

Program Name: Honors Project Learning Community
Program Contact: David Laderman
Academic Year: 2023-24

1. Description of Program (200-400 words)

CSM's Honors Project was first developed and implemented in 2012. In 2015, just prior to our application for UCLA TAP certification membership, we further revised and refined our model, introducing new, more effective curriculum, more emphasis on inclusion and diversity, and more integration with new and existing programs, campus services and learning communities. The program's mission statement aligns with CSM's mission and values statements, and the college and district strategic goals:

The mission of the Honors Project is to open academic pathways to our diverse student body. We believe in academic excellence, and we believe all our students are capable of academic excellence. We welcome students of all backgrounds who possess the drive and desire to dig deeper into their coursework. We provide them with the means to grow intellectually, and to make intellectual connections across a range of disciplines. With broad institutional support and participation from faculty, administrators and staff, we seek to create a lively community of scholars, reflecting a diverse range of academic preparations and perspectives.

As a learning community, we enjoy a progressive, empowering institutional identity, housed with other learning communities in the division of Academic Support and Learning Technologies. This institutional identity links us with other college learning communities; it proves more inviting to students, forming an actual *community*; it acknowledges that Honors Project students possess unique needs and aspirations, invoking a stronger sense of identity, which bolsters student motivation. More than merely a means to an end based solely on academic metrics, the Honors Project learning community *matters* to the students who join.

2. Results of Previous Program Review (200-500 words)

Our program employs multiple modes of assessment, and we continue to expand and refine our assessment plan and model. Previously we have used several different student surveys, some customized by each seminar instructor, and some generated by the institution. These surveys reveal a great deal of satisfaction on behalf of students, but have also suggested room for improvement, especially related to scheduling of courses and the structure of syllabi. We also have official student learning outcomes associated with each honors seminar as part of the official course outline of record. These SLO's are regularly assessed. One example of an area we aim to address as a result of such SLO assessment is course completion, and within that, more attention to timely and successful completion of research process assignments in the seminars.

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We also assess our program via faculty and administrative input. This has occurred informally, through ad hoc meetings and workshops, but also more formally. For example, each term the coordinator, seminar instructors and Dean meet regularly to discuss the progress and challenges of the program. We also assess the program in Advisory Council meetings, which occur at the start and end of each term. Less frequently, we solicit input for program assessment from the Academic Senate Governing Council, as well as the Institutional Planning Committee. One example of a program change made as a result of such assessment is the scheduling of our sciences seminars at times that do not conflict with science course labs.

The success of the program for most all student participants is evidenced by the data: success, completion, persistence and transfer rates are all considerably high.

For example:

2020 – 2023

Success rate = 91% avg

Persistence rate = 96% avg

Withdraw rate = 3.6% avg.

Previous PR Goals:

- Manage growth of the program, finding a way to scale up, while remaining fiscally responsible and sustainable. ***Still in process***
- Explore the feasibility of multi-student projects, especially in the sciences seminar. ***Not addressed – Covid pandemic impact derailed this***
- Develop and implement a meaningful service learning component. ***Not addressed – Covid pandemic impact derailed this***
- Strengthen our partnership with the library, to ramp up further the scholarly skills of our students. ***Partially achieved***
- Strengthen our connections to other learning communities, to better support underrepresented student populations ***Partially achieved – still in process***
- Explore expanded access to our program, through creative scheduling (evening and summer offerings), online formats and designated honors sections. ***Still in process; presently we are exploring late start seminars.***
- Strengthen our STEM presence and identity, both for students and faculty. Despite a relatively robust participation by STEM students and faculty, the program tends to lean

toward the humanities. One avenue being explored here is to have the program co-coordinated with a STEM faculty member.

Partially achieved – STEM participation, both student and faculty, has increased since last PR

- Further improve coordination with our sister college honors programs in our district, since more and more students are taking courses at all three campus.
Achieved, still in process (Covid pandemic impact actually moved us in this direction)
- Further improve our outreach, both on campus and for feeder high schools.
Minimally achieved, still in process (Covid pandemic impact derailed this; multiple changes in CSM Marketing/Outreach staff and admin also impede this effort)

We should also mention the substantial positive impact of our student club, the Writers Project, and their production and publication of *Labyrinth*, a high-quality student academic journal, widely read across campus. Many Honors Project students join and steer this club, though we also have other students as club members. The journal publishes poetry, art, essays and fiction, by CSM students; yet submissions are open to all district students. The journal has won multiple top awards from the National Collegiate Honors Council, competing against other honors student publications from 4 year and private universities. Because the Honors Project supports and guides the Writers Project and *Labyrinth*, we need the continued support and resources of the College. **See Resource Request.**

3. Current Program Review (200-400 words)

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	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
Enrollments (duplicated)	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

We would like to see our outreach and recruitment efforts ramped up, especially in the area of making our program more inclusive and diverse. Key target populations include first generation and underrepresented students. PR data reveals that Asian students (both domestic and international) make up the largest percentage of students, over the past three years (35%); Hispanic and White students make up the next largest percentages (18% each). We're disappointed that Black students have not participated at all over the past three years. On the one hand, the negative impact of the pandemic probably is at play here; on the other hand, we've recently moved into the B17 Village and share our new Honors Project office/lounge (17-132) with all the other learning communities. We hope to create more diverse inclusive participation, as a result. We'd also note the predominance of female students in our program, past three years: 65%, to 35% male, on average. Approximately 20% of our students are first generation, and slightly less percentage, low income.

With the onset of Covid, all seminars were conducted as online, synchronous meetings. With the reopening of campus, all seminars returned to in person modality.

We currently partner with the Writing Center, in two areas: 1) managing the Honors Project reporting form, which is more user friendly and interactive, functioning not only as time sheet for foundation faculty, but more importantly a living document space for collaboration, commentary and feedback on student progress. Seminar and Foundation faculty have access to this document. And 2) a matched-tutoring program, where students are matched with professors for intensive and intentional writing sessions, during the final period of the semester, as students prepare their final drafts of research projects.

We need to further bolster our implementation and resources in these areas. ***See Resource Request.***

4. Planning

Program Goals & Assessment

- Manage growth of the program, finding a way to scale up, while remaining fiscally responsible and sustainable (**equity/delivery mode/growth**)
- Develop and implement a meaningful service learning component (**academic/workforce**)
- Strengthen our partnership with the library, to ramp up further the scholarly skills of our students (**academic**)

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- Strengthen our connections to other learning communities, to better support underrepresented student populations (**equity**)
- Explore expanded access to our program, through creative scheduling (evening and summer offerings), online formats and designated honors sections (**equity/delivery mode**)
- Further improve coordination with our sister college honors programs in our district, since more and more students are taking courses at all three campus (**access/flexibility**)
- Further improve our outreach, both on campus and for feeder high schools (**equity/growth**)