

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

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1	<b>Executive Summary</b>
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0	Executive Summary
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Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

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## Response Detail

No Response Information to Display

## Narrative

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. Over the past 6 years, the program serves roughly 400-500 students per academic year which includes a combination of members and non-members. Over the past 3 years, the program has consistently served 70-85 HTP members per year (data before 2014 is not available). As of Fall 2014, all HTP members who completed the program received notations on their degree/certificate and transcripts (see images below).

The HTP experienced an increase in the number of Honors course offerings due to newly approved Honors Addenda. 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 total of 55 courses can now be offered as an Honors designated course. There was also an increase in the number of Honors section offerings during the Spring 2015 semester compared to past semesters. For example, 16 Honors sections were offered in Spring 2015 compared to 7 sections in Spring 2014. The majority of the Honors course offerings in Spring 2015 were dual-CRNs, which included a fully online Honors dual-CRN in Political Science. Other departments have also expressed interest in offering fully online Honors courses (e.g., International Business). What a great opportunity for our online students as it allows for flexibility in students' schedules for students to take more classes. A continued effort in offering a wide variety of Honors course sections across disciplines continues. A variety of course offerings allow more opportunities for students with varying areas of emphasis to complete the HTP's requirement of 15-units. In 2013-2014, there were 11 course offerings and 19 in 2014-15. However, both academic years offered courses mainly in the Humanities and Social Sciences, although in 2014-15 there were several additions in Science and Math.

Ongoing challenges that the HTP program faces surround inconsistent course scheduling with little lead-in time for students, as well as a lack of program branding and visibility among the college.

As for specific action plans related to the HTP, there are several significant areas that need attention. There is a need to establish a program course offerings agreement for each academic year (a course pathway). The HTP coordinator and counselor will be working on creating this during the Spring 2015 for the 2015-16 academic year. Assistance with marketing this pathway will be needed. Also regarding course offerings, it is proposed that the program offer more summer Honors sections and more online options (note: this is at the discretion of faculty, this is just a suggestion). Additional marketing for the program is needed in order to improve the HTPs branding and visibility on campus. Specific to the program's case management, continued support in student tracking and membership evaluation is needed in order to improve, maintain and grow the program in the future.

The HTP also has an active 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. Current recommendations made by the committee include: modification of the Honors Contract Proposal process, modification to the program completion requirements, changes the Honors Contract unit requirement, recommendation that the HTP coordinator serve a 4-year term, and the creation of an Honors course enrollment agreement. The HTP Advisory Committee members are as follows: Gloria Darafshi (co-chair), Jessica Kaven (co-chair), Sarah Harmon, Janet Stringer, Gregory Anderson, Lisa Palmer, Soraya Sohrabi, Lale Yurtseven, Esteban Samra, Paul Roscelli, Denise Erickson, Lezlee Ware, Michael Stanford, and Alicia Aguirre.

DEGREE/CERTIFICATE NOTATION

TRANSCRIPT NOTATION

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## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

## 2 Program Context

1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

## Response Detail

No Response Information to Display

## Narrative

**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, high achieving students, and is meant to better prepare them for university work.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

2 Articulation

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

## Response Detail

No Response Information to Display

## Narrative

n/a

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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## 3 Community and Labor Needs

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

### Response Detail

No Response Information to Display

### Narrative

n/a

### Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

## 3 Looking Back

### 4 Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

### Response Detail

No Response Information to Display

### Narrative

Increased number of courses due to newly approved Honors Addenda. 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 total of 64 courses can now be offered as an Honors designated course.

Increased honors section offerings. There was an increase in the number of Honors courses offered over the past 2 years compared to past semesters. For example, 23 honors sections were offered in Fall 2016, 18 in Spring 2016, and 16 Spring 2015 compared to 7 sections in Spring 2014. The majority of the honors course offerings were dual-CRNs, which included a fully online Honors dual-CRN in Political Science. Other standalone honors courses were offered in Career and Personal Development (CRER), Political Science and History. Additional departments have also expressed interest in offering fully online Honors courses in the future (e.g., International Business, Communication Studies). What a great opportunity for our online students as it allows for flexibility in students' schedules for students to take more classes in honors.

A continued effort in offering a wide variety of honors course sections across disciplines. A variety of course offerings allow more opportunities for students with varying areas of emphasis to complete the HTP's requirement of 15-units. As highlighted in the table below, there were 11 course offerings in 2013-14, 19 in 2014-15, and 31 in 2015-2016. However, over the course of several academic years, the majority of the courses offered were mainly in the Humanities and Social Sciences, although there were several additions in Business, Science and Math.

2013-2014 (\*according to the program review) 2014-2015

- COMM 110
- ECON ???
- ENGL 100
- ENGL 110
- HIST 100
- HIST 106
- MUS 109
- MATH 200
- SPAN 161
- SPAN 162

- PHIL 320 · ASTR 100
- COMM 110
- CRER 110
- ECON 230
- ENGL 100
- ENGL 110
- HIST 106
- HIST 245
- MATH 200
- MATH 253 · MATH 270
- MATH 275
- MUS 115
- PHIL 200
- PHIL 300
- PLSC 150
- PLSC 325
- SPAN 161
- SPAN 162

2014-2017

- ART 102
- ART 103
- ART 104
- ASTR 100
- ASTR 101
- BIOL 130
- BIOL 250
- BUS. 100
- BUS. 101
- BUS. 125
- BUS. 201
- COMM 110
- CRER 110
- ECON 230
- ENGL 100
- ENGL 110 · HIST 106
- HIST 245
- MATH 200
- MATH 253
- MATH 270
- MATH 275
- MUS 115
- PHIL 200
- PHIL 300
- PLSC 150
- PLSC 320
- PLSC 325
- SOCI 100
- SPAN 161
- SPAN 162

Change to HTP completion requirements. In order for students to complete the HTP, there used to be a STEM/non-STEM requirement. For example, of the 15-units of honors that were required to complete the HTP, students with a STEM emphasis were required to complete at least 3-units of honors in non-STEM course and students with a non-STEM emphasis were required to complete least 3-units of Honors in a STEM course. The main concern is that students will be unable to complete the program with the STEM/non-STEM requirement. With this in mind, the HTP Advisory Committee temporarily removed this requirement until more STEM courses are consistently offered in honors. This change was implemented in order to help more students complete the program.

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 are offered every semester. This can make it challenging for students to plan their schedule ahead of time and can influence whether or not a student completes the HTP. Therefore, with this in mind, 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. Other programs that offer honors courses include CWA and Puente.

#### Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

#### Response Detail

No Response Information to Display

#### Narrative

1. **EXECUTIVE SUMMARY:** Executive Summary details strengths of design of HTP. How many students get full benefit of these strengths? Challenges and action items well addressed.
  - a. Great suggestion! The numbers were incorporated in this year's executive summary.
2. **IMPACT OF RESOURCE ALLOCATIONS:** Provides speculation on impact to program, no evidence/analysis of resources (HTP Coordinator, dedicated counselor, funding) to current program.
  - a. There is no "hard data" other than improved program management (which includes case management) and increase in the number of honors course offerings. We felt a program reflection was appropriate data to share.
3. **CURRENT STATE OF THE PROGRAM, EVALUATION:** No discussion of relation to Student Equity Plan, but does discuss connection of HTP and Educational Master Plan.
  - a. Relating the HTP to the Student Equity Plan was not requested in the question even through it was part of the selection criteria on the rubric, and was therefore was not addressed in the program review. Clearly the rubric did not reflect the question and since has been updated.
4. **LOOKING AHEAD, STRATEGIC ACTION PLANS:** Action plan focuses mostly on already completed items – only one is ongoing and one is in the future.
  - a. Yes; that is correct. Improving program operation has been a goal of the program for several years and is finally at an improved point in which additional goals can be set.
5. **FUNDING:** Suggest reiterating funding request listed in Program Review document.
  - a. Two years ago this question focused on describing any projects that your program would like to pursue that are currently unfunded or not fully funded. It was further asked to explain how such a project would support program needs and align with the college's strategic plans. Because the focus of the department over the past few years (specifically since 2014) has been to strengthen the program as a whole (i.e., increase course offerings, improve student tracking, implement processes within), no new funding-based projects were requested. However, due to the fact that the coordinator and the counselor are partially funded via reassigned time or the like, opposed to other like programs such as CWA who has a full-time designated counselor, in addition to a partially funded coordinator and retention specialist), the HTP does not receive equitably support for a program comparable in size. This will be noted in this year's program review.

#### Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

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## Response Detail

No Response Information to Display

## Narrative

Below you will find a report on progress made on previous action plans and toward the program's strategic goals.

Action Item	Responsible Party	Timeline
Resources Required	Rationale	Status
HTP counseling and case management	HTP counselor and Transfer Center faculty	PT: 2009-2015

FT position, shared with Transfer Center started Fall 2015 5 hours/week

Full-time, shared with 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. Position fully met as of Fall 2015. Set hours per week for honors still needs to be negotiated.

Inclusion of the HTP as line item in the college budget College President & VPI Fiscal 13-14 (identified goal) Estimate: \$15,000 Stable funding strengthens the program Unknown.

During 13-14 the program was funded by Measure G.

Currently the program does not have a set budget for program related expenses.

Outreach, promotional materials, etc. HTP Coordinator, Visual Coordinator, Marketing Director, College Recruiter Ongoing \$1000 The HTP's materials are out of date (other than the schedule flyers that are dispersed every semester). The program no longer has tabling materials or a college-wide banner – all of these materials need to be replaced. Incomplete.

The program has received Vending Commission funding in the past but only for the on-campus honors research showcase.

Honors designated space. Workstation for HTP student assistant & honors designated space on campus. HTP Coordinator & VPI Ongoing Allocation of designated honors on-campus space. Funding may be needed. The National Collegiate Honors Council and UCLA TAP recommends that an honors space be allocated to students in the program

NOT currently have a workroom for the student assistant was granted. Discontinued & currently unaddressed.

Was allocated a space in the Learning Center but it was given away in Fall 2014.

Discontinued student assistant in Fall 2014.

Possible collaboration with PTK on a shared honors space is recommended.

Student fund VPI/Office of Instruction Fall 2017 \$500-\$1000/year There are many fieldtrip, student conferences/showcases, and enhanced learning opportunities that are specific to honors courses, but there is no funding for said expenses. Currently, professors and students are paying out of their pockets and excludes those who do not have extra funds. New item.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

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Source: IPR

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Response Types: All Responses Types

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write "not applicable?".

## Response Detail

No Response Information to Display

## Narrative

Not applicable.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

### 6.B. Impact of Staffing Changes

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

During the 2014-2015, the HTP had an interim coordinator appointment for one year. The HTP advisory committee recommended that the coordinator position be at least a 4-year term of service in order to make any meaningful impact on the program. Therefore, a college-wide search for a new coordinator for a 4-year service term was posted during the Spring 2015 semester with the coordinator starting its term in Fall 2015. The coordinator position was approved for 0.40 FTE, renewable every two years. Without this support the program cannot be properly managed. There was a change in HTP counseling leadership. An adjunct counselor started a one-semester term in Spring 2015. She was allotted 5 hours a week to work on the HTP (the past counselor had the option of 4 hours/week designated to HTP). Due to high demands on the counselor surrounding case management and student appointments, 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. Students are now able to meet with the counselor and the coordinator to receive up-to-date information on their membership and/or honors course status. Surprisingly, before fall 2014, even with a designated honors space, a counselor designed to the program for 4 hours a week, and a student assistant, the case management was nonexistent. Without case management, students' applications to 4-year institutions cannot be verified, along with membership complete, which is required for honors-to-honors transfer opportunities, to be considered for enhanced transfer opportunities and honors related scholarships, among other things. Without this support, especially with case management, the program cannot be successful. The past two program reviews stated that the HTP received assistance of up to 10 hours/week from a student worker. This position has not been carried forward since 2014.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

4	Current State of the Program
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7	Enrollment Trends
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Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

## Response Detail

No Response Information to Display

## Narrative

Over the past five academic years, the HTP has met or exceeded its goals for headcount, FTES and Load. The most accurate program data is reflected in 2013/14, 2014/15 and 2015/16 (Unfortunately, the data from 2011/12 & 2012/13 does not reflect an accurate headcount, etc., which was most likely due to an inaccurately high number of honors sections reported for those years. For example, the data for those same years provided for the last program review reported enrollments of 377 and 359, respectively and not 1088 and 800). In the three most accurate years, the headcount was over 500 in 29 to 47 mostly Dual-CRN sections offered. Specific to FTES and Load, they are not applicable because of how the courses are offered in the program (e.g., dual-CRNs). What is not reflected in the data are honors courses completed via honors contract (students who earn honors credit for non-honors transferable courses). As for trends in the program and course enrollments, only one honors course has been offered during the summer: COMM 110. All other courses in the summer are offered via Honors contract, which is usually an Independent Study 695 course. Enrollment in the program 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.

Additionally, what's not reflected in the data is the number of honors courses (mainly dual-CRNs) that are cancelled due to under-enrollment. 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. Therefore, 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 emphasizes the college's commitment to the HTP and thus adds more stability in our course offerings for students.

With regard to marketing and articulation, one significant change made in Fall 2014 for all HTP graduates is the notation on their transcripts and degree/certificate. Although these notations have been advertised as a benefit of the program, the first time it occurred was during Fall 2014 (we retroactively noted Spring 2014 graduates' transcripts and reprinted their degrees/certificates). The marketing and follow through of such notations reflects a cohesive and credible program. With the addition of the program pathway and transcript/degree/certificate notations, the HTP can continue to attract the high-achieving students to not only participate in the program, but to actually complete it. Below you will find examples of noted transcripts and degree/certificates.

DEGREE/CERTIFICATE NOTATION

TRANSCRIPT NOTATION

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Response Types: All Responses Types

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

### 8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

## Response Detail

No Response Information to Display

## Narrative

The equity gaps that are most important for improving outcomes in the HTP are to increase the access rate for female and Hispanic students. According to the chart below, it will require that the program increase access for at least 13 female students and 16 Hispanic students. The college can help address these gaps through outreach to new and current students. No additional changes are recommended.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

### 8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

## Response Detail

No Response Information to Display

## Narrative

The large majority of honors students in 2015/16 enrolled in face-to-face honors sections versus online, which is reflected in headcount breakdown in the table below. One area that should be highlighted is that students taking honors courses online had much lower success and retention rates than students taking honors courses face-to-face. Although just a small sample, in 2015/16, students taking honors fully online reported a 3.9% lower success rate yet a 8.5% higher retention rate when compared to the college online course average. In 2015/16, there were no hybrid courses offered. As for the webassisted courses, both the success and retention rates were high at 87% and 100% respectively.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

### 9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

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## Response Detail

No Response Information to Display

## Narrative

n/a

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

9.B. SLO Assessment - Impact

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

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## Response Detail

No Response Information to Display

## Narrative

n/a

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10 PLO Assessment

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

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**Response Types: All Responses Types**

**Response Detail**

No Response Information to Display

**Narrative**

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 2016 there were 10 HTP graduates, an improvement from past years (7 in Spring 2015, 7 in Spring 2014; no data is available before 2014). Although program completion is not the only measurement of success, this number is low considering the honors enrollment was 380 in 2015-16 (this number includes mostly non-members). Other measurements of success could include tracking the number of units that were completed by HTP members and non-members and Honors members' and non-members' transfer status and names of institutions, however, the case management of such data was not tracked prior to 2013-14, in addition to only having access to incomplete transfer data.

As of Spring 2016, ~80 students were identified as HTP members. Upon a course management review of HTP members. With close to 100 members, this emphasizes the necessity of effective case management within the program. This may also highlight potential confusion between PTK and HTP. To help with this issue, PTK has added several slides addressing "How is PTK different from our Honors Transfer Program" when conducting new student orientations. The HTP advisory committee is also in the process of recommending marking strategies aimed at improving the overall branding and understanding of the program.

**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. Although 6 students applied for the UCLA TAP in Spring 2014, only 3 applications were approved and none of those students attended the college. In Spring 2015 & 2016, 9 students applied to the Honors TAP agreement through UCLA. The highest number of certifications that the program has processed was in Spring 2017 at 15 students.

**PLO B: Completed Honors research.**

Specific to 2015-16, the enrollment was 380, equating to 380 research opportunities via honors designated courses. Of the 380 Honors research opportunities, there was an 81.8% success rate, which is well above the success rate goal of 70% students. That year 310 students completed their work. Data specific to Honors Contracts, during the 2015-16 roughly 80 applicants completed their research, a 57.5% completion rate (note: there is no penalty for students who submitted Honors Contract Proposals and didn't complete their Honors work).

**PLO C: Presented Honors research at Cañada College's Student Research Conference and/or the Bay Area Honors Consortium.** For the past 7 years Cañada College's Honors students have been selected to present their research at the 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 ejournal. 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

All students selected to present at the BHC Honors Research Symposium were also required to participate in the college's student research conference. For all other students who were not selected to present at the symposium or other interested students, also had the option to participate in Cañada's research showcase. Over the past two years, over 20 students have presented their honors research at the campus-wide showcase (participation data is not available for academic years prior due to changes in program coordination).

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## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

10.A. PLO Assessment - Plan

Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

## Response Detail

No Response Information to Display

## Narrative

The HTPs PLOs were updated Spring 2015 (see below).

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

- Completed at least 15-units of Honors;
- Completed Honors research;
- 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 2014 there were 7 HTP graduates out of an undetermined number of HTP members (the list of members is not current and dates back to the start of the program in 2009). Although program completion is not the only measurement of success, this number is low considering the Honors enrollment was 359 in 2012-13. Other measurements of success could include tracking the number of units that were completed by HTP members and non-members and Honors members' and non-members' transfer status and names of institutions, however, the case management of such data was not tracked in 2013-14 (or past academic years), in addition to only having access to incomplete transfer data.

As of Spring 2015, 84 students were identified as HTP members. Upon a course management review of HTP members by Lucy Perez (HTP counselor as of January 2015), unfortunately of the 84 members on file, 26 of them, or 31%, have not taken 1 unit of Honors (all but 1 of the 26 students were currently enrolled in the college). This emphasizes the necessity of effective case management within the program. This may also highlight potential confusion between PTK and HTP. To help with this issue, PTK has added several slides addressing "How is PTK different from our Honors Transfer Program" when conducting new student orientations. The HTP advisory committee is also in the process of recommending marking strategies aimed at improving the overall branding and understanding of the program.

## 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. Although 6 students applied for the UCLA TAP in Spring 2014, only 3 applications were approved and none of those students attended the college. In Spring 2015, 9 students applied to the Honors TAP agreement through UCLA. However, 2 of the 9 students hadn't completed 1-unit of Honors. Of the 7 students who applied for TAP, only 4 submitted the required forms (1 student was 3-units short of the UCLA requirements – s/he completed a 3-unit Inde-

pendent Study 695 course which our program accepts but UCLA doesn't; 1 student did not respond to numerous emails and phone calls reminding him/her to submit the required TAP forms, therefore his application was deemed ineligible; 1 student did not complete 15 units of Honors need to finish the HTP).

PLO B: Completed Honors research.

Over the course of five academic years, the total student enrollment in Honors courses was 1,704. Therefore, there were 1,702

opportunities for students to complete Honors-level research (unduplicated headcount was not provided in the data packet; this number also included Honors Contracts). Of the 1,704 Honors research opportunities, 1,295 students completed their work, a 76% success rate. Specific to 2013-14, there was an enrollment of 394, the highest since 2011-12 by 17. Of the 394 Honors re- search opportunities, 317 students completed their work, a 80% success rate. Data specific to Honors Contracts, during the Fall 2014 semester, 23 students out of 40 applicants completed their research, a 57.5% completion rate (note: there is no penalty for students who submitted Honors Contract Proposals and didn't complete their Honors work).

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

For the past 6 years Cañada College's Honors students have been selected to present their research at the symposiums held at either Stanford University of University of California, Berkeley. In addition to pre- senting their research, as of Spring 2014, students were also eligible to publish their work in the Bay Honors Consortium (BHC) Honors Research Symposium's ejournal.

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	8 applied, accepted TBD – of 207 statewide applicants

All students selected to present at the BHC Honors Research Symposium were also required to partici- pate in the college's student research conference. For all other students who were not selected to present at the symposium or other interested students, also had the option to participate in Cañada's research conference. Due to HTP coordination changes, Spring 2014 participation data is not available. Participa- tion data will be available following the conference in Spring 2015.

#### Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

#### 10.B. PLO Assessment - Impact

Describe your program's Program Learning Outcomes assessment plan and summarize the major findings of your assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

#### Response Detail

No Response Information to Display

#### Narrative

HTP students are competitively selected for the BHC Honors Research Symposium, a conference that attracts proposals from students throughout the state. Specific to Cañada's HTP, there was a record number of duplicated students enrolled in Honors courses in 2013-2014 at 394. However, this is not re- flected in the number of HTP graduates and honors credits taken as HTP members. Improved communi- cation between the HTP coordinator, counselor and students enrolled in the honors-level courses is

needed in order to see why students are: (1) not applying for HTP membership, (2) not completing the HTP, and (3) HTP members but not taking Honors units. Assistance from PRIE is needed in order to identify all students taking Honors courses and to gain their contact information. Once students' contact information is obtained, promotional and informational materials regarding the HTP must be shared, along with the creation and implementation of effective program case management aimed at addressing aforementioned concerns.

The PLOs were updated in Spring 2015 from past years mainly due to two of the three old PLOs not be- ing measurable or not having access to the appropriate data. The two PLOs that were removed were: (a) completed an educational and transfer plan that culminated in applications to at least two universities and two scholarships and (b) gained a strong sense of themselves as student scholars and an increased confidence in their work. The two new PLOs coincide with the HTPs completion requirements and rec- ommended opportunities for student members of the program.

# Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, HTP & CWA

Response Types: All Responses Types

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

## 5 Looking Ahead

11 Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

## Response Detail

No Response Information to Display

## Narrative

There is no Narrative Entered.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

12 Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

## Response Detail

No Response Information to Display

## Narrative

There is no Narrative Entered.

## Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display