

# **Citrus College Academic/Institutional Support Comprehensive Program Review**

**Honors Transfer Program**

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## General Information (Citrus College Academic/Institutional Support Comprehensive Program Review)

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## Standing Requirements

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### CITRUS COLLEGE MISSION STATEMENT

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

### PROGRAM MISSION/DESCRIPTION (MISSION STATEMENT)

**MISSION:**The Citrus College Honors Transfer Program enhances 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. Students that complete the program are able to take advantage of the program's transfer agreements with several public and private colleges, including the Transfer Alliance Program which exponentially increases the likelihood of a successful transfer.

### PROGRAM REVIEW TEAM (ALPHABETIZED BY LAST NAME, LEFT TO RIGHT, THREE COLUMNS)

Olivia Canales, Dr. Gina Hogan, Eileen Sin, Brian Waddington

### DEPARTMENT FUNCTIONS (DEPT. FUNCTION BY SECTION AND SPECIAL ACCOMPLISHMENTS)

- Provide honors course offerings to enable Citrus students to complete transfer agreement requirements.
- Provide counseling support for Citrus honors students.
- Promote awareness of the program among students, faculty, administration and our district communities.
- Provide a rewarding learning experience in honors classes, as well as a supportive and welcoming environment in the honors office and study area.
- Encourage and support service learning, as well as research and student leadership opportunities among honors students.
- Regularly participate with the Honors Transfer Council of California in staying current in honors practices, building honors transfer agreements, and participating in yearly research conferences.
- Meet regularly with key transfer partners such as UCLA and UC Irvine.
- Enable student success in competitive transfers. The program has consistently produced high transfer success rates for honors students who applied to UCLA and UC Berkeley. Recent transfers have also included Yale University and Pomona College.
- Recognize honors student success and achievement.

## **SERVICE RECIPIENTS (STUDENTS, FACULTY AND STAFF, AND COMMUNITY)**

Primarily, the program is about the students. As noted in the program mission, the program provides opportunity for motivated students to participate in an enriched academic environment that promotes close interaction with outstanding faculty and other honors students. That entails scheduling classes with small class sizes, typically 20 students or less, in a seminar-style setting that features active student participation. Students are often given a bit more responsibility for being active learners, and honors courses typically involve a focus on student-led discussion and research. The program's transfer agreements enable the likelihood of successful competitive transfers to impacted schools like UCLA and UC Berkeley or transfer into a four-year honors program. Honors students are also often exposed to opportunities in research, leadership, campus involvement and scholarships which helps provide an enriched college experience.

Honors faculty are encouraged to experiment with pedagogies and get more acquainted with students through small class sizes and mentorships.

The college builds a reputation among the community for supporting a campus where motivated and high achieving students can take on two years of lower-division course work that features academic rigor and preparation for success at a four-year university or college.

## **DATA RELATED TO SERVICE RECIPIENTS (DEMOGRAPHICS, ELIGIBILITY, ACCESSIBILITY, SUCCESS RATES, COMPLIANCE AS APPROPRIATE)**

The Honors Transfer program serves a student population that is typically seeking a successful competitive transfer and/or an enhanced learning experience. While sometimes college honors programs are considered as featuring "elite" students, program data shows that the program has fairly typical representation for our college. Demographics for honors students from 2017-18 to 2020-21 show that the 58% of honors students are female and 41% are male. Hispanic students comprise the majority of the program at 53%, with White and Asian students at 23% and 18%. The high representation of Hispanic students drew particular commendation from the UCLA TAP team that visited our college. 90% of the students are 24 years or younger. Numbers that also stand out are that 100% are either low-income or no-income and 49% are first-generation college students.

However, the program does primarily serve students who are striving to develop high levels of academic skills and Grade Point Average (GPA). The program has eligibility requirements that reflect the values of solid academic performance as our transfer partners require certain GPA levels in our transfer agreements and the program follows best practices established by the California consortium of two-year college honors programs. However, the program has always been open to admitting students into the program who have GPAs that are under the eligibility requirements. A team of honors faculty review applications to admit new students and student progress within the program is monitored to keep a check that students are active and benefiting from their experience. It is uncommon for a student's application to not be accepted.

Although the program has relatively high expectations for its students, student success rates are strong and typically much higher than non-honors courses. While there are of course some exceptions, success rates from 2016-22 show success rates in the Honors program courses as being typically in the mid-90% range, whereas the same courses offered as non-honors typically fell into the 70-60% range. We feel that, particularly considering a high percentage of the students are first generation from low-income families, these statistics reflect the quality in instruction, counseling and sense of community that are featured within the program.

Eligibility for the Honors Program for current Citrus students is:

- Completion of six (6) semester units of college level course work
- Eligibility for ENGL 101 or completion of ENGL 101E
- Have a minimum cumulative GPA of 3.25 at Citrus College
- Submit a typed 300-350 essay - What are your skills and experiences that have prepared you for the honors transfer program? Please provide specific examples.
- One letter of recommendation from a Citrus College instructor or counselor
- Submit unofficial Citrus College transcript from Wingspan
- Submit a completed program application.

Eligibility for high school students is:

- Have a minimum 3.25 (non-weighted) or 3.5 (weighted) cumulative GPA from high school.
- Submit a typed 300-350 essay - What are your skills and experiences that have prepared you for the honors transfer program? Please provide specific examples.
- One letter of recommendation from an instructor, counselor or high school contact.
- Submit unofficial high school transcripts.
- Submit a completed program application

Eligibility for transfer students is:

- Verify successful completion of nine (9) college level units.
- Cumulative 3.25 GPA.
- Eligibility for ENGL 101 or completion of equivalent.
- Submit a typed 300-350 essay - What are your skills and experiences that have prepared you for the honors transfer program? Please provide specific examples.
- Submit all unofficial college or university transcripts.
- One letter of recommendation from an instructor, counselor or high school contact.
- Submit a completed program application

To maintain program eligibility, a student must:

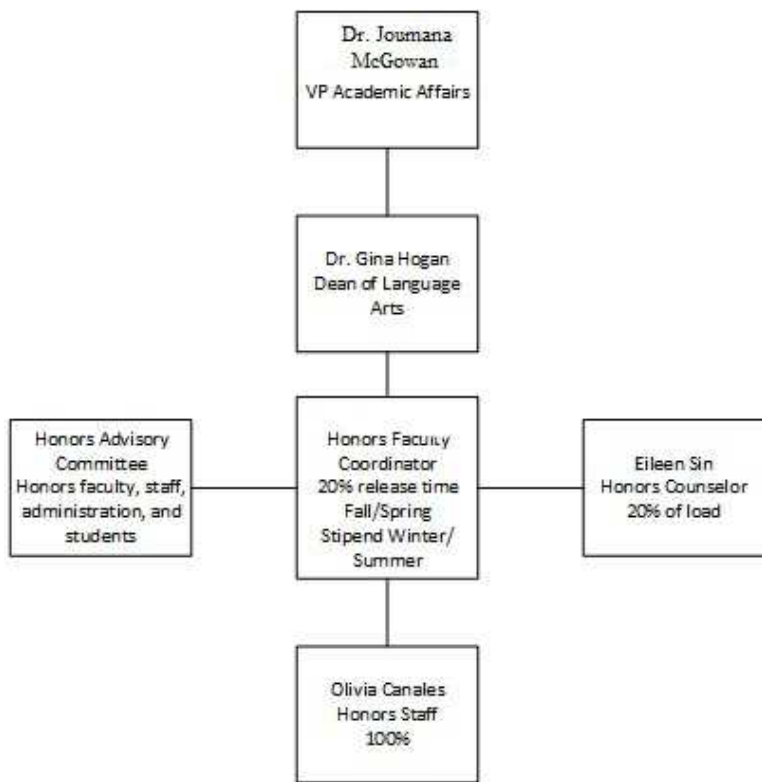
- Maintain a minimum 3.25 cumulative GPA.
- Complete ENGL 101 or 103 during the first year in the program (unless it has already been completed). An honors course must also be completed during the first semester in the program.
- Complete at least six (6) units of honors classes per year
- Student should maintain a "C" or better grade in all honors courses. Students receiving less than a "C" grade will be placed on probation and must petition the Citrus College Advisory Council to remain in the program.
- Must meet with an honors transfer program counselor at least once a semester.
- Participate in at least 30 verified hours of extracurricular enrichment activities while enrolled in the honors transfer program. This includes, but is not limited to, campus enrichment seminars sponsored by the honors transfer program, service learning, service in AGS/PTK and service in student government.
- Students who are unable to register for an honors course in a particular semester must meet with the honors transfer program counselor.

Program completion requirements are:

- Minimum 3.25 cumulative GPA in all transferable courses.
- Minimum of 15 units of honors courses with a minimum grade of "C." Upon request and upon verification, two honors courses may be accepted from another college.
- Complete 30 hours of college life or volunteer service during the time you are at Citrus. This includes, but is not limited to, campus enrichment workshops, service learning, service in campus clubs, AGS/PTK Honor Societies, student government and community service opportunities.

- Submission of a completed Honors Completion form by the end of March.

**STAFF RESOURCES** (SUMMARY, ORGANIZATIONAL CHART, ASSIGNMENTS AND SPECIALITIES, STAFF PREP. AND TRAINING, COMMITTEES)



**Faculty Coordinator:** The Faculty Coordinator is a member of the Honors Advisory Committee and reports to the Dean of Language Arts and Library and at Educational Programs. The coordinator also represents the program at Transfer Alliance Program and Honors Transfer Council of California meetings. In addition, the coordinator regularly presents information on the program at Claremont High School’s “Just for Juniors” night and helps ensure a program presence at various campus events such as Welcome Day, Parents Night and the International Students Office orientations.

**Clerical Support:** The clerical support position provides opportunities for increased coordination and collaboration through

updating the Honors web pages, brochures and other promotional material and ensuring the program’s information is provided to a number of areas on campus including the Hayden Library, EOP&S, Transfer Center, Veterans Center, Foster Kinship, Campus Center and Citrus College’s web page. The program's current staff handles incoming program phone calls and emails and strives to create a welcoming environment for current and prospective honors students.

**Honors Counselor:** The honors counselor receives designated time for honors counseling. The position specializes in advising and organizing transfer through the agreements with UCLA and UCI and organizes and promotes transfer workshops and information on the Honors Canvas shell. The honors counselor also makes a classroom visit to each honors class during the fall and spring semesters to provide students with important program information.

**Dean, Language Arts and Honors Transfer:** Dr. Hogan provides critical program administrative support and guides funding, scheduling, and resource requests.

**Honors Advisory Committee:** The Honors Advisory committee is comprised of program faculty, staff, students and representatives from student services partner programs. The program coordinator works with the committee in developing policies, goals, recommendations and event planning, as well as other program activities.

### **PHYSICAL RESOURCES (BUILDINGS AND FACILITIES, EQUIPMENT AND MATERIALS, APPLICATIONS AND SOFTWARE)**

The honors classroom and office are located on the first floor of the TC building, with the classroom located in TC 123 and the office in TC 129. The program currently does not have a study lounge, and it is highly recommended that the college consider allocating a designated space for that. Currently, the honors classroom is used as a study lounge during times when classes are not held there.

The office and classroom have computers and Internet access, along with movable furniture. The classroom has a projector, whiteboards and other instructional technologies.

Currently, the office has a refrigerator and shelves that hold refreshments and awards won by honor students and honors societies, but it is recommended that those should be set in a student study lounge to help create a welcoming setting to build community and a sense of Citrus College's history of success among its honors students. Some of the program's transfer agreements, including the transfer agreement with UCLA, expect the program to feature an honors lounge setting.

The program uses an online application system that is being updated to facilitate application access to the faculty application review team. The program counselor uses the SARS scheduling system for scheduling appointments and Degree Works for assistance in creating student IEPs.

### **FISCAL RESOURCES (SUMMARY, BUDGET AND RESOURCES)**

The Honors program funding source falls under the Language Arts and Library budget and totals \$5,000 per academic year broken down in this manner:

\$1,000 is for:

1. **Supplies** such as medallions, outreach brochures and flyers, regalia for PTK officers, and classroom needs

\$4,000 is for:

1. **Conferences** including UCI Research Conference, Bay Honors Research Symposium, and PTK and PTK Catalyst Conference
2. **Honors Transfer Program Reception** food and decorations

## **PROGRAM STUDENT LEARNING OUTCOMES**

### **Honors Transfer Program SLOs**

#### **Honors SLO 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.

**Mapping**

*No Mapping*

**Honors SLO 2**

Students demonstrate advanced skills in research and evaluation of sources.

**Mapping**

*No Mapping*

**Honors SLO 3**

Students demonstrate ability to participate in and lead seminar-style discussions.

**Mapping**

*No Mapping*

## Past 5 Years Assessment Cycle/Upcoming 5 Years Planning Cycle

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### EXECUTIVE SUMMARY WITH DATA (BRIEF SUMMARY, COMMENDATIONS, CHALLENGES, AND RECOMMENDATIONS)

The Citrus College Honors Transfer Program (HTP) began in the early 2000s as a small instructional program housed out of a faculty office and has grown to become an important part of Citrus College with its own dedicated office, classroom and staff. On a stroll into the CI building and several other buildings on campus, one might notice a number of posters titled “My Citrus Story” that feature Citrus College student success stories. A very high percentage of those “Citrus Stories” are honors students who had success that went beyond what they expected upon enrollment at our college. Many of the college’s publications, including the home page of the college's website, feature images of our honors students wearing special regalia at Commencement.

While the publications make for good stories and promotions, what seems more important is that the stories in those publications are real and often don’t tell the full story behind the students that are featured. The Citrus HTP features some incredible individual stories, typically involving students who come from first-generation college, immigrant and working-class families that went on to transfer to highly respected universities such as UCLA. A few years ago, the Citrus Foundation held a 50<sup>th</sup> Anniversary event and invited a number of our notable alumni. It was heartwarming to see many of our former honors students who had completed their degrees and are now professionals. Almost all of them mentioned how critical Citrus College and the Honors Transfer program were to their success.

If one spends time at the honors office, and during the years when there was a study space , it might be evident that the program seems to feature a genuine honors community that is comprised of students from diverse backgrounds. Pre-Covid, many of our students formed study groups and friendships and were in the study area daily. The community was enhanced by our warm and inviting Honors Administrative Clerk, Ms. Olivia Canales, as well as frequent drop-in office hours provided by the program’s counselor.

The Citrus College HTP typically has a fairly large group of students who participate in the yearly undergraduate research programs organized by the Honors Transfer Council of California (HTCC) and the Bay Honors Consortium (BHC). The number of Citrus students accepted to present honors research at the HTCC conference was once so large that for three consecutive years the program reserved one of our college’s busses to transport the students. Citrus students have received a number of awards for outstanding abstracts, and we are also very proud that three Citrus honors students have won the prestigious Dr. Juan Francisco Lara Award at the HTCC conference that recognizes exceptional achievement by a student in an honors program while overcoming significant obstacles. Citrus students were also typically accepted to community college honors research conferences hosted by the BHC at Stanford University and the University of California, Berkeley, with Citrus students often winning awards for their research and presentations. Have a conversation with a California community college honors program director, and there is a good chance you will hear that Citrus College HTP students and their research have a strong reputation in the California community college honors community.

The Citrus HTP features a dedicated office and classroom, with drop-in counseling. Most of our classes are seminar-style dedicated honors classes with respected faculty. Our program receives solid support from our college’s administration, with some of the nicest features being special recognition for honors students at Commencement, along with priority registration. Every year our college’s President and most of the Board of Trustees attend the Citrus HTP Completion Recognition event.

The Citrus HTP is still looking for ways to better raise awareness among our college’s students of the program and its benefits. Traditionally, the HTP has only served perhaps 1% of the Citrus student body. There certainly is a higher

percentage of Citrus students who qualify and would benefit from enrollment in the HTP. While it is exciting to see the high transfer success rates of honors students to a schools like UCLA, it is also disappointing to see the high percent of Citrus students who were denied admission to UCLA who were not enrolled in the HTP. Just elevating HTP enrollment to 2-4% would be a small, but important success. It seems that can potentially be achieved through several strategies.

One, is for the HTP to work more closely with Student Services in identifying honors students and encouraging them to apply into the program. That cooperation may need to take place at several levels, starting with the program administrators and extending to program faculty and staff, which includes counselors and educational advisors. Students who are completing an Individualized Education Plan (IEP) that features the ambition of a somewhat competitive transfer should be identified and encouraged to consider the HTP. Workshops and orientations can be scheduled to introduce students to the benefits of honors enrollment and lessen potential intimidation. If Guided Pathways is the new method of developing IEPs, then it is recommended that there also be an Honors Pathway for students who seek a competitive transfer, leadership and an enriched college experience. The HTP and Student Services should continue to partner in transfer workshops, summer bridge, and other programs designed to assist students with transfer. The program has a close relationship with the college's Veteran's Center, International Students Center, Foster/Kinship and EOP&S offices that also helps in raising awareness of our program. The program also has close relationships with the Phi Theta Kappa and Alpha Gamma Sigma honors societies, which also helps in outreach to our college's diverse student body. The program should continue to seek partnerships with emerging equity programs.

The HTP featured its highest enrollment when it had a central location on campus in the ED building. Prior to, and following that location, the program office and classroom have been located on the margins of the campus, with little visibility. It is strongly recommended that the program be better highlighted through a more central campus presence. If the program is to be located on a margin, that margin should probably be toward Citrus Avenue in the SS building where students are coming to receive counseling, develop IEPs and see help in transfer rather than on the Barranca side alongside Career and Technical Education. Outside of nursing students, CTE is a different pathway for our students, and it seems that this physical contradiction is a factor in continuing the challenge to increase HTP enrollment.

The move away from the ED building led to the loss of an honors lounge/study area. Having an area where honors students could study, socialize and build community was traditionally an important characteristic and strength of the program. Not only did having that area help build comradery among students, but it also helped generate word-of-mouth recruitment to the program by students. Losing that area seems to have diminished the overall student experience in the HTP, as well as weakened recruitment. Indeed, having an honors lounge/study area is listed as a recommendation by the HTCC and TAP.

The Citrus HTP is still working on offering more breadth of course offerings, particularly in STEM. The program currently offers both lab and non-lab science honors courses, but not for STEM majors. However, our program is working with Citrus science faculty on creating new course outlines that will provide honors credit for students who participate in STEM research courses and experiences through Citrus College. One of the benefits of the pandemic was developing online honors course offerings. That style of delivery should be continued, particularly to help serve students who would traditionally enroll in evening courses.

The program was led by one faculty coordinator for about fifteen years with a transition to a new coordinator taking place in 2020-21. While there are some benefits to that, the program might continue to seek strategies to develop new, motivated and quality leadership among the honors faculty.

A growth in its budget could also be of benefit. An increased budget could be invested in promotional materials and events, student success celebrations, as well as in sponsoring honors student participation in California undergraduate research conferences.

**SUMMARY OF PAST LEARNING OUTCOMES ASSESSMENTS**

Certainly the move to remote learning from the Covid pandemic has affected much of the college’s learning outcomes. However, given that, the program has consistently done well in achieving its past learning outcomes. The Citrus Honors Transfer Program (HTP) has maintained its membership in the Honors Transfer Council of California (HTCC) and in the Transfer Alliance Program (TAP), along with other transfer agreement partners. (SLO 1) Much of the HTP is organized to meet the guidelines and standards for both of those organizations. UCLA brought a TAP Site Review Team to Citrus in 2017 to assess the program. The TAP team gave the program numerous complements and only a few minor recommendations, which were subsequently addressed. Students who complete the program achieve high rates of transfer success. The transfer success rate to UCLA for a Citrus honors student is exponentially higher than a transfer success rate for a non-honors Citrus student. Recently a Citrus honors student completed a successful transfer to Yale University, which may be the first Citrus transfer to Yale in decades. Honors students receive top-rate, individualized counseling by Honors Counselor Eileen Sin and sound instruction in providing skills essential to academic success following transfer. Our transfer partner schools report that honors transfer students typically do better academically than their peers who enroll as first-year students. (SLO 1)

The most recent research conferences hosted by the HTCC and the Bay Honors Consortium were either cancelled or moved online, so that tended to lower student participation overall. Nonetheless, Citrus Honors students still presented at the HTCC conference, and a number of honors students also served as conference moderators for the sessions. (SLO 2) Several Citrus students received recognition for Outstanding Academic Achievement by the HTCC. (SLO 1) One of the challenges during the pandemic was to move honors classes into online delivery. That challenged faculty to create seminar-style instruction in an online delivery method. While the success of that is still being assessed in the 2021 program review, overall, it seems that honors classes were good at adapting to the new learning environment with faculty either using Zoom or advanced discussion board assignments to build an interactive and student-driven learning environment. (SLO 3)

With a transition to a new honors coordinator and the lessons of the Covid pandemic still settling in, the program is currently satisfied with its Learning Outcomes and does not recommend changes.

**SUMMARY OF PAST RECOMMENDATIONS/GOALS**

Recommendation: 2006 Comprehensive Program Review	Status/Progress	Completed
Increased communication among Counseling, the Transfer Center and the Honors program could help in better promoting the program. The Honors Transfer Council of California recommends that honors programs and honors study rooms be located in close proximity to a campus’ transfer center and counseling buildings.	The program office and classroom were relocated with the ED building renovation. They are now on the Barranca side of campus, about as far away as they can be from Student Services and there is no longer a student study space.	Not completed
The program should continue to communicate with Counseling, the Transfer Center, EOP&S, CalWorks and CARE, as well as DSP&S, to ensure awareness of the	These programs are now involved in the Honors Advisory committee monthly meetings, but better	2019 /Ongoing

program to all students on the Citrus campus.	coordination could still take place.	
The program seeks to expand its availability to students who are disadvantaged in terms of delivery method.	Honors course outlines are now approved for online education delivery.	2020
Improvement in classroom.	The classroom is good and there is now portable furniture and higher quality technology, but the classroom is in a temporary setting and needs a more permanent location.	2016/Ongoing
Better understanding of program expectations by students.	Honors orientations were offered about twice a year prior to the campus moving to remote status in spring 2020. With declines in enrollment, new classroom delivery methods and uncertainty on Covid policies and future enrollment, it is challenging to create an effective orientation.	2016/Ongoing
One-unit research course be offered during intersession.	No progress	Incomplete
Increased release time/stipends for Faculty Coordinator	The Faculty Coordinator now receives stipends for winter and summer intersessions.	2016

**LONG TERM RECOMMENDATIONS/GOALS**

**Recommendations/Goals 2020-2025**

**Honors Transfer Program Recommendation 1, 2020-25**

The central goal and recommendation is to continue to strive to make program visible and accessible to our students. The HTP should strive to work more closely with Student Services in identifying honors students and encouraging them to apply into the program. If Guided Pathways is the new method of developing IEPs, then it is recommended that there also be an Honors Pathway for students who seek a competitive transfer, leadership and an enriched college experience. It is strongly recommended that the program be better highlighted through a more central campus presence. A relocation should also feature an Honors study area where honors students can study, socialize and build community.

## Mapping

**Strategic Plan Objectives:** 10. Degree completion, 12. Transfer to four-year colleges and universities, 15. Completion of programs leading to high-demand occupations, 5. Fall-to-spring persistence of first time freshmen, 7. Graduate with associate degree, 8. Completion of disproportionately impacted groups, 9. Transfer of disproportionately impacted groups

### Honors Transfer Program Recommendation 2, 2020-25

Continue online course options for students. One of the benefits of the pandemic was developing online honors course offerings. That style of delivery should be continued, particularly to help serve students who would traditionally enroll in evening courses.

## Mapping

**Strategic Plan Focus Areas:** 10.1 Enhance the college's image, 2.1 Scheduling, 3.1 Innovative curriculum and instructional pathways, 3.2 Exemplary pedagogy, 8.1 Technology to support innovative teaching, 9.1 Broaden outreach to attract diverse student population

### Honors Transfer Program Recommendation 3, 2020-25

Recruit motivated and enthusiastic faculty and staff. The program benefited from a number of years of stability, but needs to identify staff and faculty who are motivated to be involved and support honors. The program will likely need to replace its clerical staff in the near future and will also want to find stability in program leadership at the coordinator position.

## Mapping

**2021-2026 Strategic Plan Focus Areas:** Deliver high-quality instructional courses and programs, Maintain prominence as a leader in higher education and career preparation, Prepare students for success in a collegiate environment, Provide student support services contributing to a successful collegiate experience

### Honors Program Recommendation 4, 2020-2025

Increase in budget to support promotion of the program and student support.

## Mapping

**Strategic Plan Focus Areas:** 1.3 Participation in activities, 10.1 Enhance the college's image, 11.2 Build relationships with K-12 districts, 2 and 4 year colleges and universities, 2.4 Marketing and promotion plan, 5.3 Effective student support services, 5.6 Diversify methods to connect with students, 9.1 Broaden outreach to attract diverse student population, 9.3 Culture of inclusion and collegiality

## BUDGET PLANNING (NARRATIVE DISCUSSING MAJOR BUDGET PLANS FOR THE NEXT 5 YEARS)

While the existing budget works fine for current support needs, the goal of the program is to grow, and with that would also come the need for additional budget support. In particular, budget growth needs are projected in;

- Outreach: Publications, videos, information sessions, etc.
- Student support: Participation in community college research conferences, completion recognition.

## REVIEW SUMMARY

**Form:** Academic Support Program Review Assessment (See appendix)

# Appendix

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**A. Academic Support Program Review Assessment (Form)**

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