



Agenda Item Details

Meeting	Jun 24, 2020 - Regular Meeting of the Board of Trustees
Category	8. REPORTS
Subject	8.13 Informational Report - Metrics Update
Type	Reports

Key Performance Metrics with an Equity Focus Barbara McNeice-Stallard June 24, 2020

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BACKGROUND

While the California Community College Chancellor's Office (CCCCO) requires that Mt. San Antonio College provide updates on multiple metrics, it is the College's job to ensure that the metrics matter to its intentional and strategic work and its students. The attached report was developed to provide an annual update to the Board of Trustees on these key performance metrics Mt. SAC is monitoring with an equity focus.

OVERVIEW

The key performance metrics reviewed for this update were: course success, persistence, completion of transfer level English and/or mathematics, completion of certificates and awards, and transferring to a four-year institution of higher education. These metrics will be proposed as the primary ones used to track student achievement in the College's Strategic Plan. The metrics will be used to both celebrate students' progress and offer opportunities for the College to improve upon its services to students.

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 student outcomes. The findings reveal that Black or African American and Latinx students consistently demonstrate the largest gaps when their respective course success rates are compared to their counterparts. Black or African American students have the lowest enrollment from Fall to Spring semesters (also known as persistence). Students are generally less likely to complete transfer level mathematics courses within their first year at Mt. SAC. Few students complete both their English and mathematics transfer level courses in their first year. While Latinx students are completing a high number of certificates and degrees, there are far fewer Black or African American students in these completion categories. For Blacks or African American students, the numbers and percentages who transferred are the lowest when compared to Asian, White, and Latinx students.

What are the implications to Mt. SAC's students? If students can't get help, then they may not pass a course, then they are far less likely to be able to be awarded a degree or certificate or to transfer. How can the College's Student Equity Plan and Research Action Plan support this work? How can the College's Strategic Plan support the actions needed?

While the Board of Trustees is exceptionally supportive of these students, the students need more support, and they need it now. There are many programs and services focused on supporting these students, though not all the College's thousands of students could ever be served by them. There is a lack of funding and space to support systematic and systemic equity priorities. How will the Board of Trustees use their position of power to re-define equity as anti-racism in every area of the College? Given the nature of historical and current racial tensions in this country, these data should be part of the information used to galvanize the College into further sustainable, scalable actions to support its students of color, in particular its Black and African American students as well as its Latinx students.

ANALYSIS AND FISCAL IMPACT

It is essential for the College to review the findings on an ongoing basis to determine the programs and services that advance students' outcomes and what new ones should be offered.

Funding Source

Not applicable.

[BOT report_Spring 20_FIN.pdf \(1,184 KB\)](#)