

**FOOTHILL COLLEGE**

Office of Instruction and Institutional Research  
(650) 949-7240 | (650) 949-7375 (fax)

**TO:** Judy Miner, Dolores Davison, Kevin McElroy

**FROM:** Darya Gilani

**DATE:** September 21, 2012

**RE:** 2011-2012 Basic Skills Action Plan

**Attached:** 2012-2013 Basic Skills-ESL Action Plan

**CC:** Shirley Treanor, Bret Watson, Basic Skills Workgroup, Greg Anderson

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**2012-2013 Basic Skills-ESL End of Year Expenditure Report and Action Plan for your review and approval**

Please find the 2012-2013 Action Plan due to Barbara Ilowsky at the CCCC Office October 10, 2012 attached to this memo.

This action plan reflects the strategic action planning steps for “BSI Pot 8 (12-13).” These ongoing projects were presented to PaRC in June, and will continue to be updated through the mandated Expenditure Reports and Educational & Strategic Master Plan.

Please review these reports for approval and return all signed originals to Darya Gilani in the Office of Instruction, room 1916 on or before October 5, 2012. Any questions may be directed to 650-949-7240.

Thank you,

Darya Gilani

**2011-2012 ESL/Basic Skills Allocation End-of-Year Report**  
**2012-2013 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan**  
Submission Deadline: October 10, 2012

Please find attached the instructions and form templates for submission of your 2011-2012 Basic Skills Allocation End-of-Year Report and your 2012-2013 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents are due at the Chancellor's Office on or before October 10, 2012.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to [basicskills@cccco.edu](mailto:basicskills@cccco.edu).

**[1]. 2009-2010 | 2010-2011 | 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2011-12**

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2012 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President on each form.

**[2]. 2007-2012 Basic Skills Initiative - Narrative Response**

Respond to the following question. "Knowing what you know now about basic skills and implementing basic skills interventions on your campus, what would you have done differently over the last five years with regards to your basic skills initiative work?"

Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages**. (NOTE: There is no form for this section.)

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

In preparation for the drafting of your goals and action plan (section [4]), you must access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website ([http://datamart.ccccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx](http://datamart.ccccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx)). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raises concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

After exploring the data available through the Basic Skills Cohort Progress Tracking Tool, describe in **500 words (or fewer)** the sample data for one cohort and what issues the data raise for you. (NOTE: There is no form for this section.) In the description, you need to provide the subject area (e.g. mathematics, English, ESL), the dates of the cohort (beginning and ending terms), the special characteristics of the cohort, and the data that are of particular interest to you.

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

Now that we have had five years of experience with the Basic Skills Initiative under our belts, it is time to re-evaluate our long-term goals. Using the long-term goals template, provide a maximum of three long-term goals for the ESL/Basic Skills work your college will engage in over the next five years. These goals should provide an umbrella for the activities and outcomes of your 2012-2013 action plan. Long-term goals should be informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should focus on student success goals in ESL and basic skills.

Examples are provided on the following page.

#### **[4b]. 2012-2013 ESL/Basic Skills Action Plan**

Your revised Long-Term Goals should now inform your action plan for 2012-2013. How will you make progress towards attaining your long-term goal? What are your intermediate steps to bring you to that point? What will you do in 2012-2013 to move you along that trajectory?

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goal. In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided on the following page.

Here are specific instructions for each section of the action plan.

- a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. Associated Long-Term Goal ID: Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.

## EXAMPLE GOALS and ACTION PLAN ACTIVITIES

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

Goal ID	Long-Term Goal
A	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within four years will increase by 2% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.
B	The successful progression rate of students from beginning algebra to intermediate algebra will increase 5% by 2016-2017 over the 2010-2011 rate.
C	

### [4b] 2012-2013 ESL/Basic Skills Action Plan

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/Department(s)	Measurable Outcome(s)
Continue support for the third year of the college's Puente program and related activities.	A	November 2012	Puente Coordinator	Two additional full-time faculty (two already existing) will attend the annual Puente training.
Explore combining the two-semesters before Freshman composition into a single-semester course.	A	March 2013	English Department Chair	Percentage of Chicano students in Puente cohort who successfully complete Freshman composition will be 5% higher than the successful completion rate for Chicano students in 2010-2011.
Implement Supplemental Instruction for Beginning and Intermediate Algebra (developed in 2011-2012) using contextualized curriculum.	B	May 2013	Dean of College Learning & Instruction	English department will make a decision regarding whether or not to develop new course combining the two levels of English prior to English 100.
		May 2013	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Fall 2012.
		May 2013	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Spring 2013.
		May 2013	Dean of College Learning & Instruction	Successful completion rate for algebra classes with SI support will be 10% higher than the average for the same algebra classes taught by the same instructors over the previous four semesters.

### **[5]. 2011-2012 ESL/Basic Skills Allocation Expenditure Plan**

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2012-13 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August, 2012.)

Note that this advance allocation will probably change at P-1 reporting, which is based on the college's 2011-12 - 320 reports that are due at the Chancellor's Office on November 1, 2012, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2012-13 State Budget language. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

#### **ACTION REQUIRED:**

Email an electronic copy of sections 2-4 of your report to [basicskills@cccco.edu](mailto:basicskills@cccco.edu), and mail the signed Reports and Plans to:

Basic Skills Reporting/Academic Affairs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, 3rd Floor  
Sacramento, CA 95811-6549

#### **ACCOUNTABILITY**

The \$19.07m is allocated pursuant to referenced Fiscal Year 2012-13 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

#### **EXPENDITURE REPORTS**

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2012-13 and the items purchased/funded that were specified in the Expenditure Plan. The 2012-13 End-of-Year report is tentatively scheduled to be due on October 10, 2013.

**[1a] 2009-10 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2011-12 and Signature Page  
Due October 10, 2012**

**College Name: Foothill College**

**Basic Skills funds allocated in 2009-2010 expire as of June 30, 2012, and cannot be expended beyond that date. All unexpended funds as of July 1, 2012, revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures from 7/1/2009 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2009-10 funds (refer to the final 2009-2010 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.**

Category	Total Allocation for 2009-2010	Total Expenditures by Category from 7/1/09 through 6/30/12	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development		4348.13	
B. Student Assessment		2880.00	
C. Advisement and Counseling Services		-	
D. Supplemental Instruction and Tutoring		21350.86	
E. Course Articulation/ Alignment of the Curriculum		-	
F. Instructional Materials and Equipment		6000.30	
G.1 Coordination		55420.71	
G.2 Research		-	
G.3 Professional Development		-	
<b>TOTAL:</b>		<b>90000</b>	

John C. Morris  
Signature, Chief Executive Officer

9-20-12  
Date

John P. McElroy  
Signature, Academic Senate President

20 SEPT 2012  
Date

John P. McElroy  
Signature, Chief Business Officer

9/28/12  
Date

Updated 10/12/12

**[1b] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2011-12 and Signature Page  
Due October 10, 2012**

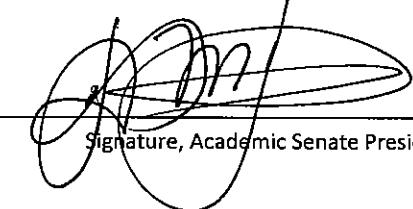
**College Name: Foothill College**

**Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date. All unexpended funds as of July 1, 2013, will revert back to the State Budget. Enter from the 2010-11 allocation the total expenditures and encumbered amounts from 7/1/2010 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2010-11 funds (refer to the final 2010-2011 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.**

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development	20000	1347.44	18652.56
B. Student Assessment		-	
C. Advisement and Counseling Services		-	
D. Supplemental Instruction and Tutoring	45000	289.22	14710.78
E. Course Articulation/ Alignment of the Curriculum		-	
F. Instructional Materials and Equipment	20000	-	20000
G.1 Coordination	17500	293.71	17206.29
G.2 Research	15000	-	15000
G.3 Professional Development	2500	-	2500
<b>TOTAL:</b>	<b>90000</b>	<b>1930.37</b>	<b>88069.63</b>

Signature, Chief Executive Officer

Date



Signature, Academic Senate President

12 09 2012

Date

Signature, Chief Business Officer

Date



10-12-12  
Date

**[1c] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report  
for FY 2011-12 and Signature Page  
Due October 10, 2012**

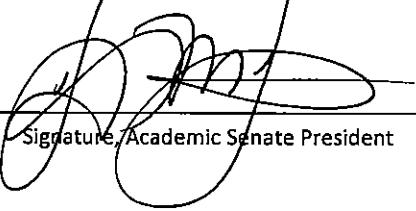
**College Name: Foothill College**

**Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and encumbered amounts from 7/1/2011 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2011-12 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.**

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development	20000	-	20000
B. Student Assessment		-	
C. Advisement and Counseling Services		-	
D. Supplemental Instruction and Tutoring	15000	-	15000
E. Course Articulation/ Alignment of the Curriculum		-	
F. Instructional Materials and Equipment	20000	-	20000
G.1 Coordination	17500	-	17500
G.2 Research	15000	-	15000
G.3 Professional Development	2500	-	2500
<b>TOTAL:</b>	<b>90000</b>	<b>0</b>	<b>90000</b>

Signature, Chief Executive Officer

Date

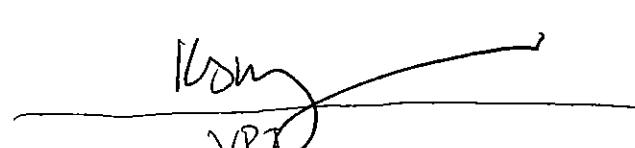
  
Signature, Academic Senate President

12 OCT 2012

Date

Signature, Chief Business Officer

Date

  
VPO

10-12-12  
Date

## [2]. 2007-2012 Basic Skills Initiative - Narrative Response

During the 2008-2009 and 2009-2010 years, the bulk of Basic Skills Initiative funding was used to fund Basic Skills Coordinators through release time for a Math and English faculty member to coordinate the Basic Skills Initiative efforts at Foothill College. While this strategy was an effective way to ensure that implementing basic skills interventions at the campus were focused on instruction and coordinated with departments, assessment found the efforts seemed to be disconnected from other resources and entities on campus. Given that Foothill does not get a large amount of BSI funding, the college was not able to fund much beyond this release time. The faculty coordinators and members of the College Skills Committee recommended that the shared governance structure at the college, which was currently under revision, integrate and institutionalize basic skills planning at the college level. The ultimate outcome of this year was a large amount of funding spent on release time for faculty, rather than direct initiatives for students. The positive result, though, was an excellent foundation of how the planning should continue in the next cycle, and recommendations made to the college council.

In 2010-2011, the Basic Skills Workgroup (formerly the College Skills Committee) was integrated into the shared governance structure. The tri-chairs of the Basic Skills Workgroup are now voting members on the Planning and Resource Council (PaRC), the college-wide council and contributors to the Educational and Strategic Master Plan. This provides a recognition and reinforcement of Basic Skills as a Core Mission on campus. Along with coordinating the design and implementation of programs that support the development of foundation skills in reading, writing, mathematics, English as a Second Language, and learning/study, Basic Skills Workgroup members are reviewing and contributing to data and reports that are used institutionally to support their own core mission as well as that of Transfer and Workforce. This integration has led to crossover efforts and new endeavors to support existing and new initiatives.

Without a Basic Skills Coordinator, the college has relied on the Basic Skills Workgroup to disseminate communication about funding as well as to bring in appropriate funding requests and data for review. The group was able to accomplish its work in 2010-2011, without spending any BSI funds on release time. The reporting, budgeting and planning efforts have shifted to existing staff that can accomplish logistical tasks at a lower rate. Funds in 2010-2011 were used to support students as directly as possible. Supplemental instruction programs such as Pass the Torch, Student Tutorial Evaluation (STEP) and Math My Way tutors were supported through requests submitted to the Basic Skills Workgroup. While this was good progress toward spending the funding closer to the students, the data from a few studies did not support spending that amount of money on existing programs that were not targeting the deeper issues.

The Basic Skills Workgroup also used a small portion of funds in 2010-2011 to support the development of a shortened English sequence, which has been called the Integrated Reading and Writing model. This new sequence will take students through two levels below and college-level English in two quarters instead of three, minimizing attrition through the sequence and increasing success through an integrated curriculum. More on this is described in the analysis of the Cohort Tracking Tool in section three. Additionally, support was provided to the fairly new Adaptive Learning & Disability (ALD) Summer Academy, which began in summer 2009 and enrolls students in an 8-day intensive program for first-time students. Students enroll in *ALLD 211: College Success Seminar, Math and Writing Placement and Test Preparation* as well as *Special Education (SPED) 80: Introduction to College and Accommodations, Placement Testing and Priority Registration*. With documented persistence rates for Summer Academy students hovering around 80-85% after 3 quarters, it became clearer to the workgroup and institution that more priority should be placed on preparation, that while tutorial support is crucial, student reliance on supplemental tutoring could be reduced with proper preparation and placement. As the year closed, discussions about next years' efforts seemed to shift toward less of a "triage" approach and more toward a placement and preparation approach.

The Workgroup began 2011-2012 with the unfortunate news that due to articulation delays, the IRW sequence could not begin to run until Fall 2012. The Dean of Language Arts rotated to tri-chair of the Transfer Workgroup and the Dean

of Physical Sciences, Mathematics and Engineering rotated in to the Basic Skills Workgroup tri-chair seat. With the new makeup of the Workgroup, there was a strong ALD and Math presence, and discussions led to the planning for an expanded summer academy. This would be the first time that departments from all over the college would work together to run a Summer Bridge Math Program of this kind. Counselors, Kinesiology and Athletics, Admissions and Outreach representatives, math faculty and many more were involved in planning this two week program to attempt to move students up to college-level math, introduce them to the college community, meet new friends and register for the correct math class in fall. As initial data comes in, 35% of students who participated in the program placed into college level math, and 32% placed one level below. Most students increased their placement score by 1 full level, while many increased by 2 or 3 with the help of the intensive math refresh for two weeks. Additionally, with the coupling of our Intro to College course offered by Counseling, students were able to create an education plan to map out their goals, and register with priority registration on the last day of the program. Most of the costs from this year went to staffing the outreach, registration and instructor personnel for the program, with some additional support given to other Basic Skills programs on campus. Another Summer Bridge program is on the table for discussion at the first Workgroup meeting and the initial cohort will be tracked and contacted to participate in interventions and supports through their next quarters.

In summary, the evolution of the past several years of basic skills implementation and planning has remained constant in its focus on student success, but has shifted from a broad, brainstorming structure, to a triage model and finally to a preparation and prevention initiative. It's clear that changes in planning will continue to occur, but the workgroup has a permanent seat at the institutional planning table, and better access to resources and collaboration across the campus.

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

#### **Narrative – English Writing (see attached report)**

For this cohort report, the Office of Instruction & Institutional Research ran a study using the Basic Skills Cohort Progress Tracking Tool of three years (Fall 2009-Spring 2012) of English Writing tracking, disaggregated by ethnicity, starting at two levels below transferrable English. The report was reviewed by the Office of Instruction & Institutional Research and the Dean of Language Arts.

Findings were consistent with past studies done in house (see attached), through the office of Institutional Research. First, there is the more than 50% attrition rate between students who start two levels below 1A and those that actually succeed in English 1A. More distressing is how much higher this attrition is for students of color. That the achievement gap is demonstrated succinctly by this data is no surprise given that the English Department has not made a wholesale change to the basic skills curriculum or pedagogy in the last 18 years. The office is confident that analyzing the data over 18 years would reveal the same gaps in success.

The second issue revealed by the data is the porous boundary between classes in the English sequence. Considering that out of the 300 students who were successful at a class two levels below 1A only 227 attempted the next class in the sequence. This raises the question of what happened to those 73 students? This problem magnifies over the sequence so that nearly 200 students disappear from the sequence by the time transfer level is reached.

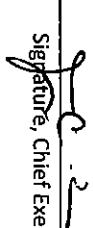
Both issues suggest that our new accelerated approach to the English sequence, starting Fall 2012, may prove successful in closing both the achievement gap and the holes in the sequence. By developing an attenuated English 1A course, the department essentially eliminates the exits from the English sequence. Ultimately, Increasing student completion of transferable courses requires shortening the pipelines and reducing the chances to lose students.

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

College Name:

Due October 10, 2012  
Foothill College

Goal ID	Long-Term Goal
A	Demonstrate success and acquire ongoing, sustainable institutional funding of a Summer Bridge Program that will support Basic Skills students in Math, English, ESL and/or Counseling.
B	Support the college in providing tutorial services specifically targeted to Basic Skills students, integrating best practices in programming and delivery, and, in a broader scope of planning, the Basic Skills Initiative funding will be used to design and plan a new true teaching and learning center.
C	Assist the Language Arts division as they begin their Integrated Reading and Writing (IRW) course in Fall 2012 and review the English as a Second Language (ESL) course sequence to improve success of Basic Skills students.
D	Create and support innovative learning communities that strengthen partnerships between instructional divisions and student services.

  
Signature, Chief Executive Officer

9-20-12  
Date

  
Signature, Academic Senate President

20 SEPT 2012  
Date

**[4b] 2012-2013 ESL/Basic Skills Action Plan**

Due October 10, 2012

College Name: Foothill College

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/Department(s)	Measurable Outcome(s)
Run a cohort study of Summer Bridge 2012 participants for the three academic quarters following. Provide guidance and support interventions to increase retention.	A	Spring, 2013	Basic Skills Workgroup Institutional Research Math Department Counseling Department	Increased retention to comparable, controlled cohort. Increased success rates in Math coursework.
Provide [RC Remodel] Taskforce with support and research through final stages of programmatic planning.	B	Spring 2013	IRC Taskforce Institutional Research	Provide relevant data, hold dialogue sessions, integration of best practices in program design.
Marketing campaign and recruitment, possible pipeline from IRW into Summer Bridge Program and vice versa.	C	Summer 2013	IRW Team Basic Skills Workgroup Institutional Research	IRW Cohorts run successfully in 12-13. Register students needing math into Bridge Program 2013.
Continue to hold dialogue about potential Learning Communities, including a summer version that melds the Math and IRW programs.	C, D	Summer 2013	IRW Team Math Basic Skills Workforce	Learning Community is planned for either 13-14 year, or Summer 2013 Bridge Program.

  
Signature, Chief Executive Officer

9-20-12  
Date

  
Signature, Academic Senate President

20 SEPT 12  
Date

**[5] 2012-2013 ESL/Basic Skills Allocation Expenditure Plan**  
**Due October 10, 2012**

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the State Budget. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

**College Name: Foothill College**

**2012-2013 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. Kimberlee Messina	VPI	<a href="mailto:messinakimberlee@foothill.edu">messinakimberlee@foothill.edu</a>
Darya Gilani	Coordinator, Office of I&IR	<a href="mailto:gilanidarya@foothill.edu">gilanidarya@foothill.edu</a>

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	7000
B. Student Assessment	3000
C. Advisement and Counseling Services	3000
D. Supplemental Instruction and Tutoring	20000
E. Articulation	-
F. Instructional Materials and Equipment	10000
G.1 Coordination	30000
G.2 Research	15000
G.3 Professional Development	2000
<b>TOTAL</b>	90000

\_\_\_\_\_  
 Signature, Chief Executive Officer

\_\_\_\_\_  
 Date

*12 Oct 2012*  
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 Signature, Academic Senate President

\_\_\_\_\_  
 Date

*10-12-12*  
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VPI

# English Tracking – Starting in Two Levels Below Transfer

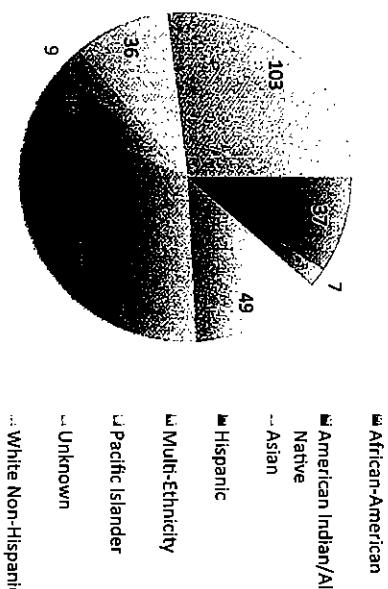
Starting Level	Att. Two Below	Pass Two Below	Att. One Below	Pass One Below	Att. Trans. A	Pass Trans. A	Att. Trans. B	Pass Trans. B
Two Levels Below Transfer	2,774	2,194	1,547	1,261	1,253	1,054	745	662
% of starting cohort	100%	79%	56%	45%	45%	38%	27%	24%
% from previous step	---	79%	71%	82%	99%	84%	71%	89%

\*Note: Two Levels Below = 100, 104A or 108, One Level Below = 110, 104B or 108, Transfer A = English 1A, Transfer B = 1B

### English Writing Cohort - Two Levels Below - Fall 2009, Spring 2012

Fall 2009-Spring 2012							
	Two Levels Below Transfer	Two Levels Below Transfer	Two Levels Below Transfer	One Level Below Transfer			
Total	383	452	300	227	262	194	212
English Writing Cohort Total	383	452	300	227	262	194	212
African-American	37	49	21	16	16	13	14
American Indian/Alaskan	7	11	6	5	5	5	3
Asian	49	62	44	30	35	27	32
Hispanic	125	145	98	82	99	67	59
Middle Eastern	17	25	13	11	14	8	8
Pacific Islander	9	10	6	6	8	1	1
Unknown	36	38	32	25	27	23	25
White Non-Hispanic	103	112	80	52	57	50	60

Fall 2009 Cohort, Two Levels Below by Ethnicity



Fall 2009 Cohort in Spring 2012, by Ethnicity

