Cañada College

ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Annual Program Plan to the IPC is March 31. Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

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Mission Statement
It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision
Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.

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Document Map:

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Department/Program Title: Cañada College Honors Transfer Program
Date submitted: 3-31-2013

Key Findings:

The key accomplishment this year has been the achievement of UCLA Transfer Alliance Program certification. Under the guidance of the CCHTP Advisory Committee, Patty Hall was successful in developing the report and ancillary materials such that UCLA approved the program with multiple accolades. Among other comments on the creativity and inclusiveness of the program, the UCLA evaluation team noted that the curriculum was very strong as represented in our course outlines of record, course syllabi and other materials used by faculty. (Whoo Hooo!)

Again this year there is a slight increase in the numbers of students participating in the program both as Full and Provisional Members and by enrolling in single courses. The action plan for this year reflects some activities designed to strengthen the student outreach/communication component of the program. One key aspect of support that the program is requesting is dedicated honors counseling and case management time for the CCHTP counselor – Sandra Mendez. Another aspect of student success and completion relies on the development of honors-to-honors articulation agreements with colleges beyond that which is available through our participation on the Honors Transfer Council of California.

Five students have been chosen by a regional panel to present their research results at the Bay Area Community College Research Symposium hosted at Stanford. In addition, students will present at the college Research Conference in April.

Patty Hall authored a resolution that was passed at The Academic Senate for California Community Colleges fall plenary in support of state-wide honors transfer programs. This resolution asked the Senate to work with the CSU system to modify their application to include a reference for honors transfer programs.

This year the website was revised, enhanced and updated. The program also needs to continually update application forms and outreach materials. In addition, the program coordinator will continue to work with a variety of offices to build the institutional support for the program in areas such as Degree Audit, Banner, CurricuNet, etc.

Compared to similar student support programs such as MESA and/or TRiO, the CCHTP does not receive external funding. The commitment from the institution has been sufficient to get the program off the ground, but in order to achieve the reach and completion rate that we believe could be achieved, addition investment in the program is necessary. We are suggesting that institutional funding as a clearly identified line item, and the inclusion of the CCHTP in grant writing be identified as an institutional priority so that we can provide the counseling and academic support necessary to increase student success, completion, and transfer.

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Planning Group: CCHTP Advisory Committee

Advisory Committee 2011-2012	
Name	**Title**
John Brent	Student
Alicia Aguirre, MA	Professor, Spanish & ESL
Cathy Lipe, MS	Director, MESA
Dave Meckler, PhD	Professor, Music
Denise Erickson, MA	Professor, Art History
Jeannette Medina, PhD	Professor, Chemistry
Linda Haley, MA	Professor, ESL & English
Elaina Mattingly	Student/PTK Officer
Lisa Palmer, PhD	Professor, English
Mike Stanford, MA	Professor, History
Paul Roscelli, JD	Professor, Business, Economics & Law
Ray Lapuz, MS	Professor, Math
Robert Hood, BA	Director, Public Relations
Sandra Mendez, MA	Professor, Counseling
Sarah Harmon, PhD	Professor, Spanish
Linda Hayes, VPI	Vice President of Instruction
Soraya Sohrabi, MS	Director, Transfer Center

Writing Team and Contact Person:
Patty Hall, CCHTP Faculty Coordinator

Program Information

A. Program Personnel
Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

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FT Faculty: Patty Hall, 40% reassign time for coordination and Sandra Mendez, counselor with no specifically identified time dedicated to the CCHTP.

Student Worker: Elaina Mattingly, 10 hours per week

B. Program mission and vision

The primary goal of the Honors Transfer Program is to serve academically 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.

MISSION

The Honors Transfer Program supports the mission and values of Cañada College by:

* Creating an environment of scholarship that nurtures highly motivated students.

* Providing increased transfer opportunities and access to scholarships for participating students

* Supporting faculty innovation in educational practices that lead to student success.

C. Expected Program Learning Outcomes

PROGRAM LEARNING OUTCOMES
Upon graduation and/or transfer from the Honors Transfer Program, students will have:
* Completed and presented original research.
* Completed an educational and transfer plan that culminated in applications to at least two universities and two scholarships.
* Gained a strong sense of themselves as student scholars and an increased confidence in their

work

These PLOs will be assessed through the use of a digital student portfolio. The CCHTP is poised to be in the first cohort of programs that implements the digital student portfolio in Fall 2013. The Program Coordinator has been involved with college-wide discussions on how to create an institutional portfolio that will be both meaningful to the student and useful for capturing assessment data for faculty.

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4. Response to Previous Annual Program Plan & Review

Tool: http://sharepoint.smccd.edu/SiteDirectory/canio/ipc
(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

2012 ACTION PLAN	WHO	BY WHEN	STATUS
Achieve UCLA TAP Certification	Program Coordinator	September 2012	Completed 9/2012
Formalize Institutional Funding	VPI College President	12-13 Fiscal	Annual discussion
Implement Honors case management	Program Counselor	Begin Spring 2012	Ongoing pending assignment of counselor
Institute a 2 year course offering plan to support completion	Program Coordinator Advisory	Fall 2012	Completed 8/2013
Find a work station for CCHTP student assistant	Program Coordinator VPI	Fall 2012	Student works from the Honors Study Room
Start an Honors Club in conjunction with PTK	Program Coordinator PTK Advisor	Spring – Fall 2012	Incomplete
Expand the course offering so that they reach a greater number of students including evenings & weekends,	Program Coordinator Division Deans Discipline	On-going	Ongoing

5. Curricular Offerings *(current state of curriculum and SLOAC)*

All curriculum and SLOAC updates must be completed when planning documents are due.
SLOAC = Student Learning Outcomes Assessment Cycle
Tools: **TracDAT folders in SLOAC** sharepoint
http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC
        Curriculum Committee http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/

    A. Attach the following TracDat and Curriculum data in the appendix:
- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDAT folders in SLOAC sharepoint).

Honors course SLOs are assessed through the individual course. The CCHTP does not separately assess courses.

- List courses with COR's over 6 years old (attach documents from Curriculum Committee)

Honors courses each have an Honors Addendum attached when they are submitted to the Curriculum Committee. It is notable that many honors program across the state do not require honors sections to go through a distinct approval process. That said, while no Honors course is currently over 6 years old, many are being revised through the natural process of course updates and revision.

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

FALL	SPRING	SUMMER
Communication 110	Communication 110	Communication 110
English 100	English 100	
English 110	English 110	
Art/Music Seminar 109	Philosophy 320 Asian Phil	
Bio 130 Human Biology	Bio 130 Human Biology	
Career 110 Transferring w/Honors	Bio 250 Anatomy	
Chemistry 234 Organic I	Chemistry 235 Organic II	
MATH 200 Statistics	MATH 200 Statistics	
MATH 270 Linear Algebra	MATH 253 Calculus III	
MATH 275 Differential Eq	Economics 230 History	
SPAN 162 Latino Lit	SPAN 161 Latino Lit	
	Engineering 260/261 Circuits & Devices	

In addition we:
- Offer contracts in sections of ECE 201, ECON 102, Physics 250, Spanish 131/132/140, Math 250, Linguistics 200/English 200, Music 250 & 240, Sociology, Accounting, & Bio;
  - A new History 101/English 110 Learning Community
- Are currently developing courses in: ESL 400, a calculus colloquium, Child Development, an Honors Field Work/Internship with agencies such as NASA, International Business, History, and a leadership course for all Honors students based on the PTK National Leadership course materials.

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We would like to:

- Students have asked for Statistics to be offered in Spring as well as Fall.
- Develop the following courses: Psychology, Anthropology, Sociology; Astronomy
- Expand our offerings in the summer, evenings & weekends;
- Develop courses in our transferable CTE programs including Rad Tech, Interior, Multi Media.

6. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.

We looked at Full Members of the Honors Program, Provisional Members of the Honors Program, and a Control group made up of students who were not in either of the first two groups and had a goal code of either earning a degree or transferring. There were 62 Full Members in Fall 2012 and 75 Provisional Members in Spring 2013 – we accept application year round.

Demographics Fall 2012

Gender	Honors		Control
	Full	Provisional	
Female	36	18	2152
Male	26	15	1404
Unknown		1	44
Total	62	34	3600

Ethnicity	Honors		Control
	Full	Provisional	
American Indian	1	3	8
Asian	2	3	220
Black	1	2	174
Filipino			122
Hispanic	22	10	1362
Multiracial	14	2	452
Pacific Islander	1	1	86
Unknown	2	3	155
White	19	10	1021
	62	34	3600

	Honors		Control

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Age	Full	Provisional	
<18	5	1	51
18-19	10	7	726
20-24	25	15	1369
25-29	7	4	529
30-39	9	4	495
40+	6	3	430
	62	34	3600

	Honors		Control
Enrollment Status	Full	Provisional	
Full Time	35	17	1035
Part Time	27	17	2565
	62	34	3600

Performance
Average Load is the number of units taken (not completed) in Fall 2012.
Retention is getting a grade other than a W in Fall 2012.
Success is successfully completing the class (A, B, C or CR) in Fall 2012.

	Honors		Control
Load	Full	Provisional	
Average Load (units)	12.1	11.5	8.1

	Honors		Control
Performance	Full	Provisional	
Retention	90.2%	81.2%	82.9%
Success	85.5%	69.3%	66.8%

	Honors		Control
Persistence	Full	Provisional	
Fall 12 -> Spr 13	79.0%	88.9%	62.8%
Fall 11 -> Fall 12	89.3%	65.0%	42.8%

	Honors		Control
Outcomes	Full	Provisional	
Transfer Ready (60+ units)	34.7%	25.7%	4.9%
Transferrable Units	45.6	38.1	18.6

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Persistence is either from Fall 2011 to Fall 2012 or Fall 2012 to Spring 2013. Since we are starting with a group of students on a roster for Fall 2012 and then looking back, these persistence numbers, while accurate to a degree, could be improved upon in the future. Next year, we should use the roster from Fall 2012 and compare it to Fall 2013, rather than using the Fall 2013 roster and doing a reverse chronological run of it. Still, these numbers demonstrate that honors students persist more than the control group by a statistically significant margin.

Since we don't track transfers in Banner, we have substituted our approximation for it: transfer readiness, where we assume that students with at least 60 transferrable units are eligible to transfer. These do not include any basic skills courses, just courses accepted by the UC or CSU system.

Of the 62 Full Members and 34 members we have students who state the following 68 majors: … and of course there are a few who are undecided.

Accounting	Electrical Engineering	Multi-Media
Aerospace Engineering	Engineering	Music
Animation	English	Musical Theatre
Anthropology	Environmental Economics	Nursing
Applied Mathematics	Finance	Nutritional Science
Architectural Engineering	Graphic Design	Performer
Art History	Health Science	Philosophy
Art	History	Photography
Art/Lit	Hotel Management	Physician Assistant
Astrophysics	Human Services	Political Science
Aviation Administration	Interior Design	Post-Baccalaureate Studies
Biochemistry	International Business	Premed
	Interpreter	Psychology
Biology	Kinesiology	Public Health
Business Administration	Law	Radiology
Cellular/Molecular Biology	Liberal Arts	Rhetoric
Chemistry	Linguistics	Social Science
Civil Engineering	Literature	Social Work
Communications	Marketing	Sociology
Computer Engineering	Math	Studio Art
Computer Science	Mechanical Engineering	Theater Arts
Early Childhood		Virology
Economics	MIS	Writing

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B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)
Tool: **TracDAT folders in SLOAC** sharepoint
http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC

> Guidelines:
> - Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
> - Summarize assessment results of Program Student Learning Outcomes.
> - Describe and summarize other data that reveals Program performance.
> - Explain how changes in community needs, technology, and transfer requirements could affect the Program.

The data show membership in the HTP reflects that of the college, with all ethnicities and genders represented. We have attracted students of all ages, and of whom are committed to transferring to a four year school. As one would expect, students in the HTP have a significantly higher gpa that the average transfer student and also show a higher level of persistence and success. While this may be a result of the selective nature of the program, it also shows that the program is supporting this particular cohort of students. The differences are quite clear when comparing Full Members and the transfer population. The differences are less clear when comparing the Provisional Members and the Full Members of the transfer population.

We expect that participation in the program will increase as students learn the transfer advantages, and as we build honors to honors transfer agreements with local colleges and universities.

C. Other Considerations

UCLA TAP CERTIFICATION
In Fall of 2012 the CCHTP was granted full membership in the UCLA Transfer Alliance Program. In the 2012 application cycle there were 42 applicants to UCLA of which 2 were fully certified by our CCHTP. Based on our observations and comprehensive review of the students' transcripts we recommend that any student interested in UCLA as transfer option join HTP and meet regularly with the HTP counselor to create a comprehensive transfer SEP. With the implementation of Honors Case Management we hope to increase the percentage of CCHTP certified students within the group who aspire to go to UCLA.

CAÑADA COLLEGE STUDENT RESEARCH CONFERENCE
The theme for this year's student research conference is Student Research: High Impact Learning Experiences. It will be held on Thursday April 18 from 2 – 5pm in building 6. This is an all college event drawing students from across the disciplines.

BAY HONORS SYMPOSIUM PARTICIPATION
For the past four years students participating in the CCHTP have been selected, through a

competitive process, to present their research results at the Bay Honors Consortium Honors Symposium. In 2010, eight students were selected to present ten
research projects; 2011 eight students were selected; 2012 seven were selected, and in 2013 there were 5 selected. These numbers are extraordinary considering the age of our program and the number of applications that are gathered from around the state. The opportunity to present their work at prestigious universities has been transformational for these students. This year we also launched an ejournal so that any student who presents at the Symposium will be eligible to be a "published" author!

PARTICIPATION AT ALL COLLEGE OUTREACH ACTIVITIES
The CCHTP supports the mission of the college by participating in all college outreach activities and multiple additional campus events including but not limited to the following: PEP Priority Enrollment, MESA/Scholoarship/Honors/Transfer Recognition event, ASCC events – welcome back days, club days, transfer events – internal and external, ESL Transfer Parade, PTK Evening of Academic Excellence, Majors Day, the High School Counseler's Luncheon, etc.

INSTRUCTIONAL PLANNING COUNCIL
The CCHTP has a standing position on the college IPC. This year the Coordinator was named Co-Chair of the Council. This demonstrates the program's leadership role in college governance.

ADVOCACY: STATEWIDE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
Patty Hall authored a resolution that was passed at a plenary in support of state-wide honors transfer programs.

> **Contact:**
> Patty Dilko, Cañada College, Area B
> **Topic:**
> General Concerns
> **Status:**
> Whereas, At least 57 of the California community colleges offer official honors
> transfer programs with identified entrance and completion policies;
>
> Whereas, Currently California community college students have no way to indicate
> completion of an honors transfer program, including at least 15 semester units in honors level
> work, on their California State University (CSU) application; and
>
> Whereas, Students in honors transfer programs have completed an academic program that
> requires them to engage in research and other academic work above and beyond the required
> coursework to be considered for transfer;

Resolved, That the Academic Senate for California Community Colleges collaborate with members of such relevant associations as the Bay Honors Consortium to develop appropriate methods of identifying honors transfer program completion on the CSU transfer application; and

Resolved, That the Academic Senate for California Community Colleges collaborate with CSU to identify and implement an appropriate identifier on the CSU transfer application for students who have completed an official honors transfer program at a California community college.

Assigned To:
Counseling and Library Faculty Issues Committee

7. **Action Plan**
   Include details of planning as a result of reflection, analysis and interpretation of data.

> Guidelines:
> - Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
> - Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
> - Identify questions that will serve as a focus of inquiry for next year.
>   - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
>   - > Describe what you expect to learn from the assessment efforts.

2013 ACTION PLAN	WHO	BY WHEN	COST ESTIMATE	RATIONALE
Inclusion of the CCHTP as a line item in the college budget	CCHTP Coordinator VPI College President	Fiscal 13-14	$15,000	Stable funding strengthens the programs ability to develop curriculum and do outreach to students within the college and in the community.

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Implement Honors case management and dedicated Honors counseling time in the Honors Study Room 9-208	CCHTP Counselor	Begin Spring 2013 Full in Fall 2013	4 hours per week.	Case management would significantly increase the success of students enrolled in the CCHTP – by tracking the number of honors units taken and working on SEPs and transfer plans, and following up individually.
Outreach to counselors etc. 2 year course offering plan to support completion	CCHTP Coordinator CCHTP Counselor CCHTP Advisory Committee VPI	Fall 2013		2 times each year prior to open enrollment
Inclusion of the CCHTP in grant proposals in the sciences and social sciences and workforce areas.	CCHTP Coordinator Academic Deans VPI	2013-2014		Participation in lower division research is considered one of the high impact learning opportunities identified by the Student Success initiative. Since the CCHTP is a college-wide program that supports research in the classroom and beyond, it would be beneficial to include it for consideration in funding proposals in order strengthen and expand program activities.
Develop work station for CCHTP student assistant	CCHTP Coordinator VPI	Summer 2013	$500 (surplus computers from LC upgrade & small desk	Increased productivity and access to Honors info for students.
Start an Honors Club in conjunction with PTK	CCHTP Coordinator PTK Advisor	Fall 2013		Fellowship and community building
Expand the course offering so that they reach a greater number of students including evenings & weekends, career technical and traditionally underrepresented	CCHPT Coordnator Division Deans Discipline faculty VPI	On-going		Meets college mission.

Develop transfer & scholarships agreements: Honors to Honors with Mills College, Notre Dame de Namur, Menlo College, St. Mary's, Sammuel Merritt	CCHTP Coordinator Articulation Officer	Spring 2014		Meets PLOs.
Identify an optimal Banner ID and Degree Audit fields for CCHTP students to track student demographics, enrollment trends, success	CCHTP Coordinator CCHTP Counselor College Researcher VPI	Fall 2013		Efficiency
Use WebACCESS to set up a communication system for students	CCHTP Coordinator CCHTP Counselor	Fall 2013		Efficiency

8. Resource Identification

A. Faculty and Staff hiring requests

> Guidelines:
> - Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
> - Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

1. Clearly identified time for the CCHTP Counselor including drop in counseling hours at the study room and case management. Case management would significantly increase the success of students enrolled in the CCHTP – by tracking the number of honors units taken and working on SEPs and transfer plans, and following up individually.
   Example: This year 47 Cañada students applied to UCLA. Of those 47, only 2 had fulfilled the requirements of the Honors Transfer Program. However, the majority of them had completed some honors courses. If we were able to provide dedicated honors counseling and case management, we may have been able to increase the number of completers substantially. The reason that this is important is that completing our CCHTP increases a student's acceptance rate from approximately 35 percent to over 75 percent. And this example only illustrates the benefit to students who applied to UCLA.

2. Continued priority for a CCHTP/PTK student assistant.

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B. Professional Development needs

Guidelines:
- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Activities Year to Date:

Activity	Date	Number of Participants
Bay Honors Consortium Roundtable	October 2012	4
ULCA Transfer Conference	November 2012	Coordinator + 2 faculty
Flex Activities	Fall & Spring	1 each
UCLA TAP Meeting	Fall	Coordinator
National Collegiate Honors Council Conference	October 2012	Coordinator +2 faculty members
PTK National	April 2013	Coordinator

Proposed Activities for Next Year:

Activity	Date	Number of Participants
ePortfolio Training/Collaboration through CEITL	Fall 2013 - ongoing	Coordinator + interested faculty
Bay Honors Consortium Faculty Roundtable	October 2013	6 faculty members
UCLA Transfer Conference	November 2013	Coordinator + 2 faculty
UCLA TAP Meetings	Fall	Coordinator
HTCC Meetings	Spring	Coordinator
National Collegiate Honors Council Conference	October 2013	Coordinator +1 faculty member
PTK National	April 2013	Coordinator
Flex Day Activities	Fall/Spring	Coordinator + interested faculty

C. Classroom & Instructional Equipment requests

Guidelines:
- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.

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> - Explain how it will serve Department/Program/Division/College needs.
> - List the requests (item description, suggested vendor, number of items, and total cost).
> - List special facilities and equipment that you currently use and require.

CCHTP needs a regular workstation for the student assistant with a computer. It would be optimal to have it located in the CCHTP study room. Perhaps a small locking desk would fit if we swapped the table for a shorter one. This would accomplish two goals … more access for students to speak with a real person about the program and a work space that could be supervised by the coordinator.

Something could be purchased through the District Office furniture contract.
Example … Secure Work Station
http://www.staples.com/Balt-Office-in-a-Box-Computer-Armoire/product_701986?cid=PS:GooglePLAs:701986&KPID=701986

Desktop Computer + Monitor etc
District base issue with Office & Adobe

D. Office of Planning, Research & Student Success requests

> Guidelines:
> - List data requests for the Office of Planning, Research & Student Success.
> - Explain how the requests will serve the Department/Program/Division/College needs.

The CCHTP would like to work with the Office of Planning, Research & Student Success and the Office of Records to identify an optimal Banner ID for current and completing CCHTP students so that we could track student demographics, enrollment trends, success etc.

E. Facilities requests

> Guidelines:
> - List facilities requests.
> - Explain how the requests will serve the Department/Program/Division/College needs.

CCHTP science faculty have expressed the need for a dedicated lab space where students could set up experiments and conduct them over time under the supervision of their advisors. The current space is unsuitable for that purpose. This space would support CCHTP student research goals.

CCHTP is grateful to have 9-208 as a dedicated CCHTP study/meeting room, but the space in that room is suitable for groups of 2 – 6. In order to build the CCHTP Community the program requests a larger space … or one that it adjacent to more flexible space that could be used for events including proposal writing workshops, social events, speakers from our honors transfer partners, etc. It would be ideal if this space was co-located with other high impact programs.