



Enter information for 2016-17 only. Prior years need to be entered in Word document and sent to Vice President of Student Services.



Dept AS - Honors



**2018-19 Annual Program Review Update Submitted By:**

**APRU Complete for:** 2018-19

**Program Mission Statement:** The goal of the De Anza Honors Program is to engage, support, and challenge self-motivated students to pursue a deeper education, based on the principles of: intellectual growth, critical thinking, servant-leadership, and academic integrity; thereby enabling them to create opportunities for success in both their personal and professional lives.

**I.A.1 What is the Primary Focus of Your Program?:** Transfer

**I.A.2 Choose a Secondary Focus of Your Program?:** Personal Enrichment

**I.B.1 Number Certificates of Achievement Awarded:**

**I.B.2 Number Certif of Achievement-Advanced Awarded:**

**I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:**

**I.B.4 # AA and/or AS Degrees Awarded:**

**I.B.5 Strategies to Increase Awards :**

**I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:**

**I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::**

**I.D.1 Academic Services & Learning Resources: #Faculty served:**

**I.D.2 Academic Services & Learning Resources: #Students served:**

**I.D.3 Academic Services & Learning Resources: #Staff Served:**

**I.E.1 Full time faculty (FTEF):** 0.1

**I.E.2 #Student Employees:** 1 (paid by DASB)

**I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching:** FTEF and PTEF load reside within their individual home departments.

**I.E.4 # Staff Employees:**

**I.E.4 #Staff Employees:** 0

**I.E.5 Changes in Employees/Resources:**

**II.A Enrollment Trends:** After a drop from 15-16 to 16-17, the program enrollment has picked up with about 22% increase. Our census enrollment has also raised about 32% which means each student in average is taking more Honors classes. Our targeted

population grew by about 6% from the previous year.

The increase in enrollment can be due to stronger presence of the program on campus, recognition of its value among students, and of course more outreach. We also increased the number of courses that can be offered as Honors (about 12% increase in the number of sections from the year before).

Some of the factors affecting our enrollment in Honors classes continues to be the small pool of faculty who teach Honors and the popularity of those faculty which results in those classes filling up fast and not adding many Honors students. It is worth mentioning other that PAA benefits which is only for fulltime faculty there is no compensation for those teaching for the program. That has been brought up as a reason some faculty choose not to teach for the program.

**II.B Overall Success Rate:** The success rate over all has increased from 92% to 96%. But the impressive part is that the success of targetted population has jumped from 85% to 93%. For the first time at least for the past 5 years the success of targetted population is above 90%. Compared to the success of non targetted population of 96% shows the program has only a 3% equity gap which is the lowest it has been for the program. Combine that with the increase in enrollment of the targetted population shows the program is moving in the right direction attracting diverse group of students and helping them succeed.

**II.C Changes Imposed by Internal/External Regulations:** No significant changes.

**III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment:** Our targetted population grew about 6% which is not much but it's in the correct direction. We continue offering Honors classes in communities to increase the enrollment. That said, the success of the targetted population grew from 85% to 93%. This increase has closed the equity gap to about 3% for 2017-18 year which is the smallest it has been.

**III.A.2 Targeted Student Populations: Growth and Decline:**

**III.B.1 Closing the Student Equity Gap: Success Rates:** With the increase in the success of the targetted populate from 85% to 93% our equity gap went from 9% in 15-16 to 3% this year which is definitely in the correct direction.

**III.B.2 Closing the Student Equity Gap: Withdrawal Rates:** The withdrawal rate for targetted students has gone down from 10% to 5% in compared to non-targetted staying constant at 3%.

**III.B.3 Closing the Student Equity Gap: 2017-18 Gap:**

**III.C Action Plan for Targeted Group(s):** We will continue outreaching to students in different communities in campus and through our outreach office.

**III.D Departmental Equity Planning and Progress:**

**III.E Assistance Needed to close Equity Gap:** Yes

**III.F Integrated Plan goals: current student equity data and action plan:**

**IV.A Cycle 2 PLOAC Summary (since June 30, 2014):** We did a survey through surveymonkey.com and students were asked questions about the academic, social, and



overall effectiveness of the program and its role in helping them transfer.

**IV.B Cycle 2 SLOAC Summary (since June 30, 2014):** Since an Honors Program course is still part of the regular course, the SLO belongs to the individual department associated with that course. The Honors Program is currently not engaged in assessing SLOs.

**V.A Budget Trends:** For the past five years the coordinator's position has been supported by the administration through a stipend which is important in establishing the program and the administrative support gives students and external institutions confidence about the program.

One of the program needs has been student assistant position which assists with student support at the office and making program available to all students throughout the day. The budget for that position has been a Student Body funding which we have been able to secure for the past 5 years although the amount has been continuously and sharply cut. At this point we can only have the assistant paid for couple of hours a week at most.

**V.B Funding Impact on Enrollment Trends:** The funding is not proportional to the impact of the program and the work needed to run the program.

Honors program now also maintains a chapter of Phi Theta Kappa Honors society on campus which has big administrative demands. Our program has been growing in size and scope without any significant increase in support. Basically one individual with stipend and the help of volunteer students maintains two separate Honors groups which impacts in conservative estimates over 500 students. In one year about 250 students apply to the program or PTK which means 250 sets of essays, letters of recommendation that must be reviewed. The coordinator has to also keep track of the courses the students take, their community service hours and the capstone projects. That is on top of the regular administrative job of updating course outlines, making 50-100 section of Honors classes each quarter (along with coding them in Banner, footnotes and all that goes with the process) and clearing and removing the clearance for students trying an honors course each quarter. Even without PTK the job should've had reassign time and counseling support. With addition of PTK and all of the required administrative work the headquarters imposes on the advisors the workload has doubled yet with no additional compensation or consideration of release time. Our Honors program has the most diverse selection of classes compared to other programs around the state and activities that sets an example for other programs yet the request for additional support has not been acknowledged yet. Our program can serve our students much more efficiently and do stronger outreach and support of faculty and students with additional support which at this point is more than just desired but needed.

**V.C.1 Faculty Position(s) Needed:** None Needed Unless Vacancy

**V.C.2 Justification for Faculty Position(s):** The faculty coordinator position requires a minimum .333-.5 reassignment.

As the coordinator for a growing program here are the duties:

- recruitment, review and enrolling of qualified applicants (about 250 applications per year including 2 essays and a letter of recommendation per student.
- clearing of students who want to try an Honors course for one quarter every quarter after reviewing their academic standing





- Planning events such as orientation, social events, regular member meetings for Honors students, recruitment and outreach
- planning and organizing Transfer workshops for personal statement writing and bringing in recruiters from different universities to present
- Weekly office hours for Honors students to discuss their classes and projects
- Hiring and advising/mentoring Honors Program officers and students assistants and helping them gain leadership skills and plan/organize events
- Weekly officer meetings
- recruiting Honors faculty and creating Honors section for each offered course every quarter (50+ each quarter) including coding them in Banner along with the required footnotes, MSI's and other scheduling steps
- keeping a record of completed honors courses by each students to grant program completions
- record keeping of students service hours
- Capstone project evaluation
- Overseeing the process of updating the curriculum for Honors courses
- Completing program reviews and budget requests
- Working with other Honors Programs and transfer universities in having a program that keeps our students competitive

Honors program Coordinator also is an advisor to Phi Theta Kappa Chapter in De Anza which includes many responsibilities imposed by the headquarters of PTK and enrollment demands including:

- recruitment and verifying student qualification/eligibility
- reporting eligible students to the headquarters and placing notation on transcripts with the help of admissions
- organizing up to quarterly induction ceremonies
- organizing election of officers
- mentoring the officer team through yearly Honors in Action and College projects assigned by the headquarters
- accompanying the students to up to 3 conventions a year

All these along with unexpected challenges any program may have to go through justifies a clear need for a faculty coordinator with release time who can oversee the growth of the program and support the students. The Honors Program has a great influence on campus both in helping the enrollment and transferring to specially UCs and private schools. The number of students who take an Honors class without officially being in the Honors Program is significant (about 140 over the past three quarters alone) which shows the positive look of the program on campus. With limited staffing and resources, the Honors Program is not currently capable of expansion and aiming for the coveted UCLA TAP.

It's worth noting all the events organized by the Honors program are open to the campus in general and all students can attend.

**V.D.1 Staff Position(s) Needed:** Growth position

**V.D.2 Justification for Staff Position(s)::** The program has grown and with addition of PTK



to the program, the administrative duties are just too much for one person. At the minimum we need one student assistant paid from a stable fund to help with paperwork. It's just too much for only one faculty coordinator to do everything. A 3-4 hr/day position would help tremendously in keeping the program moving smoothly.

**V.E.1 Equipment Requests:** Over \$1,000

**V.E.2 Equipment Title, Description, and Quantity:** • 1 Printer/scanner: replacement with life expectancy of 3-4 years. Previous printer does not work properly anymore  
• Student station: Desktop Replacement with life expectancy of 3-4 years.

**V.E.3 Equipment Justification:** • Printer/scanner: The old one is broken. There is almost a daily need for printing handouts, flyers, outreach material, and scanning records of previous students

• The student station is outdated with reduced speed.

**V.F.1 Facility Request:** We currently do not have any outstanding needs.

**V.F.2 Facility Justification:**

**V.G Equity Planning and Support:** Honors program with the help of the division will develop some Student Equity related activities to increase number of African Ancestry, Latino, and Filipino/Pacific Islander students

**V.H.1 Other Needed Resources:**

**V.H.2 Other Needed Resources Justification:** Honors students can benefit from a selection of books at the lounge that focus on the college mission and also from reading more scholarly magazines.

**V.J. "B" Budget Augmentation:** \$20,000 B budget requested

This will pay for:

- course outline updates (\$100 per outline has been suggested by the administration)
- daily office supplies such as printer ink, paper, and file folders
- the program to continue with its daily operations, and it will also provide much-needed funding for marketing and recruitment efforts.
- annual dues for membership in national and regional Honors councils.
- Will pay for the registration fees for program student to participate in Honors conferences. (we have not been able to do that)
- Will fund mentoring program for developmental courses with Honors Program mentors.
- Will cover costs for any other expenses that might arise over the course of the year such as field trips to the State capitol, campus visits, speaker invites, etc.

**V.K.1 Staff Development Needs:** It would be great if we could have a retreat or workshop for faculty to encourage more faculty to teach Honors classes.

**V.K.2 Staff Development Needs Justification:** Program can benefit from workshops for faculty focused on the program and ways to recruit more diverse group of students and

how to help student grow in their honors courses.

**V.L Closing the Loop:** The program will continually assess its effectiveness by running surveys and checking the data to help reach out to the targeted students and close the equity gap especially in success. Although our enrollment is improving, and the equity gap is shrinking and the smallest it has been, we need to focus on more ways of increasing the enrollment and participation of our targetted population. Building a support group and community feeling would be in the plans of the program.

**Last Updated:** 03/22/2019

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