



Honors Transfer Program

Program Review - Annual Update

2023 - 2024

Non-Personnel Item (2023 - 2024)

Program Requesting Resources

Honors Transfer Program

Item Requested

Honors Contract Faculty Professional Development (Community of Practice)

Item Description

In order to:

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

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

1) Getting Started and Planning Ahead:

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

2) Setting the Foundation and Beating Student Procrastination:

- Scaffolding honors research: Faculty Coaching, modeling, and guiding practices
 - Student research and reading and writing support resources
 - Meaningful equity and antiracist honors research topics
- Beating Procrastination:
 - Helping students narrow and finalize their topics
 - Feedback on student research

Honors Transfer Program - Resource Request

- Systematic student note taking
- The power of student annotated bibliographies
- Scheduling student work
- Student outlining strategies
- Addressing student imposter syndrome and anxiety
- Motivation and mini-goals
- Honors Faculty and staff exchange challenges, strategies, and resources

3) Finishing Before Finals and Preparing to Present:

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

This work addresses:

the college goal 1: Student Access, Success and Completion

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

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

2.1

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

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

Compensation

Honors Transfer Program - Resource Request

Up to 10 faculty in the program will be compensated \$75 per hour upon completion of

- 1) A HTP PD session (up to three 90 mins sessions/4.5 hours)
- b) the task (see tasks associated with each session)
- c) a very brief report/reflection via an electronic form and time sheet (to be filled out each session).

Additionally, faculty will be compensated \$75 per hour for:

up to 5.5 hours of meetings with their honors contract student (s) a semester after providing a very brief report and completing a timesheet.

The total possible compensation for completing the whole program is \$750 per faculty member per semester, or \$1500 per academic year per participant.

The Honors Coordinator will manage the time sheets.

The PD will be co-facilitated by honors faculty and the Honors Coordinator

Program Goals this Request Supports

This PD for honors contract faculty is designed to address our program goals to increase the number of honors students and numbers of students completing the program and their transfer goals. Additionally, the PD supports our goals for honors transfer students to:

- 1) Complete at least 15-units of Honors coursework and complete their transfer plans. Honors Contracts are necessary for our students to complete sufficient units and they provide rigorous academic opportunities that enhanced their transfer applications.
- 2) Complete and present their original honors research (at Cañada College's Honor Research Conference, the Bay Area Honors Consortium, and other venues such as NCHC). These are meaningful learning experiences that can build student confidence and enhance their applications for transfer.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

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

The goals of this PD include:

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

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

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

Honors Transfer Program - Resource Request

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

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

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

Which of Cañada College's Strategic Initiatives does this resource request support?

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

Personnel - Classified Staff (2023 - 2024)

Personnel - Classified Staff (2023-24)

Hiring Division/Department:

Honors Transfer Program

Position Title:

Honors Student Ambassador

Is this position permanent?

No

Position Type

Part-time

If Part-Time, what percentage of Full-Time is this position?

75

Provide # of months

10

Program Goals this Request Supports

Increase the number of Honors Transfer Program (HTP) student members, increase the number of students completing the HTP program, and increase the number of HTP students successfully transferring

Position: General Funds

5,000

Allocation: General Funds

0

External Funds Expiration Date

06/30/2024

Honors Transfer Program - Resource Request

Justification

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

Needs for Honors Student Ambassador Position

The Honors Student Ambassador is needed to effectively promote the Honors Transfer Program (HTP). The student will help:

-share pertinent and timely deadlines (such as for Honors Contract Proposals, Honors Counselor Meetings, SEP updates, Transfer Alliance Program, and Transfer Admission Guarantee), resources, events,* and information

(about eligibility, benefits, applying, courses, contracts, events) with students across campus, district, and interest areas

-maintain and expand the diversity of HTP students assuring that the program continues to be inclusive and that the students in the program have what they need to succeed

Duties for Honors Student Ambassador Position

The Honors Student Ambassador will assist Honors Transfer Program (HTP) Coordinator in a variety of administrative tasks including:

- Creating new or further developing current HTP marketing materials such as flyers, program videos, webpages, newsletters, and social media messages and distributing them widely and with sufficient frequency
- Effectively and accurately communicating information about HTP opportunities, procedures, and benefits to current and prospective Honors students through but not limited to:
 - class visits
 - faculty and staff meetings
 - high school visits with college recruiter
 - office hours in the transfer center
 - visits to key programs, committees and clubs including PUENTE, Umoja, Promise, EOPS, TRIO SSS, The Undocumented Student Center, ASCC, The International Student Center, The Chinese Student Club, ESL Conversation Club, LGBTQ+ Student Club, Cultural Center Events, and more
 - HTP events:* 1) Fall Kick off 2) Fall Honors Priority Transfer Workshop 3) Spring Kickoff 4) The Honors Research Showcase 5) The Bay Honors Symposium Abstract Workshop, 6) Bay Honors Symposium Workshop
- Additionally, the Honors Student Ambassador will:
 - Help with HTP event logistics: Post signs and flyers, carry supplies, arrange desks, prepare white board, set up sign in and refreshment tables, distribute handouts, greet attendees, make sure fellow students sign in, solicit and answer questions on zoom/in person
 - Represent the HTP at on-and off campus college events: participate in presentation and Q & A
 - Assist in the development and/or implementation of student workshops
 - Attend Honors Advisory Committee Meetings
 - Offer feedback and/or programmatic ideas to the Honors Coordinator
 - Be a role model for other Honors students
 - Help Promote honors only courses, honors events, and PTK/Honors collaborations in order to build the "cohort" experiences of HTP students and further their sense of belonging
 - Help promote Honors Contracts and Honors Projects that uplift the voices of students and speak to their individual interests and needs
 - Provide comments on the (upcoming) Honors Transfer Program Review (s)

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

Mission

The work of this position to foster student engagement in meaningful high caliber honors research and affordable student opportunities for transfer aligns with the college mission to engage and empower students

Honors Transfer Program - Resource Request

"in transforming their lives and communities through quality education."

Strategic Goals of The College:

One: The Honors Student Ambassador work will assist us in addressing:

College Goal #2: Equity-Minded and Antiracist College Culture

"Cañada College transforms its culture to be equity-minded and antiracist. Our teaching, learning, and services create a sense of belonging among all community members so they are able to recognize that their unique

selves are valued, express themselves fully, and thrive. Our educational practices reflect the fundamental importance of individualized learning experiences, the shared building of knowledge, and promoting social justice

at Cañada College" (EMP 8).

The Honors Student Ambassador work will contribute to student cohort experiences, campus events, and collaborations that impact student sense of belonging. They will help promote honors research which uplifts student voice and unique student interests and learning styles via meaningful research in a variety of formats (primary research, experiments, research papers, websites, business plans, small businesses, laboratory and field studies, and more).

Two: The Honors Student Ambassador position will help us to:

"2.10: (2) increase student voice in college processes" (EMP 12).

The student will attend the HTP Advisory Meetings, ASCC, occasional committee meetings, and provide insight and student voice during program review.

Three: The Honors Student Ambassador work will help us to address:

Goal 3.8 Community Connections

"Cañada College establishes equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways

for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities" (EMP 13).

The Honors Student Ambassador will help us to strengthen transfer support through their communication about university pathways and work to help increase the number of Cañada College honors students who transfer to a 4-year universities and private colleges which provide priority transfers, guarantee, or enhanced consideration, and scholarship opportunities for our honors students. Specifically, the Honors Student Ambassador visits to classes, meetings with fellow students, distribution of information and marketing materials, collaboration on Honors Transfer Program events and workshops, and attendance at Advisory Committee Meetings and communication of that work will allow the student ambassador to spread understanding of the Honors Transfer Program eligibility, benefits, and completion requirements. This work will enable more students to take full advantage of the honors academic opportunities (including courses, research showcase, symposium, and conferences), Priority Transfer, and Transfer Alliance Program partnerships that will amplify their chances for transfer. In particular, sharing of information about the enhanced scholarship and financial aid opportunities for honors students is critical. For example, below is a representative sample of the types of honors transfer agreements we have with dozens of top colleges:

4. Practice need-blind admission for all applicants (including domestic applicants, international students, undocumented students, military veterans, and nontraditional students).

5. Meet the full demonstrated financial need without requiring student loans for of all admitted students, including veterans of the U.S. military, international students, and undocumented students. (2023

Honors Transfer Program - Resource Request

Yale

University Transfer Agreement with Honors Transfer Council of California, 1)

Four: The Honors Student Ambassador general outreach and specific work with key programs such as PUENTE, Umoja, and Promise will contribute to "(3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students" (EMP, p.13). The above mentioned financial assistance benefits are relevant for low income students.

Five: The outreach work of the Honors Student Ambassador (including visits to local high schools, office hours in the transfer center, zoom meetings with prospective and new honors students, creation and distribution of flyers and videos on social media, websites, on campus, and in the community) will contribute to the colleges' "equity-minded partnerships with other educational institutions, employers, governments, and community-based organizations that result in seamless pathways for high school students transitioning to college, college students transitioning to university, and all community members pursuing career, and lifelong educational opportunities." (EMP, p.22)

3.Explain how adding this position will strengthen the department or division.

The Honors Student Ambassador work will help us to fulfill our program goals to increase the number of Honors Transfer Program (HTP) student members, and the number of HTP student members completing the program.

4.Explain how this work will be accomplished if the position is not filled.

Under the current Honors Transfer Coordinator (2 year term) some of this work will be accomplished temporarily through very occasional use of the student assistant in the Office of Instruction, through the Honors Transfer Coordinator's "volunteer" overtime work on evenings, weekends, winter vacations, and summer vacations, through occasional alternating staff and faculty volunteers at events when the Honors transfer Program Coordinator is able to coordinate them. Other aspects of the work will not get done.

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

A big part of this position will be focused on achieving the goal to "(3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students." The outreach work and events the Honors Student Ambassador will take part in will be focused on including all students and especially supporting and uplifting the voices of students from communities that are low income, have been minoritized, and/or underserved. This will be done by promoting meaningful honors research projects, forums for sharing their work, individualized counseling, and information about the enhanced scholarship opportunities and chances for full funding for Honor Program Students at top private universities. A key justification for this position is the need to maintain and expand the inclusiveness of our program. HTP students who successfully complete the program should be representative of our student population.

6.Critical Question: How does this resource request support Latinx and AANAPISI students??(

Through outreach, campus events, and class visits the Honors Student Ambassador will be an important role model and connection to the Latinx and AANAPISI students. Our current and prospective Honors Student Ambassadors are Asian and Latinx. Both students offer bilingual bicultural cultural competency skills and are excited about reaching out to different communities of students. They have and will share ideas about how to involve more Latinx and ANANAPISI students. They will visit program meetings such as PUENTE, Promise, ESL Conversation Club, International Student Center, Associated Students of Cañada College, Chinese Cultural Club, LGBTQ+ Student Club, The Undocumented Student Center, Umoja, The Equity and Antiracism Planning Council, Phi Theta Kappa, and more. Although the individual students in this position will change each semester, the hiring criteria will include candidates who are able to reach out to Latinx and ANANAPISI students and affiliated groups across campus.

Honors Transfer Program - Resource Request

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support

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

Which of Cañada College's Strategic Initiatives does this resource request support?

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

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

Dean/Director/Hiring Supervisor Name

Rebekah Sidman-Taveau

Date

10/19/2023