



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

Cañada College

Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
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- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
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Department/Program Title: Cañada College Honors Transfer Program (HTP)
Date submitted: 3-31-2014

Executive Summary

“The landscape of American higher education has changed in notable ways in recent decades. One essential and defining feature of contemporary higher education is the growth of honors education. Many colleges and universities now feature an honors program or a fully institutionalized honors college. The honors experience boasts small classes, individualized interaction with faculty, and a range of enriched educational opportunities not available to the student population at large. There are at least 600 such programs in the United States according to one recent report with 60% of those established since 1994.”

England, Richard, "Honors Programs in Four-Year Institutions in the Northeast: A Preliminary Survey toward a National Inventory of Honors" (2010). *Journal of the National Collegiate Honors Council --Online Archive*. Paper 267. <http://digitalcommons.unl.edu/nchcjournal/267>

INCREASED PARTICIPATION – CONNECTED & FOCUSED

For the third year in a row, there was a significant increase in the numbers of students participating 78 Fully qualified members and 128 Provisionally qualified members; up 28% and 68% respectively. As a result, 8 students were eligible for UCLA TAP certification, and at least 12 will be graduating/transferring as Honors Scholars.

This past year, the HTP developed special pathways with the International Students and College for Working Adults and an Honors Contract for English 400. Students in these three programs have shown a high interest in participating in honors and transferring to highly competitive colleges and universities. In the coming year HTP plans to work with Connie Dominguez, College Counselor at Carlmont HS, and the Cañada Outreach Team to create an honors pathway for Carlmont students that responds directly to the issues of high achieving students who don't currently see Cañada as an option.

Re-Branding Honors at Canada: While just in the nascent stage, the HTP intends to work with high school partners to re-brand the HTP into a cool program that provides a pathway to UCLA and other highly competitive colleges and universities. All of the above initiatives will be critical support for this agenda.

VALUE ADDED - VALUED & NURTURED

The data show that students enrolled in the HTP have a higher semester-to-semester persistence rate across demographic groups than a comparable group of students. This is particularly evident in the Hispanic and Multi-Ethnic categories. These students have the spark of student scholars in their work. They have enrolled in more units and are exhibiting high levels of success and retention. As a result of their work in the HTP, seven students have been chosen by a regional panel to present their research results at the Bay Area Community College Research Symposium hosted at UC Berkeley. In addition, all of these students will present at the college Research Conference in April.



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KEYS TO SUCCESS - NEEDED RESOURCES

The HTP is the only campus-wide, interdisciplinary academic program designed to help all gpa qualifying transfer oriented students achieve their transfer plans. Compared to similar student support programs such as MESA, BTO, CWA, A2B or TRiO, the HTP does not receive external funding. The commitment from the institution has been sufficient to get the program off the ground, but in order to achieve the reach and completion rate that we believe could be achieved, addition investment in the program is necessary.

Fund 1: We recommend that HTP expenses be institutionalized through fund , and the inclusion of the HTP in grant writing be identified as an institutional priority so that we can provide the counseling and academic support necessary to increase student success, completion, and transfer.

Specific Counseling Support: The current HTP counselor does not receive specifically assigned time to provide intrusive services to the students in HTP. This individual's primary responsibility is to provide academic, vocational, career and transfer counseling to the general student population. As result, the counselor is limited to amount of services that can truly be designated for HTP students. One key aspect of support that the program is requesting is dedicated HTP counseling for the HTP counselor – Sandra Mendez.

Clerical/Program Support: In order for the program to work effectively, the College needs to dedicate additional support to some components that are designed to strengthen student outreach/communication . We recommend identifying an office assistant, with strong administrative skills, who would be able to support the case management aspects of the program as necessary. The current student assistant has been helpful at creating materials for the program, but with a primary commitment to being a student and the expectation of re-training a new student every school year, their productivity is limited.

Institutional funding commitment, clearly identified counseling and clerical support are among other criteria required for UCLA TAP certification. We were approved to be a part of the TAP due to a promise of continued support in these three critical areas.

http://www.ugeduction.ucla.edu/tap/docs/APPL_Criteria_131108.pdf

Enhanced Honors-To-Honors Transfer Agreements: Student success and completion will also rely on the development of honors-to-honors transfer agreements with colleges beyond those that are available through our participation on the Honors Transfer Council of California.

Planning Group: HTP Advisory Committee

Advisory Committee 2013- 2014	
Name	Title
Alicia Aguirre, MA	Professor, Spanish & ESL
Gregory Anderson, VPI	Vice President of Instruction



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Denise Erickson, MA	Professor, Art History
Patty Hall, EdD	HTP Coordinator, Prof. ECE/CD
Sarah Harmon, PhD	Professor, Spanish
Robert Hood, BA	Director, Public Relations
Ray Lapuz, MS	Professor, Math
Cathy Lipe, MS	Director, MESA
Dave Meckler, PhD	Professor, Music
Jeannette Medina, PhD	Professor, Chemistry
Sandra Mendez, MA	Professor, Counseling
Nikita Michelson	HTP Student/PTK Co-President
Lisa Palmer, PhD	Professor, English
Paul Roscelli, JD	Professor, Business, Econ & Law
Soraya Sohrabi, MS	Director, Transfer Center

Writing Team and Contact Person:

Patty Hall, HTP Faculty Coordinator
Sandra Mendez, HTP Counselor

Program Information

A. Program Personnel:

Faculty: Patty Hall, 40% reassign time for HTP coordination and Sandra Mendez, HTP counselor time dedicated to the HTP as necessary.

Student Assistant: Nikita Michelson, 6 hours per week

B. Program mission and vision

The primary purpose of the Honors Transfer Program is to serve academically eligible students whose educational goal is to transfer to a four-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 designed for highly motivated, high-achieving students, to better prepare them for university work.

MISSION

The Honors Transfer Program supports the mission and values of Cañada College by:

- * Creating an environment of scholarship that nurtures highly motivated students.
- * Providing increased transfer opportunities and access to scholarships for participating students
- * Supporting faculty innovation in educational practices that lead to student success.



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C. Program Learning Outcomes

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

- * Completed and presented original research.
- * Completed an educational and transfer plan that culminated in applications to at least two universities and two scholarships.
- * Gained a strong sense of themselves as student scholars and an increased confidence in their work.

These PLOs will be assessed through the use of a digital student portfolio ePortfolio. The HTP will be implementing the ePortfolio with the students who fully complete the HTP in Spring 2014. The Program Coordinator has been involved with college-wide discussions on how to create an institutional ePortfolio that will be both meaningful to the student and useful for capturing assessment data for faculty. The college-wide template has been created and an HTP tab is embedded in the template.

4. Response to Previous Annual Program Plan & Review

2013 ACTION PLAN	WHO	BY WHEN	COST ESTIMATE	RATIONALE	STATUS
Inclusion of the HTP as line item in the college budget	HTP Coordinator, VPI, College President	Fiscal 13-14	\$15,000	Stable funding strengthens the programs ability to develop curriculum and do outreach to students within the college and in the community.	Unmet: 13-14 was funded by Measure G. This work is ongoing.
Implement Honors case management and dedicated Honors counseling time in the Honors Study Room 9-208	HTP Counselor	Begin Spring 2013 Full in Fall 2013	4 hours per week.	VALUED & CONNECTED Case management would significantly increase the success of students enrolled in the HTP – by tracking the number of honors units taken and working on SEPs and transfer plans, and following up individually.	Partially Met: Case management implemented with 75 fully qualified HTP members.



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Outreach to counselors etc. 2 year course offering plan to support completion	HTP Coordinator, HTP Counselor, HTP Advisory Committee VPI	Fall 2013 Spring 2014		2 times each year prior to open enrollment	Met: Sandra meets with counselors regularly – HTP created special pathways for the International Program and College for Working Adults
Inclusion of the HTP in grant proposals in the sciences and social sciences and workforce areas.	HTP Coordinator, Academic Deans, VPI	2013-2014		NURTURED Participation in lower division research is considered one of the high impact learning opportunities identified by the Student Success initiative. Since the HTP is a college-wide program that supports research in the classroom and beyond, it would be beneficial to include it for consideration in funding proposals in order strengthen and expand program activities.	Unmet:
Develop work station for HTP student assistant	HTP Coordinator, VPI	Summer 2013	\$500 (surplus computers from LC upgrade & small desk	Increased productivity and access to Honors info for students.	Met



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Start an Honors Club in conjunction with PTK	HTP Coordinator, PTK Advisor	Fall 2013	0	CONNECTED Fellowship and community building	Met: Prof. Hall became a PTK Advisor and activities of the two programs are often linked, eg. Club Rush, Student Research Poster Session
Expand the course offering so that they reach a greater number of students including evenings & weekends, career technical and traditionally under represented populations.	CCHP Coordinator, Division Chair Discipline faculty, VPI	On-going		VALUED Meets college mission.	Met: The focus this year has been on providing technical assistance to faculty who would like to offer Honors Contracts within their transfer-level sections. Eg CWA Pathway and International Student Pathway. Courses were developed in the much sought after discipline of History
Develop honors transfer agreements & scholarships: Honors to Honors with Mills College, Notre Dame de Namur, Menlo College, St. Mary's, Samuel Merritt, etc.	HTP Coordinator, Articulation Officer	Spring 2014		DIRECTED & FOCUSED Meets PLOs.	Unmet: Prof. Hall has requested assistance on this from VPI Anderson & Vice Chancellor Luan



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Identify an optimal Banner ID and Degree Audit fields for HTP students to track student demographics, enrollment trends, success etc.	HTP Coordinator, HTP Counselor, College Researcher, VPI	Fall 2013		Efficiency	Unmet:
Use WebACCESS to set up a communication system for students - continue use of Facebook and Twitter for news and information.	HTP Coordinator, HTP Counselor	Fall 2013		CONNECTED, VALUED & FOCUSED Efficiency	Met: All full and provisional members of the HTP are now enrolled in a WebACCESS shell where we push news and information.

5. Curricular Offerings (*current state of curriculum and SLOAC*)

Honors courses are offered through the generosity of the faculty involved. Each participating faculty member designs curriculum, works with students, advocates for the program with no additional reimbursement. Of the approximately 55 full time teaching faculty, 31 have developed Honors coursework and supervised students. In addition there are 10 part-time faculty who have been regularly teaching honors sections or offering contracts in their courses. Honors course SLOs are assessed through the individual course. The HTP does not separately assess courses.

B. Identify Patterns of Curriculum Offerings

FALL	SPRING	SUMMER
Communication 110	Communication 110	Communication 110
English 100	English 100	
English 110	English 110	
Art/Music Seminar 109	Philosophy 320	
Career 110 Transferring w/Honors	Economics	
MATH 200 Statistics		
SPAN 162 Latino Literature	SPAN 161 Latino Literature	
HIST 106 World History II	HIST 100 World History I	



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In addition we:

- Offer contracts in sections of Economics, Physics, Spanish, Math, Linguistics, Music, Sociology, Communication, History, Anatomy, Geography, Engineering, ESL 400, Biology, Political Science, English, Business, Biology, Chemistry, Geography, Library/Research, Engineering, Child Development;
- Offer special pathways for International Students and the College for Working Adults.
- Are currently developing courses in: a calculus colloquium, Career, Child Development, an Honors Field Work/Internship with agencies such as NASA, International Business, History, and a leadership course for all Honors students based on the PTK National Leadership course materials.

The HTP would like to:

- Offer Statistics Spring as well as Fall;
- Develop courses in the following areas: Psychology, Anthropology, Sociology; Astronomy;
- Explore an athletics/honors collaboration;
- Expand our offerings in the summer, evenings & weekends;
- Develop courses in our transferable CTE programs including Fashion, Rad Tech, Interior, Multi Media.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

PRIOR TO TRANSFER: "My experience participating in the Cañada College's Honors Transfer Program has perfected my ability to articulate and justify my activism regarding economic actions committed against our education system. By learning to develop thought provoking hypothesis and research alternatives, I know that I can challenge the status quo."

WHEN SHE ARRIVED AT Indiana University – Purdue University Indianapolis: "I just wanted to let you know that IUPUI doesn't let transfer students enter into their honor's college. However, I argued that I should be allowed in there based on my previous work. They were so impressed with my research, that they made an exception. If it wasn't for your honors program, I wouldn't have had these and future opportunities. Even though I didn't graduate finishing with 15 honors credits, I just wanted to let you know how important you have been for my academic career."

Karina Gonzalez-de Graaf, Class of 2013



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DATA FROM RESEARCH OFFICE: We looked at Full Members of the Honors Program, Provisional Members of the Honors Program, and a Control group made up of students who had a gpa of 3.3 or higher and had a goal code of either earning a degree or transferring. Of the 72 Full Members, only 53 took at least one course at Cañada during Fall 2013 – they were included in this sample. Of the 112 Provisional Members we used a sample of 54, and the control group was 393.

Who Enrolls In the HTP?

In conjunction with a student survey, an internal analysis of enrollment patterns in the HTP revealed that of the approximately 200 students currently on the HTP roster, 75% of them joined after at least one semester of enrollment in higher education, 20% joined as incoming freshmen, and the last 5% we were unable to determine their status.

Demographics

Honors Student Cumulative GPAs Fall 2013

(Full members enrolled at Cañada, Fall 2013 and comparison groups.)

Ethnicity	n	Average Cumulative GPA	Prov (n)	Prov (CUM GPA)	Control Group (n)	Control Group CUM GPA Over 9 units and cumulative GPA above 3.3 following Sp 13 term
American Indian	-		1	0	-	
Asian	9	3.86	2	3	24	3.71
Black - Non-Hispanic	2	2.88	2	2	14	3.33
Filipino	-		2	3	6	3.54
Hispanic	15	3.44	15	2	133	3.49
Multi Races	10	3.46	8	2	45	3.54
Pacific Islander					7	3.57
Unknown	-		2	3	14	3.72
White Non-Hispanic	17	3.61	22	2	150	3.65
Grand Total	53	3.55	54	2	393	3.57



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Gender	n	Average Cumulative GPA	Prov (n)	Prov (CUM GPA)	Control Group (n)	Control Group
Female	25	3.51	32	2.84	264	3.59
Male	28	3.58	21	2.58	122	3.54
N	-	-	1	1.21	5	3.54
blank					2	3.59
Grand Total	53	3.55	54	2.71	393	3.57

Note: Students in the "Black—Non-Hispanic" group had an average cumulative GPA below 3.00, however this was from a sample of only two students.

Performance

Honors Students Fall 2013 Unit Load

(Full members enrolled at Cañada Fall 2013)

Ethnicity	n	Average of Units Attempted	Average of Term Earned	Provisionals Attempted	Provisional Earned	Control Group Attempted	Control Group Earned
Asian	9	10.72	10.06	16.25	9.50	10.75	10.50
Black - Non-Hispanic	2	13.50	11.50	12.75	4.50	11.64	10.21
Hispanic	15	10.63	9.47	12.63	9.03	7.52	6.15
Multi Races	10	13.20	11.30	9.25	6.25	9.86	8.42
White Non-Hispanic	17	10.18	8.53	9.57	6.20	8.41	7.75
Grand Total	53	11.09	9.69	11.04	7.32	8.61	7.53



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Honors Students Fall 2013 Course Success
(Full members enrolled at Cañada Fall 2013)

Ethnicity	Courses (n)	Success	Percentage	Provisionals	Control Group
Asian	31	29	93.55%	60	95.34%
Black - Non-Hispanic	8	7	87.50%	33	85.18%
Hispanic	58	51	87.93%	74	77.65%
Multi Races	48	39	81.25%	65	85.43%
White Non-Hispanic	54	46	85.19%	58	91.14%
Grand Total	199	172	86.43%	64.62%	85.57%

Honors Students Fall 2013 Course Retention
(Full members enrolled at Cañada Fall 2013)

Ethnicity	Courses (n)	Retention	Percentage	Provisionals	Control Group
Asian	31	29	93.55%	60	97.67%
Black - Non-Hispanic	8	7	87.50%	56	92.59%
Hispanic	58	53	91.38%	84	86.82%
Multi Races	48	42	87.50%	87	89.40%
White Non-Hispanic	54	47	87.04%	73	94.17%
Grand Total	199	178	89.45%	78.97%	91.05%

Honors Students Fall 2013, Persistence to Spring 2014
(Full members enrolled at Cañada Fall 2013)

Ethnicity	n	Persisted	Percentage	Provisionals	Control Group
Asian	9	7	77.78%	100%	79.17
Black - Non-Hispanic	2	2	100.00%	100%	100
Hispanic	15	14	93.33%	80%	78.95
Multi Races	10	10	100.00%	75%	84.44
White Non-Hispanic	17	14	82.35%	81.82%	80.00
Grand Total	53	47	88.68%	81.48%	80.66



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STUDENT SURVEY: The HTP Student Assistant designed and distributed a student survey. She designed it to be part of a pre-test/post-test investigation about what HTP members knew about the program. Here are partial results.

How did you become a member in the Honors Transfer Program?

Response	Average	Total
Recommended by a friend	7%	1
Recommended by a professor	27%	4
Recommended by a counselor	27%	4
Took an Honor Class first, then became a member	33%	5
I don't know	7%	1

Why did you become a member?

Response	Average	Total
I want a more successful transfer	38%	9
I like to challenge myself	33%	8
I want to be able to do original research and use primary sources	12%	3
I wanted to be eligible for TAP	17%	4

What classes are you interested in taking at the honors level?

- Response**
- PLSC, Psych-all the remaining classes left
 - Political Science
 - Biology and Math
 - Engineering classes
 - English and Spanish
 - Mathematics
 - Social Political Science
 - Core classes, math, English, History
 - History, Anthropology
 - Chemistry 210 , Biology 260, Psych 200, Bio 310
 - math and physics
 - All Maths



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What would you like the Honors Transfer Program to offer?

Response	Average	Total
Workshops	27%	9
University trips	21%	7
Scholarships	33%	11
Opportunities to present and publish your research	15%	5
Other	3%	1

If you chose "other" in the question above, please share your ideas

Response
 Internships

UCLA Transfer Alliance Program (UCLA TAP)

Fall 3013 the admit rate for California Community College transfers to the College of Letters and Science was 28.73% For students completing as Honors Scholars in a TAP approved program the admit rate was 78.29%

	Applied	Admitted	Attended	TAP Certified
2013	40	9	3	3
2014	51	??	??	8

B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

PLOs & Assessment

Although not explicitly referenced, the HTP fits in to the Cañada College Education Master Plan in three of the four identified goals. With the ESL 400 pathway, the HTP will provide the inspiration, direction and incentive for English language learners to become invested in their education through interesting and challenging research topics embedded in their English 400 coursework. (Goal 4 EMP 2012 – 2017) As noted in data above, students participating in the HTP showed higher persistence in the Fall of 2013 across



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demographic groups. (Goal 5 EMP 2012 – 2017) And finally, the HTP is working closely with the Office of Research and Planning and the Counseling team to use program data to develop strategies to reach out HTP members in strategic ways to strengthen their graduation and transfer successes. The great value of the HTP as a vehicle for these students is that it reaches across the college and touches students who may not be served by our highly funded programs such as STEM.

Additionally, the HTP could play a key role in the Strategic Enrollment Plan (Completion). In conversations with high school counselors at Carlmont, Menlo Atherton and Woodside, it has been expressed to us that the community perception is that Cañada College continues to be the last choice for students desiring a four year college degree. It remains unclear to parents, students and counselors that “from here you can go anywhere.” In a recent interview with Connie Dominguez – College Counselor at Carlmont for the past 15 years – she offered to help me re-brand the HTP as a cool program that would interest high school students. She gave the example of the UCSC 2 + 3 Engineering Program. At a time when no families or students chose UCSC for engineering, UCSC partnered up with UC Berkeley and developed a program that gave students a UCSC and USB degree after 5 years of academics. They called it the UCB 2 + 3 and students saw the institution in a new light. Now that UCSC has reached their enrollment goals they no longer offer the program ... but the perception in the community is that the UCSC Engineering Program is fabulous and students make it a first choice. She recommended that we re-brand the HTP into something really cool that creates a pathway to UCLA and other great college and that we then market it heavily to high schools, parents and students. Perception is key ... an honors pathway to UCLA and other highly competitive colleges and universities could shift perception. Ms. Dominguez offered to help ... she believes that Cañada should be a competitive choice.

The data show membership in the HTP reflects that of the college, with all ethnicities and genders represented. We have attracted students of all ages, and of whom are committed to transferring to a four year school. As expected, the honors students from each ethnic group had high average cumulative GPAs, high average Fall term GPAs, high retention and success rates, and high persistence rates at the conclusion of the Fall 2013 term. It is particularly interesting to look at success factors for Hispanics across these items because it is higher in every case. While Asian, white, and female students had lower persistence rates than other groups, they were still significantly higher than the control group. Something interesting is going on for the Hispanic and Multi-racial members of the HTP – this deserves further investigation as it aligns with the college Student Equity Plan (Fall to Spring Persistence Goal) and Student Success Plan goals of increasing outcomes for this population.

One challenge that we encountered when developing the data for the program, is that there are students who are enrolled in the HTP, but who did not enroll in classes during Fall 2013 – the term that we based our data on. We are concerned that these high achieving students have left the college and we don't know why. Have they transferred without earning degrees? Have moved to a different 2 yr college? Have they dropped out of school for work? Are they students that were here only for specific certification or courses? Since these are presumably students who are serious about their education as indicated by enrollment in an advanced academic program – the THP - these are questions that we would like to answer in an attempt to retain them till degree completion and transfer.



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We expect that participation in the program will increase as students learn about the transfer advantages, and as we build honors to honors transfer agreements with local colleges and universities.

Students in HTP claim that they want to pursue following majors when they transfer:

Accounting	Electrical Engineering	Multi-Media
Aerospace Engineering	Engineering	Music
Animation	English	Musical Theatre
Anthropology	Environmental Economics	Nursing
Applied Mathematics	Finance	Nutritional Science
Architectural Engineering	Graphic Design	Performer
Art History	Health Science	Philosophy
Art	History	Photography
Art/Lit	Hotel Management	Physician Assistant
Astrophysics	Human Services	Political Science
Aviation Administration	Interior Design	Post-Baccalaureate Studies
Biochemistry	International Business	Premed
	Interpreter	Psychology
Biology	Kinesiology	Public Health
Business Administration	Law	Radiology
Cellular/Molecular Biology	Liberal Arts	Rhetoric
Chemistry	Linguistics	Social Science
Civil Engineering	Literature	Social Work
Communications	Marketing	Sociology
Computer Engineering	Math	Studio Art
Computer Science	Mechanical Engineering	Theater Arts
Early Childhood	Undecided	Virology
Economics	MIS	Writing

An partial list of colleges that our students have transferred to: This information is purly anecdotal as the institution currently has no regular means of confirming enrollment at the receiving institution.

New York University	UC Davis	University of San Francisco
San Jose State University	Cornell University	San Francisco State University
UCLA Medical School	University of San Francisco	UC Monterey Bay
UC Los Angeles	UC Berkeley	University of Notre Dame De Namur
UC San Diego	CSU East Bay	UC Santa Cruz



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Cal Poli San Louis Obispo	Indiana University – Purdue University Indianapolis	University of Washington
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C. Other Considerations

UCLA TAP

In Fall of 2012 the HTP was granted full membership in the UCLA Transfer Alliance Program. In the 2013 application cycle there were 51 Cañada College applicants to UCLA of which 8 were fully certified by our HTP. Based on our observations and comprehensive review of the students’ transcripts we recommend that any student interested in UCLA as transfer option join HTP and meet regularly with the HTP counselor to create a comprehensive transfer SEP. With the assistance of an HTP office assistant the implementation of Honors Case Management would be truly be possible. The HTP counselor would be able to focus on the complexity of the transfer counseling process and the program would get the much needed administrative support to keep the program growing stronger.

CAÑADA COLLEGE 5th ANNUAL STUDENT RESEARCH CONFERENCE

The theme for this year’s student research conference is Student Research: High Impact Learning Experiences. It will be held on Tuesday April 22 from 3 – 5pm in building 3. This is an all college event drawing students from across the disciplines. Earlier in the day, HTP will participate in a college-wide Earth Day- Student Research event by sponsoring a Student Research Poster Session.

BAY HONORS SYMPOSIUM PARTICIPATION

For the past five years students participating in the HTP have been selected, through an increasingly competitive process (currently fewer than 50% of applicants are chosen), to present their research results at the Bay Honors Consortium (BHC) Honors Research Symposium held each year at either Stanford University or UC Berkeley.

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

The opportunity to present their work at prestigious universities has been transformational for these students. Last year the BHC launched an ejournal so that any student who presents at the Symposium will be eligible to be a published author!

The Bay Honors Consortium as a group of 10 volunteer Honors Program Coordinators. We organize two events per year; fundraising, developing materials, collaborating with UC Berkeley and Stanford, and orchestrating the events for 100s of participants at the Bay Honors Research Symposium and the Honors



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Faculty Roundtable. Without the work of the Program Coordinators, these two valuable events would not continue – they are an essential contribution from the college to student opportunities in honors education.

PARTICIPATION AT COLLEGE OUTREACH ACTIVITIES

The HTP supports the mission of the college by participating in all college outreach activities and multiple additional campus events including but not limited to the following: PEP Priority Enrollment, MESA/Scholarship/Honors/Transfer Recognition event, ASCC events – welcome back days, club days, transfer events – internal and external, ESL Transfer Parade, PTK Evening of Academic Excellence, Majors Day, Preview Day, the High School Counselor’s Luncheon, etc.

INSTRUCTIONAL PLANNING COUNCIL

The HTP has a standing position on the college IPC. The past two years the HTP Coordinator was named IPC Liaison to the College Planning and Budget Committee. This demonstrates the program’s leadership role in college governance.

7. 2014 – 2015 Action Plan

2014 ACTION PLAN	WHO	BY WHEN	COST ESTIMATE	RATIONALE
Inclusion of the HTP as a line item in the college budget	HTP Coordinator, VPI, College President,	Fiscal 14-15	\$15,000	Stable funding strengthens the programs ability to develop curriculum and do outreach to students within the college and in the community.
Provide transfer counseling to students enrolled in HTP – Full and Provisional – outreach to the High Schools	HTP Counselor	Begin Spring 2013 Full in Fall 2014	4 hours per week (hours need to be increased given the ever expanding program; however, no release time is currently allotted for the HTP counselor)	CONNECTED, DIRECTED, FOCUSED & VALUED HTP counselor assists HTP full members in creating a Student Educational Plan (SEPs) which includes their academic and transfer goals. HTP provides ongoing follow up to ensure students are making progress towards completing their goals and successfully graduate as HTP scholars. Additionally, the HTP provides in service training to colleagues on how to support HTP students.



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Implement Honors casemanagement – Full and Provisional	HTP Office Assistant	Begin Fall 2014	5 hours per week	DIRECTED, FOCUSED & VALUED Review and process HTP applications. Keep track of the number of honors units of each full member in the program. Outreach to provisional members as necessary. Submit TAP forms to UCLA once complete.
Inclusion of the HTP in grant proposals in the sciences, social sciences, workforce areas as well as institutional eg HSI grants.	HTP Coordinator, Academic Deans, VPI	2014-2015		NURTURED Participation in lower division research is considered one of the high impact learning opportunities identified by the Student Success initiative. Since the HTP is a college-wide program that supports research in the classroom and beyond, it would be beneficial to include it for consideration in funding proposals in order strengthen and expand program activities.
Expand the course offering so that they reach a greater number of students including evenings & weekends, career technical and traditionally underrepresented populations.	CCHPT Coordinator, Division Deans, Discipline faculty, VPI	On-going		NURTURED Meets college mission.
Develop transfer & scholarships agreements: Honors to Honors with Mills College, Notre Dame de Namur, Menlo College, St. Mary's, Sammuel Merritt	HTP Coordinator, Transfer Coordinator, Vice Chancellor Luan	Spring 2015- On-going		FOCUSED Meets PLOs and College Master Plan
Identify an optimal Banner ID and Degree Audit fields for HTP students to track student demographics, enrollment trends, success	HTP Coordinator, HTP Counselor, College Researcher, VPI	Fall 2014		Efficiency



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ePortfolio implementation with all Full Members	HTP Coordinator HTP Office Assistant	Fall 2014		FOCUSED & NURTURED PLO Assessment
Create a curriculum review Task Force to assist in reviewing HTP proposals	HTP Coordinator HTP Advisory Committee	Fall 2014		
Evaluate and revise the way that honors curriculum moves through the curriculum development process.	HTP Coordinator HTP Advisory Committee HTP Counselor	2014-2016		
Develop Honors Pathway at Carlmont High School	HTP Coordinator Carlmont Counselor HTP Advisory Committee HTP Counselor	2014-2015		Outreach and Recruitment

8. Resource Identification

A. Faculty and Staff hiring requests:

1. Clearly identified time for the HTP Counselor. including drop in counseling hours at the study room and case management. Case management would significantly increase the success of students enrolled in the HTP – by tracking the number of honors units taken and working on SEPs and transfer plans, and following up individually.

Example: This year 51 (vs 47) Cañada students applied to UCLA. Of those 51, only 8 (vs 2) had fulfilled the requirements of the Honors Transfer Program. Although this number greatly exceed last years number HTP would like to see this number closely match the number of Cañada UCLA applicants. However, the current HTP counselor does not receive release time to provide more intensive services to the students in HTP. The counselor’s primary responsibility is to provide academic, vocational, career and transfer counseling to the general student population. As result, the counselor is limited to the amount of services that can truly be designated for HTP students. The reason that this is important is that completing our HTP increases a student’s acceptance rate from approximately 35 percent to over 75 percent. And this example only illustrates the benefit to students who applied to UCLA.



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2. A designated HTP office assistant – The HTP office assistant would review the HTP applications, keep track of each full HTP member honors units, assist with ePortfolio training and ongoing tech assistance, schedule student counseling appointments, submit TAP certifications to UCLA, etc. Due to the nature of accessing student transcripts and information a classified position is necessary to complete all the designated duties.

3. Continued priority for a HTP/PTK student assistant (preference would be for the office assistant position if both cannot be funded).

B. Professional Development needs

Activities Year to Date 13-14:

Activity	Date	Number of Participants
Bay Honors Consortium Roundtable	October 2013	Hall, Harmon
ULCA Transfer Conference	November 2013	Cancelled
Flex Activities	Fall & Spring	Hall & all faculty
UCLA TAP Meeting	Fall	Hall, Mendez
National Collegiate Honors Council Conference	October 2013	Lezlee Ware, Jessica Kaven, Paul Roscelli
PTK National	April 2014	Hall
ePortfolio Training	February 2014	Hall, Michelson
WebACCESS Training	December 2013	Hall, Michelson
CIETL Faculty Workshop Lezlee Ware, Jessica Kaven, Paul Roscelli	April 2014	??

Proposed Activities for Next Year 14-15:

Activity	Date	Number of Participants
ePortfolio Training/Collaboration through CIETL	Fall 2014 - ongoing	Coordinator + interested faculty
Bay Honors Consortium Faculty Roundtable	October 2014	6 faculty members
UCLA Transfer Conference	November 2014	Coordinator + 2 faculty
UCLA TAP Meetings	Fall/Spring	Coordinator
HTCC Meetings	Fall/Spring	Coordinator
National Collegiate Honors Council Conference	October 2014	Coordinator +1 faculty member
PTK National	April 2015	Coordinator



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Flex Day Activities CEITL	Fall/Spring	Coordinator + interested faculty
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C. Classroom & Instructional Equipment requests

None at this time.

D. Office of Planning, Research & Student Success requests

The HTP would like to work with the Office of Planning, Research & Student Success and the Office of Records to identify an optimal Banner ID for current and completing HTP students so that we could track student demographics, enrollment trends, success etc. 5 – 10 hours per year.

E. Facilities requests

HTP science faculty have expressed the need for a dedicated lab space where students could set up experiments and conduct them over time under the supervision of their advisors. The current space is unsuitable for that purpose. This space would support HTP student research goals.

HTP is grateful to have 9-208 as a dedicated HTP study/meeting room, but the space in that room is suitable for groups of 2 – 6. In order to build the HTP Community the program requests a larger space ... or one that is adjacent to more flexible space that could be used for events including proposal writing workshops, social events, speakers from our honors transfer partners, etc. It would be ideal if this space was co-located with other high impact programs.