



**HONORS TRANSFER PROGRAM
INSTRUCTIONAL SUPPORT
ANNUAL PROGRAM REVIEW and PLAN
2015**

1. Program Description/Mission:

source: 2013 Program Review

The Citrus College Honors Transfer Program is designed to enhance the educational opportunities of those students who desire to go beyond the boundaries of the regular classes offered at Citrus College. The program provides an opportunity for highly motivated students to participate in an enriched academic environment that promotes close interaction with outstanding faculty and other honors students.

2. Key functions/goals of this Department/Program:

source: 2013 Program Review

The Honors Transfer Program also has the following program goals:

- To promote scholastic excellence through hands on educational opportunities, high levels of student-instructor interaction, student led discussions and opportunities for original research.
- To promote student transfer opportunities and success, as well as scholarship and grant opportunities, through participation in the Transfer Alliance Program and active membership in the Honors Transfer Council of California.
- To foster student care and commitment to civic responsibility, as well as real-world experience and application of their studies, through service learning.
- To encourage student leadership skills.
- To foster experimental pedagogies for faculty.

3. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

You may also include an analysis of workload/scope of work, and/or additional data (CCSSE, ARCC, surveys) to address this topic.

Outcome	Assessment	Result	Change
<p><i>source: 2013 Program Review</i></p> <p>1. Student learning and college experience is enriched through awareness of and participation in honors transfer agreements, priority registration, faculty mentorship, honor counseling, research conferences and publications, honors societies, service learning, honors cohorts, leadership opportunities, scholarship opportunities, and recognition at commencement.</p>	<p>The Citrus College Honors Transfer Program maintains its membership in the Honors Transfer Council of California, the Transfer Alliance Program and the National Collegiate Honors Council. Through these partnerships, Citrus honors students enjoy enhanced transfer benefits that non-honors students at Citrus are not eligible for. The honors transfer program maintains priority registration for students active in the program, specially designated honors counselors, special recognition for honors students at Commencement and an ongoing Foundation scholarship specially designated for an honors student. Citrus Honors students are encouraged to participate in service</p>	<p>A number of students accepted to UCLA under the Transfer Alliance Program. Several students were also accepted to UC Berkeley as Cal provides extra recognition on transfer applications of students completing an honors program. One student was accepted to Stanford University's summer program.. Three Citrus honors student were accepted to the Bay Honors Symposium Undergraduate Research Conference at Stanford and over twenty honors students attended the</p>	<p>No change recommended.</p>

	<p>learning, research conferences and student honors societies.</p>	<p>Honors Transfer Council of California Undergraduate Research Conference at the UC Irvine in March, 2015.</p>	
<p>2. Students demonstrate advanced skills in research and evaluation of sources.</p>	<p>From Brian Waddington's courses: A semester long research assignment is conducted in each of my honors. Students are given research paper guidelines on the first class meeting that includes a calendar for students to meet frequent updates on research progress and writing updates. Original topics in U.S. history are encouraged with a use of a minimum of five sources that include both primary and secondary sources. Students are taken to a library research orientation to assist with the research. Professor Senya Lubisich's world history course also has a similar research method, with most of the research focused on interpreting primary sources. Research is also conducted in the</p>	<p>The student papers are typically successful. Abstracts from Professor Goedhart's Honors Biology course and four abstracts from the history classes of Professors Lubisich and Waddington were accepted to the Honors Transfer Council of California Undergraduate Research Conference at the University of California, Irvine. Waddington's history class, student research papers are typically accepted from Dr. Guttman's Honors Psychology course.</p>	<p>Continue to encourage participation in research conferences and possibly partner with Phi Theta Kappa to host a Citrus College Research Symposium for honors and STEM students.</p>

	<p>honors courses of Professors, Goedhart, Guttman, Van Horn, Peters, and Eisel.</p>		
<p>3. Students demonstrate ability to participate in and lead seminar-style discussions.</p>	<p>Student led discussion takes place in virtually every honors course. Jack Call who instructs the Honors Philosophy course writes the following: In Honors Introduction to Philosophy 20% of the course grade is earned by participation in seminar-style discussions. Each student is required to lead one discussion on an assigned topic. In addition, students are evaluated by the instructor on their participation when others are leading the discussion. In general, this course requirement has worked well. Student participation in seminar-style discussions has been lively and intense, and students are well-prepared when they lead the discussion. One area for potential improvement is to find a way to include all students not only in leading a discussion but also in participating in the discussion when others are leading. Typically, some students stand out as</p>	<p>In general, this works very well as the students rise to the task to take control of the class session and also demonstrate mastery of the material to which they are assigned. Students who struggle with the processor brought along with Socratic questions to move the conversation along and to elicit information. Thus, those who are unfamiliar with the process or who are less prepared than they should be are brought up speed.</p>	<p>No change recommended.</p>

	<p>major contributors to class discussions, while some students, who have a more retiring personality, spend much more time listening than speaking. One method for including more students is to encourage the student who is leading the discussion to call on students without waiting for them to volunteer, by posing a question or asking for a comment. This has been helpful to some degree, although the problem persists.</p>		
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4. Recommendations/Next Steps:

A review of the status of previous recommendations. Indicate actual or estimated completion date.

	Previous Recommendations <i>source: 2013 Program Review</i>	Progress/ Persons Responsible	Status	Estimated Completion
1	Recommend the honors program have its own budget to pay for publications, end of year event and awards, travel to research conferences and student awards ceremonies.	Brian Waddington, Sam Lee	In progress	
2	Recommend new honors classroom, office space and student study space, preferably in Student Services Building.	Brian Waddington, Sam Lee	Completed/ Remove	
3	Recommend program clerical support have access to the honors data base.	Brian Waddington	Ongoing/ Remove	
4	Recommend increased recruitment of qualified students through increasing awareness of the honors program among faculty, staff and students.	Brian Waddington	Ongoing/	
5	Recommend consideration of increase in reading/writing assessment score for student eligibility.	Honors Advisory Committee	No action taken/ Remove	

Add new recommendations here. Indicate estimated completion date. Include Strategic Plan objectives that require funding.

	New Recommendations	Progress/ Persons Responsible	Estimated Completion
1	Recommend the honors program have its own budget to pay for publications, end of year event and awards, travel to research conferences and student awards ceremonies.	Brian Waddington, Sam Lee	2016
2	Continue to support new honors office space by providing phones and computers.	Brian Waddington, Sam Lee	2016
3	Create Honors STEM Certificate Program	Brian Waddington, Sam Lee, Natalie Desimone, Michelle Plug	2018
	Continue to request an online application program	Brian Waddington, Sam Lee, Olivia Canales	Unsure

5. Resources requested

Honors Program

(Add rows or attach additional pages as needed for complete description / discussion)

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

Classified Personnel

Position	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning
Provide annual budget to support participation in regional and national honors professional associations development for faculty, advisor, HTP faculty and staff	The UCLA TAP program as well as Phi Theta Kappa require regular participation in professional associations in order to maintain program ranking and eligibility.	\$8000	1	

Facilities (Facilities)

Describe repairs or modifications needed include bldg./room	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning
Remove window in ED 137 and move existing door to the space to where the window was.	Will create a usable office for the faculty advisor for HTP/Phi Theta Kappa and free up another office for the HTP dedicated counselor.	\$1000	2	

Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning

Recommend 6 computers and 2 additional phones in honors offices. The PC should be installed in ED 130, 131, 132, 137, 138, 140. The 2 additional phones should be installed in ED 133, 137.	The program has a new classroom and office space, but has only one computer and no phones. This has held back the Honors Transfer Coordinator, Counselor or staff from working in the offices, which has also limited student access to the new study area. It is also recommended that some computers be allowed in the offices adjacent to the honors classroom for work spaces for officers in PTK and AGS, as well as potential tutoring. (SLO 1)	1200*6=\$7200 300*2=600	1	

Equipment

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning
Copier/network printer is needed in ED 136 for program and student use.	The suite is used in multiple ways (classroom, meeting room, study rooms, administrative space, and work space for student leaders. A high speed copier/printer would facilitate efficient and effective use of the space and improve learning and collaboration in all curricular and extra-curricular activities.	?	2	
PC connected to a large flatscreen wall-mounted monitor in the ED 135 conference room/overflow instructional space.	The conference room would be more usable with a monitor system connected to a PC	\$4000	2	

Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority	Link to Planning
Separate HTP supply budget is needed.	Faculty, staff, and students participate in many activities throughout the year that require supplies. Currently, supplies are paid for by unrelated programs in the Language Arts division.	\$2500	2	

General Budget Guidelines

Budget Preparation Tips:

- Include items on the budget form that are needed for program success even if there is no financial need associated with the request (ie training that could be accomplished with on-campus resources, sharing of resources with another discipline or department etc.)
- Whenever possible, obtain actual cost for the items / equipment you wish to purchase. This avoids situations where items are considered for purchase but it is determined that the actual cost greatly exceeds the original estimate.
- Identify unit cost (cost per item) and the number of units desired in requests.
- Indicate if there is a lower level of financial support that would be workable in your educational plan – if you request \$30,000 for a classroom set of equipment (one item for each student), if \$15,000 were available, would it be possible for two students to share an item? Is the request “All or nothing”?

Budget Priorities:

When establishing priority, consider the following:

Priority 1: This item is mandated by law, rule, or district policy.

Priority 2: This item is essential to program success.

Priority 3: This item is necessary to maintain / improve program student learning outcomes.

Link to Planning Key

SP: Strategic Plan (Indicate Annual Implementation Plan sections)

EMP: Educational and Facilities Master Plan

ILO: Institutional Learning Outcomes

O: Other – Indicate other institutional plan

Human Resources Plan

Institutional Advancement Plan

Sustainability Plan

Technology Plan