

Honors Program

Comprehensive Program Review Goal Status Updates

Directions: The goals from your learning community's Comprehensive Program Review (CPR) have been pre-polated below. For each goal, select a status and provide a brief relevant update for that status.

		If "Completed"	If "Abandoned"	If "In Progress"		
		Describe the impact of the completed goal on program effectiveness	Provide an explanation for the abandonment of the goal	Describe action steps, timeline, and responsible parties for goal completion		
CPR Goals	Goal Status	Impact	Explanation	Action Steps	Timeline	Responsible Parties
Maintain Sustainable, Equitable Enrollment and Participation Numbers or Secure Necessary Funds to Handle Growth	In Progress/Modified	While we are happy that Honors enrollments have been steadily rising, ironically the program is now LESS effective because we have more students than we can serve well. We turned away 100+ stuents during Fall 2019.		Because of the strains of unfunded growth, we have been purusing various options to secure more resources and staffing.	Ongoing. RAP to be submitted Spring 2020.	Honors Advisory Board, Jennifer Saito, Luis Morales Dave Belman
Successfully Navigate the Transition to the New Honors Center	In Progress/Modified			The Honors Center is slated to open January 2020. We are currently packing for a move over the Winter Break.	Move completed by 1/6/20. New center should open by 1/27/20.	Jennifer Saito & Maureen Willhoite
Honors Faculty Staff Development with an Emphasis on Equity and Best Practices in Honors Pedagogy	In Progress/Modified	We continue to have robust faculty participating in the Honors Program and have expanded to offer 14 Honors Courses per year. 3 Honors Faculty attended the equity-focused NCHC Conference last year resulting in a variety of equity-focused faculty development offerings. Honors will offer its first Gender Studies class in Spring 2020.		Though much has been done, we continue to work on this goal by engaging in staff and curriculum development along with equity focused student opportunities.	Ongoing.	Honors Advisory Board, Jennifer Saito, Luis Morales
Research Opportunities for Honors Students	Completed	Honors Students continue to be highly successful at being accepted to the competitive Honors Research Symposium. In fact, an LMC student won the top prize in the state in May, 2017 for her honors research project.				

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Maintain Sustainable, Equitable Enrollment and Participation Numbers or Secure Necessary Funds to Handle Growth				X	X			X
Successfully Navigate the Transition to the New Honors Center				X	X			
Honors Faculty Staff Development with an Emphasis on Equity and Best Practices in Honors Pedagogy				X	X			X
Research Opportunities for Honors Students				X	X			

Vision for Success Goals:

Goal #1 Increase by 20 percent the number of California Community College (CCC) students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

Goal #3 Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

Goal #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

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Increase MESA Effectiveness	In Progress/Modified			<ul style="list-style-type: none"> •Explore having instructional aid or classified staff in the MESA center to support students on a more regular basis than hourly tutors to help support course completion rates. •Institutionalize MESA Administrative Assistant budget and increase hours. •Institute online early alert system •Institute MESA cohort courses and support. •Explore study skills and success skills implementaion more broadly 	SP2022	MESA Director, Dean of Math and Sciences, Faculty Advisor
Enhance MESA Community	In Progress/Modified			<ul style="list-style-type: none"> •nstitute MESA cohort courses and support •Increase number of studetns attending STEM Jam and MESA retreat. •Increase faculty involvement and opportunities with the program. 	SP2022	MESA Director, Faculty Advisor
Increase MESA student involvement	In Progress/Modified			<ul style="list-style-type: none"> •Create Brentwood activities and courses •Create workshops around block schedule •Create an entrance course or experience. 	SP2022	MESA Director, Faculty Advisor, MESA Counselor

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Increase MESA Effectiveness	x				x			x
Enhance MESA Community					x			x
Increase MESA student involvement					x		x	

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Develop and grow the Puente program by deepening the second-year experience for Puente students.	In Progress/Modified			Currently in the first offering of second-year English course with second year students.	2019-2020	Stacey Miller, Trini Zavala
Increase Puente's transferready students to 33% in 3 years and 50% in 4 years.	In Progress/Modified			We are still within the three-year goal; data won't be available until Spring 2020.	Spring 2020	Stacey Miller, Trini Zavala, LMC Data Managers
Increase student engagement within and outside the Puente program by creating a space on campus designated for Puente students.	In Progress/Modified			Student Union Building showcases a space for Latinx students. Puente coordinators will schedule hours in space once it opens.	Spring 2020	Puente, Student Services, Office of Equity and Inclusion

Puente

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Develop and grow the Puente program by deepening the second-year experience for Puente students.				X	X	X		X
Increase Puente's transferready students to 33% in 3 years and 50% in 4 years.	X	X	X	X	X			X
Increase student engagement within and outside the Puente program by creating a space on campus designated for Puente students.					X			X

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Transfer Academy

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Enhance staff/faculty understanding and use of best practices for success of first year and transfer bound college students: Initial Milestone- plan and implement two faculty trainings annually for both full time and adjunct Transfer Academy faculty by Spring 2019.	In Progress/Modified			Set date for training, determine content, find room on campus, invite faculty, create materials	Schedule first workshop/training for spring 2020	Transfer Academy Team (Sandra to schedule and invite, team will determine topics and invitation list)
Increase student engagement among continuing Transfer Academy students, after completion of first year, through increase of program activities: Initial Milestone: hold two workshops per semester for continuing Transfer Academy students, beginning Fall 2018.	Completed	All continuing Transfer Academy students were invited to a Welcome Back event in the first week of spring classes, a conference/reunion mid semester, and various program social events . All events were very well attended.				
Increase program success of African American students as highlighted by the Los Medanos College Student Equity Plan: Initial Milestones- <ul style="list-style-type: none"> • Increase three-year transfer readiness of African American students to proportionate percentages to overall program by Fall 2020. • Increase course success of African American students to proportionate percentages to overall program by Fall 2020. 	In Progress/Modified			Check enrollment for Fall 2019, determine why enrollment of AA students is so low, work with outreach department to promote program, host focus group with current AA TA students for ideas, early outreach and specialized inreach	Initial meeting to be scheduled in January 2020, schedule focus group in February 2020	Transfer Academy Team (Sandra will research 2019 numbers and schedule a meeting with outreach & AA TA students)

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Enhance staff/faculty understanding and use of best practices for success of first year and transfer bound college students: Initial Milestone- plan and implement two faculty trainings annually for both full time and adjunct Transfer Academy faculty by Spring 2019.	x	x	x	x	x			x
Increase student engagement among continuing Transfer Academy students, after completion of first year, through increase of program activities: Initial Milestone: hold two workshops per semester for continuing Transfer Academy students, beginning Fall 2018.	x			x	x			x
Increase program success of African American students as highlighted by the Los Medanos College Student Equity Plan: Initial Milestones- <ul style="list-style-type: none"> • Increase three-year transfer readiness of African American students to proportionate percentages to overall program by Fall 2020. • Increase course success of African American students to proportionate percentages to overall program by Fall 2020. 	x	x	x	x	x	x		x

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Program effectiveness through the creation of a standard data tracking tool/method by Summer of 2018.	Abandoned		Coordinator on leave and coordination was postponed. Since the return of coordinator, the program has deferred to utilizing District tracking tools for now.			
By Fall 2019, develop a Black Male Cohort track in collaboration with 3SP, to widen the network of intentional support for Black Males in the Umoja Scholars Program.	In Progress/Modified			Due to an instructor change in FA19 the cohort wasn't able to run; however, we plan to run it in FA20.	Recruitment during Spring and Summer 2020. Target goal = 30 Black Males	Jamila Stewart & Faith Watkins
By Fall 2019, develop an Outreach Program, in collaboration with campus and community partners, that includes adopting a high school, specifically for the purpose of enrolling new students in the Fall semesters.	In Progress/Modified			Make connections with key contacts at feeder high schools (currently there are contacts at Pittsburg High & Antioch High). Meet with BSUs in the Spring.	Setup meetings in SP 20 with key contacts and student clubs to influence recruitment efforts.	Jamila Stewart & Faith Watkins
By Fall 2019, develop an FYE strategy for the Umoja Scholars Program, with the purpose of increasing course success and retention rates.	In Progress/Modified			Create a Virtual Village via Canvas. Increase counselor/coordinator and instructor check-ins, increase counselor-check ins with students. Create a first-year course schedule that embodies the program and strengthens identity and motivation.	FA19: The Virtual Village was rolled out (it needs more development). Instructor check-ins were increased to bi-weekly meetings. ACS, ENG 100/S & HIST 061 course was added as a FYE curriculum. Currently working on developing motivational models SP 20 and a schedule for increased counselor check-ins.	Jamila Stewart & Faith Watkins

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Program effectiveness through the creation of a standard data tracking tool/method by Summer of 2018.	N/A	N/A	N/A					
By Fall 2019, develop a Black Male Cohort track in collaboration with 3SP, to widen the network of intentional support for Black Males in the Umoja Scholars Program.	x							x
By Fall 2019, develop an Outreach Program, in collaboration with campus and community partners, that includes adopting a high school, specifically for the purpose of enrolling new students in the Fall semesters.	x							x
By Fall 2019, develop an FYE strategy for the Umoja Scholars Program, with the purpose of increasing course success and retention rates.	x	x	x	x	x			x

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