

Student Success Score Card

2012-2013 Cohort

What is the Scorecard?

- o Student Success Task Force (SSTF) recommended a new accountability framework
- o The recommendation specified that a scorecard be built on the Accountability Reporting for the Community Colleges (ARCC).
- o No longer required as it has been replaced by new Goal Setting and Planning Process.

≡ LaunchBoard Menu

Export Data to CSV

Interested in how the data is calculated?
See the Data Element Dictionary



California
Community
Colleges

Student Success Metrics

SUCCESSFUL ENROLLMENT STUDENT TYPE LEARNING PROGRESS MOMENTUM SUCCESS

STUDENT
JOURNEY TYPE

All Students ▼

All Search

Statewide

College

District

Microregion

Macroregion

YEAR

2017-2018 ▼

DRILL DOWN

None ▼

VIEW

All Students in Mendocino-Lake District, 2017-2018

Cal-PASS Plus

What is the purpose?

- o 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

Math & English/ESL
Metrics

3. Persistence

4. 30 Units

5. Degree/Transfer

Completion
Metrics

6. Career Technical Education (CTE) Rate

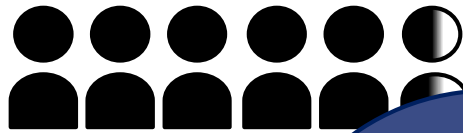
7. Skills Builder

CTE Metrics

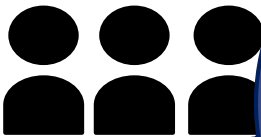
8. Career Development & College Prep (Non-Credit)

CDCP

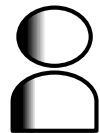
REMEDIAL PROGRESS



Math -578



English



Think about how these numbers will change. What will contribute to the change?



36.2%



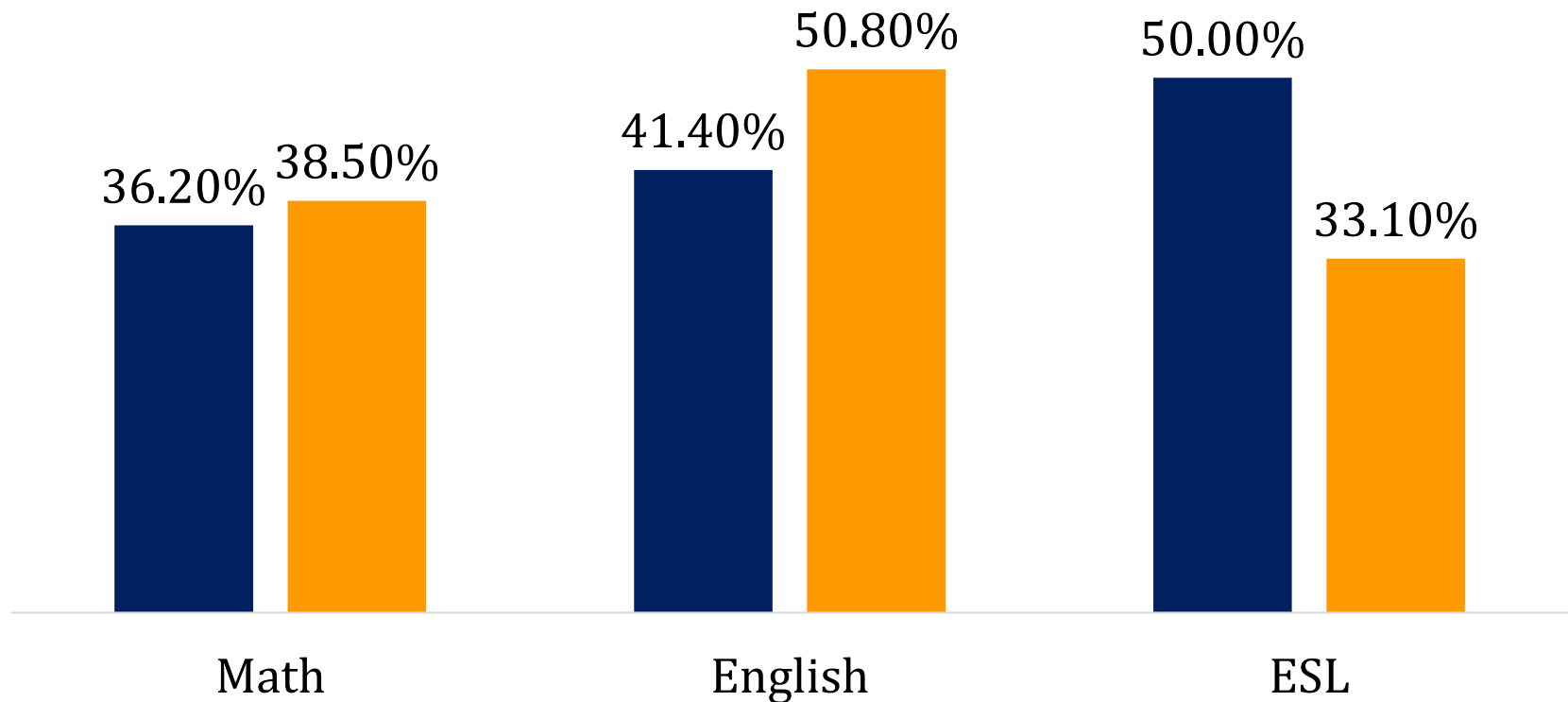
41.4%

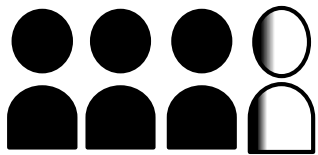


50.0%

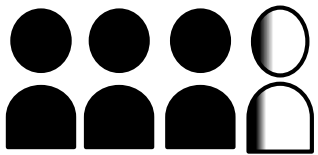
Remedial Progress – MC and State

■ MC ■ State

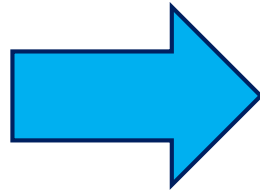




Math - 307

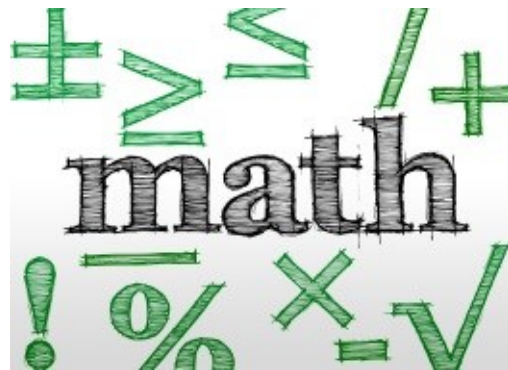
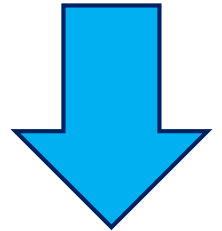


English - 307



TRANSFER LEVEL ACHIEVEMENT

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



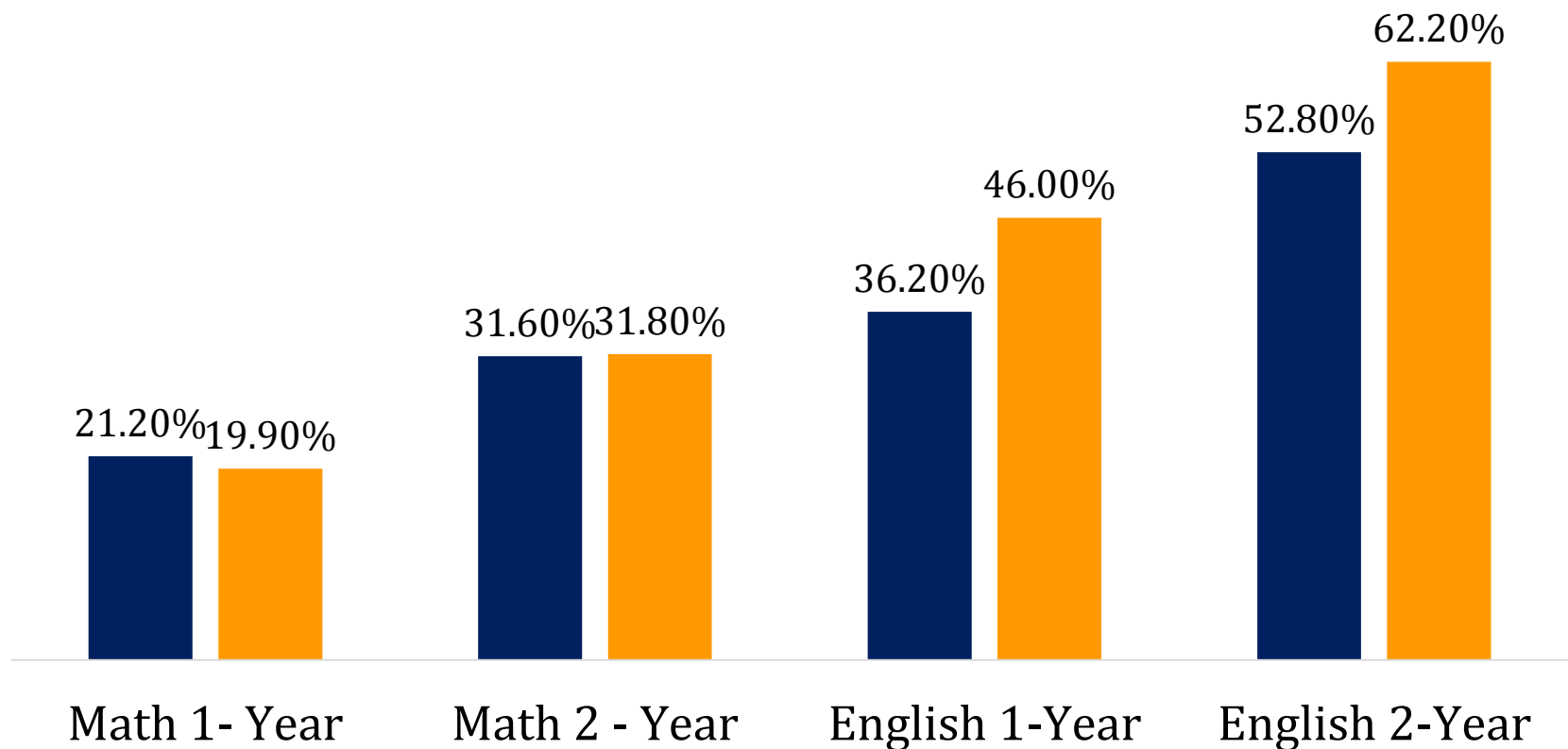
1- Year		2 - Year	
65	21.2%	97	31.6%



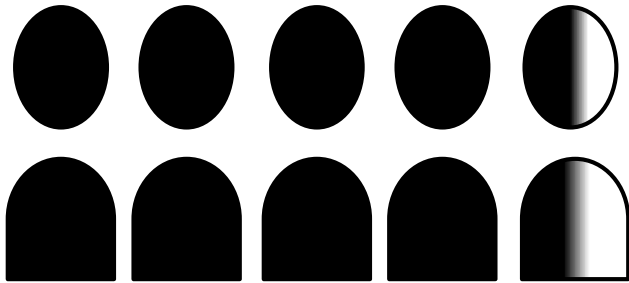
1- Year		2 - Year	
111	36.2%	162	52.8%

Transfer Level Achievement– MC and State

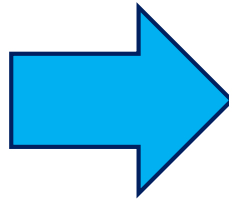
■ MC ■ State



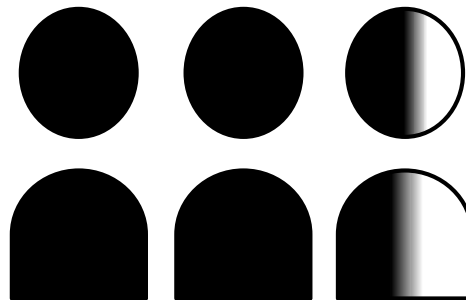
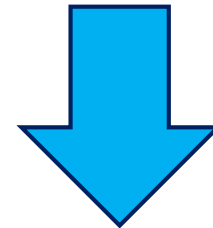
PERSISTENCE



442 Students



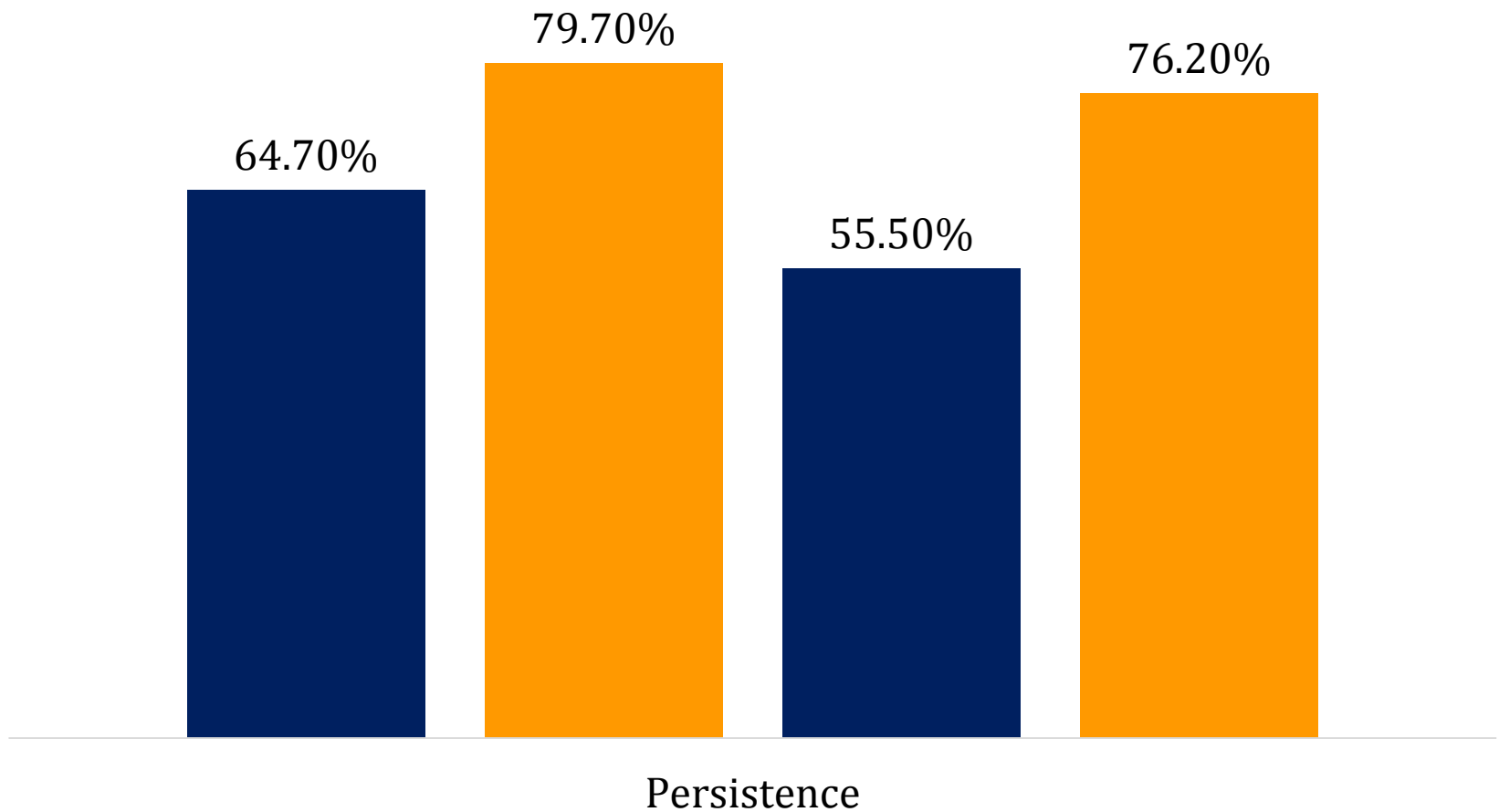
1. Minimum 6 units earned
2. Attempted Math/English in the first 3 years
3. Enrolled in the first 3 consecutive terms **anywhere in the CCC system**



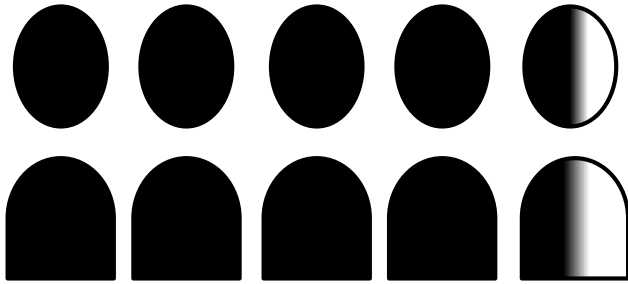
256 Students 57.9%

PERSISTENCE – MC and State

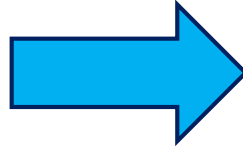
■ MC Prepared ■ CA Prepared ■ MC Unprepared ■ CA Unprepared



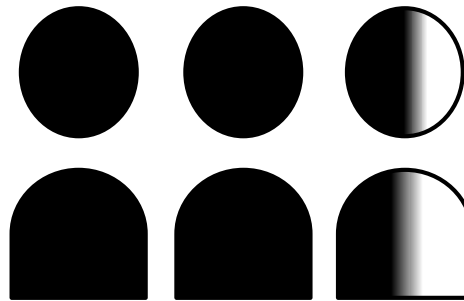
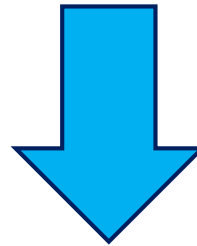
30 UNITS



442 Students



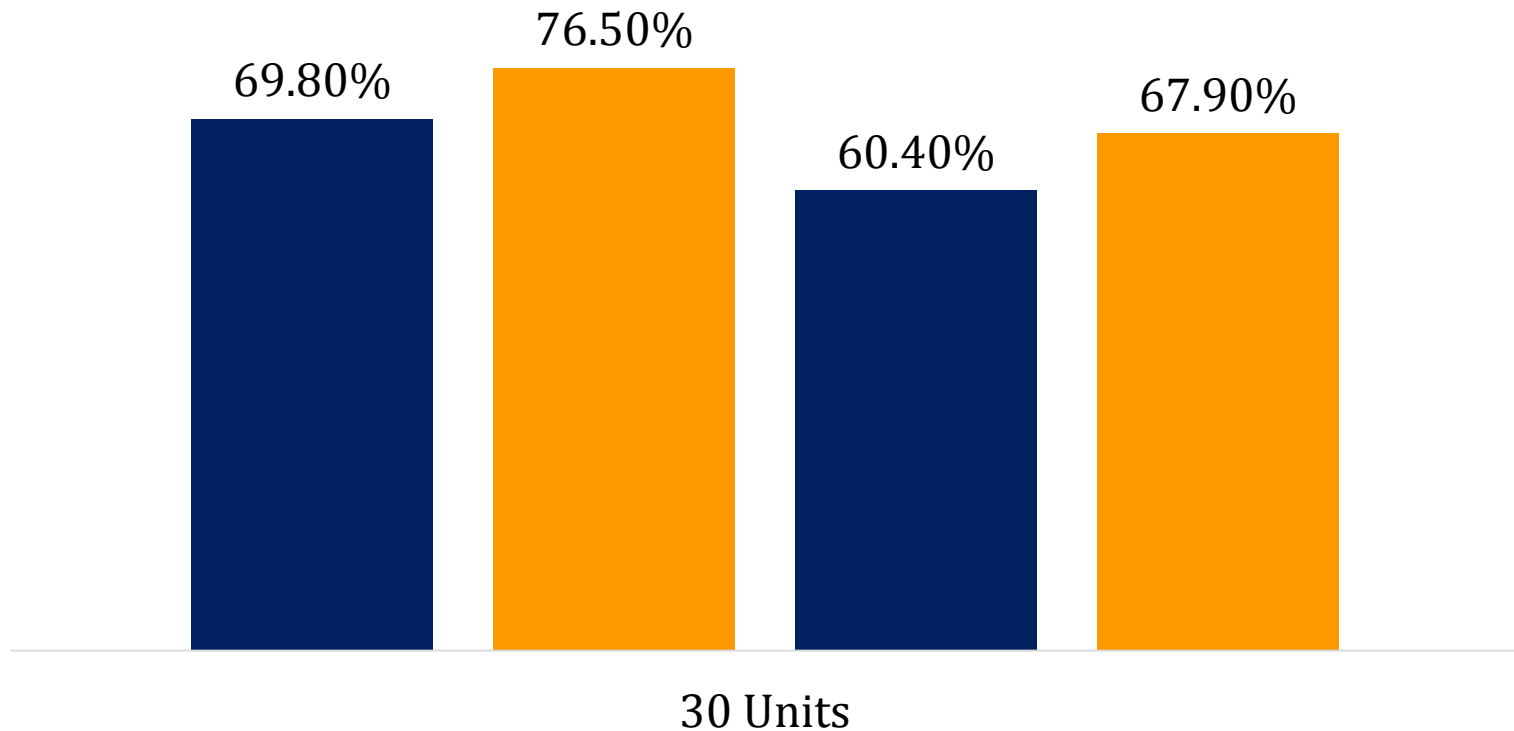
1. With minimum of 6 units earned
2. Who attempted any Math or English in the First three years
3. And earned at least 30 units in the CCC system.




278 Students 62.9%

30 Units – MC and State

■ MC Prepared ■ CA Prepared ■ MC Unprepared ■ CA Unprepared

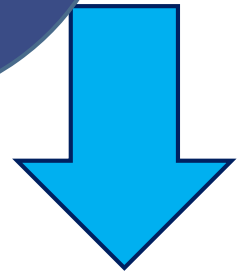


Degree / Transfer Outcomes



**Think about how
these numbers will
change. What will
contribute to the
change?**

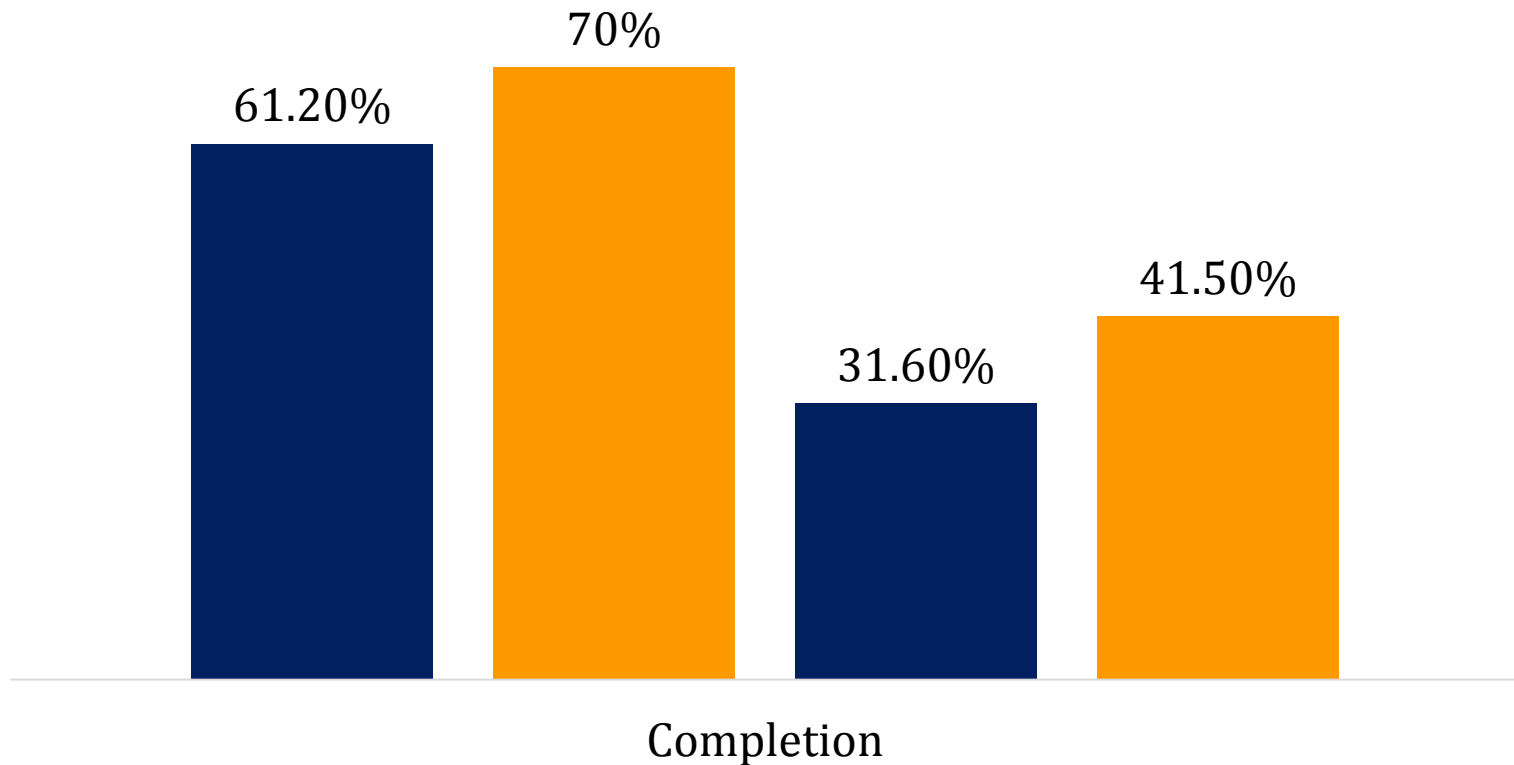
3 years
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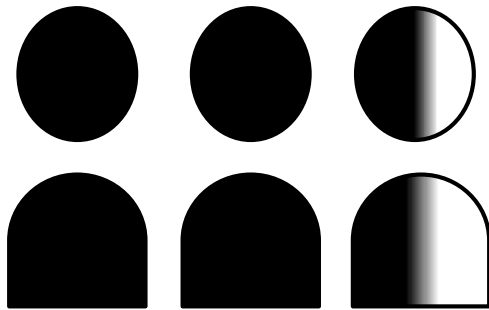


0.4%

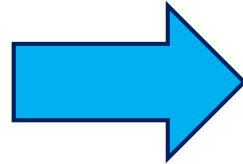
COMPLETION – MC and State

■ MC Prepared ■ CA Prepared ■ MC Unprepared ■ CA Unprepared

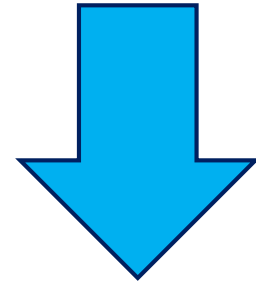




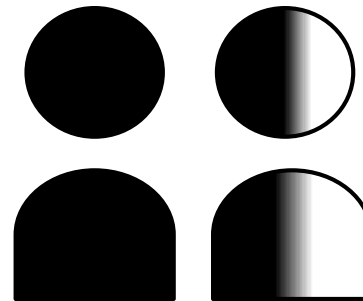
273 Students



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

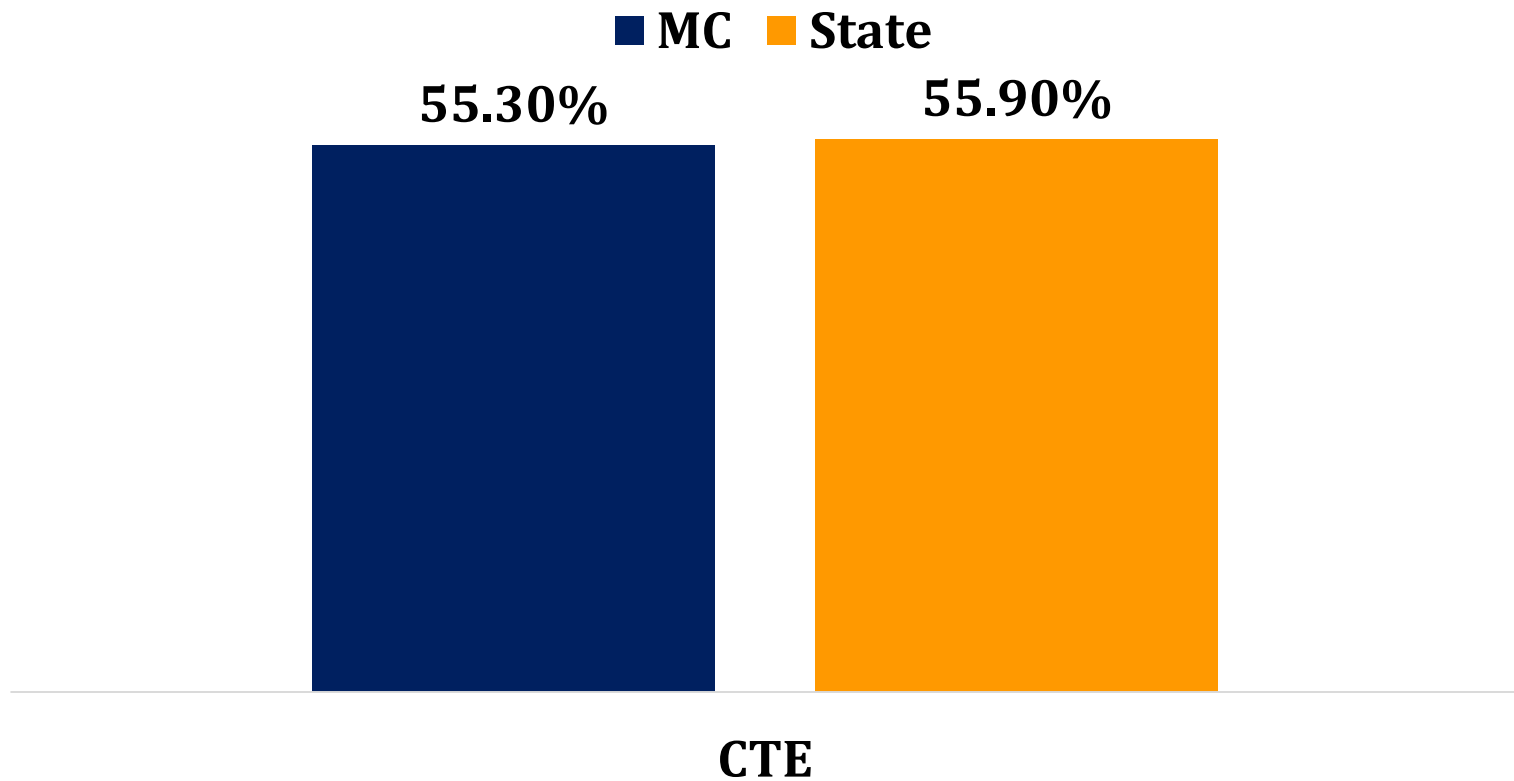


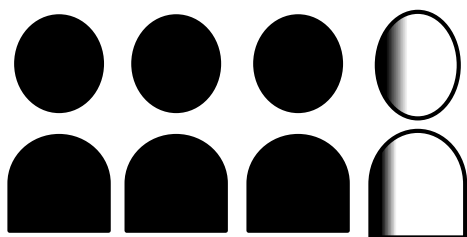
**CAREER
TECHNICAL
EDUCATION**



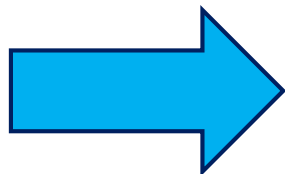
151 Students 55.3%

CTE Rate – MC and State

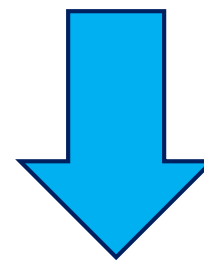




**2015-2016 – 306
Students**



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)



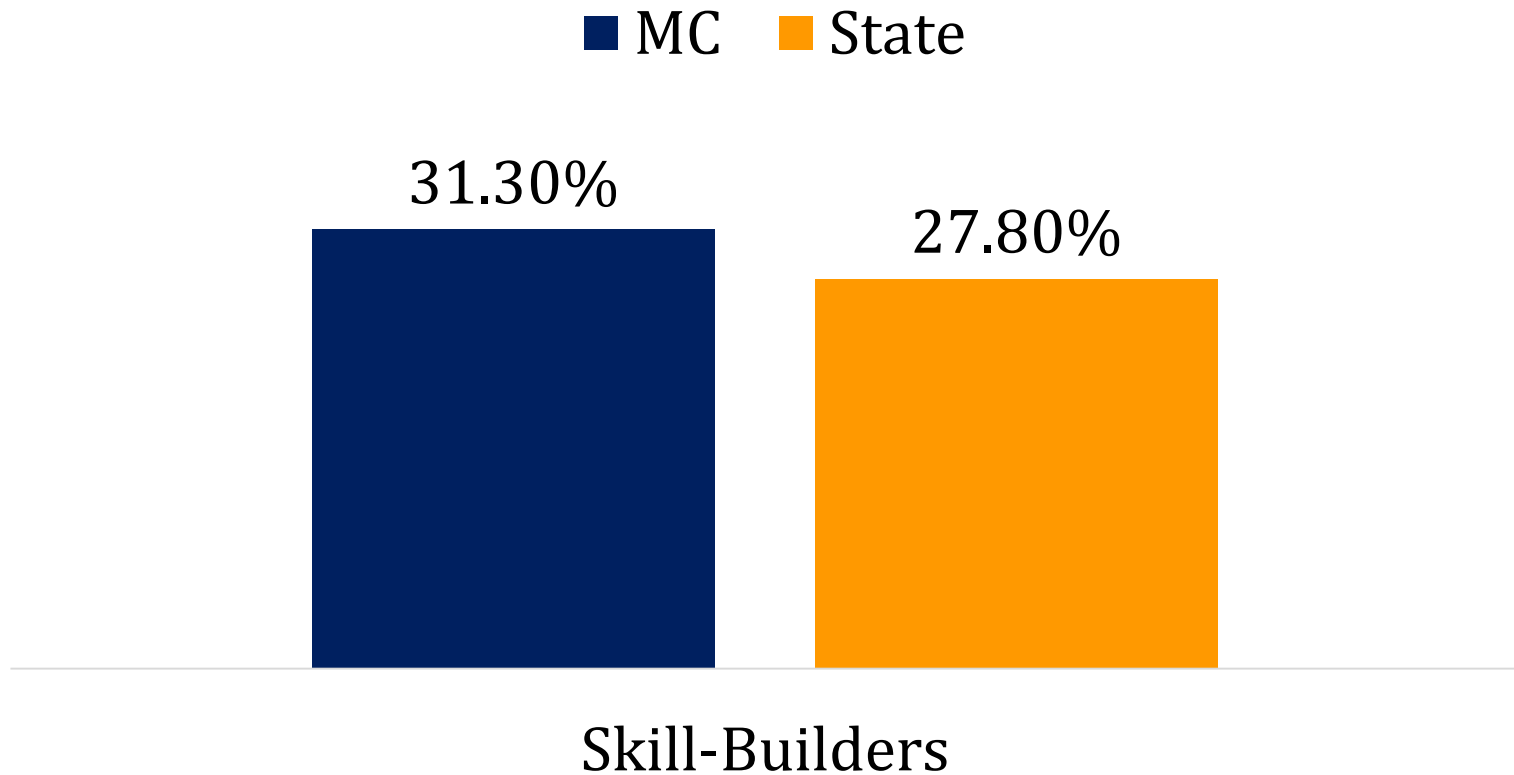
Skills Builder

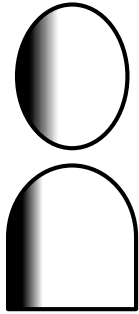
Disciplines with the highest enrollment		Median % Change	Total N
Emergency Medical Services		23.8%	34
Child Development/Early Care and Education		54.8%	33
Accounting		31.5%	30
Fire Technology		23.3%	24
Infants and Toddlers		70.8%	23
Real Estate		29.0%	19
Administration of Justice		46.5%	18
Energy Systems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

*: Cohort fewer than 10 students

2017-2018 Mendocino College Median % change: +31.3 %

Skill-Builders– MC and State





2012-2013 – Less Than 10

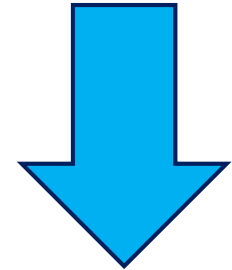
**Career
Development
and College
Preparation**



Welcome to Year 6



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



**2017-2018
Mendocino
College: N/A
N= Less Than 10**

CDCP- MC and State

■ MC ■ State

15.50%



CDCP

Student Achievement Standards 2018

Metric	2017-2018	2018-2019	2019-2020	2020-2021
Student Completion	88%	90%	92%	94%
Student Persistence	88%	90%	92%	94%
Student Completion	↑352	210	196	↓52
Student Transfer to Four year	55	62	62	62
Student Certificate Completion	55	62	62	62

What has contributed to the increase in degree/certificate completion and transfer ?

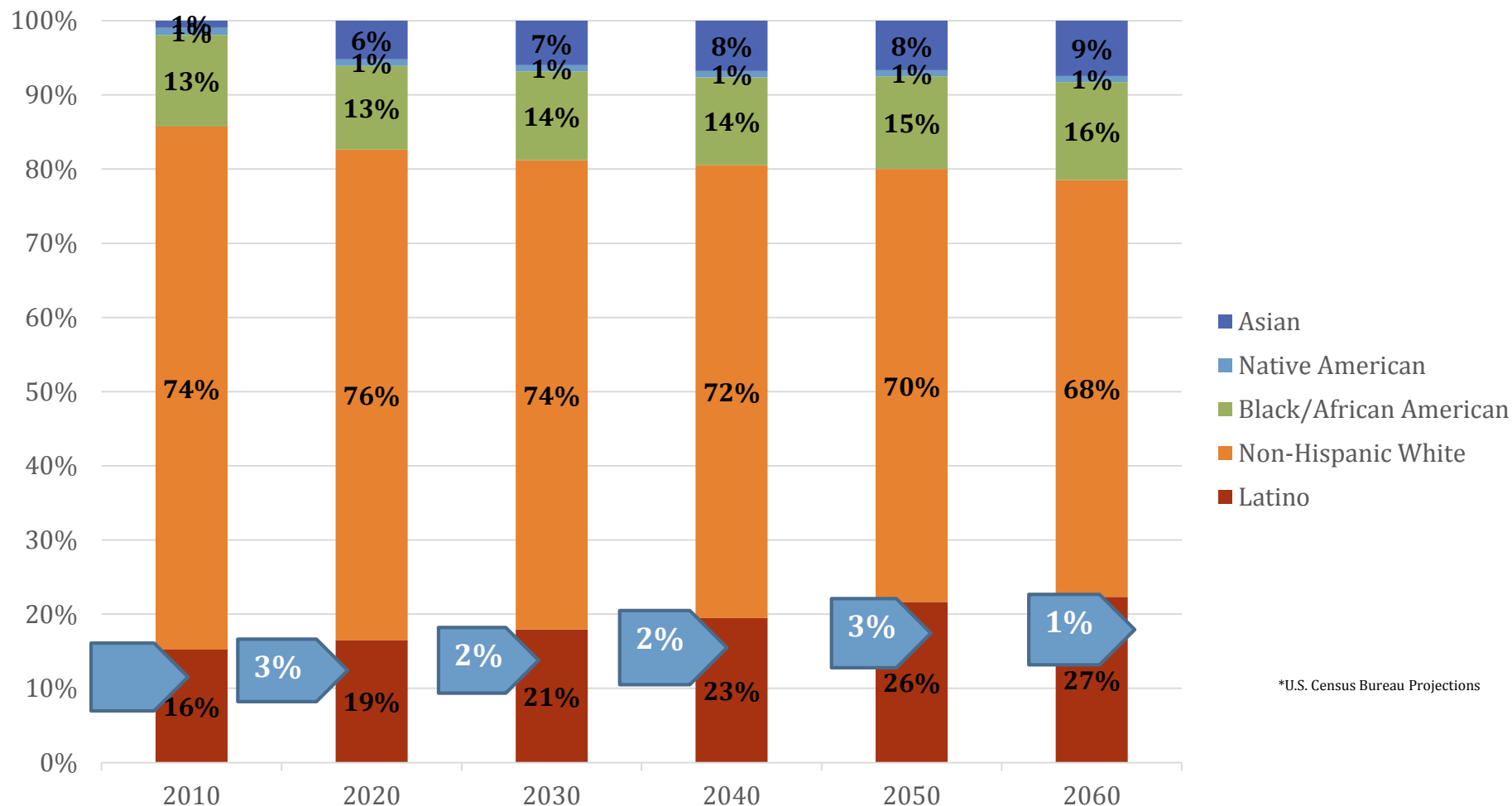
QUESTIONS?

Diversity in Staffing

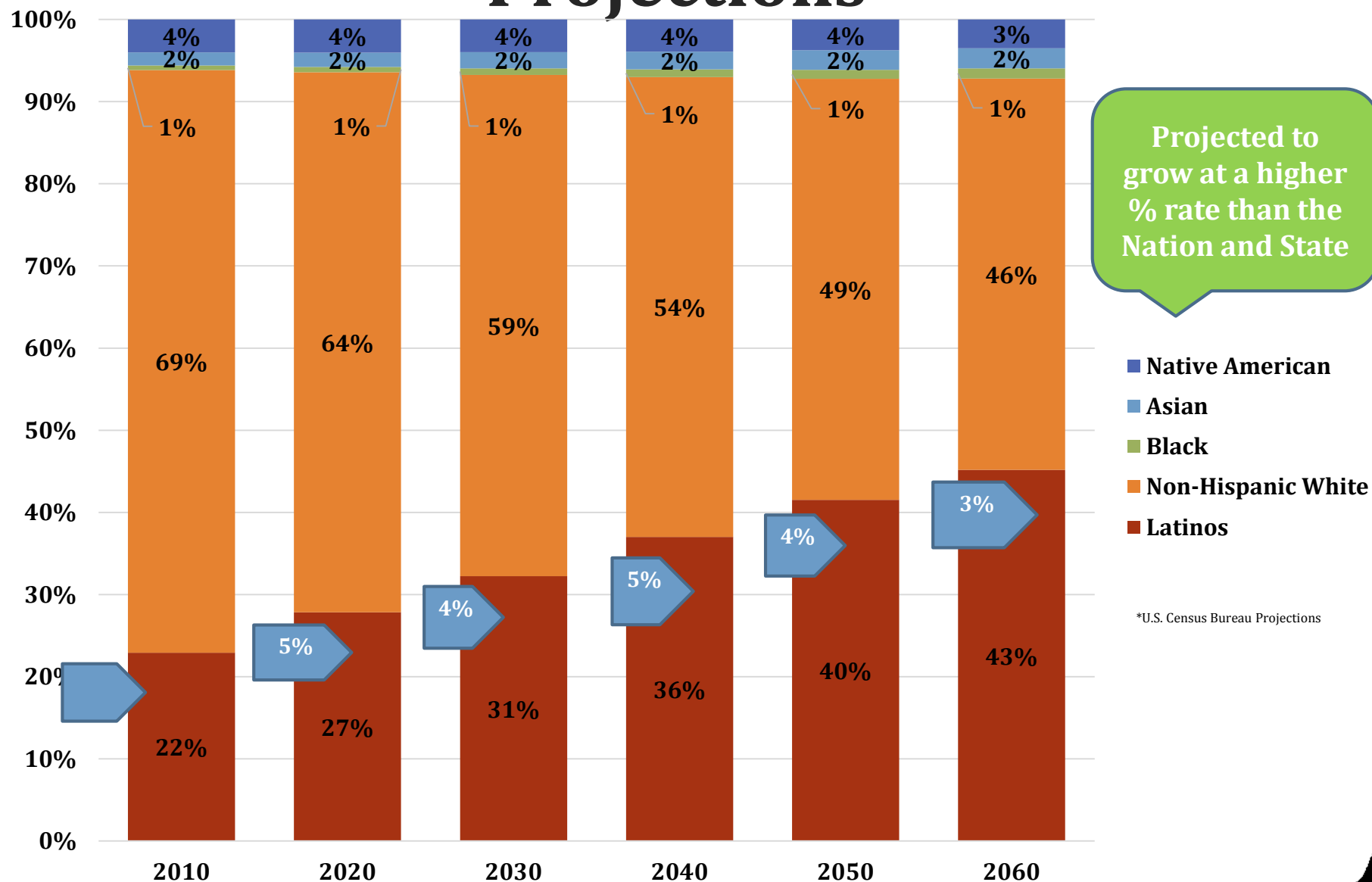
Mendocino College

XXXXXXXXXX NOT XXXXXXXXXXXX
Everything
..... THAT IS
FACED CAN BE
CHANGED
..... BUT
NOTHING CAN BE
CHANGED
..... UNTIL IT IS
FACED.

United States – Share of the Population



Mendocino County – Population Projections



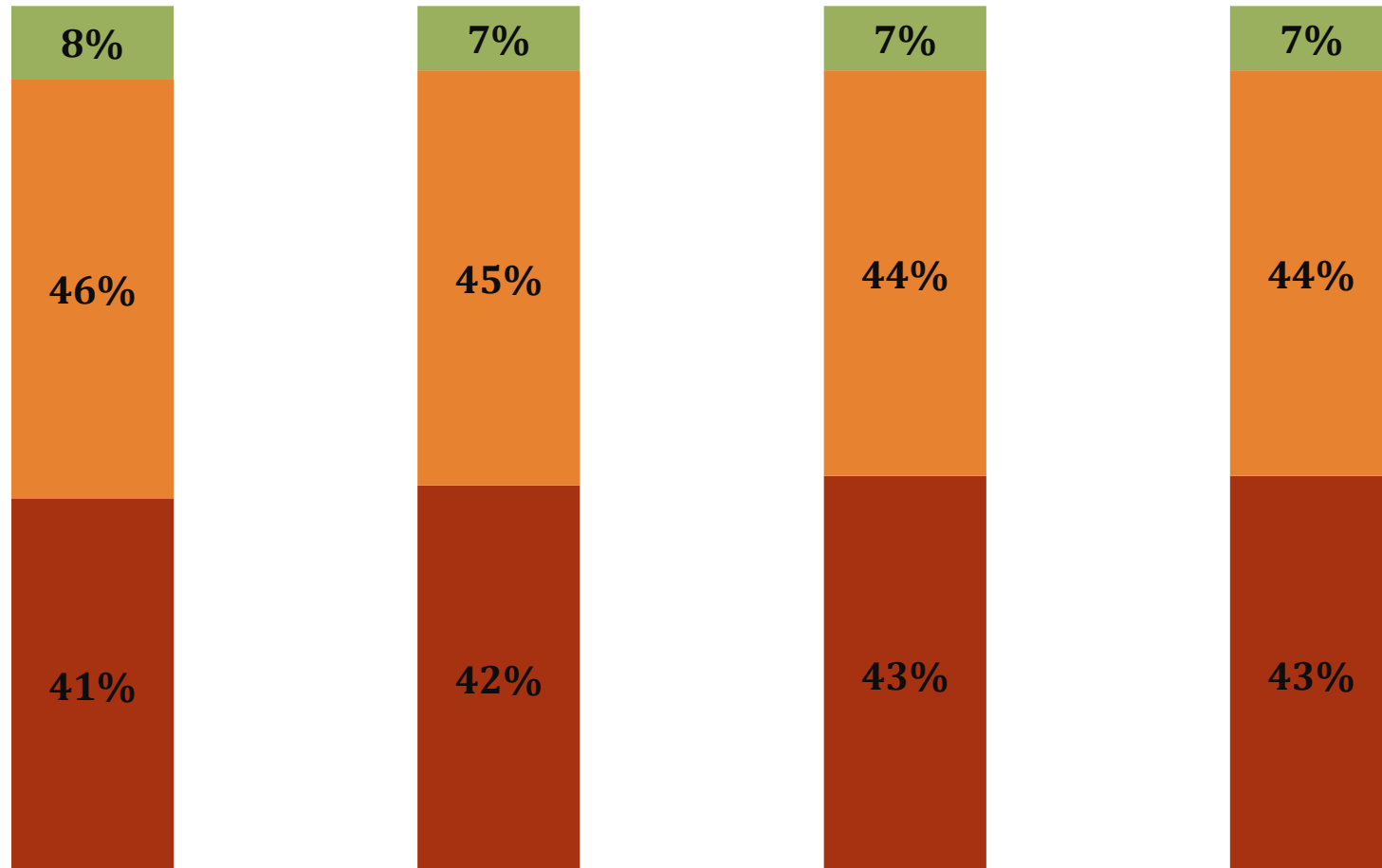
**With demographics
shifting, what will our
K-12 and systems of
higher education look
like?**

Mendocino County K-12 Pop

Over half of
Mendocino
County K-12
students are
students of
color

* California Department of Education

■ Latino ■ White Students ■ Native American



2014-2015

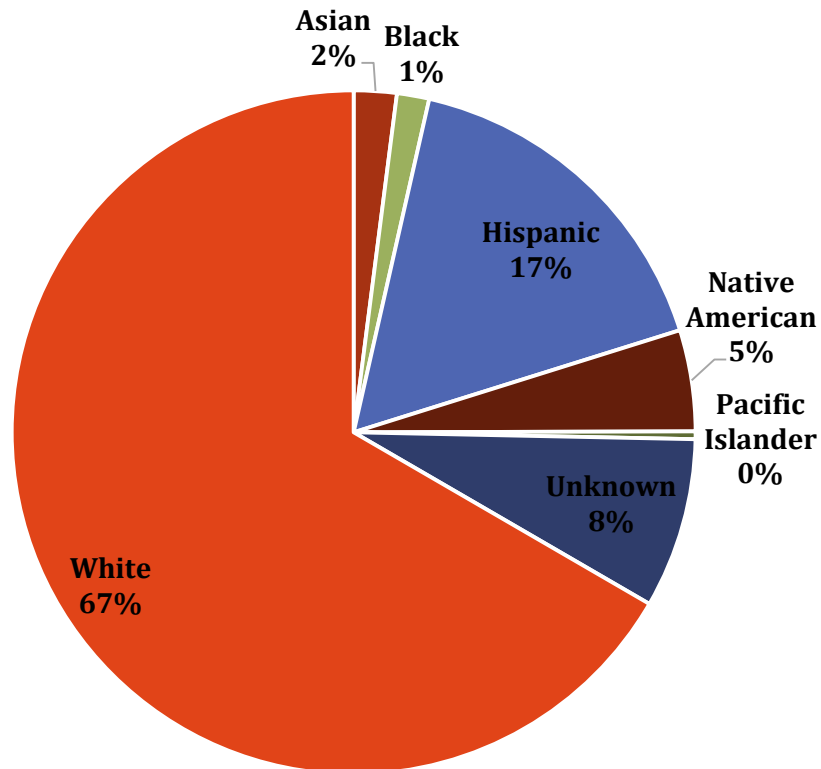
2015-2016

2016-2017

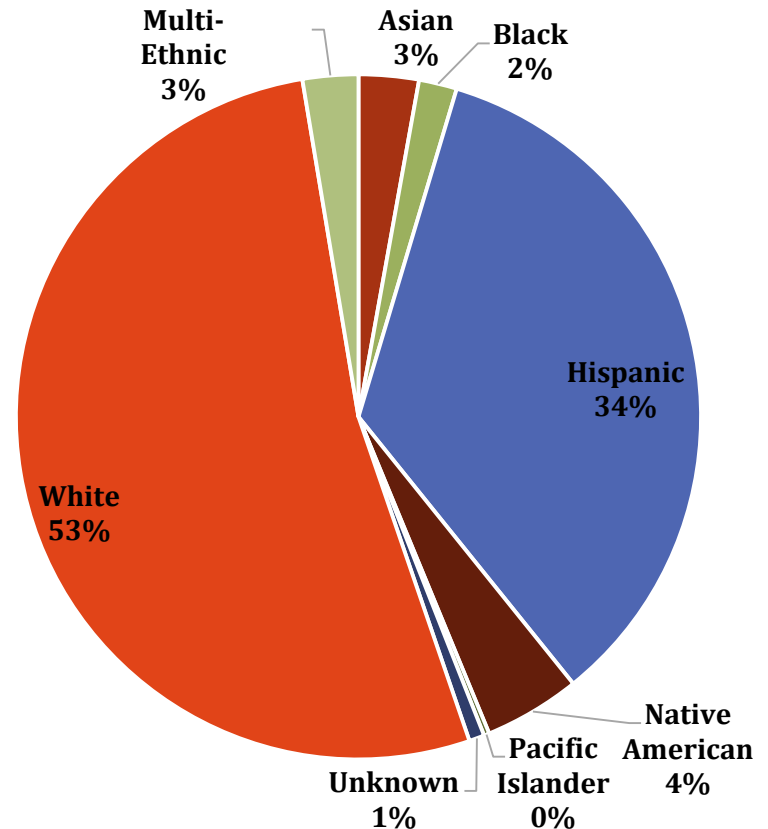
2017-2018

Student Demographic Information - Ethnicity

2007-2008 Academic Year

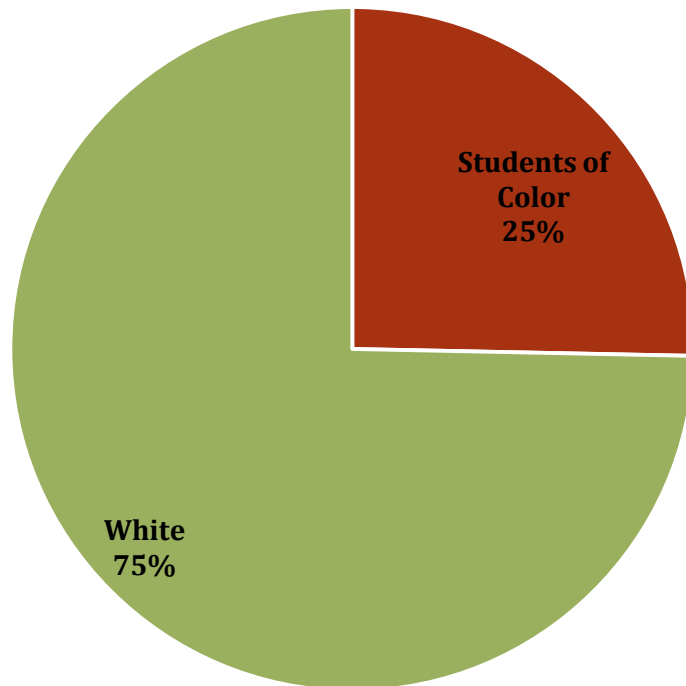


2017-2018 Academic Year

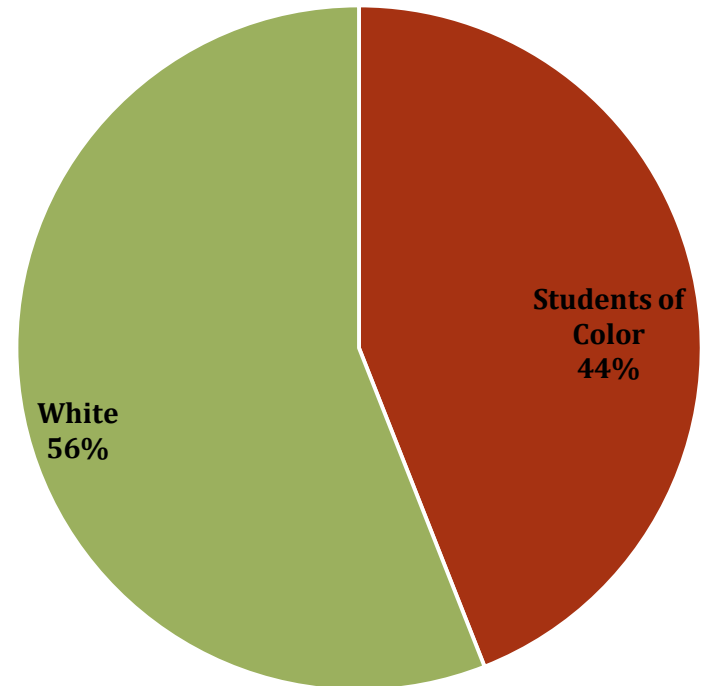


Student Demographic Information – Students of Color

2007-2008 Academic
Year



2017-2018 Academic
Year



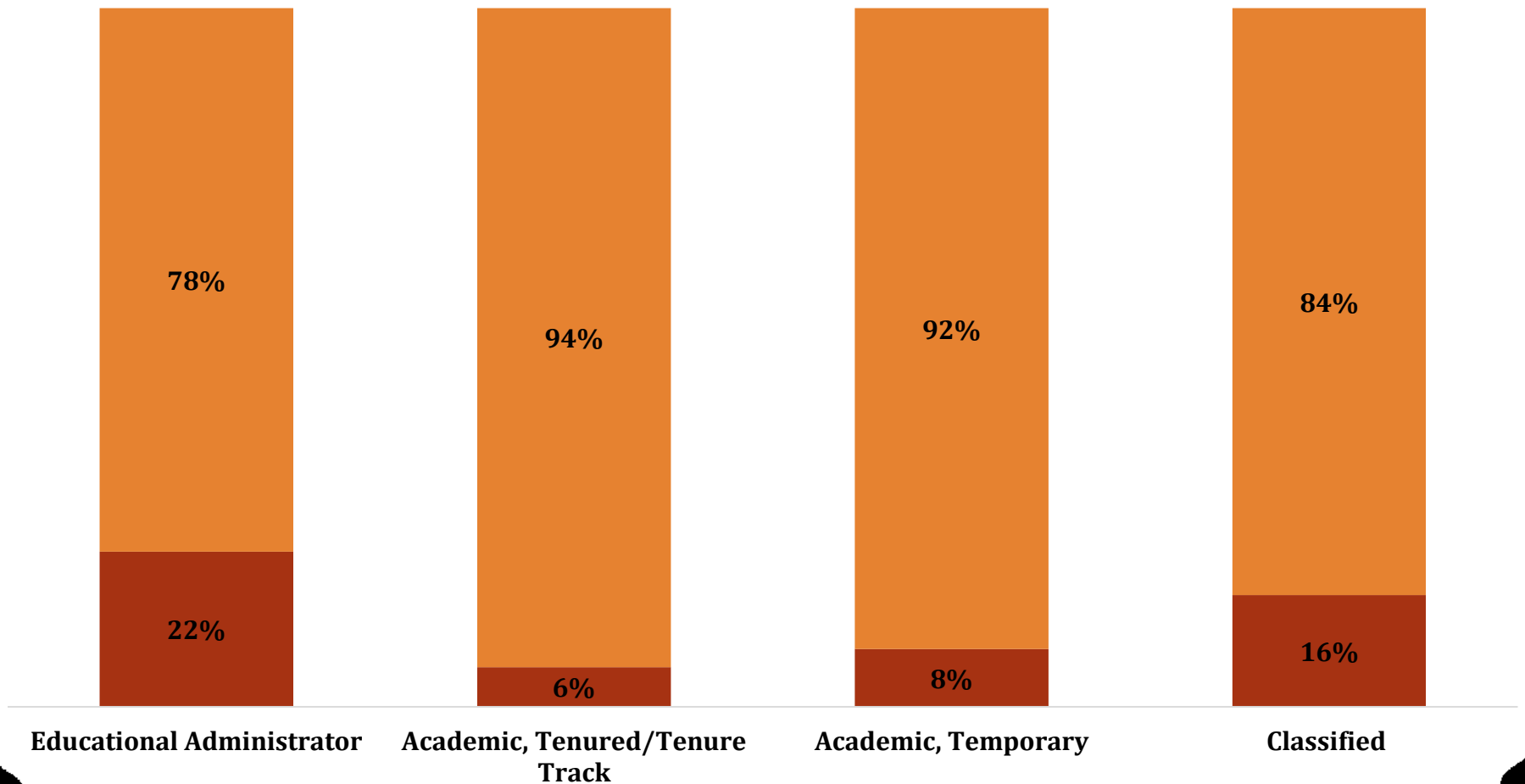


**I CAN'T BELIEVE
WHAT YOU SAY
BECAUSE I SEE
WHAT YOU DO.**

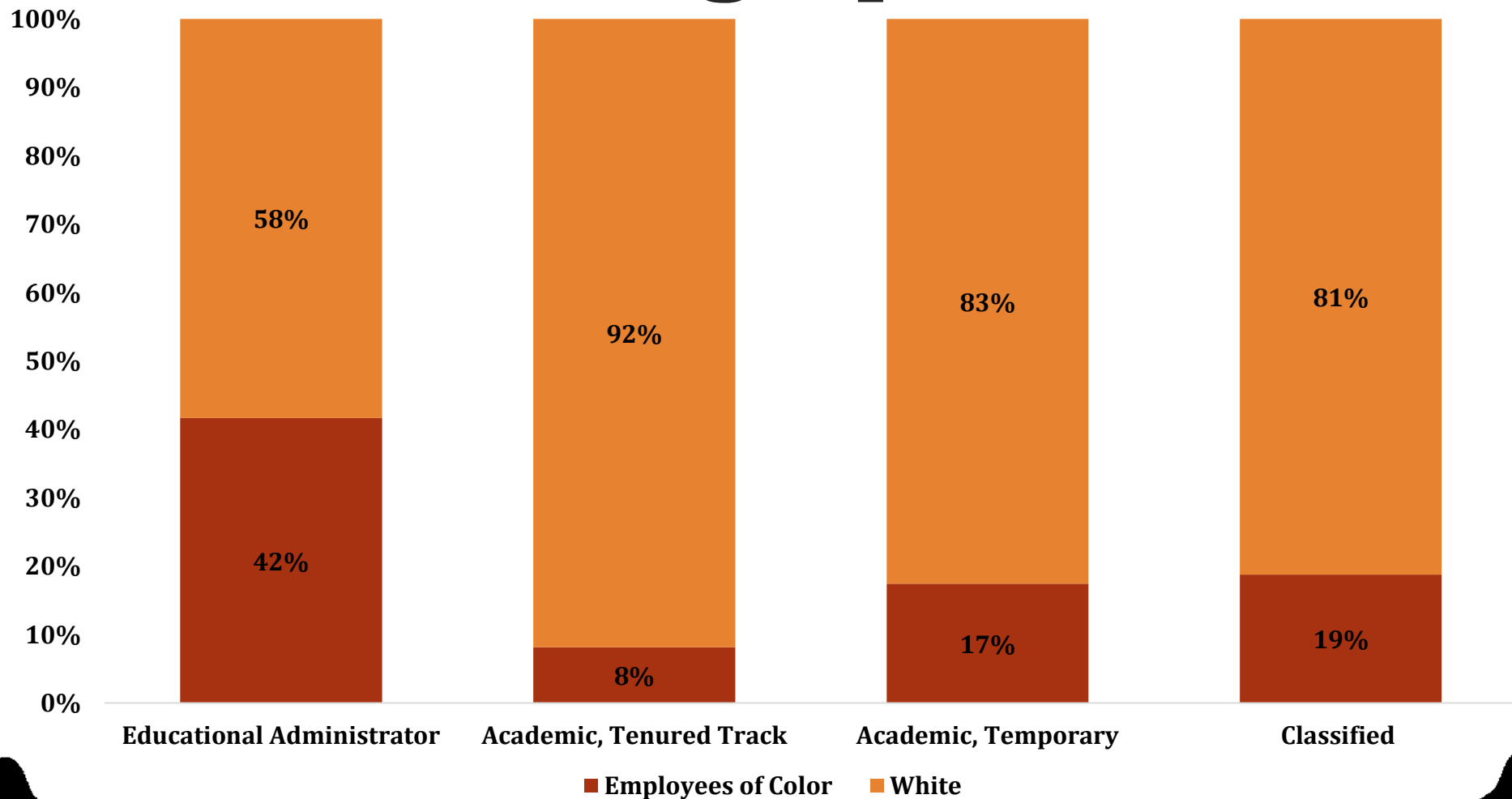
-JAMES BALDWIN

FALL 2008 Employee Demographics

■ Employees of Color ■ White



FALL 2018 Employee Demographics



Institutions of Higher Education in California

o California State Universities (CSU) –

75% are students of color

62% of tenured faculty are white

o University of California (UC) –

74% are students of color

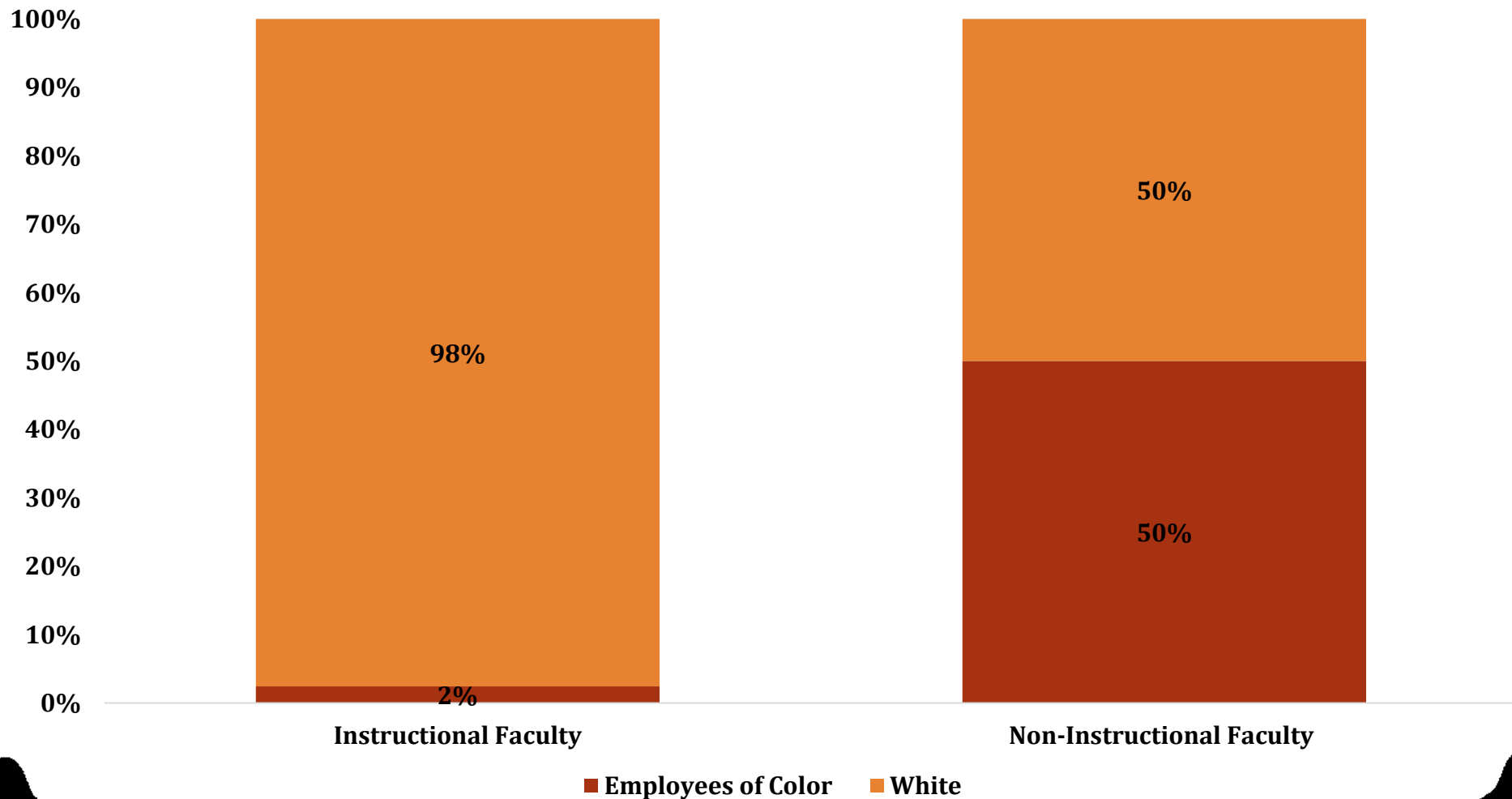
70% of tenured faculty are white

o California Community Colleges (CCC) –

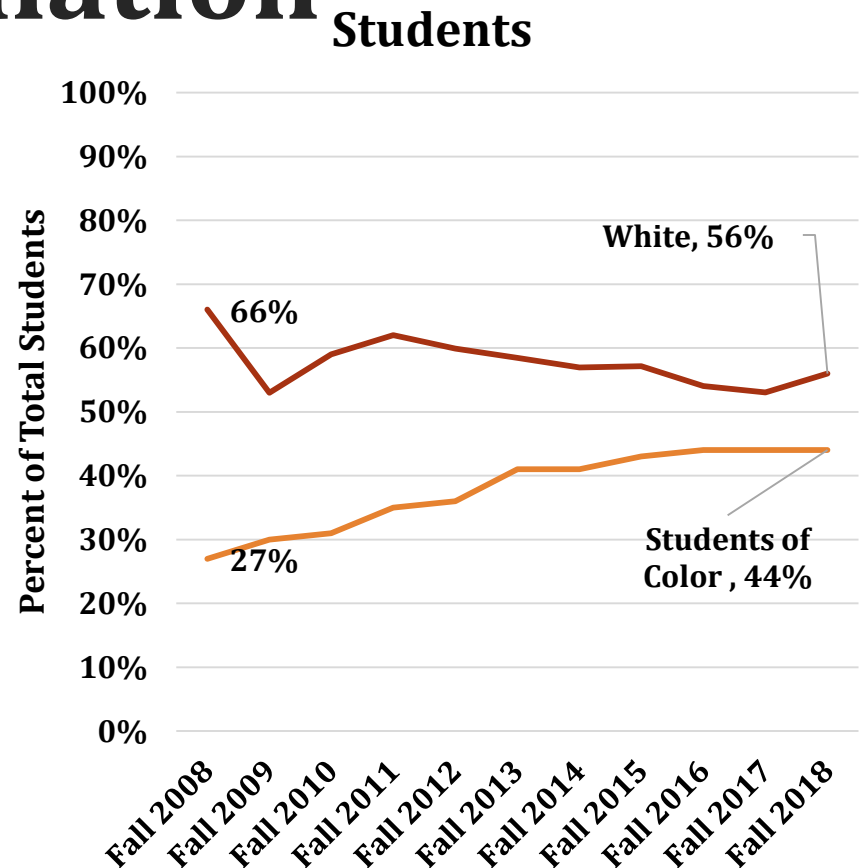
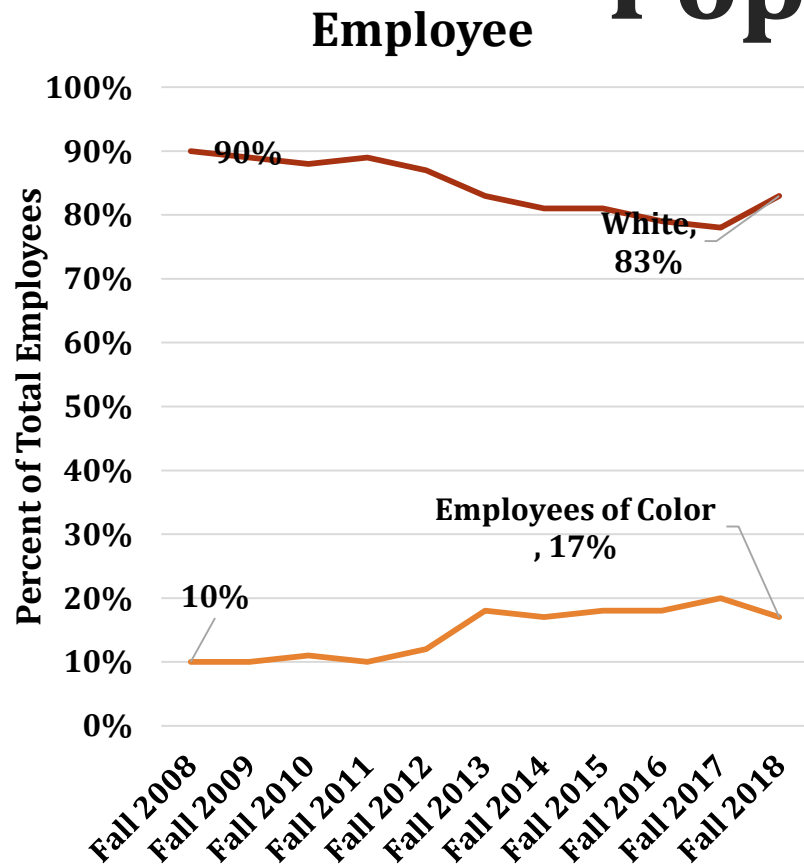
73% are students of color

61% of tenured faculty are white

FALL 2018 – Faculty



Comparison – Diversity in Employee VS Student Population



Harvard Crimson (2017)

“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”.

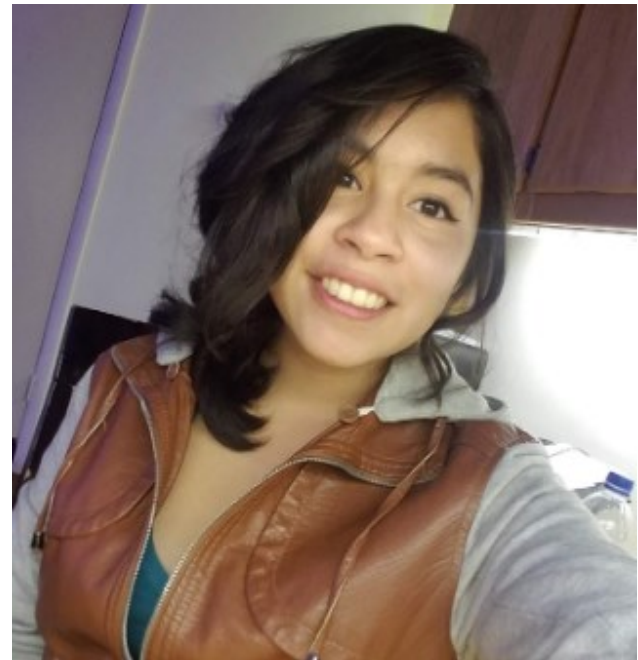
MC Archetypes – Discrepancy

MC Employee Archetype



White Female, 60-70 yrs

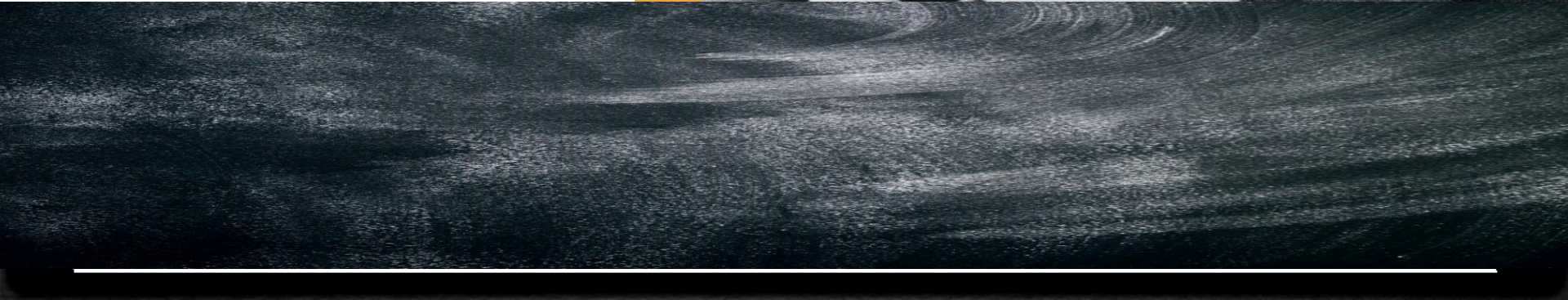
MC Student Archetype



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

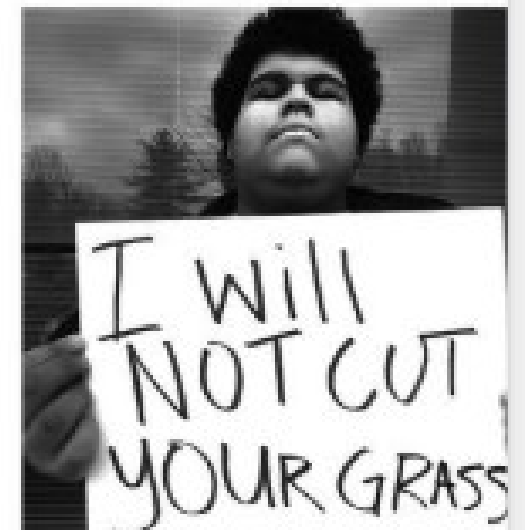
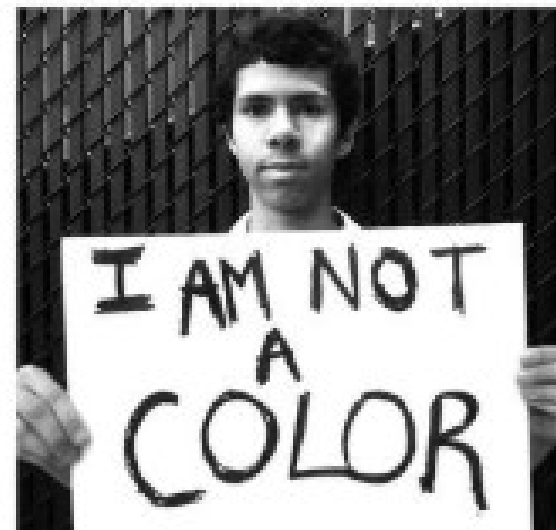
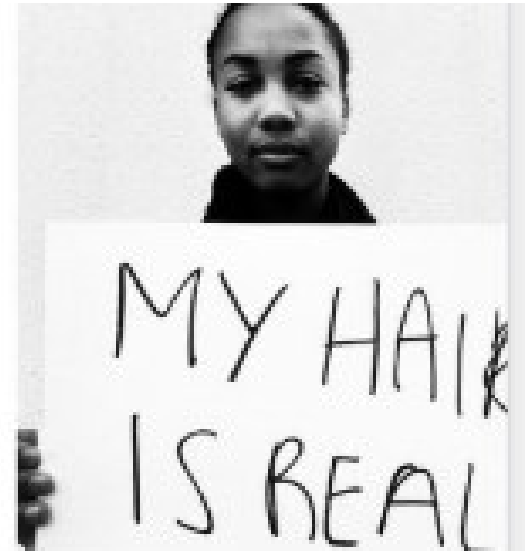


Forces of Socialization

“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?