



**Annual Unit Plan Template
2013-2014 Academic Year
Honors Program / Phi Theta Kappa**

STEP I: DESCRIBE YOUR DEPARTMENT/UNIT

a. Mission

Honors

The Honors Program seeks to prepare students for transfer and to heighten students' educational experiences.

Phi Theta Kappa

Phi Theta Kappa is an international honors society for community college students. Its mission is to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship.

b. Program Applicability

Honors

The Honors Program supports transfer courses in the general education areas, specifically those with honors classes—biology, chemistry, English, history, mathematics, music, political science, and psychology—or any discipline with multiple-unit transfer courses, now eligible for honors contracts.

Phi Theta Kappa

None. Phi Theta Kappa is an honors society, not an instructional program.



c. Partnerships

Honors

The Cerro Coso Honors Program maintains several memberships, each benefitting our Honors Program students:

- **UCLA's Transfer Alliance Program (TAP)**
 - Cerro Coso is one of 48 colleges accepted into UCLA's Transfer Alliance Program. Through the TAP, our Honors Program works directly with UCLA to help our Honors Program students transfer to UCLA. Our Honors Program Counselor certifies our Honors Program graduates who then receive priority consideration for admission to UCLA. As a result of this agreement, nearly all of our program graduates who have applied to UCLA have been accepted.
 - UCLA hosts a TAP/Transfer Conference each November, where prospective transfer students learn about UCLA's opportunities, tour the campus, attend workshops, and talk with departmental representatives. Each year, several of our Honors Program students attend.
 - Our Honors Program graduates are eligible for TAP scholarships at UCLA, and several of our graduates have received them.
 - As part of our membership agreement, UCLA conducted a site review of Cerro Coso's Honors Program during the 2008-09 academic year, and the report and recommendations were provided in spring 2010.
- **Honors Transfer Council of California (HTCC)**
 - The Honors Transfer Council of California is a collection of 50+ California community college honors programs.
 - HTCC negotiates transfer agreements for our Honors Program graduates at several universities: UC Irvine, UC Riverside, UCLA (only for TAP members), UC San Diego, CSU Fullerton, CSU Long Beach, Cal Poly Pomona, Chapman University, San Jose State, LaSierra University, Loyola Marymount University, Mills College, Occidental College, Azusa Pacific University, Pitzer College, Pomona College, University of San Diego, Whitman College, and San Diego State University.
 - HTCC sponsors an undergraduate research conference at UC Irvine each spring, providing our Honors Program students an opportunity to present at a conference, publish an abstract, and receive HTCC scholarships.
- **Western Regional Honors Council (WRHC)**
 - The Western Regional Honors Council is part of the National Collegiate Honors Council (NCHC) representing community college and university honors programs across 13 western states. While we are part of the Western Regional Honors Council, we are not a member of the National Collegiate Honors Council.
 - WRHC offers our students opportunities to publish and to attend conferences, though the latter are cost-prohibitive as they are typically out of state.

Phi Theta Kappa

Our local Phi Theta Kappa chapter, Beta Kappa Chi, partners with the Phi Theta Kappa international organization and is part of the California/Nevada region of Phi Theta Kappa.



d. Distance Education

Honors

Historically, the Honors Program does not offer distance education courses as the Honors Program Committee has decided against online Honors courses. This is consistent with nearly all of the community college honors programs in California. However, starting in the spring 2013, PSYC 101H will be offered via iTV.

The Honors Program meets the needs of all its students, including online, as we allow Honors Program students to earn honors credit through contracts with individual instructors, which may be at any Cerro Coso campus or online. Contracts offer a much greater variety than online courses possibly could as students can complete an honors contract in any multiple-unit transfer-level class, not just those with honors CORs.

Phi Theta Kappa

Not applicable.



STEP 2: EXPLAIN YOUR PLANNING

a. Review of Previous Goals (2011-2012 goals for the 2012-13 academic year)

Honors Goal #1: Update Honors Curriculum

1. *Connection to College Strategic Goals:* Strategic goal #1.A—Strengthen instructional programs and services: specifically transfer

Goal: Working with the CIC Chair and the Faculty Chairs, the Honors Program Coordinator will assist in updating honors COR's.

2. *Specific internal* or external** condition(s) the goal is a response to:* Curriculum Committee deadlines

3. *Action Plan:* Work with Faculty Chairs to make sure that all CORs for honors courses are up-to-date

4. *Measure of Success:* COR's for all honors courses will either be updated, inactivated, or deleted

Progress toward goal: In progress and on target to be completed by end of fall 2012 or spring 2013

Most of the honors COR's have already been updated, and only a few are being updated in the fall 2012. The Honors Program Committee updated its long-term schedule for the next three years, and those honors courses that we do not intend to offer in the next three years have been or will be made inactive. After three years, we will revisit these inactive classes to determine if they can be offered or should properly be deleted.

Honors Goal #2: Complete Assessment of Program and Student Learning Outcomes

1. *Connection to College Strategic Goals:* Strategic goal #1.A—Strengthen instructional programs and services: specifically, maintain progress on Student Learning Outcomes to achieve the level of Proficiency by 2012

Goal: The Honors Program will complete its program learning outcomes and student learning outcomes.

2. *Specific internal* or external** condition(s) the goal is a response to:* college assessment deadlines



3. *Action Plan:* Honors Program Committee members will

- a) conclude a two-year assessment of student learning outcomes in honors classes and contracts
- b) assess the Honors Program learning outcome
- c) identify any gaps in the program learning outcome(s) and/or student learning outcomes
- d) identify ways to eliminate these gaps to make classes and/or contracts better

4. *Measure of Success:* Comprehensive SLO/PLO report will be submitted

Progress toward goal: In progress, to be partially completed in spring 2013 and 100% completed in spring 2014 (timeline below)

The Honors Program Committee re-evaluated its student learning outcomes in fall 2011 and revised its program learning outcomes in spring 2012. In the fall 2012 semester, it is finalizing the rubric to assess its PLOs and gathering the artifacts to assess. Since individual departments assess student learning outcomes in each honors course in their department, the Honors Program Committee needs to assess its program learning outcomes. The Honors Program Committee has devised a pilot project to more effectively assess its PLOs, having a two-pronged approach:

- First, we will do the more traditional reading of final honors projects in honors classes and contracts. One stumbling block in doing this before has been a method of collecting these projects. To date, data collection has been sketchy: we have collected projects from all contracts but not from all honors classes. The Committee's solution is to use Turnitin.com in all honors classes and contracts to both prevent plagiarism and collect projects for review, starting with the fall 2012 semester. Since we are starting in the fall 2012 semester to assess data and still need to collect data from all honors classes in the two-year rotation, we anticipate that this PLO assessment will not have data from all honors classes for another year; however, we will have a broad sampling from many honors classes and all honors contracts and so can begin to evaluate our program learning outcomes, adding additional information each semester as we gather more data.
- Second, in the fall 2012 semester, we will have the faculty member working on honors contracts with students in chemistry (John Stenger-Smith) give an oral presentation on his five contract students' completion of their honors objectives. The Honors Program Committee will then evaluate the usefulness and viability of this sort of instructor reporting on SLO's and PLO's, possibly implementing it in the spring 2013 semester.

Through both approaches, the Honors Program Committee hopes to gain greater insight into the strength and progress of its students.

Timeline:

- Fall 2012:
 - Finalize rubric for PLO assessment
 - Collect data from current honors classes and contracts using Turnitin.com
 - Assess contracts to date:
 - Contracts: ADMJ C101, ANTH C131, ART C106, BIOL C112, ENGL C101, ENGL C102, ENGL C235, HIST C131, HIST C132, HSCI C101, MATH C121, MUCS C101, PHSC C111/112, PHSC C111, PHSC C125, PSYS C111, RUSS C202



- Spring 2013:
 - Collect data from current honors classes and contracts using Turnitin.com
 - Pilot presentation: CHEM C111 contract students
 - Assess courses and contracts from fall 2012:
 - Classes: ENGL C102H, HIST C103H, HIST C131H, MATH C121H, MUSC C101H
 - Contracts: ART C105, BIOL C105, BIOL C261, ENGL C101, HIST C104, MUSC C101, PHYS C113, POLS C101
- Fall 2013:
 - Collect data from current honors classes and contracts using Turnitin.com
 - Assess courses and contracts from spring 2013
 - Classes: CHEM C113H, HIST C104H, HIST C132H, PSYC C101H
 - Contracts: Unknown
- Spring 2014:
 - Assess courses and contracts from fall 2013
 - Classes: POLS C101
 - Contracts: Unknown
 - Prepare final report of PLO assessment: all honors courses in the regular two-year rotation will have been assessed along with dozens of honors contracts, giving us a complete picture of how well we are meeting our PLO's across all disciplines and methods (classes and contracts).

b. Review of Overall Department/Unit



Honors

Progress in Growth:

Growth is always our main focus as this means more students are taking advantage of the opportunities offered by the Honors Program. And since Honors Program students usually complete their degree and transfer, these students are also good for the college.

Our primary goal in recent years has been to expand the Honors Program college-wide rather than only serving IWV students. We were successful in completing this goal. With the creation of a process for honors contracts, any Honors Program student can work with an instructor to earn honors credit in any multiple-unit transfer-level Cerro Coso course. Since going college-wide in the spring 2011 semester, the Honors Program has grown and is expanding to the non-IWV campuses. At the start of the 2012-13 academic year, students from Bishop, Mammoth, and online joined the Honors Program and are working on honors contracts.

The number of contracts continues to grow each semester, from 11 during 2011 to 27 in 2012:

| Semester | Total contracts | Completions | Non-IWV |
|--------------------|-----------------|---------------|---------|
| Spring 2011 | 5 | 5 | 0 |
| Summer 2011 | 1 | 1 | 1 |
| Fall 2011 | 5 | 5 | 1 |
| Spring 2012 | 12 | 11 | 0 |
| Fall 2012 | 15 | (in progress) | 3 |

That is a 245% increase in contracts in one year. With only two years of data, the data is obviously severely limited; thus, we do not anticipate such growth year after year. But this is a good indication that more students are learning about contracts, including our non-IWV students and taking advantage of them.

The growth in contracts also means that the Honors Program Committee needs to examine how well it is using its limited resources to best serve its students. Granted, every class and every contract serves our students well, but we question if it is appropriate for IWV students to do contracts in a class that is regularly offered as an honors class. If we can funnel those IWV students into the honors class, we would save \$250 for each of those students, money that might be better spent on contracts for students who have no access to honors classes. Contracts were designed to expand the program college-wide and to supplement our course offerings, not to take students away from already-scheduled honors classes. In the fall 2012 semester, the Honors Program Committee will develop a policy to address these concerns.

Contracts show a 96% completion and success rate, with one contract still in progress from the spring semester, which once completed will return us to 100% completion and success rate. This is much higher completion and success rates than anticipated, so we are thrilled with the commitment of the



students and faculty. Only a very few students have started honors contracts and quit them, and they have always done this within about a week of submitting an Honors Contract Request, long before contract work was actually started or faculty stipends were awarded.

We still need to expand the number of non-IWV students participating in and completing the Honors Program. Last semester, the Honors Program Coordinator meet with the ESCC Director and all ESCC full-time faculty and the counselor, and the results were immediate: several ESCC faculty are working on honors contracts with students; the Director, counselor, and full-time faculty understand the Honors Program well enough to talk to their students; and they are generating buzz about Honors. As the next step, the Honors Program Coordinator will target these students more aggressively, first by a direct mailing and also onsite visits. The first Honors Program information session is planned at Bishop and Mammoth on November 7, 2012. KRV and IWV are yet to be scheduled, but all of them should occur near the start of the registration period. The goal is to gather the faculty working on Honors contracts, the students, and the Honors Program Coordinator (over food, of course) to meet with any students, faculty, staff, and parents interested in learning more about the Honors Program.

So far our greatest challenge is getting the names and contact information of students eligible for the Honors Program. For years, the ODS reporting system has been difficult, and working directly with District has yielded somewhat better but still frustrating results. The problem is serious enough that many semesters, the report is impossible to retrieve or has incorrect data. This has severely limited the number of direct mailings we make to eligible students. For example, this semester the Honors Program Coordinator attempted to run the report the first week of the semester and—multiple reports later—is still working with district to get an accurate report. A more timely way of getting the correct information is desperately needed.

IWV recruiting continues as normal and is also being augmented in new ways. We still participate in the usual ways: Preview Day, College Night, direct mailings, web site, press, Academic Senate reports, teacher and counselor recommendations, etc. The new efforts for IWV include an Honors Program information session and a new information bulletin board.

In addition to the success of contracts, several other things are going well. We are attracting new student populations. Our transfer rates continue to be excellent. Students are taking advantage of the opportunities the Honors Program offers, such as presenting research at the HTCC Undergraduate Research Conference and attending UCLA's Transfer Conference (more on this below). The research conference challenges students to do something that they otherwise would not have the opportunity to do. We provide recognition to our Honors Program graduates with a banquet for them and their families and recognition at commencement with honors regalia and commencement program notations. Finally, we continue to offer several scholarships each year to students in the program:

- \$1,000 President's Scholarship to an incoming student (used to recruit graduating seniors)
- \$500 Transferring Honors Student Scholarships to two outstanding graduating Honors Program students
- Honors Research Scholarship to all students presenting their research at the UC Irvine Undergraduate Research Conference



Honors Benefits beyond Courses and Contracts:

Along with getting more students into the Honors Program, every year we encourage our Honors Program students to take advantage of the opportunities offered to them as part of the Honors Program, namely the UCLA Transfer Conference in November and the HTCC Undergraduate Research Conference in March. The research conference is especially wonderful for our students offering them a way to do many of the things ideally suited for transfer:

- do independent research, usually beyond what they do as part of their classes
- work closely with a mentoring instructor
- improve their public speaking skills, both in multiple practices with faculty groups at Cerro Coso and then at the conference itself
- strengthen their personal statement and transfer application
- be eligible for several scholarships
- be eligible to compete for a UCI Research Fellowship, if students plan to attend UC Irvine
- be eligible to have their work published.

Our students continue to participate in this conference, but we would like to see greater numbers of students. Given the amount of time and effort this project takes, only two or three students take advantage of this opportunity each year, perhaps not realizing the opportunity they are passing up.

Possible New Honors Courses:

To better serve our students and balance out our course offerings, we are considering developing new honors courses, those course that already run consistently full (or even multiple) sections at IWV and that are non-humanities, such as Astronomy and Anthropology. Since it takes a year or more to write a course, get it through CIC, and then have it articulate at the state level, this would be planning for the future, looking for courses we might add to the rotation two years from now.

Phi Theta Kappa

Our Phi Theta Kappa chapter continues to offer its members opportunities in Phi Theta Kappa's four hallmarks—scholarship, leadership, service, and fellowship—and supports its mission to encourage and recognize academic excellence.

Scholarship Opportunities

Since establishing a Phi Theta Kappa chapter at Cerro Coso, our students have gained access to several scholarships:

- All-USA Academic Team
- All-California Academic Team
- New Century Scholars



- Barry M. Goldwater Scholarship
- Guistwhite Scholarship
- Leaders of Promise Scholarship
- Coca-Cola Two-Year Colleges Scholarship
- Jack Kent Cooke Foundation Undergraduate Transfer Scholarship
- Over \$65 million in scholarships at more than 600 transfer schools

The Phi Theta Kappa Advisor serves as the College's representative for these scholarships. Some of the scholarships allow students to apply directly, and the Advisor promotes these opportunities to students. Other scholarships allow only the College to nominate students, and for these the Advisor seeks faculty nominations, selects the final nominees, completes all of the necessary reports, and helps students complete the applications. Some of these scholarships are exclusive to Phi Theta Kappa members while others are available to all qualifying Cerro Coso students, especially for transfer students. Additionally, our chapter offers and funds 10 partial membership scholarships (\$45 of the \$75 membership fee) each semester, and the Advisor handles these scholarships as well.

Service, Leadership, and Fellowship Opportunities

Our chapter of Phi Theta Kappa has completed several service projects in our community. Our chapter has participated in the communities at Ridgecrest, KRV, and Bishop, working with local women's shelters, Boys and Girls Clubs, Better World Books, Relay for Life, libraries, clothing and food collection and donations, and local events like garden and food projects. Each provides Phi Theta Kappa members a chance for leadership and/or service experience as well as an opportunity for fellowship with other members, Cerro Coso students, and our communities. When members are interested, we also attempt to provide purely social activities to increase a sense of fellowship among Cerro Coso students. However, since participating is entirely voluntary (Phi Theta Kappa prohibits any requirements beyond membership), participation in events varies.

Recognition

Our Phi Theta Kappa students are recognized for their academic achievement and Phi Theta Kappa membership in a number of ways:

- Annual induction ceremony of new members
- Press releases
- Graduation regalia and commencement ceremony program notation
- Automatic inclusion in the National Dean's List publication of college honors students
- A golden key membership pin
- A certificate of membership
- A gold diploma seal denoting Phi Theta Kappa membership for their college diploma



c. Goals for Upcoming Year (2013-14)

Honors Goal #1: Complete Assessment of Program and Student Learning Outcomes

1. *Connection to College Strategic Goals:* Strategic goal #1.A—Strengthen instructional programs and services: specifically, maintain progress on Student Learning Outcomes to achieve the level of Proficiency

Goal: The Honors Program will complete its ongoing assessment of program learning outcomes (timeline provided above).

2. *Specific internal* or external** condition(s) the goal is a response to:* college assessment deadlines

3. *Action Plan:* Honors Program Committee members will
- a. conclude a two-year assessment of student learning outcomes in honors classes and contracts
 - b. assess the Honors Program learning outcome
 - c. identify any gaps in the program learning outcome(s) and/or student learning outcomes
 - d. identify ways to eliminate these gaps to make classes and/or contracts better

4. *Measure of Success:* Comprehensive PLO report

STEP 3: SUBSTANTIATE REQUESTED RESOURCES (Note: All items must be prioritized.)

a. New Classified Staffing

| Position Title | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this position | Salary Grade | Number of Months | Number of Hours per Week | Salary Amount | Funding Source: G=General Fund R=Restricted (be specific) |
|----------------|----------|---|--|--------------|---------------------|-----------------------------|---------------|---|
| Not applicable | | | | | | | | |



b. New Full-Time Faculty Staffing

| Discipline | Affected Programs | Location | Priority | Strategic Plan goal addressed by this position | Funding Source: G=General Fund R=Restricted (be specific) |
|----------------|-------------------|----------|----------|--|---|
| Not applicable | | | | | |

c. Supplies (per unit cost less than \$1000)

| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source: G=General Fund R=Restricted V = VTEA |
|-----------------------------|--------------|---|--|--|---------------------------------------|--|---|
| Supplies | College wide | 2 | 1.A 1.D | <p>Honors and PTK program supplies, loaner graduation regalia, and other needs for program members.</p> <p><u>Rationale:</u> Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship.</p> <p>Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences.</p> <p>Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.</p> | \$500.00 | Ongoing | G |



d. Non-Technology Equipment (per unit cost greater than \$1000)

| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source: G=General Fund R=Restricted V = VTEA |
|-----------------------------|----------|---|---|---|---------------------------------------|--|---|
| Not applicable | | | | | | | |

e. Technology Equipment (computers, data projectors, document readers, etc.)

| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source: G=General Fund R=Restricted V = VTEA |
|-----------------------------|----------|---|---|---|---------------------------------------|--|---|
| Not applicable | | | | | | | |

f. Facilities

| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source: G=General Fund R=Restricted V = VTEA |
|-----------------------------|----------|---|---|---|---------------------------------------|--|---|
| Not applicable | | | | | | | |



g. Travel (inter-campus, intra-district, conferences, etc.)

| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source: G=General Fund R=Restricted V = VTEA |
|-----------------------------|-----------------|---|---|--|--|---|---|
| Honors travel | College wide | 1 | 1.A 1.D | Travel for Honors Program Coordinator, Honors Program Counselor, and Honors Program students to UCLA Transfer/TAP Conference: meals, gas, and parking. Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. <u>Rationale:</u> Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide. | \$200.00 | Ongoing | G |
| Honors travel | College wide | 1 | 1.A 1.D | Travel for Honors Program Coordinator and Honors Program students to UC Irvine for the HTCC Undergraduate Research Conference: meals, hotel, gas, conference registration fees, and parking. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide. | \$700.00 | Ongoing | G |



| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source: G=General Fund R=Restricted V = VTEA |
|-----------------------------|-----------------|---|---|---|--|---|---|
| Honors travel | College wide | 2 | 1.A 1.D | Travel for Honors Program Coordinator and Honors Program Counselor to the TAP meetings: meals, gas, and parking. Attendance is required for the Cerro Coso Honors Program to maintain its partnership with UCLA and TAP. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide. | \$100.00 | Ongoing | G |
| Honors travel | College wide | 2 | 1.A 1.D | Travel for Honors Program Coordinator and Honors Program Counselor to the HTCC meetings: meals, gas, and parking. Attendance is required for the Cerro Coso Honors Program to maintain its partnership with HTCC. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide. | \$100.00 | Ongoing | G |



h. Marketing (brochures, radio spots, promotional travel, etc.)

| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source: G=General Fund R=Restricted V = VTEA |
|--|----------|---|---|---|---------------------------------------|--|---|
| Not applicable: Honors marketing material is made in Cerro Coso print shop, and Phi Theta Kappa provides marketing resources | | | | | | | |

i. Other (institutional fees, library books)

| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source: G=General Fund R=Restricted V = VTEA |
|------------------------------------|--------------|---|---|--|---------------------------------------|--|---|
| Honors faculty stipends | College wide | 1 | 1.A 1.D | Pay faculty \$250 per honors contract. By providing direct instruction, stipends support the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. <u>Rationale:</u> Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide. | \$5,000.00 | Ongoing | G |
| Honors Program Coordinator stipend | College wide | 1 | 1.A 1.D | Stipend plus benefits for Honors Program Coordinator. <u>Rationale:</u> Supports College's Strategic Plan by supporting both associate degree and | \$9,450.00 | Ongoing | G |



| Describe resource requested | Location | Priority: 1 = high 2 = med 3 = low | Strategic Plan goal addressed by this resource | Provide a detailed rationale for the requested resource. The rationale should refer to your unit's mission and goals, recent Program Review or SLO assessment gaps, planning assumptions, and/or the College's Strategic Plan | Estimated amount of funding requested | Will this be one-time or on-going funding? | Funding Source: G=General Fund R=Restricted V = VTEA |
|---------------------------------|-----------------|---|---|---|--|---|---|
| | | | | transfer students and by supporting equitable student services college wide. | | | |
| Phi Theta Kappa Advisor stipend | College wide | 1 | 1.A 1.D | Stipend plus benefits for PTK Advisor. <u>Rationale:</u> Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students and provide development opportunities through participation in leadership, honors, service, and fellowship. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide. | \$3,076.77 | Ongoing | G |
| Honors Program membership dues | College wide | 3 | 1.A 1.D | Honors Program has membership dues for some partnerships. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide. | \$100.00 | Ongoing | G |



Funding from last year no longer in this year's budget to be supplemented by Student Development Funds:

| | | | | | | | |
|------------------------------------|--------------|---|------------|--|----------|---------|---|
| Honors Program graduate banquet | College wide | 1 | 1.A 1.D | <p>No ongoing funding as we were directed to seek alternative funding from Student Development.</p> <p>The spring banquet honors the year's Honors Program graduates. <u>Rationale:</u> Supports the Honors Program's mission to prepare students for transfer and to heighten students' educational experiences. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.</p> | \$900.00 | Ongoing | G |
| Phi Theta Kappa induction ceremony | College wide | 1 | 1.A 1.D | <p>No ongoing funding as we were directed to seek alternative funding from Student Development.</p> <p>A PTK induction ceremony is required for its new members. We do one a year rather than one a semester to keep costs down. <u>Rationale:</u> Supports Phi Theta Kappa's mission to recognize and encourage academic achievement of community college students. Supports College's Strategic Plan by supporting both associate degree and transfer students and by supporting equitable student services college wide.</p> | \$400.00 | Ongoing | G |



STEP 4: ATTACH PRIOR YEAR'S SLO ASSESSMENT DATA (as applicable)

Not applicable for either Honors or Phi Theta Kappa.

STEP 5: ATTACH PRIOR YEAR'S STUDENT PERFORMANCE DATA (Instructional units only, as provided)

Not available for Honors. Not applicable for Phi Theta Kappa.