

# **Accountability Reporting for the Community Colleges (ARCC) 2011**

## **Modesto Junior College Report**



**MJC Research and Planning Office**

**April 2011**

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### **Self-Assessment**

Students at Modesto Junior College continue to benefit from results of integrated planning, program review, assessment, and resource allocation processes that use data to inform decisions. A focus of the College's dialogue relative to the Strategic Plan goals involves student improvement rates in basic skills courses, and a new venue for that dialogue is the Student Success Advisory Committee to convene for the first time in 2011-2012. Members of the faculty, staff, and administration have reviewed and discussed the ARCC 2011 data indicators for Modesto Junior College.

Notable areas of success in the 2011 report are Course Completion Rate for Credit Basic Skills Courses (Table 1.4) and Improvement Rates for ESL and Credit Basic Skills Courses (Table 1.5). The five percent increase in completion of basic skills courses and four percent increase in improvement rate for credit basic skills courses is a result of enhanced instructional support. The Basic Skills Counselor works closely with English, math, reading, and ESL students and faculty to support instruction and the students' whole learning experience inside and outside the classroom. Support includes workshops on academic and life skills topics, additional tutoring, and individualized counseling. Tutoring is now supported with general funds and Basic Skills Initiative funds and will be further strengthened with the creation of Integrated Learning Centers on both campuses in 2011-2012.

The six percent increase in improvement rates for ESL is a result of intensive review and redesign of the ESL curriculum and matriculation processes. Since 2009-2010, ESL faculty have been scanning California for the best practices and most innovative programs, and the benefits of redesign and implementation at Modesto Junior College are surfacing. Curriculum has been rewritten, testing and intake policies and procedures have been improved, and a new placement instrument will be used in 2011-2012. Additional support staff time has been dedicated to the ESL program as well. The improved alignment of courses in the ESL sequence with a focus on Student Learning Outcomes is a critical component to students' seamless transition from course to course as they progress through the program.

Other areas of the 2011 ARCC report show negligible decreases of less than one percent in areas such as Student Success and Achievement Rate (Table 1.1) and Persistence Rate (Table 1.2). Increased attention will be paid to these areas by the Student Success Advisory Committee, and appropriate responses will be planned with the input of these and other data elements.

## College Level Performance Indicators

Indicator	State Rate	MJC Rate
1. Student Progress & Achievement (2004-05 to 2009-10)	53.6%	46.8%
2. Completed 30 or More Units (2004-05 to 2009-10)	72.8%	74.8%
3. Fall to Fall Persistence (Fall 2008 to Fall 2009)	67.6%	71.8%
4. Vocational Course Completion (2009-10)	77.0%	71.5%
5. Basic Skills Course Completion (2009-10)	61.4%	62.8%
6. ESL Course Improvement (2007-08 to 2009-10)	54.6%	67.7%
7. Basic Skills Course Improvement (2007-08 to 2009-10)	58.6%	55.7%

## Modesto Junior College Performance Indicators

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

**Table 1.1: Student Progress and Achievement** - 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.

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
<b>Student Progress and Achievement Rate</b>	44.0%	47.1%	46.8%

### 2. Completed 30 or More Units

**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.

	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>	71.6%	72.9%	74.8%

### 3. Fall to Fall Persistence

**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.

	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
<b>Persistence Rate</b>	72.0%	72.9%	71.8%

#### 4. Vocational Course Completion

**Table 1.3: Successful Course Completion Rate for Credit Vocational Courses** - Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

	2007-2008	2008-2009	2009-2010
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	72.9%	71.9%	71.5%

#### 5. Basic Skills Course Completion

**Table 1.4: Successful Course Completion Rate for Credit Basic Skills Courses** - Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P.

	2007-2008	2008-2009	2009-2010
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	57.6%	57.7%	62.8%

#### 6. ESL Course Improvement and 7. Basic Skills Course Improvement

**Table 1.5: Improvement Rates for ESL and Credit Basic Skills Courses** - Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or P. Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). Students who successfully completed the initial basic skills course were followed across three academic years (including the year and term of the initial course).

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
<b>ESL Improvement Rate</b>	53.9%	61.8%	67.7%
<b>Basic Skills Improvement Rate</b>	53.4%	51.9%	55.7%