

Learning Communities Program Review Year Five - Honors Transfer Program Latest Version

This cycle is to be used by Learning Communities to complete the Program Review Year Five Update.

1. Program Update : Version by Stone, Bethann on 02/22/2022 19:38

A. Describe any important changes or updates within your program since the 2019-2020 Program Review Year 3 Update. (staffing changes, program changes, etc.)

The most important changes to the Honors Program have resulted from the dramatic shift to online education because of the COVID-19 pandemic. Before March of 2020, we had never offered an online Honors Course due to the importance of creating classroom community for the Honors Students. To have to pivot to an all-online format was a tremendous amount of work, but the Honors faculty did an outstanding job. Most chose to teach synchronously during the 2020-21 academic year which we believe contributed to our ability to maintain a robust Honors community. We also created a fully developed Canvas presence which is the hub for all Honors announcements and program materials. In addition to shifting Honors Courses, all Honors Program operations had to move online as well including the Honors Club activities, marketing and admissions and student support. During the 2020-21 year, the Honors Club met regularly on Zoom and had its highest attendance in history. Often 30-40 students showed up and participated at our weekly meetings. We held a wide variety of social events online including starting a very popular Book Club which continues to this day. Even with the pandemic, the Honors Officers found ways to socialize together with events such as Trivia Night, and online gaming events. And they came up with innovative ways students could continue to do community service including organizing a Pen Pal project with a local retirement home. This Fall of 2021, Honors has moved decisively back to campus. Five of the seven Honors Courses are in-person and all had robust enrollments. The Honors Center is open the maximum number of hours currently permitted (Monday through Thursday, 10am-4pm). The Honors Club meets in person (with a Zoom option) and has organized a variety of successful on-campus events including a Learning Communities Halloween Party with 100 attendees, a Welcome Party and two very popular field trips to the San Francisco Symphony (38 attendees) and SF MOMA (50 attendees). By Spring 2022 we will have six of the seven Honors Courses back in person. Because the pandemic is still ongoing, we do offer online options for workshops and orientations as appropriate, however most of our energy is focused on re-establishing a vibrant Honors community on campus. We believe this is important for the integrity of the program and the future of Los Medanos College.

2. Engagement : Version by Stone, Bethann on 02/22/2022 19:38

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

Even with the challenges of the pandemic, Honors has remained an active contributor to the cultural and intellectual life of Los Medanos College. During the 2020-21 academic year we hosted a wide variety of well-attended public events including

- 2020 Election forums
- Panels on Fake News and the Science behind COVID-19
- Guest speakers such as Native American author Beth Piatote and labor rights activist Juanita Chavez
- A Personal finance workshop: Retire Rich

We continue to enrich the campus community this year with various social and academic collaborations with the Umoja Scholars Program and the Learning Community working team.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Events open to community have proved more difficult to organize during the pandemic, although we welcomed community members to the events mentioned above. One benefit of Zoom events is that geography is no longer a barrier and we were happy to see many students and employees from DVC, CCC and the District Office attend.

Although most in-person statewide Honors events were cancelled during this Program Review period, the Honors Director has continued to be active in the Honors Transfer Council of California and the Bay Honors Consortium, including serving on a journal committee to select outstanding honors student research for publication.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

The Honors Program has always included adjunct faculty in our work as Honors Course teachers. Recent examples include Courtney Goen (History), Reggie Lemay (History), Jim Jackson (English) and Zachary Feere (Speech). Reggie has recently also joined the Honors Board as well.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

The Honors Advisory Board continued to meet regularly 2-3 times per semester in spite of the pandemic to review Honors Contracts, select curriculum and generally oversee the program.

Meetings dates from 2019- the present were as follows:

- September 24, 2019
- October 22, 2019
- November 26, 2019
- February 25, 2020
- September 24, 2020
- October 29, 2020
- February 25, 2021
- April 22, 2021
- September 23, 2021
- October 21, 2021

When the college shut down in March of 2020, the Board quickly moved to amend our policies to allow all students who so desired to continue on the Honors Program even if they needed to drop Honors Courses during Spring 2020. Our current project involves re-visiting the list of Automatic Honors Courses to include newer STEM curriculum.

3. Data Analysis and Goal Setting : Version by Stone, Bethann on 02/22/2022 19:38

Overall Data Analysis

A. Where is your program being most successful? Why do you think you are achieving success in this area?

Honors Transfer Program courses are still full and success rates are still high, which is a clear indicator that our Learning Community including the support it provides is still in demand and successful. We still have a lot of active students and Honors Scholars, with a strong demand for the program as well. We are most successful in the way our community is structured, the resources and support we provide, and the curriculum included within our courses. Part of this success can be attributed to the great collaborations we have with other Learning

Communities, the number of events and opportunities for student engagement, and the successful transition to a return to campus.

- Classes still full
- Success rates still high
- Lots of active students and Honors Scholars
- Strong demand continues for program
- Great collaborations with other Learning Communities
- Lots of events and student engagement
- Return to campus successful!

Overall Data Analysis

B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

Our Learning Community needs to increase diversity of participating students however, we have been unable to expand our community due to limited resources. We have submitted multiple requests for more resources to help advance these efforts.

- Increase diversity of participating students
- Unable to expand despite repeated requests for more resources

Equity Data Analysis

The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.

C. Where are the biggest equity gaps for the identified DI populations in your program?

- Figure this out

Equity Data Analysis

D. What does the data suggest in terms of future needs/directions?

More work is needed to engage students in underrepresented populations.

Equity Data Analysis

E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.

In an effort to engage African American students, our Learning Community is seeking to partner with Umoja.

Goal Setting

EXCEL: Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

No Value

Additional Data Needs

F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.

No Value

4. CPR Goals Update and Alignment