

May 2008

Esteemed Colleagues,

During the Cañada College strategic planning process of 2007, it emerged that an honors program would be a powerful strategy for addressing a variety of weaknesses in the academic program of the College. In considering the needs of highly motivated, transfer bound students, it was clear that absence of an honors program, and the concomitant transfer agreements, left them at a disadvantage in the transfer process to highly competitive colleges and universities. While assessing the concerns of our in-coming high school students, it appeared that students who were ready to take transfer-level coursework either chose not to attend Cañada, or if they did they left after one semester. In addition, while the College placed a great deal of focus on support for students who were under prepared for college-level work, there remained a paucity of programs or support for the most highly motivated and ambitious students.

To this end, the Academic Governing Council and the Vice President of Instruction decided to assign a faculty member the task of researching the viability of, and various design possibilities for an honors program. In the fall of 2007 I began research and wrote the first draft of an extensive Prospectus, which included details regarding honors programs at colleges across California and recommendation from the National Collegiate Honors Council. As it turns out, 51 of the 109 community colleges have programs and are member of the California Honors Transfer Council. During early spring 2008 I held fifteen focus groups to gather questions, hopes, and concerns regarding the idea of preparing a program model for the college community to consider the results of these forums are documented in the Prospectus. By mid-semester I gathered volunteers for a steering committee that includes faculty, staff, students, and administrators from across the college.

In April and early May the steering committee worked on the details of a plan custom-designed for the unique needs of the Cañada College community. Key components were derived from the UCLA Transfer Alliance Program (TAP) so that the College would be able to apply for admission within two years of operation. The values that the committee

established from the formal research and the materials developed from the focus groups were clear and strong. They can be summarized as follows. For an honors program to succeed, there must be substantial commitment on four levels; fiscal, curricular, student support, and programmatic. Fiscally, the College must be consistently willing and able to provide sufficient funding and space for program components on an ongoing basis. Regarding curriculum, faculty must be willing and prepared to provide an honors quality course experience through the various honors classes. To be successful, students must have specialized counseling and a place to gather to extend and support their learning community under the guidance of the faculty advisor. And programmatically, the College and faculty must be sure that the core of the honors experience is built around dedicated honors sections that are guaranteed to run even if they experience low enrollment. With these three components in place the integrity of the program will be secured.

What follows in this document is the Program Model that the steering committee developed. It should be considered alongside its companion document, the Prospectus. We hope that this will give the College community all of the information necessary to make a wise decision.

Respectfully,

Patty Dilko, Honors Scholars Program Developer
Professor, Early Childhood Education/Child Development
SMCCCD District Academic Senate President 2007-2009

Committee Members: Alicia Aguirre, Ayo Camara, Ashley Cohen, David Ibañez Doria, Denise Erickson, Alex Garcia, Linda Haley, Arturo Hernandez, Robert Hood, Ray Lapuz, Cathy Lipe, Jeanette Medina, Lisa Palmer, Melissa Raby, Carol Rhodes, Paul Roscelli, Soraya Sohrabi, Kayla Taivit, Katie Townsend – Merino, Mike Stanford

HONORS SCHOLARS PROGRAM MODEL FOR CAÑADA COLLEGE

MISSION

- To support individuals as they accomplish their educational goals of graduation and transfer;
- To increase transfer opportunities for participating students;
- To support a community of honors students who will thrive in an atmosphere of intellectual challenge;
- To compliment and support the current Phi Theta Kappa honors program;
- To enhance the intellectual life of the college by providing a cohesive academic program;
- To attract new students by establishing that Cañada College is a place where talented and motivated students are welcomed and encouraged.

TARGET POPULATION

The Honors Scholars Program will serve 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, high-achieving students, to better prepare them for university work.

BENEFITS TO STUDENT

- Participation in the courageous pursuit of knowledge;
- Networking in a learning community of motivated, well-prepared students;
- Increased interaction with faculty;
- Participation strengthens transcripts for transfer and employment;
- Priority transfer opportunities at prestigious 4 – year institutions through the Transfer Alliance Program and other special transfer agreements;
- Specialized academic advising from Honors Educational Advisor;
- Richer intellectual understanding of topics studied;
- Priority registration date (district-wide policy agreed upon sp 08);
- Participation in district-wide Honors Seminars;
- Enhanced scholarship opportunities;
- Opportunity to participate in Honors conferences and seminars;
- Preferential enrollment of Honors students in Honors sections;
- Special recognition at graduation.

BENEFITS TO COLLEGE

- Honors Scholars Program directly supports the core mission of the College to assist students in achieving their educational goals;
- Increased ability to provide a comprehensive educational opportunity to all levels of students as they pursue their education plan;
- Increased opportunities for Cañada to develop concurrent enrollment, transfer, and articulation agreements with 4-year colleges and universities;
- Increased enrollment of traditional-age, college-bound students from the local high schools;
- Increased opportunities to develop partnerships with industry to provide financial support, scholarships, and internships;
- Increased collaboration with teachers in high school programs such as Advanced Placement (AP) and International Baccalaureate (IB);
- Increased collaboration with faculty and programs at our sister colleges: Skyline and College of San Mateo.

RECRUITEMENT

Recruitment of students into the Honors Scholars program is essential during start up and as an ongoing activity. This will likely be a shared responsibility between college counselors, college recruiters, faculty, the Honors Scholars Advisor, Honors Scholars students, and the Honors Scholars Faculty Coordinator.

Internal

One significant population that should be considered for recruitment are the students who are already attending Cañada College and have begun to appreciate the value of their college education. Program staff should work closely with campus programs such as Phi Theta Kappa, MESA, Associated Students, Middle College faculty, and the various clubs to be sure that all students are informed of the opportunities available through the Program.

External

Another important population that should be targeted for recruitment are students attending Cañada's seven feeder high schools: Cañada College Middle College High School, Carlmont High School, East Palo Alto Academy, Menlo Atherton High School, Redwood Continuation School, Sequoia High School, and Woodside High School. Programs such as AP and the IB are a natural source for students, however the program materials should be developed so that they highlight the opportunity

for all levels of students to explore their readiness to participate and experience the benefits of honors level work.

PROGRAM DESIGN

Student Performance Requirements

| | |
|--|---|
| Program Entrance | |
| Entering High School Students | Continuing College Students |
| GPA 3.5 Eligibility for English 100 and Math 120 | GPA 3.5 after 9 units of degree applicable coursework Eligibility for English 100 and Math 120 |
| Program Maintenance | |
| GPA 3.0 1 semester probation offered | |
| Graduation or Transfer With Honors | |
| 15 units in Honors Classes GPA 3.25 | |

Type of course offerings

The Honors Scholars Program will be comprised of a combination of the following:
Honors Sections: These are courses offered at the honors level, however they are open to all enrolled students by faculty recommendation or petition.

Contract Courses: These courses provide honors credit to the student; they are individually negotiated between the faculty member and the student. The program will not rely heavily on this type of honors course, rather they should be an opportunity for students to complete their honors requirement in a timely fashion.

Honors Seminars: These are a series of topical seminars for which students receive credit.

Honors Interdisciplinary Courses: Interdisciplinary offerings may include an introduction class that included study skills or may incorporate multiple academic disciplines.

Honors Learning Communities: These are credit-bearing learning communities that provide a way for students to complete their unit requirement in an enriched honors environment and are designed to support students within the same discipline or to

compliment students who are enrolled in contract courses. An example of this is a one-unit honors seminar in a discipline that is linked to a number of other courses in that discipline. If the student completes the honors seminar they receive honors credit for both the seminar and the regular course.

Independent Study: Independent study can be used to round out the Honors experience. Faculty can supervise students in the completion an intensive research project.

Internships: Honors-level field experience semesters and internships are available through a number of academic institutions and public entities. Students would complete their field experience under the advisement of a faculty member.

COSTS AND BENEFITS TO THE COLLEGE

It is extremely important for the Honors Scholars Program to develop a budget that becomes a part of the institutional budget process. This creates stability for the program and a mechanism for evaluation of effectiveness. An minimum budget estimate for the 2008-2009 school year is \$22,000, the benefits are incalculable.

Start Up Costs:

| | |
|---|----------|
| Honors Scholars Program Developer 3 units of release time Fall 2008 | \$5,180 |
| Attendance for Program Developer at Fall Honors Conference | \$1,200* |
| Development of Web page and initial promotional materials | \$500 |
| Two faculty curriculum development seminars Fall 2008 | \$1,500 |

* Optional but desirable expense

Start Up Benefits:

- o Forward movement on the colleges strategic directions;
- o Positive public relations;
- o Invigoration of the academic discourse;
- o Enhancement to school spirit.

Projected Ongoing Costs:

| | |
|--|----------|
| Faculty coordination time: a minimum of 6 units per semester expanding as the program grows. | \$10,360 |
| Dedicated counselor hours to advise students: counseling is included in their typical load, however the counselor must be able to schedule additional time to work with the coordinator and advisory committee and PTK | \$0 |
| Promotional materials typical to any college program: brochures, | \$500 |

| | |
|---|-----------|
| schedule, catalogue, mailers to high school students and continuing students, website | |
| Honors Scholars Program student assistant | * |
| Commitment to run honors sections even if enrollment is low. | varies |
| Faculty Coordinator/Counselor attendance at national, regional and local conferences/meetings | \$2,400* |
| Stipends for students to do research at Cañada | * |
| Student attendance at regional and State conferences | \$5,000 * |
| Membership fees in national and regional honors associations | \$800 |
| Professional development activities for faculty & staff | \$1,500 * |
| Annual Honors Scholars Welcome Lunch | \$750 |
| Annual Honors Scholars recognition event at commencement | \$750 |
| Dedicated Honors Scholars student space in Library or Learning Center | \$0 |
| Development of an Honors Scholars Scholarship. | \$500 * |

* Optional but desirable expense

Projected Ongoing Benefits:

- o Support to existing college programs;
- o Increased graduation and transfer rates;
- o Increased enrollment of both traditional, college-age students and non-traditional students;
- o Public recognition as a high level, academic, transfer institution.

UCLA TRANSFER ALLIANCE PROGRAM (TAP)

What the TAP program is all about

“The Transfer Alliance Program is a collaboration between local community college Honors/Scholars Programs and UCLA College (Letters and Science) in conjunction with Undergraduate Admissions and Relations with Schools. The program is designed to foster academic excellence at the community college level and to promote diversity and retention in the UCLA transfer population. Member community colleges provide enriched general education curricula emphasizing critical thinking, writing, and research through their Honors/Scholars programs. Students who have completed the Honors/Scholars Program at their Community College receive priority consideration for admission to UCLA College (Letters and Science). Admitted TAP students are eligible to apply for scholarships reserved for the Transfer Alliance Program.” UCLA TAP website:

<http://www.college.ucla.edu/up/tap/>

TAP Program Requirements

5 courses equal to 15 semester units are the minimum. This matches the standards of the National Collegiate Honors Council (NCHC). Program design and GPA requirements are at the discretion of each Community College.

Potential TAP Partners

While agreements with each of the following colleges and universities are individualized, there are many common benefits to participating in honors transfer programs. These benefits include priority enrollment, automatic enrollment, use of university libraries, housing priorities, opportunities to attend academic and cultural events at the universities, scholarship considerations, and organized visits to their campuses to prepare you for transfer, etc. Community colleges must have an active honors program for two years before they can apply to participate as a TAP Partner. The following is a partial list of potential transfer partners.

UCLA, UC Irvine, UC Berkeley, UC Riverside, Cal Poly Pomona, Cal State East Bay, Cal State Stanislaus, Cal State Fullerton, Cal State Long Beach, San Diego State, San Francisco State, Chapman, Pacific, Pfizer, St Mary’s, Mills College, San Jose State.

2008 HONORS SCHOLARS PROGRAM STEERING COMMITTEE MEMBERS

Alicia Aguirre, Ayo Camara, Ashley Cohen, Patty Dilko/Chair, David Ibañez Doria, Denise Erickson, Alex Garcia, Linda Haley, Arturo Hernandez, Robert Hood, Ray

Lapuz, Cathy Lipe, Jeanette Medina, Lisa Palmer, Melissa Raby, Carol Rhodes, Paul Roscelli, Soraya Sohrabi, Kayla Taivit, Katie Townsend – Merino, Mike Stanford

RESOURCES

ACE Academic Excellence in Education USCS

<http://ace.ucsc.edu/>

ASCCC: The Model District Policy on Prerequisites, Co-requisites, and Advisories on Recommended Preparation

<http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/ModelDistrictPolicy.htm>

Basic Characteristics of an Honors Program (NCHC)

<http://www.nchchonors.org/basic.htm>

City College of San Francisco

<http://www.ccsf.edu/Departments/>

Foothill College Honors Institute

<http://www.foothill.fhda.edu/hon/index.html>

Honors Agreements/Transfer Grid

<http://www.honorstcc.org/agreements/transfergrid.pdf>

Honors Transfer Council of California

<http://www.honorstcc.org/>

Los Angeles Mission College

<http://www.lamission.edu/sociology/meikelburg/Honors%20Requirements.html>

National Collegiate Honors Council (NCHC)

<http://www.nchchonors.org/>

Phi Theta Kappa

<http://www.ptk.org/>

Preliminary Results from the Survey of Community College Honor Programs: Student Equity Implications. Rostrum Article May 2007

<http://www.asccc.org/Publications/Rostrums/Rostrum05-07.pdf>

Sample Honors Syllabi

<http://www.nchchonors.org/freshmen.pdf>

<http://www.nchchonors.org/sophomoresylliabicombined.pdf>

Skyline College Honors Transfer Program

<http://www.smccd.net/accounts/skyhon/>

University of California Campus-Wide and Departmental Honors Survey

[http://planning.ucsc.edu/honors/Docs/HonorsSurvey\(UC,Apr07\).pdf](http://planning.ucsc.edu/honors/Docs/HonorsSurvey(UC,Apr07).pdf)

UCLA Transfer Alliance Program

<http://www.college.ucla.edu/up/tap/>

Western Regional Honors Council

<http://www.unm.edu/~wrhc/>