LMC Program Review Year 3 Update 2019-2020

Learning Communities

Theme Report:

Program Update

3.2.2020

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Learning Communities

Honors Program

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

The most significant change to Honors over the last few years has been a dramatic increase in student demand for the program. While we have increased program offerings to the best of our ability, the program has reached its capacity given its current funding level and we have had to turn away qualified students. Our staff are overworked, the budget is stretched thin, and increasingly the Honors Courses are full. These issues led to the creation of an Honors Program wait list policy in the fall of 2018, which is frustrating for all involved.

Unless more resources can be located, we predict this growth trend will continue and many more students will be denied access to the Honors Program.

Supporting Data

From the 2013-14 academic year to today the Honors Program has served more students with no increase to our budget or staffing levels. Specifically,

- We've increased annual Honors Courses from 11 to 14
- The **average Honors Course enrollment now exceeds 30** though our program was designed to have an average of 25;
- We've gone from **126 to 196 active students** ; and
- **Wait lists** have restricted access to the program for an increasing number of students (*see below*).

Academic Year	TOTAL Active Students
2013-14	126
2014-15	150
2015-16	164
2016-17	169
2017-18	197
2018-19	196

Year	Application Closure	Wait List?	# Students on Wait List
2016-17	N/A	No	N/A
2017-18	N/A	No	N/A
2018-19	**Mid-August** *2 weeks before Fall semester began*	Yes	19
2019-20	**Early May** *3 months before Fall Semester began*	Yes	103

Another significant change is our imminent move to the new Student Union. We are excited to be in closer proximity to our Learning Community and Student Life colleagues and are looking forward to collaborative benefits.

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Mesa

1. Program Update

    A.   Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

MESA has made several moves toward our objectives and goals.

Goal 1: Increase MESA Effectiveness
Goal 2: Enhance MESA Community
Goal 3: Increase MESA student involvement

Goal 1: Increase MESA Effectiveness. We hired student workers to help with the day to day implementation of the program such as Social Media, campus visibility, inventory and the like. Previous these responsibilities were taken on by the Director and 50% program assistant not allowing time for other program management efforts. The adding and hiring of these workers has increase MESA visibility and organization.

Another step to reaching goal 1 was to revamp our Early Alert process. We have been previously using a paper process to track students' progress with varying success. This year we are moving to LMC connect and LMC Canvas as better ways to track students' progress and have them be more involved in the process. We hope this will allow more students to interact with MESA, their professors and take charge of their course success and completion.

To also address Goal 1, we changed our intake process. We are only taking students Fall semester to lessen the load on the MESA office and allow for further serving students throughout the year.

Ongoing for this goal is setting up MESA specific sections and support for those sections to help increase course completion and success in key STEM courses.

Goal 2: Enhance MESA community. The largest change addressing this goal was to build an annual MESA retreat. The retreat is held in Sausalito and features team building activities, learning workshops, and the like to build a STEM community.

We have also added more focus on creating a MESA first year cohort with the already existent STEM Jam students.

Goal 3: We have continued our MESA sash requirments which state that students must attend MESA events and see the counselor to receive a sash. To increase some of these efforts we are onboarding a Canvas checklist process so students can see their MESA involvement progress.

Also ongoing is our goal to increase scholarship and internship application/acceptances. These co-curricular help to keep our students on the path of their STEM education and this is an ongoing goal.

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Puente

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

Puente has experienced several major changes that have worked to improve our program overall. Beginning with the 2018-2019 cohort, Puente was able to retain a full-time counselor. With the dedication of a full-time counselor in Fall 2018, we were able to grow the program from one cohort to two cohorts—a move from approximately 30 students to approximately 60. Additionally, beginning in Fall 2018, Puente began working with GE professors to offer blocked sections of GE courses the majority of Puente students need for transfer. Some of the courses we have successfully blocked include Speech 110; Astronomy 10; Drama 16; and, this semester, Math (Stats).

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Transfer Academy

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

This year Transfer Academy saw significant changes in staffing and programming. Various new positions were added or new staff assumed previously existing roles. Student positions were also introduced to support the growing outreach needs. In terms of the overall structure of the program, new activities and technology supports were created to allow for more participation and better tracking of current Transfer Academy students. All of the following changes has allowed the program to better support the student needs, as well as build a stronger team and program.

In terms of staffing, in 2018 a new senior program coordinator was hired permanently, as well as two career program coordinators were added to give support to Transfer Academy students. The senior program coordinator is dedicated to the Transfer Academy program for 50%, but the career program coordinators role is more of career support. These coordinators present career information to the cohorts and assist with events/activities and attend when able. Each role only dedicates about 5% of their time to support of the program. In 2019 the program saw the loss of a program coordinator, who provided part-time support, and this position has still not been filled. To assist with recruitment in the spring of 2018, the program hired five Transfer Academy Outreach Ambassadors, students who were members of Transfer Academy, who attended and supported outreach events, such as Senior Saturday and Go Day as well as all new student orientations. In fall of 2019 the program brought on board two new ACS-10 instructors and three new math faculty. The Transfer Academy counselor stepped into the role of Department Chair in addition to his role as the sole counselor for the program.

This year also brought several changes to the program structure and activities. In fall 2018 a new updated online application was introduced, with the creation of an embedded application in progress at the district level hopefully to be released in spring 2020. As a way to increase continuing student involvement program socials were introduced. These socials allowed student to come together in a more informal way to get to know one another and support their transfer needs. In addition, a Welcome Back event was added at the beginning of the spring term to allow all Transfer Academy students a chance to come together before the new term began. This year also saw the creation of Canvas course for new and continuing Transfer Academy populations, to track program process and requirements, make announcements, and share resources.

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UMOJA

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

The Umoja Scholars Program has increased course offerings to include Humanities, ACS, and History courses. This has helped create a course package that includes gatekeeper courses (Math & English) as well as courses that strengthen their knowledge of African American History and African American contributions in Humanities.

This year, the Umoja State-wide Community offered RFA Grants to partnering programs. We were awarded $16,000, and have used this money to fund the following direct student supports: study session pilot; a book loan program; additional calculator for a calculator loan program; laptops; and marketing materials for outreach efforts.

In addition we have rolled out a Virtual Village via Canvas Shell. This allows students and staff to track student participation. It also serves as a communication tool and as a hub to share resources and information to our students.