Honors Program Review Template

Honors Program Review

A. Program Information

Program Mission Statement

1. Please enter your mission statement here.

> The mission of the Foothill College Honors Institute is to nurture student growth by cultivating intellectual curiosity, fostering educational aspirations, and promoting engagement through an inclusive community dedicated to scholarly excellence and social consciousness. The Foothill College Honors Institute is dedicated to advancing equity in education for all.

Program Level Service Area Outcomes

2. Please list the program-level service area outcomes.

> Students will be able to exhibit scholarly excellence.
>
> Students will know how to critically analyze and interpret data from a wide array of fields.
>
> Students will aspire to further their education goals through transfer.
>
> Students will apply a community engagement mindset.

The chart below shows the total number of students in the Honors program from AY 2021-23.

	2019-20	2020-21	2021-22	2022-23	2023-24
Total Number of students in program	576	698	491	576	754

B. Student Contact

The data table below shows the number of students meeting with a counselor at least once each primary quarter.

	2019-20	2020-21	2021-22	2022-23	2023-24
Office Visits	no data	no data	40	148	434

The data table below shows the rate in which students open messages sent through constant contact via Newsletter.

	2019-20	2020-21	2021-22	2022-23	2023-24
Fall Quarter	414 (44%)	333 (28%)	386 (33%)	883 (47%)	1419 (64%)
Winter Quarter	494 (49%)	329 (28%)	640 (42%)	988 (52%)	2124 (65%)
Spring Quarter	431 (40%)	488 (41%)	1191 (47%)	1048 (54%)	2140 (65%)

3. What are your program's goals in respect to instructional and support services?

> The data shows a need to realign funding with the program's goals due its very large increase in student contacts in the past 5 years. Counseling needs have grown very fast (up 270% from 21/22 to 22/23 and up a further 193% from 22/23 to 23/24. We currently have one Honors counselor that is 50% time. There is room for growth for this program.
>
> We also measured student engagement using the number people who opened the Constant Contact newsletter in week 7 of each quarter. The number of people reached has risen more than 500% in the past three years. These students are required to meet an honors counselor once every quarter. The number of counselors is insufficient as currently funded.

4. What do you observe in the data above in relation to your goals? What do you want the college to understand about instructional and support services in your program?

> These data suggest that there is growth of the program. However, there is not a community space for these many students to congregate or use. We believe that this may be a contributing factor to a lower than expected attendance rate for events (given the large size of the group).

Regarding support services, the honors counseling position could easily be open to 75%-100% to support the growing need of the program. Support services within recruitment, counseling, retention and building community.

5. What actions does your program plan to take in order to achieve your goals?

At least 50% dedicated Honor Counselor with the support of other general/honor counselors and more support services for our students such as research and transfer workshops.

6. What does your program need to execute this action plan?

Making sure that a 50% or more dedicated counselor is always Co-Coordinator.

More counseling support (3-4 honor counselors) to support our growing honors community.

A dedicated space for our Honor Community. A place where Honors Faculty and Scholars can congregate. We feel that much more can be created and accomplished if there was space for our community.

C. STEM Courses

The data table below shows the number of STEM vs Non-STEM honor courses.

	2019-20	2020-21	2021-22	2023-24
STEM Courses	8	7	6	5
Non-STEM Courses	46	48	53	58
Total	54 times offered	55	59	63

7. What are your program's goals in respect to STEM courses?

While there has been a steady increase in applications for STEM courses, the actual numbers are dropping. We have only Astronomy, Biology, Math, and Anthropology 1 (Biological Evolution) as STEM, and in 2023-2024 only Anthropology was offered. We do see more Math and Biology in the pipeline for more courses. Our STEM numbers are lower compared to DeAnza STEM offerings. They have put in a request for UCLA-TAP certification and if their STEM courses begin to be offered at Honors (and not by contract), then we will see movement of Honors students in STEM to DeAnza.

8. What do you observe in the data above in relation to your goals? What do you want the college to understand about STEM courses in your program?

Our goals are to increase the count of classes and the diversity of classes in STEM. Faculty need to re-think the importance of Honors not as an exclusionary tract, but a way to embrace a wider range of students.

9. What actions does your program plan to take in order to achieve your goals?

Increase the number of STEM courses offered. Speak with the Deans about opportunities for our students. Impress upon them that there is a future drop in STEM students at Foothill when or if DeAnza opens up a UCLA TAP cohort.

10. What does your program need to execute this action plan?

More outreach to STEM faculty to promote the creation of more honors level offerings and sharing the benefits

D. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

Maintain the energy and direction of the Honors Institute while successfully bringing in and training new co-directors. In addition, we can continue to build connections to learning communities outside of Honors and expand connections within our community of scholars.

2. What is your implementation plan for the above-mentioned objectives?

Talk to candidates who may be interested and implement the interview process.

Use more funds to create positive linkages to underprivileged groups who would benefit greatly from Honors.

3. What barriers has the program faced in implementing improvements?

None

E. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends
Honors Program (FH)

	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	576	698	491	576	754	30.9%
Enrollment	1,357	1,405	1,034	1,134	1,621	19.5%
Sections	63	70	62	76	93	47.6%
WSCH	2,152	2,177	1,616	1,791	2,483	15.4%
FTES (end of term)	143	145	107	120	166	16.1%
FTEF (end of term)	2.4	2.5	1.8	2.0	2.3	-4.3%
Productivity (WSCH/FTEF)	913	887	883	908	1,101	20.5%

FTES

1. What are your program's goals in respect to FTES?

The steady rise of 67.3% in FTES to a robust 164 last year, indicates a need to continue the growth in course offerings and diversity of course offerings, including STEM courses. If no funding is forthcoming, we suggest a no growth in FTES policy. The number we have is at maximum given the number of courses being offered.

2. What do you observe in the data above in relation to your goals? What do you want the college to understand about FTES in your program?

We have been growing and will continue to grow if the number of course offerings are increased and the diversity of courses are increased.

3. What actions does your program plan to take in order to achieve your goals?

Promotion to faculty of Honors program so that new honors courses are created, and a greater diversity of courses is offered.

4. What does your program need to execute this action plan?

More outreach to faculty, perhaps faculty retreats to promote honors, or workshops about the benefits of honors. There is also an Honors conference each year put on by the National Collegiate Honors Council. Sending new honors faculty to this conference could help with outreach.

Sections

5. What are your program's goals in respect to sections?

Similar to the above, we have doubled the number of sections to 88, which is an 83% rise. This growth can be sustained with more faculty and administrative support. Continuing to diversify honor courses within different disciplines will manifest growth but it will also meet the needs of our students.

6. What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

Demand is high but the community tends to be absent. We need support to make it become a bigger, special and unique community on campus.

7. What actions does your program plan to take in order to achieve your goals?

Faculty outreach, integrating with other programs within our community like Umoja, EOPS, and Puente. We intend to make sure there is a direct connection between our Honors Connection Club and the Honors Program.

8. What does your program need to execute this action plan?

More money to purchase faculty time. Making sure we have a process for replacing student officers for our Honors Connection Club at the end of the academic year. Then having new officers in the summer and start of the new academic year. That can help us plan events and activities for recruitment and collaboration activities.

Productivity

9. What are your program's goals in respect to productivity?

Maintain numbers while at the same time showing growth in other ways such as diversity in our course offerings and more 1st generation and underrepresented students joining the Honors Program.

10. What do you observe in the data above in relation to your goals? What do you want the college to understand about productivity in your program?

Strong numbers should be maintained. Our current productivity for last year was 1095, a rise of 53.1%. This is double the Foothill College productivity measure of 517 for last year.

11. What actions does your program plan to take in order to achieve your goals?

To remain strong, more outreach to faculty, methods for teaching, professional development for honors?

12. What does your program need to execute this action plan?

Faculty and administrative support.

F. Enrollment by Student Demographics

Enrollment Distribution

Enrollment Distribution For Program Review

Enr Distribution by Student Demographics

Honors Program (FH)

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	700	52%	789	56%	525	51%	540	48%	786	48%
Male	640	47%	600	43%	473	46%	566	50%	778	48%
Non-Binary	0	0%	0	0%	8	1%	0	0%	0	0%
Unknown gender	17	1%	16	1%	28	3%	28	2%	57	4%
Total	1,357	100%	1,405	100%	1,034	100%	1,134	100%	1,621	100%

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	649	48%	635	45%	431	42%	461	41%	701	43%
Black	55	4%	66	5%	58	6%	76	7%	33	2%
Filipinx	46	3%	62	4%	48	5%	68	6%	83	5%
Latinx	222	16%	247	18%	189	18%	218	19%	304	19%
Native American	2	0%	5	0%	1	0%	2	0%	3	0%
Pacific Islander	12	1%	18	1%	7	1%	12	1%	10	1%
Unknown ethnicity	46	3%	51	4%	39	4%	73	6%	112	7%
White	325	24%	321	23%	261	25%	224	20%	375	23%
Total	1,357	100%	1,405	100%	1,034	100%	1,134	100%	1,621	100%

a. By Gender

13. What are your program's goals in respect to enrollment by gender in your program?

Maintain 50-50 split, which runs counter to an overall demographic trend of having more females.

14. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

50-50 split is seen in these data. Actually it is 48%-48% because 3% are unknown.

15. What actions does your program plan to take in order to achieve your goals?

Nothing

16. What does your program need to execute this action plan?

Nothing

b. By Ethnicity

17. What are your program's goals in respect to enrollment by ethnicity in your program?

Our goal is to mirror campus demographics and growth has not been in balance with campus diversity. Continuing to diversify honor courses within different disciplines will manifest growth but it will also meet the needs of what the students want. We have ethnic studies, humanities, and anthropology courses in the pipeline that will start to address this challenge.

18. What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

Honors program numbers with regard to ethnicity do not mirror campus demographics. Asian numbers are much higher than campus relative percentage (for example 28% overall but 44% for honors), while underrepresented groups are lower than campus-wide numbers. African American student numbers have dropped precipitously as a percentage of the total amount of students (at 2% down from 7%). LatinX numbers have stayed the same (19%).

19. What actions does your program plan to take in order to achieve your goals?

Increase course offering diversity. More collaboration with Umoja, Puente, EOPS, and Athletics to directly offer courses in their learning communities and programs. Further campus trips to UC schools, which allows other learning communities to be exposed to honors.

20. What does your program need to execute this action plan?

 Counselors working together with these learning communities. Maybe have two quarterly meetings between Honors, Umoja, EOPS & Puente to plan events or just to collaborate on an activity for our communities to integrate. Formal promotion to these students, maybe courses designed specifically for them (eg. Anth6 – Peoples of Africa, and others). Funds for events, such as the visit to UC Santa Cruz. Direct communication with learning groups.

G. Course Success

Student Population Areas of Focus

Course Success For Program Review

Limits: **Course Credit Status** Credit

Course Success
Honors Program (FH)

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,180	87%	1,170	83%	894	86%	989	87%	1,455	90%
Non Success	62	5%	113	8%	68	7%	67	6%	78	5%
Withdrew	115	8%	122	9%	72	7%	78	7%	88	5%
Total	1,357	100%	1,405	100%	1,034	100%	1,134	100%	1,621	100%

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	252	78%	291	78%	230	78%	297	82%	321	83%
Non Success	23	7%	39	10%	30	10%	33	9%	34	9%
Withdrew	48	15%	45	12%	35	12%	32	9%	32	8%
Total	323	100%	375	100%	295	100%	362	100%	387	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	928	90%	879	85%	664	90%	692	90%	1,134	92%
Non Success	39	4%	74	7%	38	5%	34	4%	44	4%
Withdrew	67	6%	77	7%	37	5%	46	6%	56	5%
Total	1,034	100%	1,030	100%	739	100%	772	100%	1,234	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

21. What are your program's goals in respect course success in your program?

Maintaining our 90% success or greater for entire the cohort and also maintaining an 80% or better for underprivileged students. Also maintain 5% greater success rate for honors students over regular non-honors students in all categories.

22. What do you observe in the data? What do you want the college to understand about course success in your program?

Goal met, returned to success rates of 2018-2019, and met the program goals mentioned above. 2023-24 data show 83% success rate for underrepresented students, and a 92% success rate the prepared cohort. (Although I do not know why Native Americans are in this cohort). We do need more efforts put into recruiting underrepresented students because these data show that they achieve greater success rates in honors courses than in non-honors courses.

23. What actions does your program plan to take in order to achieve your goals?

Fund further outreach events, co-coordinating with colleagues in other learning communities, like Umoja, Puente, Mesa, EOPS, Bipoc center and more.

24. What does your program need to execute this action plan?

More funds to execute this action plan. We need more time spent on organizing events with the Learning Communities so our students can connect with others and branch out into other communities.

H. Course Success by Modality

For Course Success by Modality visit https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47l7cPKQ?

e=LgYxBb

25. What are your program's goals in respect course success by modality in your program?

A primary goal is to increase the number of face to face classes over time. The success rates in face to face are 10% higher on average over the past 5 years as compared to asynchronous online. (89%:79% in 2023-24 for example)

26. What do you observe in the data? What do you want the college to understand about course success by modality in your program?

Face to face success is 10% higher on average year over year. Honors courses online are less effective.

27. What actions does your program plan to take in order to achieve your goals?

Increase face to face offerings, continue to test hybrid options. Students still want honors on-line courses so we will also maintain asynchronous offerings.

28. What does your program need to execute this action plan?

Deans should be informed of this goal because they have power to decide course offerings.

I. Disproportionate Impact

For Disproportionate Impact visit https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47l7cPKQ?e=LgYxBb

29. Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage and number for each group).

In 2023-2024 LatinX has -9 percentage gap and Low-income students has a –8 percentage gap. In 2022-23 Latin X has a –10 DI% gap, Not Veterans –13%, Low income –10%. In 2021-22 the FilipiX has –16%, LatinX –11%, and Low income –7%. In 2020-2021 Black students –13%, LatinX –6%, PacificIslanders –34%, Low Income –19%. Lastly, 2019-2020 year has Black –15%, FilipX –14%, Latin –8%, PacificIslander –29%, and Low Income is –14%. There is not an overall trend in growth or decrease in DI% in these heavily affected groups.

These data are not different than for the general population at Foothill College. For example, in 2023-2024, Black DI % is –8%, LatinX –7%, PacIslanders –6%, and Low Income is –9%DI. There are no discernable differences in Honors versus Non-honors in terms of disproportionate impact.

In terms of the additional successes, the relative % is similar as well. (see above data)

30. What are your program's goals in respect to disproportionate impact?

To work with this population of students and to integrate our honor activities and courses with other affinity groups on campus. Specifically looking at specialized honors courses for Learning communities. We need a specific strategy to recruit these disproportionate student groups to our honors program. Currently the honors program is extremely popular. The popularity of UCLA-TAP specifically is bringing many students to our program with this specific interest. The TAP successes may be overshadowing the underrepresented students. We need to find a way to make a pathway just for them into our program, as we know there are plenty of other more accessible universities. For example, the Honors X program at San Jose State is set up for these students and we need to be able to help them access the program. Once they are here, we want to give them a strong sense of belonging so they will continue to be successful and tell their friends about Honors.

31. What do you observe in the data? What do you want the college to understand about disproportionate impact in your program?

What do you want the college to understand about the disproportionate impact in your program? The Honors Program also represents a special challenge due to the fact that it is an interdisciplinary program with many different colleges and academic focuses. Approaches for solutions that address a single discipline may not work with a different discipline. As a result, solutions for disproportionate impact will need collaboration with content experts throughout the entire college community.

32. What actions does your program plan to take in order to achieve your goals?

We will work with professors in different disciplines in an effort to educate them about unconscious bias and the different learning styles.

33. What does your program need to execute this action plan?

We need to continue to have Co-Coordinators that are sensitive to these issues.

J. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

The Honors Institute and the state-wide honors programs (UCLA-TAP and Honors to Honors) have grown rapidly over the past several years. The intended result of being open-access has been achieved. The growth is happening in areas of student numbers, course offerings, and contact hours with students. These numbers suggest further needs of funding for counseling services specifically, and more outreach to faculty and learning communities to increase access to under-represented groups who perform disproportionately lower.

Although these data are in alignment with the program's goals, they show that more can be done. The past two years the growth (coming out of Covid) has seen a 54% rise unduplicated students and the five-year growth levels are 89%. More students are transferring, and more students are applying to transfer as honors scholars. A wider variety of classes is being offered. And finally, more students are engaging with the community via service leadership opportunities.

The current directors are stepping down with the hope that the program increases campus community growth. Greater overall on campus student presence in face-to-face classes over the past year has been as a direct result of the higher amounts of students taking honors classes. This growth will continue and so will demand for greater numbers and diversity of honors classes.

K. Rubric

Click on the link below to view the Honors Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ea5elbYJmpBErymaRPea7gYBkpsXT3qvR2CkQ61thd9aFg?e=3VtLdG

This form is completed and ready for acceptance.