COMPREHENSIVE PROGRAM REVIEW REPORT

Honors Transfer Program

Program Context

<ins>1. Mission</ins>
Share how your program contributes to the College or fits into the College's Mission.   For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)?   If your program has a mission statement, you may include it here.

HONORS TRANSFER PROGRAM REVIEW
FALL 2024

In alignment with the college mission:

- **The Honors Transfer Program (HTP) engages students from diverse backgrounds** in meaningful high-level learning, critical thinking, and creative work across disciplines.

- **HTP uplifts the voices of students from diverse backgrounds.** Honors students join the academic conversation and contribute to scholarly knowledge via research, writing, discussion, and presentation. They build their confidence presenting at local, regional, state, and national Honors conferences and often have the opportunity to publish their work.

- **HTP does not just serve students who already think of themselves as Honors students, but cultivates Honors students and transforms lives.** Honors work equips students with communication and thinking tools for life, and prepares students for university level work. Student completion of HTP dramatically increases their transfer and scholarship opportunities leading to greater career possibilities.

- **HTP collaborates with student support programs across campus.** We work with Outreach to ensure student ambassadors can provide prospective students information on Honors opportunities, and we attend outreach events. We engage with EOPS, Promise, Puente, the STEM Center, The Transfer Center, MESA, MIddle College, S.T.A.R, Umoja, and others to help students understand how they can leverage Honors to meet their individual transfer goals and to receive strong support from these programs. Additionally, Promise, Puente, and Umoja have offered or are currently offering dedicated Honors courses for their students. HTP has close ties with the Transfer Center, through meetings, collaborative workshops, our new Canvas shell, and information dissemination. We routinely share events and offerings with all of these programs and across divisions and interest areas.

- **HTP works with academic programs across the campus.** We have close ties to the Library through the Library Honors course offerings and the support librarians offer our Honors student researchers. IDST 150 Honors Research Seminar students are required to meet with a librarian at least once in the semester and all honors students are encouraged to set up meetings with the librarians. We offer Honors options across all five divisions and all four

interest areas. Dozens of faculty from across the college engage with Honors each year, and most departments have had at least one faculty member officially mentor an Honors student over the last few years.

HTP Mission

The Honors Transfer Program (HTP) is designed for highly motivated students whether they come with strong academic skills or develop them along the way. HTP primarily serves students whose educational goal is to transfer to a 4-year institution and complete a bachelor's degree. Students participate in challenging, academically rigorous learning experiences through classes, seminars, conferences, and events. They become creators of knowledge via their research projects and presentations. The opportunities to develop and share their academic research uplift student voices, increase confidence, and better prepare students for university work. Completion of HTP also greatly increases transfer and scholarship opportunities for students.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

The California General Education Transfer Curriculum (Cal-GETC): Cal-GETC is being implemented to "establish a 'singular lower division general education transfer pathway' to determine transfer eligibility to both the California State University (CSU) and University of California (UC) systems"**(https://icas-ca.org).**

1. **The single GE pattern, Cal-GETC:** This will include a GE requirement for a COMM course. Previously the CSU required a COMM course, but the UC did not. With Cal-GETC, students transferring to both a UC or CSU campus will need to complete COMM for general education. This means many more students will take communication, resulting in a large increase in enrollment. Since Cañada's COMM 110 Public Speaking Honors section has consistently filled, we plan to create one Honors only COMM 110 class starting fall 2025. Note that Public Speaking is in Phase I of Common Course Numbering and will change to the number/title of COMM C1000 in Fall 2025.

2. **Common Course Numbering (CCN) initiative Articulation Challenge:** Currently 6 courses are in Phase I of the initiative, followed by 21 additional courses in Phase II. Phase I includes templates for Honors courses including ENGL C1000H, ENGL C1001H, and COMM C1000H. We will create more than one honor's designated courses using these course numbers and templates.

3. **California Virtual Campus (CVC):** Currently, Cañada is the only college in the district to not be a part of CVC. However, in light of the expansion of the **CVC and its Online Exchange,** and possible increase of online enrollment from across the state into Cañada courses, it is all the more important to offer cohort experiences including within Honors only courses such as English 110, History 202, Math 200 and 253, and COMM 110 (to be COMM C1000 in fall 2025).

   - **National Collegiate Honors Council (NCHC) and Honors Transfer Council of California (HTCC):** Per NCHC & HTCC recommendations, we have set limits on the number of honors courses from outside institutions that students can get credit for within our

program. Our honors website stipulates: "With advance approval, we do routinely accept one Honors class from another college in our district (i.e. College of San Mateo and Skyline College)." We offer flexibility with the possibility of accepting one honors course from another institution while maintaining the cohort experience via shared courses at our college.

3. Community & Labor Needs
Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Community, Employment, Technology Needs
According to the 2024 [Silicon Valley Index,](#) there has been economic growth in the sectors of "green energy, clean technology," and artificial intelligence (AI) (1). On par with the industry, our honors students have been doing honors research projects in all of these areas (See Honors Coordinator for a list).

Artificial Intelligence (AI):
- Given the growth of Artificial Intelligence (AI), there are also concerns about student use of AI for their studies. Our district responded with training and AI detection tools. Correspondingly, the HTP included an "honors code" which stipulates that students must abide by the college academic integrity policy to maintain their status in HTP. We have indicated in our Honors Contract Completion Form that student research papers will be reviewed with AI and plagiarism detection tools. Honors Contract completers sign a form verifying that the submission is their original work.

Since the pandemic, the trend toward remote work in Silicon Valley (13) and online learning in the San Mateo County Community College district has continued. HTP also experienced an increased interest in online courses and study. In response to this need, we:

- Created a synchronous and an asynchronous version of the Honors Research Seminar IDST 150

- Developed a survey to go to all Honors Contract students about their modality preferences for IDST 150

- Updated our website with multimedia content

- Created an Honors Program Video, Showcase Video, and IDST 150 Video

- Designed and regularly distributed a multimedia newsletter

- Streamlined email communications

- Created an Honors Canvas shell

- Developed Honors Canvas modules for faculty to integrate into their courses

- Offered all of our events as multimodal

Program Review

- Used Social Media to announce and report out on honors events

- Provided hybrid and online classes. From fall 2019 to spring 2024, we offered:

- 19 Hybrid class sections

- 38 Online class sections

- 32 Synchronous sections

The Silicon Valley Index describes inequity in Silicon Valley for "Hispanic or Latino Workers" and "Black or African American workers" (p.3). Hispanic and Black workers are grossly underrepresented in the large tech industries (p.21).Hispanic residents are less likely to have Bacherlor's degrees and have the lowest per capita income (p.38). There are significant racial wealth gaps. "The poverty rate for Black or African American residents is more than triple that of White (not Hispanic or Latino) residents" (p.10). "White residents with a bachelor's degree have a per capita income that is 60 percent greater than equally educated Black or African American residents" (p.11).

Antiracist and Equity Work

The index report reflects larger societal and systemic problems, but there are at least small changes we can make in every realm. In particular, the enhanced transfer and scholarship opportunities HTP provides are key to student social mobility and higher paying jobs. To address equity gaps in honors, the HTP at Cañada:

- Changed its eligibility requirements to a 3.3 high school GPA rather than a 3.5 high school GPA.

- Is collaborating with Puente, Umoja, Promise, S.T.A.R, MESA and other student services in an effort to be inclusive and supportive of Asian, Hispanic, Black students and low income students in Honors.

- Created the FLP Honors Pods professional development that include a focus on supporting first generation and underrepresented student groups

- Has been intentionally highlighting the successes and voices of Black, Hispanic, and Asian students in our multimedia communication and marketing

- Encouraged honors projects that interrogate racist structures, and highlight the strengths, interests, and backgrounds of our BIPOC students (See Honors Coordinator for details).

Finally, the index reports a rise of new residents (1) exasperating "persistent shortage"of housing and housing prices and rental costs that outpace salaries. (11). As a testment to the relevancy of Honors work, many of our Honors students have focused their research on these issues (See Honors Coordinator for further details). We will continue to encourage honors students to research topics of relevance to them and their communities.

Looking Back

4. Curricular changes
List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

Curricular Changes

Please see the section on Articulation for how State Policy changes will affect our future curricular offerings.

In Fall 2021, we offered our first IDST 150 Honors Research Seminar Synchronously. This course, which is analogous to those at CSM and Skyline, was a collaboration of the former and current Honors Coordinators, Honors faculty, and the Honors Counselor. Our IDST 150 course:

- Supports Honors students in their completion of quality Honors research projects

- Guides students through the step-by-step process of conducting research, writing research papers, and presenting research

- Puts students in a cohort where they can share ideas, do peer review, and learn about research across disciplines

Each semester we have solicited student, Honors Advisory Committee, and instructional designer feedback on the course, and made improvements.

In Fall 2023, we added an asynchronous section of IDST 150 to better accommodate student schedules. In 2024, we refined the asynchronous course delivery and content based on student and faculty feedback and advice from the Instructional Designer.

In Fall 2024, the IDST 150 asynchronous section was shut down. Although the combined enrollment of 22 in the asynchronous and synchronous cross-listed sections of IDST 150 in spring 2024 was the highest enrollment to date since the course started, we were told that this combination of modalities was not permitted. We therefore moved in fall 2024 to F2F and synchronous modalities cross listed. After extensive marketing, we had 18 enrollments including several late add requests. We asked to continue this modality as well as to have a second asynchronous section in spring 2024, but because the prior enrollment for the first two semesters of the cross-listed asynchronous section was too low, the advising Dean let us know that we could not have a solo asynchronous section.

Continued Interest in IDST 150 Asynchronous: Students and faculty continue to request the asynchronous version. Through our collaborations, we learned that Wednesday afternoons were the best times to offer IDST 150, yet some student cohorts (e.g. student athletes) have schedule conflicts and other students work in the afternoons. Thus, the asynchronous option offers the flexibility that students need, and it has attracted students from across the district. We have created a survey to reassess the IDST 150 modality preferences and needs. So far most respondents said they prefer "multi-modality," a few said the prefer asynchronous, and a few said synchronous, but the survey is still in progress.

Program Review

IDST 150 Requirement Change: The Honors Advisory Committee has determined that it is best to require IDST 150 going forward, as Skyline and CSM do. Honors students who take IDST 150 are more likely to finish their Honors Research and Honors Contracts and to complete HTP. To accomodate students schedules, this would necessitate a variety of modalities including the in-person/synchronous cross listed sections and a separate stand alone asynchronous section. The asynchronous section should be a separate CRN as it is paramount for the professors to have constant contact with the students online.

Later IDST 150 Start Date: Another issue is that many Honors students needed more time to set their schedules and find prospective Honors Contract faculty before enrolling in IDST 150. Consequently, we have had an average of 3-4 late adds every semester. Working with Dean Carranza, we are addressing this issue in spring 2024 by starting the course one week later, and we hope to do the same for subsequent semesters.

New Honors Only Courses and Requirement: We added two new Honors only courses since the previous program review: History 202 and English 110. After a year of research and consultation, we added a new requirement for HTP students to complete English 110 honors. We determined this to be the best course because it nearly completes our set of Honors cohort classes. Having a set of Honors cohort classes strengthens the collaborations across the campus and among the students, creating a sense of belonging of Honors students. The Honors Community is "one of the hallmarks of honors education…" **(NCHC).**

New Honors Sections: We added new honors sections in English 100 and 105 for students to begin their honors work and prepare for English 110 honors. We are planning to add an honors section in the MATH 200 Umoja cohort. Furthermore, we hope to -at some point-have one honors section within the S.T.A.R program learning community courses.

Loss of Honors Sections: Many of our business faculty and some STEM faculty dropped their honors sections after 2022 because of the work demand and complexity of offering honors sections. Fortunately, many continue to offer Honors Contracts. The New Faculty Learning Program Honors Pods are a way to support professors doing Honors Research Contracts, but we will need to address the issue of faculty burnout with Honors sections in the future.

Revised HTP Eligibility Requirement and Application. In April of 2023, the Honors Transfer Advisory Committee approved new more accessible eligibility criteria. Previously, we had the requirements set at a High School GPA 3.5 or 9 or more units in college courses with a 3.3 GPA. We we changed this to a **3.3 GPA across the board.** This decision was based on:

- The UCLA Transfer Alliance Program (TAP) review highlighting the need to address equity and anti-racism gaps in honors programs

- Careful research of honors programs across the nation

- Consultation with faculty, staff, and students across our campus

Additonally, in fall of 2023, we offered a **"Challenge Application"** consisting of two short writing prompts for students who don't quite meet that GPA but are motivated to apply. With the current eligibility requirements, students still need to be in or have completed English 100 or 105 to be accepted in HTP, allowing them to develop the necessary reading, writing, and research skills to start their honors pathway. Notwithstanding, the eligibility and application changes address critical

equity gaps, particularly with students who incur interruptions in their academic work due to life challenges in high school but who can thrive academically when they reach our program.

Changes Reflecting Goal to Cover Nearly all of the CALGETC (as of fall 2025) and CSU GE patterns: We are offering courses, sections or contracts across the entire breadth of GE to help students fit Honors classes into their course plan without having to take additional courses (See Honors Coordinator for a detailed list).

<u>**5A. Progress Report - IPC Feedback**</u>
Provide your responses to all recommendations received in your last program review cycle.

The followiing is the past Program Review IPC Feedback in bold with our responses below.

1. Consider including in the mission that the HTP doesn't only serve academically eligible students. Outreach activities promote standards of excellence & "aspiring" scholars.
>Please see our revised Mission Statement question #1.

2. The new Ethnic Studies GE requirement is likely to have an impact on this program. What efforts are being made to ensure CAN offers honors sections of those courses?
>The prior Ethnic Studies Professor offered honors contracts and we look forward to collaborating with the new Ethnic Studies professor. We would also like to consider eventually having an honors only course or honors sections in Ethnic Studies 108, 109, or 130 "Intro. to Latinx Studies" (if it is approved in fall 2025). All of these courses will be required so there may be enough sections to warrant at least one honors option.

3. Of the three SMCCCD Colleges, only CAN has this program. What efforts are made to make CSM and SKY students aware of it?
>CSM and Skyline both have honors programs. Students there are required to take IDST 150 and do Honors contracts to complete those programs. Honors students are allowed to take up to one honors course or contract at another institution and many do. As shown in the below chart, Cañada HTP attracts many CSM and Skyline students:

Year	SKY	CAN	CSM
2019-2020	5	167	28
2020-2021	5	123	22
2021-2022	10	124	25
2022-2023	11	102	18
2023-2024	6	143	23

4. Might be helpful to see actual numbers. With regards to "Honors only" - are some CCs running smaller classes?
>Saddleback College has a cap of 25 enrollments in honors courses. Irvine Valley College (IVC) and Mt. San Jacinto College have a cap of 20 students in honors courses and 15 for honors writing courses. HTCC is in the process of conducting a survey on the caps across honors programs.

5. IF so, might be good to include those. How does HTP work with Guided Pathways? Are DE success and retention tracked for Honors students specifically?
>The Guided Pathway initiative has achieved its goal to create interest areas, and HTP continues to work on engaging students and including honors courses, sections, or

contracts from all interest areas. Additionally, we address the goals of Guided Pathways through collaboration with student service programs across the college.

The below chart shows the number of Honors **Sections** of each modality: **Face to Face, Hybrid, Online, and Synchronous**, and the student **Success** and **Retention Rates** in each one:

Sections, Success Rate, and Retention Rate by Modality
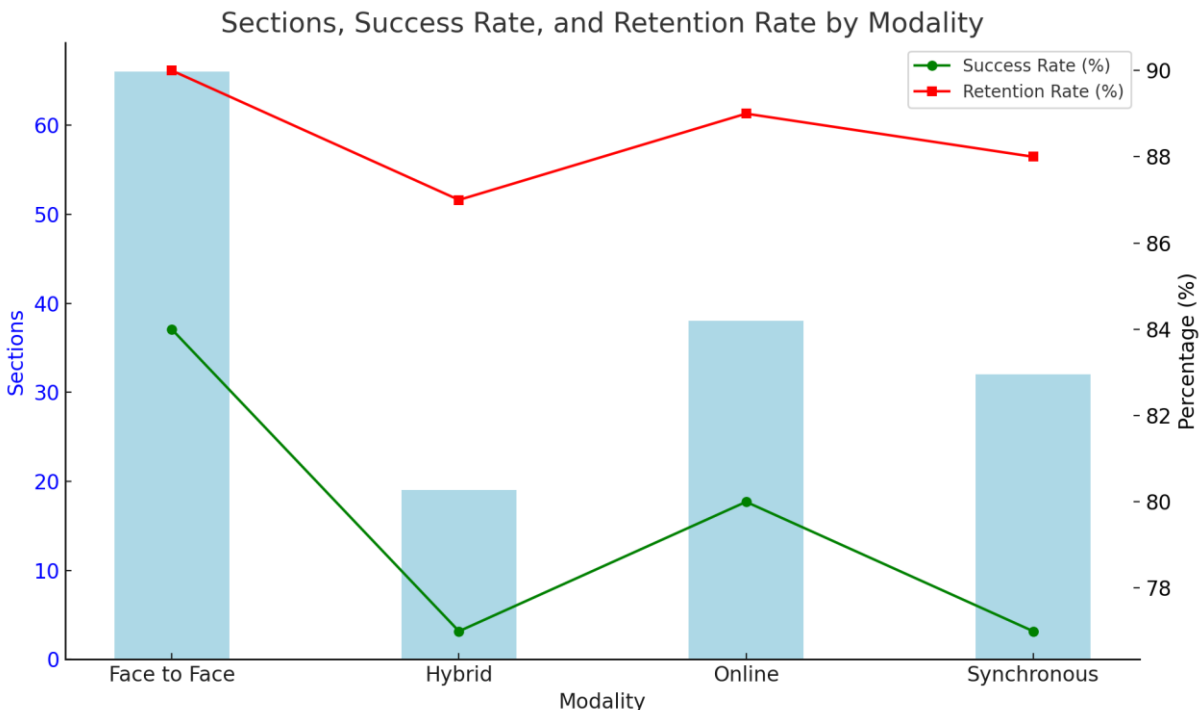
6. It would be helpful to see the class sizes of the honors classes that run, over time
    Please see our response to goal 7 in the "Progress Report - Prior Program Review" section.
7. Consider facilitating faculty recommendations of students into the Honors program.8. B (in reference to equity) See above re leveraging faculty to help recognize and recommend qualified students.
    We have developed a routine of asking faculty to recommend students to the honors program via honors promotional videos, newsletters, announcements in division meetings, events, and individual conversations. A primary message we ask them to convey is that Honors is for everyone; we nurture scholars. In other words, students can develop academic skills as they participate in Honors. All of our marketing materials include images of students from diverse backgrounds so that every student can see themselves in the work. Our honors student ambassadors come from diverse backgrounds and seek to support all students. We have intentionally highlighted the work of female and male honors students of Color in our media. We have a diverse group of students (Please see 8B for more information).

5B. Progress Report - Prior Program Goals
Provide a summary of the progress you have made on the program goals identified in your last program review.

In our prior program review, we stated **7 Goals which we have addressed robustly.** The goals are bolded in large font with our work detailed below.

1. Increase the Number of Students Completing HTP
As shown in the chart below, we increased HTP completion in 2024 and seem to be recovering from the pandemic (with the impact of the pandemic seen in 2023)

HTP Program Completion

Year	Number of Honors Graduates
2018	9
2019	15
2020	14 - start of pandemic
2021	10
2022	12
2023	3 - end of pandemic
2024	10

NOTE:
Students can benefit from taking Honors courses and joining HTP even if they don't complete the program. The following benefits help them meet their transfer goals:

- Earning transcript notation for individual Honors classes

- Developing close ties with Honors professors which can lead to better letters of recommendation

- Completing Honors research projects

However, there is evenmore value if students finish HTP including:

- Transcript notation

- Degree notation

- Priority transfer opportunities

- Priority scholarship opportunities

One example is the UCLA Transfer Alliance Program. The below chart from our 2024 TAP data report illustrates the significant advantages (see explanation below).

Explanation of UCLA TAP Chart

7	HTP (TAP) students applied to UCLA
6	HTP (TAP) students were admitted to UCLA
86%	**HTP (TAP) students were admitted to UCLA***
52	Non-TAP (non-Honors) students applied to UCLA
10	Non-TAP (non-Honors) students were admitted to UCLA
21%	Cañada overall Non-TAP admittance rate

*Cañada Students in TAP - e.g. students who completed our Honors Transfer Program - were 65% more likely to be accepted to UCLA!

- This was our best UCLA TAP admittance rate to date

- Cañada's TAP admission rate was 3 % higher than the state TAP average of 83%.

2. Increase HTP promotion and recruit

In the 2023-2024 academic year, we increased promotion and recruitment substantially:

- Created a **detailed annual marketing plan** in consulation with marketing

- Updated and enhanced all pages in the **Honors Transfer Program website**

- Distributed multimedia monthly **Newsletter** to engage and track students

- Sent regular emails on events and opportunities to Honors students

- Emailed all students about Honors courses and contracts each semester

- Submitted all of our events to the Cañada College Events list

- Created a set of professional paper and electronic event, program, and course flyers, event invitations, RSVPs, and sign ins

- Posted flyers all over campus and electronically

- Displayed HTP flyer on screen in Grove, Learning Center, and Library

- Created IDST 150 Honors Research Seminar Video "viewed" (per YouTube data) over 300 times including in classes and events (as of 10/11/24)

- Created multimedia musical representation of the Honors Research showcase viewed over 65 times (as of 10/11/24)

- Shared Honors Transfer Program video viewed over 85 times including in classes and at events with larger audiences (as of 10/11/24)

- Set up a calendly site for students to easily make in person and virtual appointments with the Honors Coordinator.

- Held regular Honors Student Ambassador office hours in the Transfer center

- Collaborated with recruitment to distribute flyers at high schools and train student ambassadors and attended High School Super Registration event

- Shared event flyers and Honors course flyers with PTK, Promise, Puente, Umoja, The Undocumented Community Center, Counselors, EAPC, faculty and staff in all three divisions, and more

- Created Honors Transfer Program Canvas Shell providing key information, guidance, and interaction with HTP students

Program Review

- Created and shared Honors Module Template in the Canvas Commons for faculty to easily download into their Canvas courses

- Compiled and shared list of faculty willing to do Honors Contracts

Results

Although it is too soon to see *all* of the results of these new marketing and recruitment methods, our enrollments, contracts, membership, and event attendance are all increasing. The below table from PRIE shows that the headcount of students taking Honors is the highest its been since 2020 and enrollments increased in 2023-2024.

Year	Headcount	Enrollments
2017-2018	221	261
2018-2019	165	203
2019-2020	199	260
2020-2021	155	182
2021-2022	164	232
2022-2023	129	161
2023-2024	171	226

As shown below, our HTP Student Membership (measured each end May) is climbing:

Spring Semester	HTP Student Membership
2019	78
2021	100
2022	108
2023	118
2024	**120**

As shown below, Honors Student Contract Proposals have increased steadily:

Academic Year	Number of Student Honors Contract Proposals
2018/19	67
2019/20	59
2020/21	51
2021/22	41
2023/24	**71**

2023 - 2024 Academic Year Event Attendance

- Honors Kickoff event Aug. 2023: ~ 60 participants multimodal!

- Priority Transfer Workshop Oct. 2023: ~ 30 attendees multimodal

- Honors Research Showcase April 2024: ~ 50 attendees multimodal

- Bay Honors Research Symposium May 2024: This was very competitive with 241 applicants from the region and only 85 accepted. However, 5 of our students were invited to present!

  - 22 Cañada College participants at the event including the 5 presenters, 5 supporting faculty and professors, and 12 students

- Honors Kickoff event Aug. 2024: ~ 40 attendees multimodal

3) Develop a more predictable annual course offering

- We worked carefully with a committee task force including Honors counselors to create a model pathway.

- Due to important considerations such as the different pathways STEM and Humanities students take, and the fact that people enter the program at different levels of Math and English, we decided to be cautious about requiring too many courses for all.

- However, given the benefits of Honors cohorts, and after careful consideration, we started requiring English 110 Honors for all students entering HTP in fall 2024, and beyond. Additionally, we added History 202 Honors Only, English 100 and 105 and Math 200 sections which we hope to maintain. We plan to add COMM 110 in fall 2025 when it becomes a CALGETC requirement.

- We would like to make IDST 150 Honors Research Seminar a requirement as CSM and Skyline do. The "Suggested Honors Course Plan" is posted on our website at: https://canadacollege.edu/honorsprogram/courses.php

4) Establish a designated HTP student space

- Having a designated HTP student space is a requirement of our UCLA TAP Certification. Currently, we have found the best space to be within the Transfer Center. Additionally, we have virtual spaces in the Canvas Honors Shell and via calendly appointments on Zoom.The Honors Student Ambassadors are conducting office hours in the Transfer Center where we routinely place flyers. Our Honors Counselor and the Transfer Counselors we work with are located there.

- In the past, we used the classroom behind the STEM center and The Social Science Hub, but we found better systems. We find it best to set the location of events formally via Rachel Corrales; this way we can have confirmation well in advance and can create flyers containing time/date/location with enough lead time to post in the Cañada events and social media. Also, our numbers are growing so we have needed bigger spaces and many participants prefer

multimodal events. Consequently, we have held events in 13-330; it has ample space and up to date equipment for multimodal events that are more inclusive and easy to find.

5) Continue institutional financial support for HTP Coordinator and HTP Counselor

- Since 2015, the college has supported a 0.40 FTE re-assigned time position for the Honors Coordinator. This is necessary. The current level of support sustains the program, though the program could benefit from more administrative support and/or more counseling support, especially since our program is growing. We need a full-time Counselor who is a designated Honors Counselor and that can work specifically for HTP during a designated time. We support the new Transfer Counselor position that is being proposed at Cañada and for that position to include Honors work. The Honors Counselor is part of the requirement of our UCLA TAP Certification.

- Historically, the full-time Transfer Counselor takes on the HTP Counselor responsibilities. This need is growing as the HTP is growing.

Serving Students Across the College
Honors benefits extend beyond HTP members and are inclusive of students across campus:

1. As the PRIE data indicates, Honors serves a diverse group of students and success and retention rates are strong for nearly all groups.

2. Honors students in Honors sections help to bring up the level and inspire other students in their classes.

3. Any student can take Honors courses whether they are in the HTP or not. They benefit from meaningful deeper work and individual work with professors. Students who take honors classes can discuss them in a scholarship application and in their PIQs, and can often get better letters of recommendation.

4. We offer Honors classes, sections, and contracts across the entire breadth of GE in all four interest areas. We will cover nearly all of the CALGETC (as of fall 2025) and CSU GE patterns.

Necessary Honors Counselor Work

1. Co-chairs Honors Advisory Meetings 3 times a year

2. Participates in Events: Honors Kickoff, Transfer Workshop, and Showcase, and BHC

3. Outreach events like HS registration and recruitment

4. UCLA TAP meetings - at least once a semester

5. UCLA TAP certification of HTP students

6. Meeting with prospective UCLA TAP students to verify that they are going to complete HTP and the paperwork for UCLA

7. Advising students on choosing an alternative major that is allowable (there is a specific list that often changes and a list of majors that are disallowed) for UCLA TAP

8. UCI Certification of HTP students

9. Explaining the UCI honors program honors to honors program and being able to explain the difference and what it means to commit to each.

10. General inquiries about HTP: the benefits, how to complete

11. Rolling Review of Honors Applications and follow up on information from Banner that the Honors Coordinator does not have access to including student GPA and honors course progress

12. Required meetings with an Honors Counselor are part of TAP agreement. The Honors counselor helps students figure out which of the opportunities to take advantage of through HTP and helps them make sure they are preparing. For example, if student wants UCLA TAP, they need to choose a major in Letters and Science and do the prep courses on time.

13. Helping students to access information and programs that are in the specific Transfer Alliance Partnerships at colleges and universities across the nation

14. Track honors completion-number of units, maintaining GPA, requirement of doing two classes a year

15. Identify students who complete the program and verifying that they have the required number of units and GPA

16. Attend the Recognition and Achievement Ceremony

6. Gain dedicated administrative support

- Alessandra Zanassi in the Office of Instruction has provided administrative support.

- We recently secured ongoing funding for an Honors Student Ambassador.

- Gloria Darafshi, former Honors Coordinator, helped us create a more efficient process in Curricunet where the Honors Coordinator only comments on courses with Honors addendums and no longer needs to click approve on every non-honors course that goes through.

- The new Honors Coordinator created many new systems to facilitate administrative tasks

  New Systems to Facilitate HTP Administrative Tasks:

  Project Management:
  - A week by week to do list with due dates for Honors Coordination tasks (built on prior coordinator lists)

  - A detailed annual marketing plan with monthly to do lists and due dates

  - A checklist and volunteer/ student ambassador task list for events

Streamlined Forms and Secure Tracking systems in Formstack:

- **Updated HTP student application** which allows us to keep clear safe records and for the HTP Coordinator and Counselor to be notified as applications come during our rolling application process

- **Forms:** RSVP forms, sign ins, and feedback forms with QR Codes and tiny urls for easy disimenation

- **Intent to Transfer Form** allowing for easier and more secure tracking of student goals and timelines. This is critical to certifying students are on track to finishing the program (over 75 students have responded since 2023)

Streamlined Communications and Marketing:

- **Email Templates** for HTP messages that need to be sent every semester

- **Flyers** created for all regular events and announcements which can now be easily updated by the coordinator and re-used each semester

- **Canvas Honors module template** for faculty to embed in their courses

- **Honors Canvas Shell** that helps us share information and guide and track student progress.

- **Routine Posting** of Honors Flyers and videos on Social Media

- **Screen Flyer** displayed on the large screens in the Grove for one month

- **Monthly Multimedia Newsletter** that helps us share information concisely and to track student progress and goals via links in the newsletter

- **New easier to manage system for Honors Contracts:** Students now submit Honors Contract Proposals on our website via Formstack and their professors automatically get a copy so that everyone is in the loop. Responses to the proposals can then be sent out using the formstack data.

- **System for Honors Contract Completion tracking:** Students submit their Honors Contract completion forms to our website via Formstack and an automatic email goes out to professors asking them if they approve the Honors Contract work or not.

  o Professor responses to the Honors Contract Completion form are then tracked in Formstack from which it is easy to send reminders and tally responses.

  o Lists of completed and approved Honors Contracts can then be easily generated from Formstack and sent to Admissions and Records to note students' completion of an Honors Contract on their transcript.

- **We've accomplished a great deal**. Now that these administrative processes have been streamlined, the Honors Coordinator can allot more time to attending and promoting

the local, regional, state, and national honors meetings, events, and conferences or visiting classes, program events, and meetings on and off campus.

- On the other hand, we still need to work on finding a better system for tracking HTP student GPAs and making sure students maintain the required 3.3. or higher. Honors Counselor hours are needed to monitor this.

Last Goal

7. Increase support for Honors faculty

- **The Faculty Learning Program (FLP) Honors Pods** started this fall 2024. It includes regular professional development sessions and compensation for faculty work with honors contract students. This program allows us to increase the number of faculty offering honors contracts to students and feasibility and quality of that work.

  o **Participation:** 11 honors faculty have participated so far in two sessions, both 1/2 in person and 1/2 on Zoom in two sessions. All faculty completed the feedback and reflection forms.

  o **Participant Feedback:** Thursday afternoons with an alternate Friday morning and multimodality worked well. Participants said they enjoyed meeting everyone and hearing about their backgrounds. They liked: learning "the why" behind doing contracts, hearing strategies faculty use for recruiting and filtering Honors contract students, seeing examples of Honors Contract proposals, learning how to help students write strong proposals, motivate, organize their writing, and beat procrastination.

  o Although fall 2024 semester is a pilot which was not heavily advertised, we were pleased to have the 11 participants and with the high level of information exchange. A number of faculty noted that the compensation made a difference. Already, five new faculty added their names to our running list of professors willing to do Honors contracts.

- **Other Issues:** We have yet to solve the workload issue for faculty offering Honors sections, dual CRNs. While many faculty enjoy having honors sections for their courses and see the benefits for students, it does add noticeably to their workload as they need to create supplemental and different assignments for honors students and to meet with their honors students regularly outside class times. We hope that, after piloting the FLP Honors Pods, we can develop a similar means of supporting and compensating faculty for the extra demands of honors sections which are such an important part of the pathway to student completion of honors.

- **Size of Honors Classes:** Because of the deeper more involved nature of honors classes, many honors courses across the nation and state have limits to their honors course enrollment. For example, the Honors Course Outline of Records at Saddleback College indicates a cap of 25 enrollments. IrvineValley College (IVC) and Mt. San Jacinto College indicate a cap of 20 in their Honors Course Outlines of Record and 15 for their Honors writing courses. These standard limits in honors make the required quality individualized work more feasible. The

Program Review

Honors Transfer Council of California states in their **bylaws:** "Honors courses offered in the program are small enough to provide a faculty/student ratio appropriate for honors education." Additionally, these limits help colleges offer a more secure pathway for students to plan and complete the Honors Transfer Program without the threat of course cancellations due to lower enrollment.Likewise, honors faculty can feel more confident about teaching honors and more easily plan and deliver their honors courses when they don't have to constantly worry about marketing their courses and recruiting students because the courses could be canceled otherwise.

- **IDST 150 Honors Research Seminar:** IDST 150 is a cornerstone of the HTP program. It is an intensive 1 unit course where students are supported in writing long, usually 15 page, research papers with multiple revisions followed by student presentations of their research. They receive individualized feedback and coaching. For these reasons, we think it should be capped as a writing course would at 26.

- **Remedy for All Honors Courses:** Leaders of the Honors Transfer Council of California (HTCC) suggested we package all courses with honors addendums in one curriculum change indicating the overall course maximum. Additionally, we would recommend setting the course minimum at 10 students so that honors courses are not in danger of being canceled when students need them.

- **Next Steps:** We will continue to monitor the discussions at the district level about course maximums which we understand will be implemented in fall 2025. Subsequently, we will recommend specific guidelines for Honors course sizes.

6A. Impact of Resource Applications
Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

Impact of Funding Change
We requested funding for an **Honors Student Ambassador** last program review and were granted $5000 for 2023- 2024. Nevertheless, it took months to be able to use these funds due to:

- The transition from the former to the new Honors Coordinator

- Information that needed to be gathered to create the job announcement and set the salary

- Administrative processes needed to finalize the position

- Recruitment and interview time

- Student challenges that led two initial candidates to decline the offer

- Paperwork and administrative processing time for the final candidate to be hired

- Training time for the new Honors Student Ambassador

- The natural limits a student has on their time available during the semester, and given that the students started late in the semester after all of the above.

Nonetheless, we had created a plan and task list for the Student Ambassador. Then we set out to hire two additional student ambassadors. We realized that individual students have a limited amount of hours during the semester and are not always able to attend events due to class schedules and that it was better to divide the work among two or three.

Funding Reduction

Subsequently, our funding was reduced to $2000 for fall 2024, so we reconfigured our budget, moving funds that are normally reserved for the National Collegiate Honors Council (NCHC) conference. Fortunately, the $2000 line item for Student Ambassadors will be ongoing, so we will be able to plan strategically for future semesters. Also, we believe it will be better to plan for NCHC attendence next fall 2025. This gives us enough time to prepare student and faculty presenters and gather a small devoted team to attend.

Request to Move Funding Back to $5000 Ongoing

We are requesting to move the funding for Honors Student Ambassador back to $5000 for each year ongoing. We have been careful to work within our funds, but we can use more funds for Honors conferences. Last semester, we were not able to fund all honors students who were invited to present at honors conferences, and there is growing interest to send more honors students and faculty to honors conferences as our program is growing.

Funds for Honors Pods via the Faculty Learning Program. In fall 2024, we received funds for the Honors Pod sessions. Faculty exchange information and strategies for supporting and motivating Honors Contracts Students. The group is gathering rich resources to be shared with future Honors Contract Faculty and on the HTP website. The training allows us to expand our efficacy in supporting quality student Honors projects.The training and compensation allows us to increase the number of faculty able to offer Honors Contracts to students and support them effectively. This is essential as we continue to reach out to more students from underrepresented groups so that they can enjoy the many benefits of Honors.

6B. Impact of Staffing Changes
Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Transition of Longtime Honors Coordinator to New Honors Coordinator
We transitioned from the Honors Coordinators of 6 years to the new Honors Coordinator in Fall 2023. The two faculty volunteered time over the prior spring and summer 2023 semesters to share information. Furthermore, we implemented a temporary system of sharing units, with the former coordinator having 1 unit the first semester and an experienced HTP member sharing 1 unit in the second semester. This model eased the transition, allowed us to keep up the pace, and make improvements.

Summer Work

In the future, compensated summer hours should be built into the position. Honors Coordinators spend a substantial amount of hours working during the summers. This time benefits the Honors Coordinator and/or the Honors Counselor to better prepare for the upcoming academic year including event planning, marketing requests the need to be in months ahead, form and website revisions, student tracking to see who is maintaining their status via GPA and continuous enrollment in honors courses, as well as for documentation of program procedures for future work.

Support Needed to Monitor Honors Student GPAs
One issue that emerged is the difficulty of monitoring student GPA's. The new coordinator met with the prior Honors Counselor at the end of spring 2024 to assess the situation and send emails to students over the summer, but we need more support on this. We need the Honors Coordinator to have sufficient hours to do this or additional Honors counselor hours since the Honors Coordinator does not have access to banner.

Transistion from Longtime Honors Counselor (full time) to New Honors Counselor (adjunct)
We transitioned from our full time Counselor/longtime Honors Counselor to our New Adjunct Honors Counselor in fall 2024. The new Honors Counselor has experience in the honors program and the former Honors Counselor has been available for training and questions. The new Honors Coordinator and Honors Counselor met over the summer and early in the fall to plan as it would not have been possible to fit everything in during the semester.

Current State of the Program

<u>7A. Enrollment Trends</u>
Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

Increasing Headcount
According to PRIE data, our headcount dipped during and immediately following the pandemic in 2020-2021 and 2021-2022, but it has been increasing with 173 in 2023-2024.
FTES
FTES which measure the efficiency of program, and loads don't apply since pedagogically sound Honors courses have lower caps. While we have not yet made the lower course maximums official, that has been an intention across divisions. Furthermore, the FTEs of Honors sections with irregular numbers based on multiple factors are not feasible to calculate in any way that would be useful.
Future Tracking
To facilitate all future tracking of the program, we need cohort coding which will allow PRIE to easily find HTP students and run reports.

<u>7B. Significant Changes in Your Program</u>
Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

Cross-Listed Sections

We have had a decrease in cross-listed sections since 2019 due primarily to faculty burnout (see 5B Goal 7 above). This has affected our overall numbers and variety of honors course offerings as well

as the possibilities for cohorts that could otherwise form in honors sections. Additionally, it makes it harder for students to finish HTP.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Stand Alone	6	4	6	5	5
Cross-listed	30	22	33	24	20

7C. Planning for Your Program
What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

We made/are making changes to expand our curriculum offerings and create honors student cohorts:

1. English 110 Honors is now required for all incoming HTP students

2. We started a new History 202 Honors Only Course this fall 2024

3. An additional honors Math class, Statistics will be offered in spring 2024

4. We are going to start a new Honors only COMM 110 class in fall 2025 after The California General Education Transfer Curriculum (Cal-GETC) is implemented

5. We are looking into additional STEM Honors only courses and faculty support for those courses

6. We plan to require IDST 150 and would like to add an asynchronous version

7. We would like to formalize honors course maximums and minimums in 2025

National Collegiate Honors Council Recommendations
As mentioned, the NCHC recommends course enrollment maximums for honors courses and a number of institutions state these course maximums within their honors course outlines. Course maximums which are also recommended by the Honors Transfer Council of California (HTCC) are essential to maintain the rigor and quality of our honors program and meet the expectations of our college and university partners.

Problem of High Course Maximums in Honors
It is problematic to have high course maximums for honors courses. These courses often require intensive individual work with students. Furthermore, when our honors courses are canceled due to enrollments, it impedes students ability to plan and take the honors courses they need to complete the program and gain the transfer and scholarship benefits. We need to have stable pathways and enough options for honors students of different majors to complete the program on time for the priority transfer benefits.

In a fall 2024 survey conducted by HTCC, 29 colleges reported on their course maximums for honors courses. Some colleges had ranges depending on the type of course with English courses being smaller, but most colleges had Honors course maximums around 25.

Program Review

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

Honors student success rates in Honors classes are high and have grown to 84% in 2022-2023 and 83% in 2023-2024.
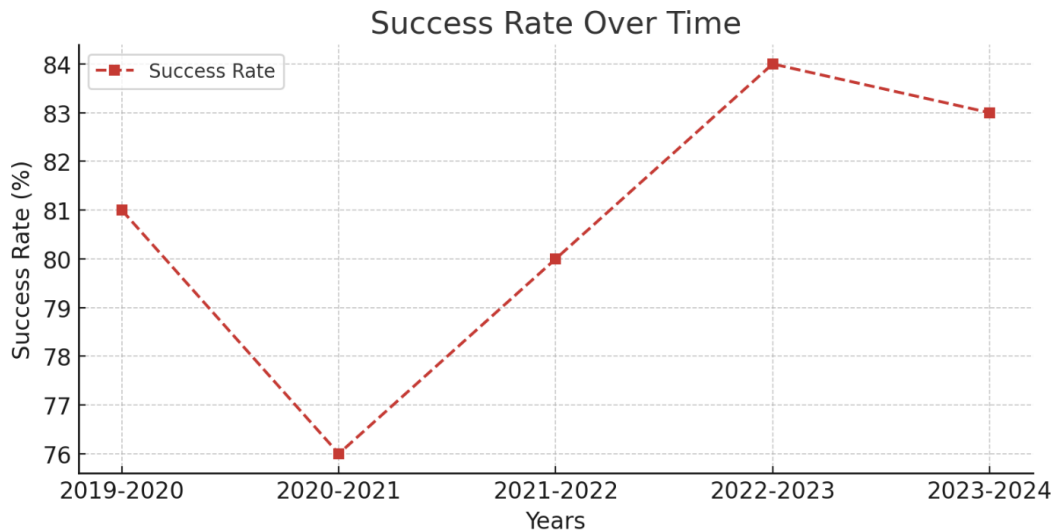
Our honors student retention rate is very high relative to the college with the past two years at 92%.
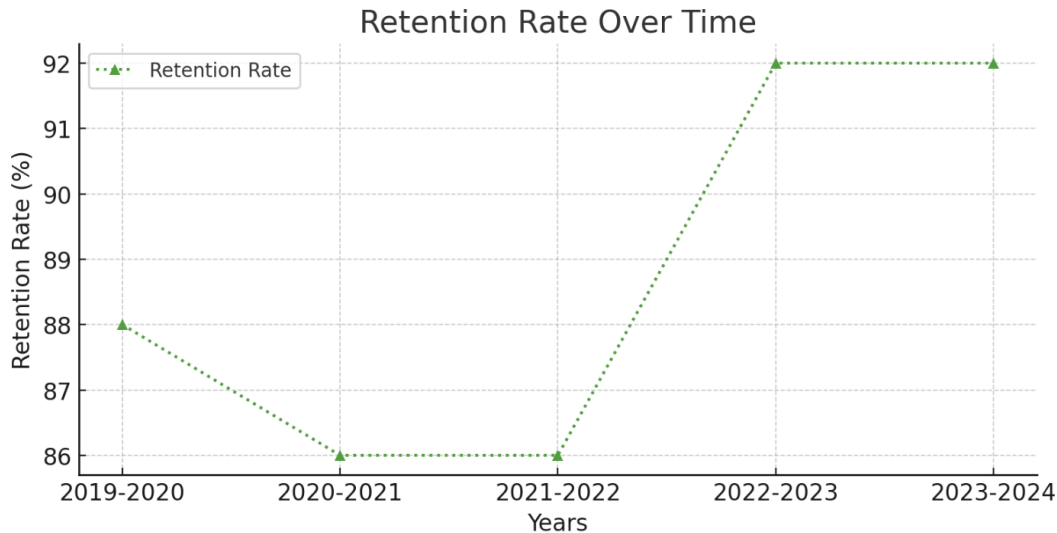
Although there was no previous system for tracking the rate of HTP student completion of the program, we are in the process of developing one in consultation with the prior Honors Counselor and PRIE. We think the best course of action will be to develop cohort coding that is applied as soon as students are accepted to the HTP. Furthermore, we are hoping the Honors Canvas shell will help us track when students start and complete the program. Our new Intent to Transfer form also makes it easier to track student goals.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a

disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

In line with the **college vision** to provide, "equitable education such that students from diverse backgrounds are able to achieve their educational goals" and **values** of social justice and racial equity, it is critical to uplift the voices of "BIPOC, LGBTQIA+, undocumented and other minoritized communities" in Honors (Language taken from **EAPC Bylaws**). PRIE has provided us with the following Honors equity data:

Race/Eth	Headcount	Success rate	Retention rate
Asian	123	88%	93%
Black - Non-Hispanic	15	82%	91%
Filipino	12	54%	77%
Hispanic	348	75%	86%
Multiraces	44	86%	93%
Pacific Islander	5	100%	100%
Unknown	31	73%	83%
White Non-Hispanic	143	86%	89%

Equity for Black-Non-Hispanic, Hispanic, Female, and Male Students
Although the above data shows no disproportionate impact for Asian, Black-Non-Hispanic, Hispanic, female, and male students in Honors, this critical work must be continuous across campus. We have strong success rates across diverse groups, and we need to persist in upholding and exceeding.

Filipino and Pacific Islander Students Disproportionately Impacted
Also, it is important to note that Filipino students and Pacific Islander students are disproportionately impacted in success rates. **To address this gap:**

1. The college can help us address this gap by providing data on the courses and majors of our Filipino students and provide opportunities for us to develop culturally responsive curriculum and practices.

2. To nurture a sense of belonging and achievement, HTP would like to be able to post large posters with photos and quotes of successful honors students from diverse backgrounds on the empty walls of some of the newer buildings.

3. We are engaging with social media platforms as a way to post student success stories.

4. HTP staff and faculty reached out to the Equity Director and EACP Co-Coordinator to learn about ways to better support the success of Filipino and Pacific Islander students. We can incorporate some of the learning into our Honors Pods training.

5. We need to be intentional about having Filipino and Pacific Islander honors students take IDST 150 since the success rate of students taking that course has been higher than those who do not take the course.

Program Review

6. HTP has started collaborating with <u>The STAR Transfer Pathway Program</u> which"is focused on increasing access, enrollment and transfer for underserved Asian and Pacific Islander American, low-income students and first-generation college students."

   o We have included STAR Program flyers in our Honors Canvas shell, and will promote their events and offerings as well as attend events. The mentorship and counseling offered through STAR will provide wrap around support to help assure greater student success. Conversely, we will advertise HTP program and events with the STAR Program. Additionally, we are in discussions about having an Honors sections for the STAR Program Learning Community with History 245 and English 100 and possibly with Math and Ethnic studies. Students would benefit from the support, and the interdisciplinary focus, which fits with Honors emphasis on student interdisciplinary research and taking a unique lens to critically examine topics.

Equity for Student Age Groups
As shown in the graph below, another area to work on is the success rate of students aged 29-30, which is at 72%. It would be a good idea to survey students in this age group to ask them what kind of support they need and to possibly do a focus group. One area to consider is if students of this age group have more financial/work or family obligations and less time on their studies. HTP is uniquely situated to consider offering honors contract research that incorporates student work and builds on their work experience and connections. For example, one honors student who worked in the restaurant industry did her honors contract research on how technology has impacted the industry since COVID 19. More research opportunities of this nature should be explored.
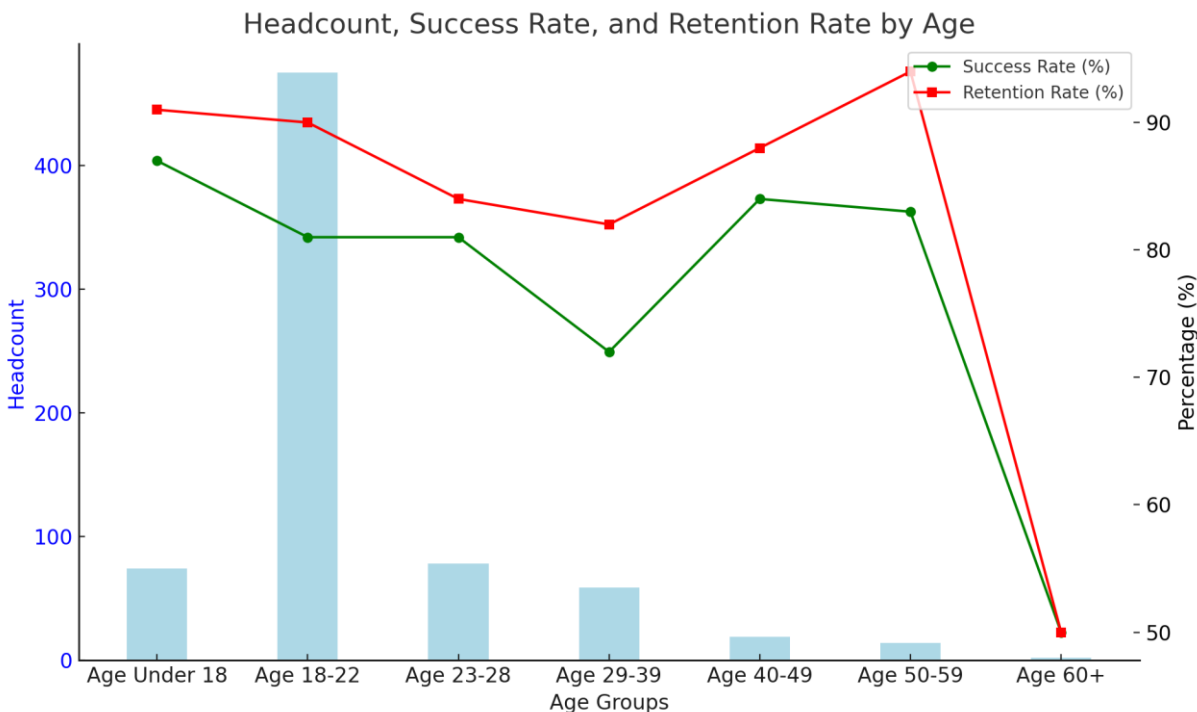

As shown in the below table, our Nonbinary students are disproportionately impacted in success rate. One action we can take is to reach out to the Brave Space team via the cultural center and

request training and resources. We could incorporate some of the learning into our Honors Pods training.

Gender	Headcount	Success rate	Retention rate
Female	399	82%	90%
Male	306	79%	87%
Nonbinary	16	71%	88%

As shown below, PRIE data indicates that low income students are not disproportionately impacted in success and retention; however, less than half the number of honors students are low income. We need to work on making sure students with less resources can access the many benefits of the HTP. We continue to collaborate with Promise and should investigate measures to work more with EOPS. We plan to collaborate with the MESA program which supports students who are educationally disadvantaged "to successfully transfer to four-year universities in Science, Technology, Engineering and Math (STEM) majors." We will invite MESA representatives to our events and publicize their events and services with honors students. For example, it makes sense to advertise the STEM speaker series in our Honors Canvas shell and more.

Headcount, Success Rate, and Retention Rate by Income Status
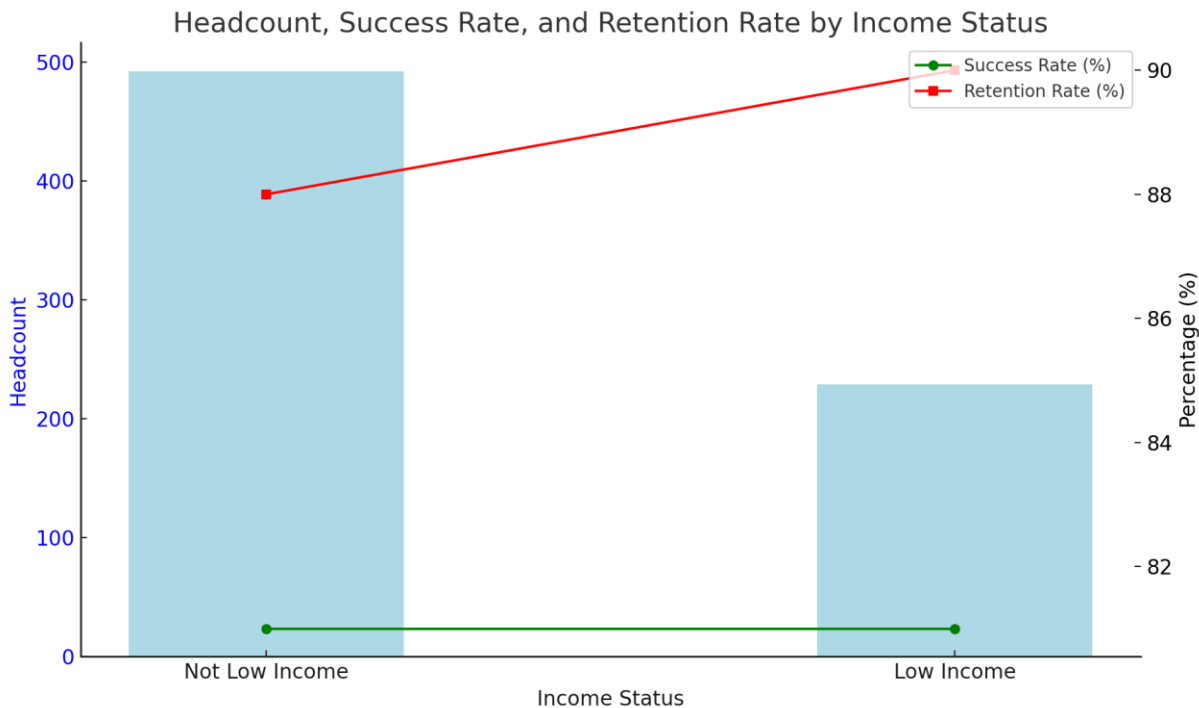
8C. Completion – Success Online
The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

As shown in the below graph, there are no significant gaps in success between the different modalities. They are all strong especially the face to face. Interestingly, the online is strong too.

Modality	Sections	Success rate	Retention rate
Face to Face	66	84%	90%

Hybrid	19	77%	87%
Online	38	80%	89%
Synchronous	32	77%	88%

9A. SLO Assessment - Compliance
Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLOS

As a program, we do not have SLOs, but the IDST 150 Honors Research Seminar has the following SLOs, which can be best measured from spring 2023 to spring 2024 when we had one consistent professor collecting regular data.

IDST 150 SLOs
Upon successful completion of this course, a student will meet the following outcomes:
1. Demonstrate an understanding of the research process across disciplines

2. Constructively collaborate with students from different disciplines

3. Prepare and execute a scholarly paper and/or presentation

The first two SLOs can be measured informally in the high-level passionate peer-to-peer feedback during synchronous discussions and online text discussions, as well as via student written reflections and anonymous feedback (student-reported data). The third SLO can be measured more formally via student-written assignments and course success.

Representative Student Reflection
Honors Transfer Program Alum Arya Shadan (who transferred to Stanford University) explained in his IDST 150 student testimonial video:

> It was a class that was imperative for me in terms of getting my honors contract in my history 201 class done and in a fashion that was productive and purposeful …IDST was an amazing experience for me with regards to my research and just learning with research it's really vast and it can oftentimes be scary and you can run into problems that are limiting or counterproductive by this I mean you can go down rabbit holes or delve into research that does not really pertains to what you're trying to reveal to everybody you're trying to reveal the why why are you liking why are you researching it why is it your passion and why should we read it and why is it important and although these can seem like daunting questions they aren't and with IDST 150 they're even less daunting because you just get this organizational emphasis of research through different resources and concepts that really help you drive through the semester productively but that being said IDST 150 -I don't know if I could have gone without it during my honor contract and I'm so grateful. (spring 2023)

As suggested by Arya's comments, students in IDST 150 learn the importance of developing a research rationale; they hear about and read each other's proposals in different disciplines and examine common structures. They also learn about organizational tools for research and writing that apply to any discipline and help students address those big questions.

Representative Anonymous Feedback

In the spring 2023 to spring 2024 course evaluations, students said they liked the "instruction on the research process," "sharing the progress of their research with classmates," learning how to "choose and narrow their research topic," and "how to avoid procrastination" in their research and writing, and "learning about the writing process." They said they liked the way: "the course taught them how to set interim due dates and make mini goals," "how to work with a librarian," and seeing "model student work" (proposals, annotated bibliographies, outlines, and research papers) from different disciplines. Students also noted that they liked seeing the writing/publication process of the professor in her social science discipline, and they felt they could apply the strategies she modeled to their work (Anonymous Student Evaluations).

In terms of suggested improvements, in the asynchronous class, students said they would like more peer interaction. We will need to fill the asynchronous class more fully for students to "Constructively collaborate with students from different disciplines."

SLOs 1-3 via Student Work

SLOs 1-3, and especially SLO #3, "Prepare and execute a scholarly paper and/or presentation" can be measured through student completion of their Honors research projects and Honors research presentations. Students also "demonstarte comprehension of the research process" SLO 1) in their fulfillment of this SLO.

Results of SLO 1-3 assessment

From spring 2023 to spring 2024, 76% of IDST 150 students including synchronous and asynchronous students completed the course and completed their Honors Research with most being Honors Contracts and some Honors research for Honors courses. For the majority of the students, that entailed extensive academic reading, an annotated bibliography with citations, a detailed outline, multiple rough drafts, peer review, and a final research paper of 10-15 pages. Additionally, some students engaged in original research via interviews, polls, surveys, and experiments. To pass the class and be accepted as honors-level work, all of the papers had to involve critical thinking, original analysis, and standard documentation style format and citation.

Contract Completion Rate

The Honors Contract completion rate of IDST 150 students in 2023 -2024 was 73%, which is higher than the college average of 66% over the last 5 years and higher than the overall college rate in 2023/2024 of 72%. This suggests that the course is meeting its purpose of supporting more students to complete their Honors research though we would still like to see that rate even higher.

Some confounding variables

Enrollment:

Several students enrolled in the asynchronous class but did not participate. Because the census date for this class comes after only one class session, we have not been able to drop students for non-participation; by the time we find out they are not participating, it is too late. Thus, the quantitative data for the IDST 150 Asynchronous class is skewed.

Late Adds:

We have had 3-4 late ads every semester, and in some cases post-census, so any analysis of the course numbers should consider those late ads.

Changes:

Program Review

We have had three different professors of IDST 150 and one change in Honors Coordinator. Consequently, different groups of students follow or get connected to join the course. In 2023-2024, we had more students joining IDST 150 from English 100 and ESL 400 and more multilingual students. For example, there were at least 5 students from the Coordinator's English 100 class and 7 students from ESL 400 in IDST 150. Eight out of twelve of these students succeeded in their Honors Contract work and two got an incomplete grade.* However, in a few cases, the students were not yet ready for the high-level work along with everything else they were juggling.

Solutions

With ample support, the overall success rate of these 12 students was the same as the average success rate of Honors students in general over the past 5 years. We can prevent future issues of preparedness by clearly explaining the demands of the work and expanding marketing to attract students at all points in their studies. Also, not completing is not always negative. *One student who got an incomplete was a self-identified Latina who was researching success strategies for "Latino businesses" in the Bay Area, and her business took off so successfully that she could not make the time to complete her research.

Presentations

All IDST 150 students are required to present their research on the last day of class and are encouraged to apply to present at Honors conferences. They have done very well:

Spring 2024:
- 4 of 5 students accepted to present at the Bay Honors Symposium were IDST 150 students

- 3 IDST 150 students were accepted to present at the Western Regional Honors Council Conference (including 1 asynchronous and 2 synchronous students)

- 7 out of 8 of the students accepted to present at the Cañada College Honors Research Showcase were IDST 150 students

Spring 2023:
- 4 out of 11 of the Cañada College Showcase students were IDST 150 students

- 2 out of 5 students accepted to present at the Bay Honors Symposium were IDST 150 student

9B. SLO Assessment - Impact
Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Quantitative data and student testimonials indicate that IDST 150 is meeting its purpose to increase students' success in their Honors research. The 5-year success rate of Honors Contract and Research Completion which is required to pass IDST 150 has been higher than the college rate of 66% for student completion of Honors Contracts.
In 2023-2024, the IDST 150 course success rate was 72% across all modalities. There was an overall improvement in success from fall 2021 except for fall 2023 when we had our first Asynchronous section and several no-shows that could not be dropped before the census.*

2019-2020 to 2023-2024

Success Rate by Course	FA21	SP22	FA22	SP23	FA23	SP24	Total Success Rate	Total Withdraw Rate
IDST-150	60%	57%	78%	83%	58%	75%	69%	13%

Synchronous Class

As shown below, the course success rate for synchronous students was 76%.

Success Rate by Course	COVID - SYNCHRONOUS	ONLINE	SYNCHRONOUS
IDST-150	60%	50%	76%

As shown below, the majority of the students took the synchronous modality:

Headcount % by Course	COVID - SYNCHRONOUS	ONLINE	SYNCHRONOUS
IDST-150	7.5%	22.4%	71.6%

Asynchronous Class Issues

The overall completion rate for the asynchronous section of IDST 150 students over the past few years was only 50%. There are several reasons for this:

1. Several students enrolled (including two who enrolled in two consecutive semesters), but never showed up and the census date came after only one session, so it was too soon to know that they should have been dropped. One of the students who had enrolled twice encountered overwhelming medical issues that did not allow them to participate. *

2. The asynchronous option is new so there have only been 15 students total in it; therefore, the impact of those 2 nonparticipating students (who enrolled twice and didn't show up) stands out.

3. Asynchronous courses take constant attention and top-notch delivery for students to succeed.**

Fortunately, the low completion was primarily in the first semester of the asynchronous section. It was improved in the second semester where the Honors *Research completion* rate (mostly for Honors Contracts) was 75%.

Another issue with the course overall is that we have had 3-4 late adds every semester. We are addressing this in spring 2025 by starting the course a week later. Honors students often need more time to set their schedules and find an Honors Contract topic and professor before knowing if they should enroll in IDST 150 so the later start date should help.

Program Review

Curriculum Improvements

**As mentioned in question 4 Curriculum changes, we used student and peer feedback, and help from the instructional designer to improve the asynchronous course. We revised the asynchronous version of the course to include more student-to-student interaction, better videos, a more streamlined Canvas framework, and more constant attention. We cannot change the census dates, but we trust that with the discussion of the quantitative and qualitative data in this program review, there will be a deeper understanding of the trends. The asynchronous course was thoroughly vetted and refined in the spring of 2024, so we look forward to trying the improved version.

PRIE Enrollment Data for IDST 150

As shown in the below graph, IDST 150 enrollments have been climbing steadily since spring 2023 with the highest enrollment in the year we had synchronous cross-listed with asynchronous. This data may not include all of the students' late adds of which there were several each semester including some post census.

IDST-150 Enrollment fall 2021- spring 2024
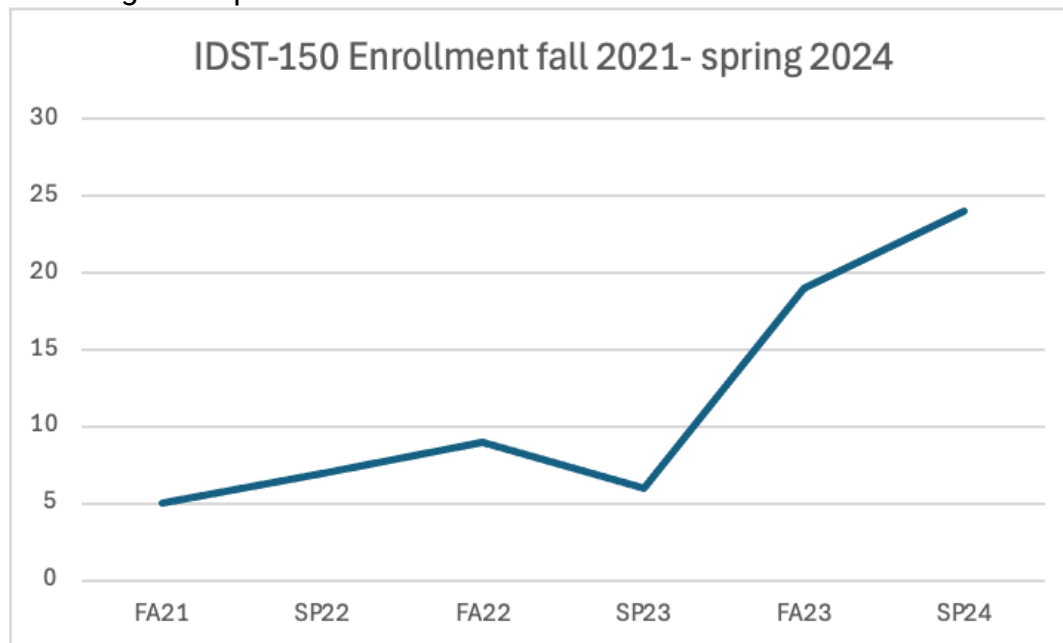
*Note: In Fall 24 we opened a F2F sections and more students were enrolled in F2F than synchronous.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

The Honors Transfer Program has 3 PLOs. Upon graduation and/or transfer from the Honors Transfer Program, students will have:

1. Completed at least 15-units of Honors;

2. Completed Honors research;

3. Presented Honors research at Cañada College's Honor Research Conference and/or the Bay Area Honors Consortium.

PLO 1: Completed at least 15-units of Honors

Program Review

As shown below, we had a drop in program completion during and post COVID-19; however, in spring 2024 we started to climb back up.

HTP Program Completion

Year	Number of Honors Graduates
2018	9
2019	15
2020	14
2021	10*
2022	12
2023	3
2024	10

As shown in the chart below, among other benefits, HTP significantly improves students' chances of transferring to UCLA. Our admittance rate was especially strong in 2024.

Year	Applied UCLA via TAP	Admitted	Admittance Rate
2018	6	5	83%
2019	11	8	73%
2020	14	10	71%
2021	13	13	100%
2022	12	7	58%
2023	2	1	50%
2024	**7**	**6**	**86%**

86% is 3% higher than the state average of 83%

PLO 2: Completed Honors Research

As shown in the below table, our Honors Contracts Completion Rate has increased.

Year	# Proposals	# Proposals Completed	Percent Completed	Comments
2019/20	58	39	67%	Pandemic declared in March 2020
2020/21	50	36	72%	Pandemic
2021/2022	45	27	60%	Pandemic
2022/2023	25	15	60%	Pandemic declared over May 2023
2023/2024	54	39	72%	56% of the completers took IDST 150 Honors Research seminar
Average	46	31	66	

Fall 2024 ALONE	40 fall semester *only!*	TBA	TBA	Fall 2024 proposal numbers *alone* are almost as high as the average year amount.

On average there were about 46 proposals a year from fall/spring 2019/2020- fall spring 2023/2024, and 31 Honors Contracts successfully completed each year. We encourage students to leverage this experience to help them meet their transfer goals by referencing their work in their personal insight questions on transfer applications. Over the last 5 years, the rate of Honors Contract completion has averaged approximately 66%. Notably, there is no penalty for students who submit Honors Contract Proposals and don't complete their Honors work, and numbers did decrease during the Pandemic. The HTP strives for high completion rates, and despite the dip post pandemic, this year showed an increase in success. **The 2023/2024 success rate of 72% was one of the highest yet** along with 2020/2021. More than half of those successful students completed IDST 150. Additionally, we had a record number of Honors Contract Proposals in fall 2024 of 40, which is higher/close to the number in some full years.

PLO 3: Presented Honors research at Cañada College's Student Research Conference and/or the Bay Area Honors Consortium (BHC)
HTP started in 2019 and since 2010, Cañada College's Honors students have applied to present their research at the BHC symposiums held at either Stanford University or UC Berkeley. In addition to presenting their research, students are eligible to publish their work in the Bay Honors Consortium (BHC) Honors Research Symposium's e-journal.
As shown in the below table, in recent years this conference has become increasingly competitive and students apply from community colleges all over the state, but our students have faired very well.

Year	Number of North and Central CA. Community College Honors Student Proposals	Number of Cañada College Honors Student Proposals Accepted
2011	135	8
2012	140	7
2013	150	5
2014	180	7
2015	207	2
2016	over 200	2
2017	over 200	2
2018	192	2
2019	237	3
2020	208	6
2021		BHC Event not held due to COVID
2022		
2023	187 (only 90 proposals were accepted)	5
2024	240 (only 85 proposals were accepted)	5

Furthermore, in 2019 and 2023 **Cañada Honors students were awarded the top prize, The Heslet Scholar Award.** One Cañada Honors student was also a finalist for The Katherine Award, for the abstract showing "outstanding written flair and expressiveness."

Showcase

All students selected to present at the BHC Honors Research Symposium are also required to present at their home institution.The Canada College Honors Research Showcase fills that need. Students who are accepted to the BHC Symposium are required to present at Cañada's research showcase, and other interested students (including those not selected to present at BHC) are encouraged to present.

Cañada's Honors Research Showcase numbers are:

Year	Number of presentations
2015	5
2016	11
2017	6
2018	6
2019	7
2020	0 canceled due to COVID
2021	4
2022	8
2023	11
2024:	8

Presenting research at a formal conference can be a transformative experience for students. As the discipline expert in front of a room of students, professors, and family, students have their voices uplifted, and they gain clear increases in confidence.

Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below
LInked here are our program goals

Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

Supporting Information

Tables & Graphs
LInked here are our program goals

Program Review

Our graphs and tables are embedded throughout.
Our Complete Program Review Ends here.

Non-Personnel Item (2024 - 2025)

Requested Year
2024 - 2025

Program Requesting Resources
Honors Transfer Program

Item Requested
Honors Student Ambassador

Item Description
An increase in the amount for the ongoing Honors Student Ambassador is needed to effectively promote the Honors Transfer Program (HTP), share pertinent information, and to continue to make the program more inclusive. The student ambassador (s) will help share timely deadlines and details (such as for Honors Contract Proposals, Honors Counselor Meetings, SEP updates, Transfer Alliance Program, and Transfer Admission Guarantee, and information about resources, events, eligibility, benefits, applying, courses, contracts) with students across campus, district, and interest areas. They will help maintain and expand the diversity of HTP students assuring that the program continues to be inclusive for all and supportive of low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students including Latinx and AANAPI students.

The Honors Student Ambassador (s) does/do this by:

1) Creating new or helping further develop current HTP marketing materials such as flyers, program videos, webpages, newsletters, and social media messages and distributing them widely on a regular basis.

2) Communicating with current and prospective Honors students through but not limited to: class visits, faculty and staff meetings, high school visits with college recruiter, office hours in the transfer center, visits to key programs, committees and clubs (including Puente, Umoja, S.T.A.R, MESA Promise, EOPS, TRIO SSS, The Undocumented Student Center, ASCC, The International Student Center, The Chinese Student Club, ESL Conversation Club, LGBTQ+ Student Club, Cultural Center Events, and HTP events). HTP events include:

  1. Fall Honors Kick off
  2. Fall Honors Priority Transfer Workshop
  3. Spring Honors Kickoff
  4. Spring Honors Research Showcase
  5. Spring Bay Honors Symposium Abstract Workshop,
  6. Spring Bay Honors Research Symposium
  7. Potentially: Spring Honors Transfer Workshop

3) Helping with HTP event planning and presentation

4) Assisting in the development and/or implementation of other student workshops

5) Attending Honors Advisory Committee Meetings (thereby contributing to participatory governance per our EMP goals)

6) Offering and collecting student feedback and/or programmatic ideas

7) Acting as a mentor and role model for other Honors students and helping Promote honors only courses, honors events, and collaborations in order to build the "cohort" experiences of HTP students and further their sense of belonging

8) Promoting Honors Contracts and Honors Projects that uplift the voices of students and speak to their individual

Resource Requests
interests and needs

9) Commenting on the Honors Transfer Program Review (per the EMP goals)

The funding is essential as it allows us to employ strong students who would not otherwise be able to participate without compensation. We have found that this position is often best filled by more than one students so that they can share hours depending on their schedules and be able to cover between them all events.

Program Goals this Request Supports
Students completing the HTP program will achieve their education and transfer goals.

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
5,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
A big part of this position will be focused on achieving the goal to
 "3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students."

The outreach work and events the Honors Student Ambassador will take part in will be focused on including all students and especially supporting and uplifting the voices of students from communities that are low-income, have been minoritized, and/or underserved. This will be done by promoting meaningful honors research projects, forums for sharing their work, individualized counseling, and information about the enhanced scholarship opportunities and chances for funding for Honor Program Students at top private universities. To assure that this work is reaching low-income, first-generation, and Black, Indigenous, and People of Color (BIPOC) students" the Honors Student Ambassador will be asked to visit a variety of meetings such as for Puente, Promise, EOPS, ESL Conversation Club, International Student Center, Associated Students of Cañada College, Chinese Cultural Club, The Undocumented Community Center, Umoja, The Equity and Antiracism Planning Council, Phi Theta Kappa, MESA, S.T.A.R, and more.

Critical Question: How does this resource request support Latinx and AANAPISI students?
The Honors Student Ambassador (s) is/are important role model (s) to the Latinx and AANAPI students. For example, our current Honors Student Ambassadors offer bilingual and bicultural cultural competency skills and have been able to reach out to different communities of students via clubs, meetings, events, individual meetings, and widely distributed video recordings and flyers. They have shared and implemented ideas for being more inclusive of Latinx and AANAPI students including the Honors Canvas Shell, personalized welcome messages to students in the Canvas shell, a scavenger hunt for a more interactive transfer workshop, informal Q & A and refreshments, and office hours in the transfer center. Although the student (s) in the position will change each year, the hiring and training will emphasize the importance of connecting with Latinx and AANAPI students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Resource Requests

Better share what Cañada offers
Be the best college choice for local high school students

Non-Personnel Item (2023 - 2024)

Requested Year
2023 - 2024

Program Requesting Resources
Honors Transfer Program

Item Requested
Honors Contract Faculty Professional Development (Community of Practice)

Item Description
In order to:
-increase resources for honors faculty professional development
-support new honors contract faculty and students in meaningful high caliber learning experiences that uplift student voices
-strengthen the honors student transfer pathway
-increase the number of honors transfer students who are able to gain priority transfer, enhanced consideration for admissions, and financial assistance and scholarships via our honors transfer partnerships
-reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students
-foster student development of lifelong research and writing skills

The proposed professional development will include a three part workshop with exchange among experienced and new honors faculty including but not limited to the below topics:

1) Getting Started and Planning Ahead:

-The Why of Honors Contracts
  Overview of honor student demographics and goals
  Benefits of honors work and program completion for students
-Identifying promising honors students and recruiting
  Addressing imposter syndrome and "over achiever anxiety"
  Canvas honors informational module models and student questionnaires
-Equity and antiracist goals and practices
  Uplifting voices of underrepresented students
  Uplifting the voices of low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students and specifically addressing the college goal to supporting Black, Latinx, and AANAPISI students
-Student Completion of honors contract applications
  Quality proposals
  Feasible timelines and interim due dates
  Setting faculty meetings and feedback time
  Modeling time management
-Honors Faculty and staff exchange challenges, strategies, and resources

2) Setting the Foundation and Beating Student Procrastination:

-Scaffolding honors research: Faculty Coaching, modeling, and guiding practices
  Student research and reading and writing support resources
  Meaningful equity and antiracist honors research topics
-Beating Procrastination:

Resource Requests

 Helping students narrow and finalize their topics
 Feedback on student research
 Systematic student note taking
 The power of student annotated bibliographies
 Scheduling student work
 Student outlining strategies
 Addressing student imposter syndrome and anxiety
 Motivation and mini-goals
-Honors Faculty and staff exchange challenges, strategies, and resources

 3) Finishing Before Finals and Preparing to Present:

-Scaffolding the final parts
 Writing, library, and mentor resources for honors students
 Resources for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students
 Resources for Latinx Students
 Resources for AANAPISI students
 Evaluating honor student work
 Addressing student perfectionism and imposter syndrome
 Building student stamina and encouraging persistence
-Preparing students to present their research
 Potential Venues: Cañada College's Honor Research Showcase, The Bay Honors Symposium, The National Collegiate Honors Council, and others
 Interim assignments, due dates, and formats
Honors Faculty and staff exchange challenges, strategies, and resources.

This work addresses:

the college goal 1:Student Access, Success and
Completion

2.3 -- Increase resources for faculty professional
development to support new teaching modalities
and learning experiences, especially those that
reach underserved current and future students.

the college goal 2: Equity-Minded and Antiracist
College Culture

2.1
Increase support for faculty to provide
more timely, individualized attention for students
in their classes, such as smaller class sizes
in key courses, more embedded tutors, and
teaching assistants (e.g., Umoja practices).

2.8 -- Provide regular, accessible, planned
and intentional professional development
opportunities (including implicit bias and
antiracism training every two years) to all
employees that sustains their personal growth
and professional development over the course of
employees' careers.

Resource Requests

Compensation

Up to 10 faculty in the program will be compensated $75 per hour upon completion of
1) A HTP PD session (up to three 90 mins sessions/4.5 hours)
 b) the task (see tasks associated with each session)
c) a very brief report/reflection via an electronic form and time sheet (to be filled out each session).
Additionally, faculty will be compensated $75 per hour for:
 up to 5.5 hours of meetings with their honors contract student (s) a semester after providing a very brief report
and completing a timesheet.
The total possible compensation for completing the whole program is $750 per faculty member per semester, or
$1500 per academic year per participant.

The Honors Coordinator will manage the time sheets.
The PD will be co-facilitated by honors faculty and the Honors Coordinator

Program Goals this Request Supports
This PD for honors contract faculty is designed to address our program goals to increase the number of honors
students and numbers of students completing the program and their transfer goals. Additionally, the PD supports
our goals for honors transfer students to:
1) Complete at least 15-units of Honors coursework and complete their transfer plans. Honors Contracts are
necessary for our students to complete sufficient units and they provide rigorous academic opportunities that
enhanced their transfer applications.
2) Complete and present their original honors research (at Cañada College's Honor Research Conference, the Bay
Area Honors Consortium, and other venues such as NCHC). These are meaningful learning experiences that can
build student confidence and enhance their applications for transfer.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
15,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
The goals of this PD include:

-Expanding equity-minded curriculum in honors courses
-Eliminating equity gaps for honors contracts, program completion, and transfer
-Being inclusive of adjunct faculty and low income faculty in honors work (many adjunct faculty who provide
important role models for students are from underrepresented groups)
-Improving equitable practices for underrepresented Honors students
-Reducing the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color
(BIPOC) students (EMP, 3.8 p.13).

Critical Question: How does this resource request support Latinx and AANAPISI students?
The PD activities specifically target strategies for better supporting Latinx and AANAPISI students including
connecting with Umoja, PUENTE, the Undocumented Community Center, ESL, The Cultural Center, Promise, the
International Student Center, and EAPC, and the Chinese Culture Club. During the PD, we will share models of work
by underrepresented students about their communities, including the honors paper, "Latinx Population in the U.S.
Stereotypes and Social Characteristics by a first generation Latino honors student and the honors paper,
"Stereotypes and Discrimination Against Chinese Students" by a Chinese International honors student. We will

share ways to support multilingual honors students and for uplifting Latinx and AANAPISI voices via honors contract mentorship and research.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Be the best college choice for local high school students

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year
2023 - 2024

Program Requesting Resources
Honors Transfer Program

Item Requested
Honors Student Ambassador

Item Description
The Honors Student Ambassador is needed to promote the Honors Transfer Program (HTP) and share pertinent information. The student will help share timely deadlines and details (such as for Honors Contract Proposals, Honors Counselor Meetings, SEP updates, Transfer Alliance Program, and Transfer Admission Guarantee, and information about resources, events, eligibility, benefits, applying, courses, contracts) with students across campus, district, and interest areas. They will help maintain and expand the diversity of HTP students assuring that the program continues to be inclusive for all and supportive of low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students including Latinx and AANAPISI students. This will be done 1) through creating new or further developing current HTP marketing materials such as flyers, program videos, webpages, newsletters, and social media messages and distributing them widely on a regular basis. 2) The Honors Student Ambassador will communicate with current and prospective Honors students through but not limited to: class visits, faculty and staff meetings, high school visits with college recruiter, office hours in the transfer center, visits to key programs, committees and clubs (including PUENTE, Umoja, Promise, EOPS, TRIO SSS, The Undocumented Student Center, ASCC, The International Student Center, The Chinese Student Club, ESL Conversation Club, LGBTQ+ Student Club, Cultural Center Events, and HTP events). HTP events include: 1) Fall Kick off 2) Fall Honors Priority Transfer Workshop 3) Spring Kickoff 4)The Honors Research Showcase 5) The Bay Honors Symposium Abstract Workshop, 6) Bay Honors Symposium Workshop. The Honors Student Ambassador will help with HTP event planning and logistics of events. Additionally, they will assist in the development and/or implementation of student workshops, attend Honors Advisory Committee Meetings (thereby contributing to participatory governance per our EMP goals), offer feedback and/or programmatic ideas to the Honors Coordinator, be a role model for other Honors students, help Promote honors only courses, honors events, and collaborations in order to build the "cohort" experiences of HTP students and further their sense of belonging. The Honors Student Ambassador will help promote Honors Contracts and Honors Projects that uplift the voices of students and speak to their individual interests and needs as well as provide comments on the Honors Transfer Program Review (per the EMP goals).

Program Goals this Request Supports
Students completing the HTP program will achieve their education and transfer goals.

Resource Requests

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (over $5,000) e.g., equipment

Cost
5,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gap?
A big part of this position will be focused on achieving the goal to "3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students." The outreach work and events the Honors Student Ambassador will take part in will be focused on including all students and especially supporting and uplifting the voices of students from communities that are low income, have been minoritized, and/or underserved. This will be done by promoting meaningful honors research projects, forums for sharing their work, individualized counseling, and information about the enhanced scholarship opportunities and chances for full funding for Honor Program Students at top private universities. To assure that this work is reaching low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students" the Honors Student Ambassador will be asked to visit a variety of meetings such as for PUENTE, Promise, EOPS, ESL Conversation Club, International Student Center, Associated Students of Cañada College, Chinese Cultural Club, The Undocumented Community Center, Umoja,The Equity and Antiracism Planning Council, Phi Theta Kappa, and more.

Critical Question: How does this resource request support Latinx and AANAPISI students?
Through outreach, campus events, and class visits the Honors Student Ambassador will be an important role model and connection to the Latinx and AANAPISI students. Our current Honors Student Ambassador is Asian and our prospective co-Honors Student Ambassador is Latinx. Both students offer bilingual bicultural cultural competency skills and are excited about reaching out to different communities of students. They have and will share ideas about how to involve more Latinx and ANANAPISI students with the Honors Coordinator. They will visit meetings such as for PUENTE, Promise, ESL Conversation Club, International Student Center, Associated Students of Cañada College, Chinese Cultural Club, The Undocumented Community Center, Umoja, The Equity and Antiracism Planning Council, Phi Theta Kappa, and more. Although the student in the position will change each year, the hiring and training will emphasize the importance of connecting with Latinx and AANAPISI students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Be the best college choice for local high school students