Student Success Score Card

2012-2013 Cohort
What is the Scorecard?

0 Student Success Task Force (SSTF) recommended a new accountability framework

0 The recommendation specified that a scorecard be built on the Accountability Reporting for the Community Colleges (ARCC).

0 No longer required as it has been replaced by new Goal Setting and Planning Process.
What is the purpose?

To provide clear and concise information on student progress and success metrics, toward the goal of improving performance.
Scorecard Metrics

1. Remedial/ESL
2. Transfer Level Achievement
3. Persistence
4. 30 Units
5. Degree/Transfer
6. Career Technical Education (CTE) Rate
7. Skills Builder
8. Career Development & College Prep (Non-Credit)
Think about how these numbers will change. What will contribute to the change?
Remedial Progress – MC and State

Math: 36.20% MC, 38.50% State
English: 41.40% MC, 50.80% State
ESL: 50.00% MC, 33.10% State
1. First-time students in 2016-2017 who completed 6 units
2. Attempted Any Math or English in their first year
3. Completed transfer-level course in Math or English in their first or second year

<table>
<thead>
<tr>
<th></th>
<th>1-Year</th>
<th></th>
<th>2-Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>65</td>
<td>21.2%</td>
<td>97</td>
<td>31.6%</td>
</tr>
<tr>
<td>English</td>
<td>111</td>
<td>36.2%</td>
<td>162</td>
<td>52.8%</td>
</tr>
</tbody>
</table>
Transfer Level Achievement—MC and State

- Math 1-Year: 21.20% (MC) 19.90% (State)
- Math 2-Year: 31.60% (MC) 31.80% (State)
- English 1-Year: 36.20% (MC) 46.00% (State)
- English 2-Year: 62.20% (MC) 52.80% (State)
PERSISTENCE

1. Minimum 6 units earned
2. Attempted Math/English in the first 3 years
3. Enrolled in the first 3 consecutive terms anywhere in the CCC system

442 Students

256 Students 57.9%
PERSISTENCE – MC and State

- MC Prepared: 64.70%
- CA Prepared: 79.70%
- MC Unprepared: 55.50%
- CA Unprepared: 76.20%
442 Students

1. With minimum of 6 units earned
2. Who attempted any Math or English in the First three years
3. And earned at least 30 units in the CCC system.

278 Students 62.9%
30 Units – MC and State

- MC Prepared: 69.80%
- CA Prepared: 76.50%
- MC Unprepared: 60.40%
- CA Unprepared: 67.90%
Think about how these numbers will change. What will contribute to the change?
COMPLETION – MC and State

- MC Prepared: 61.20%
- CA Prepared: 70%
- MC Unprepared: 31.60%
- CA Unprepared: 41.50%
1. Completed more than 8 units in the subsequent 3 years in a single discipline and (within 6 years of entry)
2. Earned any AA/AS or credit certificate OR
3. Transferred to a 4 year institution OR
4. Achieved “transfer prepared” – 60 UC/CSU transferrable units w/2.0 or higher

273 Students

CAREER TECHNICAL EDUCATION

151 Students 55.3%
CTE Rate – MC and State

- MC: 55.30%
- State: 55.90%
1. Median inflation adjusted wages before and after the year of enrollment
2. Students who completed higher level CTE coursework in 2015-2016 (<=.5 units)
3. Left the system without receiving any type of traditional outcome (transfer, degree, certificate)

2015-2016 – 306 Students

Skills Builder

<table>
<thead>
<tr>
<th>Disciplines with the highest enrollment</th>
<th>Median % Change</th>
<th>Total N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Medical Services</td>
<td>23.8%</td>
<td>34</td>
</tr>
<tr>
<td>Child Development/Early Care and Education</td>
<td>54.8%</td>
<td>33</td>
</tr>
<tr>
<td>Accounting</td>
<td>31.5%</td>
<td>30</td>
</tr>
<tr>
<td>Fire Technology</td>
<td>23.3%</td>
<td>24</td>
</tr>
<tr>
<td>Infants and Toddlers</td>
<td>70.8%</td>
<td>23</td>
</tr>
<tr>
<td>Real Estate</td>
<td>29.0%</td>
<td>19</td>
</tr>
<tr>
<td>Administration of Justice</td>
<td>46.5%</td>
<td>18</td>
</tr>
<tr>
<td>Energy Systems Technology</td>
<td>7.8%</td>
<td>15</td>
</tr>
<tr>
<td>Software Applications</td>
<td>69.3%</td>
<td>13</td>
</tr>
<tr>
<td>Health Professions, Transfer Core Curriculum</td>
<td>41.7%</td>
<td>13</td>
</tr>
</tbody>
</table>

*: Cohort fewer than 10 students

2017-2018 Mendocino College Median % change: +31.3 %
Skill-Builders– MC and State

- **MC**: 31.30%
- **State**: 27.80%
2012-2013 – Less Than 10

1. Students who attempt two or more CDCP courses
2. Minimum of 4 attendance hours in each of those courses
3. Within 3 years

Career Development and College Preparation

2017-2018
Mendocino College: N/A
N= Less Than 10
CDCP– MC and State

15.50%

CDCP

MC  State
**Student Achievement Standards 2018**

<table>
<thead>
<tr>
<th>Metric</th>
<th>2017</th>
<th>2018</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Course Completion Rate</td>
<td>73%</td>
<td>75%</td>
<td>-74%</td>
</tr>
<tr>
<td>Student Retention Percentage</td>
<td>88%</td>
<td>90%</td>
<td>-88%</td>
</tr>
<tr>
<td>Student Degree Completion</td>
<td>287</td>
<td>313</td>
<td>+352</td>
</tr>
<tr>
<td>Student Transfer to Four year</td>
<td>155</td>
<td>182</td>
<td>+27</td>
</tr>
<tr>
<td>Student Certificate Completion</td>
<td>60</td>
<td>55</td>
<td>-52</td>
</tr>
</tbody>
</table>

*What has contributed to the increase in degree/certificate completion and transfer?*
QUESTIONS?
Diversity in Staffing

Mendocino College

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James Baldwin
United States – Share of the Population

*U.S. Census Bureau Projections*
### Mendocino County – Population Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>Native American</th>
<th>Asian</th>
<th>Black</th>
<th>Non-Hispanic White</th>
<th>Latinos</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>69%</td>
<td>1%</td>
</tr>
<tr>
<td>2020</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>64%</td>
<td>1%</td>
</tr>
<tr>
<td>2030</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>59%</td>
<td>1%</td>
</tr>
<tr>
<td>2040</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>54%</td>
<td>1%</td>
</tr>
<tr>
<td>2050</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>49%</td>
<td>1%</td>
</tr>
<tr>
<td>2060</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>46%</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Projected to grow at a higher % rate than the Nation and State*

*U.S. Census Bureau Projections*
With demographics shifting, what will our K-12 and systems of higher education look like?
Over half of Mendocino County K-12 students are students of color.

* California Department of Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Latino</th>
<th>White Students</th>
<th>Native American</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>41%</td>
<td>46%</td>
<td>8%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>42%</td>
<td>45%</td>
<td>7%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>43%</td>
<td>44%</td>
<td>7%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>43%</td>
<td>44%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Student Demographic Information - Ethnicity

2007-2008 Academic Year

- White: 67%
- Hispanic: 17%
- Native American: 5%
- Pacific Islander: 0%
- Unknown: 8%
- Black: 1%
- Asian: 2%

2017-2018 Academic Year

- White: 53%
- Hispanic: 34%
- Native American: 5%
- Pacific Islander: 0%
- Unknown: 1%
- Black: 2%
- Asian: 3%
- Multi-Ethnic: 3%
Student Demographic Information – Students of Color

2007-2008 Academic Year

- Students of Color: 25%
- White: 75%

2017-2018 Academic Year

- Students of Color: 44%
- White: 56%
I CAN'T BELIEVE WHAT YOU SAY BECAUSE I SEE WHAT YOU DO.

- JAMES BALDWIN
FALL 2008 Employee Demographics

- Educational Administrator: 78% (22% Employees of Color, 92% White)
- Academic, Tenured/Tenure Track: 94% (6% Employees of Color, 88% White)
- Academic, Temporary: 92% (8% Employees of Color, 84% White)
- Classified: 84% (16% Employees of Color, 68% White)
Institutions of Higher Education in California

- **California State Universities (CSU)** –
  - 75% are students of color
  - 62% of tenured faculty are white

- **University of California (UC)** –
  - 74% are students of color
  - 70% of tenured faculty are white

- **California Community Colleges (CCC)** –
  - 73% are students of color
  - 61% of tenured faculty are white
FALL 2018 – Faculty

Instructional Faculty
- Employees of Color: 2%
- White: 98%

Non-Instructional Faculty
- Employees of Color: 50%
- White: 50%
Comparison – Diversity in Employee VS Student Population

**Employee Population**
- **2008:** 90% White, 10% Employees of Color
- **2018:** 83% White, 17% Employees of Color

**Students Population**
- **2008:** 66% White, 34% Students of Color
- **2018:** 56% White, 44% Students of Color

Percent of Total Employees/Students
The importance of faculty expands far beyond the classroom. Many students count faculty members as mentors, counselors, and advisers; it is only appropriate that the students who often do not feel that they belong can find someone to whom they can relate and who can assist them. The University should especially prioritize providing this support for students whose backgrounds are underrepresented in academia—it is crucial that students see themselves reflected in the individuals who have the greatest influences on their education."
MC Archetypes – Discrepancy

MC Employee Archetype
White Female, 60-70 yrs

MC Student Archetype
Hispanic Female, 18-24 yrs
Why do we not have parity between student demographics and employee?
IF I LOVE YOU, I HAVE TO MAKE YOU CONSCIOUS OF THE THINGS YOU DO NOT SEE.  
—JAMES BALDWIN
Forces of Socialization

“This lens is neither universal nor objective...exploring these cultural frameworks can be particularly challenging in Western culture precisely because of two key Western ideologies: individualism and objectivity...individualism holds that we are each unique...Objectivity tells us that it is possible to be free of all bias...”

DiAngelo, *White Fragility: Why it’s so hard for White People to talk about Racism*
Implicit Bias
“Being a leader does not necessarily mean being loved; loving one’s community means daring to risk estrangement and alienation from that very community, in the short run, in order to break the cycle...for what is at stake is nothing less than the survival of our country...”

Gates & West, The Future of the Race
Truly act by the definition of those words
QUESTIONS?