

**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 for embedded tutoring. During 2013-14, BSI funded research projects, and now the college is discussing how to continue this analysis of data without having to rely solely on BSI funds.

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 for math. The BSI funded a pilot “Math Jam” a week before F14 classes gave students the opportunity to brush up on their skills and take the assessment test a second time to see if they were now able to test into a different class. And 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 work out appropriate services and to revise and update their education plans. One of the ways we see 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.**

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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, I always suspect that 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 a 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, there are a number of contingencies that complicate the drawing of clear conclusions and the making of firm recommendations for further actions.

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% to 19% or almost twice as many students completed transfer English as those who completed in the Fall 11 to Spring 13 cohort (13%). 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** |  |  | **Math 201 - Success Rates** |  |
|  |  |  |  |  |  |  |  |  |
|  | Students | Success | Rate |  |  | Students | Success | Rate |
| Fall 09 | 224 | 133 | 59% |  | Fall 09 | 189 | 109 | 58% |
| Spring 10 | 143 | 84 | 59% |  | Spring 10 | 181 | 85 | 47% |
| Fall 10 | 223 | 129 | 58% |  | Fall 10 | 180 | 79 | 44% |
| Spring 11 | 124 | 77 | 62% |  | Spring 11 | 146 | 76 | 52% |
| Fall 11 | 164 | 70 | 43% |  | Fall 11 | 138 | 57 | 41% |
| Spring 12 | 134 | 72 | 54% |  | Spring 12 | 105 | 39 | 37% |
| Fall 12 | 148 | 86 | 58% |  | Fall 12 | 121 | 61 | 50% |
| Spring 13 | 155 | 77 | 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, while at the same time our DSP population has increased (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 |

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 Signature, Chief Executive Officer Date Signature, Academic Senate President Date

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 Signature, Chief Instructional Officer Date Signature, Chief Student Services Officer 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** |

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 Signature, Chief Executive Officer Date Signature, Academic Senate President Date

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