

## Modesto Junior College (MJC)

### Academic Senate Resolution F19-C:

#### Additional Student Data Metrics for Program Review

Proposed by Senators Theresa Stovall and Austin Adams

**Whereas:** The Academic Senate supports data-informed participatory governance and encourages a culture of decision-making that utilizes qualitative and quantitative data sets; and,

**Whereas:** The Modesto Junior College (MJC) student body is a diverse population with multifaceted instructional needs and widely varied educational experiences and goals; and,

**Whereas:** Limited student analytics may not provide the most comprehensive qualitative and quantitative overview of student needs, experiences and expectations while at MJC.

**Whereas:** Among a variety of qualitative and quantitative metrics, Student Success Rate and Retention Rate data sets are important for instructional reflection at the program level. As an example, the Accrediting Commission for Community and Junior Colleges (ACCJC) uses Success and Retention rate data that is derived from the following equations: Success Rates = End of Semester Successful Students<sup>1</sup> ÷ Census Day Enrollment<sup>2</sup>; Retention Rates = Retention Count<sup>3</sup> ÷ Census Day Enrollment.

**Whereas:** The current limited statewide standard metric used to measure student success, (Success Rates = End of Semester Successful Students ÷ Census Day Enrollment) fails to consider important elements of student success, including Course Success Rate (CSR).

**Therefore, be it resolved:** When data is distributed to divisions to facilitate program reflections, or for purposes of Program Review, additional qualitative and quantitative data metrics are necessary to inform discussion, among them an equation that calculates End of Semester Successful Students ÷ Retention Count = Course Success Rate (CSR) as well as extra and co-instructional factors contributing to attrition, and indiscriminate socio-economic factors.

**Therefore, be it resolved:** The Academic Senate, in an effort to more fully understand student rationale for exiting a class, also strongly encourages the implementation of an individual course withdrawal survey; and,

**Furthermore, be it resolved:** The Academic Senate urges the college to generate additional qualitative and quantitative data sets--such as CSR numbers, course withdrawal survey results, extra and co-instructional factors contributing to attrition, and indiscriminate socio-economic factors--in order to offer the most comprehensive qualitative and quantitative overview of student needs, experiences and expectations for the purpose of Program Review.

First Reading: October 17, 2019

Final Reading: November 14, 2019

Disposition: Carried

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<sup>1</sup> End of semester successful students is defined as the number of students who received a grade of A, B, C, or P

<sup>2</sup> Census day enrollment is defined as the number of students who received a grade of A, B, C, D, F, P, NP, or W

<sup>3</sup> Retention count is defined as the number of students who received a grade of A, B, C, D, F, P, NP