

De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name:** HONORS
2. **Name of individual(s) completing the form:** JOHN FRANCIS, MICHELLE HERNANDEZ AND ANGELITA PABROS
3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

Program review feedback from the prior cycle directly informed several substantive improvements to the De Anza Honors Program. The feedback guided the clarification and refinement of the Honors Faculty Coordinator job description, which was then used to support a personnel request, and it also strengthened the program's application for participation in the UCLA Transfer Alliance Program. In addition, as recommended, the program developed and adopted Student Learning Outcomes to provide a clearer framework for assessing student achievement and program impact.

These improvements deepen the program's alignment with De Anza College's mission to provide an academically rich, multicultural learning environment that develops students' intellect, character, and social responsibility. The Honors Program advances this mission by offering rigorous, interdisciplinary coursework that emphasizes critical inquiry, research, and community-oriented service, thereby reinforcing the college's Institutional Core Competencies in communication, information literacy, critical thinking, civic capacity for justice, and personal responsibility. By maintaining multiple eligibility pathways, the program also expands equitable access to honors opportunities for students from diverse academic backgrounds, supporting the college's commitment to equity and inclusive student success.

4. **Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).**
 - Established John Francis- Business faculty as the [new Honors Coordinator](#) (Winter 25)
 - The coordinator developed a streamlined process for Honors applications which includes an Access Database that tracks applications as well as temporary honors clearances for students who are interested in trying the honors course
 - Established an honors advisory committee to assist in the future of the program
 - Accepted into the UCLA Transfer Alliance Program (UCLA TAP) partner community that affords De Anza students with the opportunity to receive priority consideration in admission to UCLA.

- We continue to certify students for the UC Irvine Honors to Honors Program
- We continue to participate in the Bay Honors Consortium and their Honors Research Symposium where the new coordinator volunteers as a workshop moderator and students can present their research and hear from their peer researchers
- Honors “End of the Quarter Brunch”, Capstone presentations, Honors 101 presentation
- Honors presentations to campus partners and divisions-High School Partner Conference, Summer Bridge, Student Success & Retention Services, etc.
- We increased visibility and awareness of the Honors Program through enhanced branding, such as logo tablecloths for events and student-designed icons for stickers and promotional materials.
- Partnered with Office of Professional Development to offer an honors instructor information session and training opportunities to increase the diversity of disciplines taught with honors and faculty who are teaching in honors
- Faculty teaching honors now receive one point for each honors course taught as listed in the Professional Responsibility Table. Prior to this change honors faculty did not receive any form of compensation for their participation.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

| Goal title | Goal description | Responsible parties | Collaboration with.... | What evidence have you used to monitor progress? | How have you assessed your goal? | W ch ha m or as |
|--|---|----------------------------|---|--|----------------------------------|--------------------------------|
| Outreach | Create materials that promote the honors program and distribute amongst campus partners | Honors Program Coordinator | Faculty, Outreach, General Counseling, DSPS, SSRS, MESA, ISP, Humanities Mellon Scholars, Transfer Center | Promote campus events and resources with Guided Pathways Coordinators. | Review student enrollment data. | En ex |
| <p>The honors coordinator updated the webpage, purchased logoed tablecloths, hosted a logo/icon contest where student’s design will be published on stickers and other promotional items. Programming efforts have increased program’s visibility on campus and assisted in creating a sense of belonging and community amongst the honors students. The coordinator participated in campus welcome and onboarding events such as welcome day, summer campus resource fairs, professional development events, division meetings, etc., in order to ramp up outreach program. Specific and intentional efforts have been made to connect with affinity group populations.</p> | | | | | | |

| | | | | | | |
|---------------------|---|----------------------------|--|---|--------------------------------|---------------------------------|
| Student recruitment | Increase enrollment amongst Latinx and African America students | Honors Program Coordinator | Faculty, Outreach, General Counseling, DSS, SSRS, ISP, Humanities Mellon Scholars, Transfer Center, and MESA | Promote campus events and resources with Guided Pathways Coordinators | Review student enrollment data | In en ar La pe po Af Ar st 2 po |
|---------------------|---|----------------------------|--|---|--------------------------------|---------------------------------|

Efforts to recruit students from disproportionately impacted populations ramped up summer 2025 with the inclusion of honors in the workshop offerings and the tabling events, increasing visibility and awareness of the Honors program. DSS remains a population we need to intentionally engage to recruit students to the program. African American students continue to vacillate between 2-3% in 23-24 and 24-25. Latinx student participation increased from 12% to 14% (24-25). Unknown ethnicity participation increased from 16% (23-24) to 19% (24-25). From Fall 24-Fall 25, the honors program coordinator has evaluated 164 applications with an 89% acceptance rate (146 applications are currently under review for winter 2026) and with an additional 93 students obtaining clearance to enroll in an honors class.

| | | | | | | |
|-------------|--|----------------------------|---|--|---|----------------|
| Programming | Develop and offer student leadership opportunities, workshops and community building events. | Honors Program Coordinator | Faculty, Outreach, General Counseling, SSRS, DSS, ISP, Humanities Mellon Scholars, Transfer Center, MESA, Honors Program student officers | Promote campus events and resources with Guided Pathways Coordinators. | Administer student surveys to gauge satisfaction. | 70 gr st sa ra |
|-------------|--|----------------------------|---|--|---|----------------|

Programming efforts have increased, however, no evaluation or surveys have been administered to date. Students participate in two end of quarter brunch (Spring and Fall), the Bay Honors Consortium (Winter), honors information sessions which include UCLA TAP information, and campus tours. Event participation averages 30 students.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

| Goal title | Goal description | Responsible parties | Collaboration with.... | What evidence will you use to monitor progress? | How will you assess achievement of the goal? |
|------------|------------------|---------------------|------------------------|---|--|
|------------|------------------|---------------------|------------------------|---|--|

| | | | | | |
|----------------|--|--|--|--|--|
| Not Applicable | | | | | |
| Not Applicable | | | | | |

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The Honors Faculty Coordinator provides essential academic and operational leadership for the De Anza Honors Program. The role oversees student recruitment, application review and approvals, assistance with honors course enrollment, student programming (events and field trips), and responses to student and faculty inquiries. The coordinator also recruits honors faculty, monitors honors CORs, coordinates course scheduling, collects syllabi and course criteria forms, and leads professional development, branding, and marketing for the program. The position is currently compensated at approximately 16,500 dollars per year, equating to about five hours per week, and the personnel request to more fully resource this role has not yet been approved.

De Anza's new partnership with the UCLA Transfer Alliance Program (TAP) has substantially increased the scope of the coordinator's work. The coordinator must now market TAP, interface with students and counselors, and certify student eligibility for TAP priority consideration, while also leading the required Honors Advisory Committee, securing and monitoring a designated space for honors students, and meeting ongoing compliance requirements to retain the partnership. In addition, the coordinator works with counseling on UCLA TAP certifications and remains the sole certifying authority for the UCI Honors to Honors program. Given this expanded workload, the current five-hour-per-week allocation is insufficient to sustain quality, ensure compliance, and build needed student programming, faculty development, and community-building. The program review therefore identifies the Honors Faculty Coordinator as a critical personnel need requiring increased, formalized support.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

- a. Without a full-time honors faculty coordinator, time on task to effectively partner with campus areas-Puente, Umoja, Men of Color, Rising Scholars, DALA, BFSA, DSPS to generate interest and increased participation in honors has waned.

- b. Part of the strategy to recruit a more diverse population of students is to expand honors course offerings from a broader spectrum of disciplines that will attract students from the BIPOC communities and other communities who are identified as disproportionately impacted. With the current additional pay structure, the honors coordinator has limited time to spend recruiting faculty, cultivating faculty, and assisting faculty with the development of the honors CORs.
- c. The area dean along with the honors faculty coordinator and the newly developed advisory committee members and the office of professional development have collaborated to assist in the above-mentioned tasks.

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

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

**Honors did not previously have SLO's developed. Below are the two that were developed within the last year with the new honors faculty coordinator.*

| | |
|--|--|
| Learning Outcome (SLO, AUO, SSLO) | Students will have completed rigorous coursework through honors sections offered each quarter (Fall-Winter-Spring) |
| Method of Assessment of Learning Outcome (please elaborate) | Student transcripts-number of honors courses completed Students' completion of the capstone project, annually |
| Summary of Assessment Results | Not Applicable |
| Reflection on Results | Not Applicable |
| Strategies Implemented or Plan to be Implemented (aka: enhancements) | Not Applicable |

| | |
|--|--|
| Learning Outcome (SLO, AUO, SSLO) | Students have a community of learners who motivate each other to academic and transfer success. |
| Method of Assessment of Learning Outcome (please elaborate) | Students participate in on/off campus honors related events and activities, the PTK student honors club, campus tours, honors symposiums Evaluations and surveys from participants on the impact of the event or activity |
| Summary of Assessment Results | Not Applicable |
| Reflection on Results | Not Applicable |
| Strategies Implemented or Plan to be Implemented (aka: enhancements) | Not Applicable |

Please email this form to your dean/manager.

10. Dean/Manager Comments:

The Honors Program at De Anza College continues to strengthen its role as a key equity-minded transfer pathway, with notable gains in infrastructure, partnerships, and campus visibility alongside persistent capacity challenges that constrain growth and impact.

Key successes

The establishment of a dedicated Honors Faculty Coordinator has provided essential academic and operational leadership, including streamlined application review, tracking, and temporary honors clearances that make it easier for students to explore honors coursework. The program has also formed an Honors Advisory Committee and clarified the coordinator role, positioning the program for more strategic planning, faculty engagement, and compliance with external honors partnerships.

Acceptance into the UCLA Transfer Alliance Program (TAP) is a major milestone that elevates the profile of honors, offers students priority consideration for admission to UCLA, and aligns strongly with the college’s transfer mission. Continued participation in the UC Irvine Honors to Honors Program and the Bay Honors Consortium, where De Anza students present research and the coordinator serves in a leadership capacity, further reinforces a culture of academic excellence and undergraduate research.

Targeted outreach and branding have significantly increased campus visibility and sense of community, including updated web content, logoed tablecloths, student-designed icons, and regular presence at welcome events, resource fairs, and division meetings. These efforts, paired with intentional engagement of affinity groups, have supported modest gains in Latinx participation (from 12% to 14%) and increased representation of students with unknown ethnicity, while maintaining a steady volume of applications with a high acceptance rate and substantial “try-out” clearances.

The program has expanded student programming such as end-of-quarter brunches, capstone presentations, Honors 101, honors information sessions (including UCLA TAP information), campus tours, and participation in honors symposia, averaging about 30 students per event. Newly developed Student Learning Outcomes, focused on rigorous honors coursework and the cultivation of a motivated learning community, provide a clearer framework for future assessment of student achievement and community-building.

Faculty engagement has improved through collaboration with the Office of Professional Development, including instructor information sessions and training designed to diversify the disciplines represented in honors. The addition of professional responsibility points for teaching honors, where none previously existed, is an important incentive that supports the expansion of honors sections and the recruitment and retention of committed honors faculty.

Challenges and barriers

The most significant barrier to sustained quality and growth is an under-resourced Honors Faculty Coordinator role; current compensation equates to about five hours per week, which is insufficient given expanded responsibilities in recruitment, faculty development, programming, and compliance with multiple transfer partnerships. The UCLA TAP partnership, while a powerful asset, substantially increases workload in marketing, certification, advising coordination, and committee leadership, creating a risk to long-term sustainability without additional formalized support.

Limited coordinator time also constrains intentional outreach to disproportionately impacted populations and key campus partners such as Puente, Umoja, Men of Color, Rising Scholars, DALA, BFSA, and DSPS. While efforts have increased, African American student representation remains low (around 2–3%), and DSPS students have also been identified as a group that requires more intentional engagement to participate in honors.

The program has increased events and activities, but has not yet implemented systematic evaluation or student surveys to assess satisfaction, sense of belonging, or the impact of programming and community-building efforts. Without this assessment infrastructure, it is difficult to document outcomes, refine services, or fully demonstrate equity gains tied to honors participation.

Finally, the ambition to broaden honors offerings across more disciplines—which is critical for attracting BIPOC and other disproportionately impacted students—depends on additional

time to recruit, mentor, and support faculty through honors COR development and scheduling. Current time and resource constraints limit the pace at which the program can expand sections, deepen partnerships, and fully realize the equity-centered potential of its new structures and transfer partnerships.

11. Vice President/Associate Vice President Comments:

The Honors Program continues to strengthen its role as a high-impact, equity-minded transfer pathway through expanded partnerships, improved infrastructure, and increased campus visibility. Acceptance into the UCLA Transfer Alliance Program represents a major milestone that elevates transfer opportunities and reinforces De Anza's academic reputation. The establishment of a dedicated Honors Faculty Coordinator, advisory committee, and streamlined application process has improved access and program management, while targeted outreach has modestly increased Latinx participation. However, the current five-hour-per-week coordinator allocation is insufficient given expanded responsibilities. Increased, formalized support is essential to sustain program quality, expand faculty engagement, deepen outreach to disproportionately impacted students, and fully realize the program's equity and transfer potential.

Email the form to RAPP tri-chairs.