Comprehensive Instructional Program Review Criteria- 2018/2019

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive instructional program review. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. **If your work is not submitted by the December 1 deadline your program will not be eligible for possible funding based on criteria established by the budget committee**. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

Program relevant data sets are provided- via email- by the campus researcher or the Dean of Research, Planning and Institutional Effectiveness. Please see your Dean if you need additional help.

Additional information, including a submission timeline (**Due December 1st for feedback)** and samples of recent Program Reviews, are available on the college website http://www.evc.edu/discover-evc/institutional-effectiveness/program-review. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

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

Department/Program Name: Honors Institute

Year of Last Comprehensive Review: 2013

Year of Last Mini Review, if applicable:

Preparers' Name(s): David Hendricks

Area Dean: Sean Able

Overview of the Department/Program

1. Provide a brief summary of your program. Please include a brief history and discuss any factors that have 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 (3 years) set during the last comprehensive program review.
   - In the last three years, the Honors Institute has had some significant challenges, most of which were due to losing our long-term office and having to relocate. However, now that the Honors Institute has a more stable location, which has allowed greater accessibility and visibility. A more accessible location has made the program more user friendly, and, as a result, we are beginning to experience some positive developments. The number of applications and projects undertaken are significantly higher than in the past two years.
   - Honors Institute Coordinator. During the 2008 economic downturn, the offset time for the Coordinator was reduced to 30%. The net effect was that the Coordinator ended up spending most of the dedicated time in administrative tasks. Within the last two years, the offset time was restored to 40%, which has allowed the Coordinator to spend more time in the Honors Office working with students and in recruiting more faculty to offer more Honors options.
   - Administrative Support. The Honors Institute has not had any direct administrative support. In the past, this was not a significant problem since the office was adjacent to the Admins for the SSHAPE

and Language Arts Divisions. In that era, it was very easy to request grade checks for applicants and for the Admins to answer simple program-related questions. However, once the Roble building was torn down and Honors moved, there was no longer easy access to any administrative support, which makes it more difficult for students to stop by to ask questions during times when the Coordinator is not in office hours.

- Counseling. Traditionally, the Honors Institute had two counselors who were familiar with Honors. With the chaos of the last two years as Honors was displaced and looking for a home, securing replacement counselors became a back burner issue. However, the Coordinator recently initiated talks with the Counseling Department to secure at least one Counselor who would be assigned to work with Honors as part of their official duties.

- Honors sections. In the last Program Review, one of the proposals was to develop either Honors sections for specific courses or to create an Honors colloquium course to allow Honors students a chance to enjoy collaboration with others who are in the program. A colloquium course might be a good way to maintain the flexibility of the contract system, while helping to enhance the students' experience by allowing an opportunity to work collaboratively with other Honors students. With greater stability of the Honors office and increasing participation in the program, this may now be a more realistic possibility.

- Recruitment. With a more stable office location and the increase in the offset time from 30% to 40%, the Coordinator has been able to reach out more directly to faculty and students to promote the program. As a result, the decline in enrollment and active students has turned around dramatically. Comparing Fall 2017 to Fall 2018, we have experienced a 50% increase in the number of active students (those who are working on a contract), and a 40% increase in the number of contracts initiated.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

- Honors Debate. Each semester since Fall 2008, Honors has sponsored a debate to highlight significant social, political, and health issues. The Fall 2018 debate will feature an evaluation of the gender pay gap. Providing discussions on socially-relevant topics contributes to organizational transformation in a way that is student centered.

- Symposium. The Institute has begun hosting an annual student research symposium each Spring semester. By working with the Honors Club to secure funding for prize money, the Institute has sponsored symposiums since 2016.

- Partnership with ENLACE for Fall 2018's Dia De Los Muertos event.

- Movie with an Historian Nights. During 2017-2018, the Institute Coordinator hosted several movie events for the campus community. The movies each highlighted important social issues and allowed an open forum to discuss each in relation to the movie shown. The Coordinator was unaware of copyright issues and is now working to resolve them and secure a source of funding in order to continue these events. These events help to promote social justice and community engagement, and

also help to build a campus community. Since these events are open to all, they provide a way to facilitate community engagement.

- The Institute and the Honors Club collaborate with the Veterans Center to host blood drives; these serve to promote community service. By partnering with both campus and off campus organizations, the blood drives foster community engagement.
- Student blog. In Spring 2018, the Institute in collaboration with the Honors Club created a campus blog where students can submit articles about the campus. While still in its early development, the blog currently boasts several student articles on a variety of issues, including how one student chose a major. https://evchonors.wordpress.com/about/

The blog allows students to develop communication as part of our organizational transformation.

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).
   - Increase in offset time for the Institute Coordinator from 30% to 40%. The increase in time has allowed the Coordinator to have a more significant presence through office hours and recruitment efforts. As a result, enrollments in the Institute has increased and student participation also has increased. Comparing Fall 2017 to Fall 2018, we have experienced a 50% increase in the number of active students (those who are working on a contract), and a 40% increase in the number of contracts initiated.

5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.
   - 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.
   - Honors Sections. With the program stabilized and growing, we would like to see the reestablishment of at least one Honors-specific section in one of the GE disciplines, possibly in English or History.
   - 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 a campus service and community development, while improving student success in the program.

PART A: Program Effectiveness and student success- please note that the Excel data workbook you received from the Research Office will be needed to complete this section. With each of the data elements, the underlined header corresponds with the name of the tab on the data spreadsheet to indicate where you will locate the data.

1. Program Set Standards (<u>Summary Tab</u>)

Overall, EVC's Institution Set Standard for success rate is **64%**, and the aspirational goal for student success is **71%**

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'14-F'17 average	Honors Institute	71.23%	N/A	N/A

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

Recommendation: 90% of the 5 year average success rate could be your program standard (average x 0.9).

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

a)	Is your program success rate higher or lower than the campus?	N/A
b)	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.	
c)	Is the current program success rate higher than the program set standard? N/A	
d)	How close is the program to meeting the program success goal? N/A	
e)	Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards. N/A	

2. Success Rate ("C" or better)-average F14- Fall 17

Success Rates: **Measures by IPEDs Race/Ethnicity**	Program (average total enrolled students/Success Rate)	EVC	
American Indian	N/A	131	77.9%
Asian		9,166	77.1%
Black or African American		532	61.3%
Hawaiian/Pacific Islander		98	66.9%
Hispanic		8,737	63.7%
Two or More Races		615	68.4%
Unknown		2,138	71.6%
White		1,385	73.3%
Success Rates: **Measures by Gender**	Program (average total enrolled students/Success Rate)	EVC	
Female	N/A	12,211	72.5%
Male		10,518	68.4%
No Value Entered		73	71.8%
Success Rates: **Measures by Age**	Program (total enrolled students/Success Rate)	EVC	
17 & Below	N/A	562	81.1%
18-24		15,132	67.7%
25-39		4,735	74.0%
40 & Over		2,346	79.6%
Unknown		27	66.5%

a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss possible 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. (For data please refer to Program Set Standards in question #1 on page 3)

N/A
c. If your program offers course sections fully online, please contact the EVC Dean 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

3. Program Awards- if applicable

If the classes in your program lead to a degree or certificate, please visit DataMart and indicate how many degrees/certificates were awarded in your program: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
You will need to select drop down menus as shown below 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:	Number of Awards (Examine 2014-15, 2015-16, and 2016-17 data)
AA	
AS	
AS-T	
AA-T	

Certificate 12-18 units	
Certificate less than 12 (for data on these certificates please see your division administrator)	
Discussion:	

4. Student Enrollment Types (average F14-F17)

Day or Evening Student	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)	
Day			4390	49.4%
Day & Evening			3178	35.8%
Evening			1089	12.3%
Unknown			221	2.5%

Academic Load	Program average Headcount	Pct of Total	EVC (average headcount and percent of total headcount)*	
Full Time (12 or more units)			**2993**	33.5%
Half Time (6 to 11 units)			3757	42.0%
Less than half time (0 to 5 units)			2153	24.1%

*Note: Not reported here are overload/withdrawn to equal 100%

a. Discuss any changes in **program enrollment types** (day vs evening, full-time vs part-time) since your last program review?   Discuss how do your program enrollments (Pct of total) compare to EVC?   Based on the data, would you recommend any changes?

5. Student Demographics- Headcount (average F14-F17)

Program Total Headcount			Headcount & Pct of Total	
Gender	**Headcount**	**Pct of Total**	**EVC**	
Female	45	71.4%	4790	54.0%
Male	18	28.6%	4054	45.7%
No Value Entered			33	0.4%
Age	**Headcount**	**Pct of Total**	**EVC**	
17 & Below	2	3%	498	5.6%
18-24	32	51%	5341	60.1%
25-39	20	32%	2072	23.3%
40 & Over	3	5%	961	10.8%
Unknown	6	9%	11	0.1%
Race/Ethnicity (IPEDS Classification)	**Headcount**	**Pct of Total**	**EVC**	
American Indian	2	3%	51	0.6%
Asian	23	36.5%	3475	39.1%
Black or African American	6	9.5%	224	2.5%
Hawaiian/Pacific Islander	0	0%	38	0.4%
Hispanic	13	20.6%	3463	39.0%
Two or More Races	6	9.5%	239	2.7%
Unknown	4	6.3%	806	9.1%
White	9	14.3%	583	6.6%

a. Based on the **program total headcount** and Pct 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?

 After two years of declining participation, the Honors Institute has stabilized and is growing. With a more stable and student-friendly location and with an increase in the faculty offset time for the Coordinator position, the program is more student accessible, which has allowed it to once again have a more visible presence. As a result, the number of active students in the program is growing.

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

 Overall, the enrollment of the Honors Institute reflects the campus population. There does seem to be a greater likelihood that returning students in the 25-39 year old category are more attracted to Honors. This is not entirely surprising since returning students tend to support

themselves in greater numbers and are in general more goal oriented and see Honors as a way to distinguish themselves as students and also to grow as students. Returning students in general seem to be more focused in defining their educational goals and are more willing to take on extra work and assignments. Also, with the Contract system, Honors requires students to approach their instructors, which may intimidate younger or less confidant students.

Honors also reflects the campus ethnic composition. The one significant difference is in the relatively low representation of Hispanic students. However, most of the students who listed "2 Or More Races" listed Hispanic as one of the heritages. Had they been included as Hispanic, the discrepancy would have dropped significantly. In addition, the ENLACE Honors option tends to attract Honors students of Hispanic heritage. Over the years, there have been some students involved in both; however, most students choose one or the other.

One area of particular success is in attracting disproportionate participation in Honors by African American students. While these students represent only 2.5% of the general student population, they comprise 9.5% of Honors students.

Other variations from the campus-wide statistics are not significant, given the relatively small number of students who are in Honors.

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

At this point, there does not appear to be enough statistical variation with the overall campus numbers to merit any specific changes. However, there may be an opportunity to increase participation in Honors by finding ways to partner with ENLACE Honors.

6. Institutional Effectiveness (5 year average, see Summary Tab)

	Program	EVC
Capacity		77.6%
Productivity (goal 16)		15.65

Is your capacity rate higher or lower than 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:	

PART B: Curriculum

1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the 6-year timeline for scheduled course outline revision.

2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real-life experiences for students.
   For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to de-activate these courses, please explain why).
   Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered.

3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).
   Also related to guided pathways, please describe conversations held in the classroom related to a student's future success in college (attaining a degree) or success in the workplace (attaining employment related to their education/program of study).

4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?

5. Discuss plans for future curricular development and/or program (degrees & certificates included) modification.

6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs…)

7. If external accreditation or certification is required, please state the certifying agency and status of the program.

PART C: Student Learning Outcomes and Assessment

1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs (http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29). Please also indicate how the course SLOs have been mapped to the PLOs.
   If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes…). **Your program review will not be approved unless every SLO for every course in your program, and every PLO (if your program has a degree or certificate) is complete and approved by EVC's SLO Coordinator. All SLOs and PLOs must be assessed every two years.**

3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

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.

   Honors Institute Coordinator: David G. Hendricks, Ph.D. (.40 F.T.E. release time)

   Dr. Hendricks has been the Coordinator since Spring semester 2009. He is a full-time faculty member of the History Department and is responsible for all of the Program functions, including administrative, marketing, communication, promotion, and advising. He is active in recruiting faculty and promoting student participation.

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2. List major professional development activities completed by faculty and staff over the last two years. In particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

Dr. Hendricks 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).

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PART E: Budget Planning

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1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.

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2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

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PART F: Technology and Equipment

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1. Review the current department technology and equipment needed and access program adequacy. List any changes to technology of equipment since the last program review. If changes were made please indicate how the change impacted student success.

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PART G: Additional Information

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Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

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PART H: Future Needs and Resource Allocation Request:

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

Faculty and staffing requests Part time Admin to help with clerical functions related to the Institute (grade checks, file organization, routine communication). 15-20% time position.	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Facilities While the Cedro office is acceptable for now, having a dedicated office that is not also a general faculty prep room would be more appropriate. Having office space in the new Student Services building when it is build would help make the program more accessible to students.	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Technology (Considerations: keep in mind accessibility of all technology requests so that it is 508 compliant) (Also discuss how long the technology you are requesting will be viable; how frequently will this technology need to be replaced; also discuss any issues surrounding disposal of requested technology items).	Ongoing Budget Needs: One-time Expenditure:	Request linked to: SLO/PLO #: Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success:
Equipment/Supplies Funding for institutional membership in Community College Honors Associations	Ongoing Budget Needs:$120 for HTTC dues and $75 for WRHC dues; to be adjusted as dues rates increase.	Request linked to: SLO/PLO #: Institutional transformation. To stay abreast of best practices for Community College Honors.

Honors Transfer Council of California and Western Regional Honors Council	One-time Expenditure:	Strategic Initiatives (student centered, organizational transformation, community engagement): Improving Student success rates: Achievement of program set standard for student success: