

Show All Possible Responses

Response is required

1. PROGRAM OVERVIEW

Program Title & Code

Program Title

Honors Program
(Max chars: 100)

Program Code

6490
(Max chars: 100)

1a. Select the Chaffey Goals that directly relate and are MOST relevant to your program.

Goals are numbered for the purpose of making reference points so that PSR writers can identify and locate which Chaffey Goals relate to their program. Goal numbers do not represent priority numbers.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

1b. Describe how your program aligns with the Chaffey's Goals. Please provide supporting statements and/or examples.

Refer back to the Chaffey Goals marked above (e.g., Goal 4: supporting statements of how program aligns with this goal).

- Goal 1: The Honors Program aligns with Chaffey College's equity driven approach to foster student success. The program is diverse and inclusive: 73% of our students have a reported household income below \$74,999, 37.1% of our students are African American or LatinX, and 53% of our students report being the first in their family to attend college. The majority of our students are first generation college students with underprivileged backgrounds. The program assists these students attain their educational goal of transferring to competitive universities. Our students transfer to: UCLA, UC Berkeley, Stanford, UC Irvine, UC Santa Barbara, and other notable universities.
- Goal 2: The Honors Program contributes to the College's mission to ensure learning and timely completion. Most of our students complete the program within 3 years, and transfer to a four year insitution. The program facilitates student success through stand alone Honors Sections, student contracts, student engagement, and student support.
- Goal 6: The Honors Program has been agile over the last few years. We continuously evaluate our program, working to respond to student needs, evaluate standards at other community college honors programs, and maintain academic rigor. The Covid-19 pandemic was an opportunity to test this agility, as our entire office went remote, as did all of our courses. In spite of this challenge, our program maintains healthy enrollment and completion rates.

PRIOR VIP GOALS STATUS/PROGRESS

1c. Please list the program's VIP Goals from the last PSR cycle, and report on the progress (complete, ongoing, etc.).

- VIP 1: Improve the Honors Program tracking process
 - Completed. Since our last PSR, we have created a Canvas shell that houses all of our current students. This has been a pivotal change to the program which has enabled us to track and communicate with our students. We have also implemented the use of formstack to collect and store Honors Students' contracts, intention to complete the program, and their transfer goals.

- VIP 2: Increase the number of Honors Students by 10% over the course of 3 years
 - This is an ongoing goal. We increased the number of students who enrolled in our program over the 2016-2019 cycle. The chart below compiles the number of students who applied and were accepted into the program. Prior to 2016, there was inaccurate data due to the lack of a comprehensive and systematic way to track students. From 2016 to 2017, we increased the number of students in our program by 11.5%. Between 2017 and 2018, that number increased by 8.8%. There was an 8.1% from 2018 to 2019, and a 10.4% increase from 2019-to 2020. Unfortunately, however, we were affected by the pandemic. We experienced a 36.5% decline in the number of students applying and being admitted into the program. Part of this precipitous drop is inevitable, due to the overall decrease in enrollment rates. In order to address this steep decline, we have been increasing efforts in student outreach through various virtual modalities, including: increasing the number of workshops, emailing all students who are eligible to apply to join the program, and ensuring that the Honors Program is highlighted in the course catalog, student planners, and having more faculty nominate students. We have also worked with the dual enrollment program to promote the Honors Program among non-traditional, eligible students.

Percent change of Honors Program Admissions (2016-2021)

Year	Total accepted	Percent Change from Previous year
2016	61	N/A
2017	57	11.5%
2018	62	8.8%
2019	67	8.1%
2020	74	10.4%
2021	47	-36.5%
2022	TBD	TBD

- VIP 3: Increase student completion of the program: In our last PSR cycle, we set a realistic goal of increasing the number of students completing the Honors Program by 3% each year. On average, we have 26 students complete the program annually. Below is a chart chronicling the number of students who have completed the program each year since 2017. We use 2017 as a benchmark year, as it is the year preceding our last PSR cycle. As the chart below illustrates, the program was experiencing significant growth prior to the onset of the pandemic. From 2017-2018, there was a 22% increase in the number of students completing the program. From 2018 to 2019, that number increased to 4%, and then from 2019 to 2020, we had 52% more students completing the program. Unfortunately, the pandemic devastated the rate of student completion. In 2021, there was a 56% decrease in the number of students completing the program.

Students Completing the Honors Program (2014-2021)

Year	Number of students Completing the Program	Percent Change from Prior Year
2017	23	n/a
2018	28	22%
2019	29	4%
2020	32	52%
2021	14	-56%

OTHER RESOURCES REQUESTS

*** 1d.1 At any point during the past PSR cycle (last three years), did you have "other resources requests" that were funded by the Resource Allocation Committee?**

If yes, proceed to questions 1d.2. If no, skip to section 2.

- Yes
- No

1d.2 If yes, did those purchases meet the program's intended purpose. Please explain.

Yes. In our last cycle, we requested \$500 to help send more students to conferences. We were able to increase the number of students presenting at local conferences, and had two students present at regional and national level conferences.

2. EVIDENCE

The evidence section comprises of the following three distinct subsections: equity, student support program data, and student support outcomes.

EQUITY

"Equity" represents the first element of the EVIDENCE component of the PSR evaluation. Equity is a process that contributes to equitable outcomes.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value. Examples of data include survey results, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

*** 2a.1 Over the last three years, have the following increased, decreased, or remained the same?**

Examine your program's structure (planning, creating frameworks, process facilitation, policies).

Response Legend:				
1 = Increase 2 = Decrease 3 = No Change (plus or minus 2%) 4 = Insufficient Data Available				
	1	2	3	4
Online support services; remote access vs. face-to-face delivery (e.g., Cranium Cafe, Zoom)	✓			
Equity-minded training or coaching for student support professionals and staff (e.g., micro-aggressions, universal design, culturally sensitive instruction)	✓			
Opportunities for students to engage in services (e.g., workshops, applied learning, hands-on activities)	✓			
Opportunities to follow-up with students (e.g., outreach efforts, formalized protocols for monitoring progress, benchmark completion)	✓			
Equity practices or protocols; creating a diverse and inclusive workforce			✓	

*** 2a.2 IDENTIFY EQUITY STRENGTHS**

- a. First, summarize "equity" data that describes your program strengths.
- b. Considering the evidence, explicitly identify specific "equity" strengths.

#1: Online Support Services: In the last decade, there has been an increasing shift to virtual learning and virtual support services. Our committee had been discussing options to offer online, stand alone Honors sections prior to the pandemic. In March of 2020, midway through the semester, the campus went fully remote due to the pandemic, and faculty were forced to convert all of their face to face courses to fully remote courses. This was an opportunity to test if Honors courses could be taught online. All of the honors level classes transitioned from face to face to remote during this semester, and the students adjusted well. The pass rate was 88%, as outlined in the chart "Honors Pass Rate (Spring 2020), which can be found in the "Student Support Data" section of this document.

The pandemic also offered the program the opportunity to increase online support services for students, keeping equitable access to our program in mind. Below is a list of the myriad ways in which the program increased online support services.

- Our Administrative Assistant made herself available via zoom for our weekly coffee hour, and through Cranium Cafe. As we shift back to face to face learning, she has also transitioned well to a hybrid model, working half of her hours on campus, and the other half remote. She has been available to students via email, telephone, zoom, and Cranium Cafe.
- Implemented coffee hour virtually: Prior to the pandemic, we hosted a weekly coffee hour on campus, where we provided coffee and snacks for students. Students would drop in to chat with the director, AA, and counselor. We had anywhere between 2-10 students drop in regularly. When the campus closed down, we immediately converted our coffee hour into a virtual coffee hour. A recurring zoom meeting was set up, and students were invited and reminded to make use of this resource. Each week, we had at least 4 students attend, and on some weeks, we had up to 10 students. During the coffee hour, we also utilized break out rooms, where students could meet one on one with the person who could best assist with the matter at hand. For instance, if the student had questions about his/her/their educational plan, our counselor would go into a breakout room with the student. If the student had a question about a contract or research, the director would do the same.
- Use of Canvas platform: In 2018, we implemented the use of Canvas for the program to share resources and create a space for students to connect. There are currently 14 active faculty members, the AA, the dean, and 81 students in the portal. This space has been instrumental in disseminating information to our students, as well as carving out a space for students to create a sense of community. Some of the resources we provide include: access to an Honors-specific librarian to help with research projects, access to Honors committee members (faculty and administrators), announcements about scholarships, peer accomplishments, conference and publication opportunities, deadlines, and other general information about the program. Students also use a discussion board to connect to one another in a general discussion portal.

#2: Equity-minded training or coaching for student support professionals and staff (e.g., micro-aggressions, universal design, culturally sensitive instruction): The faculty and staff on the Honors Committee are committed to equity-minded training and coaching. The following is a non-exhaustive list of the training sessions and workshops attended by committee members:

- Our director, who also teaches a full load, both face to face and remotely, has attended the following Flex workshops which have been designed with equity in mind: "Humanizing online instruction," "Authentic Assessment Design & Development," "Improving Your Online Course Design with POOR," and, "Creating dynamic discussions in Canvas with Harmonize." These equity minded seminars have been designed to improve virtual learning for students, especially in light of the pandemic, when many students struggled with the transition to online learning.
- Our Honors Counselor has attended the following workshops: Chaffey's BLOOM (Bringing Light to Ourselves and Others through Multiculturalism) training, "Students With a Disability and Microaggressions" workshop by DPS Counselor Donald Essex, and the "Humanize my Hoodie" training by Andre Wright and Jason Sole.
- Committee Member #1 has completed the following: Creating Accessible Content, BLOOM-Identity
- Committee Member #2 has completed the following: BLOOM-Identity, Strategies That Holistically Support Our Underserved Student Populations, Facilitating Accommodations and Supporting Students with Disabilities in a Remote Environment
- Committee Member #3 has completed the following: Equity Minded Practices (Bloom), Racial Trauma 101: Understanding the Impact of Racism on Mental Health, Community Advising: Connecting Students to Support Services, Exploring Compassionate Teaching Practices, FSC: Creating Inclusive Community, Equity in the Classroom, Strategies that Holistically Support Our Historically Underserved Student Populations, Facilitating Accommodations and Supporting Students with Disabilities in a Remote Environment, A2MEND Webinar with Ibram X. Kendi, Marc Lamont Hill, and Tim Wise, How to be an Antiracist (Ibram X. Kendi), Implicit Bias: Understanding and Undoing with Hugh Vazquez (SpeakOut Institute), Addressing Anti-Blackness on Campus: Implications for Educators and Institutions (CORA Webinar), Online Teaching Conference (OTC) - Attended 2 sessions focused on equity: 1) Using Online Support Tools to Create Inclusive Online Learning Environment; and 2) and Rigor through Empathy: Becoming a Warm Demander
- We have more data on the sessions that other committee members attended, but the limit on word count is limiting our summary here.

#3 Increase in opportunities for students to engage in services: There are two specific areas where we have increased the opportunities for students to engage in services through the Honors Program. First, by increasing the number of Honors Seminars offered each semester, and second, through expanding student volunteer opportunities.

- One of the requests that students had in their exit survey was to have more opportunities to engage with peers, staff and faculty in the program. As such, we implemented the use of "Honors Seminars," which are one hour workshops that students are expected to complete as part of the program requirements. We started with one topic in 2018, "Creating Strong Research Projects and Using Library Resources." The workshop was offered twice a semester, on campus. The seminars were well attended, with roughly 20 students attending each one. We continued the trend in 2019 by adding a nother seminar, "Conquering the UC Application Process (offered twice). In 2020, we decided to create an additional seminar, titled "The Power of Volunteer Work," to highlight the importance of volunteerism and community service. This was offered virtually, and 16 students attended. Students offered positive feedback on all seminars, and asked for a broader range of topics. As such, the committee brainstormed topics, and created three more seminars: "Finding the right University," "Approaching faculty for Letters of Recommendation," and "Scholarships after Chaffey." So far, these seminars have been well attended (About 15 students per seminar), and students reported that they found the seminars helpful. The chart below summarizes the number of Honors Seminars we have been offering since 2018.

Number of Honors Seminars Per Semester, (2018-2022)

Year	Number of Seminars per academic year
2018-2019	4
2019-2020	6
2020-2021	9
2021-2022	11

- On campus and virtual volunteering opportunities: Students are required to complete at least ten hours of volunteer work in order to complete the program. Our AA is responsible for assisting students find volunteering opportunities, both on and off campus. Historically, students volunteered face to face in myriad places including: The Panther Pantry, local hospitals, animal shelters, museums, and city programs, to name a few. Unfortunately, the pandemic conscripted a temporary halt to face to face volunteering, so the program adjusted accordingly by helping students find virtual volunteer opportunities. We were able to find many ways students could volunteer virtually. Two of our STEM students volunteered with the Smithsonian Digital Program, where they helped code and file digitized images of skeletons. One of our STEM students volunteered with the Zooniverse, helping classifying galaxies. The transition to virtual volunteering has increased equity for our students by offering opportunities to engage in arenas they would normally not have access to, due to geographic and financial limitations.

#3 Opportunities to follow up with students: Our program utilizes various methods to sustain an ongoing relationship with our students. Students are mentored by our program participants (faculty, director, counselor, AA, dean) for at least two semesters. With most of our current program efforts happening remotely, we have utilized Zoom, Canvas, and Cranium Cafe to continuously work with our students. The following points outline some of the ways that various members of our program follow up with students:

- Students complete honors contracts to partially fulfill their honors requirements. The process of submitting a contract is: student speaks to a faculty member about working on an independent research paper, and develops a research project, then submits the proposal into our portal. The honors counselor reviews the contract and approves it if it is a UC transferrable course. The proposal is then forwarded to the director who reviews the academic rigor of the project, and approves it if the project meets the academic standards of the program. The proposal is then forwarded to the dean who signs off on the proposal. The director contacts the student to let them know if their project has been approved or not. If it is not approved, the student is asked to re-submit the proposal after making the necessary changes.
- UC application and essay review: In November of every semester, our program hosts the "Conquering the UC Application Process" seminar, moderated by the program director and the honors counselor. We give an overview of the application process, and walk students through the process. Following this, the program director offers to work one on one with students on their application essays. Students send the director drafts of their essays, and the director reviews them, offers detailed feedback, and read several more drafts of the essays prior to the students submitting them. The chart below illustrates the number of students the director has worked with each year:

Number of students mentored through the UC application process

Academic Year	Number of students
2019-2020	4
2020-2021	5
2021-2022	7

- The Honors Counselor attends weekly zoom sessions with honors students to inquire about their educational plans and progress in program. She makes concerted efforts to keep them on track to transfer in a timely fashion. She also attends every Honors-related event to encourage students to make appointments with her. Students report that the meetings with our counselor are valuable in helping them reach their goals. The Honors Counselor pulled data from ConexED to measure the number of one-on-one interactions. On average, she had 182 one-on-one meetings with Honors Students in the 2021-2022 academic year. Unfortunately, ConexED does not allow users to parse the data based on the type of interaction. As such, this number captures prospective, current, and finishing students in the program. Moreover, this number does not aggregate by user, so we do not know if some of these interactions were repeat meetings with the same student.
- Our Administrative Assistant attends our weekly Coffee Hour and most Honors related events to answer questions and encourage students to continue progress in the program. She answers emails from both personal and program accounts, hosts meetings in Cranium Café, and now is available to students on campus, for 50% of her time. She monitors volunteer hours, seminar participation, honors contract submissions, and follows up with students if necessary. She also confirms final grades each semester for contracts and stand alone sections, connects with admissions and records to update student transcripts for honors notations.

#5. Equity practices or protocols; creating a diverse and inclusive workforce: Our program consists of a diverse student body. Each semester, we distribute an exit survey, which is distributed through google forms. This survey asks questions about our students' demographic characteristics, including: family income, gender, race, their working status, and whether or not they are the first in their family to attend college. The survey asks questions about students' opinions on the program as well, which will be unpacked later in this document. Below are charts that summarize the demographic characteristics of our students from 2018-21. The distribution of income level is about even. Most of our students' family income level falls below the \$50,000 threshold, representative of the larger Chaffey College student body. When collecting gender information, we ensured to include the "non-binary" category with equity in mind. The number of males and females in our program is about even, and 2.6% of our students are non-binary. Our program is racially diverse as well, with the majority of our students identifying as LatinX, White, and Asian/Pacific Islander. Most of our students (53%) are the first in their family to attend college. The vast majority of our students (82.9%) of our students work at least part time, indicating their need for financial support while attending college.

Reported Students' Annual Household Income Level (2018-

2021)

Annual Household Income	Percent
<\$24,999	26%
\$25,000-\$49,999	20%
\$50,000-\$74,999	17%
\$75,000-\$99,999	17%
>\$100,000	19%

Honors Students' Reported Gender
(2018-2021)

Gender	Percent
Female	48.6
Male	48.6
Non-Binary	2.6

Honors Students' Self-Reported Race
(2018-2021)

Race	Percent
LatinX	31.4%
White	31.4%
Asian/ Pacific Islander	17.1%
African American	5.7%
Mixed Race	5.7%
Middle Eastern	2.9%
Other	2.9%

Student Responses to:
"Are you the first in your
family to attend
college?" (2018-2021)

Response	Percent
Yes	53%
No	47%

Hours Worked While Enrolled in the
Honors Program (2018-2021)

Number of Hours	Percent
0	17.1%
1-20	40%
21-39	37.1%
40+	5.7%

We keep these demographic factors in mind as we service our students. We recognize that because many of our students are the first in their families to attend college, and as such, do our best to educate students of their choices, and the transfer process. Furthermore, we recognize that our students juggle many responsibilities, including work and family obligations, and we make concerted efforts to be as flexible as possible with them. In 2019, we assessed other community college honors program requirements, and learned that no other colleges had requirements for volunteer work, and that the units required to complete the program was 15 (a protocol put in place by the UCLA Transfer Alliance Program). This was a contrast to Chaffey's program, which required 54 hours of volunteer work and 18 units of honors credit. There was no logical reason to keep arbitrary barriers that diverged drastically from other programs, and as such, the committee voted to reduce the number of volunteer hours to 10, and match the number of units to 15, so that our program's requirements were consistent with other community college Honors Programs.

Finally, our students' work often address issues of equity. Our students' research papers and presentations often address topics related to equity, and spark discussions for the larger campus. Below is a sample of some of the topics our students have worked on in the 2021-2022 academic year.

Student Research Topics Related To Issues of Equity

Class	Topic
Eng 1A	Is the justice system truly just?
Eng 1B	Asians Representation in the Corporate World of Music
Music 8	The advantages of music therapy in the elderly population
Hist 2	Genocides of the Twentieth Century
Soc 15	Surviving the Pandemic: A Closer Look at Asian Americans
Eng 1B	Research of Gender Equality in the Film On the Basis of Sex
Eng 80B	British Women Writers and Their Forced Silence
Soc 10	Social stratification and Inequality
Eng 1B	Gender Equality Based on the Film On the Basis of Sex
Eng 1B	Police Brutality Against African American Males
Art History 19	The Impact of the First Feminist Art Program
Eng 1C	Gendered differences in the portrayal of women in literature
ASL 2	Healthcare quality and access for the deaf and how it compares to hearing patients
Eng 1A	What measures can be done to stop hate crimes against the LGBTQ+ community?
Soc 15	White Privilege and How it has Fueled Institutional Racism, and Has Affected Race/Ethnic Minorities

* 2a.3 IDENTIFY DISPARITIES IN EQUITY

- First, summarize "equity" data that describes areas of improvement.
- Second, considering the evidence, identify disparities in equity.

If there is a disparity in equity, DO NOT discuss responsive strategies in this section. You will be able to address responsive strategies in the STRATEGIC PLANNING section (item 5a).

*If the data shows favorable results for equity, answer the following question instead: How will the program/department maintain excellence in equity?

Each year, UCLA sends us demographic data about the students admitted to their university through the Transfer Alliance Program (TAP), which is a relationship UCLA and all California Community College Honors Program maintains. This program gives priority consideration to honors students, and is a targeted effort to increase student diversity at UCLA. Below is data that outlines the number of UCLA TAP applicants and admittances by race and gender.

UCLA TAP Students By Race (2019-2021)

	Applicants			Admitted		
	2019	2020	2021	2019	2020	2021
Total Number of Applicants	14	31	28	9	20	19

Native American	0	0	0	0	0	0
African American	0	3	2	0 (0%)	3 (100%)	1 (50%)
Latinx	4	13	11	4 (100%)	6 (46%)	10 (91%)
Asian	1	4	4	1 (100%)	4 (100%)	4 (100%)
White	5	6	5	4 (80%)	6 (100%)	3 (60%)

UCLA TAP Students By Gender (2019-2021)

	Applied			Admitted		
	2019	2020	2021	2019	2020	2021
Female	9 (64%)	14 (45%)	16 (59%)	5 (56%)	11 (79%)	10 (63%)
Male	5 (36%)	17 (55%)	11 (41%)	4 (44%)	9 (21%)	9 (37%)
Non-binary	0	0	0	0	0	0
Totals	14	31	27	9	20	19

Based on this data, the program is satisfied with the number of Latinx students being admitted, but recognize the disparity in male and African American students admitted to UCLA via TAP. We intend to cultivate targeted efforts to increase the number of males and African American students to our program.

STUDENT SUPPORT PROGRAM DATA

"Student Support Program" data represents the second element of the EVIDENCE component of the PSR evaluation. "Student Support Program" data represents all other types of evidence unrelated to equity. Examples of data may relate to resource tracking, student records or achievement, counseling, enrichment events, college readiness, academic mentoring and tutoring, student workshops, or program orientations.

Please keep evidence related to "equity" in 2a.2 and 2a.3. Please keep "Student Support Program" data in subpoint 3.

IMPORTANT: This section will ask you to provide specific data to support your answers. Data are distinct pieces that describe information or have a numerical value. Data may be collected through surveys and questionnaires, figures, written correspondence, search engine tracks, observation, number of students attending an event, interviews, focus groups, etc.

* 2b.1 IDENTIFY STUDENT SUPPORT STRENGTHS--ASSESSMENT OF PROGRAM HEALTH

Refer to data/evidence you have from the last three years.

- First, summarize "Student Support Program" data.
- Second, considering the evidence, explicitly identify specific areas that your program is doing well to support students.

Our students are required to complete an exit survey as a part of the program completion. A copy of the survey can be found here: <https://forms.gle/tT8tZiBR7qQmjdde8>. We collect demographic data (as evidenced earlier in this document), but also assess their perceptions on how the program has helped them prepare for upper division work at the University. This section will first go over the components of the survey, summarize the findings, and then discuss the implications of the findings.

Components of the Survey

The following questions are asked on a Likert Scale, where 1 is strongly disagree, 3 is neutral, and 5 is strongly agree:

- Honors class activities, such as field trips, presentations, and conferences increased my campus and community involvement.
- The required research papers helped increase my awareness of cultural and global issues.
- I am a stronger leader due to my involvement in the Honors Program.
- Participating in the Honors Program improved my skills in math.
- I am a stronger reader due to my involvement with the Honors Program.
- Participating in the Honors Program improved my communication skills.
- Working on my honors projects improved my research skills.
- Being in the Honors Program has helped me communicate better with my professors
- The volunteer service required by the program increased my social integration into the campus and community.
- Honors Program coursework helped improve my critical thinking skills.

Students are then asked three objective questions to assess their skills at academic research:

- Which is an example of a peer-reviewed source?
 1. An article in a popular magazine (e.g. Cosmo, Vogue)
 2. The Bible
 3. An academic Journal Article
 4. An article in the Los Angeles Times
 5. All of the above are peer reviewed sources
- When starting a research paper for a course, what is probably the best place to begin your search?
 1. Library Database
 2. Google
 3. Wikipedia
 4. Barnes & Noble
 5. They are all equally great places to start
- When should you cite a source in a paper?
 1. When quoting directly from the author
 2. When using an idea put forth from the author
 3. When using statistics from a study
 4. All of the above

The final two questions on the survey are open ended questions which ask how students feel they have benefitted MOST from the program, and how the program can better serve students in the future.

Findings:

Below is a summary of our findings from our 2019-2021 cohorts (n=74)

Question	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
Honors class activities, such as field trips, presentations, and conferences increased my campus and community involvement.	0%	0%	4.3%	39.1%	56.5%
The required research papers helped increase my awareness of cultural and global issues.	0%	0%	8.7%	30.4%	60.9%
I am a stronger leader due to my involvement in the Honors Program.	0%	0%	0%	39.1%	60.9%
Participating in the Honors Program improved my skills in math.	0%	4.3%	43.5%	30.4%	21.7%
I am a stronger reader due to my involvement with the Honors Program.	0%	0%	0%	26.1%	73.9%
Participating in the Honors Program improved my communication skills.	0%	0%	0%	26.1%	73.9%

Working on my honors projects improved my research skills.	0%	0%	0%	8.7%	91.3%
Being in the Honors Program has helped me communicate better with my professors	0%	0%	0%	8.7%	91.3%
The volunteer service required by the program increased my social integration into the campus and community.	0%	0%	8.7%	60.9%	30.4%
Honors Program coursework helped improve my critical thinking skills.	0%	0%	0%	52.2%	47.8%

Regarding the question on peer reviewed sources, 97.3% of students answered correctly (an academic journal article), and 78.3% of students answered "Library database" to the question: "When starting research for a paper in the library where is the best place to begin your search?" 17.4% answered, "They are all great places to start." Finally, 96% of students answered the final multiple choice question correctly, "All of the above."

Below is a sample of how students answered "How do you think you benefitted MOST from the Honors Program?" (These responses were not edited, and are the students' responses verbatim)

- Broadened my knowledge in a quicker way and at a more increased level than if I did not complete the program
- Prepared me for my upper division courses
- Confidence
- The support from my counselor
- Counselor
- Research skills, communication
- I benefited most by the research papers. In the beginning I thought a ten page paper was asking the world of me, but now it is a piece of cake.
- Being able to do more in-depth research with professors is one of the eaters benefits I gained from it.
- Critical Thinking
- I definitely learned how to manage my time better as well as conduct research more critically
- I have good relationship with my professors
- Prepared me academically for the four year level
- I learned to read 😊
- My ability to communicate increased tremendously
- My research skills have greatly improved as well as critical thinking skills. I was able to challenge myself and go beyond what the classroom has to offer.
- Helped me believe in myself
- Developing my sense of character
- The challenging coursework
- The opportunity to participate in creating my own academic challenges.
- Communication skills and public speaking.
- Being a part of a community and developing academic skills
- Research is not daunting at all!
- Research and writing skills increased.
- Being part of the Honors Program helped me to become more involved with my community. I especially think the Honors Program was great for boosting my confidence in speaking because of the conferences I was able to attend, and I feel like working with the professors helped me to become more confident in my thoughts and in my communication skills.
- My research and communication skills improved significantly, not to mention that I became more proficient in creating digital presentations.
- The professors passion for learning and small class size. Being surrounded by motivated and passionate students.
- I learned how to adequately develop research skills. I also gained more insight into how to better communicate with professors. Additionally, it taught me how to manage my time more effectively
- Honestly, having [honors counselor] as a specific person to reach out to to make sure I was on track and not missing anything decreased my anxiety significantly. I had a couple of appointments in the counseling department before the Honors Program and it was hit and miss and I did not always feel like I got my questions answered. I also appreciated the requirement for Honors standalone courses because it helped me to choose courses outside my major and academic focus to fulfill credits.
- I think what I benefitted the most from Honors program is to be able to know more opportunities out there, for example scholarship, workshop, and program with 4-year university.

Below is a sample of how students responded to: "How can the Honors Program better serve students in the future?" (These responses were not edited, and are the students' responses verbatim)

- Having more of an outreach to students

- Recognition at graduation in addition to the banquet
- Motivate them to become better students overall
- Continue with the outstanding support !
- Have more work shops
- I wish I knew about the honors program before completing most of my ge's, since I had a hard time finding professors who would let me complete honors contracts with them in higher div's. So maybe the honors program can send information to local high school counselors to help soon to be Chaffey students.
- By creating a stronger community with on campus events
- Practice of being in an advanced class also experience
- I feel as if though accessiblity to the honors program would definitely be a helpful thing. By that, I mean having the program announced to students of all kinds so that students can learn of the fact that there is even an honors program.
- More events do that all the honors participants could get together and exchange more ideas and information
- The Honor Problem can create more and more outside activities for students
- Nothing much really
- Make a place in chino
- Make classes easier to register to
- The Honors Program can better the future of a student by allowing them to have better communication, critical thinking, and research skills.
- Summer honors contracts
- It's great as it is.
- Free bagels at the honors office
- I think more meetings and events to allow honors students to bond and discuss their progress can increase their growth and achievements.
- Presenting in classrooms that are not their own.
- Fostering more student to student activity
- More availability for Honors counselors
- More variety in stand-alone Honors courses.
- The Honors Program could better serve students in the future by holding more events that might go beyond something like seminars. For instance, past honors students could come in to talk about their experiences or university representatives could specifically speak to honors students. It would also be helpful to have more information about universities available for honors students because most students of the program enter with the goal of transferring.
- Possibly providing more volunteering services?
- If more resources were offered maybe? I know there already are plenty that is offered. However, maybe if the honors program does drive in our supports other programs and or students. It will emphasize the community aspect a bit more.
- Many of the seminars and coffee hours were during the day. It might be beneficial to have perhaps more variety in times. I understand many who run those events maybe only work during the day, but I believe I would have been able to attend more if a more varied schedule had been offered. This is just me personally; I am much more productive at night and also my work schedule kept me from attending some as well. Thanks!
- Maybe more honor counselor? [current counselor] is definitely one of the best counselors I've met, but because of this sometimes it's very hard to get an appointment with her.

Implications:

The program is healthy overall. Students respond positively to how the program assists them reach their goals, and feel that they have benefitted in concrete ways. Notably, students perceive that their research, communication, and critical thinking skills have improved with their involvement in the program. They also feel that they are prepared for upper division course work at four year institutions. In the open ended questions, students note an augmentation in their confidence levels, and enjoy the challenge that the program has provided for them. They point out that the program can create more opportunities for community building, and more availability for the Honors Counselor. Concrete ways we can improve will be further discussed later in this document.

In addition to the exit survey data Our program collects data on:

- Students' successful completion of honors level course work
- Acceptance rates into 4 year institutions
- Number of students presenting at conferences
- Number of students nominated to the University of California, Irvine, Honors 2 Honors (H2H) program
- Number of students who are TAP certified
- Number of students who are awarded the UC Regents Scholarship

Overwhelmingly, Honors Students successfully complete their honors level work. The table below outlines the pass rate (completion of stand alone course with a B or higher). The first column is the class, the second column includes the number of Honors Students enrolled in that class, and the third column lists the number of students who earned a B or higher. In most courses, the success rate is 100%. The composite success rate, however, is 88%.

Honors Pass Rate (Spring 2020 Courses)

Class	Number of Honors Students Enrolled	Number of Honors Students Earning a B or Higher
Communication Studies 6	8	8

Anthropology 3	7	7
Economics 2	3	3
Economics 4	3	3
English 1A	1	1
English 1B	8	8
History 17	3	2
History 18	3	2
Math 25	1	1
Math 65	1	0
Political Science 1	5	4
Psychology 80	4	2
Philosophy 78	4	3
Social Science 32	4	4
Statistics 10	3	3
Totals	58	51 (88%)

The acceptance rates into 4 year universities for Honors Students is 100%. Most of our students are admitted to their first choice university, and most transfer to competitive universities, such as UC Berkeley, UCLA, UC Irvine, and UC Riverside.

Each year, our students are given the unique opportunity to present their research at professional conferences for Honors Students. The first conference is the Honors Transfer Council of California research conference, which is hosted by UC Irvine each year. This conference is open to honors students in all community colleges, and only about 40% of applicants are accepted to present. Below is a list of the number of students we have had present each year since 2018.

- 2018: 4
- 2019: 3
- 2020: 2
- 2021: 1
- 2022: 2

Additionally, there is the Western Regional Honors Conference (WRHC), where we have had 2 students present between 2018-2021, and the National Collegiate Honors Council (NCHC) conference, where we have had 1 student present in 2021, amidst the pandemic.

Each year, we also collect the number of students nominated to the University of California, Irvine, Honors 2 Honors (H2H) program. Eligibility into this program requires a minimum grade point average (GPA) of 3.7, and completion of the Honors Program. If students are accepted into this program, they will be invited to take residence at the UC Irvine Honors Dormitory, have personalized mentorship from a faculty member at UC Irvine, and be eligible for honors specific scholarships. For the 2021-2022 cycle, 15 of our students have been nominated to this competitive program. Additionally, we keep track of the number of students who are TAP certified each year. This semester, we have 18 who are TAP certified. Below is a chart that lists the number of TAP applicants between 2018-2021, and the number of admitted students. It is noteworthy that between 13-19% of students who are NOT TAP certified are admitted to UCLA, while the admit rate for TAP certified students range between 61%-68%, illustrating how the Honors Program helps our students transfer to UCLA.

Honors Program UCLA TAP admit rate (2016-2021)

	Applicants				Admitted Raw Number & Percent			
	2018	2019	2020	2021	2018	2019	2020	2021
TAP	21	14	31	28	9 (81%)	19 (64%)	19 (61%)	19 (68%)
Non-TAP	158	151	183	191	30 (19%)	15 (10%)	34 (19%)	25 (13%)

Additionally, our students are often awarded the UC Regents' and Chancellor's Scholarships. These are the most prestigious scholarships offered by the University of California. Students who stand out for their academic excellence, leadership, service, and creativity are awarded this scholarship. The scholarship is \$10,000 over two years, and include other special privileges. Each UC

campus differs from their criteria in awarding the UC Regents scholarships, but students must be invited to apply. The chart below lists the number of Honors Students who have been UC Regents Scholarship winners between 2018-2021.

Year	Number of UC Regents Scholarships
2018	2
2019	3
2020	3
2021	TBD

Finally, the Honors Program makes concerted efforts to inform students about other scholarship opportunities. One particularly competitive scholarship is the Jack Kent Cooke Undergraduate Transfer Scholarship, which is designed to encourage and support outstanding students who have financial need. The average GPA of a Jack Kent Cooke Scholar is 3.84. Students who are admitted into this program can be awarded up to \$55,000, and have personal mentorship while completing their degree. One of our students in the 2021-2022 cohort is a semifinalist for this prestigious opportunity.

*** 2b.2 IDENTIFY STUDENT SUPPORT AREAS OF IMPROVEMENT**

Refer to data you have from the last three years.

- First, summarize "Student Support" data that describes areas of improvement.
- Second, considering the evidence, explicitly identify specific areas in which the program can improve over the next three years.

You are only be asked to identify areas of improvements. You will be asked to address the strategies that the program plans to implement in the STRATEGIC PLANNING section (item 5a).

*If the data shows favorable results for student support, answer the following question instead: How will the program maintain excellence in student support services?

There are a few different ways that the Honors Program can improve to better serve the needs of our students. After reflecting on our data, we find that there are four specific areas we can improve: increase the number of course offerings, recruit more participants in the program, increase the number of African American and Latinx students in the program, create a greater sense of community, and find a better way to track where our alumni after graduation. Each of these components will be further unpacked below.

First of all, we can offer more stand alone honors courses. There has been a steep decline in the number of course offerings over the last few years, mostly due to the pandemic. The chart below outlines the number of stand alone honors sections offered each semester from 2019 to our current Spring 2022 semester. The first column is the semester, followed by the year, and the final column lists the number of stand alone sections we have offered. Prior to the pandemic, we had robust course offerings for our students, with 14 in the Spring of 2019, and 10 in the Fall of 2019, and 10 in the Spring of 2020. However, with the pandemic, that number has dwindled down to 4.

Number of Honors Stand Alone Courses Offered 2019-2022

Semester	Year	Number of Stand Alone Courses
Spring	2019	14
Fall	2019	10
Spring	2020	10
Fall	2020	4
Spring	2021	4
Fall	2021	5
Spring	2022	4

Stand alone courses are a vital component of the program. Students are required to complete at least 2 stand alone courses in order to complete the program. Unfortunately, when there are a limited number of courses available, many of our students have already taken those courses, and have a harder time finding courses that work with their educational plan. An ideal number of honors course offerings would be 8-10 per semester, across the disciplines.

Another way our program can improve is by increasing the number of students in our program. The chart below outlines the number of students accepted each year sine 2016.

Percent change of Honors Program Admissions (2016-2021)

Year	Total Accepted	Percent Change from Previous year
2016	61	N/A
2017	57	-11.5%
2018	62	8.8%
2019	67	8.1%
2020	74	10.4%
2021	47	-36.5
2022	TBD	TBD

From 2016-2020, we had a healthy rate of growth. However, when the campus shut down in March of 2020, and remained fully remote for the following year, we experienced a dramatic decline (-36.5%) in the number of students applying and joining the program. In response to the pandemic, our program created virtual marketing opportunities, by sending emails to eligible students each semester, and offering the "Why Join The Honors Program?" seminar via zoom.

The third way our program can improve is by recruiting more students of color, specifically African American and Latinx students. Below is a chart that illustrates the Chaffey College student racial demographics compared to Honors Program participants.

Comparison of Chaffey College and Honors Program Racial Demographics

Racial Category	Chaffey College	Honors Program
Latinx or Hispanic	66.6%	49.7%
White	12.6%	21.0%
African American	7.3%	6.5%
Asian or Pacific Islander	2.9%	19.5%
Mixed Race	0.2%	3.08%
Native American	0.2%	0.5%
Other	0.2	0%

While nearly 50% of the Honors Program participants identify as Hispanic or Latinx, there is a disparity in comparison to Chaffey's broader population of 66.6%, a difference of about 17%. A similar gap exists for our African American students, although that difference is far smaller, at 0.8%. Asian Americans and Whites are overrepresented in the program.

One of the key themes that emerged from the student exit surveys was that students crave a greater sense of community with their peers. The Honors Program can respond to this need by creating more opportunities for community connection, via social events and mixers, both virtually, and face to face (after the pandemic ends).

Finally, our program would improve if we had a better system of tracking our alumni. Our primary mode of communication with our students is via their panther email addresses. Unfortunately, once they graduate from our program, and subsequently Chaffey, we lose touch with them. Having sustained contact with our alumni is valuable for maintaining a sense of community, creating resources for future transfer students, and to recruit current students.

3. EVIDENCE--STUDENT SUPPORT OUTCOMES

Learning Outcomes represents the third element of the EVIDENCE component of the PSR evaluation.

If you have questions about the learning outcomes requirements in section 4, please contact Shannon Jessen at shannon.jessen@chaffey.edu or Laura Picklesimer at laura.picklesimer@chaffey.edu

*** 3a. Identify which of the following MANDATORY components have been completed by checking the appropriate boxes.**

The Outcomes and Assessment Committee will verify if mandatory components have been fulfilled.

- PROGRAM LOs/Student Support LOs have been revised/updated as needed, and entered in the Program Learning Outcomes (PLO) Workspace in Taskstream.
- Current PROGRAM LOs/Student Support LOs have been mapped to Institutional Learning Outcomes in the Program Learning Outcomes (PLO) Workspace.

*** 3b.1 Did you evaluate all Student Support Learning Outcomes within the three-year period?**

Yes

No

*** 3b.2 If you marked no above, please explain. If you marked yes, please enter n/a.**

n/a

STUDENT SUPPORT ASSESSMENT RESULTS AND REFLECTION

3c.1 Is there ACES-ILOs (formerly known as NWOW employability skills) assessment data for your Student Support area?

There is NO SCORING for element 3c.1

Yes

No

*** 3c.2 Are all PLO/Student Support LO assessment results from fall 2018 through fall 2021 entered into Taskstream?**

Yes

No

*** 3c.3 Mark all applicable approaches used to illustrate how your student support area currently uses learning outcome (LO) results to inform improvements to student services. Mark all that apply.**

Review & share results among stakeholders in your area

Change support strategies

Attend professional development

Change methods of assessment

Modify criteria for measuring success

Other; please describe:

*** 3c.4 Program Strengths**

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions regarding the strengths of your program(s). Use data from learning outcomes assessments to support your answer.

Based on our exit survey findings, the Honors Program is doing well to support our students. Our Student Support Outcomes include:

1. Honors Program students will be able to conduct research from secondary, peer reviewed sources. This skill includes the ability to discern between literature, fiction, and empirical evidence-based publications. Furthermore, students should be able to evaluate the credibility, accuracy, and relevance of information from sources. Students will be able to navigate through college library databases, and use appropriate sources applicable to their research topics.
2. Upon completion of the program, Honors Program students will increase their community involvement and global/cultural awareness through volunteerism and out of class activities. Students will be able to volunteer on or off campus, through any legitimate organization of interest. Out of class activities are planned by the student and professor, and can include visits to: museums, art galleries, symphonies, lectures, and film screenings (not an exhaustive list). Out of class activities and volunteering are meant to increase students' cultural and global awareness, and community involvement.
3. Students who complete the Honors Program will demonstrate refined communication skills as a public speaker, and at a professional level. Honors students are required to speak at professional conferences, seminars, and/or in-class presentations. They are also expected to pursue mentorships with professors, and career advisors, which translates to practical experience with communication skills
4. Honors Program students should demonstrate superior critical thinking skills. Upon completing the course, they should be able to: clearly identify main problems, issues, or questions in their coursework, demonstrate the ability to analyze and raise questions about pertinent information.

Based on our exit survey data, we have exceeded all of our SSO assessment goals. Students feel that their research, communication, and critical skills have improved with their involvement in the program. They also feel that their community involvement and global/cultural awareness has improved (see attachment and SSO workspace for a complete summary of findings).

* 3c.5 Program Areas for Improvement

Describe how your student support area is using learning outcomes assessment results to draw thoughtful conclusions to address areas for improvement in your program(s). Use data from learning outcomes assessments to support your answer.

While we exceeded our expectations, a recurring theme that emerged from the open ended questions in our exit survey was that students want more opportunities to connect with the honors community. We implemented the Coffee Hour to address this request. We will also implement more opportunities for students to connect with one another, such as a game night, or faculty/student panels around relevant topics and current events.

* 3c.6 Next Steps

Describe next steps that your area will take to help address gaps in achievement and/or assessment of Program/Student Support LOs in your student support area in the next three years.

We will continue to administer the exit survey every Spring.

4. STRATEGIC PLANNING

Perhaps the most important piece in the PSR process is strategic planning. Here you will create your Visionary Improvement Plan (VIP) Goals. VIP Goals is an opportunity for all student support members (not just primary writers) to get together to analyze data, discuss the overall self-study, and identify area improvement goals for the next three years. You will then develop an action plan, which outlines how your area plans to achieve your VIP Goals.

DEVELOP ACTION PLAN

* 4a. What is your program's action plan to make improvements? An effective plan is descriptive and has well-defined steps.

An effective action plan is descriptive and has well-defined steps. Within the three-year plan, an action plan may include yearly milestones or incremental deadlines that help the program to achieve their VIP goal(s).

If there is a disparity in equity (item 2a.3), the strategies for implementation should be included in the plan. Elements 2b.2 and 3c.5 asked you to identify what are the areas of improvement. Item 4a is asking you to put a plan together for the intended actions the department or program should take to achieve objectives for the process of improvement.

Year 1 (2022-2023)

- Request a list of all eligible students (GPA 3.2+ in 12 units) from Institutional Research, and invite students to join the program via email
- Email faculty at the end of each term (FT1, FT2, 14 week, 18 week) reminding them to nominate more students to the program
- Create a new recruitment video for students, post to YouTube, embed in email invitation
- Offer "Why Join The Honors Program?" twice each semester
- Offer 8-10 stand alone Honors courses each semester, across various disciplines.
- Offer 8-10 Honors related workshops per semester
- Offer 1-2 social events per semester, such as a zoom game night.
- Distribute exit survey and collect data. Reflect on findings and find ways to improve the program

Year 2 (2023-2024)

- Request a list of all eligible students (GPA 3.2+ in 12 units) from Institutional Research, and invite students to join the program via email
- Email faculty at the end of each term (FT1, FT2, 14 week, 18 week) reminding them to nominate more students to the program
- Create a new recruitment video for students, post to YouTube, embed in email invitation
- Offer "Why Join The Honors Program?" twice each semester
- Offer 8-10 stand alone Honors courses each semester, across various disciplines.

- Offer 8-10 Honors related workshops per semester
- Offer 1-2 social events per semester, such as a zoom game night.
- Distribute exit survey and collect data. Reflect on findings and find ways to improve the program

Year 3 (2024-2025)

- Request a list of all eligible students (GPA 3.2+ in 12 units) from Institutional Research, and invite students to join the program via email
- Email faculty at the end of each term (FT1, FT2, 14 week, 18 week) reminding them to nominate more students to the program
- Create a new recruitment video for students, post to YouTube, embed in email invitation
- Offer "Why Join The Honors Program?" twice each semester
- Offer 8-10 stand alone Honors courses each semester, across various disciplines.
- Offer 8-10 Honors related workshops per semester
- Offer 1-2 social events per semester, such as a zoom game night.
- Distribute exit survey and collect data. Reflect on findings and find ways to improve the program

INTER-PROGRAM COLLABORATION

* 4b.1 Identify specific inter-program collaboration that would improve student services.

Current Relationships:

- Phi Theta Kappa (PTK)
- Chaffey College Student government (CCSG)
- Dual Enrollment

Potential Relationships:

- Extended Opportunity Programs and Services (EOPS)
- Center for Culture and Social Justice

* 4b.2 How has your program specifically benefited from inter-program collaboration?

There are three programs The Honors Program Collaborates with: Phi Theta Kappa (PTK), Chaffey College Student Government (CCSG), and the Dual Enrollment Program. Each of these will be further discussed below.

- We have an ongoing relationship with Phi Theta Kappa (PTK) because many students are engaged in both programs. This helps ensure that students are actively working towards their transfer goals through the Honors Program, while also benefitting from the academic and community based activities which PTK creates.
- We also have an ongoing relationship with CCSG. In the past, the student government has helped the Honors Program by funding scholarships for our students. Many students in our program are also representatives in CCSG.
- We recently established a partnership with the dual enrollment program, allowing students to earn Honors credits as a part time student. The Honors Program requires students to be full time status (12 units or more) in order to receive the benefit of preferred registration status. Because dual enrollment students are not allowed to take more than 11 units, they do not qualify to join the program. The committee voted to allow dual enrollment students (and any part time students, for that matter) to earn Honors credit by taking stand alone courses, which will retroactively be applied towards their progress in the program, should they attend Chaffey as a full time student in the program, and join the program.

By partnering with other programs, the Honors Program contributes to a cohesive college community, which contributes to student engagement. Students are stakeholders in multiple programs, and receive benefits from them. These partnerships also increases program participants across the board. Finally, these partnerships help increase equity in the Honors Program, because we are able to reach a greater number of underprivileged student who can join the program.

PROFESSIONAL DEVELOPMENT SUGGESTIONS

4c. What topics, skills or types of professional learning would help you or your program execute future plans?

Information will be forwarded to the Faculty Success Center, Distance Education, Classified Success Network, and the Professional Development Committee to inform future professional development planning.

There is NO SCORING for item 4c.

The FSC can host workshops for faculty who might be interested in teaching honors stand alone courses or working on students on contracts. This will help disseminate information about the Honors Program to faculty, who can help inform students about the ways

the program can help them reach their transfer goals.

VIP GOALS

* 4d.1 What are your Three-Year Visionary Improvement Plan Goals (1-3 goals recommended)?

VIP Goals should align with the Chaffey Goals, and should be clear, specific, measurable, action-oriented, realistic, and time bound.

#1: Increase a sense of community in the Honors Program between students, faculty, and administrators

- Offer 8-10 stand alone Honors courses each semester, across various disciplines.
- Offer 8-10 Honors related workshops per semester
- Start offering 1-2 social events per semester, such as a zoom game night.

#2: Increase the number of students applying to join the program by 3%, especially students of color

- Increase the number of targetted marketing via email
- Increase the number of "Why Join the Honors Program" workshops offered each semester, once at the beginning, and once at the end of each semester.

#3: Increase the number of students completing the program

- Encourage students to attend events and coffee hour
- Encourage students to meet with Honors Counselor
- Create "study sessions" or peer tutoring/mentoring opportunities

* 4d.2 Select the Chaffey Goals that directly relate and are MOST relevant to your VIP GOALS (please select all that apply):

VIP goals should relate to Chaffey Goals.

- Goal 1: Equity and Success--Chaffey College will be an equity-driven college that fosters success for all students.
- Goal 2: Learning and Completion--Chaffey College will ensure learning and timely completion of students' educational goals.
- Goal 3: Community Opportunities and Needs--Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.
- Goal 4: Technology--Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.
- Goal 5: Efficiency--Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.
- Goal 6: Agility--Chaffey College will responsively adapt to changes in students' academic and career needs.
- Goal 7: Professional Learning--Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

* 4d.3 Explain the rationale that led your program to develop each VIP Goal. How does each VIP Goal align with the Chaffey Goals?

VIP Goal 1--Rationale and how it aligns with Chaffey Goal(s)

VIP Goal 2--Rationale and how it aligns with Chaffey Goal(s)

VIP Goal 3--Rationale and how it aligns with Chaffey Goal(s)

VIP Goal #1

Chaffey Goal #1: Equity & Success

Heightening a sense of community is an important piece of working towards equity, because student engagement contributes to student success, retention, and persistence. Research finds that "the more actively engaged students are — with college faculty and staff, with other students, and with the subject matter they study — the more likely they are to learn, to stick with their studies, and to attain their academic goals" (Community College Survey of Student Engagement 2021, National Survey of Student Engagement 2021, Waiwaiole et al. 2016). The Honors Program offers a unique opportunity for student engagement through academic advising, stand-alone courses, and peer interaction.

The program is inclusive to any eligible students who meet the required grade point average, and program participants are diverse. 49.7% of our participants are Hispanic or Latinx, 6.5% of our students are African American, 21.5% are white, and 19.5 are Asian. 26% of our students live below the federal poverty line. According to a report by Chaffey College's Institutional Research which

aggregated students who graduated from the Honors Program between 2015 and 2021, 67% of our students are economically disadvantaged. The gender gap in higher education, where women are outpacing men in college completion rates, has been a concern, given that male students tend to have lower rates of college completion rates. Our program has roughly equal numbers of male and female students, as well as non-binary students, illustrating the diverse population of students in our program. When students complete the program, they report that the program helped them recognize that they are capable students who can transfer to competitive universities which they thought was out of their reach. Having more stand alone courses, workshops, and social events will help this diverse population complete the program and graduate.

Chaffey College Goal #2: Learning & Completion

The Honors Program is vital to ensure learning and timely completion of students' educational goals through UCLA's Transfer Alliance Program, UCI's Honors 2 Honors Program, and the other transfer agreements held through the Honors Transfer Council of California, a consortium of Community College Honors Programs. 100% of students who complete the program are accepted into 4 year universities, and as referenced earlier, students report significant growth and learning. Increasing the number of stand-alone courses, workshops and seminars will help students reach their goals in a timely manner.

Chaffey College Goal #3: Community Opportunities & Needs

Students requested a greater sense sense of community through more workshops, seminars, and standalone courses. This VIP directly addresses the needs of students, and increases opportunities for students.

VIP Goals #2 & 3

Chaffey Goal #1: Equity & Success

A fundamental aspect of equity is increasing access to the program. Based on UCLA's admissions data, 219 Chaffey students applied to UCLA, but only 28 were TAP certified. This means that our program could have assisted 191 more students reach their goal. By having more students admitted into and completing the program, especially more African American and Latinx students, we are increasing the diversity of higher education.

Chaffey College Goal #2: Learning & Completion

Having more students join and complete the program will help more students complete the program, which is directly related to Chaffey's goal of helping more students learn and graduate in a timely fashion. There may be many students we are not reaching who may fall through the cracks, due to a lack of engagement and support. Increasing the number of students in the program decreases this possibility.

Chaffey College Goal #3: Community Opportunities & Needs

The Honors Program meets students' needs by maximizing opportunities to transfer to four-year institutions. The Honors Transfer Council of California (HTCC) maintains transfer agreements with many universities, including: UCLA, Amherst, CSU Fullerton, and UC Riverside. For a full list of our partnerships, please visit this link: <https://www.honorstransfercouncil.org/transfer-partners>. Our membership in HTCC meets the needs of students seeking to transfer to these universities. By increasing the number of students admitted to, and completing our program, we will be able to meet the needs of more students.