The San José City College Honors Program is for exceptional students who enjoy an intellectual challenge and have shown a distinct dedication and purpose in their studies. It enriches a regular course throughout the span of a semester by establishing a clear distinction in rigor, depth, intensity, cross- or interdisciplinary character and/or innovative teaching/learning modalities. As a general guideline, students may anticipate an investment of 1/4 to 1/3 more learning effort in courses.

1.1 Describe current program staffing.

This program has staffing that consists of the Dean of Humanities and Social Sciences and the Administrative Assistant in Humanities and Social Sciences. Any other staffing is dependent upon which class students select for their honors activities.

2. Describe Program Goals and how they support the college’s mission.

The Honors Program allows approved students to enrich experiences in class(es) of their choice. This enrichment improves their achievement and gives various independent work skills important to career activities and activities at transfer institutions.

3. Program Student Learning Outcomes (PSLOs).

The Program Outcomes are very broad. In general, students gain a deeper or broader knowledge in a course of their choice. Based on their summaries, those students completing Honors Program projects in courses attain that outcome at 100%.

4. How do the Program Student Learning Outcomes (PSLOs) align with San Jose City College’s Institutional Student Learning Outcomes (ISLOs)?
This cannot be directly answered because it varies from year to year based on the courses selected by students. The best answer would indicate that the Honors Program outcomes could impact the ISLOs at a deeper or broader level than when students take the course without the Honors component.

5. What were the enrollment trends for the previous four years (FTES, WSCH, # of Sections, Headcount, Seat count, Day/Evening, etc.)? Discuss how these trends impact your program.

This does not apply to the Honors Program because it has no classes. All work is done inside classes across the college. Students opting for the Honors Program component number approximately 5-10 per semester. Because they are enrolled in their classes regardless of Honors Program participation, there is no impact on any of that data. Some students choose the honors option for multiple classes. The number of students doing multiple classes varies from 0 to 3 per semester.

6. What were the student demographics of your program in the previous five years (student population served/demographics-age, gender, ethnicity, income, previous education, etc.)? Discuss how these demographics impact your program.

Of the 14 students participating in the last four semesters (several have participated in multiple semesters here are the demographics:

- Male: 2
- Female: 12
- Hispanic: 3
- Asian: 2
- Caucasian/Non-Hispanic: 3
- African/American: 2
- Other Non-White: 1
- Declined to State: 3
- Age: 18-25: 8
- Age: 26-49: 3
- Age: 50+: 3
7. What were the student retention, persistence and success rates for your program? Were there any significant differences by gender, age or ethnicity? Discuss these trends as they apply to your program. If applicable, offer a plan for improvement of success, retention and persistence.

Based on complete and incomplete Honors contracts, 80 to 100% of students complete their Honors Projects in any given semester. There is no data on what is occurring with students that do not complete their Honors Projects.

PART TWO: PROGRAM CONTENT

1. Provide a comprehensive course listing including dates of last revision, advisories, co and prerequisites, and articulation with four year colleges for your program.

There are no courses in the Honors Program. Nearly any SJCC course could be incorporated into the Honors Program.

2. Include a list/diagram of courses reflecting course sequencing and how often courses have been offered.

Not Applicable

3. In what capacity have your program and course SLOs been mapped? Please provide three examples of how the course SLOs map to the Program SLOs.

Honors Program courses are in various Departments, those answers are within the program reviews for each of those Departments

PART THREE: PROGRAM IMPROVEMENT/ANALYSIS AND ASSESSMENT

1. What process is used to review and revise the curriculum? Include information on advisory committee and workforce data (if applicable).

The Honors Program has no direct curriculum. As noted before, the curriculum is college-wide.

2. Indicate how program and course-level Student Learning Outcomes (SLOs) are assessed on a regular basis.
Course level SLO achievement is assessed in a narrative on each completed and signed Honors Completion Contract. Both the student and supervising faculty member comment on the student’s work and experience in the program.

3. **How have Student Learning Outcome (SLO) assessments and program data been utilized to improve instruction in the program? Please share one or two success stories about the impacts of SLO assessment on student learning.**

   For each project, the appropriate instructor lists the course SLO(s) to which the Honors Project relates. Thus far, all submitted Honors Projects have been graded at high levels by the faculty, indicating achievement of the extra breadth or depth of learning on the particular SLOs.

   Project examples:
   1. **Course: Narcotics and Drug Abuse**-student reported on addiction and mortality with legal and illegal drugs. This student’s self-evaluation indicated great satisfaction with the process and that she was able to present this additional knowledge (in condensed form) to the class.
   2. **Course: Calculus II with Analytic Geometry**-student examined and solved more complex, involved problems. This student’s self-evaluation indicated great satisfaction with the process and the higher-level skills gained from the experience.

4. **How is data collected on student satisfaction of your program? To what extent are students satisfied? How is this feedback used in program enhancement and revision?**

   No direct data has been collected, however; student summaries of projects indicates great satisfaction with the Honors Project process in the Honors Program.

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PART FOUR: STRATEGIC PLANNING

1. **Year of last Comprehensive Program Review and previous three Annual Program Reviews with validation rating. (Proficient or In Progress)**

   Annual Program Review     2014/2015     Proficient

2. **Describe any changes in the program that have occurred since the last Comprehensive Program Review. (See intervening Annual Program Reviews.)**

   There have been no changes

3. **What are the current strengths of the program? Include faculty and staff training, projects and other achievements.**
Strengths: The students that participate seem to create excellent work. The faculty and the participating students are positive about the program.

4. What changes to the program do you plan to (would you like to) implement before the next Comprehensive Program Review?

The Honors Program should be moved to the Student Services area. This would give the person in charge more direct access to students for recruitment. Participation is low, regardless of current recruitment efforts.

5. How will these changes impact student success, instructional techniques, and course offerings?

Theoretically, more students would participate which would improve their transcripts and college experiences.

Budget: Please address current status and projected needs in the following areas and indicate how each supports Program/College Goals and/or PSLOs and SLOs. Include specific cost information. Please separate ongoing budget needs from one-time expenditures. In each section, please indicate whether previous budget requests were met.

<table>
<thead>
<tr>
<th>STAFFING</th>
<th>Ongoing Budget Needs: Funding for someone in Student Services to take over this program</th>
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</table>
| FACILITIES | **Ongoing Budget Needs:** None  
**One-time Expenditures:** None |
<p>| LIBRARY | <strong>Ongoing Budget Needs:</strong> None |</p>
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