

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Honors Program, Moreno Valley College
Nick Sinigaglia, Program Director

RCCD | RIVERSIDE COMMUNITY
COLLEGE DISTRICT

Office of Educational Services

Web Resources:

<http://www.rccd.edu/administration/educatoralservices/ieffectiveness/Pages/ProgramReview.aspx>

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Last Revised: February 2013

Forms for Preparation of the Comprehensive Instructional Program Review Document

Units are advised to review their prior Program Review submission and utilize those portions that remain relevant and appropriate to the current format.

A. Mission and Relationship to the College(s)

1. What is the mission of your unit? Comment on the areas of the mission, vision, and strategic plan of the college(s) and district that are most closely related to the mission of your unit. Please see website for the mission statements.

The primary goal of the Moreno Valley College Honors Program is to provide an educational experience that allows students to stretch themselves intellectually and to actively work with fellow students and faculty to cultivate an awareness and understanding of the diverse points of view necessary for a rich and productive intellectual environment. The Honors Program is committed to drawing a diverse group of students and faculty together, one that is representative of our college community as a whole, and providing learning opportunities and services which will prepare the students to be competitive in reaching their future goals.

--Honors Program Mission Statement

The RCCD Honors Program's mission statement aligns with Moreno Valley College's mission in terms of education, diversity, and the drive to help students achieve their goals. The Honors Program, with its seminar style class instruction and active learning philosophy, mirrors the learner-centered philosophy of our college as well as the mission of developing communication skills and promoting a close-knit academic community. We call this "an educational experience," one that is based on student inquiry and classroom innovation. To create this experience, the Honors Program emphasizes research and gives students opportunities to present their research at undergraduate conferences, further developing their information skills and, in many cases, their global awareness. The Honors Program also supports the college's mission of serving a diverse community of learners, as evidenced by the demographic data for the program; our students and faculty are diverse in age, race, gender, socio-economic status, sexuality, and background. We empower this diverse group to succeed in their goals with advising and mentoring; extracurricular activities, like workshops and field trips; and leadership opportunities for students within the program. Finally, the Honors Program clearly supports the college's mission of helping students to achieve their goals with our focus on transferring students to four-year universities, seen most directly in our negotiation of transfer agreements through the regional Honors Transfer Council of California. Our mission statement reveals that our goal is not just to get students to transfer to their four-year school of choice but also to empower them with the intellectual skills and confidence to succeed once they get there.

B. History

1. History (update) since last review:
 - a. What have been the major developments, activities, changes, and/or projects in the unit since the last review?

The RCCD Honors Program completed its last Comprehensive Program Review (CPR) in 2009, and since then has maintained sizable and consistent enrollment numbers. In 2009, the MVC Honors Program had 92 enrolled spaces, and has continued to enroll similar amounts of students in the three years since. We enrolled approximately 30 new students into the program Fall 2013. (See Appendix A for enrollment numbers).

Since 2005, RCC has been an active member of the Honors Transfer Council of California with our former district coordinator serving as the conference chair in 2009-10 and then president from 2010-11. Membership in the HTCC gives our MVC honors students access to transfer agreements with priority admission and other perks. The UCLA TAP agreement continues to be a great carrot; in 2011, transfer students got into UCLA at around a 30% rate, while TAP certified honors students got in at an 80% rate. Another great transfer agreement was negotiated with Mills College; students who complete our honors program not only get priority admission to Mills, but they are also guaranteed an annual scholarship of up to \$13,000 a year. To qualify for the transfer agreements, our students must complete the honors program. This requires each student to complete five honors courses and maintain a 3.2 GPA.

The Honors Program continues to provide undergraduate research opportunities for our students. Each year, RCCD is a strong participant in the UC Irvine Building Bridges Conference. In 2009, we had 18 district-wide presenters, and in the Spring of 2012, we had 24. The RCCD Chancellor attended the conference with us this year, and our Dean of Instruction served as a judge for the poster competition. In addition to the UC Irvine conference, we have continued to offer and build upon our homegrown RCCD Undergraduate Research Conference. In 2012, we had our 4th annual conference with an alumni speaker, college president's awards, Chemistry 1AH poster presentations, and several student scholars presenting their research. In 2013 we are pursuing an emphasis on issues related to civil rights. In 2014, we hope to pursue, in collaboration with other community college honors programs, an emphasis on WWI to correspond with the one hundred year commemoration of the beginning of WWI.

The Honors Advisory Council has continued to operate and meet monthly since the inception of the program. We have representation from all three colleges in the district and many of the disciplines on campus. In 2012 we made successful efforts to add an administrative presence to the council and to turn the role of chair over to a faculty member who is not the honors coordinator, per TAP requirements. According to the National Collegiate Honors Council, the honors coordinator should "report to the chief academic officer of the institution"

In Spring 2013, a new program director was elected by the Honors Advisory Council to serve a term of three and a half years at MVC, beginning Fall 2013. This faculty member will serve his first semester under the mentorship of the previous director.

2. What were the goals and recommendations in the unit's last program review (if any) and how has the unit responded to those goals and recommendations?

The RCCD Honors Program gained membership to the UCLA TAP in 2008, which involved a thorough vetting of our program after completing its first two years. With the TAP membership, UCLA gave our program some concrete program goals and recommendations. This accountability to an outside agency and adherence to nationally recognized standards, such as those developed by the National Collegiate Honors Council (NCHC) continue to drive our assessment efforts.¹ In our last CPR, we listed the UCLA recommendations for our program, and we have tried in the past three years to address each of these. One of the RCCD Vice Chancellors served as a UCLA site reviewer to Mira Costa College's Honors Program and has given us a lot of insight into the review process.

1. UCLA recommended that we add more Math and Science classes.
 - a. We continue to offer Chemistry 1AH and 1BH at Moreno Valley College, currently the only honors-level chemistry courses offered in the district.
 - b. The RCC honors program introduced Bio 1H to the course rotation in Fall 2012. The RCC Biology Department is committed to offering an honors section of Bio 1H every semester. The RCC honors program also offers Math 12H and Geography 1H once a year.
 - c. It is very likely a Biology 11H will be offered at MVC Spring 2014. The offering of this course has been in the works for at least two years.
2. UCLA recommended that we reconsider our requirement of six honors classes for program completion, especially for STEM students.
 - a. Spring 2013, we moved from the six course requirement to a five course requirement.
3. UCLA recommended that we raise our required GPA to make students more competitive for transfer.
 - a. The RCCD Honors Program's 3.0 GPA entry requirement is consistent with many community college honors programs, which have entrance GPAs ranging from 3.0 to 3.5. The district average GPA was 2.24 for Fall 2005; 2.23 for Spring 2006 and Fall 2007.² Our GPA requirement, then, is a significant threshold for our students to meet. The English 1A requirement has been maintained because of the writing intensive nature of the honors seminars.
 - b. In response to UCLA's request, however, we raised the exit GPA requirement to 3.2 and strongly counsel students to maintain an even higher GPA. We'll

¹ The NCHC monograph *Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook* is a text the program now has that has helped to shape our understanding of assessment of this kind of program and will provide resources and examples as our assessment of the program evolves.

² Source for GPA data and data in subsequent charts: Institutional Research, Daniel Martinez May 11 2007.

continue to monitor how students transfer with our program completion.

4. UCLA recommended that, with the size of our program in 2009, we assign two full-time counselors to support our honors students.
 - a. The Honors Program has grown since 2009, and we still do not have any full-time counselors for the MVC Honors Program. Revisions to TAP criteria made in 2013 require that this counselor receive overload pay or release time for her work. It is critical that we work with administration to meet this criterion soon, lest the program lose its TAP certification.
 - b. A counseling services timeline has been developed, and a notification letter to students whose SEP hasn't been completed or is out of date has been developed and is sent out automatically to students in the Honors Program through Matriculation each semester.
 - c. For next year, we are hoping to offer a series of transfer workshops designed for the honors student. The top three areas of need are: choosing a school for transfer, finding scholarships, finding internships, and taking advantage of programs, like how to take classes at UCR for RCCD prices.
 - d. We hope to formalize and implement a faculty and student mentorship program.
 - e. We hope to have an MVC counselor continue to attend the UCLA TAP meetings twice a year.
5. UCLA recommended that we have stronger ties with historically underrepresented students and the programs that support them at RCC.
 - a. We continue to have informal relationships with EOPS, DSPS, CAP, Ujima, Veteran Services, and Puente.
 - i. We have invited other groups to join us on field trips. We invited Ujima, Puente, and TRAC to join us in going to UCLA for their STOMP Transfer Conference.
6. UCLA recommended that we increase space and clerical support.
 - a. MVC honors students now have an honors lounge, located in the Science and Technology building.
 - b. Clerical support still comes from the amazing Debbie McDowell at the district level, and while we have tried borrowing hours from a couple administrative assistants on campus, we have been unable to secure clerical support on campus. Right now, we have none. Other HTCC honors programs have full time clerical and counseling support.
7. We continue to define the Honors Advisory Council's role, its place in strategic planning, and its bylaws.
 - a. We created and approved a charter and a set of bylaws for the HAC.
 - b. In response to a UCLA recommendation made to Mira Costa College's Honors Program, we now have the Honors Advisory Council run by someone other than the honors coordinator, another faculty member.
 - c. We would like to continue working on our bylaws and articulate how faculty

- members can come to teach in honors and what expectations are for faculty involvement.
- d. We have added a college-level administrative presence on the HAC in addition to our district-level administrator. The Vice-Chancellor of Academic Affairs is in regular attendance.
8. We continue to improve the Honors Program's recruitment, signage, and promotion on campus
- a. We have redesigned our website and the application process is now fully on-line. We may create a twitter feed but are uncertain about how to proceed.
 - b. We would like to work on creating more signage and "presence" on our campus. Many students still don't find us until well into their second year.
 - c. See Outreach section and Enrollment management for more information.

C. Data Analysis and Environmental Scan

Referring to the data from David Torres (Office of Institutional Research), please analyze trends in enrollment, efficiency, success, and/or retention that you believe are important for your planning and resource needs. **Please include the tables themselves as part of your analysis.**

1. Enrollment Analysis

We continue to offer students a balanced set of offerings, so they have a reasonable opportunity to complete five honors courses during their two years. In addition, we try to ensure that those offerings cover a range of required general education areas. Each year at MVC we offer two courses in chemistry, two in history, four in English, and one each in philosophy, political science. We hope to offer our first section of Biology 11H in Spring 2014, and are likely to offer one section of Spanish 1H and Economics 7H over the 2014-15 academic year. We have CORs for Anthropology, Art History, Music, Psychology, and Sociology working their way through the curriculum process.

The Honors Program continues to address college wide issues of enrollment management:

- Honors course offerings are coordinated across the district and rotated at each college in an effort to ensure student access to the greatest range of transferable classes. As we add new classes, we try to offer classes that meet different transfer requirements. The English classes are offered each semester because they are such high demand courses and because they serve as a primary method of recruiting into the program. All of our classes have filled, and some, particularly chemistry, have maintained waiting lists since Fall of 2009. A key part of the honors experience is the smaller class size, however, so we hope to keep the fill ratios as close to 100% as possible.
- Enrollment for the Honors Program continues to thrive because of efforts to recruit. The program has solidified an annual calendar of recruitment efforts (e.g. letters to local high school principals and counselors, letters to students who make the Dean's list, flyers included in the mailing that goes from the District to all local high school students, invitations and applications given to students in the Assessment Center in

summer and winter, etc). Each year, these efforts become more polished and thorough. This spring, we've already had applications from our local high school students and MVC students who have worked to become eligible. Four orientation sessions for new students are scheduled over late July and early August each year.

- These strategies as well as the lure of transfer agreements are helping us to maintain consistently healthy enrollment in honors sections. We speculate that the weak economy and decline in the admissions rate for UC-eligible students has provided an incentive for high school students who might otherwise have begun college careers at four-year institutions to begin at RCCD instead and a thriving honors program makes that an even more attractive choice. In response to this increase in enrollment, we hope to offer more classes to serve these students as they flood in from the local high schools.

1. Success Analysis/Retention Analysis

Retention rates in MVC Honors courses have remained consistently high since 2009, from the high 80's to the mid-90's. Success rates are nearly as high, averaging three percentage points lower than the retention rates each year. These numbers are a testament to the dedication of both our honors students and honors faculty.

Institutional Research has started to find statistically significant differences between success/retention in honors and non-honors sections; the honors seminars have better retention and success than non-honors classes.

- In 2005, our four district classes did not show any statistically significant difference in retention; however, in 2011, five out of our ten district classes did show significant difference.
- The same holds true for success percentages. In 2005, of our four district classes, only one of our classes showed a statistically significant difference in success; however, in 2011, six of our ten classes had a significant difference in success
- Students self-select into the program, and this is likely an important factor in the retention and success rates in the honors seminars. However, smaller class sizes, a different learning environment, advising, a sense of community, and extra curricular opportunities designed to enhance work in the classroom may also be important factors.

We do not believe that the percentages are a result of simply having "honor students."

- Another college's program review put it well: "Those assuming that in honors classes there are only brilliant, hardworking, and disciplined students may be surprised to know that we are more often dealing with a population that is brilliant, hardworking, OR disciplined. The Honors Program creates honors students; it does not simply find them."
- Like Saddleback College, we encounter this common misperception of honors students at RCC. Because observers of the Honors Program assume that our students are "brilliant, hardworking, and disciplined," they may be surprised to hear how hard we work to maintain success and retention and to understand why we clamor for

student support services designed for honors students.

- In an effort to maintain success and retention, the Honors Program has personalized orientations for all incoming students, active participation in attending tutoring sessions, an Integrity and Accountability statement for all students, and a midterm progress report for most of its classes.

2. Efficiency Analysis

Because RCCD honors courses cap at 20, the question of efficiency in the Honors Program cannot be looked at in isolation. As an interdisciplinary program, each of the courses the program offers is better seen in light of the efficiency of that particular course and that particular discipline as a whole. The decision to offer an honors section is made in light of the overall balance of offerings within any given discipline.

Moreover, all honors courses have parallel non-honors courses that are typically high demand because they fulfill basic general education requirements (we don't offer honors sections of specialty courses). So any look at efficiency within the program itself must be balanced by a close look at overall course efficiency (e.g., not just Political Science 1H, but all Political Science 1 courses). Additionally, honors courses may be looked at as "efficient" in an entirely different way—honors classes are small, but retention and successful completion rates in these classes show that these classes are "efficient" in so far as they don't typically lose and fail students at the same rate as non-honors sections do.

D. Programs and Curriculum (*Please don't include the CORs in this document*)

A major part of the program review process is to complete a thorough review of all of the following:

- Course Outlines of Record (CORs),
- Student Learning Outcomes,
- And, (if applicable) the Program Level SLOs.

Updated CORs will be verified at the time of submission by the college and district program review committees.

What programs/courses do you currently offer? Please indicate the date when each of these have been last updated.

Available Honors Curriculum: all honors courses submitted for articulation have been articulated, and most of the Honors CORs have been updated with assignments.

- Anthropology 1H (in Curricunet)
- Art History 2H (in Curricunet)
- Art 6H (2/17/2011)
- Biology 1H (12/11/12)
- Biology 11H (submitted for UC articulation 10/11/13)
- Chemistry 1AH (3/8/2012)
- Chemistry 1BH (3/8/2012)
- Communication Studies 1H (1/25/2011)
- Communication Studies 9H (1/25/2011)
- Economics 7H (5/21/2013)
- English 1AH (2/17/2011)
- English 1BH (2/17/2011)

- Geography 1H (7/2010)
- History 6H (5/3/2012)
- History 7H (5/3/2012)
- Humanities 4H (2/17/2011)
- Humanities 5H (2/17/2011)
- Humanities 10H (2/17/2011)
- Math 12H (2007 needs assignments)
- Music 89H (in Curricunet)
- Philosophy 10H (10/20/2011)
- Political Science 1H (9/2004 needs assignments)
- Sociology 1H (in Curricunet)

Under Development:

- Arabic 11H
- Art History 1H
- Russian 11H

E. Student Learning Outcomes Assessment

It is understood that each college may approach course and program assessment differently. As such, you should contact your College Assessment Coordinator (Arend Flick, NC; Jim Elton, RCC; and Sheila Pisa, MVC) for current information or rubrics. In several paragraphs, please describe your progress in assessing your courses and programs over the last four years. You may use information submitted in your annual/units reviews to complete this section. Include information about the way in which you are using assessment results to improve teaching and learning in your courses and/or programs. (A more comprehensive account of your work in outcomes assessment will be part of the Annual Program Review.)

- **Honors Program Student Learning Outcomes:** These SLOs are embedded in the Course Outlines of Record and are in addition to the learning outcomes for the parallel non-honors sections of these courses.
 - Upon completion of the Honors Program, students will be able to
 - Debate complex ideas across a range of academic contexts in seminar-style classes
 - Research and compose text-based analytical essays, speeches, and projects
 - Analyze, question and/ or evaluate primary sources and scholarly readings
- **Formal Assessment:** We are currently conducting an assessment project that will look at how well honors assignments (across our range of classes) demand adherence to these SLOs and how well student artifacts (essays, projects, posters) demonstrate achievement of these SLOs. We are gathering assignments from all of our faculty (aiming for 100% participation) and gathering student artifacts from as many classes as possible This is a district-wide assessment project.
- **Informal Assessment:** the Honors Program has three annual activities that help us assess student learning outcomes more informally. First, every fall, we review student submissions for our fall research conference. This year, our review of these materials led to a discussion of rigor, documentation, and assignment-building. Second, in the early spring, we work with students to revise their essays and practice their delivery for the

UC Irvine Building Bridges conference; this often helps faculty members think of better ways to have their students excel. This year, we decided to add more practice sessions to work on presentation style and control of nerves! We also want to incorporate fielding questions into our practices and make at least one practice session mandatory. Third, in the late spring, we hold an Honors Student Essay Contest, and a team of faculty reviews and ranks student submissions. We usually have 2-5 faculty members participate in each of these activities, and the discussions lead to a better achievement of our SLOs.

- **RCCD Faculty Retreat:** In our most recent faculty retreat, in January 2012, we looked specifically at how to improve student participation in seminars, how to design essay assignments that would produce conference-worthy essays, and how to address student issues unique to the honors program. Directly from this retreat, we produced and approved a new student integrity policy and a new honors student midterm report.
- **Regional Teaching and Learning Symposium:** In 2012, the Honors Program teamed with the Honors Transfer Council of California to brainstorm and collaborate with honors faculty from community colleges throughout our region. In March 2012, we gathered at RCC with about 25 faculty members across a range of disciplines and discussed the following topics: “What Faculty Need to Know to Help Transferring Students,” “Challenges of our Honors Students,” and “Extending Learning Beyond the Classroom.” We also had break-out sessions to work on assignments and teaching strategies in English, Humanities, and Science & Math. We held our second annual Teaching and Learning Symposium in October 2013.

F. Collaboration with Other Units including Instructional, Student Services or Administrative Units (Internal). This section is now optional.

Discuss any collaborative efforts you have undertaken with other units; offer an assessment of success and challenges; and evaluate any potential changes in collaborative efforts.

As participants in the District Honors Program, we have worked with counseling departments, the Transfer Center, CAP, Ujjima, Puente, the International Club, AGS, the TRAC club, and we are looking to solidify these relationships and build new ones with STEM and EOPS; we are always looking for pathways for students to join the honors program and for honors students to join the larger RCCD community.

- **Counseling:**
 - The Honors Program works with the counseling department to identify any honors students with an outdated or incomplete SEP. Students are contacted and provided with the necessary information to encourage them to make an appointment with a counselor; the automated system that was set up in 2009 has been a great help. Matriculation research validates that students with an updated SEP are more likely to persist in reaching their goals; therefore, the Honors Program works with counseling to encourage all honors students to have an updated SEP on file.
 - Each spring, updated information packets on the program are sent to all

- counselors. In 2012, our coordinator visited with the counseling discipline and showed our honors promotional video. This prompted questions and suggestions for the honors program, and the honors counselor at Moreno Valley agreed to film a segment for the honors video. In the new section of the video, he talks about the honors transfer agreements and the individualized counseling that honors students can take advantage of. Additionally, two RCCD counselors attended the 2012 Honors Teaching and Learning Symposium and collaborated with counselors and other faculty from community colleges throughout the district.
- We conducted a transfer survey this year, and we hope to create a series of workshops to address some of our student needs. So far, the students have requested all of the topics listed on the survey; the top three areas of need are: choosing a school for transfer, finding scholarships, finding internships, and taking advantage of programs, like how to take classes at UCR for RCCD prices.
 - **Transfer Center:**
 - The Honors Program ran a field trip to UCLA in 2012. We hope to work with the Transfer Center to coordinate more of these trips.
 - Honors professors ran several workshops open to all transferring students. One was for the transferring English major. Another was a timeline of applying to graduate/professional school for transferring Juniors (they have to apply within 8 months of transfer). We also ran workshops for application essay writing that were open to all students.
 - **Curriculum/Senate/Articulation:** The Honors Program works with the following groups to oversee the policies and procedures for approval of honors courses
 1. Faculty develop all honors curriculum. A faculty member takes an existing general education course and, using that as the base, writes an outline that enhances/ enriches the original course thereby transforming it into a more creative and rigorous course. In 2012, we created a template to aid this project.
 2. The Honors Advisory Council reviews all honors curriculum to make sure it is consistent with the established criteria for honors classes, which include an emphasis on oral communication, reading primary texts, and twenty pages of formal writing. As part of its approval process, the District Curriculum Committee requires minutes from the Honors Advisory Council for all new honors course proposals. The faculty member attaches minutes of the Honors Advisory Council meeting at which curriculum was approved, just as one would attach discipline meeting or other sorts of advisory body minutes. At this point the course is ready for submission to the District Curriculum Committee.
 3. The Curriculum Committee reviews the curriculum and approves it, at which point it goes to the Articulation Officer.
 4. Articulation Status: all of the honors courses submitted so far have

successfully gained articulation. As new courses come on board, they, too, will be submitted for articulation.

- **Student Clubs**

- *AGS*: The Honors Program has a good working relationship with Alpha Gamma Sigma, with whom it shares many students. The Honors Program is running a field trip to the Japanese American National Museum and will have the AGS faculty advisor and several club members join us to learn about the Japanese American experiences in the internment camps with a focus on Mine Okubo. Annually, AGS club members earn service hours by helping to run the RCCD Honors Student Research Conference; they run the registration table and help the day run smoothly. To facilitate our relationship, AGS has a bulletin board in the Honors Study Center and posts its announcements in that room; the AGS faculty advisor at the time had been a long-time honors professor and, though recently retired, still teaches in the program and holds his office hours in the Honors Study Center.
- *Puente and Ujima*: The Honors Program advertises all of its events with Puente and Ujima in an attempt to link these transfer-minded organizations together. The honors coordinator spent an hour a week in Ujima's Home Room for the Spring semester in an effort to create a bridge between our programs. The Ujima coordinator also teaches in the Honors Program.

- **Matriculation, Information Services, Institutional Research**

- The program has had good support from these areas in gathering data, identifying pools of students, and coordinating recruitment efforts including calls that go out over the Scheduling and Reporting System, email blasts, and direct mailings.

- **Office of the President/ Dean of Instruction/ Chancellor's Office:**

- The program has been able to include material about Honors in mailings that go out to Dean's List students and prospective students from area high schools sent out each spring by the Chancellor. We were thrilled that the MVC President created an Outstanding Scholar's Award for the honors student with the best essay delivered at our Student Research Conference, and we continue to work with the Office of the President to share ideas about the accomplishments and needs of the Honors Program.

- **Writing and Reading Center**

- Honors students often take English 4 and get hired as English tutors in the Writing and Reading Center. This is a great way for our students to give back to the MVC community and help share their expertise with all MVC students.

- **Non-Honors RCC Students**

- Our field trips are open to all RCCD students, and this year, we have taken

- both honors and non-honors students to UCLA for the STOMP Conference and the Japanese American National Museum.
- Students who may be slightly below the GPA requirement may submit an appeal for admission into the program. The coordinators have the authority to make limited exceptions when a student's ability to benefit from and successfully complete the program is not accurately reflected by his or her transcripts.
 - Our transfer workshops and personal essay workshops are open to all students; in fact, for the past few years, we have had over thirty students attend these workshops each year, and most of them were not honors students.
 - Our honors coordinator and honors English professors consistently work with non-honors students on multiple drafts of their personal essays for UC and common applications for transfer.
- **Completion Counts**
 - We have been working closely with the Completion Counts team. Our honors coordinator serves on the Tech Advisory Committee for Completion Counts and is the lead of the English PLC group for the grant.

G. Outreach Activities (External). This section is now optional.

Discuss any activities or projects you have undertaken with other educational institutions, the community, or business/industry. Do you plan to begin any new outreach activities? If so, please describe.

- *Promotional Materials and Informational Documents On and Off Campus*
 - Each fall and spring, letters are sent to every counselor and principal in the service areas for the district with information about the RCCD Honors Program. Additionally, flyers about the Honors Program are included in the Dean's List mailing that goes out each semester.
 - We also maintain our Honors Program website with access to applications and information about the current semester.
 - Every year, RCC honors students create a newsletter that highlights the benefits of the honors program and showcases our students and faculty. We use this as a promotional tool both on and off campus. MVC Honors hopes to follow suit soon.
 - Our student-produced promotional video is amazing! Check it out at www.youtube.com/RCCDHonors
 - We have over 230 members on our Facebook page. Check out our most recent activities and alumni participation by searching for RCCD Honors Program on Facebook.
 - We will have an RCCD Honors Program Logo by next year. See Appendix N for one of our student-created entries.
 - A joint project on the Riverside campus between DSPS, CAP, Ujima, Puente, the Reading and Writing Center, Teacher Prep, Workforce Prep, EOPS and CARE, Tutorial Services, and the Honors Program created bookmarks, flyers, and informational brochures to provide students with a concise overview of the many services available to them on the campus.

- *Presentations and Visits On and Off Campus*
 - In September 2011, an honors coordinator visited Poly High School in Riverside and presented to three large groups of students and teachers about college readiness and the role of the Honors Program at RCC.
 - In October 2011, an honors coordinator visited Beaumont High School and presented to three large groups of students and teachers about college readiness and the role of the Honors Program at RCC.
 - Every year, the Honors Program hosts a table at the Riverside College and Career Fair. In 2011, the event led to a lot of follow-up discussions and students joining the Honors Program.
 - The Honors Program participates in Outreach Days at RCC on Fridays during our Winter Intercession. At these events, the honors video is shown to high school students interested in coming to RCC, and the Honors Program hosts a table to answer student questions.
 - In January 2012, the RCC Honors Program presented at the RCCD Foundation. We showed our promotional video and had three honors students talk about their experiences within the program. The director of the Foundation has informed us that a community member has decided to leave a trust to the honors program.
 - In January 2012, the RCCD Honors Program presented at the RCCD Board of Trustees Meeting. We showed our promotional video and had three additional speakers talk about their experiences within the program.
 - In February 2012, an honors coordinator visited with the counseling discipline to spread the word about the honors program and answer questions about our transfer agreements.

- *Completion Counts*
 - We are working closely with the Completion Counts two-year guarantee students, hoping to bring some of them into the honors program and encouraging them take advantage of our transfer agreements and educational experience.
 - Through a coordinator's involvement with the Completion Counts grant, we have made relationships with English teachers in each the high schools throughout AUSD and RUSD. She spent a day in October with La Sierra High School English teachers going over the Accuplacer and EAP exams and talking about the expectations of college level classes. With the help of Christine and Victor Sandoval, she has also helped design and implement a Summer Writing Institute with high school English teachers throughout both districts. It was such a success last year that we are planning it again this summer.
 - Through our connection to the Completion Counts team, a coordinator is also in weekly contact with the English leads for AUSD and RUSD, and her relationships with these high school district administrators has helped to spread the word about the Honors Program.

- *Honors Transfer Council of California and UCLA TAP*
 - Our honors coordinator attends monthly meetings with this regional group to create relationships with other honors programs and share ideas across the region.

- RCC's former honors coordinator served as HTCC conference chair in 2009-10 and as HTCC president in 2010-11. Her high profile participation and leadership within this group has helped to give RCCD its regional reputation for having a rigorous and successful honors program.
- Participation and membership in this group gives our students access to transfer agreements.
- Our honors coordinators, administrators, and counselors attend the UCLA TAP meetings, gaining great insights into the UCLA transfer acceptance policies and creating relationships with the UCLA TAP board.

H. Long Term Major Resource Planning

Describe significant long-term resource requests that need to be addressed either by the college or the district in the next four years. **These should be linked to the Annual Instructional Program review plan.** If appropriate, indicate how these resource needs are related to the college's strategic plan. The Educational Master Plans for each college may provide reference information to support your response.

1. **Counseling or Ed Advising:** The newly updated UCLA TAP requirements report require that we offer counseling or educational advising for the honors program. The transfer process is dense and murky, and our students need counseling that goes well beyond the typical forms. In the same way that athletes and nursing students need dedicated counseling, our students require more specialized attention and information. To that end, we would like to request that an MVC counselor receive .2 release time or a sufficient amount of overload pay to address the counseling needs of honors students.
2. **Additional English Classes:** We must work to make the program more attractive to our science students. To that end, we would like to see honors offerings in biology, physical geography, physical anthropology and physics in addition to our current offerings in chemistry.
3. **Student Workers:** The MVC Honors Program needs on-campus, local clerical support in addition to the help we get from Debbie McDowell. For now, this could come in the guise of student workers. In the same way that CAP has student workers, we would like to use work-study to get some help with outreach, Xeroxing, data input, etc. The Honors Program would like to have two student workers, each for two hours a week.
4. **Outreach Support:** We would like to have permanent signage in key spots around campus advertising the honors program, including signage in the Assessment Center and Transfer Center.
5. **Release Time:** The Honors coordinator position at MVC is currently at a .2, the same allotment that was given to the coordinator when we had only 50 students. Now that we have over 100 students at MVC alone, the coordinator position should be expanded to a .4. The coordinator also does not get paid for work done over the Winter and

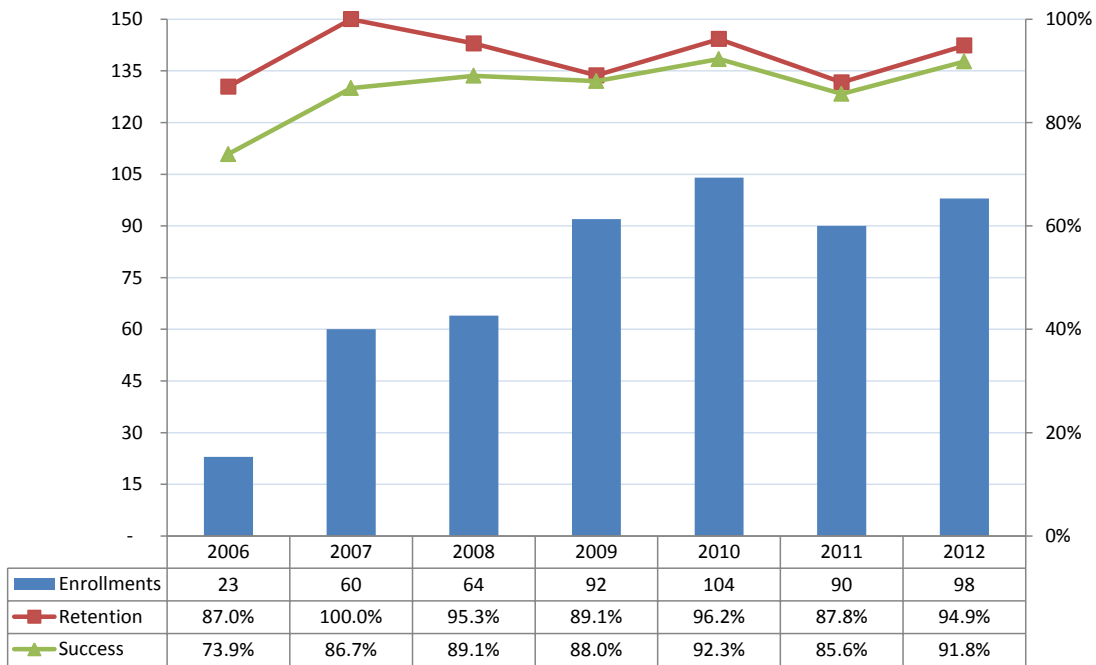
Summer quarters even though that is when orientations and recruitment must occur. We request that the honors coordinator position be expanded to a .4 and that some compensation be given for work over the Summer and Winter.

I. Summary

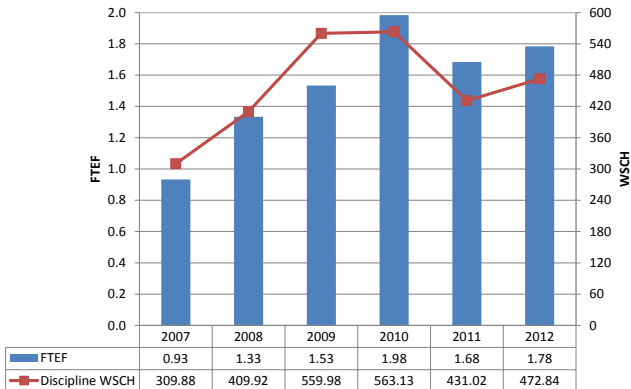
Briefly summarize in list form the goals and objectives the unit has for the next four years. These goals should be broken down by year and should be part of your assessment plan. **These should also be linked to the Annual Instructional Program review plan.**

- The program has grown from serving 51 students in its first semester to 171 this spring—these are seats actually taken in honors classes, not counting the 38 spots on the waitlist this semester.
- RCCD Honors Program student participation in the UC Irvine Honors Student Conference has grown from 9 students in Spring 2007 to 24 students Spring 2012.
- The RCCD Honors Program hosted its first annual Teaching and Learning Symposium for regional honors faculty in 2012, the second annual Symposium in 2013.
- The RCCD Honors Program will put on its sixth annual district-wide honors student conference Fall 2013.
- We hope to work closely with the Completion Counts two-year guarantee students.
- We are working to continue to build on strengths and address concerns identified in the UCLA assessment of our program and we're preparing for the 2015 site review.
- Because of our growth in student enrollment, we have an even stronger need for the resources listed above.

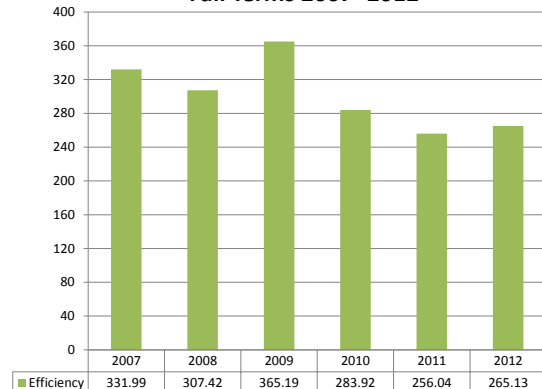
MOV HON Enrollments, Retention and Success Rates, Fall 2006 - 2012



MOV HON FTEF and WSCH, Fall Terms 2007 -2012



MOV HON Efficiencies, Fall Terms 2007 -2012



Extra data is available at

<http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx>

(See .Comprehensive Program Review Data.)

1. Demographic information (ethnicity, gender, age group, enrollment status)
2. Course Enrollments by time of day offered for each term
3. Counts of sections offered by term
4. Student Retention by course by term.

5. Student Success rates (two measures) by term
6. FTES generated by course and term
7. Weekly Student Contact Hours by course and term
8. Full-Time Equivalent Faculty by course and term
9. Percentages of student enrollments taught by Full-Time and Part-Time faculty for course and term
10. Class enrollment by course and term
11. Grade point averages and grade distributions by course and term
12. Student success rates (two measures) by Demographics by term
13. Degrees and certificates awarded, if applicable

Additional information and assistance with data analysis is available upon request. Please fill out a request form from http://academic.rccd.edu/ir/request_form.html

2013