



MERRITT COLLEGE

2013-2014 ESL/Basic Skills Allocation End-of-Year Report 2014-2015 ESL/Basic Skills Allocation Goals/ Action Plan and Expenditure Plan

MISSION STATEMENT MERRITT COLLEGE BASIC SKILLS PROGRAM

Our mission is to support the academic achievement and personal development of students who are building their reading, writing, critical thinking and mathematic skills to succeed in college-level work. We offer excellent academic programs and comprehensive support services in a culturally rich environment to help students realize their educational, personal, and career goals. We treat all students as valued partners in this educational journey and welcome them to a supportive, respectful and challenging college experience.

[2] Narrative Section:

- **How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?**
- **How are you scaling up successful projects and programs?**
- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

Merritt College continues to focus on the success and persistence of students who assess into basic skills math and English. (At this time Merritt is only offering two ESL courses: High Beginning Speaking and Listening, and High Beginning Grammar, serving fewer than 50 students, so this report does not include ESL.) One of the significant achievements for the college was the hiring of a full-time counselor to focus on the first-year experience. Although we continue to fund a basic skills counselor through the BSI, this new counselor's focus will align with the work of the BSI counselor and more basic skills students will be able to receive on-going counseling services. In addition, the hiring of a first-year experience counselor aligns with the goals of our Title III grant, which is sun setting this fall.

Another strategy that has become an institution-wide practice is embedded tutoring. BSI was the first grant to adopt this strategy, and now all grants that come to the college include this component. Faculty teaching transfer-level curriculum are also requesting embedded tutors. During 2013-14, BSI funded research projects, and now the college is discussing how to continue this analysis of data including other funding sources.

In the Summer of 2014, Merritt College offered a free re-assessment Math Jam for basic skills math students. The targeted populations were those students who had placed at the Arithmetic or Pre-Algebra level on the COMPASS placement exam. Twenty students participated and two of the students were able to move up two levels (from Arithmetic to Elementary Algebra) based on their new exit placement exam scores. On average, the participants indicated a lower level of math anxiety. We plan to continue and to expand this program, perhaps to the Winter inter-session.

SSSP BSI alignment:

The BSI action plan aligns with the SSSP action plans in a number of ways. First, there is a focus on pre-assessment activities in math. The BSI funded a pilot "Math Jam" a week before F14 classes, which gave students the opportunity to brush up on their skills and retake the assessment test to see if they were able to test into a different level. Indeed, that is what has happened. Other changes under discussion among the leadership of BSI and SSSP include the plan to strengthen the counseling activities of both grants. The BSI funds a counselor who works closely with at risk students, calling them for appointments and meeting with them to identify appropriate services and to revise and update their education plans. One of the ways we may be seeing the impact of this is in the data mart; unprepared students complete 30 units at a higher rate (61.2%) than college prepared students (53.6%) or students overall. The SSSP is

focusing on what experiences students say help them succeed—connected, nurtured, directed, focused, engaged, and valued—all these experiences can be addressed through counseling.

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.

Report Area

		Fall 2009-Spring 2011											
		+ Four Levels Below Transfer			+ Three Levels Below Transfer			+ One Level Below Transfer			+ Transferable		
		Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
<input type="checkbox"/> Merritt Total													
English - Writing	62	64	45	16	16	12	23	34	18	11	12		

Report Area

		Fall 2011-Spring 2013											
		+ Four Levels Below Transfer			+ Three Levels Below Transfer			+ One Level Below Transfer			+ Transferable		
		Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success	Students	Attempts	Success
<input type="checkbox"/> Merritt Total													
English - Writing	93	104	59	20	21	16	26	39	16	15	18	12	

ENGLISH: These tables show that, yes, we were slightly more successful 2011-13 in terms of students who started in basic skills English completing the transfer level course within three years. We went from 10% to 13%.

However, this data doesn't really tell the full story given that in any three-year period so much could happen. For example, does this data include an English 252 student who goes directly to English 1A? Moreover, many students end up earning certificates that do not require the transfer English course at all. Or they move to one of our sister colleges to complete other transfer requirements and, thus, are not counted as a success for Merritt. In short, a number of contingencies complicate the drawing of definitive conclusions and suggest that further research is needed.

It may be more meaningful to look at students who start four levels before transfer and what they do accomplish. The majority of Merritt's students (86.6% fall 13) are part time and a three-year period might not be enough time to tell their whole story.

If the cohort is extended from Fall 09 to Spring 14, the "through rate" increases 6% from 13% to 19%. This is a significant difference.

Mathematics:

The tables below show the success rates for Math 253 and Math 201, three levels below and two levels below transfer level, respectively.

Math 253 - Success Rates

	Students	Success	Rate
Fall 09	224	133	59%
Spring 10	143	84	59%
Fall 10	223	129	58%
Spring 11	124	77	62%
Fall 11	164	70	43%
Spring 12	134	72	54%
Fall 12	148	86	58%
Spring 13	155	77	50%

Math 201 - Success Rates

	Students	Success	Rate
Fall 09	189	109	58%
Spring 10	181	85	47%
Fall 10	180	79	44%
Spring 11	146	76	52%
Fall 11	138	57	41%
Spring 12	105	39	37%
Fall 12	121	61	50%
Spring 13	149	70	47%

This data does not support that the basic skills program was more successful in 2011-13 than it was in 2009-2011

Another story is the one told by longitudinal data from Title III Report. While these success rates for all basic skills and English and math classes are not astounding, they do indicate we are not losing ground. (Title III Report 12/16/13)

1.1.7: Basic skills successful course completion: Decrease the percentage of basic skills students who do not successfully complete basic skills courses from 62 percent to 57 percent.

- ☺ **Year 1:** *Objective for 2013 was met:* 44 percent of basic skills students did not successfully complete their courses. (56 percent of basic skills students received an A, B, C, or credit in their courses.)
- ☺ **Year 2:** *Objective for 2013 was met:* Again, 44 percent of basic skills students did not successfully complete their courses. (56 percent of basic skills students received an A, B, C, or credit in their courses.)
- ☺ **Year 3:** *Objective for 2013 was met:* 40 percent of basic skills students did not successfully complete their courses. (60 percent of basic skills students received an A, B, C, or credit in their courses.)
- ☺ **Year 4:** *Objective for 2013 was met:* 46 percent of basic skills students did not successfully complete their courses. (54 percent of basic skills students received an A, B, C, or credit in their courses.)
- ☺ **Year 5:** *Objective for 2013 has been met:* 48 percent of basic skills students did *not* successfully complete their courses. (52 percent of basic skills students received an A, B, C, or credit in their courses.)

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Due October 10, 2014

College Name: Merritt College of Peralta CCD

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	Increase successful course completion rate for credit Basic Skills and ESL courses by 2% per year. (10% over 5 years). We are continuing to focus more on math and on equity goals. Our overall goal is to raise successful math completion in both 253 and 201 to 60% for Fall 15.	50,000
B	Increase the persistence of Basic Skills and ESL students by 2% per year (10% over 5 years)	20,000
C	Increase the percentage of students who progress from basic skills to transfer level math or English by 2% per year (10% over 5 years).	20,000
	TOTAL ALLOCATION:	90,000

Naomi Alvarez-Salazar 10/20/14
Signature, Chief Executive Officer Date

Lorran Pink
Signature, Academic Senate President

10/17/2014
Date

[Signature]
Signature, Chief Instructional Officer

10/16/14
Date

[Signature]
Signature, Chief Student Services Officer

10/16/14
Date

[4b] 2014-2015 ESL/Basic Skills Action Plan

Due October 10, 2014

College Name

Merritt College of Peralta CCD

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Hire a Researcher	1-3	Spring 15	President, VPI, VPSS Dean,s BSI coordinators	Researcher hired and research agenda developed. Available data analyzed to develop a more detailed picture of impact of BSI expenditures	10,000
Embedded tutors in math and English; Math lab Technician and Instructional Assistant in English for math students; Develop modules for math anxiety and the affective and behavioral domains of learning	1	Spring 15	Deans of Instruction, BSI coordinator, math and English departs; psychology Instructor, counselor	Success rate for basic Skills English matches college success rate (68%); math success rate reaches 55% Support personnel hired.	30,000
BS counselor hired	1-3	Spring 15	VPSS, Chair counseling, BSI coordinators	Increase the % (from baseline in F13) of students who assess for basic skills who have SEPs and who see a counselor at least twice a semester; work on persistence of basic skills students	30,000
Contextualizing basic skills in CTE courses--alignment	1-3	Spring 15	CTE faculty, Deans of Instruction, BSI coordinators. English and math faculty	Reading and Writing modules developed with outcomes aligned with basic skills math and English courses;	9,000
Coordination	1-3	S	BSI coordinators and classified staff	Coordinate all activities of the BSI and maintain reports and the budget.	6,000
Professional Development	1-3		Faculty inquiry groups, conferences, seminars, Reading Apprenticeship, On Course workshops	Changes in curriculum, teaching approaches, leading to improved retention, success and persistence especially to address equity goals.	5,000
				TOTAL ALLOCATION:	90,000

Norma Johnson

Signature, Chief Executive Officer

10/20/14

Date

[Signature]

Signature, Chief Instructional Officer

10/16/14

Date

Saeed Rana

Signature, Academic Senate President

10/17/2014

Date



[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2014

NOTES: Reminder that starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2016. Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: Merritt College of Peralta CCD

2014-2015 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Dr. Elmer Bugg	Vice President of Instruction	ebugg@peralta.edu
Dr. Dativa Del Rosario	Chief Business Officer	ddelrosario@peralta.edu dativadelrosario@peralta.edu
Ann Elliott	BSI Coordinator	aelliott@peralta.edu
Dan Lawson	BSI Math Coordinator	dlawson@peralta.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development	9,000
Student Assessment	1,000
Advisement and Counseling Services	25,000
Supplemental Instruction and Tutoring	30,000
Coordination & Research	20,000
Professional Development	5,000
TOTAL:	90,000

Norma Jenkins Salazar
Signature, Chief Executive Officer

10/20/14
Date

Zeroon Park
Signature, Academic Senate President

10/17/2014
Date

[Signature]
Signature, Chief Business Officer

10/20/14
Date