

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The mission of the Honors Program is to inspire talented, high-performing students from diverse backgrounds to dream big and to discover the best within themselves, while helping them to develop the path from where they are now to where they can be.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The Honors Program is designed to

- **Challenge** students to achieve their intellectual and leadership potential through academically rich experiences
- **Improve** students' critical thinking, writing, and discussion skills
- **Help** students understand the connections between disciplines
- **Encourage** campus engagement for students seeking to develop their interests, talents, character and intellectual promise through lived experiences
- **Support** student awareness of campus and community resources, scholarships, research opportunities and summer enrichment programs

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Outreach materials	Create materials that promote the honors program and distribute amongst campus partners.	Honors Program Coordinator	Faculty, Outreach, General Counseling, DSS, SSRS, MESA, ISP, Humanities Mellon Scholars, Transfer Center	Promote campus events and resources with Guided Pathways coordinators.	Review student enrollment data.	Enrollment exceeds 5%.
Student recruitment	Increase enrollment amongst Latinx and African American students.	Honors Program Coordinator	Faculty, Outreach, General Counseling, DSS, SSRS, ISP, Humanities Mellon Scholars, Transfer Center, and MESA	Promote campus events and resources with Guided Pathways coordinators.	Review student enrollment data.	Increase enrollment among Latinx by 10 percentage points and African American students by 2 percentage points.
Programming	Develop and offer student leadership opportunities, workshops, and community building events.	Honors Program Coordinator	Faculty, Outreach, General Counseling, SSRS, DSS, ISP, Humanities Mellon Scholars, Transfer Center, MESA, Honors Program student officers	Promote campus events and resources with Guided Pathways coordinators.	Administer student surveys to gauge satisfaction.	70% or greater student satisfaction rate.

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

N/A

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Honors Program						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	311	274	259	210	230	-26.0%
Enrollment	505	406	454	338	322	-36.2%
Sections	163	132	139	112	115	-29.4%
WSCH	817	628	694	515	520	-36.4%
FTES (end of term)	54	42	46	34	35	-35.2%
FTEF (end of term)	0.3	0.3	0.2	0.2	0.3	34.8%
Productivity (WSCH/FTEF)	3,260	1,860	3,082	2,292	1,537	-52.8%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

Although the enrollment trend shows a 5-year 26% decrease in enrollment, enrollment is beginning to trend upwards with approximately a 10% increase compared to 2021-22. The more successful the Honors Program can become with respect to student enrollment and course offerings, the more the Honors Program can reinforce a culture of success already in place at De Anza College with respect to course completion rates and campus-wide strategies for student retention.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
2. Cite current industry trends.
3. 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.

N/A

D. Course Success

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Course Success

De Anza College

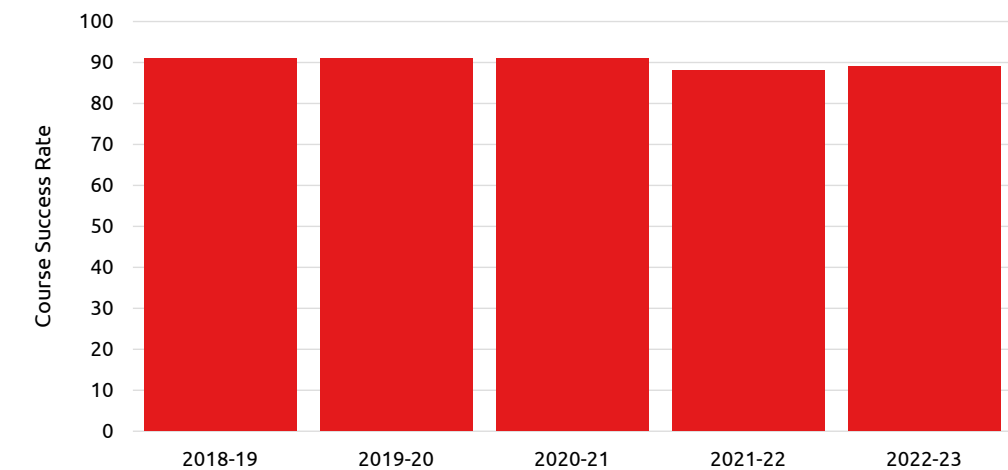
Who uses this report:

All users who want to further explore their enrollment or course success data.

What is this report:

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:



Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	505	91%	458	406	91%	369	454	91%	414	338	88%	297	322	89%	288

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)
4. How do course success rate trends align with your program goals?

1. Chief among the factors, the strength of the student cohort is vital to retaining students in our program i.e., study groups, community building events. In other words, working to develop future programming is crucial for improving student success rates.
2. Among the strategies, the Honors Program seeks to create and offer more on campus events to increase student retention, along with offering more honors courses of different types (general education; major requirements).
3. Broadly speaking, the course completion rates for honors students is 89%, which is considered high compared to campus-wide rates.

4. The goal of the Honors Program is to create unique and rigorous learning opportunities, encouraging students to pursue their intellectual curiosity and strive towards meaningful achievements, therefore the course success trends reflect the motivation of our students, as well as the commitment of our volunteer faculty to help students in developing their character, their joy for learning, and their potential for both scholarship and civic leadership.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

Additional successes needed to erase percentage point

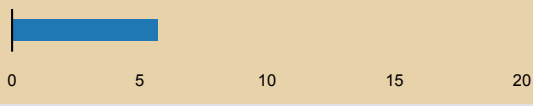

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant

Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method¹

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

Honors Program		2022 Fall to 2023 Spring				
Number of sections: 115						
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students	322	89%	89%	0		
Asian	159	87%	91%	-4		7
Black	6	100%	89%	+11		
Filipinx	7	100%	89%	+11		
Latinx	43	88%	90%	-1		1
Native American	0		89%			
Pacific Islander	2	100%	89%	+11		
Unknown ethnicity	63	95%	88%	+7		
White	42	86%	90%	-4		2
Female	153	93%	86%	+6		
Male	165	87%	92%	-6		10
Non-Binary	0		89%			
Unknown gender	4	75%	90%	-15		1
Foster youth	1	100%	89%	+11		
Individuals with disabilities	19	79%	90%	-11		3
Low Income	93	92%	88%	+4		
Not Low Income	229	88%	92%	-4		10
Veterans	1	100%	89%	+11		

¹The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

1. There is no significant gaps among student groups according to ethnicity, but there is a significant gap with respect to students with disabilities compared to all honors students.
2. This highlights a need to promote campus resources like tutoring, counseling, academic skills workshops, and Disability Support Services among honors students to support student success.
3. The data on students with disabilities is a significant area of concern given their course completion rates (79%).
4. The additional student group chosen was students with disabilities.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

The Honors Program is not an instructional program.

Trends in Awards

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Degrees and Certificates by Ethnicity

De Anza College

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show:

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

NA

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

NA

Staffing Trends

Faculty Workload

Faculty Workload Honors Program						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.1	0.1	0.2	0.2	0.2	80%
Full Time %	49.7%	34.0%	99.9%	100.1%	66.6%	34%
Overload	0.1	0.0	0.0	0.0	0.1	-10%
Overload %	50.3%	0.0%	0.0%	0.0%	33.4%	-33%
Part Time Load	0.0	0.2	0.0	0.0	0.0	
Part Time %	0.0%	66.0%	0.0%	0.0%	0.0%	
Total FTEF	0.3	0.3	0.2	0.2	0.3	35%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

The Honors Program does not have full-time or adjunct faculty, because our designated honors instructors volunteer for our program as they work primarily for their respective departments. However, in order to offer more sections and a greater variety of honors courses, the program continues to rely heavily on faculty willing to teach honors courses to support student success.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

NA

Dean/Manager Comments

The honors program offers an excellent opportunity for students to expand the rigor in their educational experience. There are 18 Subjects and 71 courses taught in the honors program. Students have the opportunity to join Phi Theta Kappa honors society and the Honors Transfer Council of California. Marketing for the program is paramount as students need to know of the opportunity and be advised of its benefits. The focus on engaging more Black and Latin/a/o/x students in honors opportunities seeks to meet equity practices across the campus. However, professional development on campus has been identified in the Equity Plan and honors would be no exception to that need.

Programming is needed to provide meaningful ways for students who seek out the rigor of these courses to connect and support one another.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.