

# 2021-2022 Program Review



## CAN Program Review (Instructional) - Honors Transfer Program (Fall 2021)

### STEP 1: Program Review Narratives

*2021-2022*

#### **Instructional Program Review (IPR)**

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#### **Program Context**

**1. Mission:** The Honors Transfer Program (HTP) creates scholars. The HTP serves academically eligible 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 and seminars, and through their research they become creators of knowledge. The program is designed for highly motivated students and is meant to better prepare students 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, bridge topics across disciplines, and present their work at local, regional, and national conferences. 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.

The HTP collaborates with many student support programs. We work with Outreach to ensure student ambassadors can provide prospective students information on Honors opportunities. On campus, we actively engage with Promise, the STEM Center, Middle College, and others to help students understand how they can leverage Honors to meet their individual transfer goals. Additionally, the STEM Center, Promise, and Puente have all offered dedicated Honors courses for their students, and STEM Center students are encouraged to apply for Honors academic credit for their research internships. The HTP necessarily has close ties with the Transfer Center, through workshops and information dissemination, as all of our students are pursuing transfer.

The HTP engages with many academic programs as well. We have close ties to the Library through the Library Honors course offerings and the support librarians offer our Honors student researchers. Further, 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 five years.

**2. Articulation:** no known changes

**3. Community & Labor Needs:** no known changes

#### **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 increase in the number of courses with Honors Addenda:

Courses eligible to be offered for Honors (as described above) increased slightly from 60 courses (noted in the 2018/19 program review) to 64 courses as of 9/30/20. Not all of the eligible courses are routinely offered, and 64 courses is sufficient to choose from to develop a strong course offering each semester. The HTP also solicits new Honors courses, as needed, especially to increase the GE breadth of the Honors offerings.

Two recently added Honors Addenda that are especially important are LIB 100: Introduction to Library Research and ISTD 150: Honors Research Seminar. We encourage all Honors students to take both of these one-unit courses, as both courses focus on research skills, and research is the heart of most Honors coursework. LIB 100 helps students become proficient in finding, evaluating, using, and citing information, and thus helps students excel in all their courses, even after transfer. Adding the Honors Addendum to LIB 100 has increased the number of Honors students taking LIB 100 and has increased overall LIB 100 enrollment. We may eventually work toward offering a LIB 100 section tailored specifically to Honors students.

IDST 150 is a seminar course that walks students through the research process. All students enrolled in IDST 150 are currently working on an Honors research project. By workshopping their work and collaborating with their peers, students learn how the research process varies among disciplines, and they also have additional support that will hopefully help them keep on track with their Honors contract projects. We hope that IDST 150 will increase Honors Contract completion rates and also take some (not all) of the mentoring burden off of Honors Contract professors.

#### Decreased Honors section offerings:

There has been a decrease in the number of Honors sections offered each of the past two years. Nearly all Honors course offerings during this time were dual-CRN courses, which can be difficult for professors to manage. Exceptions include one Honors-only section of MATH 200 each fall, the one-unit CRER 110: Transfer Essential seminar offered each semester, and the one-unit SOCI 325 seminar offered roughly every third semester.

#### Honors Course Offerings:

F18: 20 courses/20 sections ... 17 sections ran  
Sp19: 20 courses/21 sections ... 14 sections ran  
TOTAL 2016/17: 40 courses/41 sections .... 31 sections ran

F19: 17 courses/17 sections ... 15 sections ran (BUS)  
Sp20: 20 courses/22 sections ... 19 sections ran  
TOTAL 2019/20: 37 courses/39 sections... 34 sections ran

F20: 19 courses/21 sections ... 13 sections ran  
Sp21: 15 courses/18 sections ... 12 sections ran  
TOTAL 2020/21: 34 courses/39 sections .... 25 sections ran

#### Working toward offering Honors-only sections:

Instructors would like to offer more Honors-only courses, especially in the social sciences, and there is value in convening an entire class of Honors students. However, currently it is difficult/impossible to reach the required number of students needed to "run" an Honors-only lecture class. Pedagogically, Honors classes typically work best with fewer students. Many two-year colleges at the National Collegiate Honors Council annual conference report course maximums of 15-20 students, with "run" numbers much lower... some in single digits. However, most CA community colleges have not been able to do this, and the guidelines from the Honors Transfer Council of CA notes a common practice max cap of 25 students. We will work with the Office of Instruction to explore lowering run numbers and course caps for Honors classes.

In order to build capacity to offer Honors-only classes, our current strategy is to build enrollment in the HTP (increase the number of students taking Honors classes) while also ramping up collaboration with our Outreach Department to try to fill an Honors-only ENGL 100 class with first year students each fall. If we can get 20-30 incoming first-year students in an Honors-Only ENGL 100 class, perhaps we can entice many of them to transition into a carefully selected GE Honors-Only social sciences course the following semester, along with other Honors students. COVID has derailed this strategy for now, as our work with Outreach has temporarily declined significantly. We will continue to pursue this goal by building enrollment, working with Outreach, and also working with the counselors, deans and VPI. We appreciate that the Administration has been sensitive to Honors enrollment and look forward to further collaboration.

#### Continued focus on offering GE breadth:

Even with diminished offerings, we continue to try to offer a wide variety of Honors course sections across disciplines. Our goal is to cover all or nearly all of the IGETC GE and CSU GE patterns. Offering courses across the entire breadth of GE helps students be able to fit Honors classes into their course plan without having to take additional courses. In recent semesters, we have had fewer social sciences and humanities courses for students to choose from.

#### Engaging more Honors faculty:

The Honors program has been fortunate to have the support of many outstanding faculty who teach Honors courses and mentor Honors contracts. Much of our Honors course schedule is consistent from semester to semester, and these classes have been taught by the same faculty over the last several years. It will benefit program longevity to ramp up our engagement with our newer faculty, especially in popular GE courses. Notably though, offering an Honors class is more work, especially dual-CRN Honors sections, and it has become harder for faculty to continue doing this without some sort of compensation (e.g. monetary, reduced load, smaller classes, etc.). Figuring out effective ways to support faculty is important.

Online offerings and COVID's impact on our course schedule:

Historically we have had very few online Honors courses. Pre-COVID, the only classes offered online routinely were BUS 100, BUS 103, BUS 201, CRER 110, and LIB 100. Most faculty still prefer face-to-face Honors classes, and generally the course retention and success rates are higher in face-to-face and hybrid classes as well.

When COVID hit in Spring 2020, all of our Honors classes obviously went online. The Fall 2020 Honors course schedule was already created, but several faculty pulled their Honors courses from the schedule, reducing the number of courses that ran. Adapting to online delivery was overwhelming for many faculty, and some were simply not able to add on Honors student mentoring. The Spring 2021 schedule had a similar reduction in Honors classes.

Helping students plan to complete 15 Honors units:

To complete the HTP, students need 15 units of Honors coursework. We would like to increase the number of students who finish the HTP and have several strategies to accomplish this. A couple of these strategies are related to course offerings. First, ideally students will take ENGL 100 Honors their first semester, and eventually we would like this to be an Honors-only course. This requires more work with our Outreach department, which has been difficult during COVID. Second, we have posted a suggested path to Honors completion on our website. The path includes taking our three one-unit Honors classes (LIB 100, CRER 110, and IDST 150), and we plan to offer all three of these classes each semester. Taking these three one-unit Honors classes would allow a student to take just one additional Honors course each semester, for four semesters. Thus, students would not have to take more than one Honors course in a semester.

**5A. Progress Report - IPC Feedback:** Our 2018/19 program review was rated as "highly effective" and the only recommendation was that we include more action plans under our objectives in TracDat. In response, we created more action plans in our 2019/20 annual update, and we will include actions plans in this program review cycle, as well.

**5B. Progress Report - Prior Program Goals:** In our 2018/19 program review, we identified 5 objectives (first 5 below) and we added two more in our subsequent 2019/20 annual update. The action plans for each objective were added in the 2019/20 annual update.

1. Include HTP as a line item in the college budget
2. Increase HTP promotion and recruitment
3. Develop a more predictable annual course offering
4. Establish a designated HTP student space
5. Continue institutional financial support for HTP Coordinator and HTP Counselor
6. Gain dedicated administrative support
7. Increase support for Honors faculty

Objective #1 was accomplished in 2018/19, though since our budget is mostly focused on conferences and events, we have not spent much in recent COVID times. We look forward to again offering in-person events and sending students and faculty to important Honors conferences.

Objective #2 is ongoing and was disrupted significantly by COVID. There were 5 action plans. We completed the first action plan by identifying and initiating contact with more campus partners. However, we did not maintain consistent communication and there have since been staff turnover in some programs. We need to continue to work on this objective by creating an easy, routine, effective form of communication that takes less Honors Coordinator time. The second action plan was partially completed, as we worked with PRIE to create automatic data requests. We also have template language for some of the routine outreach emails using PRIE data, but we have not formally organized this. The third action plan involved integrating an HTP student into the Canada Ambassador program. The groundwork was laid for this, but COVID disrupted the Ambassador program, as well as the Honors Coordinator's bandwidth to pursue this. We plan to continue working on this initiative. The fourth action plan included developing marketing materials to be used on-campus and off-campus. The creation of print materials began in Spring 2020, but stalled during COVID. We were able to update our HTP website in Spring 2021, though a few changes/additions still need to be made. Our fifth plan was to look at adding a representative from one or more student services programs to the HTP Advisory Committee. The committee discussed this, but the Honors Coordinator did not yet follow through on gauging interest from specific programs.

The four action plans of Objective #3 were mostly accomplished in 2020/21. First, the HTP Advisory Committee discussed reinstating breadth requirements, but opted not to do so at this time. Second, the committee explored creating a seminar class to support Honors students during their research and decided to create a one-unit Honors Research Seminar (IDST 150). The course is transferable to UC and CSU and was launched F21. (We are the only community college we know that has successfully articulated this sort of course with the UC.) Third, we have published an Honors pathway on our course website. The pathway includes 3 important one-unit classes (IDST 150, LIB 100, and CRER 110). Fourth, we have pursued offering an Honors-only ENGL 100 course in the fall semester, but have not yet been able to get the minimum 20 students needed to run the course. COVID dramatically impacted our outreach plans to local highschools, which will be necessary for this to work. We hope to increase working with our Outreach department when we are fully back on campus..

Objective 4 has been postponed for now. Changes in administrators and the remodeling of Building 9 slowed our progress on this, and during COVID this was a lower priority objective that was postponed.

Objective 5 was initiated because an Honors Coordinator and Honors Counselor are instrumental to program success, and the program needs to reinstate a dedicated program 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 coordinator could benefit from more administrative support and/or more counseling support, especially since our program is growing. Currently, the college does NOT have a dedicated Honors Counselor position. HTP counseling was part of a tenure-track faculty position request approved and started in F15. However, through shifting duties within the counseling dept, HTP duties were moved to another non-tenured, grant-funded, faculty position in F17, and that position is no longer funded. A counselor has stepped in to meet some HTP needs, though this does not provide the same infrastructure for planning and program development as a dedicated counselor. Further, the counselor does not have allocated time to co-Chair the HTP Advisory Committee (per committee bylaws). The situation shifts more work to the HTP Coordinator and slows program development. We have not made progress on securing dedicated counselor support.

Objective 6 has not been completed, though in Fall 2019 we did complete the one noted action item, submitting a joint position request with Counseling and the Transfer Center for a PSC. The position was not funded.

Objective 7 includes 4 action plans and has been partially completed. First, as noted above, we now have an Honors Research Seminar designed to take a bit (not all) of the mentoring workload off of Honors Contract faculty. Second, we have not made progress on developing a community of practice, though we did offer a Teaching in Honors Flex Day event in Spring 2021. During COVID, the general consensus seemed to be that faculty had little time for a community of practice. Third, we did explore using some of our budget as course-enrichment funds to cover fees, supplies, field trips, etc... for Honors classes, but professors most interested were pursuing field trips, which have not occurred due to COVID. Fourth, we do still intend to update the HTP Advisory Committee website to include examples of Honors syllabi, Honors projects, etc..., though we have not began this task yet.

**6A. Impact of Resource Applications:** Having a designated Honors budget has reduced the HTP Coordinator workload and made the program run smoother. We no longer need to spend time routinely asking for money to mail documents, develop flyers, or provide food for an event. Further, we don't need to rely on the Vending Commission for our annual Honors Showcase event, and we can plan ahead for participation in conferences, which will increase student participation. An established budget shows commitment and support from the college. It's hard to measure the student success at this point, as much of our budget is allocated to in-person events and conferences. Not having these events (due to COVID) has likely resulted in less student recruitment, interest, and success, but that is hard to measure.

**6B. Impact of Staffing Changes:** As noted in Section 5B, Objective 5 above, we continue to be without a dedicated program counselor. When the Honors Counselor position was initiated it greatly improved student tracking and case management within the program, which is necessary for program success. We currently have a counselor supporting us to meet our minimum requirements for tracking students for HTP completion and for participating in Honors priority transfer programs, but more robust case management, counseling programming, and outreach could be enacted with dedicated support. Further, the HTP bylaws note the Honors Counselor will co-chair the advisory committee. This currently does not occur.

### **Current State of the Program**

**7A. Enrollment Trends:** HTP Membership: There has been consistent growth of HTP student memberships since the recent low in academic year F17/S18. Even during COVID, we grew, despite diminished program outreach in Spring 20, Fall 21, and Spring 21. When given program information, students see the value in Honors! There is more potential for membership growth. Indeed, the college could be using the Honors program more effectively to recruit motivated students from local high schools. The HTP needs to develop effective marketing material and deepen collaboration with Outreach (e.g. Ambassador training and an embedded HTP student ambassador). On campus marketing occurs primarily through targeted emails and class/program visits by the Honors Coordinator.

#### HTP Student Membership (program data)

Sp17: 81  
Sp18: 52  
Sp19: 78  
Sp21: 100  
Sp22: 108

Course Enrollments: Honors course enrollments fluctuate year to year in part due to what courses are offered. Additionally, of course, Honors enrollments are impacted by total college enrollment. Prior to COVID, college-wide enrollment declined by 16% from 2016/17 to 2019/20. Honors course enrollments declined by 12% during this time. Enrollments from 2019/20 to 2020/21 are immensely impacted by COVID. College-wide enrollment dropped by 5% and Honors enrollments dropped by 28%. This dramatic decline is due in part by fewer course offerings, as a few professors originally scheduled to teach an Honors section dropped their Honors section to focus on getting up-to-speed in online delivery. In 2019/20 we ran 34 Honors sections, and in 2020/21 we ran 25 Honors sections. Additionally, most years we have a robust offering that includes options in all GE areas. However in 2020/21, most of the sections that ran were in IGETC Area 1 (English), 2 (math), 5 (science) and business. If a student already had their English and Math requirements fulfilled and was not interested in business, there were few options. We only offered two IGETC humanities/social science Honors courses the entire year, and one required students to speak Spanish. The HTP will continue to work to develop a consistent course schedule that includes all GE areas. This will include working to support existing faculty, engaging new faculty, and working with the Office of Instruction to develop a consistent pattern of course offerings and an agreement regarding enrollment minimums.

#### Course Enrollments (from PRIE)

2016/17: 279  
2017/18: 215  
2018/19: 202  
2019/20: 246  
2020/21: 177

Honors Contracts: In addition to taking Honors Courses, students also have the option of turning a non-Honors course into an Honors course through an Honors Contract. Contracts generally involve independent research and must be approved by the mentoring professor and the Honors Coordinator. The number of Honors Contracts has hovered fairly consistently around 40 successful Honors Contracts per year. In 2018/19 there were more successful contracts, which matches a period of fewer Honors course enrollments. I.e. In that year, more of our Honors students chose to do Honors contract instead of an Honors class. 2020/21, with COVID, we saw only a small dip in Honors Contracts.

Notably, we are expecting to see the number of Honors Contract rise over the next few years, as Honors Contracts are a great way for students to leverage Honors to meet their personal transfer goals, and we have strengthened our messaging on this to students. The HTP will never be able to offer Honors courses in every discipline, but students can (and should) use Honors Contracts to dig deeper into topics related to their major. Having Honors notation on their transcript in their degree program is valuable for transfer, and being able to discuss Honors research they have conducted in their major in their personal insight questions on transfer applications is also valuable.

The HTP used to partner closely with the STEM Center to offer Honors Contract for students pursuing summer research internships. Students would enroll Independent Study 695 course and submit an Honors Contract proposal with support from their Engineering professor. This practice ended when there was STEM faculty turnover and program changes. We may look into reinstating this practice.

#### Successful Honors Contracts (program data)

2016/17: 21 + 18 = 39 ..... + 7 summer STEM ENGR 695  
2017/18: 15 + 26 = 41 ..... + 9 summer STEM ENGR 695  
2018/19: 26 + 26 = 52  
2019/20: 21 + 18 = 39  
2020/21: 16 + 20 = 36

**7B. Significant Changes in Your Program:** As noted above, COVID-related issues decreased our course offerings, especially in social sciences and humanities. We are hoping to rebound with more faculty support and the addition of new faculty. After COVID restrictions are ended, we will also be able to offer face-to-face sections again, which is the preferred mode for many of our Honors faculty. However, COVID did ramp up the online delivery skillset for many faculty members, so it is possible that

post-COVID we will have a greater number of online Honors sections than we did pre-COVID. This will provide our students with more options.

We are excited about the recent (F19) addition of LIB 100 to our consistent Honors course offerings. Honors Courses and Contracts generally involve research, so we are encouraging all HTP students to enroll in Honors LIB 100. Eventually we hope to offer Honors-only sections of LIB 100, instead of the current dual-CRN offering. Additionally, we are excited to have increased enrollment in Honors CRER 110: Transfer Essentials, as the Promise Program has promoted this course. This is another course that we are now encouraging all HTP students to take. Finally, we are excited to offer a third one-unit course (starting F21), IDST 150: Honors Research Seminar.

In an effort to increase the number of students who complete the HTP, our HTP website now shows a suggested plan for students to follow to complete their 15 units of Honors coursework. An important part of that plan is for students to complete the three one-unit courses mentioned above (LIB 100, CRER 110, and IDST 150). Completing these three classes would leave just 12 units, one three-unit course per semester. As we strengthen our messaging, we anticipate enrollment in all three of these courses to rise.

**7C. Planning for Your Program:** There are several ways for the HTP to increase Honors course enrollment.

First, as noted above (4, 5B, 7A, etc..), we plan to develop better marketing materials (i.e. print materials and an updated HTP website) and increase our collaboration with the Outreach department to improve our off-campus marketing. Further, we will continue coordination with counselors to ensure our first semester students learn about Honors at their first counseling engagement. More students who arrive on campus thinking about the Honors program will result in more Honors enrollments, including more enrollment in Honors ENGL 100.

Further, as mentioned above (5B), we plan to continue to strengthen our on-campus marketing and develop stronger programmatic relationships with student support programs to further increase HTP membership and course enrollment. We currently connect consistently with Middle College, Promise, and the STEM Center, and we hope to deepen that connection and also develop meaningful relationships with EOPS, Umoja, and others.

Additionally, as noted in 4 and 5B, it is vital that we work to support current Honors faculty and also engage and support new Honors faculty. Our faculty are the heart of our program, as it is faculty to offer Honors courses and mentor Honors contract students. Offering a robust selection of courses is only possible if faculty are supported. We look to expand our faculty support by offering IDST 150 and LIB 100, which takes some of the mentoring/instruction load off discipline faculty, implementing more professional learning opportunities (e.g. conferences, mentoring, Flex Day events, community of practice, etc...) and revising our HTP Advisory Committee website to include model syllabi, Honors contract proposals, etc...

**8A. Access & Completion:** College-wide retention-rates are 84-85% in each academic year from 2015/16 to 2020/21. The retention rates in Honors classes is slightly higher for most years, which perhaps we would expect as Honors students generally are higher achieving students. Interestingly Honors retention goes down to 84% for the COVID-impacted 2020/21 year. Many of the stresses of that year impact Honors students similarly to the general population, and perhaps when students are overwhelmed, the Honors element of their course is the first thing they drop. E.g. It's possible that some students reverted back to the non-Honors schedule.

#### Honors Class Retention

2016/17: 90%

2017/18: 87%

2018/19: 87%

2019/20: 87%

2020/21: 84%

College-wide success rates are 71-73% in each academic year from 2015/16 to 2020/21. The success rates in Honors classes are significantly higher for most years, which again we would expect. Again, Honors success goes down much closer to college-wide numbers for the COVID-impacted 2020/21 year.

#### Honors Class Success

2016/17: 82%

2017/18: 79%

2018/19: 80%

2019/20: 80%

2020/21: 75%

Interestingly, we thought the success rates would be even higher than they are. However, it is important to note that you don't need to be enrolled in the HTP to take Honors classes, and many students enrolled in Honors classes are not currently HTP members. These students are not receiving the extra contact and advising that HTP members receive. It's possible that most of the non-retained and non-successful Honors class students are not HTP members. We cannot tell from the data. Notably, we do plan to work harder to reach out to the students in Honors classes who are not part of the HTP. We have done this sporadically, but we need to develop a routine process.

**8B. Student Equity:** We had PRIE compile basic demographics on both the students taking Honors classes in our recent year (2020/21) and students enrolled in the HTP (Spring 2021). Notably, this is just a snapshot in time, rather than a look across several years. PRIE did not provide us with equity gap information, but we can draw a few conclusions from our data.

Students aged 18-22 are over-represented in Honors courses and as HTP members, which is not surprising as that age likely makes up the highest percent of transfer-bound students. However, our program could likely still work to reach out to older age groups. It also appears that our Honors Program has an equity gap with Filipino students and White Non-Hispanic students.

Interestingly, our Honors courses enroll a significantly higher % of Hispanic students than are enrolled in the HTP. (You don't need to be enrolled in the HTP to take Honors classes.) This is likely directly related to CRER 110 enrollment. We ran two Spring 2021 CRER 110 Honors courses in spring, one with Puente and one with Promise. Most of these students were not enrolled in the HTP. We plan for more effective outreach to these students as part of the CRER 110 class in future semesters.

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, Umoja, Promise, etc...) will also be helpful.

**8C. Completion - Success Online:** From 2016/17 to 2019/20, the vast majority of Honors students were enrolled in traditional face-to-face Honors classes (71%), rather than hybrid (11%) or online classes (18%). During that time, retention rates for the face-to-face classes ranged between 86-91%. Hybrid retention rates ranged between 90-100% and online retention rates ranged between 80-83%. Hybrid retention rates were always the highest and online retention rates were always the lowest.

Success rates for face to face classes remained pretty consistent from 2016/17 at 82%. Hybrid success rates ranged from 83-92%, and online success rates ranged from 58-76%. Again, each year, Hybrid success rates were always the highest (though sometimes face-to-face and hybrid rates were nearly identical) and online success rates were always lowest.

At first look, the data suggest we should look toward offering more hybrid classes, though notably our hybrid offerings from 2016/17 to 2019/20 were pretty limited in number. Still, moving forward we will consider what classes may work well with hybrid delivery, and we will consider offering more courses. We were somewhat surprised at the low success rates for online classes in a couple years. Looking at the course information, we suspect many of the students who were not succeeding were not in the HTP. (Students do not need to be in the HTP to enroll in Honors classes.) We may try to work with Honors faculty to divert ill-prepared students back to the non-Honors sections and/or to work to connect these students with additional help (e.g. Writing Center, tutors, etc..)

In 2020/21, the online synchronous class retention rate was 85%, hybrid was 100% (small sample size), and online 80%. The online synchronous class success rate was 73%, hybrid was 100% (small sample size), and online 78%. It's interesting that the success rate for online synchronous classes was lower than online. So many variables were at play, including prime time internet access, instructor ability to create an effective class, etc... that it is hard to draw many conclusions. In general though Honors classes matched or exceed the college average retention and success rates during this period.

Post COVID, the HTP will likely continue to offer most of the Honors courses in a face-to-face mode, as that is still the preferred method by faculty and retention/success rates are high. Notably though, we will likely also explore offering a few more courses in the Hybrid mode. 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.

Students who complete 15 units of Honors coursework are deemed Honors Scholars, and they earn transcript notation as well as priority transfer opportunities at several prestigious universities (e.g. UCLA, UC-Irvine, etc...) The number of students enrolled in the HTP has increased significantly (7A above), and we would like to see more of an increase in the number of student who complete the HTP. Recent data is shown below. 2017 is an anomaly, albeit one we would like to study and replicate. Without including 2017, recent years (2019-2021) do show an increase over early years.

#### Program Completion

Year	HTP Graduates
2014	7
2015	7
2016	10
2017	24
2018	9
2019	15
2020	14
2021	10 (13)*

Interestingly in 2021, we had 13 students on track to complete until the last few weeks of the semester. Upon hearing that they were admitted in their top target school (e.g. UC Berkeley), a couple students decided to drop their final Honors Contracts, as they no longer felt they needed the priority transfer agreement with UCLA. Being overwhelmed with COVID-related issues may also have played a role in their decisions.

Program completion is not the only measurement of success. 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. Over the last few years we have stressed this point to students. Earning transcript notation for individual Honors classes, developing close ties with Honors professors, and completing Honors research projects can all help students leverage Honors to meet their transfer goals. However, there is even more value (e.g. transcript notation, degree notation, priority transfer opportunities, and priority scholarship opportunities) if students finish the program.

More focused effort on HTP recruitment will help us increase HTP completion numbers, especially if we can get more students involved their first or second semester at Canada. Other strategies will be important as well. (See section 11.)

Other measurements of success we might want to consider include tracking the number of Honors units completed by HTP members and tracking the Honors members transfer success (i.e. did they get into their top choice transfer institution). This will 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 a UCLA-TAP member 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 %	
2014	6	3	50%
2015	9	no data	
2016	8	7	88%
2017	17	11	64%
2018	6	5*	100%
2019	11	8	73%
2020	14	10	71%
2021	13	13	100%



\* 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.

For the 2021 admission cycle, 80 students from Canada applied to the UCLA College of Letters and Sciences. 2 of the 67 non-UCLA TAP students were admitted (1.3%) and 13 of the 13 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.

Previous program reviews equated Honors course success with Honors research completed. This may not be an appropriate conclusion, as it is not clear that all Honors students engage in research in all Honors courses. Research is at the heart of Honors coursework, and most Honors courses do involve research, but we need to figure out a better metric for measuring this program outcome.

Honors Contracts are generally all focused on research. .

Year	# of Contracts Completed	Completion Rate
2016/17	46 of ??	?
2017/18	50 of 64	64%
2018/19	52 of 65	79%
2019/20	39 of 58	67%
2020/21	36 of 50	72%

On average there are about 45 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 4 years, the rate of Honors Contract completion has averaged approximately 71%. Notably, there is no penalty for students who submit Honors Contract Proposals and don't complete their Honors work. The HTP strives for high completion rates, and we hope that the introduction of IDST 150 will help improve completion rates.

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

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, as of Spring 2014, students were also eligible to publish their work in the Bay Honors Consortium (BHC) Honors Research Symposium’s e-journal. In recent years this conference has become increasingly competitive and students apply from community colleges all over the state. We were excited to have 6 proposals accepted in Spring 2020, though the event was ultimately cancelled due to COVID.

#### BHC Honors Research Symposium

Year	# Canada proposal selected	# proposal statewide
2010	12	?
2011	8	135
2012	7	140
2013	5	150
2014	7	180
2015	2	207
2016	2	over 200
2017	2	over 200
2018	2	192
2019	3 *	237
2020	6	208
2021	BHC Event not held due to COVID	

\* In 2019 a Canada student was awarded the top prize.

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
2017	6 presentations
2018	6 presentations
2019	7 presentations
2020	Cancelled due to COVID
2021	4 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 students to join the HTP and to apply. In recent years we have had 60+ attendees at our in-house Showcase. In 2021, we shifted to an online Showcase and also included a well-received HTP Alumni Panel that included current students at UCLA, UC Berkeley, and UC San Diego.

**Program Review Narrative Status:** Complete

**Related Documents & Links:**

[Honors\\_Program\\_Review \(PRIE and program data\) HTP info based on Sp21.xlsx](#)

## Goal Description: Increase number of students completing the HTP

Students engaged in Honors coursework gain many benefits, however students who complete the Honors Transfer Program earn even more benefits. Most significantly these Honors graduates earn access to additional scholarships and valuable priority transfer opportunities. The most widely used priority transfer agreements are with UCLA and UC Irvine, however there are over 30 other prestigious colleges/universities that offer enhanced transfer consideration and/or other benefits to our HTP graduates. We want to increase the number of students who will have access to these opportunities by increasing the number of students who complete the HTP. This goal involves strategies to enroll students in Honors courses (e.g. ENGL 100) during their first semester, predictable course offerings that span the GE pattern, a clear pathway for completion, and strong academic support and advising for students.

**Goal Status:** 1 - New (PR)

**Relevant Program Review Cycle:** 2021-2022, 2022-2023, 2023-2024

**Estimated Start Date:**

**Estimated Completion Date:**

**Who's Responsible for this Goal?:** HTP Coordinator and Advisory Committee

**Please select the college goals with which your program goal 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 college strategic initiatives with which your program goal aligns.:** Develop Clear Pathways, Improve Student Completion, K-12 & Adult School Partnerships, Connect Students with Internships and Mentorships, Enhance Marketing, Hold On-Campus Events, Partner with 4-Year Colleges and Universities

## Goal Description: Increase number of HTP members

There are many benefits for students who participate in the Honors Transfer Program, and we want to grow the program so that more students are able to take advantage of these benefits for personal growth and (importantly) to meet their transfer goals. Additionally, we want to increase HTP membership so that we are able to offer more Honors-only courses and thus better-serve our

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students. This goal involves further collaboration with our Outreach Department (e.g. training ambassadors, creating an Honors Ambassador), Marketing Department (e.g. creation and update of print/web program materials), and Student Support programs (e.g. Promise, EOPS, Umoja, Middle College, STEM Center, etc...)

**Goal Status:** 1 - New (PR)

**Relevant Program Review Cycle:** 2021-2022, 2022-2023, 2023-2024

**Estimated Start Date:**

**Estimated Completion Date:**

**Who's Responsible for this Goal?:** HTP Coordinator and Advisory Committee

**Please select the college goals with which your program goal 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 college strategic initiatives with which your program goal aligns.:** Develop Clear Pathways, Improve Student Completion, K-12 & Adult School Partnerships, Connect Students with Internships and Mentorships, Enhance Marketing, Partner with 4-Year Colleges and Universities, Promote a Climate of Inclusivity

## Goal Description: Increase Support for Honors Faculty

Honors faculty are the heart of our program. We recognize that mentoring Honors students is extra work, and thus we need to ensure that existing faculty are well-supported and that new faculty are excited to participate. This goal involves developing and implementing measures to decrease the workload of Honors faculty and/or to provide resources that make Honors work even more rewarding.

**Goal Status:** 2 - Continuing (PR)

**Relevant Program Review Cycle:** 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024

**Estimated Start Date:**

**Estimated Completion Date:**

**Who's Responsible for this Goal?:** HTP Coordinator and Advisory Committee

**Please select the college goals with which your program goal 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., 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 college strategic initiatives with which your program goal aligns.:** Improve Student Completion, Promote a Climate of Inclusivity

## Action Plans

**2020-2021** - Explore the inclusion of a 1 or 2-unit seminar class to support Honors students through their first (and/or subsequent) Honors courses. (Active) (Active)

**Who's Responsible for Completing this Action Plan?:** Honors Coordinator and HTP Advisory Committee

**Estimated Completion Date:**

**2020-2021** - Exploring developing a community of practice for Honors faculty (Active)

**Who's Responsible for Completing this Action Plan?:**

**Estimated Completion Date:**

**2019-2020** - Explore providing course enrichment funds as a means to cover fees, equipment, and supplies needed in Honors classes (Active)

**Who's Responsible for Completing this Action Plan?:**

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**Estimated Completion Date:**

**2020-2021** - Update HTP Advisory Committee website to include updated examples of Honors syllabi, Honors projects, professional development opportunities, etc.. (Active)

**Who's Responsible for Completing this Action Plan?:** Honors Coordinator and HTP Advisory Committee

**Estimated Completion Date:**