

## 2023-2024 Program Review

Program Name: Katipunan Learning Community

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Academic Year: 2023 - 2024

Status: pending

Updated on: 09/29/2023

### (1) DESCRIPTION OF PROGRAM

Provide a brief description of the program and how it supports the following:

- [CSM Mission and Values Statements](#)
- [CSM Statement of Solidarity](#)
- [CSM's Strategic Priorities](#)
- [SMCCCD's Strategic Goals](#)
- [CSM Forward 2028 – Education Master Plan](#)

Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:

#### **Program Description**

*In 2022-2023 Katipunan Learning Community completed 1 year as a learning community with cohorted courses and institutionalized budget.*

Katipunan is a Village Learning Community that is focused on the Filipinx experience and offer year-long cohorted courses (ENGL 105/COUN 240 and ENGL 110/COUN 114), peer mentorship, and a student organization.

As of Spring 2023, approximately 760 Filipinx students enrolled at CSM. Note 19% increase in enrollment for Fall 2023.

Katipunan's faculty, curriculum and programming wholeheartedly embody the campus' vision, mission, and values of CSM. Institutional investment in Katipunan is an investment in generational transformation for the Filipinx community. Katipunan faculty and student leaders model authentic care, critical reflection, empowerment and solidarity.

Katipunan's efforts also align with statewide initiatives. In 2022, CSM received **AANAPISI** designation through a grant with SFSU. Katipunan and Mana are a significant part of CSM's justification. Katipunan is also one of the founding members of the **Filipinx California Community College Collaborative** which aims to create a statewide Filipinx Learning Community.

**History:** Fall 2019, Katipunan Student Organization established, two Filipinx full-time counseling faculty members were hired, record numbers of students joined.

Fall 2020 launched COUN 240, followed by the founding of the 1:1 peer mentorship program, KAMP (Katipunan Academic Mentorship Program). Katipunan remained a crucial connection with our Filipinx students especially when the pandemic impacted them academically, socially, emotionally, and financially. Many students would not have continued their education without close connection to the community or access to counseling faculty.

**Current:**

Fall 2022: Launched our inaugural ENGL 105 course, paired with COUN 240. 60% of our students enrolled in both.

Spring 2023: ENGL 110 (Professor Lisa Suguitan Melnick) and new course COUN 114 (Hybrid course - Transfer Essentials I, Professor Guiriba). 100% of the ENGL 110 students enrolled in COUN 114 (which exceeded our expectations, enrolling 34 students in its first run)

**2022-2023 Highlights:**

1. Field trips to 2 San Francisco Filipinx cultural districts
2. Tours to 4 universities: (SFSU, SJSU, UCD, UCB)
3. Campus-wide Learning Community Launch, 80+ students, faculty, staff
4. Family Night, hosting 50+ students and their families
5. Spring 2023, 2nd Fil Grad, celebrating 15 graduates earning degrees and transfer; Attendance increased by 45%
6. 90% persistence from fall to spring (compared to 74% of Filipinx non KTP)
7. 100% increased participation in KAMP, mentorship
8. FALL 2023 cohort increased enrollment

**Program Review outlines data/identified needs:**

1. Hiring 2 full-time tenure track faculty for English and Counseling to maintain success of program
2. Expanding support for majority of CSM Filipinx students enrolled in 10 units or less
3. Goals around career exploration, outreach, and onboarding

## (2) RESULTS OF PREVIOUS PROGRAM REVIEW

### a) Describe the results of your previous Program Review's action plan and identified equity gaps.

- Previous Goals
- Results Achieved
- Changes Implemented
- Plans still in progress
- Any notable or surprising results and outcomes

#### *Previous Goals:*

Katipunan Learning Community was established in Fall 2022. The results below are from the 1st cohort in the 2022-2023 school year.

### 1. GOAL 1 - ESTABLISH LEARNING COMMUNITY

#### *a. Results Achieved*

- i. 2022 - 2023 enrollment in courses
  1. FALL 2022: ENGL 105 (**19**), COUN 240 (**25**)
  2. SPRING 2023: ENGL 116 (**16**), COUN 114 (**34**)
- ii. 90-97% persistence rate from fall 2022 to spring 2023

#### *b. Changes Implemented*

- i. Fall 2022
  1. Implementation of cohorted ENGL 105 and COUN 240, College and Academic Success
- ii. Spring 2023
  1. Implementation of ENGL 110 and COUN 114, Transfer Basics I
- iii. Adjunct English Professor of Filipino identity and connections to community to teach ENGL 105/110
- iv. Addition of COUN 114 Spring 2023, hybrid (Asynchronous transfer assistance/in person college tours)

#### *c. Plans still in progress*

- i. Solidify process for outreach in Spring and orientation process for new cohorted students

#### *d. Notable/Surprising Results and Outcomes*

- i. Partnered with Transfer Center to support with campus tours and transportation
- ii. Partnered with Promise Scholars to ensure consistent counseling for 60% of cohort

### 2. GOAL 2 - DEVELOP AN IDST COURSE

#### *a. Results Achieved*

- i. IDST course not created, COUN 114 (Transfer Essentials 1) instead
- ii. 34 students

1. 16 from ENGL 105
  2. 10-15 from 2021-2022 COUN 240 course and KTP leadership
  3. 3 students not aware of cohort
- iii. Campus tours to 4 colleges: (SFSU, UCB, UCD, SJSU)
1. 90% of students who participated in tours had never been to a UC/CSU campus

**b. Changes Implemented**

- i. Offer COUN 114 1 unit transfer basics course, that already existed in Curricunet - teaches students to apply to UC/CSU/Private Schools and scholarships
- ii. Partnered with Filipinx student organizations at UCB, SJSU, SFSU as part of college campus tours

**c. Plans still in progress**

- i. Planning on continuing COUN 114 to support program goals of transfer

**d. Notable/Surprising Results and Outcomes**

- i. KTP alumni connect with current students at transfer campuses
- ii. Increased enrollment in COUN 114 from previous COUN 240 cohort, wanting both transfer support and re-connection back to KTP

**3. GOAL 3 - EXPANSION OF KAMP (Katipunan Academic Mentorship Program)**

**a. Results Achieved**

- i. Doubled student participation from 14 to 30 students
  1. 26 mentees and 6 mentors (paid student assistants)
- ii. Cubicle/office for mentor office hours and faculty in Building 17 Village
- iii. 100% of Spring 2023 ENGL 110 students participated in mentorship program

**b. Changes Implemented**

- i. Shifted to a Spring only program
- ii. 1:1 peer mentorship to group mentorship (6:4-5 mentees), contributed to retention
- iii. Paid mentors (10-15 hrs/month)

**c. Plans still in progress**

- i. Solidify funding for mentors in Katipunan budget

**d. Notable/Surprising Results and Outcomes**

- i. Met exact target projected from last program review
- ii. Group mentorship made
- iii. Dedicated KTP physical space for mentors to hold office hours

**b) Explain any curriculum or programmatic changes since last program review**

- To specific courses, or to any discipline as a whole
- Includes degree, certificate, or course sequences, program delivery or structure, etc.

**1. COUN 240:**

- a. Fall 2022: first time taught in person modality

**2. ENGL 105/110**

- a. In person modality
- b. Solidified Filipinx identified instructor to teach course and implemented culturally sustaining pedagogy
- c. Implemented literature (non-fiction/fiction) that focused on Filipinx authors and experiences
- d. Brought students into Filipinx community in San Francisco to connect literature to community action

**3. COUN 114 - Transfer Essentials I (1 unit/hybrid)**

- a. Asynchronous and in person College Tours
- b. Instead of COUN 122 or creation of IDST course
- c. Updated Curricunet to be able to offer Hybrid
  - i. Asynchronous - Transfer, scholarship applications and experiences of transferred Filipinx students
  - ii. In person - 2 required college tours in Spring semester
    1. 2 offered in partnership with Transfer Services
    2. 3 in partnership with transfer school Filipinx program/student organization
  - iii. 35 students enrolled

**c) Discipline-level and SLO assessment/Student Services and SAO assessment:** Describe learning or area assessment plans implemented since last Program Review, **including any activities undertaken to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
  - What did the assessment focus on?
  - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
  - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment Results
  - What was the activity or intervention?
  - What were the outcomes?
- Program Improvements Implemented
  - What did you learn from it?
- What changed?

- ***SLO/SAO***
  - Focus on persistence of Filipinx students from fall to spring
  - Program specific
  - Equity issue: identified Disproportionately impacted in 2019 equity report
- ***Assessment Results***
  - Implementation of year long cohorted courses, 2 counseling faculty and 1 English faculty members supporting
  - 90% persistence of Katipunan students from fall to spring
- ***Program Improvements Implemented***
  - Increased coordination hours for English Faculty
  - Implementation of 3 courses (ENGL 105, 110, and COUN 114) for year long cohort
  - Implementation of group mentorship with paid 6 paid mentors
- ***What changed?***
  - Shifted modality from synchronous to in-person
  - All improvements above were completely new to program structure

### (3) CURRENT PROGRAM REVIEW

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

**a) Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.

- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps?  
Include information on:
  - Interventions implemented
  - Any successes in closing gaps
  - Ongoing challenges

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<b>College Stats 2022-23</b>	<b>Ethnicity</b>	<b>First Gen</b>	<b>Age</b>	<b>Gender</b>	<b>Total</b>
<b>Headcount (unduplicated)</b>	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
<b>Enrollments (duplicated)</b>	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

Findings	Analysis	Resources	Plans to address opportunity gaps
<p><i>Increased persistence rate from Fall to Spring (96%)</i></p> <p><b><u>CONCERNS FOR PROGRAM'S FUTURE SUSTAINABILITY:</u></b> all hired faculty support through overload hours.</p>	<ul style="list-style-type: none"> <li>● <i>2 counseling faculty and 1 English adjunct major reason for persistence</i> who led numerous check-ins, follow-ups, community building and retention meetings to ensure persistence for following term</li> <li>● <i>96% of KTP students believe</i> that having a Filipino identified instructor positively impacted them</li> <li>● <i>84% of KTP Students</i> believe it is important for the instructor to connect students with events/resources in the Filipino community</li> <li>● <i>100% of KTP students believe</i> it is important for them to create a sense of community in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Continued conversations with ASLT, LAD and Counseling Department regarding support for Katipunan through Full-Time Dedicated Faculty</li> <li>● PRIE</li> <li>● Student Voices</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Hiring 2 full-time faculty</i>, 1 counseling tenure-track faculty and 1 English tenure track faculty</li> </ul>



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Findings	Analysis	Resources	Plans to address opportunity gaps
<p><b><u>KAMP MENTORSHIP</u></b></p> <p><b><u>Katipunan Academic Mentorship Program</u></b></p> <p>Participation increases 100% 14 students (21-22) 30 students (22-23)</p>	<ul style="list-style-type: none"> <li>● <b><i>1:1 mentorship to group mentorship</i></b> created consistent attendance</li> <li>● <b><i>Paid Mentorship</i></b> <ul style="list-style-type: none"> <li>○ 6 mentors total</li> <li>○ 4 funded through KTP budget</li> </ul> </li> <li>● Structure of office hours, <b><i>physical space</i></b></li> <li>● <b><i>Requirement for ENGL 110 participants</i></b></li> </ul>	<ul style="list-style-type: none"> <li>● Previously hired 2 work study students</li> <li>● Existence and support of ENGL 110 spring course to require mentorship in Spring semester</li> <li>● Mentor participation in COUN 240</li> </ul>	<ul style="list-style-type: none"> <li>● <b><i>Resource request:</i></b> solidify funding for 6 mentors total in KTP budget</li> <li>● Continue current structure for further assessment</li> <li>● Recruit more students to support those not engaged with KTP courses</li> </ul>
<p><b><u>AVERAGE ENROLLED UNITS:</u></b></p> <p>KTP: 10-11 units Filipinx CSM: 6-7 units</p> <p>Majority of Filipinx students at CSM are part-time</p>	<ul style="list-style-type: none"> <li>● 60% of KTP participants participate in Promise Scholars Program</li> <li>● In counseling meetings with current KTP and non-KTP students, <b><i>factors in enrolling in less units:</i></b> Obligation to contribute to families (familial, financial responsibilities - multiple jobs to pay rent), mental health</li> </ul>	<p><b><i>Resources to Address:</i></b></p> <ul style="list-style-type: none"> <li>● Partnering with on campus programs such as Promise Scholars at intake, EOPS, MCC and UCC, and SparkPoint</li> <li>● Approved budget augmentation for programming</li> <li>● PRIE support</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment of data with PRIE and implementing programming pending results</li> <li>● Create structured intake process to refer to appropriate programs earlier</li> <li>● Continue to partner and create physical presence with local high schools to create relationships earlier</li> </ul>

**(3b) Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since the last program review?
- Analysis of Gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - Interventions implemented
  - Any successes in closing gaps
  - Ongoing challenges

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Changes since last program review	Analysis of Gaps	Plans to address opportunity gaps
<p><b>Previous Program Review Finding #1:</b> 0 services for Filipinx students, despite being 7% of CSM population</p> <p><b>Changes #1:</b> 6 Services implemented over 4 years - Student org (2019), COUN 240 (2020), Mentorship (2021), ENGL 105, 110 and COUN 114 (2022)</p>	<ul style="list-style-type: none"> <li>● 2019 Equity Plan names <i>Filipinx students as disproportionately impacted</i>, institutional justification for expanding support</li> <li>● <b>Funding/Faculty - OVERLOAD</b> <ul style="list-style-type: none"> <li>○ Services by staff all on top of Full Time load</li> <li>○ Unsustainable to maintain multitude of services without dedicated faculty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Full-Time English Faculty dedicated to Katipunan</b> <ul style="list-style-type: none"> <li>○ 96% of KTP students believes that having a Filipino identified instructor positively impacted them</li> </ul> </li> <li>● <b>Full-Time Counseling Faculty dedicated to Katipunan</b> <ul style="list-style-type: none"> <li>○ 50% Katipunan</li> <li>○ 50% General or Promise</li> </ul> </li> </ul>
<p><b>Previous Program Review Finding #1 &amp; #2:</b> Retention: Female Filipinx students DI (fall to spring)</p> <p>Persistence: Male Filipinx students DI for attaining Vision Goal Completion</p> <p><b>Changes #2:</b> 90-97% of persistence from Fall to Spring</p>	<ul style="list-style-type: none"> <li>● <b>90-97% persistence</b> from fall to spring increased with year long cohorted courses and more faculty support.</li> <li>● Lack of consistent data for transfer/goal attainment <ul style="list-style-type: none"> <li>○ FilGrad 15 students participated (2022 and 2023)</li> <li>○ Comparison group needed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Work more closely with PRIE</b> <ul style="list-style-type: none"> <li>○ 2019 Equity Plan names fall to spring as retention</li> <li>○ PRIE names this as persistence, clarity needed</li> <li>○ Disaggregated data needed by gender</li> </ul> </li> </ul>

**3c) Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, access to resources, etc.).

**1. *Lack of full-time dedicated faculty (Counseling/English) to program***

- a. All coordination hours are overload on top of full-time faculty positions
- b. Creates an unsustainable structure that depends on the capacity of the faculty; will have significant impacts on retention of students and program's success if not addressed by institution

**2. *Dedicated office space with privacy specifically for Katipunan LC faculty***

- a. Currently in cubicles which do not provide privacy to meet with students 1:1 for check-ins
- b. Rotating space for faculty, student mentors and leaders, inconsistent faculty presence
- c. Creates physical presence of Katipunan Faculty/Staff for student contact in Building 17 Village and builds relationship with the Village Learning Communities

**3. *Solidarity building with Village LCs (Puente, Mana, Umoja, Katipunan)***

- a. Difficult to build solidarity with programming, faculty/staff, and across student leadership; need for staffing to support and coordinate village space and programs

#### (4) PLANNING

**a) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:

- SLO/SAO
  - What will your assessment focus on?
  - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment.
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLO/SAO	Assessment Plan	Resources for SLO/SAO assessment
<p><b><u>PART TIME STUDENTS</u></b>  Expand understanding of the experiences of Filipinx students enrolled in less than 10 units</p>	<ul style="list-style-type: none"> <li>● <i>Work with PRIE to disaggregate</i> data of students in less than 10 units; gender, teaching modality, socioeconomic status, location</li> <li>● <i>Survey current KTP students</i> for factors that determine unit load</li> <li>● <i>Connect with community based orgs</i> to understand county trends</li> <li>● Provide <i>programming and counseling support</i> to Filipinx students at less than 10 units</li> </ul>	<ul style="list-style-type: none"> <li>● San Mateo County community based orgs; research trends</li> <li>● Work with PRIE for comprehensive assessment of data</li> </ul>
<p><b><u>CULTURALLY ATTUNED PEDAGOGY</u></b>  Alignment with LAD student learning outcomes with intentional inclusion of culturally attuned pedagogy</p>	<ul style="list-style-type: none"> <li>● <i>Continue to increase field study in the Filipino community</i>, which is a significant aspect of solidifying the relevance of students’ classroom learning. <ul style="list-style-type: none"> <li>○ in person access to community leaders and culture bearers</li> <li>○ Visits and connection to and relationship with the Filipino community in the bay area (i.e. SOMA Pilipinas, Bindlestiff, Kapwa Gardens, International Hotel)</li> </ul> </li> <li>● <i>be well acquainted with Filipino literature from the diaspora</i></li> </ul>	<p><b>Full-Time English faculty</b> whose teaching load includes curriculum culturally specific to Katipunan Learning Community students:</p> <p>100% Step 5 MA w/ 60 units</p> <p>3 units of reassigned time = a reduced teaching load for faculty to allow for the coordination hours below, to review curriculum, discuss student support strategies, review data, conduct student interventions if needed, plan events, reach out to community partners, gauge and access student progress.</p> <p>Coordination: 10 hours/week</p>

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**4b) Program goals**

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
  - Professional development activities
  - Institutional support
  - Collaborations
  - Training
  - Resources



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Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support needed
<b><u>CAREER EXPLORATION</u></b>	<b>Create Career Programming (field trips, speakers, etc.)</b> that highlights Filipinx journeys, purpose, and achievements in a spectrum of industries	Increased attendance of events dedicated to career focused events	2024 - 2028	KTP Faculty Coordinators	<i>Partner with Strong Workforce</i>  <i>Increased budget for field</i>  <i>KTP Full-Time Dedicated English/Counseling Faculty</i>
<b><u>MAINTAIN PERSISTENCE RATE AND SOLIDIFY OUTREACH AND ONBOARDING</u></b>	<b>High School Outreach</b> Scheduled visits through Spring semesters <b>Intake form created</b> to efficiently track interest <b>Onboarding structure</b> for incoming students	Documented increased interest in program Increase in students onboarded earlier with understanding that last min adds often have higher need	2023 - 2025	KTP Faculty Coordinators	<i>KTP Full-Time tenure track Dedicated English and Counseling Faculty</i>
<b><u>CONNECT WITH FILIPINX PART-TIME STUDENTS</u></b>	<b>Work with PRIE</b> to assess disaggregated data of non-KTP Filipinx student learning modality, gender, SES and other factors	Increased touch points with students in less than 10 units through counseling	2023 - 2028	KTP Faculty Coordinators	<i>KTP Full-Time Tenure Track Dedicated English/Counseling Faculty</i>

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<p><b><u>CONTINUE BRIDGING CAMPUS TO COMMUNITY (and vice versa)</u></b></p>	<p><i>Build relationship with Filipinx CA CC Collaborative, San Mateo County, SF, and other Filipinx Community based Resources</i></p>	<p>Creation of Filipinx CA CCC symposium and student conference, attendance from Bay Area/Statewide</p>	<p>2023 - 2028</p>	<p>KTP Faculty Coordinators , community based orgs</p>	<p>Collaborate with Community based orgs and continue building with Filipinx CA Community College Collaborative</p>
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Qualitative Data:

KTP Students and the impact of having a Filipinx identified professor for ENGL 105/110 and COUN 240:

- “It is nice to be understood and seen without having to explain the cultural impact my growing up has had on my identity now.”
- “It impacted me in ways beyond this measure, I was able to connect my work with people who have similar lived experiences. This connection transcends an academic relationship, but transforms into a kinship.”
- “Having a Filipino identified instructor has positively impacted me because it has helped me learn about my culture and has helped me stay on track of my college journey:))”
- “Most definitely! Having a Filipino instructor made me comfortable with the material I was being taught much more excited to learn about the class because of the instructors personal insight and personal knowledge on the course.:
- “I strongly agree that having a Filipino identified instructor has positively impacted me because the instructor is applying its teaching skill academically and connect the concepts culturally which I somewhat like because the concept is relatable and it is a topic that you can dig in and talk about it which applies to writing composition and critical thinking. Having a Filipino identified instructor has positively impacted me because I feel represented in the institution”

KTP Students on building community in our classrooms:

- “I believe it is important for the instructor to create a sense of community in the classroom to bring comfortability towards the students to freely express their thoughts. Comfortability brings more intimacy in the classroom, allowing students to be more engage and participate more during lectures and building connections with each other.”
- “Because this is a learning community I believe it is crucial to maintain good connection and a sense of camaraderie within the classroom setting to best allow students the chance to be more vulnerable and thought-provoking with experiences shared within the community.”