

Instructional Comprehensive Program Review: Honors Program Review 2024-2025

Cover

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Program Review Year 2025

Title Honors Program Review 2024-2025

Year of Last Comprehensive Review Fall 2019

Originator Schultz, William

Area Dean Sean Stewart

Division

Non-instructional Support

Department

Honors

Subject

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.evc.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

*Co-Contributor must be chosen before proposal is launched

- Girardi, Judith
- Pouncil, Matais
- Sapigao, William
- Stewart, Sean

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

Mission Statement: The Honors Institute is designed to bring together students and faculty who share a demonstrated commitment to academic excellence. The Honors Institute is intended to challenge the superior student to produce quality scholarship and to achieve intellectual development within the general education program.

The Honors Institute was created to provide support and enrichment to high-achieving, academically motivated, socially conscious students. While the focus of the Institute traditionally focused on cultivating academic opportunities for its students, since 2009 there has been an effort to provide more interaction with the wider campus community. Through partnerships with other campus entities and working closely with the Honors Club, the Honors Institute is able to go beyond its academic mission to provide opportunities in leadership, civic engagement, and volunteer work. By doing so, the Institute seeks to support the College's efforts to emphasize student centeredness, community engagement, and to create a trusting environment.

The Honors Program offers an intellectually stimulating environment with curricular enrichment through Honors contracts, community service, leadership opportunities, cultural events, and collaboration with faculty and other Honors students. Students who are active in Honors contract with their instructors to design extra projects for their courses in order to qualify them for Honors recognition on their transcripts. Students with more than 12 completed units of projects are also indicated as Honors students in the Graduation Program. Active Honors students also earn priority registration by completing projects.

- Honors Institute Coordinator. The Coordinator position supports a faculty member with 40% release time. The Coordinator is responsible for taking care of all of the administrative, procedural, marketing, and communication functions of the Institute. While the Coordinator has been able to secure assistance from the SSHAPE Division Admin for grade checks and assistance with reserving campus facilities for events, there currently is no dedicated Admin support for the Honors Institute.
 - Full Acceptance Students. Students with a 3.25 GPA or higher and at least 12 units completed can apply for and will be accepted into the Honors Institute.
 - Conditional Acceptance Students. Students with less than a 3.25 GPA and, or less than 12 units completed at EVC can be admitted on a provisional basis with the support of a faculty member's willingness to work with that student on a project. As long as the Conditional Acceptance students continue to take courses and improve their GPA, they are eligible to stay enrolled in the program.
 - Contracts. Instead of having established Honors sections for specific courses, the program operates on a contract basis. This allows most any general education course to be modified to qualify for Honors recognition on the student's transcript. At the beginning of the semester, students make contact with one or more of their instructors to establish an extra project in each of the courses for which they desire honors recognition on their transcripts. The student and their instructor complete a form to establish the project and submit the form to the Honors Institute Coordinator by the end of the 5th week of instruction. At the end of the semester, students have their instructors complete a form to verify the completion of the project. These forms are returned to the Honors Institute Coordinator who verifies each and works with Administration and Records to have the student's transcript modified to reflect Honors recognition for that course.
 - Priority Registration. Students who complete and submit the contract form to establish a project by the end of the 5th week of instruction earn priority registration for the following semester. Projects that are established by the student after the 5th week of instruction will earn recognition on the student's transcript, but the student will not be eligible for priority registration.
 - Faculty Contact. Students who are working on projects work closely with faculty to design their projects. In the process, they learn about the subject in a more sophisticated manner and benefit from greater contact with and mentorship from their instructors.
 - Honors Recognition. Upon completion of a project students receive recognition on their transcripts to reflect that those sections were taken for honors recognition.
 - Volunteer Hours. Students in the program are expected to complete 5 hours of volunteer work each semester. These can be completed either on campus or off campus with community organizations.
 - Honors Club. Students enrolled in the program also are part of the ASG-chartered Honors Club. The Club provides opportunities for student leadership, volunteer work, campus service, scholarship sponsorship, educational programs.
 - Scholarships. The Institute offers two scholarships of \$250 each; one is for Continuing Students, while the second is for Transferring Students.
 - Academic Symposium participation. Each Spring since 2016, the Institute, in conjunction with the Honors Club has sponsored a Student Research Symposium to encourage original research by students.
- **2. Please provide an update on the program's progress in achieving the goals (4 years) set during the last comprehensive program review.**

- In the last four years, the Honors Program has had some significant challenges, with the largest being the coronavirus pandemic. During that time, membership in the Honors Program dropped significantly, as did enrollment at Evergreen Valley College across the board.
 - Faculty Coordinator. The Honors Program endured a period of dormancy due to the absence of a faculty coordinator (Fall 2023-Spring 2024). This further impacted student enrollment, as without a faculty coordinator, there was no professor working with the Honors Program to communicate with fellow faculty members, and the number of Honors contracts decreased drastically. From the start of Fall 2024, there is now a new faculty coordinator for the Honors Program, which has brought new life into the program.
 - The new program coordinator's offset time is currently at 20%, which is down from the 40% it was prior to the Fall 2023 semester and the 30% that it was reduced to during the 2008 economic recession. That being said, the new program coordinator is utilizing the time that he has to ensure that the needs of the program are met, that communication with faculty continues and expands, and that the number of students in the Honors Program increases.
 - Since the installment of a new Honors Program coordinator, enrollment in the Honors Program has increased. There are now 25 students enrolled in the Honors Program (Fall 2024), up from 14 in Spring 2024, and 6 in Fall 2023 (when there was no Honors Program faculty coordinator). This represents a sign of recovery for the Honors Program following a period of hardships.
 - Administrative Support. The addition of a Program Assistant for Honors has been a massive help. A classified professional has administrative and record experience that is of great assistance to the faculty coordinator,
- 3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**
- Constitution Day Presentation. The Honors Program provided a presentation on Constitution Day informing students about the electoral college, propositions and encouraging students to fight for a more equitable society, and to inspire them to become civically responsible citizens with a deepening understanding of social and institutional barriers that need to be challenged.
 - Why Should Students Vote Presentation. The Honors Program teamed up with the Women & Gender Studies Program to promote an event explaining the importance of voting. The goal of this event was to promote students to actively become civically responsible, aware of institutional barriers, and to take an active role in the fight for social justice.
 - Re-establishment of Honors Club. After a period of dormancy, the Honors Club was re-established to assist with outreach for the Honors Program, to improve opportunities for students to become more active at a state level at honors symposiums, and to allow them to connect with UC and private universities. The Honors Club seeks to build a community for students to overcome institutional barriers and pursue their academic goals in a welcoming environment.
- 4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

N/A

- 5. Please describe where you would like your program to be four years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

- Increase Student Membership.
- Increase Student Membership in Phi Alpha Theta.
- Increase EVC student participation in Honors
- Honors Colloquium Course. We would like to see the establishment of a 1-unit Honors Colloquium section to provide Honors students a forum to discuss their projects, their approaches, and learn research techniques. By encouraging student research and providing the tools to do so, a natural pipeline of projects could be developed for presentation at the annual Student Research Symposium.
- Student Mentoring. We also would like to revisit the idea of creating a more formal mentorship structure for new Honors students. Requiring advanced students to provide mentorship to new honors students would provide campus service and community development, while improving student success in the program.
- We would also like to look into creating a way for Honors students to mentor struggling students. Evergreen Valley College is rightfully committed to opportunity, equity, and social justice, and one of the ways that the Honors Program can work to build on this important mission is to ensure this mission is for Honors students to assist other students in accomplishing their academic goals. There has been recent dialogue between the Honors coordinator and the Early Alert coordinator about establishing some sort of mentorship program for students on probation or struggling with their classes to receive mentorship from Honors students.
- Expansion of Phi Theta Kappa. The Honors Program Coordinator would like to build enthusiasm for international honors society PTK, that has remained dormant on campus for a while. By building membership and enthusiasm for this honors program, we hope that we can offer students expanded opportunities to pursue their academic goals and to actively become agents for positive social change on a broader level.

Program Set Standards

Overall, EVC's Institution Set Standard for success rate is 74%, and the aspirational goal for student success is 76%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'19-F'23 average		73.04%		

Courses with no Degree or Certification

Program Success Rate N/A

Program Set Standard : It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard N/A

Recommendation: 90% of the 4 year average success rate could be your program standard (average x 0.9).

Program Success Goal : It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal N/A

- **Is your program success rate higher or lower than the campus?**

N/A

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

N/A. As a participation-based program, Honors is an administrative student service that helps students to coordinate having individual sections recognized as having been taken for Honors recognition.

- **Is the current program success rate higher than the program set standard?**

N/A

- **How close is the program to meeting the program success goal?**

N/A

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

N/A

Success Rates: Measures by IPEDs Race/Ethnicity

Success Rates: Measures by Gender

Success Rates: Measures by Age

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

N/A

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

N/A

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

N/A

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

Student Enrollment Type: Academic Load

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 4755 - 55.610%**

Program Headcount

3.000

Program Percentage of Total

70.630

- **Male: 3758 - 43.850%**

Program Headcount

2.000

Program Percentage of Total

44.050

Student Demographic: Age

- **17 & Below: 562 - 6.570%**
Program Headcount
2.000
Program Percentage of Total
53.700
- **18-24: 5092 - 59.440%**
Program Headcount
2.000
Program Percentage of Total
50.300
- **25-39: 2004 - 23.480%**
Program Headcount
1.000
Program Percentage of Total
7.140
- **40 & Over: 897 - 10.480%**
Program Headcount
1.000
Program Percentage of Total
7.140

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **Asian: 3526 - 41.210%**
Program Headcount
2.000
Program Percentage of Total
52.910
- **Black or African American: 213 - 2.500%**
Program Headcount
2.000
Program Percentage of Total
35.710
- **Latinx: 3519 - 41.150%**
Program Headcount
1.000
Program Percentage of Total
10.710
- **Unknown: 419 - 4.830%**

Program Headcount

1.000

Program Percentage of Total

7.140

- **White: 578 - 6.750%**

Program Headcount

1.000

Program Percentage of Total

36.050

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

The Honors Program endured a rough four years, largely due to events outside its control. The coronavirus pandemic contributed greatly to a decline in numbers in the Honors Program. It struggled to recover due to a decline in enrollment in the following years, and for the Fall 2023-Spring 2024 academic year there was no faculty program coordinator. Since the Fall 2024 semester, the Honors Program once again has a faculty coordinator, resulting in it once again being promoted to instructors and students. It has once again seen its numbers recover, and it should continue to see its numbers recover in the coming semesters.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

The Honors Program has no requirements aside from the student attaining a 3.25 GPA and has traditionally reflected the general population of the college.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

The major goal moving forward is to expand enrollment and return to prior semester levels. The first steps are actively being taken, with there now being an Honors Program coordinator. This has resulted in more awareness across campus of the program, and more active promotion among faculty members.

Aside from low enrollment numbers from previous semesters due to events outside the program's control, there are no other major gaps in enrollment, and the Honors Program traditionally has reflected the general population of the college.

Institutional Effectiveness

EVC Capacity: 61.69% EVC Productivity: 13.26

Program Capacity

Program Productivity

400.00

Is your capacity rate higher or lower then the campus?**Is your productivity goal higher or lower than the campus?****If the program capacity and/or productivity is lower than the campus, please provide rationale**Curriculum

Related AssessmentsStudent Learning Outcome and Assessment

Related Assessments**Student Learning Outcomes****Program Learning Outcomes**Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

William Schultz; Faculty Coordinator

- Professor Schultz is a part-time instructor of History who accepted the position of Honors Coordinator this semester (Fall 2024) at 20% F. T. E. He is responsible for marketing, communication, promotion, and advising. He is active in recruiting faculty and promoting student participation.

Tiffany O'Brien; Program Assistant

- Tiffany O'Brien is a part-time program assistant for the Honors Program since the Fall 2023 semester. She is responsible for daily maintenance of student records, following up with students on Honors contract forms, and sending reports to Admission & Records.
- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Professor Schultz keeps current on issues related to Honors programs among the California Community College system through his participation in discussions with the Honors Transfer Council of California (HTTC).

Additional Information

Part G: Additional Information

Prior Budget Usage

Did you request Resource Allocation funds in your last Program Review / Annual Resource Request?

No

If yes, how much funding did you request?

How much discretionary funding did you receive including the Fund 10, Fund 17, and any budget transfers? Select from each category below and tell how much funding you received

Equipment

Supplies

Technology

Other (Contract, Subscriptions, Memberships, etc.)

Total

Are you requesting additional resources?

No

If yes, please fill out the Resource Allocation Request page below.

Future Needs and Resource Allocation Request

Classified/Faculty

Equipment, Technology and Supplies

Total

Criteria for Resource Allocation

Department Background & Performance

Aligned with: Education Master Plan, College Equity Plan, Facilities & Technology Master Plans

Viability of the program, department or unit, including: immediate health or safety risk, and legal mandates

Assessment results (could include: SAO/SLO)

Additional Resources

Previous use of funds

In past years, the Honors Program has received 1200 dollars per year in funding for the purchasing of equipment and supplies to help serve its needs. In particular, this money has been spent on chords and stoles for graduation and giveaway materials designed to promote the program. This most recent year, however, the Honors Program received no additional funding. There is currently no unused funding.

Manager/Vice-President Prioritization

Total Amount Requested 1200.00

Total Amount Requested by Manager

Itemized List (should equal the total of the Total Amount Requested by the Manager):

Amount Requested

Ranking (1-4) 1 - highest priority 4 - least priority (scores cannot be the same)

Supplies

400.00

Supplies Ranking

1

Equipment

400.00

Equipment Ranking

3

Technology

Technology Ranking

Other (Contract, Subscriptions, Memberships, etc.)

400.00

Other Ranking

2

Attach Files

Attached File

IEC Reviewers

IEC Mentor

William Sapigao

IEC Second Reader

Judith Girardi