De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | Honors Program |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | 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? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Personal Enrichment and provide opportunities to bridge equity gap. |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None Offered. |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None Offered |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None Offered |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None Offered |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | N/A |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | The 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 aid and more.  Honors program does award students a program completion certificate at the end of each year to those who complete the requirements. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> |  |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. |  |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 0.2 |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 1 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | FTEF and PTEF load reside within their individual home departments. |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. |  |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) |  |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Despite pandemic, our enrollment and sections numbers increased over the past 5 years. Our census enrollment went up by 16.4% and we have increased our sections 24.3%. We have had a good outreach and the belief is with going online, students who wanted to be part of a cohort were attracted to the Honors program cohort. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | The percent of African Americans, Latinx, and Filipinx dropped from 26% to 20% which is lower than the campus-wide percent of 35% but the success rate increased from 88% to 90% which is higher than the campus percent of 76%.  Main contributing factor to the difference from the campus average can be pointed to the pandemic. Since we were not on campus it was very hard to communicate with different cohorts and outreach in different classes to encourage more underrepresented students to join the program. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Overall success rate went up by just one percent over the last 5 years but stayed consisted for the past two years at 93%. The withdrawal rate went up by two percent to 6% which can be directly explained by moving to online. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Honors program suffers an about 11% equity gap for African American, Latinx, and Pacific Islanders.  Low-income students have about 8 point equity gap and so do nonbinary students. The numbers are improvement to previous years but definitely more needs to be done.  One reason for not having a lower gap is that we were not able to keep the same number of academic workshops for students to keep the cohort as tight as it needs to be to encourage academic support for students of different backgrounds. The student officer board is very diverse which has been one of the strengths but being online, the impact has been not as strong. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | In one word, pandemic. In addition to the challenge of AB705 over the past 4 years, the pandemic and moving online impacted the program a lot. Our students were able to do a lot of the activities virtually, but they did not have the same positive impact as they could in person. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | One group that will be focused on in addition to acknowledged disproportionately impacted groups would be the nonbinary students. There is an 8 point equity gap that needs to be addressed. This will be done with working with other groups on campus to address the needs and help students in the cohort. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? |  |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | 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. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation |  |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? |  |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | 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. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. |  |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | 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 | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | 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 | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | None needed Unless Vacancy |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | 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  - Overviewing 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. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None needed. 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. |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | 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 | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | No equipment needs. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | No facility needs. |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | None needed. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? |  |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. |  |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | 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. |
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