

1) Honors: How can we further incentivize faculty to offer honors sections?

From Mehrdad Khosravi, Honors Coordinator: here are the places I think we can encourage faculty to teach more honors classes. I am mentioning everything that comes to mind:

1. Provide honors students part-time counseling and advising to keep them focused and make sure they take correct classes and correct load each quarter. I know of a couple of faculty who stopped teaching honors and for one of them the reason was that had one or two students who overwhelmed themselves in a particular quarter and negatively impacted the experience for the faculty. We have a lot of good students and I feel if there is some counseling to help them pick the classes and advise them on their course load it would be very helpful.

2. Another faculty told me that she felt the students did not know how to do research and it was a lot of work to teach them the research part and material at the same time. If we could (and I am not sure if it falls under IPBT) have a one or half a unit seminar course that every honors student would have to take each quarter (like many other honors programs do) that would help faculty to focus on the concept and the students would get the research/writing help outside. Honors faculty (full or part time) could teach those courses which could be another incentive.

3. We are starting to have Honors students complete a capstone project under faculty advising. If there was some, even minor, compensation for faculty who take on the responsibility maybe that would be encouraging.

2) All areas (LinC, Puente, Umoja, FYE): The success rates are impressive. How can we expand these types of programs across campus?

Cohort Programs Counselor/Coordinator and Faculty Responses

The easy answer would be additional funding for a counselor and programming for more cohorts, but since funding might be hard to come by right now, culturally relevant curriculum would also help. In other words, if the curriculum used in reading and writing courses reflects the experiences and cultures of the students it would make a big difference.

I would like to second the statement above and add our programs offer wrap-around services for students. Counseling and faculty work together to ensure students are attending classes and passing them. The students don't question if they belong on campus and students know what classes to take every quarter. They [the students] know faculty have a genuine interest in them and their well being.

In addition, I would want to include that the expansion of the programs would not be beneficial without having faculty and staff that have the heart and dedication to work with these students beyond just what is on a resume [or in a schedule assignment]. Having better relationships and collaborative efforts between everyone would also be beneficial.

Collaboration is key. I think the support of Deans is essential. If Division Deans could spread the word to interested faculty, and if faculty and staff can work creatively and collaboratively on these programs, we could all expand. With the support of Deans, schedulers, counselors and outreach, we have lots of potential to expand. New faculty could be mentored to work in different programs so they are ready to teach. We could all share curriculum with each other that is culturally responsive. Without spending more money, administration could continue to value these student-centered programs because that will encourage more faculty to be a part of all the learning community programs and lead to enriched experiences for our students.

I would like to support the idea of seeking more support from Deans. This is a great opportunity for divisions to create linked courses/cohorts that will help to *equitize* their divisions (offer culturally relevant and social justice focused curriculum to help close the achievement gaps). If divisions other than those currently offering linked courses could at least offer one or two linked courses per year. For example, offer a pre-STEM major (Chem 25, or Math 41, 42, 43) and general education course along with wrap-around services would assure higher completion rates for underrepresented students and assist with the graduation and transfer rates in a timely manner.

Secondly, the cohort programs have been very successful with first year students and maybe time to focus on creating a learning community pathway for second year students that can involve science and/or transferable math courses or other disciplines.

All this would require Division Dean support and commitment, training for faculty and counselors, peer mentor recruitment and training and funding for additional pay, counselor(s) and programming. In addition, collaboration between SSRS Faculty Director, LinC Co- Coordinators and Honors coordinator to develop a year long schedule and training would be ideal.