



Program Review - Overall Report

2024 - 2027

Instructional: Honors

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

The success and retention rates in Norco College Honors classes over the past 5 years (AY 2018/19 to AY 2022/23) are higher than the rates for Norco College overall; Honors classes' total retention rate is 92.2%, compared to NC's 86.1%, and Honors classes' success rate is 86.4%, compared to NC's 71.1%. When we compare Norco's Honors classes to the District-wide Honors rates, we still see a slightly higher rate for both retention and success: 89.6% retention at NC compared to 84.6% across the District, and 84.2% success at NC compared to 67.6% across the District. (It should be noted that only Fall and Spring semester data is being considered, as we do not offer Honors classes in the Winter and Summer intersessions.)

Retention rates have increased overall during the last 5 years, starting at 94.2% in 2018, dipping to 89.6% in 2021 and recovering to 96.1% in 2022. However, the retention rates do not provide a clear picture of the honors program. While retention rates remain high, enrollment numbers have decreased each year, with 308 honors students enrolled in 2018, dropping to 96 enrolled in 2021, with a slight increase in 2022 to end with 128 enrolled in 2022.

Success rates have remained fairly constant over the 5 year period, between 84.4% in 2021 to 88.8% in 2020. The success rate was 86.7% in 2022 at Norco College compared to a success rate of 80.6% in district wide honors courses.

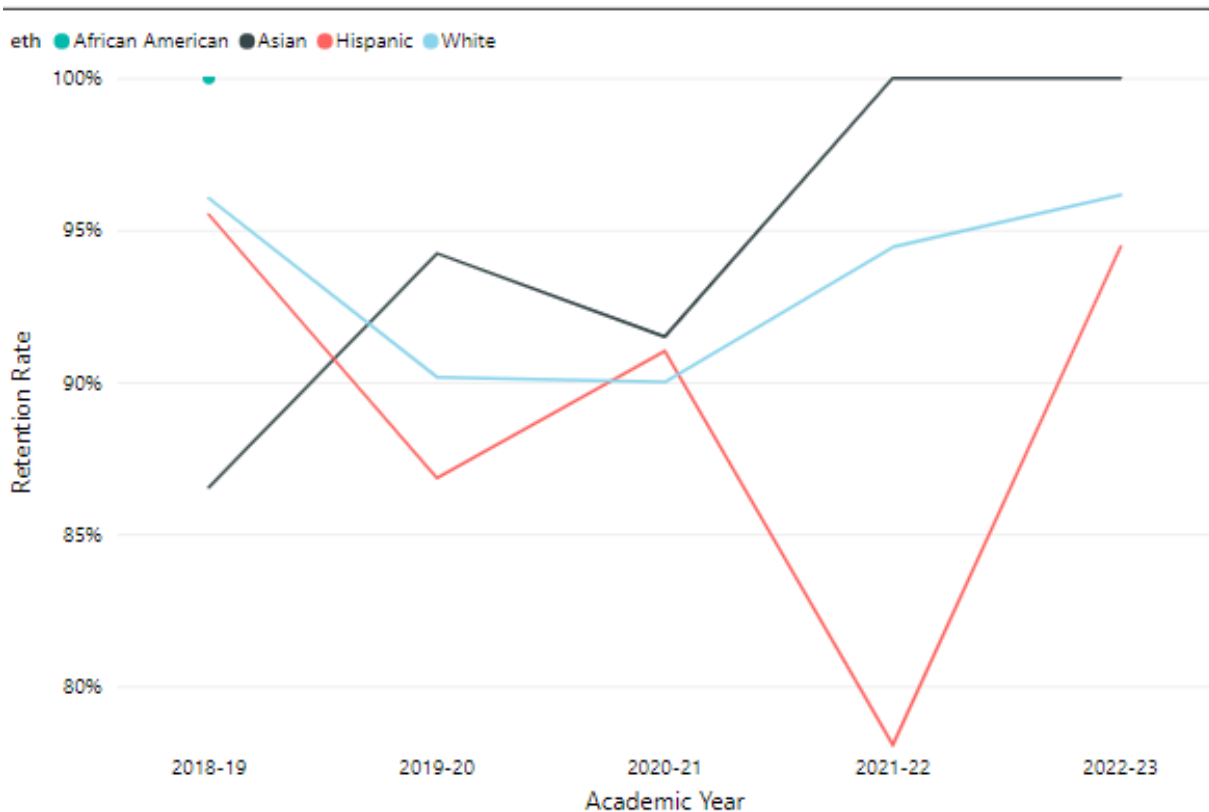
Please add any relevant documents here.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

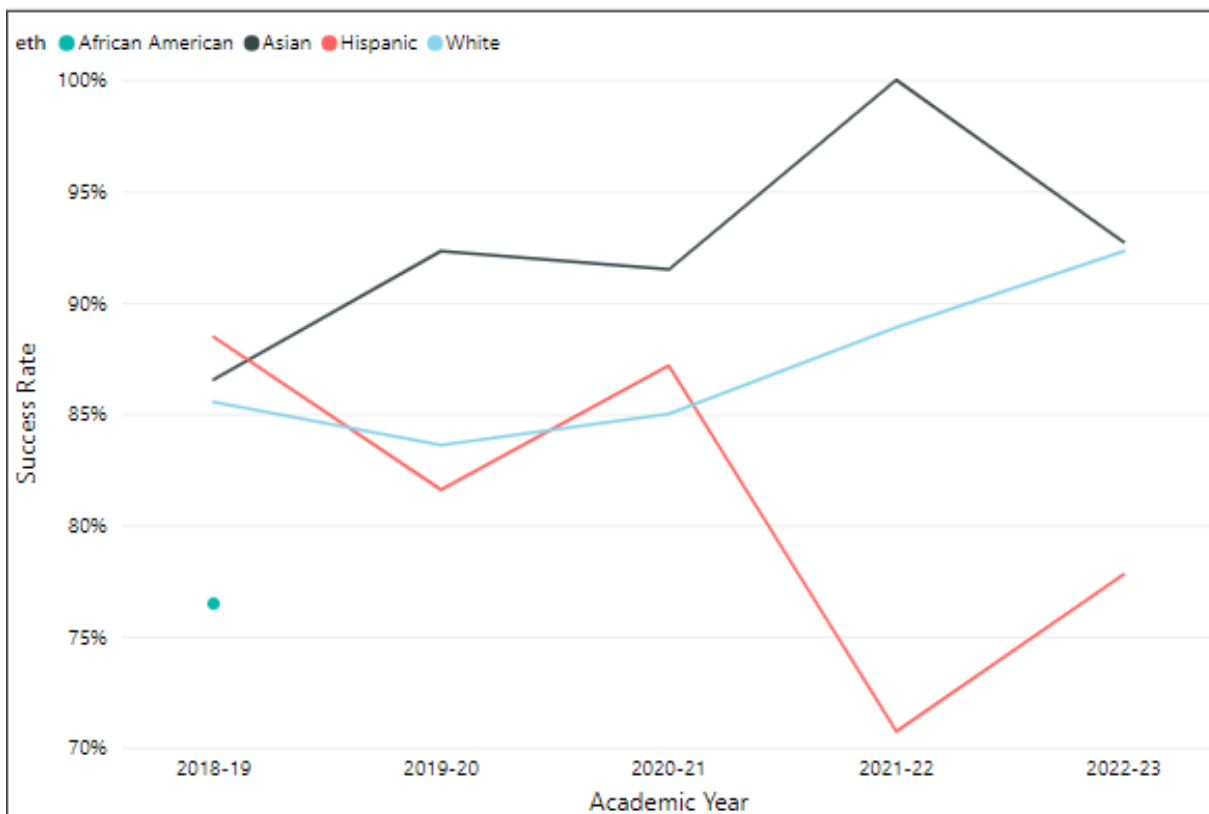
When examining yearly retention rates, 2021 Hispanic females have a retention rate of 70.8%, showing gaps in retention that are concerning. While this is a concerning event, it has not shown to be a trend and Hispanic females had a retention rate of 92% in 2022, for an overall female retention rate of 95.5% in 2022. Males did not show any gaps in retention in yearly retention rates during the 5 year period and the most recent retention rate is 96.8% in 2022 for males. If we consider the 5 year period, females have a retention rate of 93.1% and males have a retention rate of 90.8%, for an overall retention rate of 92.1%, indicating once honors student join the honors program, they are likely to remain. One trend that is particularly difficult to analyze, but concerning, is the retention rate of African American males. Due to low enrollment numbers, the yearly retention rates of this subgroup are masked. The retention rate of this group is 75% over the 5 year period, which is concerning.

Data Review



When considering all 5 years together, Hispanic females and African American males are both showing gaps in success rates, with African American males overall success rate at 58.3%. This group does not show gaps in yearly success rates due to the low number of African American male students resulting in masked results. Throughout the 5 year period only 12 African American males were enrolled in Honors classes, making up 3% of our total male honors student population. As seen below, Hispanic success rates are concerning for the last 2 years. Female Hispanic success rates are disproportionately impacted at 83.5% success, but even more concerning is the African American female success rate of 70.6%. Again, due to low enrollment numbers it is not possible to see yearly trends in this subgroup.

Data Review



Overall enrollment is an issue Honors Program is facing, and more importantly, the demographic trends of Honors student enrollment does not closely reflect that of Norco College. Female honors students are 27.7% Asian, 43.8% Hispanic, 22.4% White, and 3.1% African American, while females at Norco College are 9.8% Asian, 61.3% Hispanic, 19.3% White, and 5.7% African American. Indicating an underrepresentation of Hispanic and African American females in honors courses. Similarly, male honors students are 21.1% Asian, 46.7% Hispanic, 22.9% White, and 3.2% African American, while males at Norco College are 12.8% Asian, 54.3% Hispanic, 21.0% White and 6.3% African American. Again indicating and underrepresentation of Hispanic and African American males in honors courses.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

We have 2 equity problems we need to address: (1) the demographic trends in Honors students are not reflective or in line with overall demographic trends at Norco college; (2) the success rates for African American males and females and Hispanic females are lower than other groups.

The first problem needs to be address with active recruitment of students of color into the program. As I learned in the Black Minds Matter course, in K-12 education, Black students are under-referred for gifted and talented programs, and over-referred for special education. It is little wonder then that our Black NC students may not apply to the Honors program if not actively encouraged to by their professors or actively recruited by our program. So one of the things we need to do is coordinate with other programs on campus, such as Umoja and EOPS as well as others, to bring Black students to the Honors program. Right now, we have an application process which requires a 3.0 GPA or a special application if that requirement is not currently met; we need to revisit our application process to be more welcoming to Black students, and students of color in general. MSJC's Honors Program currently offers several different avenues for admission, including a portfolio option, a teacher recommendation option, Veteran status, and GPA option. We could easily adopt a similar style of pathways into the Honors program, and collaborate with both Umoja and Puentes to open up Honors classes to students involved in those programs. Once in the program, it is my belief that students of color (and our student groups with equity gaps, our LGBTQ+ and Foster Youth), would thrive in the smaller class size and seminar style class environment that Honors classes offer.

The second equity problem we need to address is our low success rates amongst our men of color. I will be requesting funds for all Honors professors to take the CORA trainings on Teaching Men of Color and Course

Data Review

Design for Racial Equity. Beyond that, I will be compiling equity tools and trainings within our Honors Canvas community, and encourage all of our Honors faculty to build certain equity practices into their classes.

Please add any relevant documents here.

Increase Awareness of Honors Program

Program/Unit Goal

Increase participation in the Honors Program.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We are working to actively recruit high school students into the Honors program at Norco College. We offer concurrent enrollment for current high school students, but we also want to capitalize on the higher acceptance rates for Honors transfer students. We have students from our Honors Club hosting honors information sessions at the local high school (Roosevelt). We have hosted booths at club rush and fall festival to include Norco College students. We have created a club on the student app, create an instagram account, a discord chat, and an Honors Canvas Shell to reach out to students and help them be aware of events opportunities in honors.

What are your plans (3-year) regarding this goal?

We will continue to reach out and liase with our local high schools to ensure that their students know the benefits of coming to Norco College and joining the Honors program. We have 2 dedicated student leadership positions (co-directors of Outreach and Recruitment) devoted to this task, and it is our hope that we can create a bigger group of students to engage in outreach and recruitment over the next 3 years. We will continue to establish a social media presence to make more students aware of the honors program. We will encourage faculty to recommend students to the honors program and provide the students with a letter explaining the benefits of the honors program along with how to apply.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2030 Goal 1: Access:

Evidence

Evidence Date

03/18/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

We don't currently have a way to directly measure how effective our outreach campaigns are at recruiting students. The overall numbers of honors students is significantly lower than the past 3 years.

Is there a resource request associated with this Goal?

If yes, please provide a short description.

Please add any relevant documents here.

Decrease the number of units students complete before transferring

Program/Unit Goal

Decrease the number of units student take by Increasing the types of courses offered as Honors courses

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

In order to help students to fulfill the requirements of the honors program and transfer with fewer units we will offer more honors courses. We have included Mat-1AH as an honors class and added DE approval to POL1H. We have met with faculty to help identify additional courses for honors students.

What are your plans (3-year) regarding this goal?

Program/Unit Goals

We will be offering Mat-1AH for the first time in Fall 2024 to help our STEM students reduce the number of courses they must take to meet their major and honors requirements. We will continue to meet with faculty to determine which classes are candidates for honors courses. We hope to create an ethnic studies honors course during this cycle. We will also try to creatively increase enrollment in low enrolled honors courses instead of canceling the course, such as offering honors courses to traditional students once honors students have had a chance to enroll, and where prudent, offering some honors courses online. Include honors contracts as a way for students to meet the needs of their degree along with honors requirements.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 2.3 (Academic Affairs):
- 2025 Objective 2.4 - KPI 6 (Student Services):

Evidence

Evidence Date

03/18/2024

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

We don't currently have any data that measures the number of units honors students take before transferring.

Is there a resource request associated with this Goal?

If yes, please provide a short description.

Please add any relevant documents here.

Close Student Equity Gaps

Program/Unit Goal

Close Student Equity Gaps

Goal Cycle

What are you doing now in support of this goal?

As a program, we are not currently addressing our equity gaps. Doing this program review, we have seen the data and are aware that they exist in hard numbers. Now, we need to implement our plans to close the identified gaps.

What are your plans (3-year) regarding this goal?

All instructors in Honors will be highly encouraged to complete 2 CORA trainings prior to starting their next Honors class: Teaching Men of Color in the Community College, and Course Design for Racial Equity. We will also be bringing this data forward at our next Honors Advisory Board meeting so that we may discuss this data as a community and create an action plan to close the gaps as soon as possible.

We also need to implement a way to track our LGBTQ+ and foster youth students in our Honors program. At this point, we do not know whether we have any LGBTQ+ or foster youth students in our program (a problem if we want to achieve equity in the program), much less their success and retention rates. This is a larger problem across the institution and the CCCs as a whole, but if we are not proactive in coming up with a way to track these populations, we will be letting the equity gaps widen, instead of working to close them.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): ()

- 2025 Objective 3.1 - KPI 8 (Student Services):
- 2025 Objective 3.2 - KPI 9 (Student Services):
- 2025 Objective 3.3 - KPI 10 (Student Services):

Program/Unit Goals

- 2025 Objective 3.4 - KPI 11 (Student Services):
- 2025 Objective 3.5 - KPI 12 (Student Services):

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

POCR Training, CORA training, Racial Equity in Mathematics Leadership Institute, Grading for Equity, COSI Chancellor Office Statistics Institute

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

3. What additional equity-related professional development/trainings do you seek to better support your area?

POCR Training

Please add any relevant documents here.

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

25% - 11%

If you have courses that are not current, are they in the curriculum process?

No

For out of date courses that are not already in progress of updating, what is your plan?

It is possible that the Honors courses listed as out of date (ART-6H, GEG-1H, HIS-6H, HIS-7H, HUM-4H, and PHI-10H) are in the process of updates and they are not reflected here. Regardless, I will be contacting the disciplines to inquire about their status.

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

Disaggregated Student Assessment

Date

03/22/2024

Observation

What did you notice?

There are not any gaps identified by gender, age, or race/ethnicity. Communication, Median and Languages as a declared major has 80% SLO mastery compared to 95%-100% in other declared majors. Of particular concern is the lack of SLO assessment for honors courses. This is an area that could use improvement.

Course(s)

BIO1H, BUS10H, HIS6H, HIS7H, HUM10H, HUM4H, HUM5H, MAT12H

SLO(s)

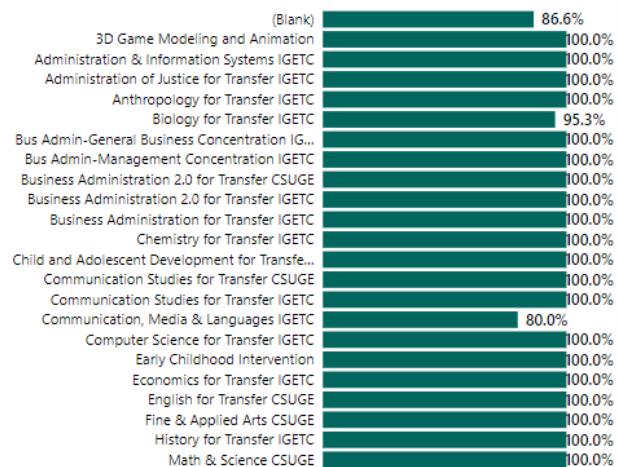
BIO1H(1,2,3), BUS10H(1,2,3,4), HIS6H(1,3), HIS7H(1), HUM10H(1,2,3), HUM4H(1-7), HUM5H(1-7), MAT12H(1)

Discussion/Analysis

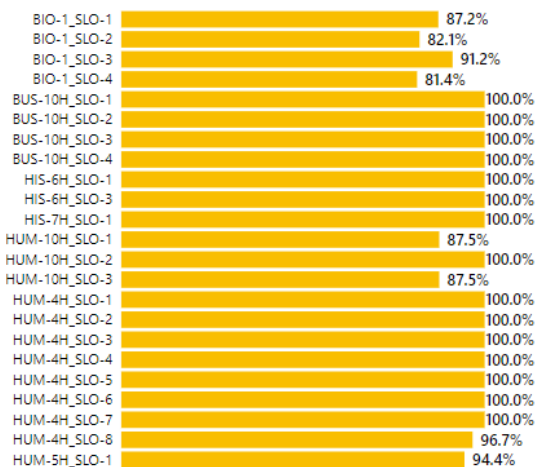
Please paste any relevant screenshots here.



Mastery by Declared Major



Mastery by Learning Outcome



Please add any relevant documents here.

Honors Membership Dues

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

HTCC Membership Dues

\$ Amount Requested

200

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

2

Is this request

Revised

Honors Conference Fees

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

Student and faculty fees to attend Honors Conferences

\$ Amount Requested

300

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

1

Is this request

New

Travel Expenses

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

Travel expenses to conferences, transfer school visits, lectures, and cultural events

\$ Amount Requested

2,500

Resource Type

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request

Supplies

Resource Year

2024 - 2027

What resources do we already have?

None

What resources do you need?

Food and supplies for end of year honors graduation banquet and cords, orientation, monthly activities, etc.

\$ Amount Requested

2,500

Resource Type

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

Is this request

Faculty Professional Development Requests

Faculty Hiring Resource Requests

Program Review Reflections

What would make program review meaningful and relevant for your unit?

What questions do we need to ask to understand your program plans, goals, needs?

What types of data do you need to support your program plans, goals, needs?

We need to get our Honors students flagged in Colleague so they can be tracked and pulled out as a program; to complete this current program review, I had to individually check each Honors course in all the disciplines on the Success and Retention dashboards. There was no data on Honors students programs of study or awards, so I was not able to comment on that part of the data, which is a real problem when assessing what our program needs to improve.

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.