

# **Instructional Program Review 2019/20 UPDATE**

**Honors**

**Created on: 09/20/2019 11:26:00 AM PST  
Last Modified: 01/10/2020 03:00:19 PM PST**

# Table of Contents

<b>General Information</b>	<b>1</b>
<b>2019/20 Instructional Program Review</b>	<b>2</b>
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	3
Goal Status Report (REQUIRED)	9
<b>Request Forms</b>	<b>18</b>
Classified Position, BARC and Faculty Position Request	18
<b>Reviewers</b>	<b>19</b>
Liaison's Review	19
Manager's Review	19
<b>Appendix</b>	<b>20</b>

## General Information (Instructional Program Review 2019/20 UPDATE)

---

## 2019/20 Instructional Program Review

### SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- **Name of Lead Writer:** Scott D. Plambek
- **Name of Liaison:** Anar Brahmhatt
- **Department Chair:** N/A
- **Name of Manager/Service Area Supervisor:** Andrew MacNeill
- **Is this a CTE program? (State Yes or No):** No.

### OUTCOMES AND ASSESSMENT (REQUIRED)

**Form:** 2019/20 Program Review Outcomes and Assessment Section (See appendix)

### PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

**Form:** 2019/20 Program Review Instructional Program Analysis Section (See appendix)

### PROGRAM GOALS (REQUIRED)

#### Honors Program Goals 2018/2019

##### Equity Goal

The motto of our Honors Program is “Honors is for Everyone.” We work towards increasing opportunities for non-Honors students and creating pathways into the Honors Program for underrepresented and non-traditional students such as Veterans, part time students, and students who are parents.

##### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3,

**Institutional Learning Outcomes 2016/17:** Communication, Global Consciousness, Professional & Ethical Behavior

##### Streamline Policies and Procedures

The Honors Coordinators will work collaboratively to develop and streamline clear policies and procedures. These include developing a fully online system for students to submit and process signed Honors contracts, aligning our policies more closely with regional Honors Programs, and updating our handbooks for Honors students, student workers, and coordinators.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 2.4, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy, Professional & Ethical Behavior

### Priority Registration

Offer priority registration to returning Honors students in order to help them retain the classes they need in pursuit of their preferred university.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.4, Strategic Goal 3.1,

**Institutional Learning Outcomes 2016/17:** Communication

### Expand our budget to fund more consistent Honors Center hours and more student opportunities

As our program continues to grow, we hope to fund more student opportunities and increase our students' access to the Honors Center. Increased funding for our dedicated NANCE worker to work in the honors Center for more hours per week would allow it to stay open consistently and increase its accessibility for students. We would also like to expand our workshop offerings within the Honors Center, which would require additional funding for guest speakers and materials. We also would like to find a way to pay Honors Co-Coordinator for the work they do during summer months and for their travel costs for regional honors meetings and the HTCC Honors Student research conference.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 4.1, Strategic Goal 6.1

### Guided Pathways

Explore how the Honors Program can work with Guided Pathways to develop an Honors track or Honors pathway that aligns with students' educational plans.

### Mapping

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.4, Strategic Goal 4.4,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Professional & Ethical Behavior

## ACTION PLANS FOR GOALS (REQUIRED)

### Actions

### Honors Program Goals 2018/2019

Goal

**Goal: Equity Goal**

The motto of our Honors Program is "Honors is for Everyone." We work towards increasing opportunities for non-Honors students and creating pathways into the Honors Program for underrepresented and non-traditional students such as Veterans, part time students, and students who are parents.

**Action: Equity Goal Action Plan****Describe the actions needed to achieve this objective:**

Honors Program coordinators have consistently collaborated with other prominent programs at Mesa College (e.g. Tutoring, Counseling, CRUISE, and Veteran Affairs) in order to create opportunities for students from a wide range of backgrounds. Additionally, we plan on building on this foundation by seeking future connections with the Student Success and Equity committee, Puente, EOPS, StarTrio, Mesa Academy, and Umoja.

We will also seek to broaden the types of majors and courses that offer honors contracts by actively recruiting faculty from underrepresented departments to participate in honors. We will continue to encourage honors students to apply for elite scholarships like the Jack Kent Cooke undergraduate transfer scholarship, and we will continue to offer coaching as they complete their applications. We will also continue to encourage students to present their work at conferences, including the HTCC annual Research Conference at UC Irvine, which will offer them the opportunity to hone their research and presentation skills and build their confidence when it comes to advanced academic participation.

In order to better engage working students and students who are parents in honors, we will be studying the possibility of offering honors credit for online and hybrid courses, and we will advocate for online and hybrid students at the DHC (district honors committee).

We know that fulfilling our motto "Honors is for Everyone," requires that we offer greater support to the students we bring into the Honors Program who may not have experience with Honors Education. In order to support those students, we will be piloting an Honors Mentorship program that will pair Honors students with mentors who can help them along and support their ambitious goals.

**Who will be responsible for overseeing the completion of this objective:**

As the Honors Program's dedicated Equity Coordinator, Veronica Gerace will take the lead on many of the aforementioned initiatives, including cross campus collaborations and the Honors Mentorship Program.

Professor Ian Duckles has taken the lead on preparing students for the HTCC Research Conference at UC Irvine. Additionally, he will assist with broadening Honors course options and the recruitment of new faculty members into the Honors Program, with support from the other coordinators.

Professor Scott Plambek has visited classes with non-native English speakers to promote the Honors Program. Additionally, he has committed to assisting students with preparing applications for the Jack Kent Cooke scholarship, and has developed a Fall and Spring Honors Program Orientation meeting that is specifically designed to attract students from underserved groups.

**Provide a timeline for the actions:**

All equity initiatives are currently ongoing.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Assessment will be conducted via a combination of exit surveys of students who have completed the Honors Program and participated in the Honors Mentorship program, demographic data about who is taking Honors Courses, data about what types of new Honors courses are being offered, how many students are presenting at conferences and completing scholarship applications, and student success data from our pilot online Honors course.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Student Research Conferences: The Honors Center would like to sponsor honors students who want to attend regional student research conferences. Currently, many students' ability to attend such conferences relies upon their ability to pay for transportation and registration fees. The Honors Program would like to bridge this equity gap and ensure that student's ability to advance their experience and resumes is not hindered by their current socioeconomic status.

**Goal: Streamline Policies and Procedures**

The Honors Coordinators will work collaboratively to develop and streamline clear policies and procedures. These include developing a fully online system for students to submit and process signed Honors contracts, aligning our policies more closely with regional Honors Programs, and updating our handbooks for Honors students, student workers, and coordinators.

**Action: Streamline Policies and Procedures: Action Plan**

**Describe the actions needed to achieve this objective:**

We have accomplished our primary objective in this goal, which is to complete a fully online Honors Contract system. Professor Scott Plambek worked with Classified Senate President Charlie Lieu over the summer to develop this program. It was launched during the Fall of 2019 and has been an overwhelming success.

We also seek to continue our ongoing efforts to align our Honors Program's policies with those of other Honors programs in the region. This work has already been undertaken by our coordinator Veronica Gerace, who has been attending HTCC and other Honors-related meetings in order to become familiar with the Honors policies in other programs. She will continue this work in the coming year.

We have created handbooks for Honors Center workers, Honors Coordinators, and Honors students and will continue to update and improve those in the interests of further streamlining our policies and procedures. The DHC (district honors committee) is also working on an update of their handbook. Professor Scott Plambek is on that subcommittee and is working to integrate the district-level work with our campus-level work.

**Who will be responsible for overseeing the completion of this objective:**

Veronica Gerace will continue to attend regional Honors meetings and work to align our policies with regional standards.

Scott Plambek will take the lead on the update of our handbooks, with support from

all of the Honors coordinators. Additionally, Scott Plambek is developing an employee handbook for Honors Program staff.

**Provide a timeline for the actions:** These efforts are all ongoing. The bulk of it will be completed by the Fall 2020 semester.

**Describe the assessment plan you will use to know if the objective was achieved and effective:** We will be able to track our progress by counting the number of Honors contracts processed and the speed with which contracts are processed and Flex credits are created each semester.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):** Veronica Gerace has been traveling to regional Honors meetings and conferences to help our program become more aligned with those at other campuses, and we need funding in order to reimburse her for her travel and conference costs.

**Supporting Attachments:**

[Honors Program Handbook 2018/19 \(Adobe Acrobat Document\)](#)

This is the handbook we created for students this year to provide a clear set of requirements and resources all in one place.

**Goal: Priority Registration**

Offer priority registration to returning Honors students in order to help them retain the classes they need in pursuit of their preferred university.

**Action: Priority Registration: Action Plan**

**Describe the actions needed to achieve this objective:** To ensure that Honors students are able to take the classes needed to fulfill their specific education plans, we will work with admissions in order to confirm that Honors students have access to priority registration, and we will require (or strongly urge) Honors students to discuss their academic goals with Anthony Reuss, the dedicated Honors Program counselor. We have already made progress toward the second part of that goal by arranging to have Anthony Reuss conduct a weekly 'drop-in' counseling hour every Tuesday in the Honor's Center. This has been a popular offering all semester, with multiple students taking advantage of Reuss's expertise each week.

**Who will be responsible for overseeing the completion of this objective:** All Honors Coordinators.

**Provide a timeline for the actions:** This process is ongoing. Ideally, we would like to have it completed by the Fall 2020 semester.

**Describe the assessment plan you will use to know if** Exit surveys will Honors Students who have completed the program, the number of Honors Students who meet with the Honors Counselor, and our level of success in



**the objective was achieved and effective:**

getting continuing Honors Students priority registration access with me the methods by which we can measure our progress towards achieving this goal.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

We do not need additional resources to accomplish this task.

**Goal: Expand our budget to fund more consistent Honors Center hours and more student opportunities**

As our program continues to grow, we hope to fund more student opportunities and increase our students' access to the Honors Center. Increased funding for our dedicated NANCE worker to work in the honors Center for more hours per week would allow it to stay open consistently and increase its accessibility for students. We would also like to expand our workshop offerings within the Honors Center, which would require additional funding for guest speakers and materials. We also would like to find a way to pay Honors Co-Coordinator for the work they do during summer months and for their travel costs for regional honors meetings and the HTCC Honors Student research conference.

**Action: Expand our budget**

**Describe the actions needed to achieve this objective:**

Keeping the Honors Center Open/Paying our NANCE: Currently, funding for our NANCE is taken from the Honors Program general fund (\$5,250). Because of this, we only have the means to hire our NANCE for 12.5 hours per week. Our NANCE is responsible for keeping the Honors Center Open, so this severely reduces the number of hours that we can open our Honors Center each week, subsequently reducing Mesa Students' access to Honors Center services (e.g. hot-spot tutoring, hot-spot counseling, assistance applying for grants, assistance applying for transfer, printing, computer lab, quiet study areas, etc.). These services are the backbone of the Honors Program and account for Honors Student's increased success and transfer rates. A reduction in Honors Center Hours means a reduction in student success.

Additionally, needing to use the vast majority of our General Fund to pay our NANCE (94%) reduces our ability to use the General Fund to offer and promote additional student services. As a result of limiting funding, the following Honors Program student services/functions have either been negatively affected or cut entirely. Student Research Conferences: The Honors Center would like to sponsor honors students who want to attend regional student research conferences. Currently, many students' ability to attend such conferences relies upon their ability to pay for transportation and registration fees. The Honors Program would like to bridge this equity gap and ensure that student's ability to advance their experience and resumes is not hindered by their current socioeconomic status.

Honors Coordinators Attending Conferences: Honors Coordinators do not have a dedicated source of funding for travel. Because of this, our Coordinators are limited in the number of conferences that they are able to attend. This makes it more difficult

<p><b>Who will be responsible for overseeing the completion of this objective:</b></p> <p><b>Provide a timeline for the actions:</b></p> <p><b>Describe the assessment plan you will use to know if the objective was achieved and effective:</b></p> <p><b>List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel &amp; Conference, Software, Facilities, Classified Staff, Faculty, Other):</b></p>	<p>for our program to learn from other honors campuses/programs, or to align itself with regional honors standards. Ultimately, this hurts both the strength of our program and the students who rely on it to advance their education, career, and quality of life.</p> <p>Honors Coordinators Scott Plambek and Ian Duckles will request this budget increase through the program review.</p> <p>This project is ongoing. Also, we understand that our districts current spending freeze makes this timeline especially ambiguous.</p> <p>If we receive additional funds, we will re-evaluate the number of hours that we have been able to keep our Honors Center open, the number of students who have been able to attend the HTCC Research Conference, and the number of regional conferences that the Honors Coordinators were able to attend.</p> <p>A budget increase would enhance our ability to accomplish the goals listed in this section.</p>
--	--

**Goal: Guided Pathways**

Explore how the Honors Program can work with Guided Pathways to develop an Honors track or Honors pathway that aligns with students' educational plans.

**Action: Guided Pathways: Action Plan**

<p><b>Describe the actions needed to achieve this objective:</b></p> <p><b>Who will be responsible for overseeing the completion of this objective:</b></p> <p><b>Provide a timeline for the actions:</b></p> <p><b>Describe the assessment plan you will use to know if the objective was achieved</b></p>	<p>As our campus moves forwards in its efforts to more deliberately direct students through their educations in an efficient way, the Honors Program will need to clarify the role of Honors Courses, the Honors Completion Certificate, and the Honors Experience in relation to our students' educational paths. Our plan for the next year is to study the role of Honors Programs at other Guided Pathways campuses and propose ways in which Honors can be included in the new plans that are developed at Mesa. The Honors Coordinators will collaborate to stay abreast of new Guided Pathways developments in the service of this goal.</p> <p>Ian Duckles has taken an active role in Mesa College's Guided Pathways initiatives. He will lead this process and his fellow Honors Coordinators will support him in this endeavor.</p> <p>This work is ongoing. However, we are hoping that we will have a better understanding of how the Honors Program will fit into guided pathways as Mesa College's Pathways plan becomes more clear, over the next few semesters.</p> <p>The successful creation of the aforementioned plan will be the way we measure our progress towards fulfilling this goal.</p>
---	--

**and effective:**

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

We do not need additional resources to accomplish this goal.

**GOAL STATUS REPORT (REQUIRED)**

**Action Statuses**

**Honors Program Goals 2018/2019**

Goal

**Goal: Equity Goal**

The motto of our Honors Program is "Honors is for Everyone." We work towards increasing opportunities for non-Honors students and creating pathways into the Honors Program for underrepresented and non-traditional students such as Veterans, part time students, and students who are parents.

**Action: Equity Goal Action Plan**

**Describe the actions needed to achieve this objective:**

Honors Program coordinators have consistently collaborated with other prominent programs at Mesa College (e.g. Tutoring, Counseling, CRUISE, and Veteran Affairs) in order to create opportunities for students from a wide range of backgrounds. Additionally, we plan on building on this foundation by seeking future connections with the Student Success and Equity committee, Puente, EOPS, StarTrio, Mesa Academy, and Umoja.

We will also seek to broaden the types of majors and courses that offer honors contracts by actively recruiting faculty from underrepresented departments to participate in honors. We will continue to encourage honors students to apply for elite scholarships like the Jack Kent Cooke undergraduate transfer scholarship, and we will continue to offer coaching as they complete their applications. We will also continue to encourage students to present their work at conferences, including the HTCC annual Research Conference at UC Irvine, which will offer them the opportunity to hone their research and presentation skills and build their confidence when it comes to advanced academic participation.

In order to better engage working students and students who are parents in honors, we will be studying the possibility of offering honors credit for online and hybrid courses, and we will advocate for online and hybrid students at the DHC (district honors committee).

**Who will be responsible for overseeing the completion of this objective:**

We know that fulfilling our motto "Honors is for Everyone," requires that we offer greater support to the students we bring into the Honors Program who may not have experience with Honors Education. In order to support those students, we will be piloting an Honors Mentorship program that will pair Honors students with mentors who can help them along and support their ambitious goals.

As the Honors Program's dedicated Equity Coordinator, Veronica Gerace will take the lead on many of the aforementioned initiatives, including cross campus collaborations and the Honors Mentorship Program.

Professor Ian Duckles has taken the lead on preparing students for the HTCC Research Conference at UC Irvine. Additionally, he will assist with broadening Honors course options and the recruitment of new faculty members into the Honors Program, with support from the other coordinators.

Professor Scott Plambek has visited classes with non-native English speakers to promote the Honors Program. Additionally, he has committed to assisting students with preparing applications for the Jack Kent Cooke scholarship, and has developed a Fall and Spring Honors Program Orientation meeting that is specifically designed to attract students from underserved groups.

**Provide a timeline for the actions:**

All equity initiatives are currently ongoing.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Assessment will be conducted via a combination of exit surveys of students who have completed the Honors Program and participated in the Honors Mentorship program, demographic data about who is taking Honors Courses, data about what types of new Honors courses are being offered, how many students are presenting at conferences and completing scholarship applications, and student success data from our pilot online Honors course.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Student Research Conferences: The Honors Center would like to sponsor honors students who want to attend regional student research conferences. Currently, many students' ability to attend such conferences relies upon their ability to pay for transportation and registration fees. The Honors Program would like to bridge this equity gap and ensure that student's ability to advance their experience and resumes is not hindered by their current socioeconomic status.

Status for Equity Goal Action Plan

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed,**

The Honors Program created a dedicated Equity Honors Coordinator position. Professor Veronica Gerace was assigned to this position during the Fall of 2017.

### what are the implications and next steps:

Since then, Professor Gerace has led the Honors Coordinators in a number of equity initiatives. Here is a list of the aforementioned initiatives, as listed in the Honors Program's Annual Equity Report, produced by Professor Veronica Gerace:

- Published Mesa Honors Program Student Handbook.
- Restructured the Mesa Honors Completion Certificate GPA requirement to factor only Mesa GPA, further reducing barriers for underrepresented students who have been disproportionately impacted by such policies.
- Established Institutional membership into the National Collegiate Honors Council to provide national transfer, scholarship, and conference opportunities for our Honors Students.
- Implemented Hot Spot Tutoring in the Honors Center to normalize tutoring and help-seeking.
- Implemented Hot Spot Counseling in the Honors Center to foster self-advocacy skills.
- Initiated the Honors Star Program which matches each student with a personal supporter and advocate on campus to encourage sense-of-belonging.
- Advocated to require students meet with a counselor and tutor to qualify for Honors Completion
- Hosted numerous Community Building opportunities for Honors Students
- Promoted Equity within Honors among faculty and Honors team members.
- Established Mesa Honors Email address: MesaHonors@sdccd.edu.
- Established the Allison Primoza Excellence in Honors Award to foster faculty investment in equity.
- Coached HTCC Conference Honors Student Presentation Winner in collaboration with Psi Beta Mentor.
- Provided workshops and information sessions which resulted in students being accepted into UCLA TAP and 3 students receiving scholarships.
- Designed new branding material to better promote Honors to diverse students.

Professor Ian Duckles has taken the lead on preparing students for the HTCC Research Conference at UC Irvine. Additionally, he will assist with broadening Honors course options and the recruitment of new faculty members into the Honors Program, with support from the other coordinators.

Professor Scott Plambek has visited classes with non-native English speakers to promote the Honors Program. Additionally, he has committed to assisting students with preparing applications for the Jack Kent Cooke scholarship, and has developed a Fall and Spring Honors Program Orientation meeting that is specifically designed to attract students from underserved groups.

### Goal: Streamline Policies and Procedures

The Honors Coordinators will work collaboratively to develop and streamline clear policies and procedures. These include developing a fully online system for students to submit and process signed Honors contracts, aligning our policies more closely with regional Honors Programs, and updating our handbooks for Honors students, student workers, and coordinators.

**Action:** Streamline Policies and Procedures: Action Plan**Describe the actions needed to achieve this objective:**

We have accomplished our primary objective in this goal, which is to complete a fully online Honors Contract system. Professor Scott Plambek worked with Classified Senate President Charlie Lieu over the summer to develop this program. It was launched during the Fall of 2019 and has been an overwhelming success.

We also seek to continue our ongoing efforts to align our Honors Program's policies with those of other Honors programs in the region. This work has already been undertaken by our coordinator Veronica Gerace, who has been attending HTCC and other Honors-related meetings in order to become familiar with the Honors policies in other programs. She will continue this work in the coming year.

We have created handbooks for Honors Center workers, Honors Coordinators, and Honors students and will continue to update and improve those in the interests of further streamlining our policies and procedures. The DHC (district honors committee) is also working on an update of their handbook. Professor Scott Plambek is on that subcommittee and is working to integrate the district-level work with our campus-level work.

**Who will be responsible for overseeing the completion of this objective:**

Veronica Gerace will continue to attend regional Honors meetings and work to align our policies with regional standards.

Scott Plambek will take the lead on the update of our handbooks, with support from all of the Honors coordinators. Additionally, Scott Plambek is developing an employee handbook for Honors Program staff.

**Provide a timeline for the actions:**

These efforts are all ongoing. The bulk of it will be completed by the Fall 2020 semester.


**Describe the assessment plan you will use to know if the objective was achieved and effective:**

We will be able to track our progress by counting the number of Honors contracts processed and the speed with which contracts are processed and Flex credits are created each semester.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

Veronica Gerace has been traveling to regional Honors meetings and conferences to help our program become more aligned with those at other campuses, and we need funding in order to reimburse her for her travel and conference costs.

**Supporting Attachments:**

 Honors Program Handbook 2018/19 (Adobe Acrobat Document)

This is the handbook we created for students this year to provide a clear set of requirements and resources all in one place.

Status for Streamline Policies and Procedures: Action Plan

**Current Status:**

Completed

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

We have accomplished our primary objective in this goal, which is to complete a fully online Honors Contract system. Professor Scott Plambek worked with Classified Senate President Charlie Lieu over the summer to develop this program. It was launched during the Fall of 2019 and has been an overwhelming success. Students are not able to complete/submit an Honors contract without printing paper forms or visiting the Honors Center.

Additionally, Veronica Gerace completed and published a handbook for Honors Students. This handbook outlines policies, procedures, and opportunities available to Honors Students.

**If the Current Status was not marked Completed, what are the implications and next steps:**

**Goal: Priority Registration**

Offer priority registration to returning Honors students in order to help them retain the classes they need in pursuit of their preferred university.

**Action: Priority Registration: Action Plan**

**Describe the actions needed to achieve this objective:**

To ensure that Honors students are able to take the classes needed to fulfill their specific education plans, we will work with admissions in order to confirm that Honors students have access to priority registration, and we will require (or strongly urge) Honors students to discuss their academic goals with Anthony Reuss, the dedicated Honors Program counselor. We have already made progress toward the second part of that goal by arranging to have Anthony Reuss conduct a weekly 'drop-in' counseling hour every Tuesday in the Honor's Center. This has been a popular offering all semester, with multiple students taking advantage of Reuss's expertise each week.

**Who will be responsible for overseeing the completion of this objective:**

All Honors Coordinators.

**Provide a timeline for the actions:**

This process is ongoing. Ideally, we would like to have it completed by the Fall 2020 semester.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

Exit surveys will Honors Students who have completed the program, the number of Honors Students who meet with the Honors Counselor, and our level of success in getting continuing Honors Students priority registration access with me the methods by which we can measure our progress towards achieving this goal.

**List resources needed to achieve this objective and associated costs (Supplies,**

We do not need additional resources to accomplish this task.

**Equipment, Computer  
Equipment, Travel &  
Conference, Software,  
Facilities, Classified Staff,  
Faculty, Other):**

Status for Priority Registration: Action Plan

**Current Status:** In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

We will work closely with Admissions to make progress on this goal.

**Goal: Expand our budget to fund more consistent Honors Center hours and more student opportunities**

As our program continues to grow, we hope to fund more student opportunities and increase our students' access to the Honors Center. Increased funding for our dedicated NANCE worker to work in the honors Center for more hours per week would allow it to stay open consistently and increase its accessibility for students. We would also like to expand our workshop offerings within the Honors Center, which would require additional funding for guest speakers and materials. We also would like to find a way to pay Honors Co-Coordinators for the work they do during summer months and for their travel costs for regional honors meetings and the HTCC Honors Student research conference.

**Action:** Expand our budget

**Describe the actions needed to achieve this objective:**

Keeping the Honors Center Open/Paying our NANCE: Currently, funding for our NANCE is taken from the Honors Program general fund (\$5,250). Because of this, we only have the means to hire our NANCE for 12.5 hours per week. Our NANCE is responsible for keeping the Honors Center Open, so this severely reduces the number of hours that we can open our Honors Center each week, subsequently reducing Mesa Students' access to Honors Center services (e.g. hot-spot tutoring, hot-spot counseling, assistance applying for grants, assistance applying for transfer, printing, computer lab, quiet study areas, etc.). These services are the backbone of the Honors Program and account for Honors Student's increased success and transfer rates. A reduction in Honors Center Hours means a reduction in student success.

Additionally, needing to use the vast majority of our General Fund to pay our NANCE (94%) reduces our ability to use the General Fund to offer and promote additional student services. As a result of limiting funding, the following Honors Program student services/functions have either been negatively affected or cut entirely. Student Research Conferences: The Honors Center would like to sponsor honors



students who want to attend regional student research conferences. Currently, many students' ability to attend such conferences relies upon their ability to pay for transportation and registration fees. The Honors Program would like to bridge this equity gap and ensure that student's ability to advance their experience and resumes is not hindered by their current socioeconomic status.

**Honors Coordinators Attending Conferences:** Honors Coordinators do not have a dedicated source of funding for travel. Because of this, our Coordinators are limited in the number of conferences that they are able to attend. This makes it more difficult for our program to learn from other honors campuses/programs, or to align itself with regional honors standards. Ultimately, this hurts both the strength of our program and the students who rely on it to advance their education, career, and quality of life.

**Who will be responsible for overseeing the completion of this objective:**

Honors Coordinators Scott Plambek and Ian Duckles will request this budget increase through the program review.

**Provide a timeline for the actions:**

This project is ongoing. Also, we understand that our districts current spending freeze makes this timeline especially ambiguous.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

If we receive additional funds, we will re-evaluate the number of hours that we have been able to keep our Honors Center open, the number of students who have been able to attend the HTCC Research Conference, and the number of regional conferences that the Honors Coordinators were able to attend.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

A budget increase would enhance our ability to accomplish the goals listed in this section.

Status for Expand our budget

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

We are still in need of a budget increase. We will submit the appropriate forms to request a budget increase.

### Goal: Guided Pathways

Explore how the Honors Program can work with Guided Pathways to develop an Honors track or Honors pathway that aligns with students' educational plans.

#### Action: Guided Pathways: Action Plan

**Describe the actions needed to achieve this objective:**

As our campus moves forwards in its efforts to more deliberately direct students through their educations in an efficient way, the Honors Program will need to clarify the role of Honors Courses, the Honors Completion Certificate, and the Honors Experience in relation to our students' educational paths. Our plan for the next year is to study the role of Honors Programs at other Guided Pathways campuses and propose ways in which Honors can be included in the new plans that are developed at Mesa. The Honors Coordinators will collaborate to stay abreast of new Guided Pathways developments in the service of this goal.

**Who will be responsible for overseeing the completion of this objective:**

Ian Duckles has taken an active role in Mesa College's Guided Pathways initiatives. He will lead this process and his fellow Honors Coordinators will support him in this endeavor.

**Provide a timeline for the actions:**

This work is ongoing. However, we are hoping that we will have a better understanding of how the Honors Program will fit into guided pathways as Mesa College's Pathways plan becomes more clear, over the next few semesters.

**Describe the assessment plan you will use to know if the objective was achieved and effective:**

The successful creation of the aforementioned plan will be the way we measure our progress towards fulfilling this goal.

**List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):**

We do not need additional resources to accomplish this goal.

#### Status for Guided Pathways: Action Plan

**Current Status:**

In Progress

**If the Current Status was marked Completed, what was the impact of the completed objective on your program:**

**If the Current Status was not marked Completed, what are the implications and next steps:**

Ian Duckles has taken an active role in Mesa College's Guided Pathways initiatives. He will lead this process and his fellow Honors Coordinators will support him in this endeavor.



## Request Forms

---

**CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST**

## Reviewers

---

### LIAISON'S REVIEW

**Form:** Instructional Program Liaison's Review 2019/20 UPDATE

### MANAGER'S REVIEW

**Form:** Instructional Program Manager's Review 2019/20 UPDATE

# Appendix

- 
- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
  - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

# Form: "2019/20 Program Review Outcomes and Assessment Section"

**Created with :** Taskstream

**Participating Area:** Honors

## **(REQUIRED) Program name**

Honors Program

## **(REQUIRED) Are you on target with your assessment schedule?**

Assessing and updated the Mesa College Honors Program is an ongoing process. Honors Coordinators meet with our Honors Dean, Dr. Andy MacNeill, once a month to assess the strengths and weaknesses of the Honors Program, to propose opportunities for growth, and to calibrate the direction of the program. Because of this consistnet adjustment to our headings, our areas of assessment and list of goals evolves from year-to-year. Currently, we are on track to make substantial growth in the Honors Program by the Spring of 2022.

In addition to holding monthly Coordinators/Dean meetings, we also plan on integrating a population assessment mechanism into the Honors Contract Application process. This is our most reliable and most consistent point of contact with Honors Students.

## **(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?**

Throughout the course of our regular meetings, the Honors Coordinators/Honors Dean have identified several possible areas of growth. We have recommended the following actions to address these needs:

**Action 1:** Renew focus on promoting the Honors Global Competencies Certificate.

Outcome:

**Mapping:** This action supports our goal "Equity" Program Goal.

**Status:** Honors Coordinator Scott Plambek has taken the lead on revising the Honors Global Competency Certificate. He has begun by researching the certificate and plans to continue by introducing an advocacy campaign that addresses the unique traits of this certificate.

**Action 2:** Continue revisions of policies and procedures.

**Mapping:** This action supports our goal “Streamline Policies and Procedures” Program Goal.

**Status:** During the Fall 2019 semester, we rolled out an electronic system for submitting Honors Contracts. While this system has vastly improved our contract submission system, it has presented a handful of new problems that we will address with future versions.

**Action 3:** Revise of the Honors Program mission statement.

**Mapping:** This action supports our goal “Streamline Policies and Procedures” Program Goal.

**Status:** This work has been completed by the Honors Coordinators.

**Action 4:** Reassess the Honors Program’s Program Learning Outcomes.

**Mapping:** This action supports our goal “Streamline Policies and Procedures” Program Goal.

**Status:** This work has been completed by the Honors Coordinators.

**Action 5:** Develop a Handbook/Operations Manual for Honors Program Staff (e.g. NANCE, Work Study, Veterans, etc.).

**Mapping:** This action supports our goal “Streamline Policies and Procedures” Program Goal.

**Status:** This work is ongoing.

**Action 6:** Provide developmental leadership opportunities for Honors students, in which they will mentor other students.

**Mapping:** This action supports our goal “Streamline Policies and Procedures” Program Goal.



**Status:** During the Spring of 2019, the Honors Program has taken a great role in embracing both our Phi Theta Kappa Club and Honors Club. Both of these organizations install student leaders, which mentor club members in each organization, respectively.

**Action 7:** Continue recruiting and hiring NANCE's to support with clerical duties.

**Mapping:** This action supports our goal "Provide more Consistent Honors Center Hours" Program Goal.

**Status:** Hiring NANCE workers is an ongoing process. A candidate for our NANCE position has been identified and will be hired for the Spring 2020 semester.

**Action 8:** Maintain an Honors Center for use by Honors students and faculty alike.

**Mapping:** This action supports our goal "Provide more Consistent Honors Center Hours" Program Goal.

**Status:** This project will always require continual maintenance. It has been successfully managed and will continue to be managed successfully for the foreseeable future.

**Action 9:** Establish transfer agreements with local universities (similar to UCLA TAP).

**Mapping:** This action supports our goal "Streamline Policies and Procedures" and "Equity" Program Goals.

**Status:** This work is ongoing.

**Action 10:** Collaborate with the Outreach Office to recruit high school students.

**Mapping:** This action supports our goal "Streamline Policies and Procedures" Program Goal.

**Status:** This work is ongoing.

**Action 11:** Partner with the Career Center to help Honors Students.

**Mapping:** This action supports our goal “Streamline Policies and Procedures” and “Equity” Program Goals.

**Status:** This work is ongoing.

**Action 12:** Continue the advancement of Honors Program equity initiatives.

**Mapping:** This action supports our goal “Equity” Program Goal.

**Status:** As our Equity Honors Coordinator, Veronica Gerace leads initiatives that are implemented by all Honors Coordinators.

**Action 13:** Increase participation in regional conferences that discuss and support Honors Programs.

**Mapping:** This action supports our goal “Streamline Policies and Procedures” and “Equity” Program Goals.

**Status:** Currently, one of our Honors Coordinators has been able to travel to regional conferences related to Honors Programs. However, allowing all Honors Coordinators to attend such conferences consistently would require a budget increase.

**Action 14:** Increase hours of operation for the Honors Center.

**Mapping:** This action supports our goal “Maintain Consistent Honors Center Hours” Program Goal.

**Status:** Limitations with the availability of Work Studies funding and Veteran Student applicants has hindered our progress toward this goal during the Fall 2019 semester. We are working to increase our hours during the Spring 2020 semester.

**Action 15:** Offering additional opportunities for Honors Students (e.g. covering fees associated with conference participation for Honors Students).

**Mapping:** This action supports our goal “Equity” Program Goal.

**Status:** This would require a budget increase.

**(REQUIRED) Based on your assessments, what resource needs have you identified?**

**Limited funding is the Honors Program’s largest obstacle.**

As mentioned earlier, the Honors Program served **973** students during the 2018-2019 academic year, making it one of the most prolific student services on campus. However, the Honors Program has one of the smallest budgets on campus.

**Currently, limited funding has harmed the Honors Program’s progress in the following ways:**

**Keeping the Honors Center Open/Paying our NANCE:** Currently, funding for our NANCE is taken from the Honors Program general fund (\$5,250). Because of this, we only have the means to hire our NANCE for 12.5 hours per week. Our NANCE is responsible for keeping the Honors Center Open, so this severely reduces the number of hours that we can open our Honors Center each week, subsequently reducing Mesa Students’ access to Honors Center services (e.g. hot-spot tutoring, hot-spot counseling, assistance applying for grants, assistance applying for transfer, printing, computer lab, quiet study areas, etc.). These services are the backbone of the Honors Program and account for Honors Student’s increased success and transfer rates. A reduction in Honors Center Hours means a reduction in student success.

Additionally, needing to use the vast majority of our General Fund to pay our NANCE (**94%**) reduces our ability to use the General Fund to offer and promote additional student services. As a result of limiting funding, the following Honors Program student services/functions have either been negatively affected or cut entirely.

**Student Research Conferences:** The Honors Center would like to sponsor honors students who want to attend regional student research conferences. Currently, many students’ ability to attend such conferences relies upon their ability to pay for transportation and registration fees. The Honors Program would like to bridge this equity gap and ensure that student’s ability to advance their experience and resumes is not hindered by their current socioeconomic status.

**Honors Coordinators Attending Conferences:** Honors Coordinators do not have a dedicated source of funding for travel. Because of this, our Coordinators are limited in the number of conferences that they are able to attend. This makes it more difficult for our program to learn from other honors campuses/programs, or to align itself with

regional honors standards. Ultimately, this hurts both the strength of our program and the students who rely on it to advance their education, career, and quality of life.

**Please provide any other comments.**

**Establishing a 1.0 Honors Coordinator position could greatly improve the Honors Program.**

**The Honors Program experiences high levels of turnover among its faculty coordinators.** Typically, Honors Coordinators will not serve beyond their initial two-year reassigned time contract. In some cases, Faculty Honors Coordinators will leave their position before completing their two-year contract.

**Many factors may lead to the Honors Program's high turnover rate:**

**1)** The Honors Program at Mesa College is much larger—and provides many more services—than Honors Programs at similar San Diego colleges. As a result, it can take several years before an Honors Coordinator has the experience and knowledge necessary to run the Honors Program successfully. This process would be akin to prepping a course for two years before you could teach it. Subsequently, many Honors Coordinators are not fully trained while serving their two-year contract, or experience burn out before they are fully trained.

**2)** Honors Coordinators must establish many working relationships in order to perform their job well, including establishing a relationships with members of the Honors Transfer Council of California, outreach coordinators at local universities, UCLA TAP representatives, the Mesa Tutoring Center, the Mesa Counseling center, Veteran Affairs, Financial aid and Work Study, Honors Coordinators from regional colleges, and SDCCD Honors Coordinators. Developing this complex networking of relationships often takes years, which means the Mesa College Honors Coordinators are often leaving their post right when these relationships reach a functional status. This makes it difficult to establish the type of deep, meaningful professional relationships that would allow the Honors Program to expand beyond its current size and services.

**3)** Institutional memory suffers when the Honors Program experiences such high rates of turnover. Running the Honors Program requires a deep knowledge of the history and rationale behind its policies and procedures, and its historical successes and historical failures. Having this knowledge would help shield the Honors Program from repeating past mistakes and would give Honors Coordinators the type of nuanced and meaningful knowledge that would allow them to elevate the program.

**Establishing a 1.0 Honors Coordinator position would reduce the threat from these obstacles.** Establishing a 1.0 Honors Coordinator position would help guarantee that the Honors program had a trained, knowledgeable staff member at all times, it would allow our Honors Program to maintain effective regional relationships, and it would protect the Honors Program's institutional memory.

# Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream  
Participating Area: Honors

## Program Name

---

**(REQUIRED)** Type your program name.

Honors Program

**Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.**

---

**(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?**

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

The Honors Program consistently boasts positive performance across campus groups, when controlled for gender and ethnicity.

During the 2018-2019 academic year, the following student groups all held remarkably higher *retention* and *success* rates within the Honors Program than they did among Mesa College Students who were identified as “non-users of student services.”

- **African American Women: 14%** higher retention / **23%** greater success / **.54** higher GPA
- **African American Men: 14%** higher retention / **23%** greater success / **.58** higher GPA
- **Asian Women: 4%** higher retention / **6%** greater success / **.24** higher GPA

- **Asian Men: 7%** higher retention / **14%** greater success / **.6** higher GPA
- **Filipino Women: 5%** higher retention / **4%** greater success / **.10** higher GPA
- **Filipino Men: 7%** higher retention / **7%** greater success / **.2** higher GPA
- **Latino Women: 6%** higher retention / **10%** greater success / **.3** higher GPA
- **Latino Men: 7%** higher retention / **14%** greater success / **.46** higher GPA

During the 2017-2018 academic year, the following student groups all held remarkably higher *retention* and *success* rates within the Honors Program than they did among Mesa College Students who were identified as “non-users of student services.”

- **African American Women: 12%** higher retention / **19%** greater success / **.38** higher GPA
- **African American Men: 6%** higher retention / **11%** greater success / **.25** higher GPA
- **Asian Women: 7%** higher retention / **18%** greater success / **.23** higher GPA
- **Asian Men: 9%** higher retention / **12%** greater success / **.21** higher GPA
- **Filipino Women: 8%** higher retention / **14%** greater success / **.47** higher GPA
- **Filipino Men: 9%** higher retention / **12%** greater success / **.12** higher GPA
- **Latino Women: 6%** higher retention / **14%** greater success / **.47** higher GPA
- **Latino Men: 8%** higher retention / **14%** greater success / **.45** higher GPA

During the 2016-2017 academic year, the following student groups all held remarkably higher *retention* and *success* rates within the Honors Program than they did among Mesa College Students who were identified as “non-users of student services.”

- **African American Women: 9%** higher retention / **11%** greater success / **.17** higher GPA

- **African American Men: 10%** higher retention / **19%** greater success / **.5** higher GPA
- **Asian Women: 7%** higher retention / **7%** greater success / **.25** higher GPA
- **Asian Men: 9%** higher retention / **12%** greater success / **.36** higher GPA
- **Filipino Women: 8%** higher retention / **10%** greater success / **.16** higher GPA
- **Filipino Men: 11%** higher retention / **15%** greater success / **.38** higher GPA
- **Latino Women: 6%** higher retention / **13%** greater success / **.39** higher GPA
- **Latino Men: 8%** higher retention / **16%** greater success / **.54** higher GPA

**(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?**

Currently, the Mesa College Student Services dashboard (i.e. where the Honors Program obtains its data) can only provide data from as early as the 2016-2017 academic year. So, we will only be able to assess student performance for the past three years.

Student performance data, controlled for gender and ethnicity, can be found located above.

Identifying statistically reliable trends can be challenging with a three-year data set. However, it can be confidently asserted that across three metrics (i.e. retention, success, and GPA), all groups that appeared in our data (i.e. African American Women, African American Men, Asian Women, Asian Men, Filipino Women, Filipino Men, Latino Women, and Latino Men) display higher performance when enrolled in the Honors Program, across all three years. Overall, minor increases and dips in performance can be identified, with few pointing toward a definitive trend.

Notably, *retention rates* for African American Women enrolled in the Honors Program saw a consistent increase from being **9%** above African American Women in the general population in 2016-2017, to bring **14%** above African American Women in general population in 2018-2019. Success rates among African American Women who were enrolled in the Honors Program saw a greater increase, jumping from **11%** about African American Women in the general population 2016-2017, to **19%** above African American Women in the general population in 2017-2018, to **23%** in 2018-2019.

**(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?**

As with any data set, delineating between causation and correlation can be tricky. For instance, it is entirely possible that the Honors Program attracts the most motivated and capable students from each of Mesa College's populations (which would account for

our consistently positive equity gaps). Regardless, the Honors Program engages in many initiatives which are aimed at promoting success across all of our populations.

**(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?**

**The Honors Program created a dedicated *Equity Honors***

**Coordinator position.** Professor Veronica Gerace was assigned to this position during the Fall of 2017. Since then, Professor Gerace has led the Honors Coordinators in a number of equity initiatives. Here is a list of the aforementioned initiatives, as listed in the Honors Program's Annual Equity Report, produced by Professor Veronica Gerace:

- Published Mesa Honors Program Student Handbook.
- Restructured the Mesa Honors Completion Certificate GPA requirement to factor only Mesa GPA, further reducing barriers for underrepresented students who have been disproportionately impacted by such policies.
- Established Institutional membership into the National Collegiate Honors Council to provide national transfer, scholarship, and conference opportunities for our Honors Students.
- Implemented Hot Spot Tutoring in the Honors Center to normalize tutoring and help-seeking.
- Implemented Hot Spot Counseling in the Honors Center to foster self-advocacy skills.
- Initiated the Honors Star Program which matches each student with a personal supporter and advocate on campus to encourage sense-of-belonging.
- Advocated to require students meet with a counselor and tutor to qualify for Honors Completion
- Hosted numerous Community Building opportunities for Honors Students
- Promoted Equity within Honors among faculty and Honors team members.
- Established Mesa Honors Email address: MesaHonors@sdccd.edu.
- Established the Allison Primoza Excellence in Honors Award to foster faculty investment in equity.
- Coached HTCC Conference Honors Student Presentation Winner in collaboration with Psi Beta Mentor.
- Provided workshops and information sessions which resulted in students being accepted into UCLA TAP and 3 students receiving scholarships.
- Designed new branding material to better promote Honors to diverse students.

**(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?**



All Honors Program equity initiatives are geared towards supporting all students who are in need, regardless of the disadvantaged group with which they identify. So, while Hispanic students certainly benefit from our equity initiatives (as seen in our data), the Honors Program does not currently have any initiatives that specifically target our Hispanic population.

**(REQUIRED) A6. Have you identified resource needs? If yes, please list.**

**Limited funding is the Honors Program's largest obstacle.**

As mentioned earlier, the Honors Program served **973** students during the 2018-2019 academic year, making it one of the most prolific student services on campus. However, the Honors Program has one of the smallest budgets on campus.

**Currently, limited funding has harmed the Honors Program's progress in the following ways:**

**Keeping the Honors Center Open/Paying our NANCE:** Currently, funding for our NANCE is taken from the Honors Program general fund (\$5,250). Because of this, we only have the means to hire our NANCE for 12.5 hours per week. Our NANCE is responsible for keeping the Honors Center Open, so this severely reduces the number of hours that we can open our Honors Center each week, subsequently reducing Mesa Students' access to Honors Center services (e.g. hot-spot tutoring, hot-spot counseling, assistance applying for grants, assistance applying for transfer, printing, computer lab, quiet study areas, etc.). These services are the backbone of the Honors Program and account for Honors Student's increased success and transfer rates. A reduction in Honors Center Hours means a reduction in student success.

Additionally, needing to use the vast majority of our General Fund to pay our NANCE (**94%**) reduces our ability to use the General Fund to offer and promote additional student services. As a result of limiting funding, the following Honors Program student services/functions have either been negatively affected or cut entirely.

**Student Research Conferences:** The Honors Center would like to sponsor honors students who want to attend regional student research conferences. Currently, many students' ability to attend such conferences relies upon their ability to pay for transportation and registration fees. The Honors Program would like to bridge this equity gap and ensure that student's ability to advance their experience and resumes is not hindered by their current socioeconomic status.

**Honors Coordinators Attending Conferences:** Honors Coordinators do not have a dedicated source of funding for travel. Because of this, our Coordinators are limited in the number of conferences that they are able to attend. This makes it more difficult for our program to learn from other honors campuses/programs, or to align itself with

regional honors standards. Ultimately, this hurts both the strength of our program and the students who rely on it to advance their education, career, and quality of life.

**Establishing a 1.0 Honors Coordinator position could greatly improve the Honors Program.**

**The Honors Program experiences high levels of turnover among its faculty coordinators.** Typically, Honors Coordinators will not serve beyond their initial two-year reassigned time contract. In some cases, Faculty Honors Coordinators will leave their position before completing their two-year contract.

**Many factors may lead to the Honors Program's high turnover rate:**

1) The Honors Program at Mesa College is much larger—and provides many more services—than Honors Programs at similar San Diego colleges. As a result, it can take several years before an Honors Coordinator has the experience and knowledge necessary to run the Honors Program successfully. This process would be akin to prepping a course for two years before you could teach it. Subsequently, many Honors Coordinators are not fully trained while serving their two-year contract, or experience burn out before they are fully trained.

2) Honors Coordinators must establish many working relationships in order to perform their job well, including establishing a relationships with members of the Honors Transfer Council of California, outreach coordinators at local universities, UCLA TAP representatives, the Mesa Tutoring Center, the Mesa Counseling center, Veteran Affairs, Financial aid and Work Study, Honors Coordinators from regional colleges, and SDCCD Honors Coordinators. Developing this complex networking of relationships often takes years, which means the Mesa College Honors Coordinators are often leaving their post right when these relationships reach a functional status. This makes it difficult to establish the type of deep, meaningful professional relationships that would allow the Honors Program to expand beyond its current size and services.

3) Institutional memory suffers when the Honors Program experiences such high rates of turnover. Running the Honors Program requires a deep knowledge of the history and rationale behind its policies and procedures, and its historical successes and historical failures. Having this knowledge would help shield the Honors Program from repeating past mistakes and would give Honors Coordinators the type of nuanced and meaningful knowledge that would allow them to elevate the program.

**Establishing a 1.0 Honors Coordinator position would reduce the threat from these obstacles.** Establishing a 1.0 Honors Coordinator position would help

guarantee that the Honors program had a trained, knowledgeable staff member at all times, it would allow our Honors Program to maintain effective regional relationships, and it would protect the Honors Program's institutional memory.

**(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.**

Yes. Our *Equity* goal specifically address this.

**Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.**

---

**(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?**

Honors Program coordinators have consistently collaborated with other prominent programs at Mesa College (e.g. Tutoring, Counseling, CRUISE, and Veteran Affairs) in order to create opportunities for students from a wide range of backgrounds. Additionally, we plan on building on this foundation by seeking future connections with the Student Success and Equity committee, Puente, EOPS, StarTrio, Mesa Academy, and Umoja.

We will also seek to broaden the types of majors and courses that offer honors contracts by actively recruiting faculty from underrepresented departments to participate in honors. We will continue to encourage honors students to apply for elite scholarships like the Jack Kent Cooke undergraduate transfer scholarship, and we will continue to offer coaching as they complete their applications. We will also continue to encourage students to present their work at conferences, including the HTCC annual Research Conference at Irvine College, which will offer them the opportunity to hone their research and presentation skills and build their confidence when it comes to advanced academic participation.

In order to better engage working students and students who are parents in honors, we will be studying the possibility of offering honors credit for online and hybrid courses, and we will advocate for online and hybrid students at the DHC (district honors committee).

We know that fulfilling our motto "Honors is for Everyone," requires that we offer greater support to the students we bring into the Honors Program who may not have experience with Honors Education. In order to support those students, we will be piloting an Honors Mentorship program that will pair Honors students with mentors who can help them along and support their ambitious goals.