Honors Program



(Including Reedley, Madera, and Oakhurst Campuses)

### Program Review Self-Study: Instructional Programs

Please respond to the following statements in order. They are designed to create a thread of narration.

**I. General Information**

A. List the Instructional Area(s)

The Pete P. Peters Honors Program at Reedley College encompasses elements of academic instruction and enrichment, co-curricular learning community, counseling, and scholarship programs.

B. The program is offered:

**☐ Reedley College** **☐Madera Center** ☐Oakhurst Site **☐Distance Education**

If program is offered at more than one campus site, these sites must be referenced where appropriate.

C. List California Community College Chancellor’s Office Taxonomy of Programs (TOP) Code (found on Blackboard—RC Program Review, Documents, Handbook and Supporting Documents)

## 4901.10 – Transfer Studies

Programs intended specifically to satisfy lower-division general education requirements for transfer to a university. Includes programs based on the Intersegmental General Education Transfer Curriculum IGETC) and on the general education-breadth requirements for California State University.

D. General description of program(s) or service(s) offered:

D1. Current staffing (full-time and part-time faculty, staff, student aides, etc.);

**REEDLEY COLLEGE:**

Honors Program Coordinator, Deborah Lapp: average of 8 hours/month schedule C

Honors Counselor, Lore Dobusch: currently no dedicated time (historically 3 hours per week)

Support staff: currently no dedicated time (historically tied to either Transfer Center or Office of Instruction with administrative assistant working on occasional projects)

Honors 1 and Honors 2: 1 unit FTE per year (Fall semester), instructors have recently included Deborah Lapp and Emily Berg

This report was written by Deborah Lapp and Emily Berg.

The coordinator receives compensation for eight hours a month, but her time far exceeds what she is compensated for. The duties and responsibilities she oversees include, but are not limited to, the following:

* Recruitment of Honors students, including extensive communication with high school counselors, administration, faculty, and prospective students
* Give presentations to schools and interested groups about program
* Review applications and choose interview pool
* Interview top fifty applicants
* Make selections and notify applicants of their status
* Coordinate with Honors Program counselors the admittance and registration of new and continuing Honors students, including new and continuing student orientations and registration meetings
* Determining eligibility each semester
* Compile and certify eligibility lists
* Order and distribute awards and scholarships
* Coordinate Honors events such as:
	+ Annual reception
	+ Welcome BBQ
	+ Mid-year “Pizza and Pep Talk”
	+ End of the year celebration
* Plan and monitor required community service
* Organize all Honors students on Blackboard so that students feel a vital part of the program
* Assist sophomores with personal statements
* Write recommendations for transfer
* Attend Honors Program conferences
* Promote and spread publicity about the Honors Program
* Contact the Honors students regularly, both individually and as a group
* Coordinate selected events with Alpha Gamma Sigma advisor
* Meet regularly with Humanities Division Dean to coordinate the running of the program
* Collaborate and organize travel and entrance fees for the Honors Colloquium, including the contacting of event venues to confirm dates, purchasing tickets, and completing the necessary paperwork.
* Collaborate in evaluating students who may have completed the Honors program to determine Graduation with Honors
* Work with Admissions and Records in the selection of Graduation with Honors recipients
* Coordinate the Honors schedule and staffing with division deans each semester
* Coordinate scheduling of Honors courses and other required courses to permit Honors students to complete degrees in a timely manner
* Work with area faculty on both program and curriculum development and reviews
* Prepare and defend Honors Program Review and assess program student learning outcomes on a continual basis
* Update and distribute brochure and promotional materials
* Convene and work with the Honors Advisory Committee to establish and communicate plans and policies, as well as to choose semester themes

The academic year looks like the following in terms of the coordinator’s current duties, which goes well beyond the allotted eight hours per month of compensation:

August

* BBQ reception (planning, purchasing food)
* Determine with counselor and registrar eligibility of students, gather GPAs and waivers, collect positive attendance rosters from Honors faculty
* Certify roster of eligible students
* Order checks from foundation
* Plan reception (schedule date after checking with president, chancellor, counselor, teachers, and students); request facilities; plan music and program with PIO
* Check schedule for spring semester to avoid conflicts between Honors classes and common majors (such as STEM)

September

* Hold reception
* Reimbursement paperwork for reception and BBQ
* Plan community service events
* Plan field trip (collecting students’ deposits; arranging for transportation; purchasing tickets; arranging for a college tour)
* Requesting sophomore applicant recommendations from faculty
* Asking current Honors students to recruit
* Program Review

October

* Interview potential sophomore admits
* Ordering new brochures for recruiting

November and December

* Convene Honors Advisory meeting (with Honors faculty and student representatives); decide new theme, recruitment efforts; changes to curriculum or courses
* Help sophomores with personal statements for transfer (either workshops or individually)
* Encourage sophomores to set up Transfer Agreements and complete applications

January

* Determine with counselor and registrar eligibility of students, gather GPAs and waivers, collect positive attendance rosters from Honors faculty
* Certify roster of eligible students
* Order checks from foundation
* Plan field trip (collecting students’ deposits; arranging for transportation; purchasing tickets; arranging for a college tour)
* Check schedule for fall semester to avoid conflicts between Honors classes and common majors (such as STEM)
* Recruit, contacting counselors from feeder high schools

February

* Organize and host a scholarship check distribution event
* February 1: deadline for priority consideration (reading and evaluating applicants; contacting top applicants for interviews)

March

* March 1: deadline for regular consideration (reading and evaluating applicants; contacting top applicants for interviews)
* Hold interviews
* Early admits: send announcements; advising successful applicants to contact Honors counselor for an interview

April

* Hold interviews
* regular admits: send announcements; advising successful applicants to contact Honors counselor for an interview
* Convene Honors Advisory meeting (with Honors faculty and student representatives); decide new theme, recruitment efforts; changes to curriculum or courses
* Send roster to PIO

May

* Orientation/ Send-off for new admits/current students/transferring students
* Graduation
* Announce theme and summer reading
* Late applications/interviews considered under special circumstances
* Planning colloquium based on theme

Not having a dedicated release time for the coordinator negatively impacts the program and students as well. Because her time is limited, she cannot recruit as she much as she would like. The goal of the program is to increase recruitment and other activities to enhance applicant pool, increase number of students in the program, and foster more representation from the entire service area; this is a difficult task at best to do in eight hours a month.

Because our service area is rural, there is a definite need to foster a commitment to academic scholarship in Reedley College students; this program goes a long way towards doing so in an economically feasible way for our students. Being able to provide this crucial service for more students would be invaluable towards improving our service community, and in order to do so, having release time is necessary.

Release time would also allow for more concerted efforts to build bridges with Madera Center’s Honors program. Currently the Madera Center’s program has a small but dedicated group of students, and being able to work with their counselor Evie Contreras on program development would be a great asset to the college as a whole. Including Madera’s Honors students in field trips and guest speaker’s events would be beneficial to the students in both programs as well. It would also be a step forward towards realizing the Strategic Plan of the College in which we aim to “ensure instruction and services for students are sufficient, equitable, and consistent across locations” (5.2). Release time would allow for time to provide more equity to our students in these programs.

By not having a dedicated coordinator with release time, the students are also negatively impacted. In 2001, the current coordinator applied to have Reedley College’s Honors Program join the Honors Transfer Council and was denied because “the head of the program [needs to be] supported by reassigned time.”

The Honors Transfer Council, as their website informs, does the following:

* serves as a forum for honors directors and counselors to share experiences and successful practices in dealing with talented and motivated students.
* holds an annual student research conference giving students in community college honors programs the opportunity to present the results of their work. The annual conference hosted at the University of California Irvine takes place each spring.
* provides an annual Teaching and Learning in Honors Symposium that invites faculty and counselors to discuss honors pedagogy and practical strategies to increase student engagement in community college honors programs.
* negotiates special [transfer agreements](http://htcca.org/directors-counselors-faculty/transfer-agreements/) linking community college honors/scholars’ programs to specific universities, large or small, public or private.  Students completing the programs then enjoy enhanced transfer consideration at the partner-campus, e.g.,  priority acceptance consideration, special scholarships, housing priority and a range of other academic and social benefits such as library privileges even before transfer.
* awards [scholarships](http://htcca.org/awards-and-scholarships/) and other awards to community college honors students for their achievements. These awards are announced at the annual conference at UCI.

By not being a part of this organization, of which over fifty California community colleges participate in, Reedley College students:

* cannot participate in an annual student research conference at UC Irvine to showcase their work.
* do not have access to special transfer agreements offered to Honors Council Transfer participants.
* cannot apply to Honors Transfer Council scholarships.

D2. listing of courses in the program area including transfer/degree applicable, degree applicable/non-transfer, non-degree applicable, and non-credit;

The Honors Program began at Reedley College (aka Kings River Community College) in 1985 for the purpose of attracting UC-bound students to the community college, as a means of enriching the student body with their relative ambition, preparedness, and discipline. Additionally, the program was intended to provide for such students an affordable and local alternative to attending a UC as a freshman.

The program provides general transfer education(IGETC) classes for 25 freshmen, recruited from feeder high schools, and 25 sophomores, as well as an Honors Colloquium (Honors 1) and Honors Seminar (Honors 2) in alternating Fall semesters. So, the schedule is currently as follows:

Freshman Fall: English 1AH linked with History 12H and Honors 1

Freshman Spring: Psychology 2H and Stat7H or calculus

Sophomore Fall: English 3H and PoliSci 2H and Honors 2

Sophomore Spring: Art 6H and English 1BH

D3. list of degrees and certificates;

Honors at Graduation designation awarded to students with 24 units of Honors classes with a minimum 3.0 grade point average and no failed Honors classes.

D3. Does your program allow AP credit;

**☐** **Yes** ☐No

Explain: The Honors Program does accept AP credit for Honors courses for which the AP credit would be equivalent to the non-Honors course; students are recommended to complete the Honors course rather than use the AP credit.

C4. Does your program have articulation agreements (eg. 2+2, Occutrack);

☐ Yes **☐No**

Explain: N/A

D5. brief facilities overview;

The colloquium needs a classroom spacious enough for fifty students with enough space for student presentations. A teacher’s computer and a projector are also necessary for the class.

**The colloquium has used CCI 203 in the past and is scheduled to use SOC 32 in Fall semester 2015. Honors class have been scheduled in various classrooms across campus, including LFSA; CCI 202; SOC 30; CCI 204; MUS 170; CCI 203.**

D6. equipment requirements including ongoing maintenance requirements and costs;

All Honors classroom spaces need to have access to a projector and a teacher’s computer; composition classes are greatly enhanced by having access to a computer lab for student use.

D7. supply requirements, if any.

Medals for Honors at Graduation, brochures for recruitment

E. Mission and Strategic Plan

E1. Describe how your program supports the College Mission Statement. Give a few specific examples.

**Accessible:** The Honors Program makes a UC-comparable learning situation accessible for high-achieving students who, because of financial or personal reasons, are unable or prefer not to begin at a university. The program is modeled after the first two years of general education at a UC.

**Student-centered educational environment:** Students choose the theme and often the topics within the theme. Most Honors classes are taught in a seminar style, and are smaller and more interactive than regular classes. In the past year, a few classes have been cancelled or taught in a hybrid with a regular class, but historically, Honors classes have been allowed to run under cap in order maintain the integrity of the sequence.

**High-quality learning opportunities:** The Honors students take classes in a campus-wide learning community which benefit the Honors students, but these students share their enthusiasm and skills with other students. Many are involved in leadership, employed in tutorial roles, active in clubs.

**Diverse local and global community**.The Honors students reflect the diverse local and global community. They are from all the feeder high schools and evenly divided by gender. Almost 40 percent are Hispanic or Asian and most semesters foreign students have been represented. This year, a student from Ethiopia; other years, the NESA students have participated in the Honors 1 class and enrichment activities.

E2. Describe how your program supports the College Strategic Plan. Give a few specific examples in the following chart. Actions and results are to be updated annually as a part of the Program Review Annual Report due each May 1.

|  |
| --- |
| **Proposed Implementation Program/Department Name: Program Review Year:**  |
| **Strategic Direction: (insert # here) 1****(insert topic here ) Student Success** | Goal Statement: (insert Goal here)Reedley College is committed to empowering students to achieve their educational and vocational goals by offering academic guidance and support, career technical training, and opportunities for personal growth that will promote success. |
| Objective (insert objective number here) 1.1 (insert objective here) Assist students in creating a clear vision towards their educational goals through the development of an educational plan. (DO 1.2) |
| SPECIFICActivity/Project Manner in which activity supports objective | MEASURABLEQualitative Data Baseline MeasuresQuantitative Data | ACTIONHow will you implement this activity/project?  | RESULTFOCUSED | TIMELINE |
| **Goal 1.4**: **Develop strategies to address unique needs of students in aid in their educational goals.** | Qualitative Data | To support and assist Honors students in achieving their educational goals, the program offers an academic program based on IGETC in small classes with instructors dedicated to student success. As the goal of Honors Program is for students to transfer, the Honors Counselor is the transfer coordinator (although no counseling time is currently dedicated to Honors or transfer).  | **☐ X** | Ongoing |
| **Goal 2.4 Maintain a safe environment conducive to learning while providing services and activities that maximize the opportunity for educational and personal goals.** | Qualitative Data | The Honors Program offers a robust program of activities and benefits to Honors student very efficiently. | **☐ X** | Ongoing |
| **Goal 3.2: Improve courses and programs through the analysis of multiple measures for basic skills courses, transfer level courses, career technical education, and distance education.** | Quantitative Data | The Honors Program uses university-style methods such as seminar, LGI with Honors section, Black Board discussions, and student-run projects to prepare Honors students for transfer to university.  | **☐ X** | Ongoing |
| **Goal 6.4: Maintain and improve communication between Reedley, Madera, Oakhurst, and their surrounding communities.** | Quantitative Data | The Honors Program must keep close ties with the feeder high schools to recruit eligible and competitive freshmen to the program. | **☐ X** | Ongoing |

F. In the table below, list only the recommendations deemed substantiated by the Program Review Committee from the previous Program Review and the implementation status of each. Include in the status column any barriers encountered. Add or delete rows as needed.

This is the first Program Review for the Honors Program; however, over the years, either the coordinator, the administration, or the board have made recommendations. Here is a summary:

**Previous Program Goals**

| **Goal** | **Status**  | **Outcome**  |
| --- | --- | --- |
| **PREVIOUS GOAL: INCREASE QUALITY RECRUITS.** Recruiting, in the early ‘90s, consisted of a massive direct mail campaign, which was time-consuming and expensive. Invariably, the most promising applicants chose offers from UCs or private 4-year universities. In response, we eventually eliminated the mass mailing. We sporadically visit high schools with direct recruiting in the AP classes or send students ambassadors to recruit at their home schools. Most importantly, we began requiring an interview for acceptance. We found that if a student showed up for an interview, he or she was more likely to show up the first day of class. | **ongoing** | **Brochure, outreach in high schools** |
| **PREVIOUS GOAL: COORDINATE STEM CLASSES WITH HONORS SCHEDULE.** When we recognized a preponderance of math/science/engineering majors and scheduling problems that resulted from conflicts with higher math and science classes, we sat down with math/science engineering and coordinated a non-competing schedule and agreed to communicate changes as they occur. This has been successful for the most part over the years. | **ongoing** | **Coordinate grid and communicate changes** |
| **PREVIOUS GOAL: INCREASE DIVERSITY OF PROGRAM.** In the 2001, the board requested a presentation, which I gladly provided. Their primary concern was the racial make-up of the Honors Program. It turned out that the group at that time, as it is now, was about half white and half minority (mostly Hispanic). This was acceptable to the board and to us, as it is sufficiently reflective of our demographics. | **Ongoing/complete** | **50% white; 50% minority; diversity of high schools represented** |
| **PREVIOUS GOAL: JOIN HONORS COUNCIL/ RELEASE TIME FOR HONORS PROGRAM COORDINATOR**. At the request of the Dean of Instruction, the coordinator corresponded briefly with The Honors Transfer Council of California in 2001. In order to join the Council, we would have had to make several changes. We needed to add a Graduation with Honors designation, and we did initiate that. Graduation with Honors is based on completion of 24 units of Honors with a minimum GPA of 3.0, and we stamp the diploma and don a white-ribbon medallion on the recipient at graduation. We needed a “broad-based advisory committee,” which we have convened as needed to advise the coordinator. Of the ten requirements for membership, we could comply with all except one: “the head of the program is supported by reassigned time and/or stipends commensurate with the size of the program and the number of students served.” As the Program Coordinator conducts the program with an average of 8 hours per month Schedule C, the application was rejected. A request by the Coordinator for reassigned time to expand the program was likewise rejected, but, as a compromise, we added a one-unit colloquium class (Honors 1) to unify the freshmen and sophomores and facilitate discussion of the theme. | **Denied** | **Honors 1 created and offered, grad at Honors created and implemented, advisory committee created and convened** |
| **PREVIOUS GOAL: INCREASE HONORS SCHOLARSHIPS.** In the late ‘90s and again around 2010, the foundation was strapped financially. For years, miscellaneous funding kept us afloat. Then a president and chancellor connection with Pete P. Peters established an endowment. In 2011, a (different) president began negotiations with the benefactor’s foundation, with the intent of increasing the student scholarship, which has been the same ($150/semester) since 1985. The president has retired and the benefactor has died, but here is an excerpt from the 2011 email: …we are hoping for $500/yr. per student.  At the very least it would be the $300/yr. with the option to increase each year. We are drafting the paperwork for a 15-year commitment.  Realistically, we cannot say anything is for sure, as this would need to first be accepted & approved by [the benefactor] and then also by the Foundation Board.  So it is not a done deal, but it is certainly much more “solid” than ever before.  Also, we expect that the Pete P. Peters Foundation will require that the students not be issued a check but rather that an account be opened in our bookstore or something similar that will guarantee that the money will be spent on paying for education expenses.  This is due to something that happened at FCC a few years ago.  An honors student wrote a thank you note and detailed that the money had been spent on a trip to Hawaii.  This did not go over well with the Foundation.  | **Contact established; tabled** | **No increase, but program is solvent.** |
| **PREVIOUS GOAL: LINK HONORS CLASSES IN A COMMUNITY OF LEARNING.** In 2011, the Program Coordinator convened the advisory committee (Honors faculty, student services, a freshman and a sophomore student) to discuss “where we are and where we’re going.” * 1. The students hoped to have more Honors math included in the Grad with Honors equation. We made the change on the next application, accepting advanced math (Math 5,6, or 7) in place of Stat 7H.
	2. At the same meeting, the Coordinator encouraged tighter learning-community links between the Honors classes, but with some classes taught by adjunct faculty and busy faculty, we had to be satisfied with the freshman Fall link and the reinforcement, with Honors 1 and 2, of the theme across disciplines.
	3. The student services representatives and students complained about the Honors counselor unavailability and lack of clerical support, which means less follow-up on student education plans, waivers and transfer deadlines. As a result the Program Coordinator met with VP Student Services, who agreed to allow one-hour SEP sessions for Honors students during September/October and to consider clerical support items.
 | **Ongoing** | **Honors 1 and Honors 2—colloquia and seminar for both freshmen and sophomores****and****History 12H and English 1AH in an LC with Honors 1** |
| **PREVIOUS GOAL: All Honors classes Honors-only (not Honors-regular hybrid) and none cancelled** Budget problems in 2012 forced a re-assessment of low-enrolled classes, which included some Honors classes. That the Honors classes are smaller is natural with just 25 freshmen and 25 sophomores; the commitment of the college as promised in the program literature is “small classes taught by top Reedley College instructors.” Yet, classes have been cancelled or combined with regular classes with varying degrees of extra depth or enrichment. Some of the classes are being taught by adjunct faculty with limited schedules and limited opportunity to meet with the Program Coordinator. In 2012-13, the freshmen had 3 classes taught by full-time, experienced faculty (ENGL 1AH, HIST 12H, Honors 1), 2 taught by adjunct (Stat 7H, Psych 2H), one completely hybrid (Stat 7H) and one hybrid with an Honors section (HIST 12H). Besides Honors 2, the sophomores had one full-time professor (ENGL 3H), 2 adjunct (Poli Sci 2H and Art 6H), one of which was hybrid (Art 6H), and one class cancelled (ENGL 1BH). Currently in FA 2013, the 5 classes are taught by either full-time or an experienced adjunct, and we reorganized the Spring schedule to accommodate the class that was cancelled the prior year (Engl 1BH), but all the other Spring classes will be taught by adjunct faculty.  | **English 1BH going to curriculum to add online hybrid option** | **Moved English 1BH to 7:30AM until online-hybrid option available (starting Spring 2015), stepped up on-campus recruiting** |
| **PREVIOUS GOAL: Increase** Honors counselor availability | **Renewable each year** | **one-hour SEP sessions for Honors students during Sept./Oct. 2012** |
| **PREVIOUS GOAL:** Honors math included in the Grad with Honors | **complete** | **Now accepting Math 5,6, or 7 in place of Stat 7H** |
| **PREVIOUS GOAL: Develop XXO Honors Budget.** Having a dedicated coordinator with release time would allow enough time for this person to research ways to ensure that the program is not dependent completely upon the Pete P. Peters endowment. This understanding of the budget would also achieve more consistency and continuity within the Program. | **Ongoing.** | **Pending release time for coordinator.** |

G. If applicable, in the table below, list the recommendations from the previous accreditation report and the status of each. Include in the status column any barriers encountered.

Previous ACCJC or Other Accreditation Recommendations

|  |  |  |
| --- | --- | --- |
| **Recommendation** | **Status**  | **Outcome**  |
| **N/A** |  |  |
|  |  |  |
|  |  |  |

**II. Quantitative Analysis** These data provide an initial and important framework for review of programs and the program as a whole, for all campus sites. You may choose to only include data which is conclusive to your review and program goals. State why any data sets are not analyzed (i.e. In line with the College). You must reference all campus sites where appropriate.

Please note that these data should be integrated with the qualitative analysis and SLO assessment to help support your Summary Statements & Goals

Insert suitable tables provided and formatted by the Institutional Researcher in your report. Additional graphs and charts are acceptable. Please be sure to label tables and charts and reference them by number in the narrative.

A. Provide short written comparative and trend analyses examining program and overall college trends for the data elements listed below. Include in the analyses:

* Significant fluctuations
* Impact of trends on Program
* Possible data elements to support this analysis. Total Enrollment
* Enrollment by Demographics: age, gender, & ethnicity
* Retention
* Success
* Program Mark Analysis Report
* FT/PT Enrollment Status
* WSCH/FTEF
* Number of Degrees/Certificates Awarded
* Perkins Core Indicators (if career-technical education program)
* Additional Data

**HEADCOUNT (Unduplicated)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| REEDLEY COLLEGE | **41** | **9** | **44** | **14** | **39** | **10** | **36** | **18** | **43** | **15** |
| WILLOW INTERNATIONAL | **24** | **24** | **46** | **27** | **43** | **24** | **37** | **28** | **25** | **25** |
| MADERA CENTER | **7** | **5** | **11** | **3** | **8** | **6** | **10** | **7** | **14** | **2** |

Data Source: Office of Institutional Research

The program at Reedley College is based on 25 freshmen and 25 sophomores. Each year, about 25 new students enter as freshmen and most remain in the program for 4 semesters. Some students are in high-unit majors, such as engineering or pre-med, and some who change majors stay for an extra year. Some have difficulty with the transition to college (most of those remain as students, but are ineligible for Honors if their GPA remains below 3.0 for e second semester). Some experience life issues (such as marriage, death of a parent, illness) that force them to leave the program. Some transfer early.

In the academic year of 2013-2014, there were 24 freshmen and 18 sophomores. At the end of year one for the cohort entering in 2012, one transferred early to UC Berkeley, one to UC Santa Cruz, and six became ineligible because of a GPA below 3.0 for the second semester. When there is sizeable attrition, the Program solicits recommendations for sophomore applications from transfer faculty.

**ETHNICITY**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| African-American/Non-Hispanic | **-** | **-** | **-** | **-** | **-** | **-** | **2.8%** | **-** | **-** | **-** |
| Asian/Pacific Islander | **4.9%** | **11.1%** | **6.8%** | **7.1%** | **2.6%** | **10.0%** | **8.3%** | **11.1%** | **11.6%** | **6.7%** |
| Hispanic | **31.7%** | **22.2%** | **40.9%** | **42.9%** | **41.0%** | **20.0%** | **30.6%** | **38.9%** | **34.9%** | **20.0%** |
| Race/Ethnicity Unknown | **9.8%** | **-** | **9.1%** | **7.1%** | **7.7%** | **-** | **8.3%** | **16.7%** | **4.7%** | **6.7%** |
| White/ non-Hispanic | **53.7%** | **66.7%** | **43.2%** | **42.9%** | **48.7%** | **70.0%** | **50.0%** | **33.3%** | **48.8%** | **66.7%** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WILLOW INTERNATIONAL | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| African-American/Non-Hispanic | **4.2%** | **-** | **2.2%** | **3.7%** | **2.3%** | **4.2%** | **2.7%** | **3.6%** | **-** | **-** |
| American Indian/Alaskan | **4.2%** | **4.2%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| Asian/Pacific Islander | **12.5%** | **16.7%** | **13.0%** | **22.2%** | **18.6%** | **16.7%** | **16.2%** | **10.7%** | **32.0%** | **32.0%** |
| Hispanic | **8.3%** | **8.3%** | **19.6%** | **11.1%** | **18.6%** | **4.2%** | **8.1%** | **14.3%** | **12.0%** | **24.0%** |
| Race/Ethnicity Unknown | **8.3%** | **8.3%** | **8.7%** | **14.8%** | **7.0%** | **16.7%** | **8.1%** | **-** | **-** | **-** |
| White/ non-Hispanic | **62.5%** | **62.5%** | **56.5%** | **48.1%** | **53.5%** | **58.3%** | **64.9%** | **71.4%** | **56.0%** | **44.0%** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| American Indian/Alaskan | **-** | **-** | **-** | **-** | **-** | **-** | **10.0%** | **-** | **-** | **-** |
| Hispanic | **71.4%** | **60.0%** | **45.5%** | **33.3%** | **37.5%** | **50.0%** | **50.0%** | **71.4%** | **71.4%** | **100.0%** |
| Race/Ethnicity Unknown | **-** | **-** | **9.1%** | **33.3%** | **12.5%** | **50.0%** | **20.0%** | **-** | **-** | **-** |
| White/ non-Hispanic | **28.6%** | **40.0%** | **45.5%** | **33.3%** | **50.0%** | **-** | **20.0%** | **28.6%** | **28.6%** | **-** |

Data Source: Office of Institutional Research

**We strive for 50% male/50% female; 50% white/50% minority; and we strive for diversity in home high school. Most are 18-20 years old, which a few exceptions for international students or sophomore recruits.**

**Increasing the diversity of the Honors students is an important goal that needs work to improve upon; the students in Honors program should reflect more closely the demographics of the overall Reedley College campus. Having a dedicated Coordinator with release time, with support from the Matriculation and Outreach office, would allow for more intentional recruitment efforts to meet this goal.**

**GENDER**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Female | **56.1%** | **77.8%** | **61.4%** | **57.1%** | **59.0%** | **50.0%** | **63.9%** | **72.2%** | **53.5%** | **60.0%** |
| Male | **43.9%** | **22.2%** | **38.6%** | **42.9%** | **41.0%** | **50.0%** | **36.1%** | **27.8%** | **46.5%** | **40.0%** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WILLOW INTERNATIONAL | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Female | **79.2%** | **70.8%** | **69.6%** | **66.7%** | **58.1%** | **54.2%** | **70.3%** | **64.3%** | **60.0%** | **64.0%** |
| Male | **20.8%** | **29.2%** | **30.4%** | **33.3%** | **41.9%** | **45.8%** | **29.7%** | **35.7%** | **32.0%** | **28.0%** |
| Unreported | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **8.0%** | **8.0%** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Female | **57.1%** | **40.0%** | **45.5%** | **66.7%** | **75.0%** | **50.0%** | **60.0%** | **71.4%** | **57.1%** | **100.0%** |
| Male | **42.9%** | **60.0%** | **54.5%** | **33.3%** | **25.0%** | **50.0%** | **30.0%** | **28.6%** | **42.9%** | **-** |
| Unreported | **-** | **-** | **-** | **-** | **-** | **-** | **10.0%** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

**Having more diversity in gender is another area that needs work to improve upon; having more male participants would benefit the program as a whole. Having a dedicated Coordinator with release time, with support from the Matriculation and Outreach office, would allow for more intentional recruitment efforts to meet this goal.**

**AGE CATEGORY**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| 19 or Less | **82.9%** | **33.3%** | **86.4%** | **57.1%** | **76.9%** | **20.0%** | **88.9%** | **44.4%** | **69.8%** | **60.0%** |
| 20-24 | **12.2%** | **66.7%** | **11.4%** | **35.7%** | **23.1%** | **80.0%** | **11.1%** | **50.0%** | **23.3%** | **40.0%** |
| 25-29 | **4.9%** | **-** | **2.3%** | **7.1%** | **-** | **-** | **-** | **5.6%** | **7.0%** | **-** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WILLOW INTERANTIONAL | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| 19 or Less | **70.8%** | **79.2%** | **89.1%** | **66.7%** | **83.7%** | **91.7%** | **89.2%** | **89.3%** | **96.0%** | **92.0%** |
| 20-24 | **20.8%** | **16.7%** | **6.5%** | **25.9%** | **16.3%** | **8.3%** | **8.1%** | **10.7%** | **4.0%** | **8.0%** |
| 25-29 | **8.3%** | **4.2%** | **2.2%** | **3.7%** | **-** | **-** | **2.7%** | **-** | **-** | **-** |
| 35-39 | **-** | **-** | **2.2%** | **3.7%** | **-** | **-** | **-** | **-** | **-** | **-** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| 19 or Less | **42.9%** | **40.0%** | **63.6%** | **100.0%** | **62.5%** | **66.7%** | **70.0%** | **57.1%** | **78.6%** | **50.0%** |
| 20-24 | **-** | **20.0%** | **27.3%** | **-** | **12.5%** | **16.7%** | **20.0%** | **28.6%** | **14.3%** | **50.0%** |
| 25-29 | **14.3%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **7.1%** | **-** |
| 30-34 | **14.3%** | **20.0%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| 35-39 | **-** | **-** | **-** | **-** | **25.0%** | **16.7%** | **-** | **-** | **-** | **-** |
| 40-49 | **28.6%** | **20.0%** | **9.1%** | **-** | **-** | **-** | **10.0%** | **14.3%** | **-** | **-** |

Data Source: Office of Institutional Research

**Increasing the diversity of the Honors students in terms of their age is something that needs work to improve upon; having students who are non-traditional in the program would help diversify the student population. Having a dedicated Coordinator with release time, with support from the Matriculation and Outreach office, would allow for more intentional recruitment efforts to meet this goal.**

**UNIT LOAD**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| FULL TIME | **97.6%** | **100.0%** | **97.7%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **83.3%** | **95.3%** | **100.0%** |
| PART TIME | **2.4%** |  | **2.3%** |  |  |  |  | **16.7%** | **4.7%** |  |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WILLOW INTERNATIONAL | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| FULL TIME | **91.7%** | **100.0%** | **100.0%** | **85.2%** | **95.3%** | **100.0%** | **94.6%** | **100.0%** | **92.0%** | **96.0%** |
| PART TIME | **8.3%** |  |  | **14.8%** | **4.7%** |  | **5.4%** |  | **8.0%** | **4.0%** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| FULL TIME | **100.0%** | **100.0%** | **90.9%** | **100.0%** | **100.0%** | **100.0%** | **90.0%** | **71.4%** | **85.7%** | **100.0%** |
| PART TIME |  |  | **9.1%** |  |  |  | **10.0%** | **28.6%** | **14.3%** |  |

Data Source: Office of Institutional Research

**If efforts were made to bring in more non-traditional students, perhaps we would then see a reduction of unit load Honors students would take, as these students would be more likely to be part-time students who would bring valuable life experience and perspective to class discussions. Again, more intentional recruitment of these students would benefit the Honors program as a whole.**

**FTE/FTES**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Contract (Fac. Workload) | **0.34** | **0.27** | **0.34** | **0.20** | **0.34** | **0.27** | **0.27** | **0.20** | **0.20** | **0.27** |
| Extra Pay (FT Fac. Workload) | **-** | **-** | **-** | **0.07** | **-** | **-** | **0.07** | **-** | **0.14** | **-** |
| FTEF | **0.34** | **0.27** | **0.34** | **0.27** | **0.34** | **0.27** | **0.34** | **0.20** | **0.34** | **0.27** |
| FTES | **6.06** | **1.47** | **6.47** | **1.86** | **5.63** | **1.7** | **5.69** | **1.846** | **6.46** | **2.06** |
| FTES per FTEF | **17.82** | **5.44** | **19.03** | **6.89** | **16.56** | **6.30** | **16.74** | **9.23** | **19.00** | **7.63** |
| WSCH per FTEF | **534.71** | **163.33** | **570.88** | **206.67** | **496.76** | **188.89** | **502.06** | **276.90** | **570.00** | **228.89** |
| FT:PT LHE Ratio | **0.34:0** | **0.27:0** | **0.34:0** | **0.20:0** | **0.34:0** | **0.27:0** | **0.27:0** | **0.20:0** | **0.20:0** | **0.27:0** |

Data Source: Reedley College and the North Centers Office of Institutional research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WILLOW INTERNATIONAL | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Contract (Fac. Workload) | **0.20** | **0.14** | **0.47** | **0.07** | **0.27** | **0.07** | **0.47** | **0.07** | **0.47** | **-** |
| Extra Pay (FT Fac. Workload) | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **0.07** |
| FTEF | **0.2** | **0.14** | **0.47** | **0.07** | **0.27** | **0.07** | **0.47** | **0.07** | **0.47** | **0.07** |
| FTES | **2.4** | **2.4** | **4.6** | **2.7** | **4.3** | **2.4** | **3.7** | **2.8** | **2.5** | 2.5 |
| FTES per FTEF | **12.00** | **17.14** | **9.79** | **38.57** | **15.93** | **34.29** | **7.87** | **40.00** | **5.32** | **35.71** |
| WSCH per FTEF | **360.00** | **514.29** | **293.62** | **1157.14** | **477.78** | **1028.57** | **236.17** | **1200.00** | **159.57** | **1071.43** |
| FT:PT LHE Ratio | **0.20:0** | **0.14:0** | **0.47:0** | **0.07:0** | **0.27:0** | **0.07:0** | **0.47:0** | **0.07:0** | **0.47:0** | **0:0** |

Data Source: Reedley College and the North Centers Office of Institutional research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| Contract (Fac. Workload) | **-** | **-** | **-** | **-** | **-** | **0.04** | **0.07** | **-** | **-** | **-** |
| Extra Pay (FT Fac. Workload) | **-** | **0.07** | **-** | **0.07** | **-** | **0.02** | **-** | **-** | **-** | **0.07** |
| FTEF | **0.00** | **0.07** | **0.00** | **0.07** | **0.00** | **0.06** | **0.07** | **0.00** | **0.00** | **0.07** |
| FTES | **0.9** | **0.73** | **1.47** | **0.6** | **1.06** | **0.94** | **1.26** | **0.8** | **1.83** | **0.29** |
| FTES per FTEF | **-** | **10.43** | **-** | **8.57** | **-** | **15.67** | **18.00** | **-** | **-** | **-** |
| WSCH per FTEF | **-** | **312.86** | **-** | **257.14** | **-** | **470.00** | **540.00** | **-** | **-** | **-** |
| FT:PT LHE Ratio | **-** | **0:0** | **-** | **0:0** | **-** | **0.04:0** | **0.07:0** | **-** | **-** | **-** |

Data Source: Reedley College and the North Centers Office of Institutional research

B. List the modes of delivery of instruction your program uses (F2F, DE, LGI, hybrid, virtual hybrid).

F2F, hybrid

C. Use any conclusive comparison data provided/requested\* to analyze the success of the modes listed in B above. Compare these modes to total program and College data for:

* Enrollment
* Retention
* Success
* Program Mark Analysis
* GPA

\*Programs offering under 50% online courses may submit a comparative data request to the Institutional Researcher.

* Success: **In the Honors Program, success means 3.0 or better. Students who dip below have one semester of probation to bring the GPA up. If not, the student is gently dropped from the program. Students with 3.5 or better or especially a 4.0 are regularly acknowledged. We have a special Honors at Graduation designation based on 24 units of Honors, a minimum 3.0 GPA and no failed classes.**
* **MARK ANALYSIS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| A | **43.9%** | **88.9%** | **29.5%** | **92.9%** | **38.5%** | **70.0%** | **25.0%** | **22.2%** | **34.9%** | **40.0%** |
| B | **29.3%** | **-** | **56.8%** | **7.1%** | **51.3%** | **20.0%** | **47.2%** | **50.0%** | **41.9%** | **40.0%** |
| C | **14.6%** | **-** | **13.6%** | **-** | **5.1%** | **-** | **19.4%** | **11.1%** | **14.0%** | **20.0%** |
| D | **4.9%** | **-** | **-** | **-** | **2.6%** | **-** | **5.6%** | **-** | **2.3%** | **-** |
| F | **7.3%** | **-** | **-** | **-** | **-** | **-** | **2.8%** | **5.6%** | **-** | **-** |
| I | **-** | **-** | **-** | **-** | **-** | **10.0%** | **-** | **-** | **-** | **-** |
| W | **-** | **11.1%** | **-** | **-** | **2.6%** | **-** | **-** | **11.1%** | **7.0%** | **-** |

* Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WILLOW INTERNATIONAL | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| A | **62.5%** | **62.5%** | **41.3%** | **44.4%** | **55.8%** | **33.3%** | **75.7%** | **17.9%** | **52.0%** | **76.0%** |
| B | **20.8%** | **8.3%** | **37.0%** | **40.7%** | **37.2%** | **54.2%** | **18.9%** | **46.4%** | **36.0%** | **8.0%** |
| C | **12.5%** | **12.5%** | **13.0%** | **3.7%** | **2.3%** | **8.3%** | **-** | **35.7%** | **8.0%** | **12.0%** |
| D | **-** | **-** | **6.5%** | **3.7%** | **-** | **-** | **-** | **-** | **-** | **4.0%** |
| F | **4.2%** | **-** | **2.2%** | **3.7%** | **2.3%** | **4.2%** | **-** | **-** | **-** | **-** |
| I | **-** | **-** | **-** | **3.7%** | **-** | **-** | **-** | **-** | **-** | **-** |
| W | **-** | **16.7%** | **-** | **-** | **2.3%** | **-** | **5.4%** | **-** | **4.0%** | **-** |

* Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| A | **14.3%** | **40.0%** | **18.2%** | **33.3%** | **62.5%** | **33.3%** | **50.0%** | **71.4%** | **14.3%** | **50.0%** |
| B | **42.9%** | **20.0%** | **27.3%** | **-** | **25.0%** | **50.0%** | **30.0%** | **-** | **42.9%** | **-** |
| C | **14.3%** | **20.0%** | **27.3%** | **33.3%** | **12.5%** | **-** | **-** | **-** | **21.4%** | **-** |
| D | **14.3%** | **-** | **9.1%** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| F | **14.3%** | **20.0%** | **9.1%** | **33.3%** | **-** | **16.7%** | **-** | **28.6%** | **7.1%** | **-** |
| W | **-** | **-** | **9.1%** | **-** | **-** | **-** | **20.0%** | **-** | **14.3%** | **50.0%** |

* Data Source: Office of Institutional Research
* Participation: **Students are encouraged to participate in all Honors activities: social events, field trips, service projects, speakers series, and they do. Only three students were missing from the recent Honors Reception, and most of the 170 chairs were full. Students must participate in the Honors classes or get a waiver approved by the Honors Counselor (for major class conflict or too many units). Students are required to set up an SEP with the Honors Counselor and check in when they have changes.**
* Retention: See chart below

**STUDENT ACHIEVEMENT INDICATORS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| REEDLEY COLLEGE | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| GPA | **2.98** | **4.00** | **3.16** | **3.93** | **3.29** | **3.78** | **2.86** | **2.94** | **3.18** | **3.20** |
| SUCCESS | **87.8%** | **88.9%** | **100.0%** | **100.0%** | **94.9%** | **90.0%** | **91.7%** | **83.3%** | **90.7%** | **100.0%** |
| RETENTION | **100.0%** | **88.9%** | **100.0%** | **100.0%** | **97.4%** | **100.0%** | **100.0%** | **88.9%** | **93.0%** | **100.0%** |
| ATTRITION | **-** | **11.1%** | **-** | **-** | **2.6%** | **-** | **-** | **11.1%** | **7.0%** | **-** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WILLOW INTERNATIONAL | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| GPA | **3.38** | **3.60** | **3.09** | **3.23** | **3.48** | **3.13** | **3.80** | **2.82** | **3.46** | **3.56** |
| SUCCESS | **95.8%** | **83.3%** | **91.3%** | **88.9%** | **95.3%** | **95.8%** | **94.6%** | **100.0%** | **96.0%** | **96.0%** |
| RETENTION | **100.0%** | **83.3%** | **100.0%** | **100.0%** | **97.7%** | **100.0%** | **94.6%** | **100.0%** | **96.0%** | **100.0%** |
| ATTRITION | **-** | **16.7%** | **-** | **-** | **2.3%** | **-** | **5.4%** | **-** | **4.0%** | **-** |

Data Source: Office of Institutional Research

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| MADERA CENTER | 07FA | 08SP | 08FA | 09SP | 09FA | 10SP | 10FA | 11SP | 11FA | 12SP |
| GPA | **2.29** | **2.60** | **2.40** | **2.00** | **3.50** | **2.83** | **3.63** | **2.86** | **2.67** | **4.00** |
| SUCCESS | **71.4%** | **80.0%** | **72.7%** | **66.7%** | **100.0%** | **83.3%** | **80.0%** | **71.4%** | **78.6%** | **50.0%** |
| RETENTION | **100.0%** | **100.0%** | **90.9%** | **100.0%** | **100.0%** | **100.0%** | **80.0%** | **100.0%** | **85.7%** | **50.0%** |
| ATTRITION | **-** | **-** | **9.1%** | **-** | **-** | **-** | **20.0%** | **-** | **14.3%** | **50.0%** |

Data Source: Office of Institutional Research

**The Reedley College students’ high achievement indicators, coupled with their mark analysis, speak to the success of the Program as a whole. Frequent public acknowledgement of their success, and the stipend for their work, motivates the students to do their best.**

C. Analyze how the program’s historical funding patterns have impacted the program

The Honors Program Coordinator, with release time, hopes to develop XXO Honors Budget to achieve more consistency and continuity of the Honors program. Once a clearer picture of the budget is achieved, the coordinator can begin to budget for items such as promotional materials and mailers to aid in increasing recruitment, as well as plan for field trips and conferences. The coordinator can then also work to ensure that the program is not entirely dependent upon the endowment.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   | **2009****2010** | **2010-2011** | **2011-2012** | **2012-2013** | **2013-2014** | **Total Division Budget**For the 5th year  **2013-2014** | **Percent of Division 2009-2014** |
| **Salaries** | 3266.77 | 4828.60 | 3790.93 | 2511.68 | 3191.86 | 4847039.14 | 0.06% |
| **Benefits** | 385.92 | 587.08 | 494.26 | 312.81 | 367.11 | 29890.15 | 1.2% |
| **Instructional Supplies** |       |       |       |       |       |       |       |
| XX0 |       |       |       |       |       |       |       |
| LT0 |       |       |       |       |       |       |       |
| Perkins |       |       |       |       |       |       |       |
| Grant Funded |       |       |       |       |       |       |       |
| **Non-Instructional Supplies** |       |       |       |       |       |       |       |
| XX0 |       |       |       |       |       |       |       |
| LT0 |       |       |       |       |       |       |       |
| Perkins |       |       |       |       |       |       |       |
| Grant Funded |       |       |       |       |       |       |       |
| **Operating Expenses (e.g. field trips every semester)** | 1045.19 | 1951.14 | 2027.84 | 1925.71 | 1057.26 | 9529.53 | 11.09% |
| XX0 |       |       |       |       |       |       |       |
| LT0 |       |       |       |       |       |       |       |
| Perkins |       |       |       |       |       |       |       |
| Grant Funded |       |       |       |       |       |       |       |
| **Equipment** |       |       |       |       |       |       |       |
| XX0 |       |       |       |       |       |       |       |
| LT0 |       |       |       |       |       |       |       |
| Perkins |       |       |       |       |       |       |       |
| Grant Funded |       |       |       |       |       |       |       |
| Total |       |       |       |       |       |       |       |

**III. Student Learning Outcomes**

A. Describe in what ways the program maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning, including work with adjunct faculty. Provide examples.

B. An accreditation standard requires that the institution makes public expected learning outcomes. In what ways are the courses/program/degree/certificate outcomes made public?

 ☐**Catalog** ☐**Brochure** ☐**Website**

 ☐Articulation/Transfer Agreements ☐Other:

C. Include the hyperlink(s) for the course and program/degree/certificate to GELO mapping grid as it is stored in your Blackboard SLO Assessment folder here.

<https://scccd.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_2251391_1&course_id=_23199_1>

D. Give a brief overview of the course assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Course SLO Assessment Report Forms for your program in appendix A.

Various teaching techniques that have been used for this course include the incorporation of more discussion, bringing in of more speakers, and the introduction of a debate format for the class.

**The debate format for the seminar has given a unique structure that seems to be appreciated by these students. Students over the course of the semester select one topic within the class theme to write a resolution on; two freshmen and two sophomores then research the topic to write a resolution on that particular topic on what change they will argue should be enacted to improve that topic. They then research pro and con articles to support their resolution. The freshmen present general background information about the topic in front of the entire class; the sophomores draw to determine the day of their debate whether they will support the pro or the con position of their debate. Following a modified Lincoln-Douglass style debate, the sophomores then argue their position in front of the entire class, usually between 45 to 50 students. The students in the audience take notes during the debate, and then vote on which students presented the stronger debate. This format is powerful as it introduces the element of competition into the class (competition between presenters and competition for votes for the strongest argument), all the while providing an enjoyable purpose to doing extensive research on a topic they select. The instructor also uses a rubric to provide the students assessment on the effectiveness of their presentations and debates.**

E. Give an overview of the program/degree/certificate assessments completed during the last five years, highlighting any results and action plans that have been particularly helpful in improving student learning and your program. Provide all Instructional Program/Degree/Certificate SLO Assessment Report Forms for your program in appendix B.

N/A

F. Based on your assessments, have you identified additional resources needed to support the improvement of student learning or remedy any gaps you have found within your program (i.e. staff development/training, equipment, technology, guest speaker, etc.)? Be sure to include these in your goals with appropriate page number references.

|  |  |
| --- | --- |
| Assessment Type | Total number of courses using this assessment type |
| Item analysis of exams, etc. |  |
| Assignments based on rubrics | 2 |
| Assignments based on checklists |  |
| Direct observation of performances |  |
| Student self-assessments |  |
| CAT (clickers, mediated responses) |  |
| Capstone projects or final summative assessments |  |
| Other |  |

|  |  |
| --- | --- |
| Action Plan | Total number of courses using this action plan |
| Results are positive--no changes |  |
| Conduct further assessment |  |
| Use new or revised teaching methods | 2 |
| Develop new methods of evaluating student work |  |
| Plan purchase of new equipment or supplies |  |
| Make changes in staffing plan |  |
| Engage in professional development about best practices |  |
| Revise the course sequence or prerequisite |  |
| Revise the course syllabus or outline |  |
| Unable to determine |  |
| Other |  |

**IV. Qualitative Analysis**

Please note that these data should be integrated with the qualitative analysis, and SLO assessment to help support your Summary Statements and Goals. You must reference all campus sites, where appropriate.

A. Describe future trends or current best practices in teaching and learning unique to your area which are likely to influence your discipline. How will students be affected by these trends?

* Political (local ordinances, state or federal legislation, Title 5, Ed Code)
* Economic (Labor Market Data, District Fact Book, Advisory Committees)
* Sociological (migrant population, single parents, aging population trends)
* Technological (access, security, ethics)
* Educational (High School Graduation Rates, competition from other public and private postsecondary institutions, online education)

The challenges for students, particularly in this area, seem vast. First of all, the poverty in this area is staggering; the Brookings Institute in 2005 found that Fresno had the highest concentration of poverty in the entire United States (qtd. in Mark Arax, “Delusions of the Valley: Poverty We Pretend Not to See.”). The unemployment rate, as reported in the Fresno Bee’s website, is at a six-year high for August 2014, with Fresno County at 10.8% unemployment rate and Madera County at 10% unemployment. The Community Food Bank in Fresno reports on their website that they serve over 220,000 meals each month; they find that one out of every three children in this area struggle from food insecurity.

Tuition at the UCs and CSUs, has risen astronomically at the same time. From the KQED website, the charts listed below indicate that students today at the CSUs (the first chart) and UCs (the second chart) are *paying three times more for tuition* than students in 1992 did.

California State University tuition:



University of California tuition



Because of this area’s vast poverty, it is imperative, more so than ever, to provide an affordable, high-quality option for the area’s bright, inquisitive students who choose to or are forced by circumstance to stay in the area. In late spring of 2014, this writer, Emily Berg, sat in on her first set of interviews with potential Honors students; one young woman was nearly crying as she explained to us that she had always dreamed of attending UC Davis. She was accepted, much to her joy, but her family, when they received the financial aid package from the college, realized that there was no way that they could afford at that time to send her to her dream school. Her counselor recommended our Honors program as an option, one she was grateful that she had at that late of a time in the semester. It is now our duty—and privilege—as the Honors Program to give her, and many more students like her, a UC quality education until she can afford to transfer to her dream school.

B. Describe and include rationale for any curriculum changes anticipated in the next 5 years. (If not applicable leave blank)

* Major course revisions
* Course deletions
* New courses
* Revised or new options within a program
* Proposed new programs
* Distance education/hybrid courses
* Enrollment trends
* Articulation changes
* Provide justification for programs consisting of 30 units or more in the major. (Reference quantitative data relative to degrees and certificates awarded)
* Major course revisions – **We will offer Honors 1 and Honors 2 concurrently every Fall starting Fall 14, with the Freshmen taking Honors 1 and the sophomores taking Honors 2 (as presenters) in response to the non-repeatability of Honors 1 colloquium.**
* Course deletions – **We have considered exchanging Honors Psychology with Philosophy 2H to suit student interest.**
* New courses
* Revised or new options within a program- **We will offer English 1BH as a hybrid online/face-to-face/Oxford-style conference class beginning in Spring 2015.**
* Proposed new programs
* Distance education/hybrid courses - **We will offer English 1BH as a hybrid online/face-to-face/Oxford-style conference class beginning in Spring 2015.**
* Enrollment trends- **the program has remained 25 freshmen and 25 sophomores since 1985; we have stepped up on-campus recruitment to fill vacancies.**
* Articulation changes
* Provide justification for programs consisting of 30 units or more in the major. (Reference quantitative data relative to degrees and certificates awarded)

C. Discuss how your program meets the needs of the College’s diverse student:

C1. High-quality instruction of varying delivery modes and teaching methodologies. Provide examples.

**offering English 1BH as a hybrid online/face-to-face/Oxford-style conference class will give Honors students the experience of an online class and the heightened responsibility of an individual scholarly conversation with a professor.**

C2. Discuss course offerings, (i.e. times, location, delivery, etc.), identifying any needs that are not met. Provide examples.

Scheduling remains an on-going challenge to maintain the largest number of Honors students who enroll in the Honors designated courses and balance these courses with the times that the STEM classes are scheduled for. A large number of Honors students also take STEM courses, so scheduling wisely becomes a large responsibility of the coordinator’s and counselor’s efforts. English 1AH, for example, is currently in Fall 2014 offered from 8-8:50am Mondays and Wednesdays as well as Thursdays from 7:00am-8:50am. Finding times and classroom spaces that are convenient for the instructors and best for the students’ needs remains a hurdle for the coordinator. Ongoing meetings with the STEM chairs to ensure a non-competitive schedule is a necessity.

C3. Appropriate breadth, rigor, sequencing, and completion time. Provide examples.

**While many of the Honors classes are in the Humanities because there are multiple sections of the courses and willing professors, we offer Honors statistics and accept higher math (calculus and differential equations) towards Graduation with Honors. To balance, the theme is often based on science or social science: eg. disasters, bioethics or crime and punishment.**

D. For students completing vocational and occupational certificates and degrees, describe how students will meet employment and other applicable standards and are prepared for external licensure and certifications.

N/A

E. Describe what your program has done to create links with support services or other instructional programs, if any.

**While a few of the Honors students avail themselves of tutorial services, several serve as tutors. Counseling, specifically transfer counseling, is a crucial element of the Program itself, and we have arranged for extra counseling time with the Honors Counselor as needs have arisen.**

F. Describe any community or other institution partnerships or collaboration of which your program has had a part.

**The Honors Program requires a small community service component, hopefully to stimulate more community service and community involvement. Honors students serve regularly as the student representative on college committees.**

G. If you are a CTE-eligible program wishes to be designated as a Signature Program, justify your reasons with responses to the following, as applicable:

 **Qualitative Measures** (External demand, workforce needs, and economic development)

* Describe the community need and job availability for program graduates.
* How does the program respond to changing needs of industry?
* Describe community support for the program (e.g., advisor groups, partners, and employers).
* Address if the program duplicates similar training programs in the area with the same Standard Operating Codes (SOC).
* Describe job placement and internships for this program.
* What are the required external accreditation, licensure, and/or oversight (if any)? If yes, please describe.
* How does the program align with nationally recognized industry standards, curriculum, and/or skill development?
* Describe the program’s physical resources including facilities and equipment.

N/A

**Quantitative Measures**

* What are the program’s WSCH/FTEF and FTES/FTEF data for last three years?
* What is the full-time faculty to part-time faculty ratio?
* What are the enrollment trends for the last three years?
* Indicate the number of degrees and certificates awarded in the last three years.
	+ Certificates of Completion
	+ Certifications of Achievement
	+ Local (low unit) Certificates
* What are the program’s retention rates for the last three years?
* What is the demand for the program (Standard Operating Code) – State and Regional?
	+ Please include industry size and growth, current and forecasted job growth by position, count, and percentage, and wage data (identify low, median, and high wage levels).

N/A

**V. Summary Statement**

A. Describe the major conclusions reached based on this report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes.

The qualitative data is quite clear: the Honors Program students are doing an exceptional job with their high mark analysis, retention, and success rates. The qualitative data suggests that we could be providing these services to a far greater number of students; the area’s poverty and high drop-out rates from high school demand that we do so. With an Honors coordinator providing such a vast number of duties and being compensated for just a few hours a month for her time, there have been few opportunities to grow the program or coordinate with Madera Center’s Honors program. Having a dedicated Honors Coordinator with release time in addition to an Honors counselor with dedicated release time would be an investment in Reedley College and its surrounding communities.

B. Based on the conclusions above, complete the table below. Use these goals to inform annual budget worksheet. Add rows as needed.

0=Required for the function of the program

1=Would help program function

2=Would enhance program

3=desired, but not required for function of the program

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Curriculum/Pedagogical Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP GoalLink |
| Need for a dedicated Honors program coordinator with release time in order to join Honors Council and increase number of students in the program. | 2-7, 10, 12-15, **29**, 31 | 0 | 20% release time of faculty member | Fall 2015 | 1.4 |
| Meet or exceed recruitment in high schools and on campus to maintain 25 capable freshmen and 25 sophomores | 2-8, 11-15, 18, 31 | 1 | New brochure;20% release time of faculty member | Fall 2015 | 1.3 |
| Need to coordinate more fully with Madera Honors students to ensure equitable opportunities for students throughout the campuses | 6, 11, 31 | 2 | 20% release time of faculty member | Fall 2015 | 5.2 |
| **Need to increase diversity within Honors student population** | **12-13, 17-23** | **1** | **20% release time of faculty member** | **Fall 2015** | **2.2** |
| **Professional Development (need for the Honors Coordinator to attend Honors Transfer Council conference)** | **6-7, 13** | **2** | **Cost of registration ($50) plus transportation** | **Spring 2015** | **3.3** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Facility Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP GoalLink |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP GoalLink |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Supply Goals | Page number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP GoalLink |
| **Continue to purchase supplies needed in the past, such as medals for graduation and recruitment materials, such as brochures; continue to fund field trips.** | **4, 5, 8, 12, 13** | **2** | **TBD** | **Fall 2015** | **1.4** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Technology Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Staffing Goals(grow or maintain staffing—this section may be copied and pasted into the Faculty Prioritization Request) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Need for release time for Honors program coordinator | 2-7, 10, 12-15, **29**, 31 | 0 | 20% release time for a faculty member | Fall 2015 | 1.4 |
| Join Honors Transfer Council | 2-7, 10, 12-15, 28, 31 | 1 | 20% release time for a faculty member | Fall 2015 | 2.4 |
| Need for dedicated counselor hours (at least one hour per Honors student per semester) | 2-8, 10, 14-15, 22, **29-30**, 31 | 0 | One hour per student of counselor’s time | Fall 2015 | 2.2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Distance Education Goals(curricular or student services) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Scheduling Goals(FTES/SQ.FT. data needed for reports) | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Coordinate Honors schedule to ensure a non-competitive schedule with STEM and best class offerings and times for teachers and students | 2-7, 10, 12-15, **29**, 31 | 1 | On-campus recruitment; 20% release time for a faculty member | ongoing | 2.1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Additional Goals | Page Number(s) where supported | Priority (0-3) | Estimated cost/resources needed | Proposed timeline | SP Goal Link |
| Develop XXO Honors Budget to achieve more consistency and continuity of the Honors program and to ensure that the program is not entirely dependent upon the endowment. | 2-7, 10, 12-15, 23, **29**, 31 | 1 | 20% release time for a faculty member | Fall 2015 | 5.5 |
| **Plan to have students attend Honors Transfer Council annual conference** | **6-7, 13** | **2** | **Registration ($50 per student) plus transportation** | **Spring 2015** | **1.3** |

\*As supported primarily by the report’s quantitative and qualitative analyses and evaluation of the assessment of student learning outcomes

**Note: Summary Statements are needed for each campus, if applicable.**

### Student Learning Outcome Assessment Timeline

Complete the following chart indicating which year course, program, degree, and certificate outcomes will be completed. Each course must be assessed at least once during this timeframe. The program may conduct as many assessments of a single course, program, degree, or certificate as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Courses, Program, Degree, and/or Certificate to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 120\_15\_-2016\_\_ | **Honors 1, Honors Colloquium** | **Deborah Lapp** |
| Year 220\_16\_-2017\_\_ | **Honors 2, Honors Seminar** | **Deborah Lapp** |
| Year 320\_\_17-20\_18\_ | **N/A** | **N/A** |
| Year 42018\_\_-20\_\_19 | N/A | N/A |
| Year 52019\_\_-20\_20\_ | **PROGRAM REVIEW REPORT WRITING YEAR****(program to use 2015-2020 assessments in report)** | No assessments conducted during program review report writing year. |

### Curriculum Revision Timeline

This Curriculum Revision Timeline will be tracked by the Curriculum Chair. Add/delete rows as needed.

|  |  |  |
| --- | --- | --- |
| **Course** | **Semester revision to be submitted** | **Person responsible for revision** |
| **Honors 1 Honors Colloquium** | **Fall 2018** | **Deborah Lapp** |
| **Honors 2 Honors Seminar** | **Fall 2018** | **Deborah Lapp** |
|  |  |  |

### Program Learning Outcome Assessment Timeline

Complete the following chart indicating which year program outcomes will be completed. Each outcome must be assessed at least once during this timeframe. The program may conduct as many assessments of a single outcome as is meaningful.

|  |  |  |
| --- | --- | --- |
| Year | Program outcome to be assessed | Person responsible for heading assessment and completing Reporting Form |
| Year 120\_15\_-2016\_\_ | **All Freshmen Honors Courses (English 1AH; History 12H; Philosophy 1CH; English 1BH** | **Deborah Lapp** |
| Year 220\_16\_-20\_17\_ | **All Sophomore Honors Courses (English 3H; Political Science 2H; Art History 6H; Psychology 2H)** | **Deborah Lapp** |
| Year 320\_17\_-20\_18\_ | **All Seminar Courses (Honors 1 and 2)** | **Deborah Lapp** |
| Year 420\_18\_-20\_19\_ | N/A | N/A |
| Year 520\_19\_-20\_20\_ | **PROGRAM REVIEW REPORT WRITING YEAR****(program to use 2015-2020 assessments in report)** | No assessments conducted during program review report writing year. |

### Appendix A: Insert All Course Assessment Reporting Forms Here.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:9/17/12**
2. **Contact Person: Deb Lapp**
3. **Department: Honors**
4. **Course Name and Number: Honors 1**
5. **Assessed Course SLO(s): the outcome for Honors 1 is a deeper understanding of topics related to the semester theme.**
6. **Describe your assessment timeline, including a rationale for your decision:**

**Honors 1 is a one-unit enrichment colloquium designed to unify the various Honors courses with a theme for the semester. To enrich the classes (history, English, and poli sci in the fall and art history, literature, stats, and psychology in the spring, we have speakers, short readings, lectures, and discussions relating to the theme, such as elections, bioethics, crime and punishment, etc. I assess the students’ understanding with a questionnaire in the 17th week of class.**

1. **Institutional Outcome Alignment:**

 Which institutional outcome(s) is central to your course?

x[ ] Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

x[ ] Critical Thinking and Information Literacy

* Analyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

x[ ] Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

x[ ] Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.
1. **Assessment Assignments and/ or Instruments:**

 Which were used to assess the SLO?

|  |  |
| --- | --- |
| [ ] Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)[ ] Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)[ ] Assignments based on checklists [ ] Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | x[ ] Student self-assessments (e.g. reflective  journals, surveys)[ ] Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)[ ] Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)[ ] Other (please describe)      |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**
2. **What do you know or appreciate about [theme] that you didn’t know or appreciate before?**
3. **What suggestions do you have for next semester’s theme?**
4. **What is your expected level of achievement for measuring success?**

**I expect all the students (100%) to report that they have learned something and appreciate the theme topic more as a result of the class.**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

 In the past, we often relied on student group presentations. The students suggest and I agree that the presentations should be shorter and the discussions should be longer. We also hoped to have more speakers.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

[ ] Results are positive—no changes to be made

[ ] Conduct further assessment related to the issue and outcome

x[ ] Use new or revised teaching methods (e.g., more use of group work, new

 lecture, etc.) This semester, we have implemented more discussion and have five speakers planned for the class.

[ ] Develop new methods of evaluating student work

[ ] Plan purchase of new equipment or supplies needed for modified student

 Activities

[ ] Make changes in staffing plans (e.g., modified job descriptions, requests for

 new positions, etc.)

[ ] Engage in professional development about best practices for this type of

 class/activity

[ ] Revise the course sequence or prerequisites

[ ] Revise the course syllabus or outline (e.g., change in course topics)

[ ] Unable to determine what should be done

[ ] Other:

*Provide a brief description with a timeline for changes:*

Change implemented FA 2012.

**Course/Departmental Assessment Report for Instruction**

Please complete a form for each course.

1. **Date:11/612**
2. **Contact Person: Jeff Burdick**
3. **Department: English**
4. **Course Name and Number: Honors 2**
5. **Assessed Course SLO(s):** "Students will write a research paper using peer-reviewed and collegiate sources. They will correctly paraphrase and cite these sources to support a claim that contributes to the seminar topic. The paper will be free of plagiarism and will be properly formatted to either MLA or APA standards."
6. **Describe your assessment timeline, including a rationale for your decision:**

**Every time the class is offered**

1. **Institutional Outcome Alignment:**

 Which institutional outcome(s) is central to your course?

x[ ] Communication Skills

* Interpret various types of written, visual, and verbal information.
* Organize ideas and communicate precisely and clearly to express complex thoughts both orally and in writing.

x[ ] Critical Thinking and Information Literacy

* xAnalyze quantitative information and apply scientific methodologies.
* Employ critical and creative modes of inquiry to solve problems, explore alternatives, and make decisions.
* Synthesize researched information obtained from accurate, credible, and relevant sources to support, advance, or rebut an opinion.

x[ ] Global and Community Literacy

* Analyze the fine arts, humanities, and social sciences from cultural, historic, and aesthetic perspectives.
* Apply historical and contemporary issues and events to civic and social responsibility.
* Demonstrate sensitive and respectful treatment of a variety of ethnic, religious, and socioeconomic backgrounds.

[ ] Personal Development

* Assess current knowledge, skills, and abilities to further develop them and apply them to new situations.
* Incorporate physical and emotional principles to make healthy lifestyle choices.
* Make ethical personal and professional choices.
1. **Assessment Assignments and/ or Instruments:**

 Which were used to assess the SLO?

|  |  |
| --- | --- |
| [ ] Item analysis of exams, quizzes, problem  sets, etc. (items linked to specific  outcomes)[ ] Assignments based on rubrics (essays/  reports, projects, performances,  presentations, etc.)[ ] Assignments based on checklists [ ] Direct observation of performances,  structured practice or drills, “practical”  exams, small group work, etc. | [ ] Student self-assessments (e.g. reflective  journals, surveys)[ ] Classroom Assessment Techniques (CATS,  “clicker” mediated responses, etc.)x[ ] Capstone projects or final summative  assessment (final exams, capstone projects,  portfolios, etc.)[ ] Other (please describe)      |

1. **Please attach any instruments used for assessment (rubrics, checklists, surveys, etc.).**

**See web page folder**

1. **What is your expected level of achievement for measuring success?**

**90%**

1. **Assessment Results:**

What did members of your program learn from the assessment of the outcome? Did the assessment work, and if not, what needs to be revised?

 Honors 2 SLO

Honors 2 is a seminar experience that is offered once a year at Willow International only. Each honors student who is to graduate with the distinction of honors must take and pass this course. Instructors choose a theme, and assignments vary widely to fit the needs of the seminar experience. A specific prompt is available in this folder as an example.

**Outcome assessed**

"Students will write a research paper using peer-reviewed and collegiate sources. They will correctly paraphrase and cite these sources to support a claim that contributes to the seminar topic. The paper will be free of plagiarism and will be properly formatted to either MLA or APA standards." (This is a paraphrased version of a specific objective in the COR. The paraphrasing makes the specific tasks required clearer).

The data shows that most seminar students pass the assignment without much trouble, as would be expected at the honors level where students have been screened to enter the program and have taken, at a minimum, English 1A Honors before taking Honors 2.

92% of the students pass; 7.5% do not. All students, unlike most English classes, for example, attempted the assignment.

The three instructors involved for the three-year span exchanged notes and advice about the process. They are transcribed below, marked instructor 1, 2, and 3.

We summarize this material as follows: Students, even at the Honors Seminar level require extensive coaching to produce an excellent paper. One would hope that their previous experiences in English 1AHonors and English 3Honors, both of which many of these students had taken, would have prepared them for the more independent work required of a seminar, but there remains a transfer problem, which we have not figured out. It is the same problem we see in other transitions from basic skills to transfer levels and from 1A to 3: some students seem unable to transfer skills from one class to another. This argues for a larger program of writing across the curriculum to reinforce writing as a basic and continuing skill.

Some basics to pass along to future teachers include the scheduling issue mentioned below:

Since this is a once-a-week class, a holiday subtracts a full week. Changing the scheduling, which we did last year, ensure that the students have a full 9 meeting schedule.

Students are often overwhelmed by the need to produce large papers while juggling other major assignments. Keeping an eye on the major projects in other classes and adjusting due dates to avoid piling on might help.

Capitalizing on the energy, teamwork, and creativity that these students bring to the classroom is a key to a successful seminar experience.

**Reasons for failures or lower, passing grades: what deficiencies did you see?**

Instructor 1:

In addition to the 5 students who received Ds or Fs on the seminar paper, 7 received Cs. This means that more than 30% of the students taking the honors seminar in Spring 2012 were not able to produce a good or excellent paper.

Part of their writing assignment was to have a draft ready the week before the final version of their paper was due. They read each other’s drafts and made comments; I also read parts of most of their drafts and made comments. Still, many handed in final versions which were poorly written. In several papers there were serious grammatical errors; many had unclear sentences and inadequate support for their arguments. Many more did not proofread carefully (or did not recognize difficulties with their writing when they proofread). These are problems typically found among Willow students, though presented by this group of honors students at a somewhat lower rate.

 I was hoping that asking them to write a draft would give them enough guidance and feedback to produce an excellent final version of the paper. Now I think I should have had them write in class every session, and write more than one paper. This would have helped them attend to their writing more carefully, and accustom themselves better to the argument format I was asking them to use.

Instructor 2:

The student who failed, did not attend class and did not know how to complete the assignment.

Instructor 3:

Weak uses of sources, rushed, last minute work, lack of synthesis, weak paraphrasing and summary skills.

**What strengths did you see that future instructors might capitalize on?**

Instructor 1:

Most of the students in the honors seminar were ambitious and willing and able to take guidance on the improvement of their writing. This process, however, must be continuous and should begin with the first session of the seminar.

Instructor 2:

Honors students are motivated to do well and generally already have good, solid writing skills.

Instructor 3:

Creativity, energy, and team work.

**Please report any other observations that will help future instructors of this course.**

Instructor 1:

Do not expect honors students to write well just because they are honors students. Do not expect students to do a good job of criticizing each other’s work.

Instructor 2:

Find out when other big tests and assignments are due in their courses and plan accordingly.

Instructor 3:

We need to be sure that the course is scheduled for 9 class meetings, which means meeting for the first 10-11 weeks of the semester because of holidays.

1. **Action Plan:**

Based on the assessment results, what changes, if any, are planned to increase student success? When will they be implemented? Please check any appropriate boxes and *provide a brief description with a timeline for changes*.

[ ] Results are positive—no changes to be made

[ ] Conduct further assessment related to the issue and outcome

[ ] Use new or revised teaching methods (e.g., more use of group work, new

 lecture, etc.)

[ ] Develop new methods of evaluating student work

[ ] Plan purchase of new equipment or supplies needed for modified student

 Activities

[ ] Make changes in staffing plans (e.g., modified job descriptions, requests for

 new positions, etc.)

[ ] Engage in professional development about best practices for this type of

 class/activity

[ ] Revise the course sequence or prerequisites

[ ] Revise the course syllabus or outline (e.g., change in course topics)

[ ] Unable to determine what should be done

[ ] Other:see narrative above

*Provide a brief description with a timeline for changes:*

Beginning spring 2013

### Appendix B: Insert All Program/Degree/Certificate Assessment Reporting Forms Here

**Honors students will be able to analyze and utilize scholarly research materials that incorporate sufficient, credible, and relevant evidence**

**in written and/or oral communication in the various academic disciplines.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 |
| Context and Purpose | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task. | Demonstrates adequate consideration of context, audience, and purpose and has a clear focus on the assigned task.  | Demonstrates awareness of context, audience, and purpose of the assigned task. | Demonstrates minimal attention to context, audience, and purpose of the assigned task. | Demonstrates very little to no attention to context, audience, and purpose of the assigned task. |
| Organization  | Organizational pattern (specific introduction and conclusion; sequenced material within the body; and transitions) is clearly and consistently observable, skillful, and cohesive.  | Organizational pattern (specific introduction and conclusion; sequenced material within the body; and transitions) is clearly and consistently observable.  | Organizational pattern (specific introduction and conclusion; sequenced material within the body; and transitions) is intermittently observable.  | Organizational pattern (specific introduction and conclusion; sequenced material within the body; and transitions) is mostly not observable.  | Organizational pattern (specific introduction and conclusion; sequenced material within the body; and transitions) is not observable.  |
| Language | Language choices are appropriate, memorable, and compelling, and they enhance the effectiveness of the task.  | Language choices are appropriate, thoughtful, and compelling, and they generally enhance the effectiveness of the task.  | Language choices are appropriate, yet mundane, and they partially enhance the effectiveness of the task.  | Language choices are sometimes inappropriate and unclear, and they minimally enhance the effectiveness of the task.  | Language choices are frequently inappropriate and unclear, and they do not enhance the effectiveness of the task.  |
| Evaluation of Sources | Chooses a variety of sources appropriate to the scope and discipline of the task. Selects sources after considered the importance of the task of the multiple criteria used, such as relevance, currency, authority, audience, bias, and point of view. | Chooses a variety of sources appropriate to the scope and discipline of the task. Selects sources using multiple criteria, such as relevance, currency, and authority. | Chooses a variety of sources. Selects sources using basic criteria, such as relevance and authority. | Chooses a few sources. Selects sources using limited criteria, such as relevance. | Chooses very few if any sources. Selects sources using very limited criteria, such as relevance. |
| Course Name: \_Honors 1 and 2; English 1AH; Art 6H; English 3H \_\_\_\_\_\_\_ | Number of students who scored a 5 on their projects: \_\_\_\_72\_\_\_\_\_\_\_ | Number of students who scored a 4 on their projects: \_\_\_\_\_\_30\_\_\_\_\_ | Number of students who scored a 3 on their projects: \_\_\_\_16\_\_\_\_\_\_\_ | Number of students who scored a 2 on their projects: \_\_\_\_\_1\_\_\_\_\_\_ | Number of students who scored a 1 on their projects: \_\_\_\_\_\_\_\_\_\_\_ |

**Instructors, after filling out the information above on your students’ success on their projects, please describe your satisfaction with the above results.**

“I am thrilled. This is an extraordinary success.”

“I am very pleased with the results.”

“I was very pleased with the level of creative and critical analysis on this project. Most of the papers were also well organized, demonstrated appropriate research, and responded well to the prompt in terms of focus, context, and audience.”

“Very satisfied with the efforts and results of this assignment.”

**What changes, if any, do you anticipate making to this project based on the results above?**

“I will continue to delay the first grade until the 8th week, restricting feedback to a combination of conferences, workshops, and ungraded but commented upon, papers.”

“I am considering increasing the number of required sources to encourage them to dig even deeper into their topics.”

“I will spend more time, prior to the next assignment, in instruction of proper citation format.”

“This semester’s class actually did better on this assignment than previous classes—more detailed materials were provided this semester which seemed to help. No changes.”

### Dean/Manager Program Review Sign-Off

 After reading the program review report, please complete the following and send electronically, along with the report draft/final document, to the Program Review Chair. Thank you.

I have read the attached Program Report draft/final report from the Click here to enter text. Program. The following sections are completed as required or are still in need of attention.

|  |  |  |
| --- | --- | --- |
| Program Review Section | Complete | Incomplete |
| General information, including staffing summary | ☐ | ☐ |
| Mission, Strategic Plan, and Ed Master Plan support | ☐ | ☐ |
| Previous goal status/outcome | ☐ | ☐ |
| Quantitative analysis in support of goals | ☐ | ☐ |
| Funding/budget summary | ☐ | ☐ |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | ☐ | ☐ |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations  | ☐ | ☐ |
| Goals | ☐ | ☐ |
| SLO timeline | ☐ | ☐ |
| Curriculum Revision timeline | ☐ | ☐ |

Comments: Click here to enter text.

Dean/ Manager’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Reedley College Program Review Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary | One or more sections are incomplete | All sections are complete and accurate | All sections are complete and accurate with analysis which support’s program’s goals |
| Mission, Strategic Plan, and Ed Master Plan support | One or more sections are incomplete | All sections are complete and exhibit support | All sections are complete, supportive with analysis which supports program’s goals |
| Previous goal status/outcome | Incomplete | Completed | Completed with some degree of depth |
| Quantitative analysis in support of goals | Sections are incomplete or poorly executed | Sections are complete and data analyzed | Analysis of data supports the program’s goals |
| Funding/budget summary | Incomplete | Completed | Completed with some degree of depth |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | Reports for courses, program, and/or certificates are incomplete or poorly executed. Mapping, results, gaps, and/or action plans are not addressed or poorly executed. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans with at least some degree of critical thought. | Program completed all sections, including mapping and reports. Program analyzes assessment results and creates action plans which support program’s goals |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations  | Sections are incomplete or poorly executed. | Program completed all sections with at least some degree of critical thought. | Program analyses sections in support of program’s goals. |
| Goals | Incomplete, including no page numbers | Complete, including page numbers | Complete, including page numbers  |
| SLO timeline | Incomplete | Complete | Complete |
| Curriculum Revision timeline | Incomplete | Complete | Complete |

###

### Program Review Committee Response To Programs’ Drafts

Program: Click here to enter text.

Date: Click here to enter text.

Thank you for submitting your program’s program review report draft. The Program Review Committee has read your program’s report draft and offers the following suggestions/comments as you revise your final report.

|  |  |  |  |
| --- | --- | --- | --- |
| Program Review Section | Does Not Meet | Meets | Exceeds |
| General information, including staffing summary |  |  |  |
| Mission, Strategic Plan, and Ed Master Plan support |  |  |  |
| Previous goal status/outcome |  |  |  |
| Quantitative analysis in support of goals |  |  |  |
| Funding/budget summary |  |  |  |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans |  |  |  |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations  |  |  |  |
| Goals |  |  |  |
| SLO timeline |  |  |  |
| Curriculum Revision timeline |  |  |  |

**(OVER)**

### Committee Comments

|  |  |
| --- | --- |
| Program Review Section | Comments |
| General information, including staffing summary | Click here to enter text. |
| Mission, Strategic Plan, and Ed Master Plan support | Click here to enter text. |
| Previous goal status/outcome | Click here to enter text. |
| Quantitative analysis in support of goals | Click here to enter text. |
| Funding/budget summary | Click here to enter text. |
| SLO summary/reports, including mapping, assessment results, gaps, and action plans | Click here to enter text. |
| Qualitative analysis, including future trends, curriculum changes, teaching methodologies, collaborations | Click here to enter text. |
| Goals | Click here to enter text. |
| SLO timeline | Click here to enter text. |
| Curriculum Revision timeline | Click here to enter text. |

Your oral presentation will take place on: Click here to enter text.

Please contact the Program Review Chair with questions. Thank you for your participation in this important process.

### Program Review Substantiation Scoring Sheet

To be completed by the Program Review Committee members

Program: Honors Program

|  |  |
| --- | --- |
|   |  |
| **Rating Scale** | **1** **Unsubstantiated within the report** | **2** **Minimally substantiated within the report** | **3****Substantiated within the report** | **4** **Well substantiated within the report** |  |
| **Goal** | **1** | **2** | **3** | **4** | **Comments** |  |
| Need for a dedicated Honors program coordinator with release time in order to join Honors Council and increase number of students in the program. | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| Meet or exceed recruitment in high schools and on campus to maintain 25 capable freshmen and 25 sophomores | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| Need to coordinate more fully with Madera Honors students to ensure equitable opportunities for students throughout the campuses | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| **Need to increase diversity within Honors student population** | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| **Professional Development (need for the Honors Coordinator to attend Honors Transfer Council conference)** | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| **Continue to purchase supplies needed in the past, such as medals for graduation and recruitment materials, such as brochures; continue to fund field trips.** | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| Need for dedicated counselor hours (at least one hour per Honors student per semester) | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| Coordinate Honors schedule to ensure a non-competitive schedule with STEM and best class offerings and times for teachers and students | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| Develop XXO Honors Budget to achieve more consistency and continuity of the Honors program and to ensure that the program is not entirely dependent upon the endowment. | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| **Plan to have students attend Honors Transfer Council annual conference** | ☐ | ☐ | ☐ | ☐ | Click here to enter text. |  |
| **General Comments** |  |
|  Click here to enter text. |  |