



Honors Program Year 3 Program Review Update

Submitted December 17, 2019

1. Program Update

A. Describe any important changes or updates within your program since the 2017-2018 CPR. (staffing changes, program changes, etc.)

The most significant change to Honors over the last few years has been a dramatic increase in student demand for the program. While we have increased program offerings to the best of our ability, the program has reached its capacity given its current funding level and we have had to turn away qualified students. Our staff are overworked, the budget is stretched thin, and increasingly the Honors Courses are full. These issues led to the creation of an Honors Program wait list policy in the fall of 2018, which is frustrating for all involved.

Unless more resources can be located, we predict this growth trend will continue and many more students will be denied access to the Honors Program.

Supporting Data

From the 2013-14 academic year to today the Honors Program has served more students with no increase to our budget or staffing levels. Specifically,

- We've increased annual Honors Courses from 11 to 14
- The average Honors Course enrollment now exceeds 30 though our program was designed to have an average of 25;
- We've gone from 126 to 196 active students ; and
- **Wait lists** have restricted access to the program for an increasing number of students (*see below*).

Academic Year	TOTAL Active Students
2013-14	126
2014-15	150
2015-16	164
2016-17	169
2017-18	197
2018-19	196

Year	Application Closure	Wait List?	# Students on Wait List
2016-17	N/A	No	N/A
2017-18	N/A	No	N/A
2018-19	Mid-August <i>2 weeks before Fall semester began</i>	Yes	19
2019-20	Early May <i>3 months before Fall Semester began</i>	Yes	103

Another significant change is our imminent move to the new Student Union. We are excited to be in closer proximity to our Learning Community and Student Life colleagues and are looking forward to collaborative benefits.

2. Data Analysis & Goal Setting

Overall Data Analysis

A. Where is your program being most successful? Why do you think you are achieving success in this area?

While we are pleased to have an average overall first-year success rate of 92.7%, because of the academic performance standards required to join the Honors Program, this statistic is not necessarily an indication of program success.

B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

Overall data does not suggest significant issues with success for first year Honors students. However, per the discussion above, this cannot necessarily be attributed to program activities.

Equity Data Analysis

A. Where are the biggest equity gaps for the identified DI populations in your program?

On average, the identified 1st Year Honors DI populations have statistically similar success rates to their overall cohort, though because there are so few Foster Youth students in the sample, conclusions for this population cannot be drawn from the data.

B. What does the data suggest in terms of future needs/directions?

To more accurately assess Honors program impact, it would be interesting to compare success rates between Honors students and non-Honors students who are qualified to join but do not.

C. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.

Three Honors Board members attended the Fall 2018 National Collegiate Honors Council Conference whose focus was on incorporating equity-minded practices into Honors Programs. This resulted in workshops and presentations at various Honors events which continue to this day. For example, at our upcoming Honors Faculty Retreat the focus is on LGBTQ+ issues involving veterans, and on women's rights issues in labor movements. Exciting work! We are also looking forward to the first ever Honors Gender Studies class to be offered in Spring 2020.

Goal Setting

Before setting meaningful success-related Honors goals, a comparative study of success rates of Honors Students versus qualified non-Honors Students should be conducted. This data need is reported below.

Additional Data Needs

D. If your program has additional data/research needs that are not currently being addressed, please indicate them here.

Designing a study to compare success rates of Honors students with non-Honors students with similar academic profiles would enable us to more effectively analyze the Honors Program's activities and set goals. Having this presented overall, and broken down into the four key DI populations, would be ideal. Finally, for comparative purposes, knowing LMC's general success results overall and for the DI populations would be helpful.

3. CPR Goals Update & Alignment with GP & VFS

Please refer to the attached Excel Workbook.

4. Advisory Board Update

A. Provide the dates of your advisory board meetings in 2018-2019:

During 2018-19 the Honors Advisory Board met on the following dates:
9/25/18, 10/23/18, 11/27/18, 2/26/19, 3/19/19, and 4/16/19

B. Provide the dates of your advisory board meetings for 2019-2020:

This year, the Honors Advisory Board has met three times: 9/24, 10/22 and 11/26

C. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2018-2020:

The Honors Board meets monthly and serves multiple functions as they:

- Establish the program's entrance/graduation requirements,
- Select the Honors Faculty and Courses,
- Review the Honors Contract student projects, and
- Maintain the quality and integrity of the Honors Program.

Current Honors Board Members: Rachel Anicetti, Marie Arcidiacono-Kaufman, Josh Bearden, Josh Bearden, Dave Belman, Scott Cabral, Jorge Cea, Curtis Corlew, Rick Estrada, Edward Haven, Scott Hubbard, Briana McCarthy, Luis Morales, Cindy McGrath, Ryan Pedersen, Jancy Rickman, Jennifer Saito, Alex Sterling, Maureen Willhoite, Nancy Ybarra.

The Honors Advisory Board's major focus this year has been on managing the unsustainable student demand for the program. Ideally, we'd like to grow to serve all interested and eligible students. However given the college's current financial situation, we are also exploring whether policies must be developed to limit student involvement in the program to a certain number of Honors Courses or years. No major changes have yet been enacted.