

Program Review

CAN Program Review (Instructional) - Honors Transfer Program (Odd Year)

Program Review Narratives

2018-2019

Instructional Program Review (IPR)

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Executive Summary

O. Executive Summary:

The Honors Transfer Program (HTP) started at Cañada College in 2009. The primary purpose of the program is to serve academically eligible students whose educational goal is to transfer to a 4-year institution and complete a bachelor's degree. The HTP attracts students who are interested in participating in challenging, academically rigorous experiences through classes and seminars. Specifically, the program is designed for highly motivated, high achieving students, and is meant to better prepare them for university work.

The HTP has many strengths. The HTP offers several honors agreements with 4-year universities and colleges, including UCLA and UCI (students must complete the Cañada's program – 15-units of Honors – in order to be eligible). Another benefit is that members of the program receive priority registration in the district and specialized counseling with an HTP designated counselor. Students who have completed the program are also privy to enhanced scholarship opportunities. For HTP members and non-members, taking honors course is also a way for students to strengthen their UC applications. Additionally, both students and faculty benefit from the mentor/mentee relationships and research projects conducted by honors students.

Passionate faculty and creative Honors curriculum are other strengths of the program. A total of 60 courses can now be offered as an Honors designated course. To achieve that status, faculty develop an Honors Addendum to the COR. The Honors Addendum consists of 13 items that are based on the UCLA TAP requirements for what constitutes Honors-level work. The curriculum process requires faculty to submit their addenda to the Curriculum Committee through CurricuNet as well as update the course COR, if needed. In the most recent academic year, over 75 faculty were involved with the honors program, as Honors Course instructors, Honors Contract mentors, and/or as part of the HTP Advisory Committee. The purpose of the committee is to advise the program faculty and staff on topics related to the development and operation of the Cañada College Honors Transfer Program. The HTP Advisory Committee members are as follows: James Aganon (co-chair), Susan Mahoney (co-chair), Denise Erickson (faculty), Sarah Harmon (faculty), David Meckler (faculty), Jeanette Medina (faculty), Lisa Palmer (faculty), Paul Roscelli (faculty), Michael Stanford (faculty), Lezlee Ware (faculty), Chelsea Brown (student/PTK rep), Gloria Darafshi (articulation officer), Soraya Sohrabi (transfer program services supervisor), and Tammy Robinson (VPI).

Over the past 5 years, the program serves roughly 150 students per semester, which includes a combination of members and non-members. Over the past 5 years, the program has served 60-80 HTP members per year. There is clearly an opportunity to increase our course numbers by recruiting within our Honors classes. As of Fall 2014, all HTP members who completed the program received notations on their degree/certificate and transcripts.

The number of Honors sections offered continues to increase and as of 2017/18 there were 28 sections offered each semester, representing 26 different courses. The majority of the Honors course offerings are dual-CRN courses, in which honors students and non-honors students are in the same course, but have different course requirements based on their different syllabi. Most Honors courses continue to be offered face-to-face, which most faculty prefer due to the heightened opportunity for mentoring and interaction, though a few Honors classes have been offered successfully as online courses and hybrid courses. The program's current summer offerings are mostly Honors contracts in independent research courses.

The program continues to strengthen the breadth of its course offerings. In recent semesters, Honors courses covered all (or nearly all) of the IGETC and CSU GE patterns. A variety of course offerings helps students stay on track with their SEP and allows more opportunities for students with varying areas of emphasis to complete the HTP's requirement of 15-units. Previous program review noted a lack of STEM Honors course offerings. Currently there are at least 3 math and 3 science courses offered on a regular basis, and there are additional courses in the curriculum approval pipeline.

Ongoing challenges that the HTP program faces include inconsistent course scheduling with little lead-time for students, as well as a lack of program branding and visibility among the college. New promotional materials are needed as is more outreach within the college and to the local feeder high schools. Additionally, the program currently struggles to create a sense of community among students. A stable operational budget with funding for conferences and events, as well as a designated student space are steps in the right direction.

To address the ongoing challenges and strengthen the program, there are several actions that the HTP plans to implement. First, there is a need to establish an operating budget for the program. The Office of Instruction has generally found funds for routine requests, but lack of a known budget makes planning difficult and sometimes results in missed opportunities. Stable funding of operations and staff strengthens the program and shows a significant institutional commitment. Additional marketing for the program is needed in order to improve the HTPs branding and visibility on campus (and in local feeder high schools) in order to increase honors course enrollment and enrollment in the HTP. The increased marketing will involve greater collaboration with other college programs. There is also a need to establish a program course offerings agreement for each academic year (a course pathway), so that students can successfully develop and implement an SEP that includes honors classes. Through this process the program may also consider expanding summer and online/hybrid course options. Lastly, as part of an effort to create more community within the program, there is a need to establish a designated space for HTP students.

Program Context

1. Mission: Career Technical Basic Skills Transfer Lifelong Learning

Mission statement:

The primary purpose of the Honors Transfer Program is to serve academically eligible students whose educational goal is to transfer to a 4-year institution and complete a bachelor's degree. In addition, the students must be interested in participating in challenging, academically rigorous experiences through classes and seminars. The program designed for highly motivated students, and is meant to better prepare them for university work.

In alignment with the college mission, the Honors Transfer Program is focused on student learning and provides ample opportunities for students to hone their critical thinking and communication skills. Students are encouraged to think creatively and bridge topics across disciplines. Further, the program is committed to high academic standards, while simultaneously reaching out to recruit from our entire diverse campus community. The program strives not to simply serve students who already think of themselves as honors students, but to create honors students and transform lives.

2. Articulation: N/A

3. Community & Labor Needs: N/A

Looking Back

4. Curricular Changes: Background: To offer an honors course, the course must have an Honors Addendum on the course outline of record (COR). The Honors Addendum consists of 13 items that are based on the UCLA TAP requirements for what constitutes honors-level work. The curriculum process requires faculty to submit their addenda to the Curriculum Committee through CurricuNet as well as update the course COR, if needed.

A slight decrease in number of courses with Honors Addendums. Courses eligible to be offered for honors (as described above) declined slightly from 64 courses (noted in the 2016/17 program review) to 60 courses as of 8/30/18. However, only two of the courses that were removed from potential honors offerings had been offered for honors in the last 4 years. Thus, most removals were not courses that were actively being offered for honors. Of the two courses that had been offered in the last 4 years, one was banked by the department to be reformulated later, and the other is no longer being taught by the long-time honors faculty member. 60 courses is sufficient to choose from to develop a strong course offering each semester. Additionally, the HTP solicits new honors courses, especially to increase the GE breadth of the honors offerings. Previous program reviews have noted a need to add more science classes. Since the last program review, Honors Addendums have been added to the following courses:

ECE 249
HIST 104
HIST 246
MUS 275

OCEN 100
OCEN 101
PHIL 175
PHIL 312

Increased honors section offerings. There was an increase in the number of Honors sections offered each of the past 2 years. Nearly all of the honors course offerings were dual-CRN courses. Two 1-unit seminars honors-only seminars were routinely offered (CRER 110 and PLSC 325), and an honors-only sections of MATH 200 was offered each fall. The only other honors-only section offered was one section of BIOL 130. Instructors would like to offer more honors-only classes. No summer honors classes were offered 2016-2018, though Honors Contracts were accepted for Independent Study classes (695), primarily for students conducting summer research in STEM fields.

F15: 18 courses/20 sections
Sp16: 17 courses/18 sections
TOTAL 2016/17: 38 sections

F16: 24 courses/25 sections
Sp17: 20 courses/22 sections
TOTAL 2017/18: 47 sections

F17: 26 courses/28 sections
Sp18: 26 courses/28 sections
TOTAL 2016/17: 56 sections

A continued effort in offering a wide variety of honors course sections across disciplines. In Sp18 (and since), honors courses covered

all or nearly all of the IGETC GE and CSU GE patterns. Offering courses across the entire breadth of GE helps student be able to fit honors classes into their course plan without having to take additional courses. The HTP is working to offer more STEM honors courses, but has not yet revisited the idea of having STEM/non-STEM requirements. Previously, in order for students to complete the HTP, there was a requirement of completing at least 3 of the required 15 units in STEM and at least 3 of the 15 required units in non-STEM. In 2015/16 this requirement was eliminated until more STEM courses are consistently offered in honors. This change was implemented in order to help more students complete the program.

Change to HTP eligibility requirements. In April 2018, the HTP Advisory Committee amended the eligibility requirements for students to join the HTP. After researching eligibility requirements at other colleges and analyzing our own program, the committee determined that students do not need a college-level math class to join the HTP. Honors courses that require higher-level math already have math pre-reqs for the course. Our goal is to be inclusive and encourage more students to join the HTP early in their time at Canada. The math requirement was delaying many students' entry, but the committee recognized that students should be encouraged to make progress in math to prepare for transfer. Thus, the new Math requirement is, "Eligibility for transfer-level MATH or current enrollment in a MATH class.". English and GPA requirements were not changed.

A few online offerings. Over the last 2 years, the following courses have been offered online: BUS 100, 103, BUS 125, BUS 201, CRER 110, PLSC 150, PLSC 325. A couple additional courses have used a hybrid format. With a change in faculty, the Business Department has switched primarily to honors contracts at least the next few semesters, so the number of online courses is expected to decrease. Face-to-face honors classes still seem to be the preferred mode of delivery for most honors faculty, and the course retention and success in these classes is higher as well.

Scheduling honors sections is still a challenge. Requesting honors sections as part of one's teaching schedule comes directly from the faculty. This process is unknown by some faculty or often forgotten. For instance, faculty must request a dual-CRN or standalone honors course every semester when submitting their teaching preference form. Currently we do not have a consistent sequence of courses, or a designated course pathway, that is offered every semester. This can make it challenging for students to plan their schedule ahead of time (i.e. SEP) and can influence whether or not a student completes the HTP. Therefore, the HTP program is working toward creating a yearly course pathway for students.

Cross-program support. Starting Fall 2016, the HTP started offering honors sections in the General Education (GE) Pathways Program. The GE Pathways Program at Cañada College offers students an integrated learning experience across the GE pattern. The overall goal of the Cañada Pathways Program is to make General Education more meaningful to students by engaging them in an exploration of a major theme from a multidisciplinary perspective in the context of their general education requirements

across the curriculum. Courses offered through the G.E. Pathways at Cañada College allow students to explore different themes based on their personal and intellectual interests. Since these are all GE transferable courses, students complete the requirements for the pathway while also fulfilling their overall GE requirements. Additionally, students have an opportunity to work closely with faculty and students with shared interests. The honors course listings (prepared each semester) now include icons to denote GE Pathways courses. Other programs that offer honors courses in the last 2 years include CWA and Puente.

5A. Progress Report - IPC Feedback: In the last program review cycle, there were only two comments to address from the IPC Feedback:

8A. Access and Completion - Comment: The chart referred to in the narrative is missing or not embedded/uploaded properly. Response: This was likely simply uploaded improperly. We will take care to upload files correctly for our current program review.

11. Program Planning - Comment: Narrative is missing.

Response: HTP has a new coordinator, and we are not sure why the previous leadership did not include a narrative. We have included a narrative in our current program review. (See Section 11.)

5B. Progress Report - Prior Action Plans: As noted above in Section 5A, there were no action plans submitted in the 2016/17 program review, so we cannot comment on progress.

6A. Impact of Resource Applications: N/A

6B. Impact of Staffing Changes: No recent staffing changes.

Notably though, in Fall 2015, a program coordinator position was approved for 0.40 FTE. Without this level of support the program cannot be properly managed. Further, a full-time shared counseling position with the Transfer Center was approved with a start date of Fall 2015. This position has greatly improved student tracking within the program, which is necessary for success of the program. Students are now able to meet with the counselor and the coordinator to receive up-to-date information on their membership, honors course status, honors transfer information, and ways to leverage honors for scholarships and transfer. Without case management, students' applications to 4-year institutions and their honors completion status cannot be verified. This is required for honors-to-honors transfer opportunities, priority transfer opportunities and honors-related scholarships, among other things. Without the current level of support, especially with case management, the program cannot be successful. Even with the current level of support, it is difficult to manage the student caseload.

With additional support, the program would be even more effective.

Current State of the Program

7. Enrollment Trends: F2013/14 to 2016/17 there was some consistency in annual census headcount and a fairly stable, but slightly declining headcount. However, from 2016/17 to 2017/18 there was a significant decline.

2013/14: 298

2014/15: 259

2015/16: 295 (error found... correct data is 271)

2016/17: 284

2017/18: 206

Some decline is arguable related to the college 8% decline in headcount during that same period. Additionally there was turnover of both the HTP Coordinator position and the HTP Counselor in F2017, though realistically that is unlikely to have affected Fall 2017 census headcount, as census is right near the beginning of the semester. Combing over the honors course data, it appears that there was a general decline in numbers in most classes and a larger loss in numbers due to the removal of 3-4 classes from the honors offerings. In a few cases the instructors decided to instead offer contracts in these classes, and one previously high enrolled class simply wasn't offered. Also, there was one long-time honors instructor on professional development leave. On the positive side, there was an increase in honors contract proposals and honors contract completions during this time period (See Section 10), so that might offset some of the honors course headcount as well. The headcount data shown above does not take into account honors courses completed via honors contract (students who earn honors credit for non-honors transferable courses. Another trend is that no honors course have been offered during recent summer terms. Summer honors has only included honors contracts, which in summer are usually an Independent Study 695 course and (as contracts) don't contribute to headcount. To increase headcounts, better marketing and recruitment is needed across the college and within our honors classes. Honors faculty teaching dual-CRN courses will be encouraged to recruit up through the drop/add date and counselor will be reminded of the benefits of taking honors classes and the benefits of the HTP. Further we will consider summer offerings and discuss how to get more honors-only classes into the schedule.

As noted in the previous program review, enrollment in the HTP can change considerably as there is no pathway or set schedule for offering honors courses. Honors course offerings are actually requested by individual faculty every semester, so course,

section and time offerings can change quite a bit from semester to semester. Unofficially, however, many departments consistently offer honors sections, which makes it easier for students to schedule their coursework. Having a more predictable honors schedule that is published yearly, rather than by semester, might also help enrollment.

Additionally, another factor not reflected in census data is the number of honors courses (mainly dual-CRNs) that are cancelled due to under-enrollment. Students enrolled in cancelled honors classes are not always able to add another honors course. Faculty have expressed concern regarding building curriculum and taking on more work with honors students without compensation, and yet having to deal with cancellation of their courses, which adds another layer of concern toward participating in the program. To help address this, in spring 2015 the advisory committee worked with the VPI, who in turn worked with the instructional deans, to create an honors course enrollment agreement. The agreement is as follows: (1) the advisory committee can propose to save 1-3 sections per semester (caveat – will not save the same class over and over), (2) all dual-CRNs with 17 students total that have at least 5 Honors students OR a total of 12 honors students will be saved, and (3) standalone courses need at least 12 Honors students to avoid being cut, with 1-unit Honors courses needing at least 8 students. This change emphasized the college's commitment to the HTP and thus adds more stability in our course offerings for students. With recent turnover of VPI and dean positions, this agreement needs to be re-visited.

8-A. Access & Completion: Our data packet identified two equity gaps related to program access in 2017/18. White non-Hispanic students have a 25.1% equity gap, and female students have a 60.4% equity gap. The most important gap for improving outcomes is to increase the access rate for female students. The equity gap for female students also existed during the last program review cycle in 2015/16, but then it was only a 5.2% equity gap. This huge increase in equity gap seemed perplexing until course offerings were explored. In 2017/18, 21 of the 54 honors class sections offered were in the Business Department. In 2015/16, only 3 of the 38 honors class sections offered were in the Business Department. It seems like that the huge equity gap in our honors course enrollments reflects the equity gap in Business. The Business Department is now primarily offering honors through contracts, not designated classes, so the reported equity gap is likely dramatically diminished in future semesters.

Notably, the data packet data is based on students enrolled in honors classes. You don't need to be enrolled in the HTP to take honors classes, and many/most students enrolled in honors classes are not currently HTP members. It would be interesting for the HTP to also compile data on equity gaps for students actually enrolled in the HTP. HTP is currently working with college research office to compile that information. Additionally, simply analyzing our HTP roster it appears that over 55% of our HTP students are women, compared to the college rate of 60.4% women. We may have a female equity gap in HTP, but it is likely small.

The HTP will consider equity gaps when recruitment strategies and marketing material are developed. Working more closely with the college recruiter and student outreach and support groups (e.g. EOPS, BOT, Promise, etc...) will also be helpful.

8-B. Completion - Success Online: Based on census headcount in the previous program review period (2015/16), the vast majority of honors students were enrolled in traditional face-to-face classes (87.3%), rather than web-assisted classes (5.6%) or online classes (7.1%). Retention rates for the three modes of delivery were 89.6% (face-to-face), 100% (web-assisted) and 87% (online). Success rates for the three modes of delivery were 83.7% (face-to-face), 87% (web-assisted) and 58.6% (online). Students taking honors courses online had much lower retention and success rates, though the sample size was small.

In 2017/18, there was an increase in the % of students in online honors classes. Based on census headcount, 67.4% of honors students were in face-to face classes, 8.4% were in hybrid classes, and 24.2% were in online classes.

In 207/18, retention rates for the three modes of delivery were 90.5 % (face-to-face), 96.0 % (hybrid) and 80.6% (online). Success rates for the three modes of delivery were 85.6% (face-to-face), 84% (hybrid) and 70.8% (online). Retention and success rates increased for all modes of delivery. Students taking honors courses online had much lower retention and success rates than students taking honors classes face-to-face. However, there was improvement in online retention and success, and both were above college-wide goals. The HTP plans to continue to offer most of the honors courses in a face-to-face mode, but will continue to offer a few online classes, as appropriate. The HTP will continue to work with honors faculty to improve online retention and success rates through discussion of best-practices and mentoring.

9A. SLO Assessment - Compliance: N/A

9B. SLO Assessment - Impact: N/A

10. PLO Assessment: The Honors Transfer Program has 3 PLOs.

Upon graduation and/or transfer from the Honors Transfer Program, students will have:

- A. Completed at least 15-units of Honors;
- B. Completed Honors research;
- C. Presented Honors research at Cañada College's Honor Research Conference and/or the Bay Area Honors Consortium.

PLO A: Completed at least 15-units of Honors.

In Spring 2018 there were 9 HTP graduates, as well as a couple more students who exceeded 15 units but are not transferring until next year. They will be reported in 2019 data. The number of graduates is in line with previous years, except for 2017, which was an anomaly... albeit one we would like to study and replicate.

Year HTP Graduates

pre-2015 no data

2014 7

2015 7

2016 10

2017 24

2018 9

Although program completion is not the only measurement of success, our HTP graduate number seems low considering annual census headcounts are over 200 and sometimes close to 300, and spring HTP membership numbers are generally between 60-80 students. Notably, students can benefit from taking honors courses and joining the HTP even if they don't complete the 15 units necessary to complete the HTP. However, there is much more value (e.g. transcript notation, degree notation, priority transfer opportunities, and priority scholarship opportunities) if students finish the program. More focussed effort on HTP recruitment will help, as currently most students who take honors classes are not enrolled in the HTP. Additionally, it's important to develop and implement additional strategies to help students complete the 15 unit program. (e.g. more predictable scheduling of courses, increased case management, etc...)

Other measurements of success we might want to consider include tracking the number of honors units completed by HTP members and non-members and tracking the Honors members' and non-members' transfer status and names of institutions. This would require additional case management time/support.

SPECIAL CONSIDERATION: UCLA TAP

In Fall of 2012 the HTP was granted full membership in the UCLA Transfer Alliance Program. The Transfer Alliance Program is a collaboration between local community college Honors/Scholars Programs and UCLA College of Letters and Science in conjunction with Undergraduate Admissions and Relations with Schools. The program is designed to foster academic excellence at the community college level and to promote diversity and retention in the UCLA transfer population. Students who have completed the Honors/Scholars Program at their Community College receive priority consideration for admission to UCLA College of Letters and Science. See recent data on application and acceptance below.

Year Applicants Accepted Attended

2014 6 3 0

2015 9 no data available

2016 8 7 2

2017 17 11 2

2018 6 5* 3

* The one student not accepted applied to a college outside of the College of Letters and Sciences and thus was not eligible for priority UCLA-TAP admission. All five of the eligible students were accepted. The HTP (and UCLA) encourage students to certify as UCLA-TAP even if they do not apply to the College of Letters and Sciences. They will not get priority registration, but increased certifications help promote the HTP and the UCLA-TAP program, and the certification may still may help elevate a students application even though there is no formal priority system.

In 2018, 46 students from Canada applied to the UCLA College of Letters and Sciences. 6 of the 41 non-UCLA TAP students were admitted (14.6%) and 5 of the 5 UCLA-TAP students were admitted (100%). Any student considering UCLA College of Letters and Sciences should highly consider joining our Honors Transfer Program. We need to do additional marketing and recruitment on campus to engage these students. Further, the opportunity to apply for priority admission through UCLA-TAP should be used to market our program at local feeder high schools. UCLA tracks all UCLA-TAP students. Our Canada UCLA-TAP students do very well at UCLA.

PLO B: Completed Honors research.

Specific to 2017/18, honors enrollment was 298, equating to 298 research opportunities via honors designated courses. Of the 298 Honors research opportunities, there was an 81.9% success rate, which is well above the success rate goal of 70% students. Data specific to Honors Contracts, during 2017-18, 51 of the 65 honors contract student completed their research (78.5%). This is a significant improvement from the 73% of 63 students who completed in 2016/17 and the 57.5% of students who completed in 2015/16. Notably, there is no penalty for students who submit Honors Contract Proposals and don't complete their Honors work, however the program strives for high completion rates.

PLO C: Presented Honors research at Cañada College's Student Research Conference and/or the Bay Area Honors Consortium (BHC).

For the past 9 years Cañada College's Honors students have been selected to present their research at the BHC symposiums held at either Stanford University or University of California, Berkeley. In addition to presenting their research, as of Spring 2014, students were also eligible to publish their work in the Bay Honors Consortium (BHC) Honors Research Symposium's e-journal. Students are competitively selected for the BHC Honors Research Symposium, a conference that attracts proposals from students throughout the state.

Year	BHC Honors Research Symposium
2010	12 students selected out of 13 proposals
2011	8 students selected out of 8 proposals – 135 statewide
2012	7 students selected out of 9 proposals – 140 statewide
2013	5 students selected out of 6 proposals – 150 statewide
2014	7 students selected out of 11 proposals – 180 statewide
2015	2 students selected out of 8 proposals – 207 statewide
2016	2 students selected out of 8 proposals – over 200 statewide
2017	2 students selected out of ?? proposals – over 200 statewide
2018	2 students selected out of 4 proposals – 192 statewide

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.

Year	Cañada's Honors Research Showcase
pre-2015	data not available
2015	5 presentations
2016	11 presentations
2015	6 presentations
2015	6 presentations

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 begin to realize their scholarly potential. The Cañada's research showcase is also valuable to the HTP in that it inspires other student to join the HTP and to apply. In 2018, we had approximately 40 attendees at our in-house Showcase, about half of whom were not (yet) members of the HTP. This is more than double the number of attendees at this event in any of the previous 3 years.

Looking Ahead

11. Program Planning: 1. Include HTP as a line item in the college budget. Currently the HTP does not have a set budget for program-related expenses. The Office of Instruction has generally found funds for routine requests, but lack of a known budget makes planning difficult and sometimes results in missed opportunities.

The HTP has routine membership expenses for national, regional, and state honors councils and for routine print expenses for schedule and membership flyers. It is cumbersome and time-consuming to have to request funds for routine tasks. Further, the HTP's outreach and promotional materials are out of date (other than the schedule flyers that are created each semester). New materials are desperately needed, as noted in sections 4,7,10 in the program review.

The presentation of student honors research is one of the three PLOs for the program, and local, regional, and national conferences are transformative for both students and faculty. (See section 10 in the program review.) However, there are no funds set aside to support this, even for students who are invited presenters. Faculty and students have at times paid out of their pockets for local travel and conferences, and this excludes those who do not have funds. Recently, the Office of

Instruction has funded registration for our local Bay Honors Symposium, but having a known budget for this event in advance would dramatically increase our ability to promote this as a exciting learning opportunity. The Honors Coordinator (and other HTP Advisory Committee members) often use some/all of their annual allocated professional development funds to represent Canada as presenters or attendees at the National Collegiate Honors Conference, leaving no funding for professional development within their discipline.

Each year, the HTP relies on the Vending Commission (administered by ASCC) to fund its signature event, the Honors Research Showcase. (See section 10 in the program review.) We would like to continue to grow this event, but funding is not secure. Additional important community-building events (e.g. Fall Kick-off) have been funded with other one-time funds. The Showcase and other events are crucial to recruiting and community-building for the the HTP.

Stable funding strengthens the program and shows a significant institutional commitment. Completion of this objective will occur when the HTP has a funding allocation.

2. Increase HTP Promotion and Recruitment. The program's promotional materials are out of date and no longer usable. A new, effective brochure needs to be developed. Additionally a marketing plan needs to be developed to recruit student for honors courses AND for the HTP. Efforts will include more on-campus collaborations and outreach, as well as working with the college recruiters and others to better reach the community outside Canada (e.g. high school students). See sections 4,7, and 10 in the program review. Two measurable steps for this objective are: 1. the development of a plan for internal and external promotion, including identifying campus (and community) partners for formal collaboration 2. the creation of new promotional materials. Further, the most important measures of success will be increased headcount in honors classes (including honors contract classes) and increased HTP membership.

3. Develop a more predictable annual course offering. Currently, we do not have a consistent or predictable set of course offerings, which can make it difficult for students to develop their SEP, and may result in students not finishing the HTP. (See section 4 in program review.) The current course scheduling process is not always effective and can be time-consuming. Since, honors classes often take additional time for planning and mentoring, a more consistent schedule would help faculty allocate their time. Additionally it could help faculty participate more in student recruitment. With all this in mind, the HTP program will work toward creating a yearly course pathway for students. The most important measures of success will be increased headcount in honors classes (including honors contract classes) and increased HTP membership.

4. Establish a designated HTP Student Space. The National Collegiate Honors Council and UCLA TAP recommends that an honors space be allocated to students in the program. The HTP is currently sharing the Social Sciences Hub with the Social Sciences Department. (Thank you SS!) There are several mutual benefits to continuing to use this shared space, however Learning Center staff and the previous VPI also identified a space on the second floor that is closer to the Learning Center, STEM Center, and other student support groups. The HTP Advisory committee will continue to explore this issue after the current remodel to building 9 is complete. Completion of this objective will occur when HTP students have a permanent designated space.

5. Continue institutional financial support for HTP Coordinator and HTP Counselor. The college currently supports a 0.40 FTE re-assigned time position for the Honors Coordinator and shared Honors Counselor with the Transfer Center. Case management is an integral part of the HTP program. Tracking students' units in progress and completed, membership management, SEP counseling, and transfer plans is vital to the success of the program. The current level of support represents the minimum necessary to manage and grow the program. Objective completed when college support is confirmed for the next round of re-assigned time and/or a more permanent funding mechanism is implemented.

Program Review Narrative Status: Complete

Objective: Include HTP as a line item in the college budget

Currently the HTP does not have a set budget for program-related expenses. The Office of Instruction has generally found funds for routine requests, but lack of a known budget makes planning difficult and sometimes results in missed opportunities.

The HTP has routine membership expenses for national, regional, and state honors councils and for routine print expenses for schedule and membership flyers. It is cumbersome and time-consuming to have to request funds for routine tasks. Further, the HTP's outreach and promotional materials are out of date (other than the schedule flyers that are created each semester). New materials are desperately needed, as noted in sections 4,7,10 in the program review.

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The presentation of student honors research is one of the three PLOs for the program, and local, regional, and national conferences are transformative for both students and faculty. (See section 10 in the program review.) However, there are no funds set aside to support this, even for students who are invited presenters. Faculty and students have at times paid out of their pockets for local travel and conferences, and this excludes those who do not have funds. Recently, the Office of Instruction has funded registration for our local Bay Honors Symposium, but having a known budget for this event in advance would dramatically increase our ability to promote this as a exciting learning opportunity. The Honors Coordinator (and other HTP Advisory Committee members) often use some/all of their annual allocated professional development funds to represent Canada as presenters or attendees at the National Collegiate Honors Conference, leaving no funding for professional development within their discipline.

Each year, the HTP relies on the Vending Commission (administered by ASCC) to fund its signature event, the Honors Research Showcase. (See section 10 in the program review.) We would like to continue to grow this event, but funding is not secure. Additional important community-building events (e.g. Fall Kick-off) have been funded with other one-time funds. The Showcase and other events are crucial to recruiting and community-building for the the HTP.

Stable funding strengthens the program and shows a significant institutional commitment. Completion of this objective will occur when the HTP has a funding allocation.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date:

Estimated Completion Date:

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success, District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

Action Plans

2018-2019 - Create a budget line for HTP (Active)

Who's Responsible for Completing this Action Plan?: VPI and College Administration

Estimated Completion Date: Spring 2019

Resource Requests

Allocated Funding for HTP Operational Budget

- Notably, many/most of the costs itemized below are NOT new costs to the college. They are being paid from Office of Instruction, Professional Development, Vending Commission, etc...

Honors Program Dues (National Collegiate Honors Council, Western Regional Honors Council, Honors Transfer Council of CA): \$800

NCHC Annual Conference for HTP Coordinator and one Honors Faculty: \$4000

HTCC Conference for HTP Coordinator or HTP Counselor: \$600

CAN Program Review (Instructional) - Honors Transfer Program (Odd Year)

NCHC Annual Conference for Student Presentation: \$2000
Registration and Travel for Students and Faculty for BHC Fall and Spring Event: \$1000
Honors Showcase Printing: \$250
Honors Showcase Food: \$800
Printing Costs for Class Listing and Membership Information: \$250
Printing of New Promotional Materials: \$1000 ("guesstimate")
Mailing Costs for Priority Transfer Certification Submissions: \$20

Type of Resource: Other

Cost: 10720

Objective: Increase HTP Promotion and Recruitment.

The program's promotional materials are out of date and no longer usable. A new, effective brochure needs to be developed. Additionally a marketing plan needs to be developed to recruit student for honors courses AND for the HTP. Efforts will include more on-campus collaborations and outreach, as well as working with the college recruiters and others to better reach the community outside Canada (e.g. high school students). See sections 4,7, and 10 in the program review. Two measurable steps for this objective are: 1. the development of a plan for internal and external promotion, including identifying campus (and community) partners for formal collaboration 2. the creation of new promotional materials. Further, the most important measures of success will be increased headcount in honors classes (including honors contract classes) and increased HTP membership.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021, 2021-2022

Estimated Start Date:

Estimated Completion Date:

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success., Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community., Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success, District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County

Objective: Develop a more predictable annual course offering.

Currently, we do not have a consistent or predictable set of course offerings, which can make it difficult for students to develop their SEP, and may result in students not finishing the HTP. (See section 4 in program review.) The current course scheduling process is not always effective and can be time-consuming. Since, honors classes often take additional time for planning and mentoring, a more consistent schedule would help faculty allocate their time. Additionally it could help faculty participate more in student recruitment. With all this in mind, the HTP program will work toward creating a yearly course pathway for students. The most important measures of success will be increased headcount in honors classes (including honors contract classes) and increased HTP membership.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021, 2022-2023

Estimated Start Date:

Estimated Completion Date:

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings,

CAN Program Review (Instructional) - Honors Transfer Program (Odd Year)

Interventions, and Support Programs that Increase Student Access & Success, District Goal #3 - Increase Program Delivery Options, Including the Expanded Use of Instructional Technology, to Support Student Learning and Success

Objective: Establish a designated HTP Student Space

The National Collegiate Honors Council and UCLA TAP recommends that an honors space be allocated to students in the program. The HTP is currently sharing the Social Sciences Hub with the Social Sciences Department. (Thank you SS!) There are several mutual benefits to continuing to use this shared space, however Learning Center staff and the previous VPI also identified a space on the second floor that is closer to the Learning Center, STEM Center, and other student support groups. The HTP Advisory committee will continue to explore this issue after the current remodel to building 9 is complete. Completion of this objective will occur when HTP students have a permanent designated space.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020

Estimated Start Date: 01/01/2019

Estimated Completion Date: 12/31/2019

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success

Objective: Continue institutional financial support for HTP Coordinator and HTP Counselor.

The college currently supports a 0.40 FTE re-assigned time position for the Honors Coordinator and shared Honors Counselor with the Transfer Center. Case management is an integral part of the HTP program. Tracking students' units in progress and completed, membership management, SEP counseling, and transfer plans is vital to the success of the program. The current level of support represents the minimum necessary to manage and grow the program. Objective completed when college support is confirmed for the next round of re-assigned time and/or a more permanent funding mechanism is implemented.

Objective Status: 1 - New (PR)

Objective Year: 2019-2020, 2020-2021, 2021-2022

Estimated Start Date:

Estimated Completion Date:

Please select the college goals with which this objective aligns.: Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

Please select the district goals with which this objective aligns.: District Goal #1 - Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success