

**Basic Skills Meeting  
Agenda  
2/16/10 3:00-4:00 3-142**

**1. Honors Program (Dilko)**

Coordinator (3 units) + Advisory Committee (20 faculty)  
First step = defined entrance requirements (to get in honors program, students must apply and meet requirements). Students can take classes in honors even if they're not in program (notation on transcript). To graduate from honors need 15 units (notation on transcript). Discussion: do they have to earn a B or better to get Honors credit?  
Goal to reach as many students as possible.  
Kinds of classes: stand along (e.g. ENGL 100, 110); combined sections (Math Calculus; Spanish Literature); colloquia (1 unit class attached to other course, e.g. ECON and BUS); Contract (more work embedded in class for Honors credit). A number of ways students can get involved. Not more work, but instead deeper level, using primary sources, doing extensive research. Modeled on UCLA program; standard national model. Embedded model.  
First batch of students presenting their work at Bay Area Honors Consortium Symposium (April 28 in afternoon @ Canada; May 1 at Berkeley)  
Student feedback: enjoyed ability to work, study with a cohort  
March 10: flex day activity on colloquia, developing honors classes  
100 applied for program (75 didn't qualify); 100s have taken classes  
Research: who started in Basic Skills, ESL (gender, age, etc.). Hoping to have some data by end of Spring 2010  
Most classes offered during the day. Solid grounding in English and Math; trying to bridge out into GE areas and Honors Capstones in CTE classes. Expanding into the evening (Spanish); important to reach out to those evening students. Will probably have to do dual enrollment (dual CRNs) so class fills. Develop course→teach→refine.  
Form for developing an Honors class (use of primary sources, additional research, etc.)  
Pathways: how to connect the Basic Skills and Honors? Going to the Honors presentations; Honors students visiting to Basic Skills classes; Packaging all the different programs together (like they do at **Skyline** in the catalog pgs. 89-93), Basic Skills Learning Communities + Honors + TriO + etc (rather than all different silos and packages); faculty communicating about how to create cohorts and connect students to student services.  
Some students in honors are not fully prepared, but wanted to give those students a chance.  
Students: many from high school, self-selected. Students interested in teacher (e.g. Ware, Roscelli). In English it's a broader group.  
Palmer: has informed way I teach other classes (raised the bar, students enjoy being challenged).  
Less offerings with the cuts  
No release for instructors; some people have applied for and gotten funds to develop course from the presidents fund. On-going question of compensation for faculty, collaboration time.

**2. Update Coordinator Spring 2010**

Salumeh (2 units), Leonor (2 units), Michelle (1 unit) will continue through the spring

### **3. Learning Communities Meeting**

Merging CB and FYE: how do we want our developmental learning communities to look?  
How do we want to connect to other programs?  
What are we doing with our learning communities? We began by thinking broadly, but many learning communities were cancelled (only ENGL and READ fully enrolled).  
Page 28 needs to make sense! (See Skyline Catalog pgs. 89-93)  
Is CIETL the place where things connect? Or is it IPC, as the umbrella organization? If CIETL is only faculty, can it move things forward? Do we need an administrator?  
How can we move things forward?  
Other colleges are moving to enforce prerequisites; requiring orientations before students can enroll; scheduling counseling and registration immediately after assessment. Changing policies (Foothill/DeAnza)

### **4. Coordination and Counseling for 2010-2011**

Need to turn in an action plan by Monday to District. Need to make a decision about how we are going to use funds (forms due to district Monday 2/22/10). Submit something tentative that we can revise.  
Are we funding counseling? Counseling issues with hours, contract.  
Needs: administrator that can push things forward; someone who can deal with budget and paperwork. Coordinators feel current model isn't working -- we know what we need to do but are having trouble implementing it, institutionalizing what we've learned about what works.  
How can we implement some of the things we have been talking about?  
Same issues in Honors and other programs: trouble managing budgets, programs working in silos and not connecting, sustainability. How can we submit a budget if we don't know what are funds are until December? Difficult to coordinate, manage under these conditions (systemic problem). Institutional support.  
Is there really a person who could do all these coordinating duties? Kathy Lipe: took her a while to build that program, she has a space and works hands-on with students.  
What is the role of IPC? Can it help these coordinator positions, making connections between programs?

### **5. Subcommittee Needed: Trustees fund for Program Improvement**

Jeanne, Alicia, and (Anniqua) will (work with CIETL) to apply for a grant to study impact of new ESL sequence  
Michelle and Anniqua will (work with CIETL) to apply to study ESL 400/LIBR 100  
Contract  
[these two projects have merged]