



# **Honors Transfer Program**

**Program Review - Annual Update**

**2022 - 2023**

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## Annual Update Questions - Disciplines

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**1. Describe any changes or updates that have occurred since you last submitted program review. If there haven't been any changes or updates since your last program review, enter N/A.**

The Honors Transfer Program (HTP) submitted a comprehensive program review in Fall 2021. There have been no major changes in the program since that time, however Honors course enrollments and Honors Contract proposals have dropped.

Course Enrollments (at census)

2017/18: 215

2018/19: 202

2019/20: 246

2020/21: 177

2021/22: 219

F22: 65

Strong enrollment in our 1-unit course offerings during 2020/21 helped maintain high total enrollment in 2021/22. This fall, course enrollments hit a recent-era low of 65 students. Fall enrollments are usually less than spring enrollments, but the low enrollment in F22 is cause for concern!

Honors Contract Proposals

2017/18: 54

2018/19: 67

2019/20: 59

2020/21: 51

2021/22: 41

Fall Honors Contract proposals hit an all time low of 11 contracts. Generally, there are fewer submission in fall, but this is still a dramatic decline.

The drop in Honors enrollments and contracts is likely due to several factors related to a decline in college enrollment and (importantly) the shift online during/since COVID. The shift online had an immediate impact on the number of faculty willing/able to offer Honors classes and/or mentor Honors Contracts. Further, our outreach to local high schools was significantly impacted and there was also a significant decline in visibility of our program on campus. e.g. Online dual-CRN Honors classes don't offer the same level of informal interaction with non-Honors students, and students no longer find the HTP via on-campus posters and events.

We launched a new course, IDST 150: Honors Research Seminar in Fall 2021. The course is designed to mentor Honors Contract students through the research process... and thus to hopefully increase completion of Honors Contracts and simultaneously take some of the mentoring load off of Honors Contract mentor faculty, who are not compensated for their work.

## Honors Transfer Program - Annual Update

### 2. Provide a summary of the progress you have made on the goals identified in your last program review.

Our program listed three goals in the 2021/22 program review.

1. Increase Number of HTP Members
2. Increase Number of Students Completing the HTP
3. Increase Support for Honors Faculty.

#### **Goal 1: Increase Number of HTP Members:**

Our HTP membership continues to grow, even as college enrollment declines. We solicit membership through other college programs (e.g. Promise, Middle College, PTK, etc...) as well as by using PRIE data to directly reach out to qualified students. Membership numbers are strong, but we need to enroll students into the HTP sooner in their time at Canada, and (once enrolled) the students need to actual take Honors classes!

HTP Student Membership

Sp18: 52

Sp19: 78

Sp21: 100

Sp22: 108

Fall 22 membership (as of mid-October) is currently 85 members, which is good. We will likely add 20-30 members in spring term.

#### **Goal 2: Increase Number of Students Completing the HTP**

To complete the HTP, students must complete 15 units of Honors coursework and maintain a 3.3 GPA.

Sp18: 9

Sp19: 15

Sp20: 14

Sp21: 10 (13) \* 13 students were 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 few 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 as well. With fewer students taking Honors classes and Honors contracts in Fall 2022, we don't anticipate an increase in the number of students completing the program. The new IDST 150 will likely help increase HTP completion, as it simultaneously supports students and faculty. However, to increase student completion of HTP, we need to work to increase the number of students taking Honors classes and Honors contracts. More work needs to be done on this!

Notably, not all students aspire to complete the HTP. There are substantial benefits to be gained from Honors even if students do not complete 15 units of Honors coursework (e.g. transcript notation for Honors classes, close relationships with Honors faculty, opportunity to conduct and present research, meaningful exploration in their field, etc...)

#### **Goal 3: Increase Support for Honors Faculty**

Current initiatives to support faculty, noted in our program review, include funding faculty travel to Honors conferences, the development/offering of the IDST 150 Honors Research Seminar, course-enrichment

## Honors Transfer Program - Annual Update

funds, exploring a community of practice, and updating our HTP Advisory Committee website to include examples of Honors syllabi, Honors projects, professional development opportunities, etc...

Our progress: We continue to fund faculty to attend the National Collegiate Honors Council (NCHC) annual conference and the Bay Honors Symposium, but both were impacted over the last 3 years due to COVID. Additionally, we successfully launched IDST 150 in F21, and have offered it each semester. IDST 150 supports Honors Contract students, thus reducing the mentoring workload for our uncompensated Honors Contract faculty. We still need to update our HTP Advisory Committee website and explore a community of practice.

An important initiative not included in the most recent program review is to explore compensation for Honors faculty. Mentoring Honors Contracts and teaching dual-CRN Honors classes are both time-intensive and unpaid. One college in the district offers modest compensates faculty. The other two do not.

**3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.**

The program needs to increase student outreach, student support, and faculty support. We are not adding/changing any of our goals at this time, but we are submitting a resource request for funding for a student worker.

The HTP has a HTP Coordinator who administers and directs the program, but the coordinator does not have sufficient time for outreach and student support. Ultimately, the HTP could benefit from one or more of the following; increased administrative support, increased counseling support, retention-specialist support, and/or student ambassador support.

In Fall 2019, the HTP collaborated with the Transfer Center and Counseling to request a Program Services Coordinator, but the request was not funded. Further, the program still lacks the formal appointment of an Honors Counselor. Prior to Fall 2017, the HTP had a dedicated counselor (tenure-track, hired with Honors in their job description). The position shifted to a full-time grant-funded counselor in Fall 2017. When the grant ended in 2019, the HTP was left with no formal dedicated counselor. We have been using the services of a transfer counselor, but that is not the same as having a counselor embedded in the program.

In Spring 2020, the HTP was working with the Outreach Department to hire a joint Honors/Outreach Student Ambassador. COVID derailed that effort.

At this ime, wWe are not formally requesting a new position (e.g. counselor, program services coordinator, or retention specialist), but we do plan to explore options for collaboration with other programs (e.g. Transfer Center, Interest Areas, etc...) as we figure out the best path forward. For now, we are requesting an increased budget to fund a Honors Student Ambassador position each year. This student will work 10 hours per week to help with program administrative tasks, student outreach, and student engagement. Outreach will include class presentations, tabling, workshops, and mentoring hours.

### Supporting Information

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# Honors Transfer Program - Goals and Resource Requests

## Goals

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### Goal Status

2 - Continuing (PR)

### Goal Title

Increase number of students completing Honors Transfer Program

### Goal Description

(From 21/22 program review): 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.

COVID has decreased the visibility of the HTP. Although our program membership remains strong, class enrollment has dropped. We need students to be able to find the HTP earlier in their time at Canada, so that they have time to take more Honors classes. Further, students already in the HTP need more encouragement to take Honors classes/contracts. A student Honors Ambassador can work with the college Outreach Ambassadors, table at on-campus events, deliver classroom presentations on the benefits of Honors, participate in Honors workshops, and be available as a mentor for current/future Honors students.

### Program Review Cycle When the Goal Begins

2022 - 2023

### Who's Responsible for this Goal?

HTP Coordinator, Susan Mahoney

### Mapping

- CAN Strategic Initiative Topics: (X - Selected)

CAN Strategic Initiatives

- Be the best college choice for local high school students: X
- Better share what Cañada offers: X
- Connect students to the academic program(s) and classes they need: X
- Create and sustain an inclusive, antiracist, and equity-minded campus culture: X
- Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete: X
- Strengthen K-16 pathways and transfer: X

- CAN College Goals: (X - Selected)

CAN College Goals

- Community Connections: X
- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X

# Honors Transfer Program - Goals and Resource Requests

## Resource Requests

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### Item Requested

Funding for a student assistant: Honors Student Ambassador

### Item Description

We would like to augment our HTP budget to include an annual student worker position. The student would be work 10 hours per week over 36 weeks as a Level C Student Assistant (~\$20/hour). The student will work to help train the college Outreach Ambassadors, table at on-campus events, deliver classroom presentations on the benefits of Honors, participate in Honors workshops, and be available as a mentor for current/future Honors students.

### Status

New Request - Active

### Type of Resource

Budget Augmentation

### Cost

7200

### One-Time or Recurring Cost?

Recurring Cost

### Critical Question: How does this resource request support closing the equity gap?

Our program did not have many equity gaps to address in the most recent program review, though this position can help with those we do have. For example, our Honors courses enroll a much higher % of Hispanic students than are enrolled in the HTP. Further, we are under-enrolled in Filipino students. Targeted outreach to classes, support programs, etc... by a student can help close these equity gaps.

### Critical Question: How does this resource request support Latinx and AANAPISI students?

Latinx and AANAPISI students are under-represented in high school AP and International Baccalaureate programs, and as such these students don't likely don't walk onto the college campus assuming the identify of an Honors student. Our HTP strives to create Honors scholars, not simply serve students who self-identify as Honors students from the start of their college career. More outreach to Latinx and AANAPISI students, especially by other students, will help to increase HTP participation. The availability of our Honors Student Ambassador in drop-in hours may also help students be comfortable asking question and reaching out for support.

**If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.**

### **NEW CLASSIFIED HIRING/POSITION JUSTIFICATION**

#### **Justification**

**This position has been reviewed by the department or division and is recommended for hiring.**

### **NEW FACULTY POSITION PROPOSAL**

#### **C. Program Vitality and Viability**

#### **D. What is the evidence of student demand to justify the proposed position?**