

Dept AS - Honors Academic Support Assessment Unit Program Review Edit General Information

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Name Dept AS - Honors

2019-20 Annual Program Review Update Submitted By

APRU Complete for ?

Program Mission Statement ?

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

I.A.2 Choose a Secondary Focus of Your Program? ?

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 Trends in # Degrees Awarded ?

I.B.6 Strategies to Increase Awards

	The	?
FO 12	<p>program is proud of the workshops we offer every quarter that educate students on different major and transfer related information. We bring counselors and outside professionals along with previous students who have transferred to present workshops for students (Honors or non-Honors) to inform them of issues related to obtaining certificates, transferring options, financial aide and more.</p> <p>Honors program does award students a program completion certificate at the end of each year to those who complete the requirements.</p>	
FO 13		
FO 14		
FO 15		
FO 16	I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics	
FO 17		?
FO 18	I.C.2 CTE Programs: Labor Market Demand and Industry Trends :	
FO 19		?
FO 20	I.D.1 Academic Services & Learning Resources: #Faculty served	
FO 21		?
FO 22	I.D.2 Academic Services & Learning Resources: #Students served	
FO 23		?
FO 24	I.D.3 Academic Services & Learning Resources: #Staff Served	
FO 25		?
FO 26	I.E.1 Full time faculty (FTEF)	0.3
FO 27		?
FO 28	I.E.2 #Student Employees	1 (paid by DASB)
FO 29		?
FO 30	I.E.3 Full Time Load as a %	FTEF and PTEF load reside within their individual home departments.
FO 31		?
FO 32	I.E.4 # Staff Employees	
FO 33		?
FO 34	I.E.4 #Staff Employees	0
FO 35		?
FO 36	I.E.5 Changes in Employees/Resources	
FO 37		?
FO 38	II.A Enrollment Trends	

	<p>Over the last three years, program census enrollment has steadily grown and now we are almost at our 2014-15 levels. From last year alone we went up about 13%. The change is due to better outreach to students and increasing the number of Honors classes and faculty who offer to teach their classes as Honors cohort. Our unduplicated headcount is basically unchanged from last year. Overall Honors is having a healthy enrollment considering the 5 year trend.</p>	?	
	II.B Overall Success Rate	<p>The success rate over all has increased from 91% to 92% which in percentage may be a slight increase but since our enrollment has also increased this amounts to about 64 more grades. The percent of withdrawals remained unchanged.</p>	?
	II.C Changes Imposed by Internal/External Regulations	<p>No new regulations affecting the program at this point. AB705 did affect one of the requirements to join the program (being EWRT1A eligible) but no measurable difference in success rate.</p>	?
	III.A Program Success	<p>Honors program is made up of many individual students and each of their stories is a success story. We see a diverse population of students visiting the office and in each member meeting and workshop more and more new faces come by and ask for our next workshops and events and how to be more involved. The new Service component of the program has given students and opportunity and motivation to be active in the community and on campus level network with students of different backgrounds and encourage them to join the program. The number of individual success stories, and that of individuals of more diverse background has been more noticeable over the past year.</p>	?
	III.B Enrollment Trends - Equity Lens	<p>Currently the percentage of targeted population out of the total enrolled population is over 20%. Although the number of enrolled African American, Latinx, Flipinx, and Pacific Islander students has remained almost unchanged from previous year, the percentage has dropped by about 3% due to overall increase enrollment. One of our big recruiting methods for students of diverse racial and ethnical background has been to offer courses in cohorts as Honors (such as PUENTE Cohort).</p>	?
	III.C Success, Non-Success and Withdraw Rates		


























	<p>The success rate difference for African American is +8, Flipinix +8, Pacific Islander +8, Veterans +8 which is great. The three groups we need to focus more on are the Latinx (-7), individuals with disabilities (-6) and low-income students (-6). I think one of the reasons for success of other groups is the sense of community and cohort. Latinx, Students with Disabilities and Low-income students may not come to the office as often and build a community. We will be doing more work to encourage the participation from groups with lower success to build a stronger cohort.</p>	?	
	<p>III.D Equity Planning and Support</p>	<p>The program can benefit from a parttime (maybe 4 hours a week) counselor dedicated to helping honors students during those hours. That would help students get the counseling help they need.</p>	?
	<p>III.E Departmental Equity Planning and Progress</p>	<p>As part of enhanced student support a parttime counselor dedicated to the honors students would be helpful.</p>	?
	<p>III.F Assistance Needed to close Equity Gap</p>	<p>Yes <input type="button" value="v"/> ?</p>	
	<p>IV. A. SLOAC Summary</p>	<p>Since an Honors Program course is still part of the regular course, the SLO belong</p>	?
	<p>IV.B Assessment Planning</p>		?
	<p>V.A Budget Trends</p>	<p>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.</p>	?
	<p>V.B Funding Impact on Enrollment Trends</p>		

	The funding is not proportional to the impact of the program and the work needed to run the program.	?
FA 12	Honors program now also maintains a chapter of Phi Theta Kappa Honors society on	
FA 13	campus which has big administrative demands. Our program has been growing in size and	
FA 14	scope without any significant increase in support. Basically one individual with stipend and	
FA 15	the help of volunteer students maintains two separate Honors groups which impacts in	
FA 16	conservative estimates over 500 students. In one year about 250 students apply to the	
FA 17	program or PTK which means 250 sets of essays, letters of recommendation that must be	
FA 18	reviewed. The coordinator has to also keep track of the courses the students take, their	
FA 19	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	
FA 20	each quarter (along with coding them in Banner, footnotes and all that goes with the	
FA 21	process) and clearing and removing the clearance for students trying an honors course	
FA 22	each quarter. Even without PTK the job should've had reassign time and	

V.C.1 Faculty Position(s)
Needed

?

V.C.2 Justification for Faculty
Position(s)

	<p>We</p>	?
	<p>are in tough times and I can do the work on the stipend for now but it is worth mentioning that this job requires more financial support or reassigned time (.555).</p>	
	<p>As the coordinator for a growing program here are the duties:</p>	
	<ul style="list-style-type: none"> - recruitment, review and enrolling of qualified applicants (about 250 applications per year including 2 essays and a letter of recommendation per student. 	
	<ul style="list-style-type: none"> - clearing of students who want to try an Honors course for one quarter every quarter after reviewing their academic standing 	
	<ul style="list-style-type: none"> - Planning events such as orientation, social events, regular member meetings for Honors students, recruitment and outreach 	
	<ul style="list-style-type: none"> - planning and organizing Transfer workshops for personal statement writing and bringing 	
	<ul style="list-style-type: none"> in recruiters from different universities to present 	
	<ul style="list-style-type: none"> - Weekly office hours for Honors students to discuss their classes and projects 	
	<ul style="list-style-type: none"> - Hiring and advising/mentoring Honors Program officers and students assistants and helping them gain leadership skills and plan/organize events 	
	<ul style="list-style-type: none"> - Weekly officer meetings 	
	<ul style="list-style-type: none"> - recruiting Honors faculty and creating Honors section for each offered course every 	
	<ul style="list-style-type: none"> quarter (50+ each quarter) including coding them in Banner along with the required 	
	<ul style="list-style-type: none"> footnotes, MSI's and other scheduling steps 	
	<ul style="list-style-type: none"> - keeping a record of completed honors courses by each students to grant program completions 	
	<ul style="list-style-type: none"> - record keeping of students service hours 	
	<ul style="list-style-type: none"> - Capstone project evaluation 	
	<ul style="list-style-type: none"> - Overviewing the process of updating the curriculum for Honors courses 	
	<ul style="list-style-type: none"> - Completing program reviews and budget requests 	
	<ul style="list-style-type: none"> - Working with other Honors Programs and transfer universities in having a program that 	
	<ul style="list-style-type: none"> keeps our students competitive 	
	<p>Honors program Coordinator also is an advisor to Phi Theta Kappa Chapter in De Anza</p>	
	<p>which includes many responsibilities imposed by the headquarters of PTK and enrollment demands including:</p>	
	<ul style="list-style-type: none"> - recruitment and verifying student qualification/eligibility 	
	<ul style="list-style-type: none"> - reporting eligible students to the headquarters and placing notation on transcripts with the help of admissions 	
	<ul style="list-style-type: none"> - organizing up to quarterly induction ceremonies 	
	<ul style="list-style-type: none"> - organizing election of officers 	
	<ul style="list-style-type: none"> - mentoring the officer team through yearly Honors in Action and College projects assigned by the headquarters 	
	<ul style="list-style-type: none"> - accompanying the students to up to 3 conventions a year 	
	<p>All these along with unexpected challenges any program may have to go through justify a</p>	

	V.D.1 Staff Position(s) Needed	None needed unless vacancy <input type="text" value="None needed unless vacancy"/> ?	
FA 12	V.D.2 Justification for Staff Position(s):	A student assistant position would be much more useful as students would get help from another student and help one or two students have an on campus job. 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.	?
FA 13			
FA 14			
FA 15			
FA 16			
FA 17	V.E Equipment Requests	Equipment resource requests listed on spreadsheet <input type="text" value="Equipment resource requests listed on spreadsheet"/> ?	
FA 18	V.F Facility Request	No resource for facilities requested <input type="text" value="No resource for facilities requested"/> ?	
FA 19	V.G Other Needed Resources	No "other" resources requested <input other\"="" requested"="" resources="" type="text" value="No \"/> ?	
FA 20	V.H.1 Staff Development Needs	It would be nice to have a workshop (stipend for faculty or PGA) to introduce the program to faculty and counselors and explain some of the details.	?
FA 21	V.H.2 Staff Development Needs Justification	Many faculty don't teach honors because they are not sure what the expectations are and how the process works and also it would be very nice to get faculty discuss their pedagogy and approach in their honors classes.	?
FA 22	V.I Closing the Loop	Enrollment has grown. Student success has grown and stayed steady. Equity gap has reversed for several groups. The support and resources have helped the program grow and be more inclusive and helpful to all students, both in the program and not.	?
FA 23	Last Updated	02/10/2020 ?	
FA 24	#SLO STATEMENTS Archived from ECMS		?

Required field