Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file.   ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	**Honors Program**	
Program Mission Statement:	The De Anza College Honors Program is a college-wide, interdisciplinary learning community for students with high aspirations and a strong commitment to learning. The Honors Program is designed • To challenge students to achieve their intellectual potential. • To improve students' critical thinking, writing, and discussion skills. • To help students understand the connections between disciplines. • To encourage close interaction among students and with instructors. • To support timely and appropriate student transfer objectives.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Transfer	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A

Choose a secondary mission of your program.	Personal enrichment	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Academic Services and LR: # Faculty Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served	350 (Honors Program students) 350 – 450 (non-Honors Program students)	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	* Approximately 80 faculty have taught at least one Honors class over the past year. * Honor Program coordinator is funded $15000 annually by DASB.	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	1-3 (15 hours a week total funded by DASB)	For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted.

		0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees		For ALL programs (Total **PTFTEF** that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	Over the past year, the targeted population growth for the Honors Program has increased from 11% to 13%. Not only is enrollment growing for targeted populations, but the students' success and retention rates are also improving. The success rates for targeted populations went from 89% to 90% and retention rates went from 93% to 96%	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)
Trends in equity gap:	Although the program still consists heavily of non-targeted populations, it is seeing growth in the areas of the targeted populations mainly due to targeted outreach. The Honors Program recruits students from targeted populations by offering presentations at learning communities geared such populations like First Year Experience, Puente, and Sankofa. At the same time, the Honors Program recruits faculty who are culturally competent to help create a culture of multiculturalism and diversity within the program.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.
Closing the student equity gap:	The equity gap has been closed in the sense that students from underrepresented populations are succeeding and being retained within 5% points of the students outside of these populations.

The main student equity area that needs attention is access to targeted populations. As was said in last year's APRU, recruitment can often be difficult to underrepresented populations because of a | What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See **IPBT** website for past program review documentation. If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now. |

	long history and tradition (not within the Honors Program but more generally such as nationally) of lower expectations for these populations. Often students from these populations do not envision themselves as "Honors" students even though they are quite capable of meeting the eligibility requirements and of performing the work. Such students need more individual attention to persuade them that they are good candidates for the program. Still, with such limitations, the program is making progress in the various student equity areas.	
Overall growth/decline in # students:	Despite increasingly stricter policies for early registration, the number of students participating in the Honors Program has stayed relatively the same. As has been said, growth in the program is not possible without further funding as we are at capacity for the labor involved in maintaining the program.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	We have not implemented any of these changes in response to any formal requirements or regulations. However, as a result of last year's discussions, the program refined a statement of what "Honors work" means and is currently working with faculty to maintain a more consistent level of rigor from one Honors section to another. This has involved the hiring of two DASB-funded Honors curriculum facilitators.	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)
Progress in "Main Areas of Improvement"	We have been working with Institutional Research to identify the best means of assessment for our program since the program is not a standard instructional program. The program is both academic and service oriented. We will be conducting a student survey in Spring quarter 2012. Also, the program began an Honors Council in 2010-11, which allows for regular student and faculty feedback.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
CTE Programs: Impact of External Trends:		Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
CTE Programs: Advisory Board Input:		Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of

		effective solutions.
IV. A Budget Trends	For several years, the Honors Program has been funded by DASB. Thus, any college reductions have not directly affected us. However, the more demands that are placed on DASB's budget by the college could lead to an indirect adverse affect on the Honors Program as DASB may not have the ability to continue funding the Honors Program.	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. ==If you don't work with Budget, please ask your Division Dean to give you the information.==
Enrollment Trends	As four-year institutions become more competitive and expensive, students have opted to take their first 2-3 years of college at a community college. Many parents are allowing students to follow this option as long as the student enrolls in the De Anza Honors Program. As this trend continues, the program expects an increase in enrollment, but the staffing will not be able to handle the demand. Furthermore, students who are coming to a community college are increasingly worried about getting into a 4-year transfer institution of their choice. Thus, they are actively seeking out the resources of the Honors Program and are utilizing the program to increase their opportunities for transfer.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. ==If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.==
V. A -Faculty Position Needed	A college-funded Honors Coordinator position is required. The position should include at least 50% reassigned/released time with 100% reassigned/released time being optimum.	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	A college-funded administrative assistant position of at least 50% is required.	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed ==Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.==
Justification for Faculty/Staff Positions:	The Honors Program has tremendous potential for growth. Indeed, the number of students who take an Honors class without officially being in the Honors Program is significant. Including them in our headcount would double our numbers to approximately 700-800 students served in any given year. With limited staffing and resources, the Honors Program is not currently capable of expansion. Having the positions would allow for an increased capacity. Also, currently the Honors Coordinator position is funded entirely by DASB; without stable college funding, the future of the Honors Program is unstable as it is completely reliant on DASB's approval of funding.	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, ==include all== assessment data that supports a need for growth, etc.
Equipment Request	A request was made to ETS to evaluate current computer office equipment; however, no evaluation has been made as of yet. I don't believe that the Honors Program requests were included in Measure C	A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested. ==At this time, the majority of your equipment requests have been submitted through Measure==

	requests for the Academic Services division because the ETS evaluation had not yet been done. Thus, we are in desperate need of computers. Our current computers are approximately 10+ years old. The Honors Program and students are using their own personal and faculty computers to complete the daily operations. We need 2 desktop computers, one for the coordinator and one for assistants.	C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	We are also requesting furniture for the Honors Program lounge. Needed: 4-5 lounge chairs or 1 sofa/loveseat.	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)
Equipment Justification	Currently the lounge is only furnished with donated, used items. Having a lounge area will help contribute towards a culture of learning and scholarship since students will have a place to study and meet together.	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request		Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification		Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation	$10,000 B budget requested * The Honors Program has no B budget and only covers expenses through the AVP of Instruction's B budget. * Even daily office supplies such as printer ink, paper, and file folders must be funded through the AVPI's B budget. * Will allow for the program to continue with its daily operations, and it will also provide much-needed funding for marketing and recruitment efforts. * Could also help supplement the cost of student assistants beyond what DASB funds.	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".

	* Will cover costs to participate in national and regional Honors councils. * Will cover costs for any other expenses that might arise over the course of the year such as field trips to the State capitol, campus visits, etc.	
Staff Development Needs		What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?
SLOAC and PLOAC summary	We learned that our targeted recruiting efforts are leading to gradual success in decreasing the student equity gap as it relates to access for targeted populations. We have also learned that students are transferring to highly prestigious institutions of their choice with many being accepted into UC Berkeley, UCLA, and private institutions including Columbia, Cornell,	What did you learn from your SLOAC and PLOAC activities this year?
Future plans	We will continue with student surveys to see if their goals are being met. We will also look at data to see if targeted recruitment helps increase access for targeted populations.	How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	Lydia Hearn, hearnlydia@deanza.edu, x5785	APRU writer's name, email address, phone ext.