

Honors Department

Annual Planning for Academic Year 2015-2016

Planning Year 2014

Description Of Department/Unit

Mission/Connection to College Mission

Honors

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

The Honors Program supports Cerro Coso's mission to provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degrees. The Honors Program encourages and recognizes students' academic excellence, degree completion, and transfer readiness.

Phi Theta Kappa

Mission: 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.

Phi Theta Kappa supports Cerro Coso's mission to encourage degree completion. Phi Theta Kappa membership is one of the ways students are recognized for their academic excellence at Cerro Coso. Our chapter also offers students opportunities for chapter leadership and community and college service.

Student Equity

Student Equity

Honors

No data is available for Honors Program students. Because the data for the Honors Program is entirely homegrown and must be collected one student at a time, this data is not provided by the usual research. We cannot use data from honors classes for two reasons: it would exclude all non-IWV Honors Program students, a sizeable number, and it would include many non-Honors Program students in honors classes. Both of these factors would make any data based on honors classes irrelevant to the Honors Program.

But we are primed to start collecting this data. A spreadsheet of all students who entered the Honors Program in the last six years has been created and sent to the Vice President of Academic Affairs for data. Equity data/demographics will have to be gathered on each student by hand, and with nearly 120 students to date, this will take time. Once we have this baseline history, then we can proceed in future years with annual cohorts. We hope to have data for 2015 planning, when we can start analyzing the numbers. Given that the UCLA Transfer Alliance Program was established, in large part, to increase the number of traditionally underrepresented students transferring to UCLA, this data will be relevant to the Honors Program to examine student access and success in the Program.

Phi Theta Kappa

Examining student equity data for PTK members would be nearly impossible to gather. Even without this data, I already know that for our students, the biggest barrier to joining PTK is the \$65 membership fee, which potentially excludes many of our students who need financial assistance.

Review And Planning

Progress Made on Program Review

Honors Program

Year of Last Program Review:

2009

Progress in the last year on Three-Year Strategies:

Progress in the last year on Six-Year Strategies:

Progress: Our first full Program Review exclusively for Cerro Coso will be completed in spring 2015, so we do not yet have specific three-year and six-year strategies. Since our 2009 Program Review was tied to our Transfer Alliance Program Review, the Honors Program Committee has attempted to address all of the recommendations made:

1. Advising

- Ensure that underrepresented students have ample opportunity and encouragement to participate in the honors program.
- Progress: Steady improvement. We have expanded outreach efforts to all students, including targeting underrepresented students through EOPS and other Cerro Coso programs. Adding Penny Talley, Assistant EOPS Director and DSPS Counselor, to the Honors Program Committee ensures seamless connection between these programs.
- Extend program curriculum to reach satellite campuses as a way of increasing student participation and drawing a more diverse group of honors students.
- Progress: Excellent. Our major initiative in the Honors Program was the creation of a contract system that now allows all Cerro Coso students, not just its IWV students, to have access to and complete the Honors Program. At the time of the 2009 review, the Honors Program had grown to 19 students. It now has around 55-60 students; however, we still need to reach out to non-IWV students since they remain a very small percentage of Honors Program students. Extending the program curriculum, while an essential first step, is not sufficient. Numerous outreaches have been done, including several videoconferences between the Honors Program Coordinator with students, faculty, and staff at the non-IWV sites, including multiple visits to Bishop and Mammoth campuses. Now that we have a small mass of students completing the Honors Program at ESCC, students and faculty are more aware of the program. Hopefully this momentum can be encouraged further.
- Revise GPA requirements for honors program entry and exit. Lower the GPA requirement for program entry from 3.50 to 3.25 in order to increase the number of students eligible to participate in the program. Also, to ensure a competitive advantage for transferring students, raise the required exit GPA from 3.25 to 3.50.
- Progress: Completed. In 2009, Cerro Coso Honors Program was the only TAP school that required a 3.25 GPA (the average was 3.16). We changed our entry GPA requirement to a 3.25. We also added a specific requirement that students be eligible for English C101, which also aligns with what other honors programs require in California and has ensured that our Program students are prepared for Honors-level writing. The Honors Program committee disagreed with the recommendation to raise the required exit GPA to 3.5 for several reasons. First, only one other TAP school in California requires a 3.5 GPA to complete honors; in fact, the average is 3.16, so our 3.25 seems in line with other TAP colleges. Second, while we understand that students graduating with a 3.25 GPA will not be competitive for UCLA or other UC schools, many of our Honors Program graduates transfer into the California State University system, where their GPAs are sufficient. Third, the Honors Program faculty members were afraid that the high exit GPA may encourage grade inflation as students who do not earn A's are at risk of washing out of the program. Finally, many of our honors students attend Cerro Coso for less than the standard two years because they have passed several AP exams, or they find out about the honors program in their second semester, so they complete the honors program within a year. It seems unreasonable to expect students entering with a 3.25 GPA to then raise that GPA to a 3.5 within a year.
- Promote the strong sense of community among honors students. Encourage honors students' interaction outside of class through one or more of the following: development of a student-run honors club, addition of a formal service-learning component, or provision of a designated space for honors students to gather.
- Progress: Little. Moving to all Cerro Coso sites and online has only increased our students' disconnectedness. We provide a few activities outside of the class, including one out-of-town trip per semester, and aim to add at least one mixer and orientation per year. The Honors Program Committee believes that adding a club or service-learning component contradicts efforts to expand the program college-wide, where such opportunities cannot be available. Given the budget climate, adding a designated space for honors students to gather, especially at all college sites and online, is not feasible for us.
- Increase clerical support and other resources for counseling. Create a staff position that provides at least 10 hours per week of additional, stable clerical support to lighten the counselor's workload and increase the program's capacity to support a growing number of students. To further address challenges that come with continued program growth, consider increasing the counselor's release time or creating an additional honors counseling position.
- Progress: None. The Honors Program Committee, and the Honors Program Counselor specifically, agrees with this recommendation. We think this level of support is important and would help us expand the program.
- Locate campus-wide advising services within closer proximity to each other. House various student-service programs together to strengthen existing collaborations, facilitate student referrals, and save time for both students and administrators.
- Progress: Some but this is not within our Program's control. Cerro Coso planned a One-Stop Shop, giving students the ability to get answers on many issues in one location. But this has little to do with the Honors Program.

2. Faculty and Curriculum

- Expand curriculum in terms of (1) formats, (2) scheduling, and (3) topics. (1) Implement a contract system on a limited basis and consider piloting one or two online courses. Doing so will allow students more options and increase their opportunities for honors participation. Draw from contract models in place at other honors programs, and conduct site visits at these colleges to learn more about successful honors contract implementation. (2) Offer evening honors courses to facilitate program participation and success of nontraditional students. (3) Include additional math and science honors courses to better serve the many math- and science-oriented students. Seek collaborations with other programs on campus (such as the pre-engineering program) to tie into additional support for honors math and science components.
- Progress: Excellent. We added contracts, which has not only added all non-IWV students but has also increased the topics. In addition, to better serve our students and balance out our non-humanities course offerings, we developed a new honors course in Anthropology, to be offered in 2015.

3. Advisory Committee

- Expand committee representation to allow more diverse input in the interests of program growth and development. Invite representatives from DSPS, Puente, and TRIO to join the committee.
- Progress: As much as we can do has been done. The Assistant EOPS Director, who is also a DSPS Counselor, is a member of the Honors Program committee, and we do not have the other programs.
- Restructure committee meetings to facilitate schedule as well as completion of tasks. Identify specific problems for the committee to work on, then break the committee into task-oriented sub-committees that meet at regular intervals to address specific issues. Have subcommittees or their chairs report progress at periodical meetings of the entire advisory committee.
- Progress: Given the small size of the honors program committee, the committee believes that there is not much to break down into subcommittees. Communication to the college as a whole is a better goal.

4. Outreach and Recruitment Efforts

- Expand curriculum to give students at satellite campuses and those taking evening course the opportunity to join the honors program.
- Progress: Completed. Achieved through contracts. All eligible Cerro Coso students have access to the Honors Program. We have had our first non-IWV Honors Program graduate and Presidents Scholarship award, both in spring 2014. We offered our first honors class at KRV, PSYC C101H and plan to expand it via iTV to Bishop and Mammoth as well. We continue to assess how to best meet the needs of our non-IWV Honors Program students.
- Direct more assertive outreach efforts toward programs for underrepresented students. Strengthen ties with programs like EOP&S, DSPS, and TRIO in order to increase participation of underrepresented students. Establish written outreach agreements or contracts between programs for underrepresented students and the honors program. Base these contracts on examples from programs like the Cerritos College honors program.
- Progress: The Honors Program committee has increased its presence in orientations with these student groups to expand our outreach.
- Increase the number of honors students participating in outreach. Use current honors students as a resource to recruit fellow non-honors students. Add a service-learning component, in which honors students earn service-learning credit as student ambassadors for the program, speaking at local high schools and within non-honors classes at the college. Encourage students who are members of both EOP&S and honors to motivate their EOP&S peers by sharing their honors experience with them. Consider having peer advisors to help with honors recruitment.
- Progress: Good. We incorporate Honors Program students in our outreach efforts at the college, such as Preview Day, and specifically promote other opportunities to Honors Program students. We are also exploring ways to use students enrolled in both Honors and Phi Theta Kappa as part of our outreach to Burroughs High School.

Progress Made on Outcome Assessment

Pursued topic(s) of independent research at an upper-division level, working beyond the topic and/or level of non-honors course study

Type:

PLO

Semester Assessed:

Spring 2014

Target Missed/Gap Detected:

Target: 75%

Results: 91% (significantly higher than target, and higher than last year)

We have now assessed all honors courses and honors contracts. As before, results were quite satisfactory.

During our assessment process in spring 2013, we identified some gaps in specific honors courses. These have been addressed in subsequent discussions with honors faculty, and we continue to make efforts to close these isolated achievement gaps.

In initial assessments (2012 and 2013), we examined all honors projects together, combining classes and contracts. Last year, we determined that we needed to identify possible gaps between honors courses and honors contracts, so in this most recent assessment round, we tracked all variables: class vs contract, onsite vs online. There were no significant achievement gaps noted in classes and contracts. We noted that contract completion is a greater challenge for online students; however, the numbers of online honors students is so small that one student is responsible for the shift in numbers. Until we have more online contracts, we are unable to make any valid determination about achievement gaps.

Analysis and Plan:

In our last AUP, the improvement identified was to assess for consistency across all honors courses and honors contracts, maintaining consistent expectations and standards, regardless of how the student earns honors credit. We believe we are doing this. Additionally, we made policy changes so that for the first time, all honors classes will have a uniform rigor, specifically a 2,500-word research project.

Future improvements will be aimed at ensuring this uniform rigor in classes and contracts, regardless of instructor, location, or format. We have developed a much more robust PLO assessment form that requests specific information from faculty. In addition to tracking class/contract and online/onsite, we will ask specific information about the type of assignment, the kinds and amount of research required, details about the assignment objectives. This is unique, perhaps, to honors projects since we assess a variety of disciplines, and while the PLO is the same, the specific aims of research projects may vary from discipline to discipline. The Honors Program Committee believes it can better assess projects if this information is provided. We will implement this in our next assessment session.

Progress Made on Prior Year Initiatives

Complete Assessment of Program and Student Learning Outcomes

Progress Made:

Evaluation of Goal: Honors Program—Complete Assessment of Program and Student Learning Outcomes

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

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

Timeline:

• Fall 2012:

- o Finalize rubric for PLO assessment
- o Collect data from current honors classes and contracts using Turnitin.com
- o 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:

- o Collect data from current honors classes and contracts using Turnitin.com
- o Pilot presentation: CHEM C111 contract students
- o 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:

o Collect data from current honors classes and contracts using Turnitin.com

o Assess courses and contracts from spring 2013

? Classes: CHEM C113H, HIST C104H, HIST C132H, PSYC C101H

? Contracts: Unknown

• Spring 2014:

o 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).

Evaluation: The Honors Program Committee held to the outlined timeline and has evaluated all of the honors courses and all honors contracts. As described above in the discussion of PLOs, through this PLO assessment, we have further refined our assessment strategies and are gathering and analyzing a variety of data to look for any disparities among honors courses, between honors courses and contracts, and between delivery methods.

Initiatives for Next Academic Year

Honors Program—Sustain Program Growth

Strategic Plan Goals Addressed:

1,2

Action Plan:

Build on last year's goal to promote Honors Program to all eligible Cerro Coso students. The year's approach is two-pronged: educate Cerro Coso students about the Honors Program and its benefits and educate Cerro Coso faculty (particularly non-IWV) about the Honors Program and how honors contracts work.

Measure of Success:

Information sessions for students and for faculty held at IWV, Bishop, Mammoth, and KRV

Expected Completion:

Before priority registration begins in Fall 2015 and Spring 2016

Person Responsible:

Christine Swiridoff

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion

Honors Program—Sustain Program Rigor

Strategic Plan Goals Addressed:

1,2

Action Plan:

Work with faculty teaching honors classes and supervising honors contracts and assess projects to verify implementation of Honors Program Committee's policies regarding rigor of honors projects, aiming at uniform and appropriate rigor

Measure of Success:

Satisfactory assessments showing consistent rigor in Honors Program classes and contracts

Expected Completion:

End of Spring 2016

Person Responsible:

Christine Swiridoff

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion

Phi Theta Kappa—Participate in College Completion Corps Efforts

Strategic Plan Goals Addressed:

1,2

Action Plan:

Involve Phi Theta Kappa students and Cerro Coso students in the College Completion Corps, which aims to encourage community college students to complete their intended program, earning either a certificate or a degree

Measure of Success:

Greater student involvement in the College Completion Corps effort and greater student awareness of the benefits of completing a certificate or degree

Expected Completion:

Fall 2015

Person Responsible:

Christine Swiridoff

Designed:

It is designed to increase student success

Student Experience:

2nd Year/Program Completion, First Year

Resource Needs

Facilities

Information Technology

Marketing

Professional Development

Staffing

Resource Requests

1000 Category - Certificated Positions

Honors faculty stipends: honors contracts

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

5000, Ongoing from General Fund.

Detailed Rationale:

Pay faculty an estimated \$270 per honors contract (less for multiple contracts).

Rationale: By providing direct instruction, stipends support 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, providing customized educational opportunities, and by supporting equitable student services college wide.

Honors Program Coordinator Release Time

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

.2 of load, Ongoing from General Fund.

Detailed Rationale:

.20 release time for Honors Program Coordinator.

Rationale: Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.

Phi Theta Kappa Advisor stipend

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

3076.77, Ongoing from General Fund.

Detailed Rationale:

Rationale: 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, providing customized educational opportunities, and by supporting equitable student services college wide.

2000 Category - Classified Staff

4000 Category - Supplies and Equipment

Supplies for Honors and Phi Theta Kappa Programs

Location:

College-wide

Priority:

Low

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

500, Ongoing from General Fund.

Detailed Rationale:

Supplies for Honors and PTK programs, plaques for honors program graduates, certificates, bulletin board, loaner grad regalia, and other needs for program members

Rationale: 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 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, providing customized educational opportunities, and by supporting equitable student services college wide.

5000 Category - Service, Utilities, and Operating Expenses

Honors travel: UCLA Transfer/TAP Conference

Location:

College-wide

Priority:

Medium

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

300, Ongoing from General Fund.

Detailed Rationale:

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.

Rationale: Supports College's Strategic Plan by supporting both associate degree and transfer students, providing customized educational opportunities, and by supporting equitable student services college wide.

Honors travel: HTCC Undergraduate Research Conference (UC Irvine)

Location:

College-wide

Priority:

Medium

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

700, Ongoing from General Fund.

Detailed Rationale:

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.

Rationale: 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, providing customized educational opportunities, and by supporting equitable student services college wide.

Honors travel: meetings

Location:

College-wide

Priority:

Low

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

200, Ongoing from General Fund.

Detailed Rationale:

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.

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.

Rationale: 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, providing customized educational opportunities, and by supporting equitable student services college wide.

Honors Program graduate banquet**Location:**

College-wide

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

1200, Ongoing from General Fund.

Detailed Rationale:

The spring banquet honors the year's Honors Program graduates.

Rationale: 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, providing customized educational opportunities, and by supporting equitable student services college wide.

Phi Theta Kappa induction ceremony**Location:**

College-wide

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

400, Ongoing from General Fund.

Detailed Rationale:

A PTK induction ceremony is required for its new members. We do one a year rather than one a semester to keep costs down.

Rationale: 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, providing customized educational opportunities, and by supporting equitable student services college wide.

Honors Program membership dues

Location:

College-wide

Priority:

High

Strategic Plan Goals Addressed:

3

Estimated Amount of Funding Requested:

150, Ongoing from General Fund.

Detailed Rationale:

Honors Program has membership dues for some partnerships. This covers the annual dues for the Western Regional Honors Council and, more importantly, Honors Transfer Council of California (HTCC), our main partner, and is essential for our transfer agreements and other benefits to our students through HTCC, including access to scholarships and research opportunities.

Rationale: 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, providing customized educational opportunities, and by supporting equitable student services college wide.

6000 Category - Capital Outlay