

**IRVINE VALLEY COLLEGE HONORS PROGRAM
PROGRAM REVIEW 2020-21**

Section A: EXECUTIVE SUMMARY

Program Name: Irvine Valley College Honors Program (HP)

Completion Date of Program Review: January 21, 2021

The Executive Summary gives a thumbnail sketch of the program review's key findings, analysis, and action items. Limited to two pages, it draws from sections D, E, and F of the review.

The IVC Honors Program (HP) has received unwavering administrative support, has a reputation for excellence in the broader community, and plays a key role in helping IVC students transfer to some of the most respected four-year institutions and at high rates. The program draws high-achieving students to the college and affords them a wealth of unique opportunities.

The IVC Honors Program has continued since its inception to offer IVC students a unique opportunity for an enriched educational experience, a deepened sense of community and support, and increased transfer success. The program's strong reputation in the community and the state is reflected in its membership, which has doubled since 2014 from 360 to 585 members and is much larger than programs at many colleges with equal or larger FTES. Since 2014, when the program adopted a model of separate Honors course CORs, the program has continued to expand its curriculum and currently offers 46 different courses in a wide range of disciplines. Honors courses, which are generally open to all students, feature curriculum enriched by seminar-style instruction, research, collaboration, hands-on learning, and increased rigor. The college has strongly supported the program's expansion by endorsing the growth of course offerings from 50 sections in 2014-15 to 74 sections in 2019-20. The college has also supported increased services by expanding the Director's reassigned time from 6 to 9 LHE in 2018 and by increasing reassigned time for Honors Counseling. The Honors complex, opened in the Liberal Arts building in 2016, affords program members a study and kitchen space that promotes community and aids creative collaboration, as well as proximity to Honors Program staff. In addition, the college has helped to fund the program's increased sponsorship of undergraduate research conference opportunities for students, allowing the program to grow into a recognized leader in undergraduate research in the state. Students from across the campus can participate in four research conferences per year; over 1000 IVC students have participated in conferences since 2012, almost 200 have had their research published, and students have received over \$9000 in research awards.

Crucially, Honors Program students continue to benefit significantly from transfer opportunities such as UCLA TAP, UCI Honors to Honors, and HTCC agreements; thus, for Fall 2020, program graduates were admitted to UCI at a rate of 81% versus 51% for IVC students overall. For 2018-2020, TAP-certified students were admitted to UCLA at rates of 60-80% versus 12-14% for non-TAP IVC students. Students also have a record of attaining admission to competitive out-of-state institutions and significant scholarships and internship opportunities after transfer. Compared to students college-wide, Honors students are 3-4 times more likely to receive an associate degree and at least 10% more likely to transfer.

For the Honors Program to maintain its higher completion and transfer rates, it will need continued and expanded support from the college. With higher membership numbers comes the need for maintenance of existing Honors courses, as well as further expansion of course offerings and support services. Central needs include robust, diverse course offerings, including development of Honors STEM classes; expanded counseling support; larger, more flexible student space; and expanded support and facilities for undergraduate research.

In order to ensure that students will be able to complete program requirements at IVC (without having to take Honors courses at other community colleges), the college will need to support robust and diverse Honors course offerings. Such support might ideally entail allowing occasional low-enrolled classes to go forward, particularly if those classes are in developing areas of curriculum such as STEM or Ethnic Studies.

There is also need for further expansion of counseling support. Honors students need intensive, hands-on academic counseling because they must build schedules that allow them to fulfill their Honors course requirements as well as GE and major prep requirements in a timely fashion. In addition, to benefit fully from the UCLA TAP agreement, students must also complete course prerequisites for an alternate major. UCLA and UCI transfer agreement certifications also require biannual one-on-one meetings with designated Honors counselors. Many Honors Program students often have high levels of commitments that can lead to stress and thus benefit from holistic counseling as well.

The program is fortunate to have the Honors student lounge, but this space, with a maximum capacity of 21, has always been too small for the membership and is even more so with a current membership of 585. In addition, the Honors Program staff is unable to provide oversight to students at all hours of operation, and evening hours have been curtailed. A larger, more flexible space and a staffing solution are needed.

With increased program size, the Honors leadership will also need to find ways to maintain curricular integrity, nurture high academic performance, increase unique educational opportunities, and promote diversity.

Section B: APPROVALS

1. Statement of Collaboration and Authorization (to be completed by the department chair and the dean)

Program Name: IVC Honors Program

Department Chair:

Principal Faculty Author: Emily Liu

Program Faculty Participants: Kay Ferguson Ryals

School Dean: Brooke Bui

Staff: Shakeh Mehrabian

Students:

Outside Constituents (if applicable):

We, the undersigned, are committed to completing the program review in a transparent process, dedicated to the inclusion of the participants listed above, by the agreed-upon completion date listed below.

Emily Liu	_____	_____
Printed Name of Principal Author	Signature	Date

_____	_____	_____
Printed Name of Department Chair	Signature	Date

Brooke Bui	_____	_____
Printed Name of Dean	Signature	Date

Proposed Completion Date

Section B: APPROVALS (continued)

2. Statement of Completion and Approval

We, the undersigned, have read this program review, and are satisfied that it is accurate and complete, and has been produced in open collaboration with the participants listed on the Statement of Collaboration and Authorization.

Honors Program
Program Name

January 21, 2021
Completion Date

<u>Emily Liu</u>	_____	_____
Printed Name of Principal Author	Signature	Date

_____	_____	_____
Printed Name of Department Chair	Signature	Date

<u>Brooke Bui</u>	_____	_____
Printed Name of Dean	Signature	Date

<u>Christopher McDonald</u>	_____	_____
Printed Name of V.P. of Instruction	Signature	Date

<u>Daniel DeRoulet</u>	_____	_____
Printed Name of Program Review Coordinator	Signature	Date

<u>Loris Fagioli</u>	_____	_____
Printed Name of Director of Research	Signature	Date

<u>June McLaughlin</u>	_____	_____
Printed Name of President, Academic Senate	Signature	Date

Section C: MISSION, VISION, AND GOALS ALIGNMENT

3. Mission, Vision, and Goals—College and Program

a. Program Overview

The section below has been included to familiarize readers with the IVC Honors Program’s history and chief characteristics.

The IVC Honors Program was created in 2003 with the principal objectives of enriching the educational experience of motivated, talented students and assisting with transfer success. Since its inception, the program has grown and evolved, and has become a cherished feature of the IVC campus community. The program has expanded in membership numbers, curriculum, and the opportunities it affords IVC students. The program is a member of the Honors Transfer Council of California (HTCC), the Western Regional Honors Council (WRHC), the National Collegiate Honors Council (NCHC), and the UCLA Transfer Alliance Program (TAP), and adheres to best practices of Honors education.

The Honors Program is uniquely multidisciplinary and multi-dimensional. The core of the IVC Honors Program is its challenging, diverse curriculum. The program currently has 46 approved courses, with all schools represented except Kinesiology, Health and Athletics, and Integrated Design, Engineering, and Automation. Courses feature a range of Honors enrichments, including higher-level critical thinking, enhanced content, and a heavy emphasis on research. All Honors courses are UC- and CSU- transferable, and most are IGETC approved. The program features courses satisfying all areas of IGETC and a number of major preparatory courses. Almost all IVC Honors courses are offered as stand-alone Honors classes, capped at 15-20 students. Enrollment is generally open to any IVC student. In order to complete the Honors Program, students must complete any five Honors courses and maintain a 3.25 UC-transferable GPA as well as a 3.25 GPA in their Honors courses.

Students who complete the Honors Program requirements are eligible for special transfer agreements. The most popular agreements are UCLA Transfer Alliance Program (TAP), which allows Honors Program students priority admission review and eligibility for special scholarships, and UCI’s Honors-to-Honors and Transfer Honors agreements. Through the program’s participation in the HTCC, IVC HP graduates also have access to over 35 additional agreements with private and public colleges nationwide. Agreements aid in transfer success, with admission to UCLA, UCI, and UC Berkeley ranging two to four times the rates of non-Honors IVC students. Designated Honors counselors provide program members with academic advisement to maximize transfer readiness.

In addition to providing students with an enriched curriculum and a seminar-style classroom experience, the Honors Program seeks to offer all of its members strong, supportive services and community while they are at IVC and to create opportunities outside as well as in the classroom for personal development and hands-on learning. The program, which is overseen by the Dean of Liberal Arts, is administered by a faculty director and a full-time administrative assistant; the Honors Advisory Task Force provides guidance regarding policies and curriculum. Program members have access to the Honors student lounge, housed in the Liberal Arts building and opened in Fall 2016, which provides students a designated space for studying and socializing as well as close proximity to the Honors Director and Assistant. Student community is further promoted by the Honors Program Student Council (HPSC), whose mission is to “ensure that enrollment in the IVC Honors Program is meaningful and valuable to its members and that the program enriches campus life for all students.” In addition to enriched

coursework and eligibility for transfer agreements, program members receive benefits including priority registration, special research and scholarship opportunities, and free UCI and UCLA library cards.

One of the greatest opportunities afforded Honors Program students is participation in faculty-mentored undergraduate research. Under the aegis of the Honors Program, IVC has developed a vibrant culture of undergraduate research. In 2009, eight students presented at a single research conference. Currently, more than 150 students participate annually in up to four conferences, including the IVC/Saddleback College Student Research Symposium (started in 2012), the Southern California Conference on Undergraduate Research (SCCUR), the UCI Community College Honors Research Conference, and the Bay Honors Symposium, hosted alternately by UC Berkeley and Stanford. IVC students have a strong record of research publications and awards at these conferences. Most conferences are open to all IVC students, and the Honors Program office serves as the campus locus of research recruitment, training, and coordination of conference appearances. The Association of American Colleges and Universities recognizes undergraduate research as a “high-impact practice” that can increase student engagement and success, and the Honors Program seeks to cultivate further research opportunities in and out of the classroom.

Since 2008, Honors Program membership has expanded from approximately 150 to 585 students. Eligibility requirements have changed over time; currently, incoming freshmen may join with a 3.25 non-weighted academic GPA or through eligible SAT or ACT scores, and continuing students may join with a 3.25 GPA in 12 transferable units. To continue membership, students must maintain a 3.25 GPA in their overall UC-transferable coursework and in their Honors courses, and must take two Honors courses per year. To complete the program and be eligible for most transfer agreements, students must complete five Honors courses with a 3.25 overall UC-transferable GPA and a 3.25 GPA in their Honors courses. Certification for some transfer agreements entails higher GPA requirements. Program completion is recognized by official annotations in the student’s transcript and the IVC commencement program, a special graduation celebration, and an Honors Program medallion to be worn at commencement.

b. Honors Program Official Mission Statement

The mission of the IVC Honors Program is to meet the evolving needs of academically talented and highly motivated students, particularly to enrich their learning experience while at IVC and to provide excellent preparation for transfer as well as for life-long, independent learning. The program seeks to foster academic excellence by encouraging faculty to employ a variety of the most successful traditional and innovative teaching methods and by providing students increased opportunities for high-level critical thinking, self-directed scholarship, leadership, and valuable cultural experiences. The Honors Program seeks to support and enrich the entire campus community through its commitment to identifying and nurturing a “community of scholars” comprised of talented students and faculty.

In service of the above mission, the Honors Program has the following goals:

- To attract, recruit, cultivate, and retain academically talented and motivated students
- To offer a robust and diverse array of Honors classes that feature increased opportunities for high-level critical thinking and enriched learning while meeting the curricular needs of transferring students
- To enrich students’ educational experience by offering opportunities for leadership and for experiential learning

- To facilitate transfer of IVC students to competitive transfer institutions including research universities and private liberal arts colleges in and outside of California
- To aid success and retention of Honors students through excellent support services including designated Honors counseling, exemplary facilities, and systematic program assessment
- To foster academic excellence and scholarly endeavor by presenting honor students with research, publication, and internship opportunities
- To foster scholarly community by offering increased and enriched opportunities for the exchange of ideas among students and between students and faculty
- To encourage and support faculty in their investigation and employment of teaching methods that enrich the classroom experience and cultivate academic excellence

c. Alignment with College Mission

Category	Irvine Valley College	Program
Mission	Irvine Valley College offers clear and guided pathways to transfer opportunities, certificates, associate degrees, employment, and further education for a diverse and dynamic local and global community. We support student access, success, and equity. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.	<p>The IVC Honors Program supports the College's mission by offering a "guided pathway to transfer" that provides students with a diverse, enriched curriculum and educational experiences that lay a foundation for success in upper-division work and professional life. The program's "strategic partnerships" with UCLA TAP, UCI, and the Honors Transfer Council of California (HTCC) give program graduates access to special transfer agreements with over 35 colleges and universities, in and out of state. Agreements facilitate higher chances of successful transfer to highly selective destinations such as UCLA, UCI, and Berkeley, and provide access to special scholarships and programs following transfer. Additionally, Honors students are attaining associate degrees at 3-4 times the rate of the overall college population. The Honors Program fosters success at IVC and beyond by providing students with innovative instruction, proximity to other talented and motivated students, special facilities, leadership opportunities, and targeted support by Honors staff and counselors. The program also prepares students with "further education" by supporting campus-wide undergraduate research opportunities and hands-on learning.</p> <p>Honors classes and research conferences are generally open to all students, which promotes access and equity, and recruitment efforts</p>

		attempt to bring the program to underrepresented students. Additionally, in October 2020, the Honors Program changed its application requirements, replacing the letter of recommendation requirement with a portfolio of student work, in order to reduce barriers to access and to empower all students to demonstrate their own academic potential.
Vision	Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.	The enriched curriculum and seminar-style instruction of Honors classes and the program's sponsored research opportunities offer students a "premier educational" experience while at IVC. The program provides members "exceptional services" by offering designated academic advisement, physical space, and support staff. Program leadership works in close partnership with Admissions and Records, Matriculation, Outreach, and Counseling to recruit and support students.
Goals	<ol style="list-style-type: none"> 1: IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaboration. 2: IVC will promote students' success by enhancing the teaching and learning environment. 3: IVC will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education. 4: IVC will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation. 	The enriched curriculum and lower enrollment caps of Honors classes promote "enhanced teaching and learning" by encouraging pedagogical innovation, offering increased opportunities for student-centered and hands-on instruction, and promoting respectful classroom interactions and collaboration. HP-sponsored conferences encourage student research collaborations and offer increased opportunities for faculty to mentor students. The program further promotes students' integration into IVC and a sense of community and collaboration through the Honors lounge, designated social and academic events, and HP leadership groups.

Section D. DATA AND COMPARISON

4. Key Performance Indicators

KPI	Year	Program Data (fall term)	College-Wide Data (fall term)
Headcount in all Courses	14-15	435	13,524
	15-16	485	13,822
	16-17	464	14,992
	17-18	539	15,141
	18-19	522	15,161
	19-20	589	15,255
Total FTES	14-15	47	4,587
	15-16	55	4,564
	16-17	51	5,076
	17-18	61	4,879
	18-19	61	4,891
	19-20	68	4,863
WSCH/FTEF (Productivity)	14-15	276	476
	15-16	268	475
	16-17	266	445
	17-18	316	494
	18-19	302	519
	19-20	304	526
Received Associate Degree	14-15	25%	6%
	15-16	22%	7%
	16-17	19%	6%
	17-18	21%	8%
	18-19	27%	10%
	19-20	No data	No data
Transferred to 4-year	14-15	35%	24%
	15-16	38%	24%
	16-17	43%	25%
	17-18	34%	24%
	18-19	35%	24%
	19-20	No data	No data

KPI	Analysis of Program Data and Comparison to College-Wide Data
Headcount in all Courses	<p>Approximately 4% of the student population participates in the Honors Program or Honors classes. The Honors Program is not responsible for the scheduling of Honors classes; the Honors Program can make recommendations, but ultimately individual departments schedule courses on a semester-by-semester basis.</p> <p>Honors Psychology courses and Honors Writing courses are the most popular Honors courses, with headcounts ranging from about 60-70 students enrolled in Honors Psychology and 60-87 students enrolled in Honors Writing each fall semester.</p>
Total FTES	The FTES for the Honors Program is low but has been increasing in the last 6 years.
WSCH/FTEF	The general trend in productivity in the Honors Program matches the trend college-wide. Productivity is low because enrollment for most Honors courses is capped at 20 students, in order to create the cohort model so crucial to the development of the Honors community and to offer more enriched, in-depth learning environments that often contribute to independent research projects.
Received Associate Degree	Honors Program students are very successful at attaining associate degrees. The numbers show that Honors students receive associate degrees at 3-4 times the rate of the general college population. Most Honors students in fact receive multiple degrees when degree awards are calculated. Their success in this area is in large part due to students' regular meetings with Honors counselors.
Transferred to 4-year	The transfer rate of Honors students is significantly higher than the college as a whole. Given that the Honors cohort consists of first-, second-, and third-year college students, a transfer rate of 34-43% means that the large majority of graduating Honors students are transferring to a 4-year institution. 4-year institutions ask community college transfer applicants to demonstrate how they have participated in "academically selective programs," and the Honors Program allows students to show that they have challenged themselves with enriched learning opportunities, as well as research and leadership experiences. In fall 2020, over 200 Honors students are taking advantage of our partnership with the UCLA Transfer Alliance Program, in which IVC Honors students transfer to UCLA at rate of 70-80%, compared to a rate of 22-25% for overall community college transfer students. The Honors Program clearly plays a critical role in the college's mission to offer "guided pathways to transfer opportunities" and associate degrees.

While the Honors Program's Total FTES and WSCH/FTEF are low, the program is clearly tied to higher completion, attainment of degrees, and transfer rates. The data makes clear that the Honors Program is an important investment for the college.

5. SLO Analysis

Program-Level SLOs

#	SLO Description	Date of SLO Data Analysis	Date Data Applied to Improvement	Number of Cycles Completed
1	Read critically and analytically a wide range of texts and materials	7/1/2020	8/11/2020	1
2	Communicate their thoughts clearly and accurately both orally and in writing	7/1/2020	8/11/2020	1
3	Gather and evaluate information and present it accurately and persuasively in a variety of different formats	7/1/2020	8/11/2020	1
4	Complete and present a research project incorporating authoritative sources and/or original research	7/1/2020	8/11/2020	1
5	Perform effective critical thinking when solving problems related to their professional and daily lives	7/1/2020	8/11/2020	1

Describe how course-level SLOs inform program-level SLOs:

The Honors Program's unique qualities dictate a unique mode of assessment. The program is comprised of courses that span the curriculum so that mastery is not determined by content-based knowledge. In addition, the program has features and goals that exceed classroom objectives, such as encouraging student participation in research conferences. The program goals are therefore to instill a broad set of skills. Because of the program's unique qualities, SLO assessment is achieved through a student self-evaluation and portfolio to allow students to assess their own achievement of broad program goals. This portfolio entails that students address the following in a self-evaluation:

- Evaluate their overall experience in the program
- Evaluate their relative attainment of each of the program's five major goals (listed above)
- Submit materials from Honors courses and program-sponsored activities and explain how those materials demonstrate the degree to which they feel they have attained the program's goals

Following collection of the portfolios at the end of each year, the Honors Director and Administrative Assistant compile statistics and salient comments, and the Honors Advisory Committee reviews them to identify areas of needed improvement and generate related objectives and strategies.

Discussion of effective means for assessing the experiences and learning of students in the Honors Program and responding to the results are recurrent topics in both the Honors Advisory Committee and the Undergraduate Research Task Force.

The data for the Honors Program Student Learning Portfolio from 2014 to the present is appended.

Describe improvements (and needed improvements) in student learning and achievement that have resulted (or that should result) from SLO analysis and application:

Since its implementation, the self-assessment results suggest that overall, the program is robustly meeting its goals, with between 88 and 100% of students claiming to have met each of the program's goals either "well" or "exceptionally well." No major program modifications have been made based on SLOs.

The weakest area of achievement seems to be the goal of "[p]erform[ing] effective critical thinking when solving problems related to [students'] professional and daily lives," with scores of "well" or "exceptionally well" ranging from 88 to 95%. One factor that may account for the slightly lower scores may be that students don't understand that such problem solving would include meeting with Honors counselors, attending workshops, keeping up with their course requirements, balancing their commitments, etc. More transparent communication of this goal may help students to assess this area. In addition, the program could add more workshops on academic, professional, and personal planning to boost students' development in this area.

Describe how specific revisions of SLOs could make SLO analysis and application more effective:

Overall, regular communication of program goals to Honors faculty might promote achievement. In addition, it would be useful to ask Honors faculty to administer a student SLO-based self-assessment at the end of each course. Such course-specific assessments would help students build their portfolios gradually and might provide instructors with useful feedback on Honors course enrichments. Additionally, the program could offer more transparent communication of program goals to students directly.

6. Program Curriculum Review

The program currently offers 46 approved courses, with all schools represented excepting Kinesiology, Health and Athletics, and Integrated Design, Engineering, and Automation. All Honors courses are UC- and CSU- transferable, and all except two courses (COUN 6H and LIB 20H) are IGETC approved. The program features courses satisfying all areas of IGETC and a wide range of major preparatory courses.

Transferability: (List any problems your transfer-level classes have in being accepted for credit at California State University or University of California Campuses.)

- **ASTR 20H** is not listed in 2019 IGETC chart
- **CHEM 1AH** has received UC approval and is awaiting CSU IGETC approval
- **COUN 6H** has received UC approval but is not IGETC approved
- **LIB 20H** has received UC approval but is not IGETC approved
- **SPAN 2H** is not listed in 2019 IGETC chart
- **MGT 12AH** is not listed in 2019 IGETC chart
- **PSYCH 13H** is not listed in 2019 IGETC chart

Current Course Content: (List any courses that need to have the content of the course updated, explaining the need.)

- **ASTR 20H** needs to be revised to show Honors enrichments

Current Catalog Content: (List any changes that need to be made to the college catalog for the program.)

The following courses need to be added to the IVC catalog:

- **CHEM 1AH**
- **PSYC 5H**
- **PSYC 37H**

Course Additions and Deletions: (List courses that needed to be added to the program curriculum, and courses that need to be removed from the program curriculum, explaining the circumstance for each course.)

The following courses have been deleted from the program since 2014:

- **BIO 19H:** The biology department no longer wants to offer this course; it was replaced with BIO 1H, 80H, and 81H
- **CS 1H:** The department no longer supports this course as there were problems with UC transferability; it was last offered F16
- **COUN 1H:** UC did not approve; it was last offered F15 and replaced with COUN 6H
- **MUS 1H:** UC did not approve
- **MUS 2H:** UC did not approve

The following courses have been added to the program since 2014; the first semester offered is listed:

- **BIO 80H:** first offered SP20
- **BIO 81H:** will be offered in SP22
- **CHEM 1AH:** will be offered in FA21
- **COUN 6H:** first offered FA17
- **ECON 10H:** first offered FA15
- **ECON 20H:** first offered SP19
- **FILM 72H:** first offered FA17
- **JA 2H:** first offered SP20
- **LIB 20H:** first offered SP21
- **MGT 10H:** first offered FA15
- **MGT 12AH** first offered SP16
- **PSYC 3H:** first offered SP17
- **SPAN 2H:** first offered SP21
- **TA 29H:** first offered SP19

Overall: A few areas of curriculum need to be addressed:

- In order to ensure program integrity, the Curriculum Committee needs to be informed about special expectations and processes for Honors curriculum, and a process needs to be implemented that will allow courses to be vetted by Honors Advisory in a timely, predictable manner.
- In the past, Honors courses have been taught in person only; keeping the COVID-19 pandemic and longer-range goals in mind, the program needs to consider whether to continue allowing alternative modalities for Honors courses. The program will need to determine whether Honors courses have received DE approval and that the justification refers to the correct curriculum.
- The 2018 UCLA TAP report recommended that the program “[b]uild on current efforts to expand course offerings, particularly in the following areas: STEM fields, such as physics; additional topics geared to the interests of students from historically underrepresented groups.” This goal needs to be pursued. Possibilities for course development include HLTH 5H, 6H, and/or 7H, PHYS 4AH/BH/CH, and one or more courses in Ethnic Studies, Sociology and/or History (e.g., ETHN 10H and/or 20H; SOC 3H and/or 20H; HIST 30H and/or 33H).
- Some departments have been removing Honors sections from their schedule entirely, out of concern for hitting productivity targets, even though Honors courses in those departments have a high course fill rate. FR 1H and SOC 1H were taken off the schedule for SP 21, and PSYC 1H was removed from the schedule in SU21. This is detrimental to Honors Program students’ progress towards program completion, especially because (1) we have seen an increase in Honors Program members, (2) Honors students are required to take 5 Honors courses during their time at IVC (and at least 2 courses per academic year), and (3) students build their MAPs based on historical course offerings. When students cannot take specific Honors classes at IVC, they sometimes turn to other local colleges to complete their Honors coursework. (IVC Honors Program students may take 2 of their 5 required Honors courses at other colleges.) We need continued support from the college to offer Honors courses, in spite of their low productivity numbers.

7. Identifying Equity Achievement Gaps

Group	Program Enrollment %		College-Wide Enrollment Average %	
	2018-2019	2019-2020	2018-2019	2019-2020
Females	56.8	53.0	48.6	49.0
Males	43.2	47.0	51.4	51.0
Ethnicity: Asian	48.1	46.8	34.5	36.4
Ethnicity: Black African American	1.4	1.1	2.0	2.1
Ethnicity: Hispanic	10.0	9.9	24.7	22.9
Ethnicity: White	33.1	32.2	30.7	29.8
Ethnicity: Other/Unknown	7.4	10.0	8.1	8.8
BOGW	37.9	38.4	39.3	40.0
Special Groups (Veterans, EOPS, DSPS)	15.6	15.6	27.7	27.4

What accounts for groups enrolled in the program being above or below the college-wide average?

Special groups (e.g., veterans, EOPS, DSPS) receive priority registration on the day before Honors priority registration, so many qualified students in those groups do not feel incentivized to join the Honors Program. Additionally, students in some STEM fields (particularly computer science and engineering) feel that pursuing the Honors Program will extend their time to degree, since we currently offer a limited selection of STEM Honors courses.

However, the numbers above do not reflect the Honors Program's support for other populations represented in our membership, such as first-generation college students, LGBTQIA+ students, part- or full-time workers, parents, and students from various socioeconomic and religious backgrounds. Honors students are high-achieving academically, but many still face obstacles to pursuing their academic goals. If we define equity as meeting students where they are and raising the bar for all, then the Honors Program is committed to maximizing the potential of *all* academically motivated students by offering them a supportive experience in which they can thrive academically, deepen their campus engagement, and develop critical thinking and leadership skills.

What strategies can be employed to address inequities in the program?

The Honors Program has taken recent measures to enhance access to the program. In October 2020, we changed our application requirements, replacing the letter of recommendation requirement with a portfolio of student work, in an attempt to reduce barriers to access and to empower students to demonstrate their own potential as scholars. Additionally, in January 2021, we re-formatted our application forms so that they are accessible and ADA-compliant.

The Honors Program Director is participating in IVC's second session of the USC Equity Institute and continues to attend national conferences to learn new strategies for facilitating equity in Honors. We would like to support Honors faculty members' attendance at Honors conferences, as well.

We will continue our efforts to recruit students from special groups; for example, the Honors Program has invited students from special groups to Honors Program “open houses” and has given presentations to re-entry students, veterans, and DSPS, informing them about the benefits of joining the Honors Program (e.g., engagement with a highly motivated group of students, enhanced transfer and research opportunities).

Finally, we will continue to provide support to our entire population of Honors students, from sharing information about scholarship, research, and internship opportunities to offering workshops on study skills, growth mindset, and transfer success. In particular, we will explore strategies to better support Honors students who are struggling to maintain the required GPA or take the required number of Honors courses, and we will continue to encourage students to make use of the Health and Wellness Center and campus learning centers such as the Writing Center, Math Center, Student Success Center, and English Language Center.

8. Comparison to Aspirational Programs Outside IVC

What are other excellent programs doing that we could implement at IVC, in terms of curriculum, support, or other academic factors?

First Aspirational Program:	<u>Honors Program</u>	<u>Orange Coast College</u>
	Program Name	College
Second Aspirational Program:	<u>Honors Program</u>	<u>Saddleback College</u>
	Program Name	College

Aspects of the aspirational programs that could be applied or incorporated:

- Increased support for STEM Honors courses:** Orange Coast College offers Honors courses in calculus-based physics and introduction to astronomy. Saddleback College offers BIO 49 and 50 (Research in Biology and Biochemistry A/B), where Honors Program students who enroll in any section of either course receive 5 units toward Honors Program completion. We would love for IVC to be able to offer Honors students the opportunity to take more Honors coursework in STEM fields including physics, and to be able to conduct original research in fields like biology.
- Expanded Honors complex:** The existing Honors lounge in LA 107 has a maximum capacity of about 30, which can accommodate only a small fraction of our 585 members. We need additional or more flexible Honors-designated space, with distinct areas designated for study/research collaboration and other areas for social interaction. Orange Coast College’s Garrison Honors Center, located in Watson Hall, offers over 5,000 square feet for their Honors Program and academic honor societies. The Garrison Honors Center encompasses staff offices, individual and group study areas, computer stations, space for workshops and honor society meetings, and a lounge area. Faculty can meet with students at OCC’s Garrison Honors Center or can use the facilities for ongoing group research projects.

OCC may be exceptional in that it receives substantial donations from private community patrons; nonetheless, the IVC Honors Program might investigate the possibility of raising funds from alumni to increase the feasibility of occupying a larger space on campus.

- **More visible Honors student recognition:** The Orange Coast College Honors Program runs a program called OCC Garrison Fellows, which is described as follows on their website:
 - Every spring, the Honors faculty of each academic division nominates students from among their Honors classes for special recognition as Garrison Fellows. Students need not be enrolled in the Honors Program to be considered for this high honor, nor can they apply for these accolades, but they **MUST** have completed some honors coursework in the calendar year prior to the spring award. The faculty will discuss several candidates put forth and select one student from among them. Additional students may be selected by the faculty coordinator of the Honors Program, as well as Honors counselors and Honors staff. The student will be notified of his or her selection and will be invited to attend a special reception for the new Garrison Fellows followed by an on-stage presentation in the Robert B. Moore Theater of certificates, small scholarships, and a personalized crystal desk medallion. The Garrison Fellows' names are added to a perpetual plaque on display at the Garrison Honors Center.
- **Increased administrative support:** The Saddleback College Honors Program gives its faculty director 100% reassigned time to develop the program's goals and participate in state-wide Honors leadership. The IVC Honors Program is larger than Saddleback's, yet IVC's faculty director has only 60% reassigned time to develop the program's mission and goals.

Section E. EVALUATION

Based on the analysis conducted in Section D of this program review, the program can be evaluated as follows:

9. Strengths, Concerns, and Opportunities

The key strengths of the program:

The key strengths of the Honors Program lie in

- Enhanced academic preparation that it provides students through the enriched curriculum, seminar-style classes, and research opportunities.
- Support of student success through targeted academic advisement and the guidance of program leadership.
- Increased transfer success through transfer agreements and partnerships; Honors students attain associate degrees at a rate of 3-4 times that of the general college population.

The key concerns of the program:

The major concerns of the program are

- Sustaining excellence and integrity given program growth
- Ensuring curricular diversity and robust offerings
- Extending access by underrepresented students
- Further strengthening transfer rates
- Increasing support for undergraduate research

Opportunities of which the program can take advantage:

- **Laboratory space at IVC:** Funding has been approved for the renovation of the Chemistry labs in B221 and B222; we hope that this renovation and additional lab space will allow the Chemistry department to expand Honors course offerings in both general and organic Chemistry.
- **Ethnic Studies:** In light of the CSU's new ethnic studies requirements and renewed discussions of racial injustice, the Honors Program director has asked the Humanities chair to consider creating new Honors curriculum in Ethnic Studies (ETHN 10H and/or 20H; HIST 30H and/or 33H). We also hope that the Sociology department will consider creating SOC 3H and/or 20H.

10. Evaluation of Progress Since Last Program Review

Goal from Section C	Progress from Last Program Review
Honors Program goals align with the College's goals. The enriched curriculum and lower enrollment caps of Honors classes promote "enhanced teaching and learning" by encouraging pedagogical innovation, offering increased opportunities for student-centered and hands-on instruction, and promoting respectful classroom interactions and collaboration. HP-sponsored conferences encourage student research collaborations and offer increased opportunities for faculty to mentor students. The program further promotes students' integration into IVC and a sense of community and collaboration through the Honors lounge, designated social and academic events, and HP leadership groups.	<p>Expanded recruitment efforts such as Honors Night (begun in 2016) and a growing reputation in the community have led to the creation of a robust, dynamic, and diverse membership. Honors workshops continue to generate an enthusiastic response in outreach events with IUSD. While the program served 628 students from 2003 to 2010, its membership for 2020-21 is 585.</p> <p>The program's curriculum has expanded to better serve students; 14 courses have been added since 2014, including a greater selection of STEM courses.</p> <p>Research conference opportunities have expanded significantly with the creation of the IVC/SC Conference in 2011-12 and increased student and faculty participation.</p> <p>Transfer pathways have continued to expand due to HTCC membership, and program graduates continue to transfer at high rates to competitive institutions.</p> <p>A new Honors complex was opened in 2016, promoting connectedness, community, collaboration, and expanded student leadership opportunities.</p> <p>Increased reassigned time for Honors Director and Honors counselors has allowed additional support for students, including expanded workshop offerings and academic advising.</p> <p>Honors leadership has worked with the Research Office and District IT to improve access to real-time data and to increase efficiency.</p>

Analysis of most progress made:

The most progress has been made in overall student recruitment and in expansion of research opportunities.

Analysis of least progress made:

Although curricular offerings have expanded, progress in developing STEM courses has been slow. Campus-wide productivity targets also threaten the continued offering of particular Honors courses and Honors students' ability to maintain progress towards program completion. Despite expanded membership and targeted recruitment of underrepresented students, underserved populations are not strongly represented.

Section F: NEXT STEPS

11. Review and Revision of Goals and Plans

Goal 1

Current Goal from Section C	Revised or New Goal	Plan to Achieve
The enriched curriculum and seminar-style instruction of Honors classes and the program's sponsored research opportunities offer students a "premier educational" experience while at IVC.	No plans to revise.	<p>The Honors Program will continue to maintain this goal each semester and work with departments to maintain consistent and predictable scheduling of Honors courses so that our growing population of students can complete their MAPs and make steady progress towards program completion. The program will also strive to increase Honors offerings in STEM, ethnic studies, public health, and literature.</p> <p>Additionally, the Honors Program will explore opportunities for service-learning, perhaps adding a community engagement requirement to the Honors Program completion requirements.</p> <p>Finally, to increase student self-assessment of SLO #5 ("Perform effective critical thinking when solving problems related to their professional and daily lives"), the Honors Program will offer additional workshops on academic, professional, and personal planning, and help students realize that their problem solving and development of critical thinking includes meeting with Honors counselors, attending Honors-hosted workshops, keeping up with their course requirements, and balancing their commitments.</p>

Goal 2

Current Goal from Section C	Revised or New Goal	Plan to Achieve
The program provides members “exceptional services” by offering designated academic advisement, physical space, and support staff.	No plans to revise.	<p>The Honors Program will continue to seek additional counseling support for students, particularly as the number of UCLA TAP and UCI Honors to Honors applicants grows and students are required to meet with an Honors counselor within a narrow window of time to ensure timely advising and certification.</p> <p>We also hope to work with IT to create a user-friendly and efficient online system for Honors Program applicants (both freshmen and continuing students) to submitting applications.</p>

Goal 3

Current Goal from Section C	Revised or New Goal	Plan to Achieve
The enriched curriculum and lower enrollment caps of Honors classes promote “enhanced teaching and learning” by encouraging pedagogical innovation, offering increased opportunities for student-centered and hands-on instruction, and promoting respectful classroom interactions and collaboration.	No plans to revise.	The Honors Program will strive to offer increased professional development to Honors faculty and increase opportunities for Honors faculty to create a community of practice. Additionally, the Honors Program will communicate Honors learning outcomes to faculty so that they may build the learning outcomes into their Honors course enrichments.

Goal 4

Current Goal from Section C	Revised or New Goal	Plan to Achieve
Honors classes and research conferences are generally open to all students, which promotes access and equity, and recruitment efforts attempt to bring the program to underrepresented students.	No plans to revise.	The Honors Program will continue to work with special groups on campus (Veterans, EOPS, DSPS, re-entry) to raise awareness about Honors Program benefits, increase access to the program, and increase student diversity within the program. Additionally, the Honors Program will continue to increase diversity of its Honors curriculum.

12. Summary of Faculty Development Needs

Given the assessment of the program, faculty development needs in teaching, area of expertise, committee and college service, and program administration are identified as follows:

Need 1: Professional Development funds for NCHC attendance

The National Collegiate Honors Council offers an annual conference for administrators, faculty, staff, and students involved in Honors education. Support is needed for Honors faculty to attend this annual conference.

Need 2: Professional Development funds for HTCC Teaching in Honors Conference

The Honors Transfer Council of California holds an annual conference for Honors faculty to share best practices in Honors education. Support is needed for Honors faculty to attend this annual conference.

Need 3: Professional Development funds for brown bag faculty workshops

The Honors Program would like to create a community of practice among Honors faculty at IVC; this may include the creation of brown bag faculty workshops, where Honors faculty can meet to share best practices (e.g., creating meaningful enrichment activities in Honors classes, mentoring students to engage in independent research, and nurturing the Honors classroom community). Compensating Honors faculty for attendance may help to increase participation, particularly for part-time faculty who teach Honors courses.

13. Request for Resources

Given the needs identified in the program review, the program identifies the following needed resources (with categories including personnel, facilities, equipment, supplies, projects funding, software, and training):

Category	Description and Need (Program Review Page Ref.)	Cost and Funding Sources
Personnel: Honors Counselor	The Honors Program has one full-time dedicated Honors counselor; however, annual resource requests have enabled us to attain increased support from three adjunct counselors, who all together devote 17 hours per week to Honors counseling. Because our population of Honors students is growing; because Honors students need intensive, hands-on academic counseling to help build MAPs that allow them to fulfill their Honors course requirements as well as GE and major prep requirements in a timely fashion; and because Honors students planning to apply for UCLA and UCI transfer agreements are required to meet with Honors counselors, we hope to institutionalize increased Honors Counseling support (at least 25 hrs/wk of adjunct hours) for students enrolled in the Honors Program (pages 7, 10, 20).	\$40,000+, general fund

Institutional Support	With our increased membership, we have seen an increased demand for Honors courses. We hope to maintain our regular offering of current Honors courses and add new Honors courses so that students can maintain progress toward program completion and stay on track to complete associate degrees and transfer requirements. We need support from the college to continue offering Honors courses, in spite of their low productivity numbers (pages 2, 8, 10, 14, 22).	Unknown cost
Facilities: Expand Honors Lounge	We hope to expand the Honors lounge space to accommodate more students, perhaps by relocating to the new Student Services Building or to A200 building after it is redesigned, or by expanding in the LA building (pages 2, 8, 16, 19).	\$10,000+, general fund
Personnel: Administrative Assistant or Federal Work Study	With new safety policies, the Honors Program lounge in LA 107 requires supervision to maintain its evening hours, as the lounge cannot remain open when there is no staff present in the Honors office. We seek coverage for the Honors Program lounge to allow students consistent access (particularly for non-traditional students who take evening courses) and to enable Honors students to enhance their learning environment (pages 2, 8, 19).	\$30,000, general fund
Funding: Honors Scholarships	We would like to request funding to offer a consistent number of annual Honors scholarships through the IVC Foundation, perhaps one for a transferring Honors student and another for a continuing Honors student (page 6, 17).	\$1,000-\$2,000 annually, general fund
Projects Funding: Online Application	We would like to work with IT to create an application portal that can automatically compile applicants' application materials. The shift to an online application in March 2020 – a process where students email 4 different components of the application – made it unfeasible to continue requiring letters of recommendation and is a tedious and inefficient process (page 21).	Unknown cost

Possible requests for data/comparison

In Tableau, under Section Enrollment, we currently have access to enrollment by section. It would be useful to see more aggregated data on enrollment (e.g., to see information for all courses in a single bar graph).

It would also be helpful for the Honors Program to track students by academic major and cohort/year at IVC (e.g., first year, second year, third year), and to disaggregate the special groups by group (i.e., Veterans, EOPS, and DSPS separately).

Honors Program Student Learning Outcomes (SLOs) 2014-2020

Goal #1: Student should be able to read critically and analytically a wide range of texts and materials.														
	2014	2014	2015	2015	2016	2016	2017	2017	2018	2018	2019	2019	2020	2020
Exceptionally well	57	75%	45	68%	45	78%	53	76%	59	74%	61	81%	103	71%
Well	19	25%	21	32%	12	21%	16	23%	19	24%	12	16%	40	28%
Weakly	0	0%	0	0%	0	0%	0	0%	0	0%	2	3%	0	0%
Not at all	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%
No comment							1		2				2	
Goal #2: Student should be able to communicate his/her thoughts clearly and accurately both orally and in writing.														
	2014	2014	2015	2015	2016	2016	2017	2017	2018	2018	2019	2019	2020	2020
Exceptionally well	53	70%	41	62%	42	72%	51	73%	58	73%	59	79%	95	66%
Well	23	30%	25	38%	16	28%	19	27%	20	25%	15	20%	48	33%
Weakly	0	0%	0	0%	0	0%	0	0%	1	1%	1	1%	0	0%
Not at all	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No comment									1				2	
Goal #3: Student should be able to gather and evaluate information and present it accurately and persuasively in a variety of different formats.														
	2014	2014	2015	2015	2016	2016	2017	2017	2018	2018	2019	2019	2020	2020
Exceptionally well	50	65%	40	61%	39	67%	53	76%	54	68%	50	67%	93	64%
Well	24	32%	24	36%	18	31%	15	22%	23	29%	19	25%	45	31%
Weakly	2	3%	2	3%	0	0%	1	1%	1	1%	4	5%	3	1%
Not at all	0	0%	0	0%	1	2%	0	0%	0	0%	1	1%	0	0%
No comment							1		2		1		4	
Goal #4: Student should be able to complete and present a research project incorporating authoritative sources and/or original research.														
	2014	2014	2015	2015	2016	2016	2017	2017	2018	2018	2019	2019	2020	2020
Exceptionally well	57	75%	48	73%	44	76%	53	76%	62	78%	55	73%	102	70%
Well	19	25%	13	20%	14	24%	17	24%	15	19%	17	23%	35	24%
Weakly	0	0%	3	4%	0	0%	0	0%	1	1%	1	1%	4	3%
Not at all	0	0%	2	3%	0	0%	0	0%	1	1%	0	0%	0	0%
No comment									1		2		4	
Goal #5: Student should be able to perform effective critical thinking when solving problems related to his/her professional and daily life.														
	2014	2014	2015	2015	2016	2016	2017	2017	2018	2018	2019	2019	2020	2020
Exceptionally well	47	62%	37	56%	37	64%	38	54%	52	65%	47	63%	87	60%
Well	25	32%	22	33%	15	26%	29	41%	18	23%	20	27%	43	30%
Weakly	2	3%	4	6%	3	5%	1	1%	9	12%	6	8%	10	7%
Not at all	2	3%	3	5%	3	5%	1	1%	0	0%	2	2%	0	0%
No comment							1		1				5	
Total # of Submitted Portfolios	76		66		58		70		80		75		145	