

# ARCC 2010 Report: College Level Indicators

## Mendocino College

Mendocino-Lake Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
<b>Student Progress and Achievement Rate</b>	49.3%	43.6%	45.6%

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
<b>Percent of Students Who Earned at Least 30 Units</b>	68.8%	63.2%	64.2%

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
<b>Persistence Rate</b>	59.2%	61.8%	60.5%



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### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	78.7%	75.4%	75.2%

#### Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2006-2007	2007-2008	2008-2009
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	64.3%	60.5%	66.1%

**Table 1.5:**  
Improvement Rates for ESL  
and Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
<b>ESL Improvement Rate</b>	13.6%	34.7%	22.1%
<b>Basic Skills Improvement Rate</b>	44.9%	55.6%	46.3%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
<b>CDCP Progress and Achievement Rate</b>	2.0%	2.5%	1.9%



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### College Profile

**Table 1.7:**  
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2006-2007	2007-2008	2008-2009
<b>Annual Unduplicated Headcount</b>	7,746	7,944	8,381
<b>Full-Time Equivalent Students (FTES)*</b>	3,021	2,721	3,133

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

\*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

**Table 1.8:**  
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
<b>19 or less</b>	26.5%	26.6%	27.0%
<b>20 - 24</b>	15.5%	16.3%	16.3%
<b>25 - 49</b>	34.8%	33.9%	34.8%
<b>Over 49</b>	23.2%	23.3%	21.9%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2006-2007	2007-2008	2008-2009
<b>Female</b>	62.7%	62.0%	62.4%
<b>Male</b>	37.3%	38.0%	37.6%
<b>Unknown</b>	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



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**Table 1.10:**  
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
<b>African American</b>	1.5%	1.5%	1.7%
<b>American Indian/Alaskan Native</b>	4.9%	4.8%	4.8%
<b>Asian</b>	1.7%	1.6%	1.8%
<b>Filipino</b>	0.5%	0.4%	0.3%
<b>Hispanic</b>	16.6%	16.6%	19.0%
<b>Pacific Islander</b>	0.3%	0.4%	0.4%
<b>Unknown/Non-Respondent</b>	7.6%	8.1%	8.8%
<b>White Non-Hispanic</b>	66.8%	66.6%	63.2%

Source: Chancellor's Office, Management Information System



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### College Peer Grouping

**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	45.6	47.9	37.5	62.4	A5
B	Percent of Students Who Earned at Least 30 Units	64.2	68.3	52.2	77.3	B1
C	Persistence Rate	60.5	59.9	39.8	74.9	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	75.2	75.1	63.6	87.3	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	66.1	56.3	39.1	70.6	E4
F	Improvement Rate for Credit Basic Skills Courses	46.3	55.0	44.0	65.0	F5
G	Improvement Rate for Credit ESL Courses	22.1	33.8	0.0	67.0	G1

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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### College Self-Assessment

Mendocino College is a comprehensive community college serving about 5,000 students each semester. From the main campus in Ukiah, centers in Willits and Lakeport, and through a growing online program, Mendocino College provides learning opportunities to approximately 105,000 residents of a 3,200 square mile area spanning Lake and Mendocino Counties. In June 2008, the College's accreditation was reaffirmed by ACCJC. In May 2009, the College was recognized by the Hewlett Foundation as a Hewlett Leader in Student Success for its work in basic skills.

Mendocino College embraces its mission to provide educational choices to traditional-age college students, lifelong learners and working students needing to upgrade their skills for a 21st century economy.

On the three indicators of student achievement, Mendocino College has mixed results over the previous year. On the "Student Progress and Achievement Rate", the College is up about two percentage points over last year, and quite close to the peer group median (49.5%). Similarly, Mendocino College is up slightly (64.2%) on "Percent of Students Who Earned at Least 30 Units". While up slightly, this measure reflects the impact of the high proportion of part-time students at the College. Finally, the "Fall-to-Fall Persistence Rate" showed some erosion, from 61.8% to 60.5%; the College remains at the median value for the peer group. This is a very volatile peer group, where members experienced annual swings ranging from a 20% decline to a 9.8% increase.

Similar mixed results emerge within the course-level achievement rates. The "Annual Successful Course Completion Rate for Credit Vocational Skills," at 75.2% is virtually unchanged from last year and is almost exactly at the peer group mean.

The "Annual Successful Course Completion Rate for Basic Skills," at 66.1% shows an almost 10% increase over the prior year's score and is the second-highest rate within the peer group. However, the "Basic Skills Improvement Rate" dropped from 55.6% to 44.3%, well into the second quartile of the peer group. While more students are successful in completing a basic skills course (Course Completion Rate), they are not persisting and enrolling in the next sequential course (Improvement Rate). Projects such as a more robust Early Alert system should have a positive effect.

Most disappointing is the decline in the "ESL Improvement Rate" from 34.7% in the previous years' cohort to 22.1% for the 2006-07 cohort. This is well below the mean (35.9%) and the median (33.3%) for the peer group and is at the lower end of the third quartile. Again, this may reflect the high proportion of part-time students, with limited goals. The recent addition of a full-time ESL instructor should lead to improvement in coming years.

Though age and gender distribution remain relatively the same as previous years, there is a growing proportion of Hispanic students, 19.0% (up from 16.6% the previous 2 years) and a slight growth in the proportion of other students of color. This reflects the College's dedication to serving the District's growing proportion of Native American and Hispanic students through targeted outreach and support services.

