

De Anza College

Honors Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

The feedback has not been broadly addressed as the coordinator position was vacated in summer 2024 and the efforts of the program were to meet the immediate needs of the students and faculty. As of winter 2025, we have confirmed and onboarded a new honors faculty coordinator who will review the comprehensive program review, the feedback, and with the annual updates. However, in spring 2024, the previous honors coordinator worked with the communications office to revise the language on the website to be inclusive of “all De Anza students”. Students served within the Honors Program are identified by their application to the program and/or their request to preview the program through a trial honors course. Eligibility requirements include their GPA, essay submissions and letters of recommendations as indicated on the web, <https://www.deanza.edu/honors/eligibility.html>

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

The Honors Program continues to be student-centered even as we transition the leadership role for the program. As of August 2024, the Honors Coordinator position was vacated and the recruitment process continued. As professional development leaves, the summer recess and competing priorities ensured the work of the honors coordinator landed on the shoulders of the managing dean with the assistance of the dean of PMSE. The focus was to meet the immediate needs of the students and faculty of the program in alignment with our student-centered mission assuring that honors courses were coded appropriately and that students were cleared for enrollment. To this end, processes were streamlined to increase efficiency and to provide tracking mechanisms for monitoring the honors schedule and student engagement.

Shifted administrative assistant duties to include specific support to the honors program coordinator in alignment with the support provided to similar programs within the division.

Dialog between De Anza Honors and Foothill Honors Programs is underway with the goal of assisting students in the seamless transition of honors course achievement and transcript designations as student vacillate between the colleges within the district to meet their academic goals.

The application to become a UCLA TAP certified program was submitted fall 2024. Feedback from the application process was provided. We will resubmit for Fall 2025

approval and increase the efficacy of our structure and administrative support, academic standards and student recruitment.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Goal 1: Create materials that promote the honors program and distribute amongst campus partners- Spring 2024 the honors coordinator worked with a student intern on a project to support international students as there are a significant number enrolled in the honors program. The project would yield resources to assist international students to better understand the transfer process, and how to navigate its challenges. Honors interns and officers participated in campus resource fairs to raise the awareness of the program and to encourage students to apply.

Goal 2: Increase enrollment of Latinx and African American students

Goal 3: Develop and offer student leadership opportunities workshops and community building opportunities- During winter 2024, the Honors Program helped students attend the Bay Honors Research Symposium at Stanford University. Many students were motivated to start their own research projects with De Anza faculty and plan to submit their proposals next year. In the spring, we celebrated students who completed the Honors Scholar requirements and were preparing to transfer to four-year colleges. Additionally, we improved our student leadership program by appointing new Honors Program Officers and an intern to assist with recruiting students, organizing community events, and creating new resources to aid student development. The end of year celebration occurs spring quarter recognizing the achievement of the honors students who are completing and transferring. This is an opportunity for the interns and officers to produce student lead events and activities working with their peers and stakeholders throughout the campus.

Honors students are also invited to participate in Phi Theta Kappa (PTK) which is advised by the dean of PSME. Phi Theta Kappa is the international academic honor society for students at community and two-year colleges. Its primary purposes are to recognize outstanding academic achievement at the community college level; to enhance academic development through the Honors Topic; to develop leadership skills in its members; and to offer a variety of community service activities. (<https://www.deanza.edu/honors/PTK.html>)

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Not Applicable.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of

student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

This full-time faculty coordinator position requested was non-instructional. The data for the honors program is included in the discipline for which the honors courses is taught. From the data provided for honors' program review a goal set is to increase enrollment amongst Latinx and Black/African American students; with an increase in enrollment among Latinx by 10 percentage points and African American students by 2 percentage points.

The position is unfunded.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The Honors Program does not have full-time or adjunct faculty. The designated honors instructors volunteer for the program as they work primarily for their respective departments. To offer more sections and a greater variety of honors courses, the program would benefit from funding to provide professional development and incentives to honors increase sections and encourage greater faculty participation in the promotion of the program and recruiting processes to meet the need to increase disproportionately impacted student, namely the Latinx and Black/African American student population.

In order for the honors program to grow the honors faculty coordinator will need to time, attention and support to address:

- faculty outreach and recruitment for honors course development and offerings,
- faculty professional development and support (communities of practice) for retention in honors offerings
- outreach to students across the campus, application, advising, and course selection
- community building and support for students in the honors community of learners
- planning and organizing of honors activities including specialized field trips

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Not Applicable
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Method of Assessment of Learning Outcome (please elaborate)	Not Applicable
Summary of Assessment Results	Not Applicable
Reflection on Results	Not Applicable
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Not Applicable

Done? Please email this form to your dean/manager.

8. Dean/Manager Comments: