



Program Review - Overall Report

2024 - 2027

Instructional: Honors

Overall Trends

Please add any relevant documents here.

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

The success and retention rates in Norco College Honors classes over the past 5 years (AY 2018/19 to AY 2022/23) are higher than the rates for Norco College overall; Honors classes' total retention rate is 92.2%, compared to NC's 86.1%, and Honors classes' success rate is 86.4%, compared to NC's 71.1%. When we compare Norco's Honors classes to the District-wide Honors rates, we still see a slightly higher rate for both retention and success: 89.6% retention at NC compared to 84.6% across the District, and 84.2% success at NC compared to 67.6% across the District. (It should be noted that only Fall and Spring semester data is being considered, as we do not offer Honors classes in the Winter and Summer intersessions.)

Retention rates have increased overall during the last 5 years, starting at 94.2% in 2018, dipping to 89.6% in 2021 and recovering to 96.1% in 2022. However, the retention rates do not provide a clear picture of the honors program. While retention rates remain high, enrollment numbers have decreased each year, with 308 honors students enrolled in 2018, dropping to 96 enrolled in 2021, with a slight increase in 2022 to end with 128 enrolled in 2022.

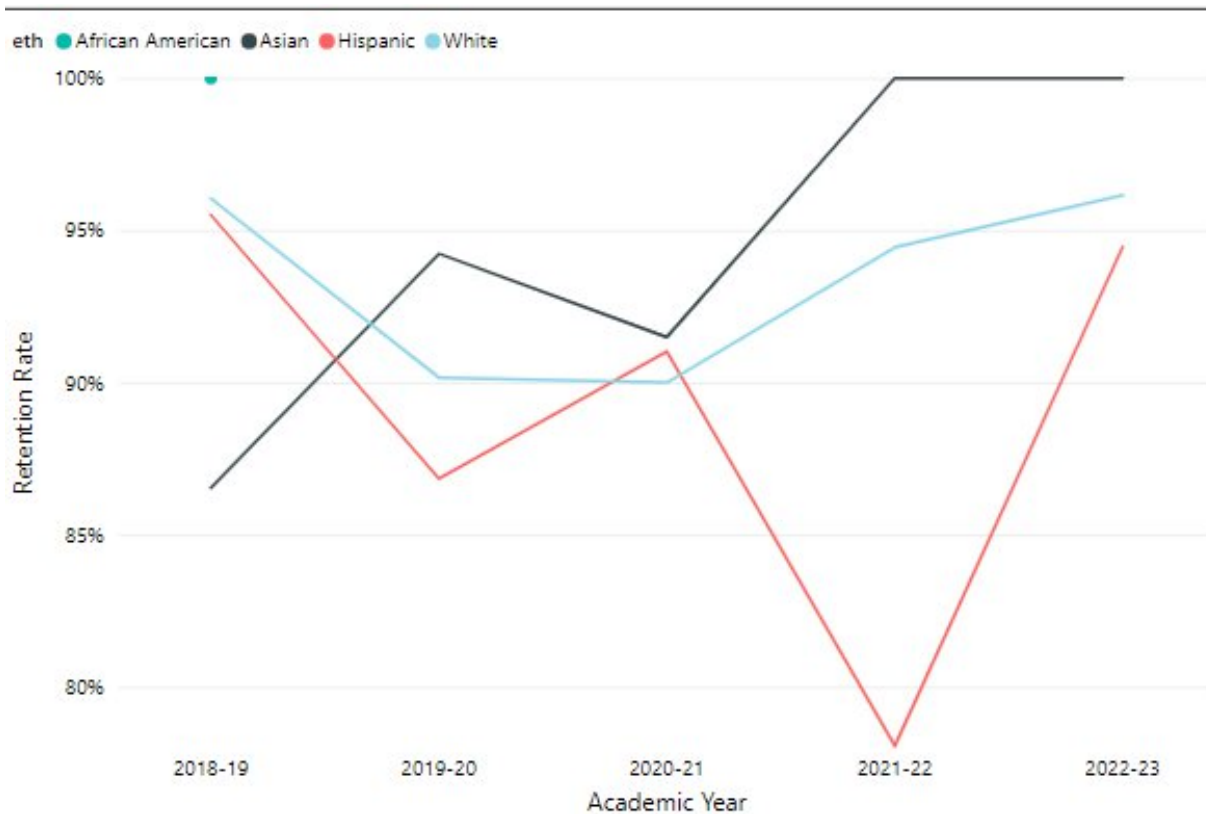
Success rates have remained fairly constant over the 5 year period, between 84.4% in 2021 to 88.8% in 2020. The success rate was 86.7% in 2022 at Norco College compared to a success rate of 80.6% in district wide honors courses.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

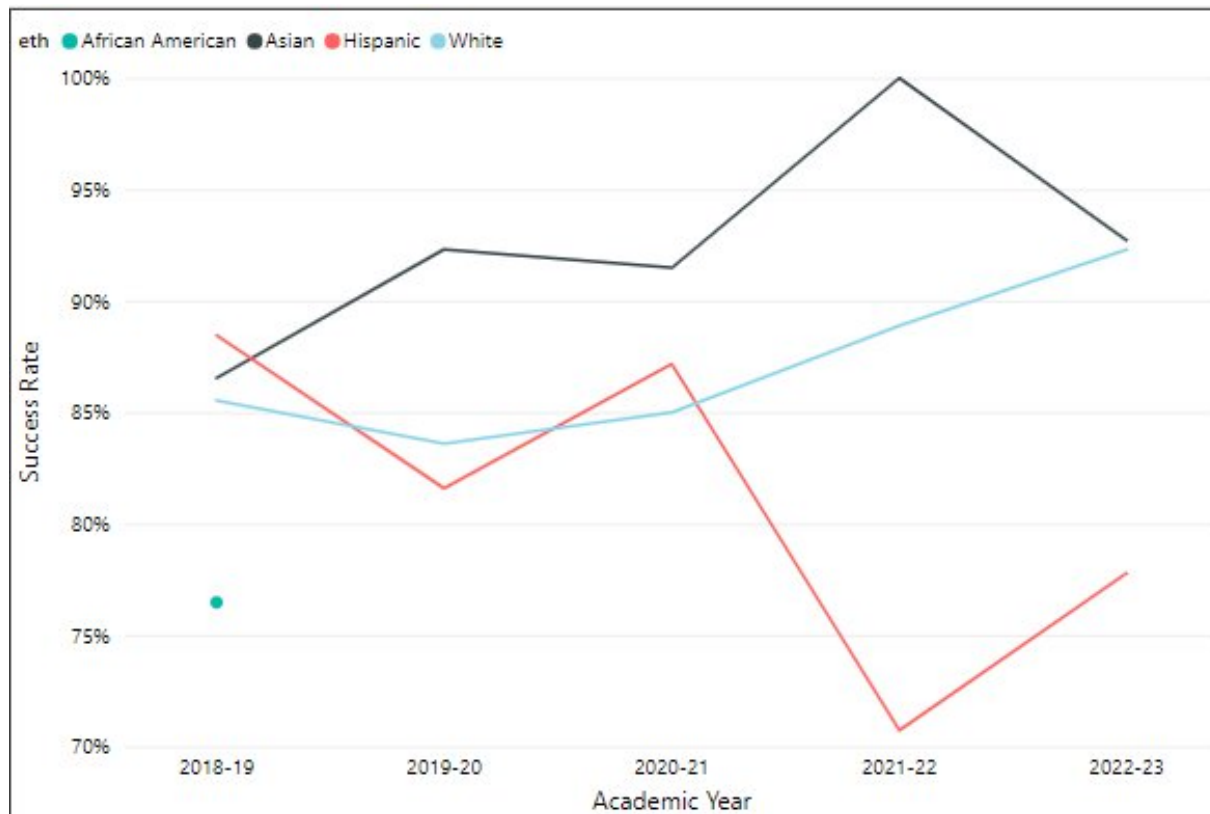
When examining yearly retention rates, 2021 Hispanic females have a retention rate of 70.8%, showing gaps in retention that are concerning. While this is a concerning event, it has not shown to be a trend and Hispanic females had a retention rate of 92% in 2022, for an overall female retention rate of 95.5% in 2022. Males did not show any gaps in retention in yearly retention rates during the 5 year period and the most recent retention rate is 96.8% in 2022 for males. If we consider the 5 year period, females have a retention rate of 93.1% and males have a retention rate of 90.8%, for an overall retention rate of 92.1%, indicating once honors student join the honors program, they are likely to remain. One trend that is particularly difficult to analyze, but concerning, is the retention rate of African American males. Due to low enrollment numbers, the yearly retention rates of this subgroup are masked. The retention rate of this group is 75% over the 5 year period, which is concerning.

Data Review



When considering all 5 years together, Hispanic females and African American males are both showing gaps in success rates, with African American males overall success rate at 58.3%. This group does not show gaps in yearly success rates due to the low number of African American male students resulting in masked results. Throughout the 5 year period only 12 African American males were enrolled in Honors classes, making up 3% of our total male honors student population. As seen below, Hispanic success rates are concerning for the last 2 years. Female Hispanic success rates are disproportionately impacted at 83.5% success, but even more concerning is the African American female success rate of 70.6%. Again, due to low enrollment numbers it is not possible to see yearly trends in this subgroup.

Data Review



Overall enrollment is an issue Honors Program is facing, and more importantly, the demographic trends of Honors student enrollment does not closely reflect that of Norco College. Female honors students are 27.7% Asian, 43.8% Hispanic, 22.4% White, and 3.1% African American, while females at Norco College are 9.8% Asian, 61.3% Hispanic, 19.3% White, and 5.7% African American. Indicating an underrepresentation of Hispanic and African American females in honors courses. Similarly, male honors students are 21.1% Asian, 46.7% Hispanic, 22.9% White, and 3.2% African American, while males at Norco College are 12.8% Asian, 54.3% Hispanic, 21.0% White and 6.3% African American. Again indicating and underrepresentation of Hispanic and African American males in honors courses.

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

We have 2 equity problems we need to address: (1) the demographic trends in Honors students are not reflective or in line with overall demographic trends at Norco college; (2) the success rates for African American males and females and Hispanic females are lower than other groups.

The first problem needs to be address with active recruitment of students of color into the program. As I learned in the Black Minds Matter course, in K-12 education, Black students are under-referred for gifted and talented programs, and over-referred for special education. It is little wonder then that our Black NC students may not apply to the Honors program if not actively encouraged to by their professors or actively recruited by our program. So one of the things we need to do is coordinate with other programs on campus, such as Umoja and EOPS as well as others, to bring Black students to the Honors program. Right now, we have an application process which requires a 3.0 GPA or a special application if that requirement is not currently met; we need to revisit our application process to be more welcoming to Black students, and students of color in general. MSJC's Honors Program currently offers several different avenues for admission, including a portfolio option, a teacher recommendation option, Veteran status, and GPA option. We could easily adopt a similar style of pathways into the Honors program, and collaborate with both Umoja and Puentes to open up Honors classes to students involved in those programs. Once in the program, it is my belief that students of color (and our student groups with equity gaps, our LGBTQ+ and Foster Youth), would thrive in the smaller class size and seminar style class environment that Honors classes offer.

The second equity problem we need to address is our low success rates amongst our men of color. I will be requesting funds for all Honors professors to take the CORA trainings on Teaching Men of Color and Course Design for Racial Equity. Beyond that, I will be compiling equity tools and trainings within our Honors Canvas community, and encourage all of our Honors faculty to build certain equity practices into their classes.

Data Review

Please add any relevant documents here.

Program/Unit Goals

Increase Awareness of Honors Program

Program/Unit Goal

Increase participation in the Honors Program.

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

We are working to actively recruit high school students into the Honors program at Norco College. We offer concurrent enrollment for current high school students, but we also want to capitalize on the higher acceptance rates for Honors transfer students. We have students from our Honors Club hosting honors information sessions at the local high school (Roosevelt). We have hosted booths at club rush and fall festival to include Norco College students. We have created a club on the student app, create an instagram account, a discord chat, and an Honors Canvas Shell to reach out to students and help them be aware of events opportunities in honors.

What are your plans (3-year) regarding this goal?

We will continue to reach out and liase with our local high schools to ensure that their students know the benefits of coming to Norco College and joining the Honors program. We have 2 dedicated student leadership positions (co-directors of Outreach and Recruitment) devoted to this task, and it is our hope that we can create a bigger group of students to engage in outreach and recruitment over the next 3 years. We will continue to establish a social media presence to make more students aware of the honors program. We will encourage faculty to recommend students to the honors program and provide the students with a letter explaining the benefits of the honors program along with how to apply.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)

Progress and Evidence

Evidence Date

03/18/2024

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

We don't currently have a way to directly measure how effective our outreach campaigns are at recruiting students. The overall numbers of honors students is significantly lower than the past 3 years.

Is there a resource request associated with this Goal?

If yes, please provide a short description.

Please add any relevant documents here.

Decrease the number of units students complete before transferring

Program/Unit Goal

Decrease the number of units student take by Increasing the types of courses offered as Honors courses

Program/Unit Goals

Goal Cycle

2024 - 2027

What are you doing now in support of this goal?

In order to help students to fulfill the requirements of the honors program and transfer with fewer units we will offer more honors courses. We have included Mat-1AH as an honors class and added DE approval to POL1H. We have met with faculty to help identify additional courses for honors students.

What are your plans (3-year) regarding this goal?

We will be offering Mat-1AH for the first time in Fall 2024 to help our STEM students reduce the number of courses they must take to meet their major and honors requirements. We will continue to meet with faculty to determine which classes are candidates for honors courses. We hope to create an ethnic studies honors course during this cycle. We will also try to creatively increase enrollment in low enrolled honors courses instead of canceling the course, such as offering honors courses to traditional students once honors students have had a chance to enroll, and where prudent, offering some honors courses online. Include honors contracts as a way for students to meet the needs of their degree along with honors requirements.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 2.3 (Academic Affairs):** Decrease AA degree unit accumulation from 88 to 74 total units on average (✓)
- **2025 Objective 2.4 - KPI 6 (Student Services):** Increase number of transfers 15% annually (✓)

Progress and Evidence

Evidence Date

03/18/2024

What progress have you made toward this goal?

How do you measure your progress?

Discuss your evidence/results.

Please provide any assessment data or other evidence that supports this Program/Unit Goal.

We don't currently have any data that measures the number of units honors students take before transferring.

Is there a resource request associated with this Goal?

If yes, please provide a short description.

Please add any relevant documents here.

Close Student Equity Gaps

Program/Unit Goal

Close Student Equity Gaps

Goal Cycle

What are you doing now in support of this goal?

As a program, we are not currently addressing our equity gaps. Doing this program review, we have seen the data and are aware that they exist in hard numbers. Now, we need to implement our plans to close the identified gaps.

What are your plans (3-year) regarding this goal?

Program/Unit Goals

All instructors in Honors will be highly encouraged to complete 2 CORA trainings prior to starting their next Honors class: Teaching Men of Color in the Community College, and Course Design for Racial Equity. We will also be bringing this data forward at our next Honors Advisory Board meeting so that we may discuss this data as a community and create an action plan to close the gaps as soon as possible.

We also need to implement a way to track our LGBTQ+ and foster youth students in our Honors program. At this point, we do not know whether we have any LGBTQ+ or foster youth students in our program (a problem if we want to achieve equity in the program), much less their success and retention rates. This is a larger problem across the institution and the CCCs as a whole, but if we are not proactive in coming up with a way to track these populations, we will be letting the equity gaps widen, instead of working to close them.

Please add any relevant documents here.

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)

Curriculum

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

25% - 11%

If you have courses that are not current, are they in the curriculum process?

No

For out of date courses that are not already in progress of updating, what is your plan?

It is possible that the Honors courses listed as out of date (ART-6H, GEG-1H, HIS-6H, HIS-7H, HUM-4H, and PHI-10H) are in the process of updates and they are not reflected here. Regardless, I will be contacting the disciplines to inquire about their status.

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Please add any relevant documents here.

Credit for Prior Learning

Equity Related Professional Development Questions

1. Which equity-related professional development trainings have members of your area participated in to improve student learning, student support, and/or college support?

POCR Training, CORA training, Racial Equity in Mathematics Leadership Institute, Grading for Equity, COSI Chancellor Office Statistics Institute

2. What knowledge or skills/techniques have members in your area implemented from these trainings and what changes have you seen?

3. What additional equity-related professional development/trainings do you seek to better support your area?

POCR Training

Please add any relevant documents here.

Assessment

Disaggregated Student Assessment

Date

03/22/2024

Observation

What did you notice?

There are not any gaps identified by gender, age, or race/ethnicity. Communication, Median and Languages as a declared major has 80% SLO mastery compared to 95%-100% in other declared majors. Of particular concern is the lack of SLO assessment for honors courses. This is an area that could use improvement.

Course(s)

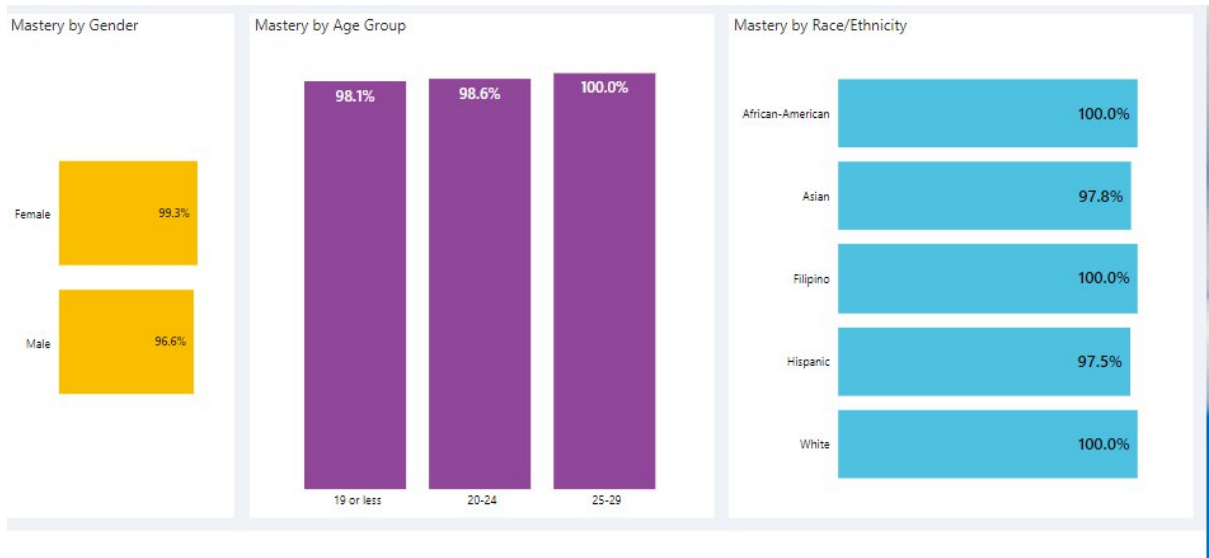
BIO1H, BUS10H, HIS6H, HIS7H, HUM10H, HUM4H, HUM5H, MAT12H

SLO(s)

BIO1H(1,2,3), BUS10H(1,2,3,4), HIS6H(1,3), HIS7H(1), HUM10H(1,2,3), HUM4H(1-7), HUM5H(1-7), MAT12H(1)

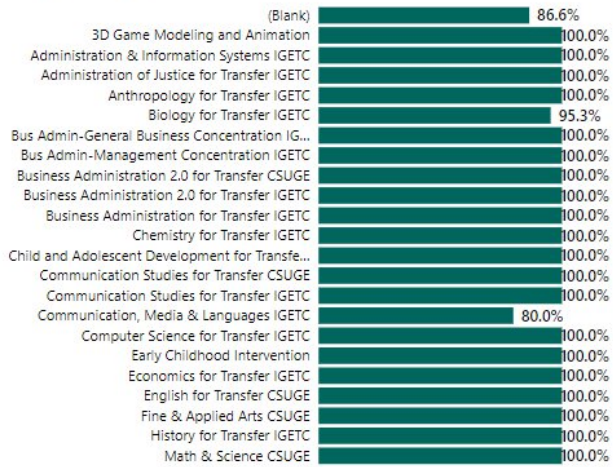
Discussion/Analysis

Please paste any relevant screenshots here.

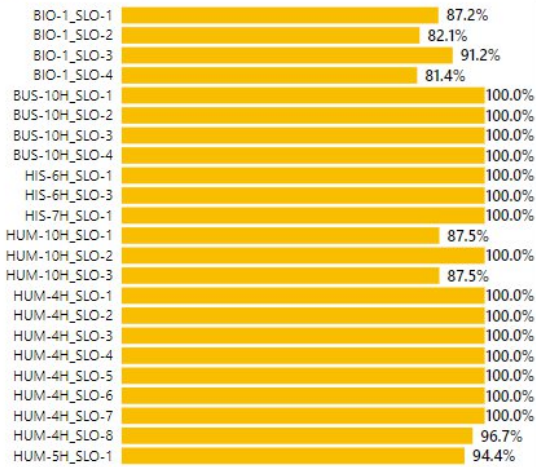


Assessment

Mastery by Declared Major



Mastery by Learning Outcome



Please add any relevant documents here.

AY 24-25 Disaggregated Data

Date

03/16/2026

Observation

What did you notice?

From the previous assessment observation of declared majors, CHL has improved while SBS has dropped. There is a disparate drop with female students between the 23-24 AY and the 24-25 AY while male students increased slightly. Across the disciplines within Honors, assessments clear 80% with HUM-5H SLO 5 and STAT-C1000H SLO 4 at the lower end compared to the other SLOs clearing 90%+. Similar to the previous assessment observation, there is a lack of SLO assessment for honors courses. This is an area that could use improvement.

Course(s)

HUM-4H; HUM-5H; POLS-4H; POLS-C1000H; MAT-12H/STAT-C1000H

SLO(s)

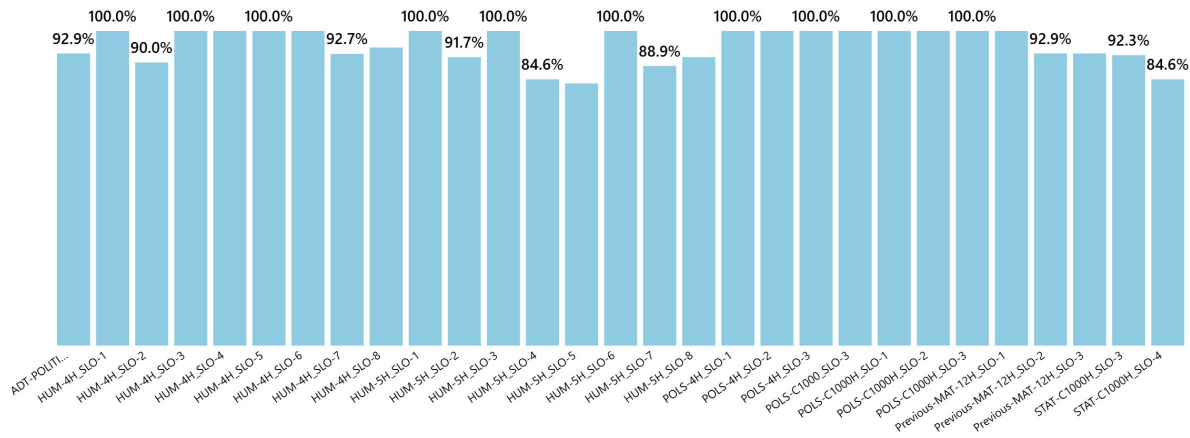
HUM-4H (1, 2, 3, 4, 5, 6, 7, 8); HUM-5H (1, 2, 3, 4, 5, 6, 7, 8); POLS-4H (1, 2, 3); POLS-C1000H (1, 2, 3); MAT 12H (1, 2, 3)/STAT-C1000H (3, 4)

Discussion/Analysis

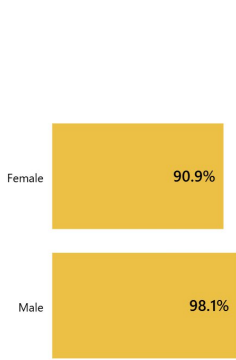
Please paste any relevant screenshots here.

Assessment

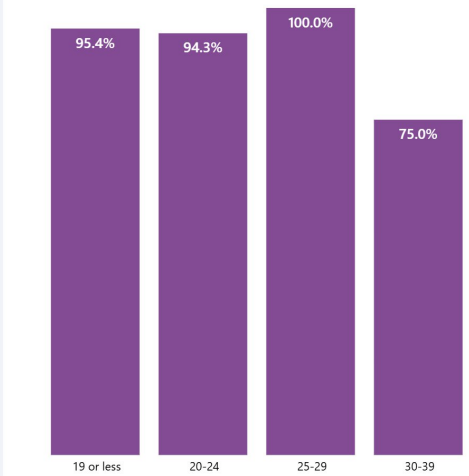
Mastery and Assessments by Learning Outcome



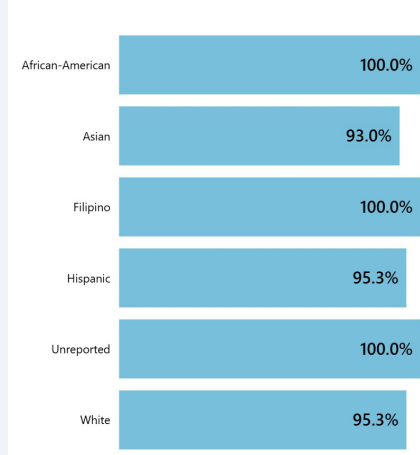
Mastery by Gender



Mastery by Age Group



Mastery by Race/Ethnicity



Mastery and Students Assessed by Declared Major



Please add any relevant documents here.

Resource Requests

Honors Program AV system (Outdated)

Resource Year

2026 Update

What resources do we already have?

We have one ceiling projector, one white board (front facing), one computer station, one control panel, one AV system

What resources do you need?

Projector HD

Electric large format screen

Audio system

Video switching/processor system

Control touch panel interface

Assisted Listening System

\$ Amount Requested

27,000

Resource Type

ITEM: Technology

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Resource Requests

Goal 1, Objective 1.3 and 1.4: (Access) Expand college access by increasing both headcount and FTES. The Office of Institutional Effectiveness provided data in which the Honors program intersects predominantly with EOPS, UMOJA, and Men of Color. The Honors Program provides students opportunities in the form of guaranteed transfer (subject to discipline and GPA restrictions), awards, publications, conferences, independent research opportunities, and lower capped classes for better instructor to student ratios. These benefits are marketed to students which has had a noticed increase in Honors Program Enrollments and, thereby, a contribution to overall enrollment for the college.

2030 Objective 2.1 – KPI 4 (Academic Affairs): Increase course success rate across all course modalities by 5% As the Honors Program has historically been, and continues to be, favoring seminar style format, Honors courses tend to be offered in-person. As such, Honors student success is tied to the ability of Honors faculty to have updated and current technology in order to teach in the in-person modality.

2030 Objective 2.2 – KPI 5 (Academic Affairs): Increase Completion of Transfer-Level Math and English by first-time students by 5%.

Honors courses offer ENGL-C1000, ENGL-1B, STAT-C1000, and MAT-1AH in sequence every academic year. Currently, the system provided in IT-208 is outdated (extensively) which can have a damaging effect on Honors students taking transfer-level Math and English courses within that room. As IT-208 is the dedicated Honors space, and as Program completion requires 5 courses, if students were to take these in other classroom spaces, this would place an undue burden on Honors students having to trade courses that count toward their program completion for classrooms with technology conducive to their learning.

Goal 2, Objective 2.7: Increase number of students who complete transfer level math and English by 20% per year. IT-208 is the dedicated room to schedule Honors courses in. The Honors program has grown in enrollment and expanded Honors course offerings; however, the Honors faculty have shared how the room is not the most conducive to learning for students and the needs of the offered courses' teaching modalities executed through current technology.

Goal 3: Objectives 3.1-3.5: (Equity) Close all student equity gaps. The Honors Program is open to all students in meeting entrance criteria. The Honors Program exit requirements are completing 5 Honors courses and achieving a 3.2 GPA by the time of graduation or transfer. From the 2024-2027 Program Review submitted, an equity gap was identified in the Honors Program for the success rates for African American males and females and Hispanic females. Students taking Honors courses to fulfill the program requirements may be at a disadvantage in taking Honors math course offerings as opposed to taking the traditional offerings of the same since the resources in traditional course offerings are provided, but are not provided for the Honors room. This adds another barrier toward these student populations in program fulfillment possibly having to trade taking Honors math course offerings for traditional math course offerings (since the traditional course offerings have the needed resources and technology; eg, ATEC 211).

This request for my area is Priority #:

1

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)

Resource Requests

- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2025 Objective 2.7 (Academic Affairs):** Increase number of students who complete transfer level math and English by 20% per year (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

EMP-Objectives (2025-2030): *undefined*

- **2030 Objective 2.1 – KPI 4 (Academic Affairs):** Increase course success rate across all course modalities by 5% by 2030 (✓)
- **2030 Objective 2.2 – KPI 5 (Academic Affairs):** Increase Completion of Transfer-Level Math and English by first-time students by 5% annually (✓)
- **2030 Objective 3.1 – KPI 9 (Planning & Development):** Eliminate equity gaps for Black/African American students (✓)
- **2030 Objective 3.2 – KPI 10 (Planning & Development):** Eliminate equity gaps for Hispanic/Latinx students (✓)
- **Goal 2: Success :** Implement Guided Pathways framework (✓)
- **Goal 3: Equity :** Close all student equity gaps (✓)

Instructional: Honors: *undefined*

- **Close Student Equity Gaps:** Close Student Equity Gaps (✓)

Honors Conference Registration Fees and Conference Attendance (Current 2026 Update)

Resource Year

2026 Update

What resources do we already have?

2025: None/Unclear; we had a budget last AY, but it was removed. We have had Dr. Bemiller's office step in to provide a budget in Fall in the amount of \$1,000 for the program; it is unclear if the budget is annual and revolving.

2026: At the end of Spring 2025, we secured funding via ASNC; however, the funding that was originally being provided by the institution in order for the Honors Program to function as part of HTCC was removed in 2024.

Funding provided by ASNC is not guaranteed and is dependent on being approved annually at the end of Spring for the coming academic year.

What resources do you need?

Funds to cover the conference registration expenses

\$ Amount Requested

1,200

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Resource Requests

EMP Goal 7, obj 7.1: Develop comprehensive breadth of academic programs. Honors Transfer Council of California (HTCC) provides students an Honors 2 Honors guarantee of transfer meeting particular criteria by time of transfer. This HTCC Conference provides students a holistic early experience in professional development and research oriented growth where students research a topic, connect with a mentor in a respective discipline, submit the topic to HTCC review (fellow faculty in same or similar fields), and subsequently present their findings to a cohort of their peers across the state. This prepares students personally, and professionally, for what they likely will encounter when they transfer and in their future fields.

EMP Goal 1, Access and EMP Goal 3, Close all student equity gaps (objs. 1-5): There is a cost to attend the conference and we have no ongoing funds to cover the cost of registration. Without funds to cover the cost, this would be passed on to students. Students that have financial difficulties would be barred from active participation and components of the program would be inaccessible to them. Without funding, this would create a barrier to some while permitting others to have "fuller" access to the program.

Program plan or goal: increasing participation in the Honors program (goal cycle 24-27). The HTCC Conference provides opportunities for honors students to present, to moderate student panel discussions, and for mentors (honors faculty or program coordinators) to either support the students they have cultivated over the academic year or to become familiar with conferences to better support future honors students to present. The conference also provides students an opportunity to publish their findings and seek awards for their research--but only if students are able to present at the conference. In 2024, the program sent several students and honors faculty and coordinators (needing \$300 in total); for Spring 2025, there were 23 individuals (16 of which are Honors students); for Spring 2026, there are 26 individuals (15 of which are Honors students). Continued involvement in presenting at HTCC and using this experience as a marketing tool can further increase Honors enrollments.

This request for my area is Priority #:

2

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2025 Objective 3.3 - KPI 10 (Student Services):** Reduce the equity gap for Men of Color by 40% (✓)
- **2025 Objective 3.4 - KPI 11 (Student Services):** Reduce the equity gap for LGBTQ+ students by 40% (✓)
- **2025 Objective 3.5 - KPI 12 (Student Services):** Reduce the equity gap for Foster Youth students by 40% (✓)
- **2025 Objective 7.1 (Academic Senate):** Develop comprehensive breadth of academic programs (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Instructional: Honors: undefined

- **Increase Awareness of Honors Program:** Increase participation in the Honors Program. (✓)

Resource Requests

Honors Membership Dues

Resource Year

2026 Update

What resources do we already have?

None

What resources do you need?

HTCC Membership Dues

\$ Amount Requested

200

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

This request for my area is Priority #:

3

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Honors Program Ed Advisor or Reassign (increase for faculty and counseling coordinators)

Resource Year

2026 Update

What resources do we already have?

.2 for faculty coordinator; none for counseling coordinator; no Ed Advisor

What resources do you need?

Education Advisor or Reassign Increase

\$ Amount Requested

24,089

Resource Type

STAFF: Classified Professional, Confidential, Mgr

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Resource Requests

When examining student enrollments within Honors courses alone, semester-by-semester, Norco's Honors program consistently reaches within 15-20 students of match RCC while RCC is afforded twice the reassign (and, initially, had an Ed advisor working with their program part-time).

Program Goal: Increase Awareness of Honors Program; EMP Goal 1: Access

The Norco Honors Program is currently constrained by lack of reassign for the faculty coordinator, a removal of equivalent reassign for the counseling co-coordinator, and the expansion of total enrollments from 143 (in AY 23-24) to 217 (in 24-25 AY). Program coordinators have been having to focus afforded time to critical concerns, scale back Program expansion to accommodate the current population of Honors students, and are struggling to outreach with future Honors students for continued Program sustainment. With the inclusion of an Ed advisor, Program coordinators would be able to focus on growth elements while an Ed advisor can support and assist with the current maintenance of the Program.

Program Goal: Close Student Equity Gaps; EMP Goal 3: Equity

Of note, are the challenges identified from the Comprehensive Program Review (CPR) in which diverse demographics have historically been absent. From the CPR, focus on Honors recruitment needs to be made especially relevant for students within the demographical areas of African-Americans (male and female), Hispanic students (male and female), and female students in general (as the Program's enrollments have experienced a notable upswing in male Honors students overall). Without an Ed advisor or reassign increase to alleviate the current Program's sustaining functions in order to market the Program, increase the awareness of opportunities the Program provides, and to further relationships with fellow program coordinators overseeing equity groups, the Honors Program's diversification of its student population may remain skewed. Over the last two years, the Program has continued to decrease in diversity.

EMP Goal 2: Success

The Honors Program provides not only an enriching experience within the classroom, but affords students opportunities with events in the form of alumni panels, CAPstone speaking engagements (career directions), cultural explorations (excursions), regional conference opportunities (Western Science Political Association), and now national conference opportunities (National Collegiate Honors Council). Research shows student engagement, student involvement, and campus climate are significant contributing factors for a student to persist and to achieve success. Without an Ed advisor or reassign increase, the Honors Program risks having to choose between the detailed inclusions above vs. requisite Program functionality.

EMP Goal 1: Access

EMP Goal 2: Success

EMP Goal 3: Equity

The Honors Program has worked on creating a ZTC Honors Pathway with an intent to launch in the 26-27 AY. This pathway is anchored to the ECON discipline. Students can complete both, the Honors Program and the requisite courses for an ECON ADT, as they progress over a 2-year course rotation without paying any cost. This Program's viability will be dependent on the marketing of the pathway to students, their subsequent enrollments, careful course planning (involving reviews of Honors students SEP), and counseling appointments to ensure students on this pathway persist. Without an Ed advisor or reassign increase to assist across these aspects of the pathway, and due to coordinator constraints, students may fall through the gaps.

Program Goal: Increase Awareness of Honors Program

Honors Program students enroll into the Program under initial information of the Program's opportunities; however, as these opportunities change from HTCC, local decision-making, Honors student club activity offerings, and student's transfer outlooks relative to the Honors Program, it is critical such information reaches Honors students regularly. Unfortunately, due to time constraints involving the coordinators, this has been predominantly communicated in passive means, and/or unable to implement required initiatives so students stay on the pathway (such as coupling annual SEP visitations with the coordinators and more). Without an Ed advisor or reassign increase, students may end up operating on inaccurate information impacting their transfer opportunities and destinations.

The Program is currently unable to do the following:

Implement Honors Contracts. We do not have the infrastructure to create a database of students who engage Honors Contracts, track students who take part in Honors Contracts, collaborate with Honors faculty to bring on Honors contracts, and other associated considerations of Honors contracts that RCC and MVC have both been able

Resource Requests

to implement. STEM Honors students in particular are impacted the most by our inability to offer Honors Contracts. Create a Mentorship/Industry Pipeline. The Program has had conversations with former alumni that have expressed interest in serving as points of contact for Honors students to converse with and guide students along their respective career paths or aims. We are unable to outreach, collaborate, and share this vision with individuals across various disciplines or fields due to time constraints.

Regularly input student excursion requests and field trips even with the funding we currently have. This can impact students abilities to attend conferences they have interest in due to not not being able to input the information and receive approval from our current institutional processes.

This request for my area is Priority #:

4

Is this request

New

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Instructional: Honors: undefined

- **Close Student Equity Gaps:** Close Student Equity Gaps (✓)
- **Increase Awareness of Honors Program:** Increase participation in the Honors Program. (✓)

EMP-Objectives (2025-2030): undefined

- **Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **Goal 2: Success :** Implement Guided Pathways framework (✓)
- **Goal 3: Equity :** Close all student equity gaps (✓)

Student Equity Plan: undefined

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Honors Program Travel and Extramural Expenses

Resource Year

2026 Update

What resources do we already have?

Temporary Funding from ASNC

What resources do you need?

Travel expenses to conferences, transfer school visits, lectures, cultural events, extramural engagements, interactive experiences.

\$ Amount Requested

5,000

4/3/2026

Generated by Nuventive Improvement Platform

Page 21

Resource Requests

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

With the inclusion of a budget to attend outside conferences (including the National Collegiate Honors Council and Western Science Political Association), opportunities that may not have been afforded to underrepresented students can be covered by the Program they are a part of as opposed to having to bring themselves to student government and plead their case for assistance. Students that experience socioeconomic hardship and want to pursue developing academically can be afforded such chances through the Honors Program.

In turn, providing these opportunities to underserved students can generate further interest to future Honors students which can, in turn, increase transfer rates as the Program provides unique opportunities with guaranteed transfer (Honors 2 Honors; this guarantee comes with housing opportunities too). Furthermore, data pulled from IE has demonstrated that Honors students--even without completing the program--transfer at higher rates to four-year institutions as opposed to non-Honors students.

As research has shown, student persistence increases with engagement and involvement opportunities--including extramural activities. Though the Program has budgeted for conferences, there is currently no budget associated with such extramural opportunities that may be better aligned for other students or to socialize with one another save for the classroom space. Though UCLA established Best Practices to include an Honors Space on campus, there is currently no ability to provide a dedicated space to provide such interaction.

As the temporary funding from ASNC has recently been provided, and as it is unclear whether it may continue, it is integral that these opportunities do not cease. Beyond the enriching experience of Honors coursework, Honors students are unable to congregate together, collaborate together, and connect with another except for the limited time within an Honors class.

This request for my area is Priority #:

5

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): undefined

- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 1.4 - KPI 3 (Student Services):** Increase capture rates from feeder high schools by 4% annually (✓)
- **2030 Goal 1: Access:** Expand college access by increasing both headcount and FTES (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Instructional: Honors: undefined

- **Close Student Equity Gaps:** Close Student Equity Gaps (✓)

Resource Requests

Honors Program Supplies

Resource Year

2026 Update

What resources do we already have?

Temporary funding from ASNC

What resources do you need?

A budget line for food, supplies, marketing materials, orientation, end of year honors graduation banquet and regalia, monthly activities, etc.

\$ Amount Requested

2,500

Resource Type

BUDGET: Request Ongoing Funding (Support, Mktg)

Please summarize how this request supports one or more EMP Goals, Equity goals, your program plans or goals, and/or is supported by outcomes assessment data.

Currently, the Honors Program has no budget for brochures or marketing to reach incoming students at tabling events, no ability to supplement Kappa Beta Delta Business Honors Society, provide recognition for our Honors students who complete the Program, to feed our students at our events, to engage with or supplement students who intersect from other programs within our Program, to orient incoming Honors Program students to ensure they remain aware of their progress and program changes, and engage in grassroots marketing means.

This request for my area is Priority #:

6

Is this request

Revised

For Administrative Use Only

Funding Status

Notes

Council Ranking

2025-26 Council Ranking

Mapping

Educational Master Plan (2020-2025): *undefined*

- **2025 Objective 1.3 (Student Services):** Expand enrollment with strategic groups (Dual Enrollment, International, Online, California Rehabilitation Center, Veterans, etc.) (✓)
- **2025 Objective 3.1 - KPI 8 (Student Services):** Reduce the equity gap for African American students by 40% (✓)
- **2025 Objective 3.2 - KPI 9 (Student Services):** Reduce the equity gap for Latinx students by 40% (✓)
- **2030 Goal 3: Equity:** Close all student equity gaps. (✓)

Instructional: Honors: *undefined*

- **Increase Awareness of Honors Program:** Increase participation in the Honors Program. (✓)

Student Equity Plan: *undefined*

- **Persistence for Black/African American Students:** Percentage of first-time college students who enrolled in the subsequent semester. (✓)
- **Successful Enrollment for Black/African American Students:** Percentage of first-time college students who applied and enrolled in the same year in a primary term. (✓)
- **Transfer for Hispanic/ Latinx Students:** Percentage of first time in college students who transferred to a four-year institution within three years. (✓)
- **Vision Goal Completion for Hispanic/ Latinx Students:** Percentage of first-time college students who completed a degree or certificate in three years. (✓)

Resource Requests

Resource Request

What resources do we already have?

None

Potential Funding Source(s)

Equity

What resources do you need?

Request related to EMP goal or Assessment?

EMP Goal 3

EMP Goal 4

\$ Amount Requested

3,575

Resource Type

FACULTY: Professional Development

The evidence to support this request can be found in:

Equity

This request for my area is Priority #:

Professional Development Activity Funding Request Application

Attendee and Activity Information

Has this professional development request been discussed and approved by your department chair?

Yes

Date of Request

09/27/2024

Activity Date(s)

March 9 -12 2025

Attendee Name

Caroline Hutchings

Position

Full-time Faculty

Discipline

Math

Name of Activity and Organization/Sponsor

AHSIE Conference 2025

Link to Activity Website

<https://www.ahsieconference.org/about-the-conference>

Location

Out-of-state

City, State

Chicago, IL

Have you sought any other co-sponsorship (other internal and/or external funding)?

No

Faculty Professional Development Requests

If yes, list source and total dollar amount.

Estimated Costs (\$)

Registration

990

What is included with Registration?

Conference, breakfast, and lunch

Air Travel or Mileage (65.5 cents/mile)

1,200

Hotel (tax included)

750

Airport Parking

90

Ground Transportation

300

Meals (\$75/day maximum)

200

Hotel Parking

45

Incidentals

Total Costs

3,575

Justification for Funding Request

Select the categories of professional development that best support your request. (Check all that apply)

Improvement of teaching

Retraining to meet changing institutional needs

Courses and training implementing equity minded practices

Briefly describe the objective of the activity and how it will benefit you and the work you do for the college. If this activity aligns with the objectives of any special programs, grants, or plans (e.g., Equity, AB 705, Guided Pathways, STEM, etc.) please explain.

The conference focuses on HSI and equitable teaching practices and system structures that help to improve and close equity gaps.

How do you plan to share the information gained from the activity to your department/division? See "Dissemination Plan Ideas" document for ways to disseminate information and check all that apply.

Develop a Flex day activity

Facilitate a conversation

Provide adjunct training

Develop professional learning materials

Change something in your classroom

Briefly explain your selection above.

As the statistics lead it is important for me to stay current on equitable pedagogy in order to share with other faculty. The COR for math 12 was recently updated and it is an important time to make changes in how the information is taught and I plan to host workshops for faculty to share ideas on how to teach math 12.

Is there anything else you would like to add?

Approve and Submit

Proof of approval is uploaded, ready to submit?

Yes

Faculty Professional Development Requests

Please upload proof of approval for travel from your department chair or Dean.

[Re AHSIE Conference.msg](#)

For Administrative Use Only

Funding Status

Notes

Faculty Hiring Resource Requests

Program Review Reflections

What would make program review meaningful and relevant for your unit?

What questions do we need to ask to understand your program plans, goals, needs?

What types of data do you need to support your program plans, goals, needs?

We need to get our Honors students flagged in Colleague so they can be tracked and pulled out as a program; to complete this current program review, I had to individually check each Honors course in all the disciplines on the Success and Retention dashboards. There was no data on Honors students programs of study or awards, so I was not able to comment on that part of the data, which is a real problem when assessing what our program needs to improve.

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Program Review Reflections

What would make program review meaningful and relevant for your unit?

It is highly challenging to track information pertaining to the Honors Program due to how the program is not identifiable as its own separate entity; rather, when pursuing data, coordinators have to manually track down data elements across disciplines, across semesters, and piece together narratives based on this data. Simultaneously, as the Program is interdisciplinary, it is highly reliant on discipline faculty to assess regularly so as to ensure the SLOs are met for Honors courses specifically as they are separate from traditional, non-Honors offerings of the same courses.

It is important to note that I see the Comprehensive Program Report filed by Caroline in 2024, I filed 2025 annual updates, and now I am doing so again for 2026; however, with the previous years I am unsure if anyone has seen these requests, where the requests go, etc. Other programs have clear oversight of various chairs or deans; however, as the Honors Program is interdisciplinary, it is unclear how the Program could achieve its program requests since the last two years have not shown review from anyone.

Furthermore, this review has shown only three disciplines showing assessments for Honors courses which is a decline from the CPR filed in 2024. Honors courses need to be assessed regularly to provide a more robust Program Review.

What questions do we need to ask to understand your program plans, goals, needs?

How can Norco College best support the Honors Program?

How can Norco College help to expand the Program for further student access and avoid constraints in the Program's ability to deliver comprehensive support for Honors students?

How can the Honors Program be effectively assessed in a comprehensive program report with how it is limited in the capacity as a volunteer program (in some ways)?

How best can Norco College support Honors Program initiatives designed to foster holistic growth and be proactive in providing additional means to support student persistence?

How much time can be provided to the coordinators so as the function of the program does not suffer with the exponential growth it has demonstrated over a short time?

How best can we provide Program completion for our STEM Honors students when they tend to use intersession semesters to take SBS, CHL, and non-STEM related courses, and stack their regular semester courses with STEM offerings?

Reflections and Submission

What types of data do you need to support your program plans, goals, needs?

As written by the previous coordinator: "We need to get our Honors students flagged in Colleague so they can be tracked and pulled out as a program; to complete this current program review, I had to individually check each Honors course in all the disciplines on the Success and Retention dashboards. There was no data on Honors students programs of study or awards, so I was not able to comment on that part of the data, which is a real problem when assessing what our program needs to improve"

Currently, the flagging for students in the program has encountered issues with inflation wherein students join the Program, get flagged for early registration and similar benefits, and then do not complete the program; however, when scheduling for Honors course offerings, flagging is the best way in which we can plan for eventual enrollments. This has led to potential class cancelations, shifting student schedules, and disrupting Honors Program completions (as students in their last semester before transfer needing particular courses may have it canceled due to inefficient scheduling forecasts based on flagging).

If there are any supporting documents you would like to attach, please attach them here.

Submission

All parts of my Program Review have been completed and it is ready for review.

Yes