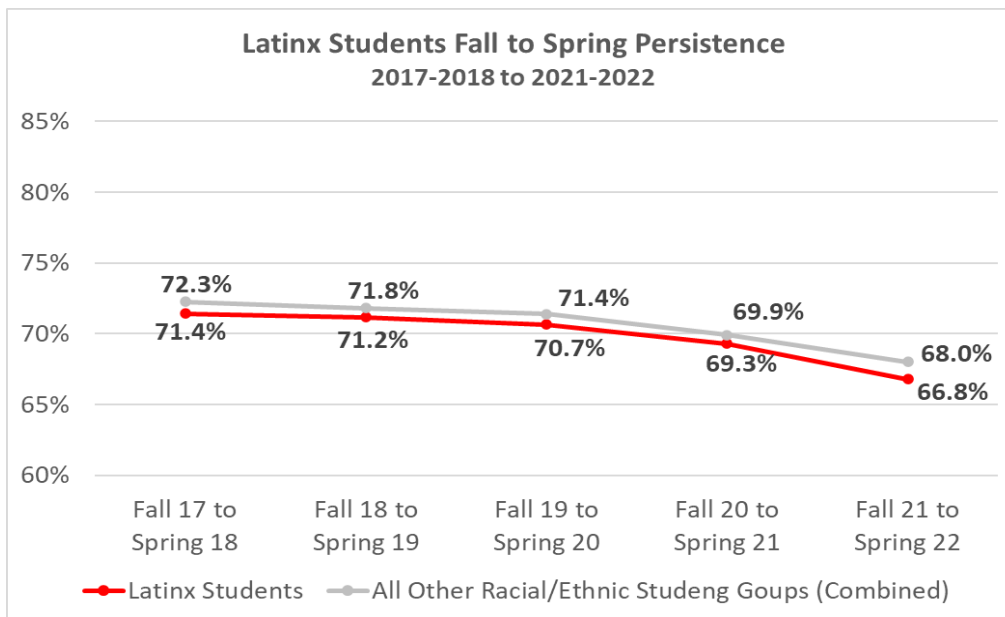


**Figure 2.2:** This figure shows that only Asian students maintained a persistence rate above 70% when compared to their peers. 2021-2022 data shows that all student groups had lower persistence rates when compared to 2020-2021. During this same period, Latinx, White, and Black/African American students fell below 70%. In 2021-2022, Black students persisted at the lowest rate (60.9%) when compared to any of their peers. Asian students are the only student group with a persistence rates higher than 70% in 2021-2022.

## Persistence



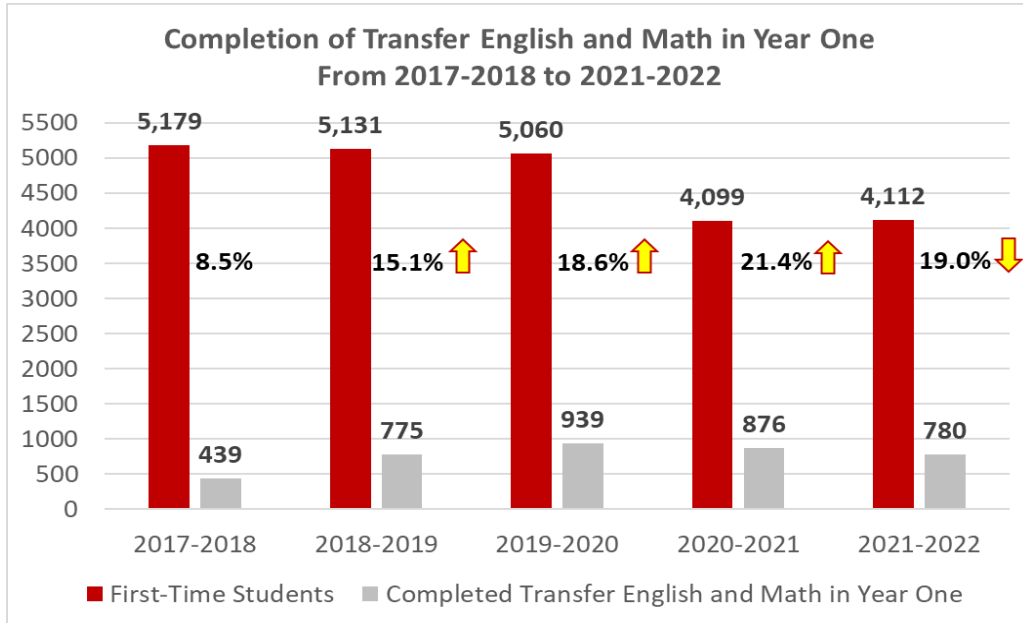
**Figure 2.3:** The persistence rate for Black/African American students experienced a five-year high of 67.9% in Fall 2017 to Spring 2018. In Fall 2018 to Spring 2019, the persistence rate for Black/African American students experienced a notable drop (63.4%) but increased again to 65.3% in Fall 19 to Spring 2020 and remained at 65.3% in Fall 2020 to Spring 2021. However, we observe a five-year low for Black/African American students in 2021-2022 (60.9%).



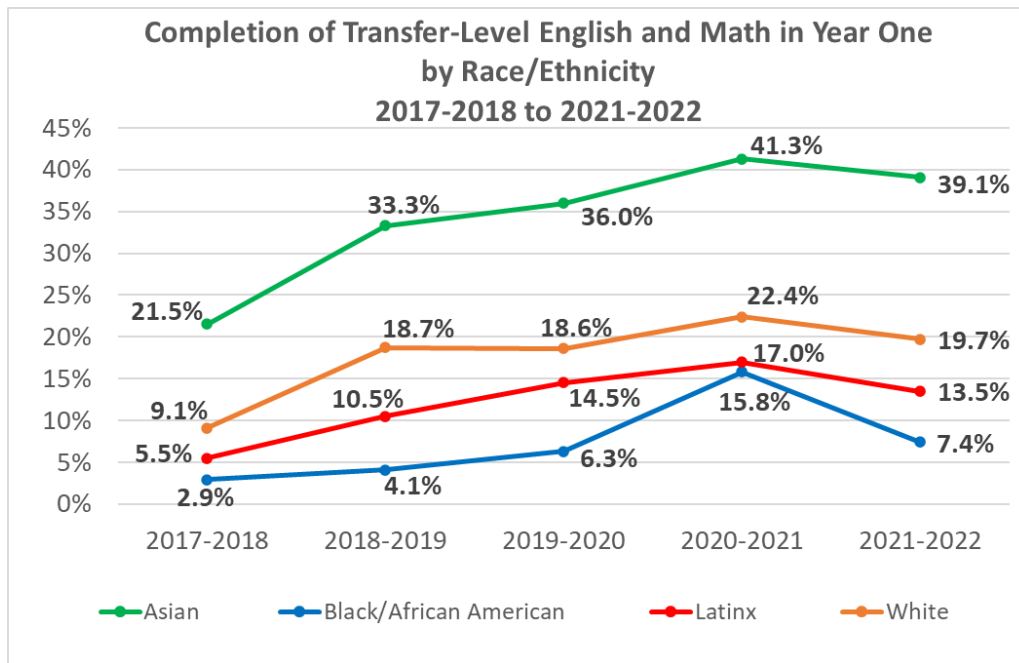
**Figure 2.4:** Overall, persistence rates for Latinx students decreased every year between Fall 2017 and Spring 2022 from 71.4% in Fall 2017 to Spring 2018 to 66.8% in Fall 2021 to Spring 2022.



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

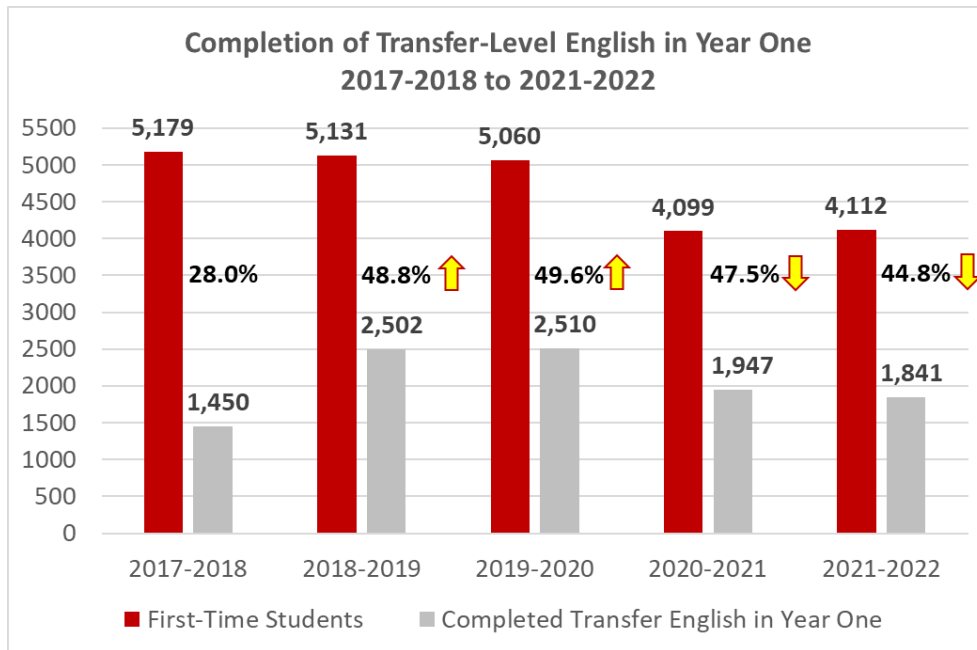


**Figure 3.1:** The overall completion rate of transfer-level English and math in year one increased every year between 2017-2018 and 2020-2021. The largest increase in the completion rate occurred between 2017-2018 and 2018-2019, increasing by 6.6 percentage points (8.5% to 15.1%). However, we observe a drop in the completion rate for the first time over this five-year period in 2021-2022 dropping to 19.0%.

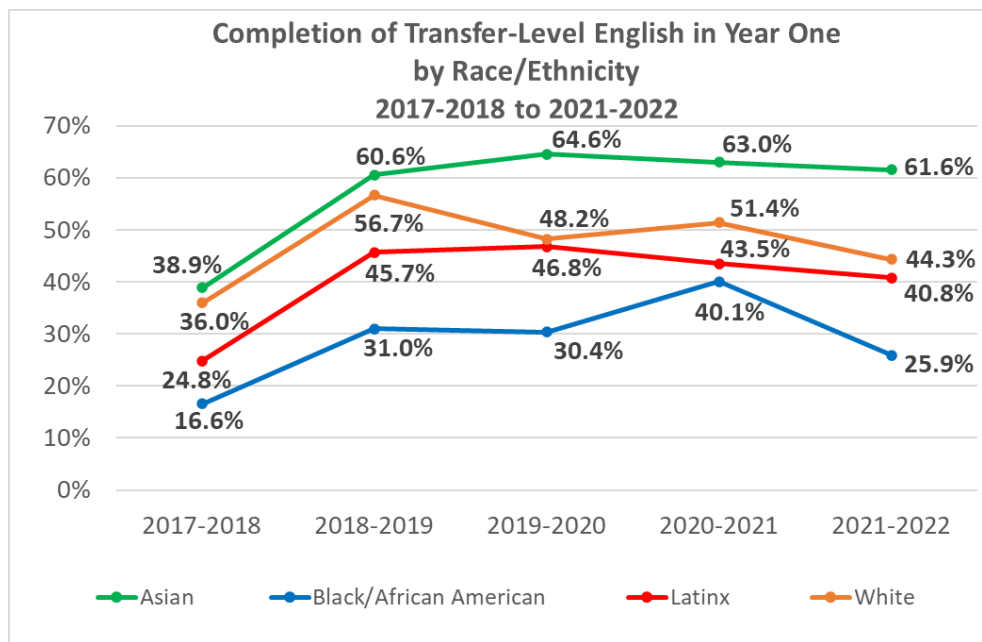


**Figure 3.2:** The overall completion rates of first-time students attempting Transfer-Level English and Math decreased in 2021-2022 when compared to 2020-2021. While Black/African Americans experienced a notable increase in completion rates between 2019-2020 and 2020-2021 (6.3% to 15.8%), the data also shows that Black/African American students recently had the most drastic decrease in completion rates, decreasing from 15.8% in 2020-2021 to 7.4% in 2021-2022.

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

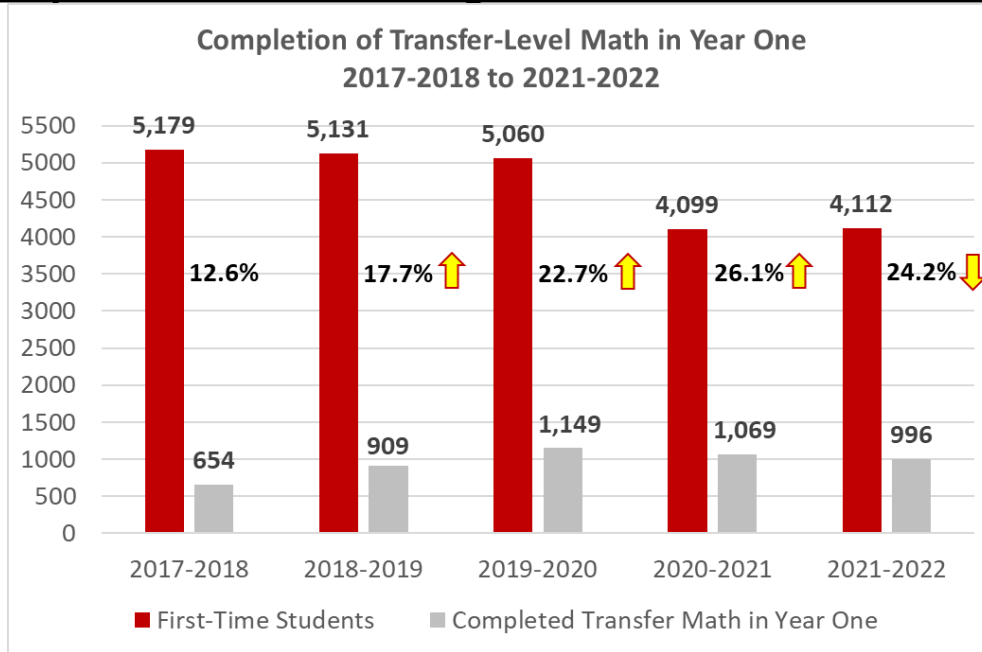


**Figure 3.3:** The overall completion rate of Transfer English in year one increased every year beginning in 2018-2019 up until 2019-2020. The largest increase in the completion rate occurred between 2017-2018 and 2018-2019, increasing by 20.8 percentage points (28.0% to 48.8%). In 2020-2021, not only did the completion rate drop compared to 2019-2020, but also the number of first time students (starting cohort) and the number of completers. We also observe a similar pattern in 2021-2022 where the completion rate dropped from 47.5% to 44.8%.

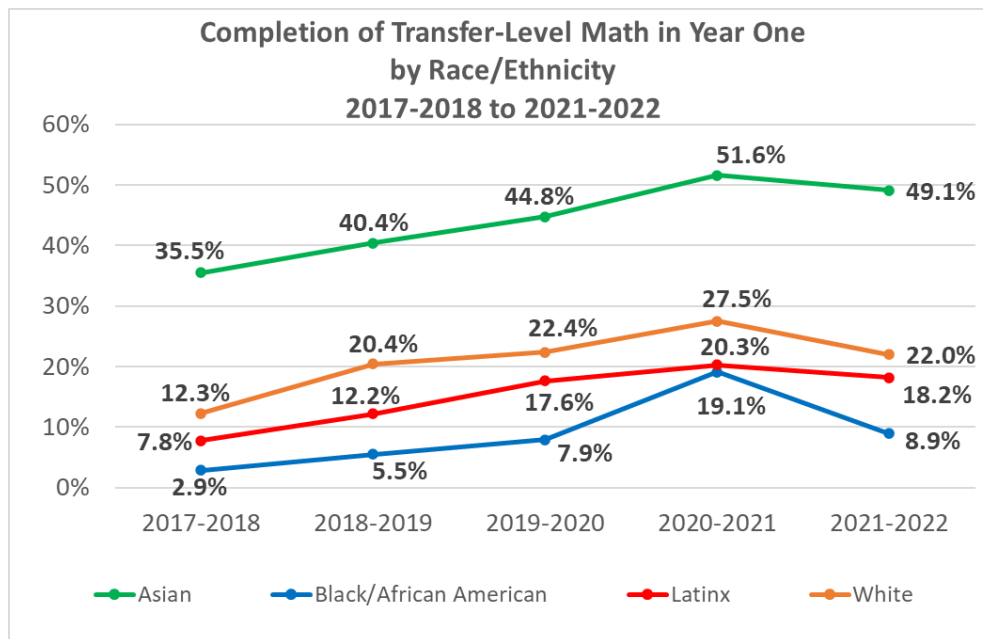


**Figure 3.4:** Completion rates for Transfer-level English in year one declined in 2021-2022 for all student populations. However, the most drastic decrease in the completion rates was amongst Black/African American students, which dropped from 40.1% in 2020-2021 to 25.9% in 2021-2022 resulting in a drop of 14.2 percentage points.

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

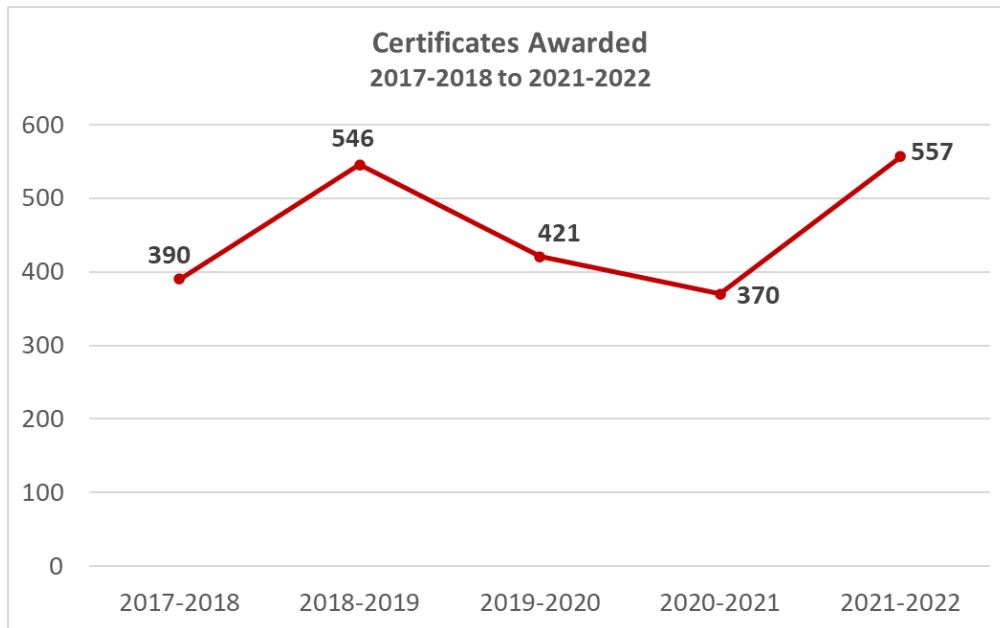


**Figure 3.4:** The overall completion rate of Transfer Math in year one increased every year beginning in 2018-2019 and thereafter. The largest increase in the completion rate occurred between 2017-2018 and 2018-2019, increasing by 5.1 percentage points (12.6% to 17.7%). In 2020-2021, while we observe 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. In 2021-2022, we observe the first drop over this five-year period, dropping from 26.1% in 2020-2021 to 24.2% in 2021-2022.

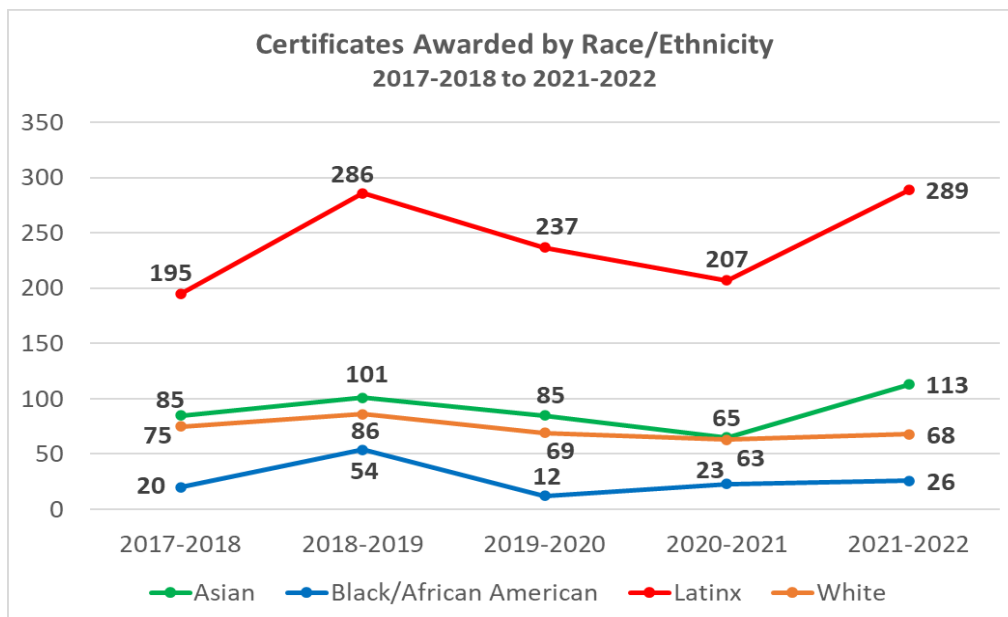


**Figure 3.5:** All four groups experienced completion rate increases between 2019-2020 and 2020-2021 where Black/African American students showed the most notable increase (11.2 percentage points). However, we observe a drop in completion rates for all four student groups in 2021-2022 and with Black/African American students demonstrating the largest drop.

## Certificate Completion

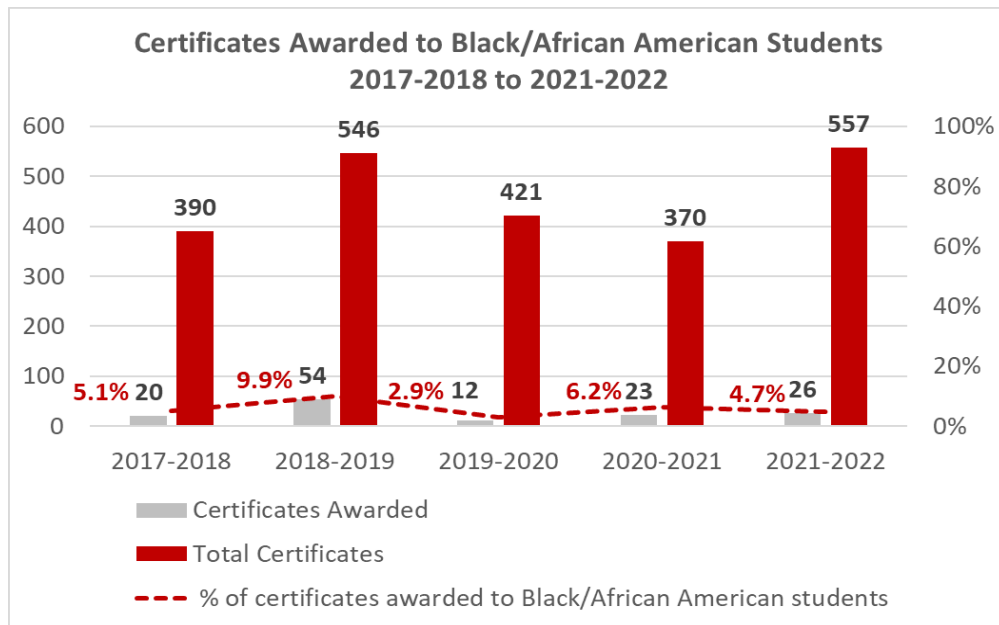


**Figure 4.1:** Between 2017-2018 and 2018- 2019, the number of certificates awarded experienced an increase of 40.0% (390 to 546). In 2019-2020, the number of certificates awarded dropped by 22.9% (546 to 421). Between 2019-2020 and 2020-2021, the number of certificates dropped to a five-year low of 370. However, between 2020-2021 to 2021-2022, we observe the number of certificates reach a five-year high increasing from 370 to 557.

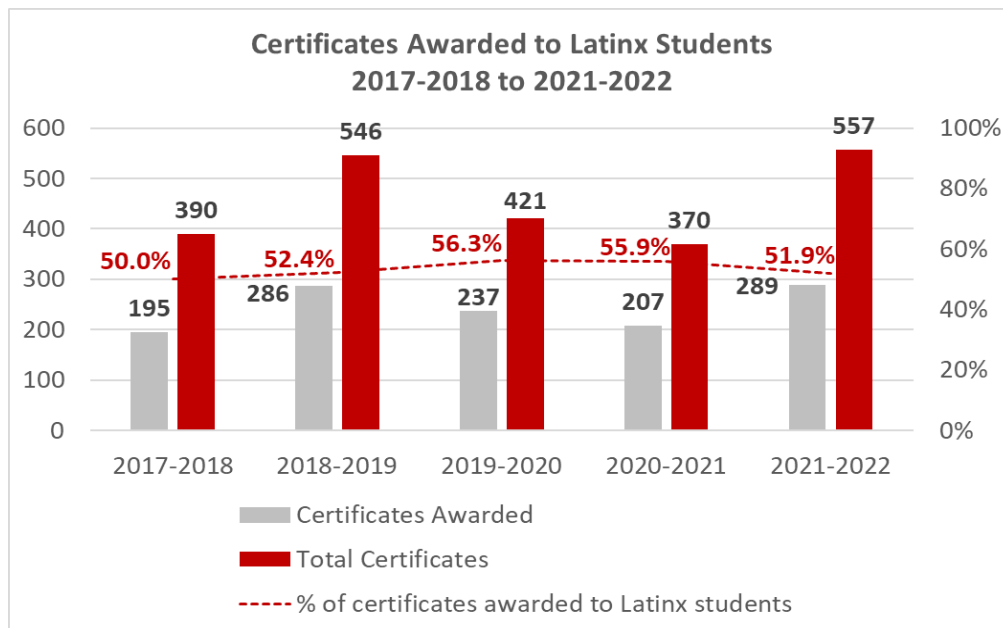


**Figure 4.2:** All four groups experienced an increase in the number of certificates awarded in 2018-2019 but then experienced a drop in 2019-2020. Between 2019-2020 and 2020-2021, Asian, Latinx, and White students experienced a drop again in certificates. Black/African American students were the only group who experienced an increase during this period. However, all four groups experienced an increase in certificates awarded in 2021-2022 with Latinx students demonstrating the most notable increase from 207 in 2020-2021 to 289 in 2021-2022.

## Certificate Completion

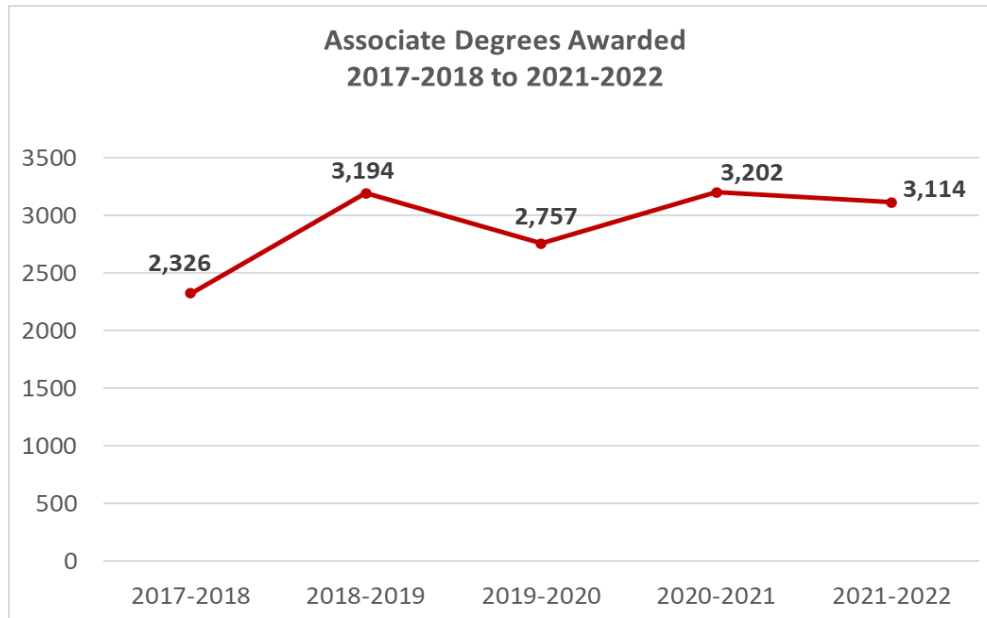


**Figure 4.3:** The percentage of certificates awarded to Black/African American students among all certificates awarded fluctuated between 5.1% and 9.9% during 2016-2017 and 2018-2019. In 2018-2019, the percentage of certificates awarded increased to a five-year high of 9.9% but dropped to a five-year low of 2.9% in 2019-2020. Yet, we observe the percentage of certificates awarded increased in 2020-2021 to 6.2% but dropped again to 4.7% in 2021-2022.<sup>3</sup>

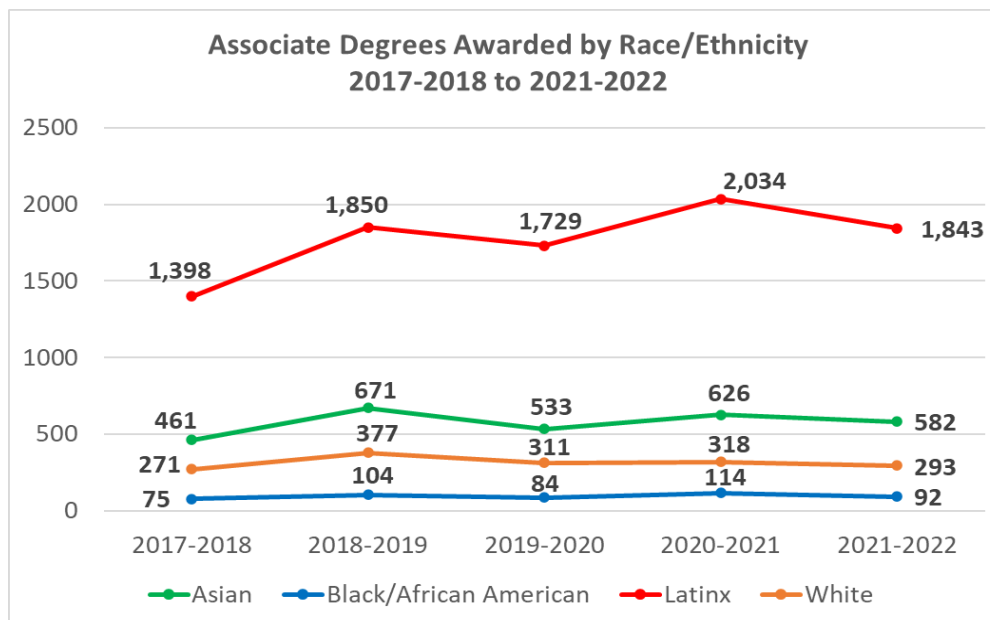


**Figure 4.4:** The most notable percentage point increase over the last five years occurred between 2018-2019 and 2019-2020, where the rate increased by 3.9 percentage points (52.4% to 56.3%). Between 2019-2020 and 2020-2021, the percentage of certificates awarded to Latinx students dropped from 56.3% to 55.9%. And we observed another drop in the percentage of certificates awarded to Latinx students, changing from 55.9% in 2020-2021 to 51.9% in 2021-2022.<sup>4</sup>

## Associate Degree Completion

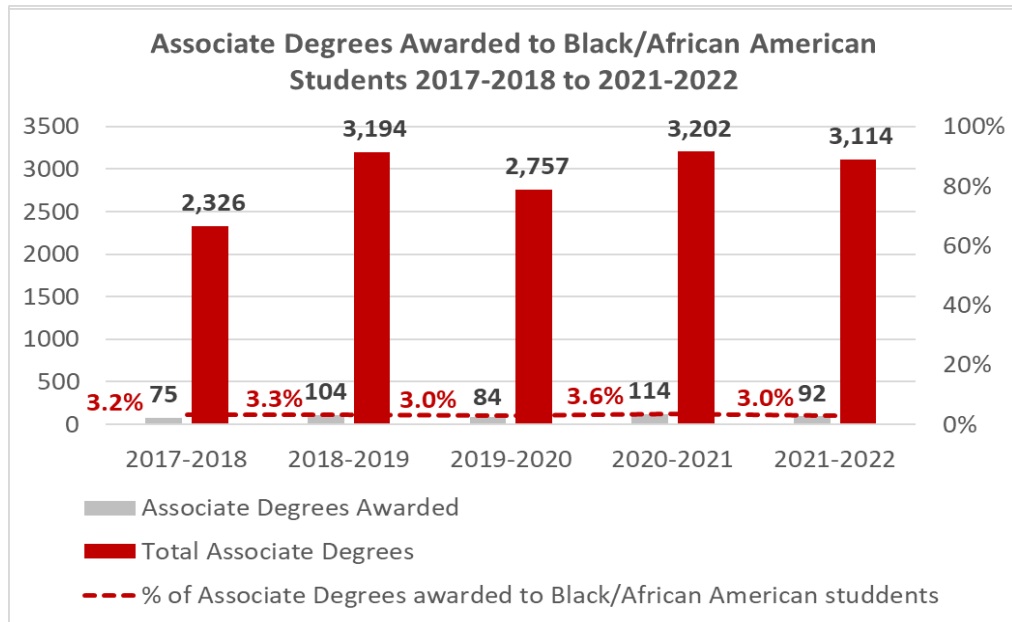


**Figure 5.1:** Between 2017-2018 and 2018-2019, the number of associate degrees awarded increased by 37.3% (2,326 to 3,194). In 2019-2020, the number dropped to 2,757 resulting in a decline of 13.7% compared to the previous year (3,194). Another increase occurred between 2019-2020, resulting in an increase of 16.1% (2,757 to 3,202). Yet, between 2020-2021 and 2021-2022, we see a minor drop occur again where the total number of degrees awarded declined from 3,202 to 3,114.

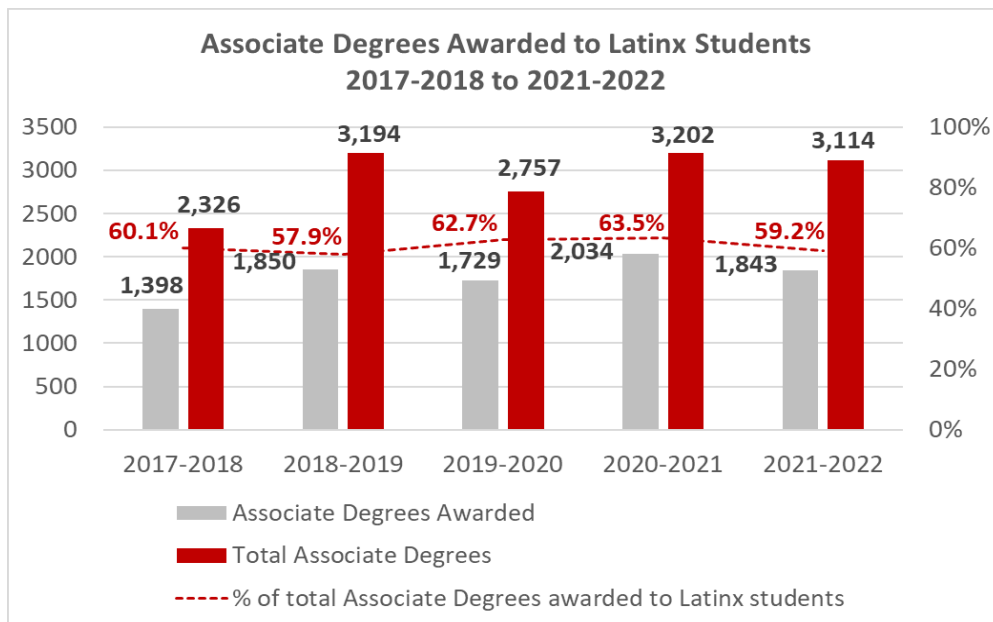


**Figure 5.2:** Asian and Latinx students experienced increases in the number of associate degrees awarded in both 2017-2018 and 2018-2019. All four groups show a drop in associate degrees awarded in 2019-2020. In 2020-2021, all four groups experienced an increase, with Latinx students showing the largest increase (1,729 to 2,034). Between 2020-2021 and 2021-2022, we observe that all four student groups experienced a drop in degrees awarded, where Latinx students showed the largest drop during this same period (2,034 to 1,843).

## Associate Degree Completion



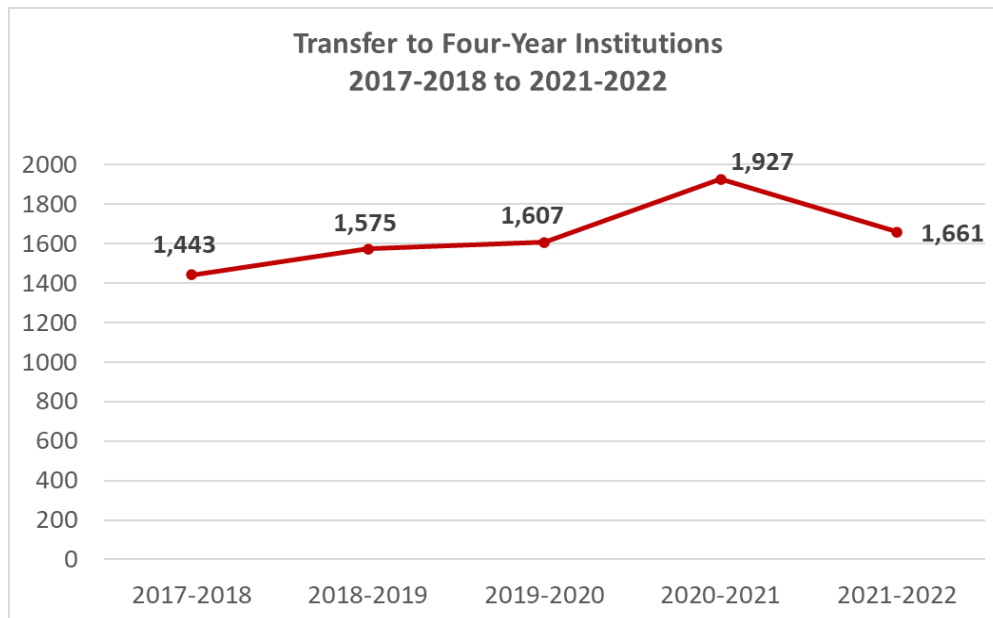
**Figure 5.3:** While a sizeable increase occurred in the overall number of associate degrees awarded in 2018-2019, no notable positive change occurred in the percentage awarded to Black/African American students compared to 2017-2018. In 2019-2020, the percentage of degrees awarded of 3.0% marked a 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/African American students between 2016-2017 and 2020-2021. Between 2020-2021 and 2021-2022, the percentage of degrees dropped from 3.6% to 3.0%.<sup>5</sup>



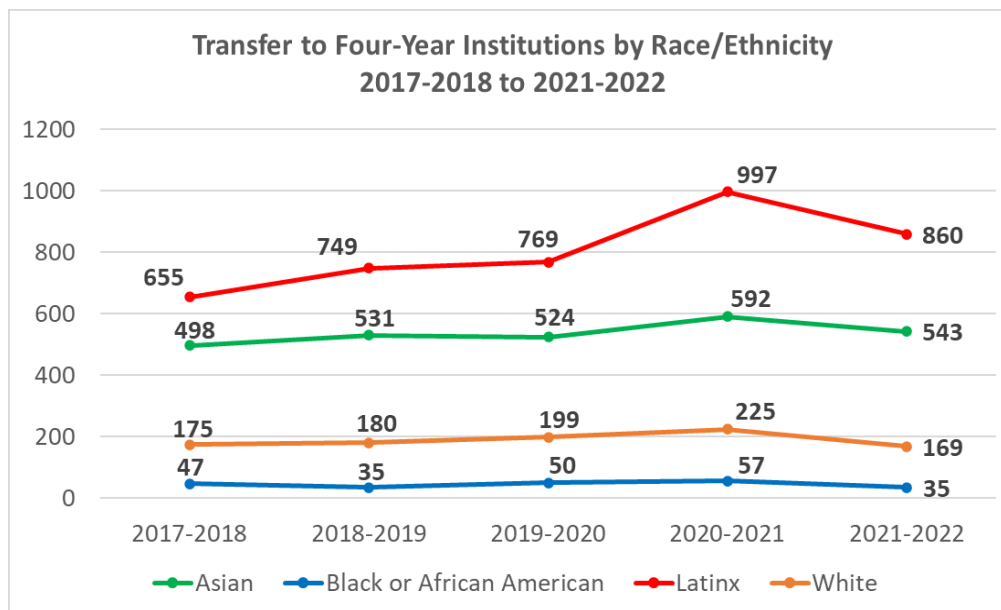
**Figure 5.4:** Between 2017-2018 and 2020-2021, nearly 57% or more of total associate degrees awarded have been to Latinx students. In 2020-2021, a five-year high was reached in terms of the total number of associate degrees awarded to Latinx students (2,034). 2020-2021 also marked a five-year high for the percentage of degrees awarded to Latinx students (63.5%). In 2021-2022, we observe a slight drop for both degrees awarded to Latinx students (1,843) and the percentage awarded to Latinx students (59.2%) compared to 2020-2021.<sup>6</sup>



## Transfer to Four-Year Institutions



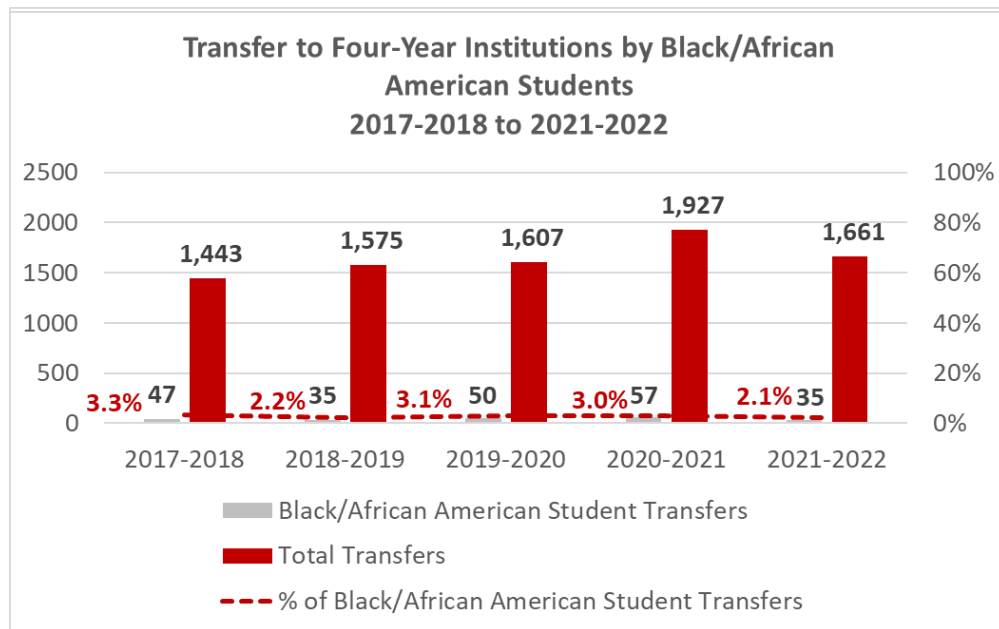
**Figure 6.1:** Between 2017-2018 and 2020-2021, the number of transfer students increased by 33.5% (1,443 to 1,927). In 2020-2021, we observe a five-year high of 1,927 transfer students resulting in an increase of 19.9% compared to 1,607 in 2019-2020. Yet, between 2020-2021 and 2021-2022, we observe a decrease of 13.8% (1,927 to 1,661).



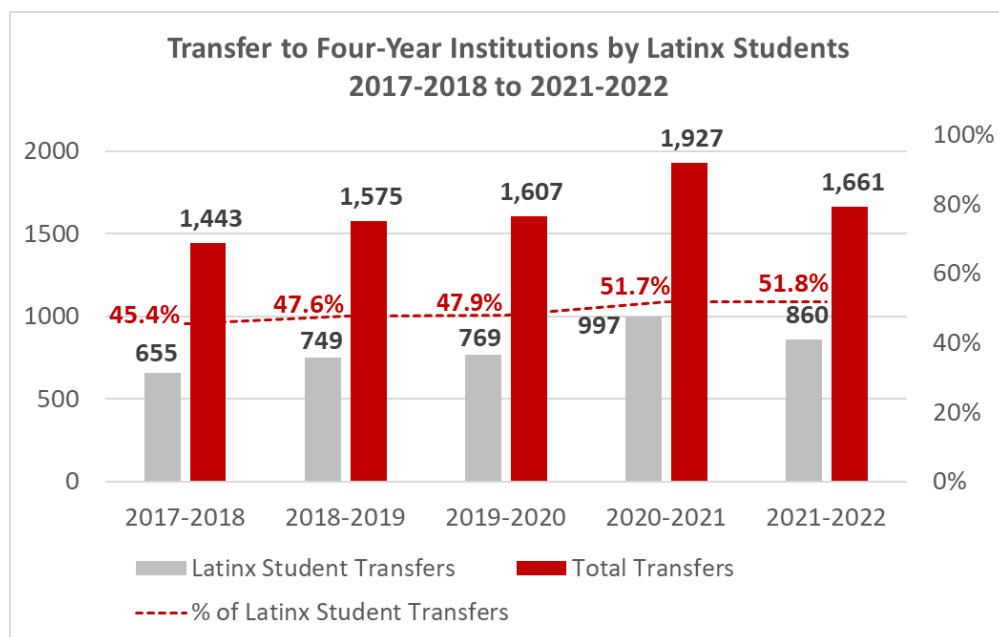
**Figure 6.2:** Overall, Latinx and Asian students show higher transfer numbers compared to White and Black/African American students. However, all four groups experienced increases in 2020-2021 when compared to the number of transfer students in 2016-2017. This figure also shows an increase in the number of transfer students between 2019-2020 and 2020-2021, where Latinx students experienced the largest increase during this timeframe (769 to 997). This figure also shows that all four groups experienced a drop in the number of transfer students in 2021-2022 compared to 2020-2021. Latinx students experienced the largest drop during this timeframe (13.7%).



## Transfer to Four-Year Institutions



**Figure 6.3:** In 2017-2018, we observe a five-year high in terms of the percentage of Black/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/African American students who transferred, yet no notable positive change occurred in the percentage of Black/African American transfer students compared to previous years. In 2021-2022, we observe a five-year low for the percentage of Black/African American students who transfer to a four-year institution (2.1%).<sup>7</sup>



**Figure 6.4:** Between 2017-2018 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). 2021-2022 also marked a five-year high for the percentage of Latinx students who transferred to a four-year institution (51.7%).<sup>8</sup>

### 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, 2020-2021, and 2021-2022 data when courses success rates were calculated.
- 3, 5, and 7: Black/African American students made up 3.9% of the total credit headcount in the 2021-2022 academic year.
- 4, 6, and 8: Latinx students made up 62.6% of the total credit headcount in the 2021-2022 academic year.