

# HONORS COMMITTEE

## Agenda

Monday, May 20, 2019  
L-201  
2:00PM

**Type of Meeting:** Regular

**Note Taker:**

**Please Review/Bring:** Agenda Packet

**Committee Members:**

Tamira Palmetto Despain, Faculty Co-Chair  
 Vejea Jennings, Faculty Co-Chair  
 Dr. Irit Gat, Division Dean  
 Rae Agahari, Arts & Humanities  
 David L. Adams, Career Tech Education  
 Susan Knapp, Counseling  
 Denise Walker, Health and Safety Sciences  
 Angela Koritsoglou, Rhetoric & Literacy  
 Kimberly Thomas, Library Representative  
 Dr. Mark McGovern, Math Sciences Engineering  
 Pavinee Villapando, Math Sciences Engineering  
 Dang Huynth, Math Sciences Engineering  
 Dr. Matthew Jaffe – Social and Behavioral Sciences  
 John Vento, Ex-Officio  
 TAP Representative  
 Alpha Iota/ASO Representative

| Items                               | Person                           | Action  |
|-------------------------------------|----------------------------------|---|
| I. Call to Order and Roll Call      |                                  |   |
| II. Opening Comments from the Chair | T Palmetto Despain<br>V Jennings |   |
| III. Open Comments from the Public  |                                  |   |
| IV. Approval of Minutes             | ALL                              | A. February 25, 2019 Meeting (attachment)<br>B. March 18, 2019 Meeting (attachment)<br>C. April 22, 2019 Meeting (attachment) |
| V. Old Business                     |                                  |   |
| VI. Discussion Items                |                                  | A. Honors Option Proposal Approvals (attachments)<br>B. Honors Convocation Recap<br>C. Honors Demographic Report (attachment) |
| VII. Action Items                   |                                  | A. Honors Proposals (5) (attachments)   |
| VIII. Other Business                |                                  |   |
| IX. Adjournment                     |                                  |   |



# Honors Committee Minutes

Monday, 5/20/19

L-201

Time – 2:05-3:00 pm

**Type of Meeting:** *Honors Committee*

**Note Taker:** *Tamira Palmetto Despain*

**Please Review:** *Agenda, Minutes and Supporting Documents*

**Committee Members:**

Vejea Jennings, Faculty Co-Chair- Present

Tamira Palmetto Despain, Faculty Co-Chair- Present

Dr. Irit Gat, Division Dean- Absent

Rae Agahari, Arts & Humanities- Present

David L. Adams, Career Tech Ed- Absent

Susan Knapp, Counseling- Present

Lori Walker, Health & Safety Sciences- Absent **(Will be out in Spring- need name of proxy for Spring 2019)**

Angela Koritsoglou, Rhetoric & Literacy- Absent

Kimberly Thomas, Library- Absent

Dr. Mark McGovern, Math Sciences Engineering- PROXY: DEB FEICKERT – Present

Pavinee Villapando- Math Science Engineering- Absent

Dang Huynh, Math Science Engineering- Present

Dr. Matthew Jaffe, Social Behavioral Sciences- Present

John Vento, Ex-Officio- Present

TAP Representative- NA

Alpha Iota/ ASO Rep- NA

| Items   | Person | Action   |
|---|--------|--|
| I. Approval of Previous Minutes of 2/25/19, 3/18/19, and 4/22/19. | ALL    | All three dates of minutes were approved by the committee, with one change noted for 4/22/19- Susan Knapp was absent.  |
| II. Action Items  | ALL    | <p><b><u>Issues Discussed:</u></b></p> <p>Committee Structure:<br/>           Need 2 faculty members. Library (Kim Thomas) has resigned, and HSS has no one from that department to fill Lori Walker’s seat. Tamira will contact Dean Goel for new Library Rep, and ask Nancy Masters to reach out to Dean Bormann one more time. In the meantime, Darcy Wiewall would like to join our committee. Agreed to create a new SBS seat on BS Committee. Matthew Jaffe and John Vento will seek students for our currently vacant TAP and Alpha Iota Rep seats.</p> <p><b><u>Action Taken:</u></b></p> <p>Vote on SBS seat - approved</p> |

**Follow Up Items: NA**

Tamira will work with Nancy Masters to update committee structure and seek approval. Will reach out to Deans Goel and Bormann.

Matthew and John will find student reps (2)

**Issues Discussed:**

Meeting time:

Need more time between the end of our committee meeting and the other Senate meetings starting in L201. Will extend the meeting time from 2-3:30 PM

**Action Taken:**

Approved to reserve the room till 3:30 on the 4<sup>th</sup> Monday of each month (during regular academic year).

**Follow Up Items: NA**

Tamira will email Nancy Masters with the change.

**Issues Discussed:**

CIS 111 & 113 Honors Option Proposals:

The option was presented for “all adjunct faculty in CIS.” This raised many concerns, as all options are approved for individual faculty.

Richard Biritwum was representing faculty for both Honors Option Proposals. When asked for clarification for the specific faculty for each option, he identified Alec Winetrobe for CIS 111, and Nathan Wonnacutt for CIS 113.

For both proposals, there was concern that the Honors Option may have been merged with the regular course requirements too much, thus influencing the students’ grade. There was much discussion regarding making the Options clearly separate for course requirements and having no bearing on students’ grades.

For CIS 113: For section 1, committee members wanted to know the specific extra tasks that would be required. They also wanted a requirement for a written component- The component discussed and agreed upon, was to add a “pitch proposal describing what the program is for and what it does.” The committee would like the proposal for CIS 113 updated and “cleaned up,” and brought back for committee review in August.

For CIS 111: For section 1, honors proposal needs to be removed from “final project,” and the number of labs needs to be defined. For section 3, specific tasks must be identified. Many of the items in section 3 appear to be additional requirements, over and above the Honors Option identified in section 1.

|  |            |   |
|--|------------|---|
|  |            | <p>Committee requested that the proposal for CIS 111 be updated and “cleaned up,” and brought back to the committee in August.</p> <p><b><u>Action Taken:</u></b><br/>None</p> <p><b><u>Follow Up Items: NA</u></b><br/>Honors Option proposals for CIS 111 &amp; 113 will be resubmitted in fall 2019.</p>   |
| <p>III. Discussion Items</p>                       | <p>ALL</p> | <p><b><u>Issues Discussed:</u></b><br/>Honors Convocation:<br/>Need to have established faculty seating areas. Faculty were all over the PAT and difficult to get back stage.<br/>Need to have guidelines for “appropriate info,” to share about students. There was some discussion about this being censorship, but the committee overwhelmingly agreed that guidelines should be in place.<br/>Timing for Convocation- More MC duties for Vejea &amp; Tamira- calling next group up with mic, in addition to having the next group displayed on screen.</p> <p><b><u>Action Taken:</u></b><br/>None</p> <p><b><u>Follow Up Items: NA</u></b><br/>Vejea and Tamira will work to develop guidelines for faculty speeches for Subject Area Awards, and create a detailed outline for next year’s Convocation.</p> |
| <p>IV. <b>NEXT MEETING DATE:</b><br/>(8/26/19)</p> |            |   |

**DRAFT**  
**Antelope Valley College Honors Program**  
**Student Demographics, Academic Years 2017-18 to 2018-19**

The Honors Program of Antelope Valley College has been attempting to recruit more African American students and more students with disabilities. The Honors Program requested an analysis of student demographics for academic years 2017-18 and 2018-19 to determine how successful their efforts had been.

**Summary**

- The Honors Program as a whole grew by 30.7 percent from 2017-18 to 2018-19
  - There were 380 members in 2017-18, compared with 497 members in 2018-19
  - In 2018-19, 2.6 percent of the student body were members of the Honors Program
- The Honors Program added one additional African American member in 2018-19
  - There were 25 African American members in 2017-18, compared with 26 in 2018-19
  - This was not enough to improve representation of African American students in the Honors Program
- The Honors Program added four additional members with disabilities in 2018-19
  - There were 13 members with disabilities in 2017-18, compared with 17 in 2018-19
  - This improved representation of students with disabilities in the Honors Program, resulting in a proportionality index of 0.79 in 2018-19 compared to 0.68 in 2017-18
- Narrative and tables below provide additional detail

**Additional Detail**

Overall, the Honors Program has been very successful in recruiting more students. In 2018-19, there were 497 students in the Honors Program for at least one semester, compared to 380 members in 2017-18. This represents an increase of 30.7 percent in the number of students participating in the Honors Program. In 2018-19, the Honors students represented 2.60 percent of AVC's student body, compared to 1.98 percent of the student body in 2017-18.

The Honors Program has also been successful in recruiting a greater number of African American students and students with disabilities. In 2018-19, 26 African American students were members of the Honors Program, compared to 25 African American members in 2017-18. In 2018-19, 17 students with disabilities were members of the Honors Program, compared to 13 members with disabilities in 2017-18.

Table 1, below, shows the demographics of AVC's student body as a whole compared to the Honors Program students, in terms of students' racial/ethnic group as well as whether students had been served by the Office for Students with Disabilities (OSD)<sup>1</sup>. In addition to counts and percentages, the table also shows the proportionality index<sup>2</sup>. The proportionality index is a method for measuring disproportionate impact across demographic groups. The proportionality index method compares the

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<sup>1</sup> Students were counted as being members of the Honors Program if they were members in any semester during the academic year. Similarly, students were counted as being served by OSD if they were served in any semester during the academic year.

<sup>2</sup> "Guidelines for Measuring Disproportionate Impact in Equity Plans", <https://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/GUIDELINES%20FOR%20MEASURING%20DISPROPORTIONATE%20IMPACT%20IN%20EQUITY%20PLANS.pdf>, accessed May 13, 2019

percentage of a subgroup in an initial cohort (in this case, AVC's general student body) to the percentage of that subgroup in an outcome group (in this case, the percentage of the subgroup represented among students in the Honors program). A proportionality index less than 1.0 indicates that a subgroup was represented less in the outcome group than in the initial group.

Table 1 shows that the proportionality index for African American students in the Honors Program was 0.39 in 2017-18, and 0.33 in 2018-19. Although the Honors Program was successful in recruiting an additional African American student, this was not enough to improve the proportionality index for this population. Table 1 also shows that the proportionality index for students with disabilities in the Honors Program was 0.68 in 2017-18, and 0.79 in 2018-19. The Honors Program recruited four additional students with disabilities in 2018-19, and this led to an improvement in the proportionality index.

Tables 2 and 3 show the demographics of AVC's student body as a whole compared to students in the Honors Program term-by-term for AY2017-18 and AY2018-19, respectively. African American students were best-represented in the Honors Program during intersession term of 2017-18 (proportionality index of 0.56), and during summer term of 2018-19 (proportionality index of 0.41). Students with disabilities were best-represented in the Honors Program during summer terms of both 2017-18 (proportionality index of 1.52<sup>3</sup>) and 2018-19 (proportionality index of 0.75).

Table 4 focuses on students with disabilities, and shows primary disability for students in the Honors Program compared to the general student body. Among students with disabilities, students with ADHD and students with "other health conditions and disabilities" were best-represented in the Honors Program. Students with other disabilities were represented at much lower rates; an exception is students with physical disabilities in AY2018-19.

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<sup>3</sup> A proportionality index greater than 1.0 means there was a higher proportion of students with disabilities in the Honors Program than in the general student body for that term.

**Table 1: Demographics, AVC Student Body vs. Honors Students, AY2017-18 to AY2018-19**

| Academic Year | Demographic Group                | AVC Students |       | Honors Students |       | Proportionality Index |
|---------------|----------------------------------|--------------|-------|-----------------|-------|-----------------------|
|               |                                  | Number       | %     | Number          | %     |                       |
| 2017-18       | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                       |
|               | Asian                            | 764          | 4.0%  | 39              | 10.3% | 2.57                  |
|               | Black/African American           | 3,252        | 17.0% | 25              | 6.6%  | 0.39                  |
|               | Hispanic or Latino               | 9,882        | 51.6% | 157             | 41.3% | 0.80                  |
|               | American Indian/Alaskan Native   | 70           | 0.4%  | 1               | 0.3%  | 0.72                  |
|               | Native Hawaiian/Pacific Islander | 42           | 0.2%  | -               | 0.0%  | 0.00                  |
|               | White, Non-Hispanic              | 3,861        | 20.2% | 113             | 29.7% | 1.47                  |
|               | More than one race               | 948          | 5.0%  | 39              | 10.3% | 2.07                  |
|               | Unknown                          | 329          | 1.7%  | 6               | 1.6%  | 0.92                  |
|               | <b>OSD Status</b>                |              |       |                 |       |                       |
|               | Not OSD Student                  | 18,182       | 95.0% | 367             | 96.6% | 1.02                  |
| OSD Student   | 966                              | 5.0%         | 13    | 3.4%            | 0.68  |                       |
| 2018-19       | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                       |
|               | Asian                            | 768          | 4.0%  | 51              | 10.3% | 2.56                  |
|               | Black/African American           | 3,009        | 15.7% | 26              | 5.2%  | 0.33                  |
|               | Hispanic or Latino               | 10,393       | 54.3% | 221             | 44.5% | 0.82                  |
|               | American Indian/Alaskan Native   | 66           | 0.3%  | 1               | 0.2%  | 0.58                  |
|               | Native Hawaiian/Pacific Islander | 47           | 0.2%  | -               | 0.0%  | 0.00                  |
|               | White, Non-Hispanic              | 3,492        | 18.2% | 147             | 29.6% | 1.62                  |
|               | More than one race               | 923          | 4.8%  | 45              | 9.1%  | 1.88                  |
|               | Unknown                          | 437          | 2.3%  | 6               | 1.2%  | 0.53                  |
|               | <b>OSD Status</b>                |              |       |                 |       |                       |
|               | Not OSD Student                  | 18,302       | 95.6% | 480             | 96.6% | 1.01                  |
| OSD Student   | 833                              | 4.4%         | 17    | 3.4%            | 0.79  |                       |

Source: AVC Argos Reports, "Academic History with Demographic Data," "Rosters by Subject Code," "Honors - Enrolled Honors Students by Term," "OSD MIS Report"

**Table 2: Demographics, AVC Student Body vs. Honors Students by Term, AY2017-18**

| Term            | Demographic Group                | AVC Students |       | Honors Students |       | Proportionality Index |
|-----------------|----------------------------------|--------------|-------|-----------------|-------|-----------------------|
|                 |                                  | Number       | %     | Number          | %     |                       |
| 201750          | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                       |
|                 | Asian                            | 285          | 5.3%  | 19              | 10.2% | 1.93                  |
|                 | Black/African American           | 886          | 16.4% | 14              | 7.5%  | 0.46                  |
|                 | Hispanic or Latino               | 2,838        | 52.5% | 76              | 40.6% | 0.77                  |
|                 | American Indian/Alaskan Native   | 15           | 0.3%  | 1               | 0.5%  | 1.93                  |
|                 | Native Hawaiian/Pacific Islander | 8            | 0.1%  | -               | 0.0%  | 0.00                  |
|                 | White, Non-Hispanic              | 1,007        | 18.6% | 54              | 28.9% | 1.55                  |
|                 | More than one race               | 262          | 4.8%  | 21              | 11.2% | 2.32                  |
|                 | Unknown                          | 102          | 1.9%  | 2               | 1.1%  | 0.57                  |
|                 | <b>OSD Status</b>                |              |       |                 |       |                       |
| Not OSD Student | 5,270                            | 97.5%        | 180   | 96.3%           | 0.99  |                       |
| OSD Student     | 133                              | 2.5%         | 7     | 3.7%            | 1.52  |                       |
| 201770          | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                       |
|                 | Asian                            | 585          | 4.0%  | 36              | 10.5% | 2.62                  |
|                 | Black/African American           | 2,369        | 16.3% | 24              | 7.0%  | 0.43                  |
|                 | Hispanic or Latino               | 7,606        | 52.2% | 141             | 41.2% | 0.79                  |
|                 | American Indian/Alaskan Native   | 56           | 0.4%  | 1               | 0.3%  | 0.76                  |
|                 | Native Hawaiian/Pacific Islander | 32           | 0.2%  | -               | 0.0%  | 0.00                  |
|                 | White, Non-Hispanic              | 2,957        | 20.3% | 102             | 29.8% | 1.47                  |
|                 | More than one race               | 710          | 4.9%  | 33              | 9.6%  | 1.98                  |
|                 | Unknown                          | 260          | 1.8%  | 5               | 1.5%  | 0.82                  |
|                 | <b>OSD Status</b>                |              |       |                 |       |                       |
| Not OSD Student | 13,884                           | 95.3%        | 329   | 96.2%           | 1.01  |                       |
| OSD Student     | 691                              | 4.7%         | 13    | 3.8%            | 0.80  |                       |
| 201810          | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                       |
|                 | Asian                            | 161          | 4.9%  | 20              | 11.9% | 2.41                  |
|                 | Black/African American           | 450          | 13.8% | 13              | 7.7%  | 0.56                  |
|                 | Hispanic or Latino               | 1,800        | 55.3% | 68              | 40.5% | 0.73                  |
|                 | American Indian/Alaskan Native   | 12           | 0.4%  | 1               | 0.6%  | 1.62                  |
|                 | Native Hawaiian/Pacific Islander | 6            | 0.2%  | -               | 0.0%  | 0.00                  |
|                 | White, Non-Hispanic              | 585          | 18.0% | 45              | 26.8% | 1.49                  |
|                 | More than one race               | 190          | 5.8%  | 18              | 10.7% | 1.84                  |
|                 | Unknown                          | 53           | 1.6%  | 3               | 1.8%  | 1.10                  |
|                 | <b>OSD Status</b>                |              |       |                 |       |                       |
| Not OSD Student | 3,193                            | 98.0%        | 165   | 98.2%           | 1.00  |                       |
| OSD Student     | 64                               | 2.0%         | 3     | 1.8%            | 0.91  |                       |
| 201830          | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                       |
|                 | Asian                            | 568          | 4.1%  | 37              | 10.1% | 2.47                  |
|                 | Black/African American           | 2,193        | 15.7% | 25              | 6.8%  | 0.43                  |
|                 | Hispanic or Latino               | 7,410        | 53.1% | 153             | 41.6% | 0.78                  |
|                 | American Indian/Alaskan Native   | 47           | 0.3%  | 1               | 0.3%  | 0.81                  |
|                 | Native Hawaiian/Pacific Islander | 27           | 0.2%  | -               | 0.0%  | 0.00                  |
|                 | White, Non-Hispanic              | 2,795        | 20.0% | 109             | 29.6% | 1.48                  |
|                 | More than one race               | 691          | 5.0%  | 37              | 10.1% | 2.03                  |
|                 | Unknown                          | 224          | 1.6%  | 6               | 1.6%  | 1.02                  |
|                 | <b>OSD Status</b>                |              |       |                 |       |                       |
| Not OSD Student | 13,348                           | 95.7%        | 358   | 97.3%           | 1.02  |                       |
| OSD Student     | 607                              | 4.3%         | 10    | 2.7%            | 0.62  |                       |

Source: AVC Argos Reports, "Academic History with Demographic Data," "Rosters by Subject Code," "Honors - Enrolled Honors Students by Term," "OSD MIS Report"



**Table 3: Demographics, AVC Student Body vs. Honors Students by Term, AY2018-19**

| Term            | Demographic Group                | AVC Students |       | Honors Students |       | Proportionality |
|-----------------|----------------------------------|--------------|-------|-----------------|-------|-----------------|
|                 |                                  | Number       | %     | Number          | %     | Index           |
| 201850          | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                 |
|                 | Asian                            | 276          | 4.7%  | 23              | 8.9%  | 1.88            |
|                 | Black/African American           | 873          | 15.0% | 16              | 6.2%  | 0.41            |
|                 | Hispanic or Latino               | 3,240        | 55.6% | 114             | 44.0% | 0.79            |
|                 | American Indian/Alaskan Native   | 24           | 0.4%  | -               | 0.0%  | 0.00            |
|                 | Native Hawaiian/Pacific Islander | 12           | 0.2%  | -               | 0.0%  | 0.00            |
|                 | White, Non-Hispanic              | 995          | 17.1% | 76              | 29.3% | 1.72            |
|                 | More than one race               | 300          | 5.1%  | 25              | 9.7%  | 1.88            |
|                 | Unknown                          | 112          | 1.9%  | 5               | 1.9%  | 1.01            |
|                 | <b>OSD Status</b>                |              |       |                 |       |                 |
| Not OSD Student | 5,681                            | 97.4%        | 254   | 98.1%           | 1.01  |                 |
| OSD Student     | 151                              | 2.6%         | 5     | 1.9%            | 0.75  |                 |
| 201870          | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                 |
|                 | Asian                            | 580          | 3.9%  | 50              | 10.5% | 2.66            |
|                 | Black/African American           | 2,206        | 15.0% | 26              | 5.4%  | 0.36            |
|                 | Hispanic or Latino               | 8,121        | 55.1% | 212             | 44.4% | 0.80            |
|                 | American Indian/Alaskan Native   | 49           | 0.3%  | 1               | 0.2%  | 0.63            |
|                 | Native Hawaiian/Pacific Islander | 37           | 0.3%  | -               | 0.0%  | 0.00            |
|                 | White, Non-Hispanic              | 2,752        | 18.7% | 140             | 29.3% | 1.57            |
|                 | More than one race               | 727          | 4.9%  | 43              | 9.0%  | 1.82            |
|                 | Unknown                          | 265          | 1.8%  | 6               | 1.3%  | 0.70            |
|                 | <b>OSD Status</b>                |              |       |                 |       |                 |
| Not OSD Student | 14,126                           | 95.9%        | 465   | 97.3%           | 1.01  |                 |
| OSD Student     | 611                              | 4.1%         | 13    | 2.7%            | 0.66  |                 |
| 201910          | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                 |
|                 | Asian                            | 162          | 5.0%  | 27              | 11.6% | 2.32            |
|                 | Black/African American           | 413          | 12.8% | 9               | 3.9%  | 0.30            |
|                 | Hispanic or Latino               | 1,827        | 56.6% | 99              | 42.7% | 0.75            |
|                 | American Indian/Alaskan Native   | 9            | 0.3%  | -               | 0.0%  | 0.00            |
|                 | Native Hawaiian/Pacific Islander | 9            | 0.3%  | -               | 0.0%  | 0.00            |
|                 | White, Non-Hispanic              | 543          | 16.8% | 68              | 29.3% | 1.74            |
|                 | More than one race               | 176          | 5.5%  | 25              | 10.8% | 1.98            |
|                 | Unknown                          | 90           | 2.8%  | 4               | 1.7%  | 0.62            |
|                 | <b>OSD Status</b>                |              |       |                 |       |                 |
| Not OSD Student | 3,175                            | 98.3%        | 230   | 99.1%           | 1.01  |                 |
| OSD Student     | 54                               | 1.7%         | 2     | 0.9%            | 0.52  |                 |
| 201930          | <b>Racial/Ethnic Group</b>       |              |       |                 |       |                 |
|                 | Asian                            | 528          | 4.0%  | 46              | 9.8%  | 2.47            |
|                 | Black/African American           | 1,911        | 14.3% | 22              | 4.7%  | 0.33            |
|                 | Hispanic or Latino               | 7,564        | 56.7% | 213             | 45.2% | 0.80            |
|                 | American Indian/Alaskan Native   | 43           | 0.3%  | 1               | 0.2%  | 0.66            |
|                 | Native Hawaiian/Pacific Islander | 31           | 0.2%  | -               | 0.0%  | 0.00            |
|                 | White, Non-Hispanic              | 2,369        | 17.7% | 141             | 29.9% | 1.69            |
|                 | More than one race               | 654          | 4.9%  | 44              | 9.3%  | 1.91            |
|                 | Unknown                          | 251          | 1.9%  | 4               | 0.8%  | 0.45            |
|                 | <b>OSD Status</b>                |              |       |                 |       |                 |
| Not OSD Student | 12,951                           | 97.0%        | 461   | 97.9%           | 1.01  |                 |
| OSD Student     | 400                              | 3.0%         | 10    | 2.1%            | 0.71  |                 |

Source: AVC Argos Reports, "Academic History with Demographic Data," "Rosters by Subject Code," "Honors - Enrolled Honors Students by Term," "OSD MIS Report"

**Table 4: Primary Disability, AVC Student Body vs. Honors Students, AY2017-18 to AY2018-19**

| Academic Year | Primary Disability                       | AVC Students |       | Honors Students |       | Proportionality |
|---------------|--|--------------|-------|-----------------|-------|-----------------|
|               |  | Number       | %     | Number          | %     | Index           |
| 2017-18       | NA (Not OSD Student)                     | 18,182       | 95.0% | 367             | 96.6% | 1.02            |
|               | ADHD                                     | 47           | 0.2%  | 2               | 0.5%  | 2.14            |
|               | Acquired Brain Injury                    | 29           | 0.2%  | 0               | 0.0%  | 0.00            |
|               | Intellectual Disability                  | 32           | 0.2%  | 0               | 0.0%  | 0.00            |
|               | Deaf and Hard of Hearing                 | 34           | 0.2%  | 0               | 0.0%  | 0.00            |
|               | Learning Disability                      | 294          | 1.5%  | 3               | 0.8%  | 0.51            |
|               | Physical Disability                      | 160          | 0.8%  | 2               | 0.5%  | 0.63            |
|               | Other Health Conditions and Disabilities | 80           | 0.4%  | 5               | 1.3%  | 3.15            |
|               | Mental Health Disability                 | 196          | 1.0%  | 1               | 0.3%  | 0.26            |
|               | Autism Spectrum                          | 77           | 0.4%  | 0               | 0.0%  | 0.00            |
|               | Blind and Low Vision                     | 17           | 0.1%  | 0               | 0.0%  | 0.00            |
| 2018-19       | NA (Not OSD Student)                     | 18,302       | 95.6% | 480             | 96.6% | 1.01            |
|               | ADHD                                     | 50           | 0.3%  | 3               | 0.6%  | 2.31            |
|               | Acquired Brain Injury                    | 29           | 0.2%  | 0               | 0.0%  | 0.00            |
|               | Intellectual Disability                  | 21           | 0.1%  | 0               | 0.0%  | 0.00            |
|               | Deaf and Hard of Hearing                 | 28           | 0.1%  | 0               | 0.0%  | 0.00            |
|               | Learning Disability                      | 227          | 1.2%  | 2               | 0.4%  | 0.34            |
|               | Physical Disability                      | 139          | 0.7%  | 4               | 0.8%  | 1.11            |
|               | Other Health Conditions and Disabilities | 73           | 0.4%  | 6               | 1.2%  | 3.16            |
|               | Mental Health Disability                 | 175          | 0.9%  | 2               | 0.4%  | 0.44            |
|               | Autism Spectrum                          | 77           | 0.4%  | 0               | 0.0%  | 0.00            |
|               | Blind and Low Vision                     | 14           | 0.1%  | 0               | 0.0%  | 0.00            |

Source: AVC Argos Reports, "Academic History with Demographic Data," "Rosters by Subject Code," "Honors - Enrolled Honors Students by Term," "OSD MIS Report"



## Honors TAP Option by Contract Instructor Proposal

**INSTRUCTOR USE ONLY:** By agreeing to offer an honors option to honors students, you agree to fulfill the high standards of the honors program and to sign all appropriate paperwork by the deadline in order for the student to get honors credit for your course. Your project must be approved by the honors coordinator/committee. The following criteria will help us to determine if the project meets honors option criteria and standards. Please be very detailed and specific in your responses. The form below will help you to design an appropriate proposal for consideration. Please fill out completely and with ample details. You only need to fill out this form once for a particular course. Honors Option projects do not figure into the grade for the course, but they should be done to a high standard. If an instructor wants to grade the project, CREDIT or NOCREDIT should be used. Students need not be earning an "A" in a course to do an honors option; however, their work in general must be honors quality. Instructors reserve the right to deny the opportunity of an honors option to any student in any course.

**(Insert Course Number and Title here) (ex: CIS 111:**

**Check which of the following honors objectives will be met by the proposed course?**

- Option will provide content about the history or background of the field being studied.
- Option will show an awareness of some of the field's major theories or current trends
- Option will require students to perform a case study, field experience, or other application.
- Option utilizes research methods including proper documentation for the discipline.
- Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.

1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

The honor's option will provide additional work for many of the labs included in the normal coursework – with special emphasis on much-expanded requirements for a final project. A number of labs will have specific challenge portions to explore more complex algorithms, possibly requiring research, to solve harder problems than given to the rest of the class. The final project will include an entirely separate set of requirements, including a Graphic User Interface design that will require significant research and learning beyond the core curriculum of the class. I am always available to my students virtually immediately via e-mail, but I will also host focused discussion board topics and be available before normal class periods for those taking part in the honors option.

2. Describe how the option will strive for a high degree of student participation and involvement.



## Honors TAP Option by Contract Instructor Proposal

The option will require extremely committed students to stay on top of the additional tasking each week. Additionally, it will require increased involvement in the field by challenging their critical thinking and expanding the basic principles with advanced methodologies. The discussion topics will have required participation including posting outside sources and relevant code snippets to tackle the extended challenges.

3. List the specific meeting dates, deadlines and tasks.
  - Assignment 4 Challenge (due 3/14)
    - o Expanded critical thinking with loops
  - Assignment 6 Challenge (due 3/28)
    - o More algorithms necessary
  - Assignment 8 Extra-Challenging Challenge (due 4/25)
    - o Expanded class-use to develop functional text-based game
  - Assignment 10 Challenge (due 5/8)
    - o Optimization
  - Final Project Challenge (due 5/30)
    - o GUI design, increased grading criteria
  
4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?  
The assignments listed 3 in addition to online resources and external citations – some provided, some for them to find.
  
5. Describe writing assignments and discuss how the course will foster critical thinking.  
N/A
  
6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.  
Research websites for solving algorithm problems will be cited. Discussion topics will force different students to bring different sources for the entire section to benefit from.
  
7. Overall, please describe how this honors option by contract project will benefit the honors student.  
It will challenge them to solve problems on par with real-world programming challenges. The class will not be an introduction for them, but a lesson in application.

**INSTRUCTOR USE ONLY:** By agreeing to offer an honors option to honors students, you agree to fulfill the high standards of the honors program and to sign all appropriate paperwork by the deadline in order for the student to get honors credit for your course. Your project must be approved by the honors coordinator/committee. The following criteria will help us to determine if the project meets honors option criteria and standards. Please be very detailed and specific in your responses. The form below will help you to design an appropriate proposal for consideration. Please fill out completely and with ample details. You only need to fill out this form once for a particular course. Honors Option projects do not figure into the grade for the course, but they should be done to a high standard. If an instructor wants to grade the project, CREDIT or NOCREDIT should be used. Students need not be earning an "A" in a course to do an honors option; however, their work in general must be honors quality. Instructors reserve the right to deny the opportunity of an honors option to any student in any course.

**(Insert Course Number and Title here) (ex: English 101: Freshman Composition)**

CIS 113 Data Structures

**Check which of the following honors objectives will be met by the proposed course?**

- \_\_\_ Option will provide content about the history or background of the field being studied.
- \_\_x\_ Option will show an awareness of some of the field's major theories or current trends
- \_\_\_ Option will require students to perform a case study, field experience, or other application.
- \_\_x\_ Option utilizes research methods including proper documentation for the discipline.
- \_\_x\_ Option will help students to demonstrate critical thinking and/or meta-cognitive abilities.

1. Please provide an overview of the proposed option. Be sure to show how it differs from what other students do in your course.

Honors students will implement a computer game version of the board game "Ticket to Ride". I will develop most of the Graphical User Interface (GUI) for them, but they will have to complete it and implement all of the game logic and scoring. Their

implementation will utilize many of the data structures and some of the algorithms learned in the class.

This differs from the regular coursework because the course work focusses on the implementation of data structures rather than their use, whereas this project will require the use of already implemented structures. In addition, they will be required to use JavaFX to complete and interact with the GUI which is a current industry trend that is not taught in the class. They will have to do their own research in order to learn how to use JavaFX.

2. Describe how the option will strive for a high degree of student participation and involvement.

This is a difficult project. The students will be required to do a great deal of work on their own, but will be given ample opportunity to consult with me as well. Much of the implementation will be left to the student's own approach so they will require critical thinking to design their application.

3. List the specific meeting dates, deadlines and tasks.

The only hard deadline that I will use as a pass/fail criteria is that the project must be completed prior to the last day of the semester. However, I will suggest target milestone dates throughout the semester based on when we finish covering each data structure that will be required for this project.

4. What activities, assignments, or readings will provide greater depth and breadth of subject matter?

The main activities that the students will benefit from are: 1) Learning JavaFX, 2) Learning how to learn about a new technology without an instructor presenting it to them, 3) Learning how to approach writing a large program (this differs significantly from most of the smaller tasks they've done in school) 4) Having the ability to express creativity in their design (I've found that it's only when students get to use their own design that they really start learning a lot) 5) Becoming comfortable using data structures to actually accomplish a goal.

5. Describe writing assignments and discuss how the course will foster critical thinking.

The only writing required will be the writing of the software itself and its internal documentation. The project overall is going to require more critical thinking than they have likely required for any of their previous courses. They will need critical thinking for their design, the implementation of their design, and the debugging of their implementation.

6. Explain research opportunities, documentation style, and/or how primary/secondary sources will be utilized.

Their main research resources will be the JavaFX section of their zybooks and various internet tutorials and forums. Documentation will be required in the form of Javadoc comments.

7. Overall, please describe how this honors option by contract project will benefit the honors student.

I personally believe that computer science students do not really excel until they start implementing some things for fun on their own. I believe that any student who attempts this will not stop at the bare minimum, but will work to make this their own creation that they are proud of. I believe that this project will allow the student to explore the parts of programming that they find the most interesting and prove to themselves that they can do hard things. This will most likely be the most difficult programming assignment that the students have ever completed and the sky is the limit as far as how much they learn. I myself, who have been a professional software engineer for several years, have already learned some new things just by beginning to implement this project. I don't think that there is anyway that a student could complete this project without becoming a better software engineer in the process.