



Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Honors Program

LLRISPS: Library/Learning Resources, Instructional Support Programs and Services

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

Jodi Balma

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Jodi Balma	<i>Jodi Balma</i>	Faculty Coordinator	1/20/23
Printed name of Principal Author	Signature	Title	Date
Printed name of Department Manager	Signature	Title	Date
Dani Wilson	<i>Dani Wilson</i>	Dean	01.20.23
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date

1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: The Honors Program prepares students to be successful learners with rigorous coursework, a community of scholars, and research opportunities. The close interaction between faculty and students helps our students to succeed and transfer to pursue their academic goals.

Vision: The Fullerton College Honors Program creates a community of scholars with dedicated, ambitious students who pursue academic research through inquiry and intellectual curiosity. Our students experience personal growth and a life-long appreciation for the power of learning. One of the comments we hear over and over is, “My professor saw something in me before I did. S/he encouraged me to challenge myself, try something new, write for the Hornet, run for A.S. Senate, take a leadership role in a student club, try out for the debate team, apply for a school I never dreamed of getting into to, etc.” Part of our vision is to allow our students to see themselves through our eyes and shed some of the damaging internal scripts that they hold on to from their own history.

Core Values:

The Fullerton College Honors Program respects and values the diversity of our entire community, we value tradition and innovation, and support the involvement of all in the decision-making process. Our program reflects the diversity of the campus. We expect everyone to continue growing and learning and provide support for research and conference participation to share that growth and education. We believe in the power of the individual and the strength of the group and incorporate those strengths in our classrooms. We expect everyone to display behavior in accordance with personal integrity and high ethical standards and our students witness this in their faculty and display these traits in their lives. We accept our responsibility for the betterment of the world around us and encourage our honors students to work on projects that do just that whether it’s supporting the Campus Food Bank, collecting donations for animal shelters or veterans care packages, addressing international issues like the growing Syrian refugee crisis, or raising money for an orphanage/school in Kenya, or conducting campus and community projects. Our honors students are expected to give back in the classroom, campus, and community. We value and promote the well-being of our campus community and encourage our students to become integrated members of the Hornet family.

2.0 Program Description/Data & Trends Analysis

2.1

The Honors Program was started in 1996 and has been supported by the campus since its inception. The Honors Program instill in our students the research, critical thinking, and written and oral communication skills essential to their academic success, no matter what their major. We create a community of scholars who encourage and support each other in their transfer goals. We have dedicated faculty who mentor and educate our students in close collaboration. The organization of the program is coordinated by a faculty member who receives 40% release time.

The biggest change since the last Program Review, aside from the pandemic, is the physical relocation of our office into the Transfer Center. This allows our students to have access to a dynamic office centered on transfer which is the goal for most of our students. The collaboration between our two departments has been positive and really enhanced our return to campus. Our student assistants have been cross-trained and will be supervised by the Transfer Center Coordinator and Director. The Program itself remains in an academic reporting structure because of our participation with the UCLA TAP Program.

Our honors counselors Ana Tovar and Citlally Santana keep counselors informed as they're meeting with honors students. Ana and Citlally are in contact with our transfer partners and make sure our students are on track to achieve their academic goals of transfer. They certify our students who complete the program requirements. Jon-Michael Hattabaugh is our STEM Counselor and he works in close collaboration to ensure our STEM students are on track to transfer.

The honors classes are offered and taught by the department/division faculty. We have dedicated, inspiring faculty who contribute to our community of scholars by challenging our students to participate in their own learning through research, inquiry, and student presentations. Class environments are structured to impart greater flexibility in instructional form and methods by providing smaller classes that foster close interaction between students and faculty mentors.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers	1	5%	12	General	.05
<i>Dean, LLRISPS</i>					
Classified	1	5%	12	General	.05
<i>Admin Assistant III</i>					
Faculty (full-time)	1	40%	10	General	.40
<i>Faculty Coordinator</i>					
Faculty (Adjunct)					
Hourly - Adult					
Hourly - Student	2	10%	8	General	.15
Professional Experts					

	Total FTE				

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
Volunteers				
Interns				
Total Hours & Costs				
Total FTE				.65

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

Yes, our program is appropriately staffed.

2.5 How many students are served? How has this number changed since the last review?

We have over 500 students currently enrolled in the Honors Program. A slight drop from the last review, but one expected by lower enrollment campuswide.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

The COVID-19 pandemic has had a significant impact on class offerings and services. Remote learning was a challenge for the Honors Program since most of our courses had not been designed or offered online. We were able to transition to remote services quickly and continue to offer on-campus and remote office hours for students to meet with the faculty coordinator. The availability of online honors classes from the California Virtual Campus gives our students the opportunity to take classes at other colleges. The Honors Transfer Council of California is meeting to discuss collaboration and agreements between our programs to help our students complete the campus requirements for Honors Certification.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

N/A

- 2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

Our students reflect the diversity of our campus, though we have seen a reduction in the participation of Black/African American students. We will collaborate with the Umoja program for outreach and recruitment efforts.

(AY 2018-2022)	Unduplicated Student Count
<i>Race/Ethnicity</i>	<i>Percentage</i>
Asian	22.9%
Black/African American	1.1%
Filipino	2.3%
Latina/o/x	43.8%
Am. Indian or Alaskan	0.1%
Pacific Islander	0.3%
Two or More	8.7%
White Non-Hispanic	19.1%
Unknown	1.7%
Total	100.0%

2018-2022		
<i>AY</i>	<i>Retention</i>	<i>Success</i>
2018-2019	91.3%	86.3%
2019-2020	88.1%	84.8%
2020-2021	90.6%	86.5%
2021-2022	87.9%	82.4%
Total	89.5%	85.1%

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Creating an inclusive, welcoming environment

The Honors Program creates Honors students; it does not simply find them or serve them. Our program staff believes that all of our students are potential honors students. Over half of our honors students will be the first generation in their family to finish college. They need support, mentoring, counselors, and peers who support and encourage them not to give up. For many of these students, the support they receive on campus is their primary source of academic support. Many of our students arrive on campus unsure of their academic goals or potential. One of our primary goals is to allow our students to discover their own potential. This is particularly true for our Adult Re-Entry and Veteran students who often arrive with unimpressive past transcripts and a new attitude towards their education. Fears of being different must be overcome and put to rest before they can achieve their full

potential. Allowing these returning students to enter the Honors Program regardless of past academic records, allows them to progress quickly and find themselves in small classes, embraced by their fellow students, and encouraged by their professors. We often allow students who don't meet the GPA minimum to enter the program on a trial basis so they can raise their grades while part of the honors community. We've accepted a number of Special Admit students and they've found great success both academically and socially.

Building a Campus Community

One of the problems we face as a commuter campus is the tendency for students to attend classes and nothing else. The Honors Program encourages, suggests, reminds, and desperately tries to get students to become a part of the campus community by becoming involved beyond the classroom. Our orientation emphasizes the incredible programs and student services our campus offers and we encourage our students to get involved with student clubs, Associated Students, Study Abroad, athletics, debate, theater, music, the Hornet, and anything else they find interesting on campus. We expect our students to be campus leaders and that is reflected in our current students. Our weekly newsletter, "This Week in Honors" helps encourage students to get involved by communicating events, workshops, campus programs, and deadlines that are important for our students to know about. We work closely and collaboratively with the Cadena Transfer Center to publicize their array of workshops and events because our students benefit from the information they have to offer. Study Abroad is part of our initial orientation presentation, so our students can plan for their future and take advantage of this incredible opportunity to literally broaden their horizons with international studies. The culture we've been able to create further encourages students to get involved because their classmates are campus leaders and already involved in any number of activities, clubs, and programs. They quickly learn that decisions are made by those who show up and the rewards of being involved in campus leadership can result in those changes being enacted as a result of their involvement. Many of the students honored as Students of Distinction each year are from our program.

Undergraduate Research Conferences

Our students have the opportunity to present academic research at a variety of conferences which gives them an advantage over freshmen and sophomores at the four-year universities who rarely have that opportunity. The Honors Program supports – financially as well as by mentoring – student participation in undergraduate research conferences organized for students of all majors. These include the Southern California Conference for Undergraduate Research (SCCUR), the Bay Honors Symposium, and the HTCC/UCI Building Bridges Conference. We encourage students who are not yet ready to present, to volunteer as moderators at the conference. Our STEM students are encouraged to take the Putnam Math Exam and present at the Math Colloquium and Pacific Coast Undergraduate Math Conference. In addition to expanding their academic resumes, these conference experiences allow our students to see themselves as contributors to the scholarly body of research. During the pandemic, many of these conferences were held virtually. We anticipate them returning to in-person conferences this coming year.

Successful Transfer

UCLA accepts 19% of high school seniors; 29% of all community college transfers, and 72% of honors certified students. Our honors students have very high transfer rates and last year saw over 80% of Fullerton College's honors certified students accepted to UC, Berkeley. Our acceptance rates to other UC's (Irvine, Santa Barbara, Santa Cruz, Riverside, etc) are even higher as are the transfer rates to the

CSU's. We have a growing number of students accepted into the UC, Irvine Campuswide Honors Program which includes a Regents scholarship, guaranteed honors housing, priority registration, and a special study space in the library. Our students have transferred Columbia, Stanford, USC, and other prestigious universities. Our alumni are successful in graduate school (Harvard Medical School, Harvard Dental School, UCLA Law School, Hastings Law School, and many others) and employment.

Honors Certification

We've increased the completion rate for our program with Honors Certification. One component that has helped was creating a STEM Track Certification that recognized the difficulty a lot of our students were having finishing the requirements.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

Recruitment is a constant factor and we continue to work with our high school partners to get information to our incoming students about the Honors Program during the pandemic with restricted access to campuses. We're always looking for ways to increase awareness of our program. Many of high school students self-select out of the opportunity because of exclusionary K-12 programs that make them doubt their own abilities and potential. Breaking through that and helping students to see their potential is one of our goals.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

Umoja Program

Our students reflect the diversity of our campus, though we have seen a reduction in the participation of Black/African American students. We will collaborate with the Umoja program for outreach and recruitment efforts.

Non Traditional Students

Our program has been very successful in providing an academic home for our returning students who often feel out of place in a regular classroom. The culture of our small classes allows our non-traditional students to feel accepted and encouraged to ask questions and participate. We find that same experience for our Special Admit students who are either homeschooled or from our local junior/high schools. We continue to look for opportunities to recruit and reach out to these students.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

Pandemic Return

Most of our students have experienced pandemic related delays or struggles in the past few years. We had so many students graduated from a campus they'd never been to before Commencement. Connection and community are essential in everything we do to make our students feel connected to our community college. We lost many students who need to be on campus for learning, and left when classes were remote. Similarly, supporting the mental health challenges of our students remains a challenge for all of us.

High-Need Students

One of the misconceptions of honors programs is that they contain brilliant, hardworking, and disciplined students who would succeed without any additional resources. The reality is our program usually contains brilliant, hardworking, **or** disciplined students who need intensive educational

counseling and support. They also have a significant population with various special needs. For example: homeschooled students who need assistance with the transition to the social aspects of college; students who are “late bloomers” because they have learning disabilities not previously (or only too recently) diagnosed; students with immense parental pressure to excel, students who have returned from four-year universities because of a difficult adjustment, personal problems, family obligation, or other reasons; students with great promise whose academic history has been accomplished under struggles with mental illness. Even students without previous special challenges, who have come from GATE/AP/IB backgrounds, have special needs: “Students who have benefitted from the various gifted and talented programs in high schools arrive on campus and carry their own unique challenges and developmental hurdles. Issues such as grade anxiety, diversity, identity conflict, and career development affect gifted students uniquely and require support that differs from the resources available for the typical student population.” (Radomski, K.T. 2016) College Honors Programs: What Are We Really Doing for Gifted College Students?’ Journal of Student Affairs at New York University, p21.)

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	Student Retention and Success	1/23	1/23		5
2.	Student Enrollment	1/23	1/23		5

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	High retention and success rates	Reviewing the data	Office of Institutional Effectiveness	Yes	Retention near 90% Success mid-80s
2.	Enrollment data	Reviewing the data	Office of Institutional Effectiveness	Yes	A drop in Black/African American students enrolled
3.					

4.					
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4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

Our recruitment efforts went virtual during the last few years, allowing us to reach more students than the traditional college fairs. We continue to use video and zoom meetings for prospective students.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

We collaborate with the Honors Transfer Council of California to offer collaboration with other programs and faculty working with honors students.

4.5 What challenges remain to make your program outcomes more effective?

We continue to struggle with low enrollment and the challenge of course modality to support as many students as possible. Our course success rates have decreased with the challenges of the past few years.

4.6 Describe how the program's outcomes are linked to the [college's goals](#).

Goal 1: Promote Success for Every Student

Honors students have very high course **completion (90%) and course success rates (85%+)**. They graduate, receive certificates and degrees, and transfer at high rates as well. Over half our honors students are active in STEM majors and activities on campus.

Goal 2: Cultivate a Culture of Equity

The honors program has diverse student participation. They have high retention, success, and persistence rates which can help increase the overall rates on campus. Our STEM students are representative of the honors community. Creating a culture of equity involves actively working to eliminate discrimination and bias in an organization and creating equal opportunities for all individuals. Many of our honors faculty have been leading the efforts to implement policies and practices that address issues of diversity, inclusion, and fairness, as well as providing training and resources to help educate others on these topics.

Goal 3: Strengthen connections with the community.

Strengthen our contacts with Alumni.

Honors alumni are active participants in our program. Whether it's coming back for transfer panels and workshops, helping our current students get connected with programs and opportunities at their transfer schools, or just updating us with their academic and career progress, our alumni stay connected to Fullerton College. It would be wonderful if our campus or the Foundation developed an Alumni Association that would institutionalize this relationship. Our alumni are very appreciative of the opportunities they received and would be a great resource for fundraising, mentoring, and other contributions they could make for current students.

Strengthen partnerships with local feeder high schools and universities.

Our Honors Ambassadors visit local high schools to promote and recruit students interested in honors education. We're up against the stigma of many honors students (and their parents) not wanting to consider the community college path, but the recession and the decreased freshmen acceptance rate have helped some to reconsider. As we recruit more students from AP/IB programs, their example helps break down some of the resistance to the community college as they see the opportunities and achievements of these students. We encourage our students to talk to their high school teachers and counselors about the benefits of the community college experience in the hopes of changing some of that stigma.

Increase engagement of the college with the community through college events, community service, and other partnerships.

The Honors Program is active on campus with college events, special lecture presentations, and research conferences. Our students are campus leaders and encouraged to be engaged in Associated Students and shared governance campus committees, ICC and student clubs, department activities, and community service. Our students participate in many community activities beyond the college campus.

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#).

Communication, Critical Thinking and Information Competency, Global Awareness, Personal Responsibility and Professional Development are all goals of Honors Program courses. We offer opportunities for students to take what they've learned in their coursework and share it with the academic community at honors conferences.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Evaluations, surveys, and analysis of data.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Students are very satisfied with the Honors Program and continue to be our best recruiters recommending other students join the program and take honors classes.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

We seek feedback from students regularly to make improvements to our services. We have student representatives on our Honors Advisory Committee who help provide additional feedback.

4.9 At least one outcomes listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

B. Reviewing our student retention and success numbers is important.

C. Identify methods to assess outcomes in such a way that the data can be disaggregated.

Retention and success data can be disaggregated by course and by student demographics.

D. Identify a process for using outcome assessment data to improve student services programs

Continuing to use evaluations and feedback from students to improve our program.

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

We can disaggregate the student retention and success rates by race, ethnicity, gender, and age to see where gaps may exist.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the goals from your last self-study/program review.

- Maintain diverse demographic makeup of the Honors Program by increasing outreach and recruiting efforts
- Increase the number of honors certified students completing the program requirements

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Maintain diverse demographic makeup of the Honors Program by increasing outreach and recruiting efforts	Review and analyze data from Institutional Research Office	Though we have a diverse population, we would like to further increase the number of Latinos enrolled in the Honors Program	Target outreach efforts to high schools with underserved populations
2. Increase the number of honors certified students completing the program requirements	Review and analyze data of honors certified students.	We surveyed students who are not completing the program to identify obstacles.	More information covered about the benefits of certification

5.2 Describe the level of success and/or progress achieved in the goals listed above.

We've increased the number of Latinos enrolled in the program, but seen declines in the participation of Black/African American students which we'll address in our SAP.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

Review and analysis of data

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

We continue to evaluate and address the needs of our program to improve the experience and transfer goals of our students.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

We did not request additional funds.

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

We did not request additional funds.

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Recruitment of Non Traditional Students
List College goal/objective the plan meets:	College Goal #: Objective #:
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Work with counselors and other programs to market and recruit more non traditional students to join the Honors Program.
What <i>Measurable Outcome</i> is anticipated for this SAP?	
What specific aspects of this SAP can be accomplished without additional financial resources?	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.	

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$0	

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Collaboration with Umoja	
List College goal/objective the plan meets:	College Goal #: Diversity Objective #:	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Work with the Umoja team on recruitment and outreach efforts to encourage students to join the Honors Program.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase the participation of our Black/African American students in the Honors Program	
What specific aspects of this SAP can be accomplished without additional financial resources?		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
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Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$0	

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

The Honors Program will continue to recruit a diverse population with special attention on high school outreach and a special landing page on our website for Adult Re-Entry and Veteran students. We hope to institutionalize the 20-seat cap on class size now that our pilot program is finished.

Our long-term plans are to continue to grow and change to meet the needs of our students. We continue to add new courses and expand our offerings. We will continue to work with current and former students to evaluate and adapt. We will continue to collaborate with colleagues to partner with campus programs to help support our students. Having integrated programs work closely together improves the campus community for all involved.

The move to the Transfer Center has been such a positive one for the Honors Program and we look forward to continuing to collaborate and deepen our relationship both physically and programmatically.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

N/A. We did not ask for additional funding.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Fullerton College Honors Program respects and values the diversity of our entire community, we value tradition and innovation, and support the involvement of all in the decision-making process. Our program reflects the diversity of the campus. We expect everyone to continue growing and learning and provide support for research and conference participation to share that growth and education. We believe in the power of the individual and the strength of the group and incorporate those strengths in our classrooms. We expect everyone to display behavior in accordance with personal integrity and high ethical standards and our students witness this in their faculty and display these traits in their lives. We accept our responsibility for the betterment of the world around us and encourage our honors students to work on projects that do just that whether it's supporting the Campus Food Bank, collecting donations for animal shelters or veterans care packages, addressing international issues like the growing Syrian refugee crisis or raising money for an orphanage/school in Kenya, or conducting campus and community projects. Our honors students are expected to give back in the classroom, campus, and community. We value and promote the well-being of our campus community and encourage our students to become integrated members of the Hornet family.

The Honors Program prepares students to be successful learners with rigorous coursework, a community of scholars, and research opportunities. The close interaction between faculty and students helps our students to succeed and transfer to pursue their academic goals.

The Fullerton College Honors Program creates a community of scholars with dedicated, ambitious students who pursue academic research through inquiry and intellectual curiosity. Our students experience personal growth and a life-long appreciation for the power of learning. One of the comments we hear over and over is, "My professor saw something in me before I did. S/he encouraged me to challenge myself, try something new, write for the Hornet, run for A.S. Senate, take a leadership role in a student club, try out for the debate team, apply for a school I never dreamed of getting into to, etc." Part of our

vision is to allow our students to see themselves through our eyes and shed some of the damaging internal scripts that they hold on to from their own history.

Goal 1: Promote Success for Every Student

Honors students have very high course **completion (90%) and course success rates (85%+)** They graduate, receive certificates and degrees, and transfer at high rates as well. Over half our honors students are active in STEM majors and activities on campus.

Goal 2: Cultivate a Culture of Equity

The honors program has diverse student participation. They have high retention, success, and persistence rates which can help increase the overall rates on campus. Our STEM students are representative of the honors community. Creating a culture of equity involves actively working to eliminate discrimination and bias in an organization and creating equal opportunities for all individuals. Many of our honors faculty have been leading the efforts to implement policies and practices that address issues of diversity, inclusion, and fairness, as well as providing training and resources to help educate others on these topics.

Goal 3: Strengthen connections with the community.

Strengthen our contacts with Alumni.

Honors alumni are active participants in our program. Whether it's coming back for transfer panels and workshops, helping our current students get connected with programs and opportunities at their transfer schools, or just updating us with their academic and career progress, our alumni stay connected to Fullerton College. It would be wonderful if our campus or the Foundation developed an Alumni Association that would institutionalize this relationship. Our alumni are very appreciative of the opportunities they received and would be a great resource for fundraising, mentoring, and other contributions they could make for current students.

Strengthen partnerships with local feeder high schools and universities.

Our Honors Ambassadors visit local high schools to promote and recruit students interested in honors education. We're up against the stigma of many honors students (and their parents) not wanting to consider the community college path, but the recession and the decreased freshmen acceptance rate have helped some to reconsider. As we recruit more students from AP/IB programs, their example helps break down some of the resistance to the community college as they see the opportunities and achievements of these students. We encourage our students to talk to their high school teachers and counselors about the benefits of the community college experience in the hopes of changing some of that stigma.

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9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPherson, Director of Campus Communications at lmcpheon@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Website	2022	Yes	Honors Program Fullerton College (fullcoll.edu)

Routing & Response Page

Originator ☐ IMS ☐ Program Review Chair ☐ Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Dani Wilson

Dean, LLRISPS

01.21.23

Printed name of IMS

Title

Date



I concur with the findings contained in this Program Review.



I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:



I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.