

The Honors Transfer Program is the all-college, multi-disciplinary, academic program that serves 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, students, to better prepare them for university work.

2. Contractually obliged? Yes, in order to maintain the UCLA Transfer Alliance Program certification, the college must provide a Coordinator, Counseling hours, courses and honors experiences sufficient for students to be able to earn 15 units of honors-level work within 2 years of enrollment.

3. Obligated by Accreditation? The HTP helps to meet accreditation requirements through support of special programs such as CWA, International Students and our ESL – transfer pathway. In addition, the HTP provides intensive experiences and incentives for students outside of the STEM areas, but equivalent to those available through our STEM grants such as college visits, increased interaction with faculty, intensive academic work, and intentional counseling – thus meeting the ACCJC mandate that we serve all student populations equally.

4. Educational Master Plan ... other plans? 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**) As noted in data above, students participating in the HTP showed higher persistence in the Fall of 2013 across demographic groups. (**Goal 5 EMP**) 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 other, highly funded programs.

Additionally, the HTP should 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. This results in a high number of our target area students attending CSM or Foothill, and those who do start at Cañada often leave. 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. 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 with a strong HTP Cañada would be a competitive choice for transfer-ready students.

The data show membership in the HTP reflects that of the college, with all ethnicities, ages and genders represented. 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. While Asian, white, and female students had lower persistence rates than other groups, they were still significantly higher than the control group. For Hispanic and Multi-racial members of the HTP the difference was more pronounced – 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 HTP - these are questions that we would like to address, in an attempt to retain these students through degree completion and transfer. 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.

5. Headcount ... academic year? These numbers reflect participation and may be duplicated. Full Members: 94; Provisional Members: 115 - an increase of 100% over the previous year; Participating in 23 HTP sections: 315 actual, 359 census; Completing Contracts: 60 an increase of 1000% from previous year; Presenting at the Bay Honors Research Symposium: 5 out of 80 in 2013 and 7 out of 80 in 2014, Honors Scholars: 9, up from 2 in the previous year; UCLA certified: 8, up from 2 in the previous year.

6. Special populations? Yes, the HTP is the last wrung on the ladder of success for students who begin at Cañada with little or no academic success. Through active participation in college programs, and ultimately in the HPT, students are accepted at the most highly competitive institutions. 100% of students completing the HTP have transferred to highly competitive institutions. Statewide, the transfer rate for non-HTP students into UCLA is 23% and the transfer rate for HTP students is 79% - we want Cañada students to be among those statistics.

7. Evidence of success? Please see the full data and analysis provided in the 2014 Annual Plan – located in SharePoint.

8. What would be required if your program were to lose funding? Current members would need access to honors sections and contracts to complete their 15 unit goal. Additionally, HTP students who apply to UCLA would need counseling support and verification of completion in the spring after they apply to UCLA.

9. What cost savings can you propose? Consequences of implementing these measures? No recommendation.

10. What sources of funding might be available? As requested in the past two HTP Annual Plans, I believe that the HTP should be written into many of the grants that are currently written at the college. If we consider the HTP as supporting student research at its highest level, then you can see that it would fit into STEM grants, student success grants, HSI grants, etc.

Undergraduate research is associated with a wide range of positive benefits for students. A series of studies summarized on the CUR Web site highlights the critical role undergraduate research plays in advancing student learning (Kardash 2000; Lopatto 2003; Seymour et al. 2004), in increasing the likelihood of earning a degree, and specifically in retaining diverse students in fields in which they are historically underrepresented (Nagda et al. 1998), and in increasing students' pursuit of advanced education (Bauer and Bennett 2003; Hathaway, Nagda, and Gergerman 2002; Kremer and Bringle 1990). These studies bolster the assertion in the Boyer Commission on Educating Undergraduates in the Research University report (1998), which emphasized the benefits of inquiry-based learning experiences and the recommendation that a supervised research project be incorporated into the undergraduate program. https://www.aacu.org/peerreview/pr-sp10/pr-sp10_researchdiscovery.cfm

More specifically, this AAC&U document focuses on research as it affects success in under-represented populations.

https://www.aacu.org/assessinghips/documents/TGGrantReport_FINAL_11_13_13.pdf

And finally, the 5 benchmarks for effective practice as described by CCSSE are [active and collaborative learning](#), [student effort](#), [academic challenge](#), [student-faculty interaction](#), and [support for learners](#). Click on each benchmark to see how they relate to the Cañada Honors Transfer Program.

The question at this point in time should be “how can we fully fund the Cañada Honors Transfer Program so that it serves to accomplish these goals?” We need to increase funding to the Honors Transfer Program. In fact, the absence of a strong culture of research on our campus and in the CA Community Colleges in general, puts our students at a deficit. When reviewing many of the largest value scholarships available to transfer students, a prominent, explicit requirement is extensive student research. In previous years our students have been dropped out of the running for scholarships such as the prestigious Jack Kent Cook due to the fact that they had not completed their HTP. Just this year, a most deserving and accomplished student, Lauren Rankin, was dropped from national competition for the Coca Cola scholarship due to her lack of research background, and non-participation in our HTP. Increasingly states, 4 year institutions, scholarship funders, and community college systems are emphasizing this critical experience.

Appendix 1
HTP Budget Narrative 2013-2014

The HTP is a very efficient program considering the huge amount of in-kind services that the faculty contributes each semester. They design curriculum, work with students, and advocate for the program with no additional reimbursement. Of the approximately 55 full time teaching faculty members, 31 have developed Honors coursework and supervised students. In addition, there are 10 part-time faculty members who have been regularly teaching honors sections and/or offering contracts in their courses.

Faculty In Kind Contributions ... DUAL CRN Estimated one time cost of an honors class: 160 hours or approximately \$4,500 and estimated cost of managing the extra workload of the honors section: 98 hours or \$2,900. Multiply that by 20 sections per year: \$58,000. INDIVIDUAL CONTRACTS Minimum of 10 hours per contract or approximately \$600 times 60 or \$36,000. This is more than \$100,000 of donated time not including the one-time investment in developing the courses.

Note 1: Year-to-date actual expense information has been requested and is unavailable, so I have included an abbreviated list of proposed budget expenses.

Note 2: HTP was informed on 4/25/2014 that the program was funded by \$7,500 of Measure G funds; prior to that we had been told that we were funded by Redevelopment Funds (see spreadsheets distributed at regular PBC meeting.)

Item	Amount	Essential or Optional
Reassign time for Coordinator	\$62,806 – Fund 1	Essential UCLA TAP
Student Assistant	\$7,000	Essential
New Member Induction Fall	\$200	Essential
Completion Recognition Spring	\$200	Essential UCLA TAP
Counselor – Counseling and UCLA Audit	In-kind – Fund 1	Essential UCLA TAP
UCLA Conference	\$3,000 \$700	Students funded by ASCC Faculty Essential
Symposium Registration	\$300	Optional – we could make the students pay the \$25 for themselves
Cañada Research Conference	\$100	Optional
Membership nchc	\$600	Optional, however it saves significant prof dev. \$\$ in conf. reg.
Copies and misc. supplies	\$3,000	Essential