

## 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
<b>Student Progress and Achievement Rate</b>	43.1%	46.7%	43.3%

**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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
<b>Percent of Students Who Earned at Least 30 Units</b>	63.7%	64.9%	70.8%

**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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
<b>Persistence Rate</b>	62.1%	59.9%	58.8%



# ARCC 2011 Report: College Level Indicators

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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.

	2007-2008	2008-2009	2009-2010
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	75.9%	75.2%	74.6%

#### 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.

	2007-2008	2008-2009	2009-2010
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	60.6%	66.3%	62.0%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
<b>ESL Improvement Rate</b>	31.7%	20.9%	26.6%
<b>Basic Skills Improvement Rate</b>	53.5%	44.2%	56.7%

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

See explanation in Appendix B.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
<b>CDCP Progress and Achievement Rate</b>	2.6%	1.9%	2.0%



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### College Profile

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

	2007-2008	2008-2009	2009-2010
<b>Annual Unduplicated Headcount</b>	7,942	8,380	7,675
<b>Full-Time Equivalent Students (FTES)*</b>	2,721	3,133	2,931

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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

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

	2007-2008	2008-2009	2009-2010
<b>19 or less</b>	26.5%	27.0%	27.5%
<b>20 - 24</b>	16.3%	16.3%	19.0%
<b>25 - 49</b>	33.9%	34.8%	34.7%
<b>Over 49</b>	23.3%	21.9%	18.9%
<b>Unknown</b>	.%	.%	0.0%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2007-2008	2008-2009	2009-2010
<b>Female</b>	62.0%	62.4%	61.7%
<b>Male</b>	38.0%	37.6%	38.0%
<b>Unknown</b>	0.0%	0.0%	0.3%

Source: Chancellor's Office, Management Information System



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**Table 1.10:**  
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
<b>African American</b>	1.5%	1.7%	1.3%
<b>American Indian/Alaskan Native</b>	4.8%	4.8%	4.1%
<b>Asian</b>	1.6%	1.8%	2.0%
<b>Filipino</b>	0.4%	0.3%	0.4%
<b>Hispanic</b>	16.6%	19.0%	21.9%
<b>Pacific Islander</b>	0.4%	0.4%	1.4%
<b>Two or More Races</b>	.%	.%	1.0%
<b>Unknown/Non-Respondent</b>	8.0%	8.8%	17.6%
<b>White Non-Hispanic</b>	66.6%	63.2%	50.5%

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	43.3	48.7	37.8	69.0	A5
B	Percent of Students Who Earned at Least 30 Units	70.8	70.2	57.8	80.0	B1
C	Persistence Rate	58.8	61.0	47.7	74.3	C1
D	Annual Successful Course Completion Rate for Credit Vocational Courses	74.6	73.8	59.7	89.8	D1
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	62.0	56.5	41.8	71.4	E4
F	Improvement Rate for Credit Basic Skills Courses	56.7	57.3	42.5	67.0	F5
G	Improvement Rate for Credit ESL Courses	26.6	43.0	0.0	67.2	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 indicators of student achievement, Mendocino College continues to improve, though at an uneven pace. On the "Student Progress and Achievement Rate" the College improved a net of 0.2 percentage points over three years and is still 6 percentage points below the peer group median.

The proportion of students who earned at least 30 units, however, has increased 7.1 percentage points over three years and is less than one percentage point below the peer group median. Similarly, the persistence rate is 0.35 percentage points below the peer group median. Both of these measures reflect College efforts at building retention and persistence despite the fact that well over 50% of students at Mendocino College are adult learners who may come to the College with distinctly different goals than their younger peers.

The percentage of students successfully completing Credit Vocational courses is essentially unchanged over the period and remains at the median value for the peer group. The loss of 1.3 percentage points over the period studied matches the average change for all members of the peer group.

However, on-going efforts of the College in addressing the challenges of Basic Skills students are leading to improvement in the percentage of students successfully completing a Credit Basic Skills course. The College's percentage is well above the peer group median and the 1.4 percentage point improvement over three years is triple the average rate of change for the peer group.

Looking at improvement rates for specific areas, the improvement rate for Credit ESL remains in the lowest quartile of the peer group and is well below the peer group median. This reflects a continued challenge retaining students from a population principally engaged in the agricultural sector with seasonal work demands. With Credit Basic Skills students, however, the College has made strong progress with an increase of 3.2 percentage points over the three year period, more than three times the average change for colleges within the peer group. This still places the College about 3 percentage points below the median for the peer group.

Demographically, the proportion of Hispanic students (21.9%) attending Mendocino College continues to grow, reflecting the demographic transition taking place in Mendocino and Lake Counties. Coupled with the 8.9% of the student population who are members of other underrepresented minorities, Mendocino College is becoming an increasingly diverse learning environment.

