

[Plans for Honors Program](#) >> 2018 - 2019

Honors Program CHC Instructional Program Review 2018-2019

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2018 - 2019 Honors Program CHC Instructional Program Review 2018-2019

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the [schedule](#) for the four-year plan schedule.

1. Mission

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. **In what ways does your program advance the mission of the college?**

a. COLLEGE HONORS INSTITUTE MISSION

College Honors Institute Mission Statement: The purpose of the College Honors Institute (CHI) at Crafton Hills College is to provide highly motivated students who have demonstrated outstanding academic achievements the opportunity to participate in an intellectual community of students with a shared purpose. Our mission is to offer rigorous, enhanced educational opportunities to a community of Crafton Hills College students in a multi-dimensional program that challenges and deepens students' scholarship, creativity, and commitment, as well as to offer enriching co-curricular opportunities and events.

b. ALIGNMENT WITH COLLEGE MISSION

- The College Honors Institute (CHI) was founded in 2006 by a group of faculty, staff, and administrators dedicated to the college mission, which at the time stated: "The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment." In Fall 2008, the program moved away from being contract-

based into a fully developed program with honors courses and honors faculty. Currently, honors sections are integrated with traditional sections (“stacked” courses). This multi-dimensional approach has helped build an honors identity and community for honors students while discouraging perceptions of elitism. The stacked system also allows for a wide variety of Honors courses while minimizing cost.

- Further growth occurred in 2011 when the college received a Title V/Hispanic Serving Institution Transfer Prep Grant to further develop and expand programs that would enable Crafton Hills College to realize its vision of becoming a premier community college for transfer preparation. The grant funds allowed for the Honors Program to fund a .50 coordinator position, create a permanent space for the Honors Lounge, and expand its outreach efforts. The increased presence on campus, curriculum development, and outreach strategies contributed to an increase in student participation, and membership grew steadily from a starting group of five students in Spring 2011.
- The College Honors Institute provides a means by which students can become more fully engaged with their coursework and with the faculty who teach their classes. Students work with faculty to create and complete Honors projects throughout the semester. In most cases, this means additional study and research and presentation of that research in a peer setting. This type of higher-level challenge deepens students' understanding of a given curriculum, encourages academic exploration, and prepares students for future success in their university classes.
- In Spring 2018, 16 students completed all requirements of CHI, and 15 of those students transferred to a four-year university, a 94% transfer rate. Several additional Honors students also transferred, having completed some of the requirements. Many of those students received full scholarships, including one student who was awarded the prestigious UCLA TAP Scholarship. The universities they transferred to include UCLA (3 students), UC Berkeley, UC San Diego, UC Riverside (5), UC Davis, Loma Linda University (2), Cal Poly Pomona, and CSUSB.
- As of January 21, 2019, CHI Enrollment stands at 111 students, with an influx in applications since the 2018 graduation that has added 44 new students to the program. (By comparison, in Spring 2017 there were 66 Honors students.)
- Our overall course success rates are significantly better than CHC students at large, 89.8% to 72.1%. Broken down by race/ethnicity: African American Students: 78.8% completion by Honors students vs. 65.7% by non-Honors; Caucasian students: 89.8% Honors vs. 75.7% non-Honors; Hispanic Students: 91.2% Honors vs. 69.2% non-Honors. Course completion rates are also significantly better for Honors students: 94.9% Honors vs. 90.2% non-Honors. See full report at [\\spaceghost\depts\Honors\2018-2019\Honors Query Results.pdf](#)

2. Description of Program

a. Organizational Structure and Staffing

b. Describe any activities in addition to instruction that you provide.

c. Describe any alternative modes of instruction and schedules of delivery: e.g.: online, hybrid, early morning, evening services.

d. **Rubric Item:** Describe how your curriculum is up-to-date and [Needs-Based](#). Base the description on surveys, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreements. Consider the results of your most recent curriculum reviews in this section.

e. **Rubric Item:** Attach your [scheduling matrix](#) to show when courses in your area are offered. [Click here for sample!](#)

a. ORGANIZATIONAL STRUCTURE AND STAFFING

- The College Honors Institute (CHI) is staffed by one part-time faculty member (.50) who serves as the Coordinator and reports to the Vice President of Instruction. One full-time counselor is assigned to the Honors Lounge for .20 (8 hrs.)/week to advise and give educational planning support for CHI students throughout their experience in the program. The counselor spends additional time in the Counseling Office meeting with Honors students. CHI receives clerical support from a secretary from Office of Instruction. That secretary helps staff the Honors Lounge for up to 12 hrs/week.
- CHI uses a "stacked class" system in which a separate shell is created for courses that have an approved Honors component, generally providing 3-5 spots for incoming Honors students. Students who register for the Honors class are expected to complete the same work as the non-Honors students, but in addition they work with the faculty member teaching the class to complete additional work that deepens and enhances their knowledge of the subject. In most cases, the additional work involves academic research, writing, and presentation. Students are required to complete 15 units of Honors course work with an A or B grade in each Honors class and a 3.25 cumulative GPA in all transferable units. Currently, 41 courses from 22 disciplines have an approved, fully articulated Honors component. During a semester, some of the more popular courses (e.g., English, History, Communications) will offer multiple sections of each class. In Fall 2018, students were registered in 42 sections of 29 different Honors courses, filling a total of 114 Honors spots.
- Honors faculty are paid for two non-instructional hours/Honors student (2 x \$52 x #students) who completes the class, for up to five Honors students. Some faculty have chosen to accept more Honors students with the understanding that they will not be paid for more than five.
- CHI is located in the Honors Lounge in West 214, which is centrally located on campus just behind the Crafton Center. The location includes an office space shared by the Coordinator (M/T 8:30-4:30, W 8:30-12:30), the CHI Counselor (W 12:30-4:30, Th 8:30-12:30), and the secretary (Th 12:30-4:30, F 8:30-4:30). The lounge space is furnished with two sofas, five computer workstations, a printer for student use, and a flat-panel LCD monitor used for workshops and meeting presentations. A small microwave and a small refrigerator are also provided for student use. The lounge is a dynamic space filled with photos of CHI events and student accomplishments, transfer information, research opportunities, and service opportunities.
- CHI is overseen by a Steering Committee consisting of CHI faculty, a counselor, and an Honors Ambassador. A member of the Student Senate is also currently attending. The purpose of the Steering Committee is to provide oversight for CHI activities and to guide the growth and development of the program as a whole.
- CHI selects and trains a group of student leaders known as CHI Ambassadors. These students fulfill programmatic duties in the areas of community service, outreach, recruiting, program representation, social events, student mentorship, and social media. They also represent the student voice on the CHI Steering Committee.

b. CHI ACTIVITIES:

- One of the goals of the College Honors Institute is to inspire students academically, and one of the outlets for that inspiration is the opportunity for students to present their research at academic conferences. During the 2017-2018 school year 12 students participated in research conferences on campus and at other locations. Off-campus conferences included the Southern California Conference of Undergraduate Research Conference (SCCUR) at Cal Poly Pomona, the Honors Transfer Council of California (HTCC) Conference at UC Irvine, the UC San Diego Conference for Research in the Arts, Social Sciences, and Humanities (CRASSH), the Western Regional Honors Council (WRHC) Conference at Chapman University, the Bay Honors Consortium at UC Berkeley, the CC2PhD Multidisciplinary Undergraduate Research Conference at UCLA, the UC San Diego Summer Research, Conference, and the Western Psychological Association (WPA) Conference in Portland, Oregon. All together our Honors students made 31 distinct research presentations during the 2017-2018 academic year.
- Support for these research conferences is provided through specially-designed workshops that help students develop, propose, present, and publish research. These workshops are held each semester and include 1) a Brainstorming Symposium during which students are paired with faculty members to discuss an idea for research. This opportunity motivates students to start preparing early, gives students connections with faculty members and the confidence to approach them, and hones their ideas into researchable topics; 2) an Abstract Workshop where students learn how to create a carefully crafted abstract to submit for consideration when applying for research conferences; 3) Poster Presentation and Oral Presentation workshops, which give students an overview of what is expected when they present their research at a conference. These opportunities give students the tools to be successful researchers and presenters; 4) opportunities to rehearse their presentation and get constructive feedback.
- Recognition: 1) At graduation, students who have completed all of the requirements for the Honors Institute are honored at a luncheon at the end of spring semester and presented with a purple stole embossed with the letters "CHI" to be worn over their graduation robes. CHI completers are noted in the graduation program, and the completion of CHI requirements is noted on student transcripts. 2) The Honors Research Fellow Award was created in Fall 2016 to encourage and recognize students who participate in on- and off-campus research events. Students are given points for attending workshops, attending other students' research presentations, and presenting their own research at conferences. Students who amass a specified number of points are given the award at the spring Honors Luncheon. The award is a patch with the Honors Logo and the words "Honors Research Fellow" embroidered on it. The patch can be worn with their graduation regalia. 3) Students who complete Honors Institute requirements are recognized on the graduation program and receive a notation on their final transcript.
- CHI students have several opportunities to publish their research and other types of writing. Two Honors publications are Scribendi, published by the University of New Mexico Honors College, and the Palouse Review, published by Washington State University Honors College. CHI students are encouraged to submit their writing to both publications. In 2017-2018 we had two students whose writings were published in the Palouse Review, one in fall in and one spring semester. In Fall 2018, one of those students was published again and another student's photography was also published.

- Each year four to six students are chosen as Honors Ambassadors. These students help plan and promote Honors events, recruit new Honors students, create a monthly newsletter, and so on. They meet as needed with the Honors Coordinator.
- Raymond Pryke Honors Scholarship: In 2018, a \$150,000 endowment for scholarships for the College Honors Institute was secured, payable in five \$30,000 installments, one per year through 2022. A scholarship will be given each year from the interest. The first scholarship of \$1,000 was given in Spring 2018. The amount will increase by approximately \$1,000 each year as the principal increases until the award reaches approximately \$5,000. The award winner is selected by the Honors Steering Committee based on the criteria set forth at the inception of the donation.
- Daniel Bahner Honors Scholarship: A scholarship based on donations to a fund memorializing former faculty member and Honors Coordinator Daniel Bahner was also awarded for the first time in Spring 2018. The scholarship amount in future years will be determined by the amount in the endowed fund.
- Service opportunities: CHI students are required to complete 15 hours of community service by graduation. The coordinator sends out information about possible service opportunities on a regular basis, and students are welcome to locate and participate in projects on their own. Students submit a form (<https://www.craftonhills.edu/academic-and-career-programs/college-honors-institute/documents/community-service-log.pdf>) documenting their service to the Honors Coordinator. We have also become a member of Points of Light, a national program that honors those who have given 100 hours of service in a calendar year.
- Community Building: Activities to create a sense of community are a regular part of the program. These include a "Meet, Greet, & Eat" social at the beginning of each semester and a luncheon with Honors faculty near the end of the semester. Additionally, we sponsor a few "Lunch in the Lounge" days when Honors students are invited to drop by for a slice of pizza or another light lunch item.
- The universities our Honors completers transferred to in Spring 2018 included UCLA (3 students), UC Berkeley, UC San Diego, UC Riverside (5), UC Davis, Loma Linda University (2), Cal Poly Pomona, and CSUSB. It is clear that the program contributes to their overall success.

c. Alternative Modes of Instruction

- Department chairs who schedule Honors classes try to provide a diversity of times and days of the week for Honors classes. This includes early morning/evening classes and Friday-only classes.
- The offering of DE courses was approved by the Honors Steering Committee and the CHC Academic Senate in Spring 2018. The first hybrid Honors class (PHIL 101H) was offered in Fall 2018, with a different hybrid Honors course (COMMST 111H) offered in Spring 2019. A small number of DE Honors classes, including those that are fully online, will be offered each semester and possibly summer term. However, students will have to complete at least 9 of the required 15 Honors units in a regular face-to-face class on the Crafton campus in order to complete the program.
- Students also have the option of completing Honors coursework at other California community colleges that are part of the Honors Transfer Council of California (HTCC). However, as is the case with DE coursework, students will have to complete at least 9 of

the required 15 Honors units in a regular face-to-face class on the Crafton campus in order to complete the program.

d. Describe how curriculum is up-to-date and needs-based.

Each semester we watch enrollment in Honors classes as reflected on Entrinsik Informer. As Honors spots fill, we evaluate the need to increase availability based on current and past demand. For example, we know that our Honors class that has had the highest enrollment is ENGL 102H. Additionally, as this is a critical writing class, we feel it is a key piece of an Honors student's education, and we encourage Honors students to enroll in it if they can. With these factors in mind, we are working with the Chairs of the English department to include more offerings of ENGL 102H to accommodate student needs.

e. Scheduling matrix

3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

a. Budgetary constraints/opportunities

- As of September 30, 2015, the College Honors Institute (CHI) was no longer supported by the Title V/HSI Transfer Prep Grant and the college assumed the costs of operating the Institute. Currently, the CHI program is staffed by the CHI Coordinator (.5), a CHI Counselor (.20, paid for by the Counseling budget) and an as-needed Administrative Assistant who works for another office on campus. This arrangement appears to be working well and allows the Honors Lounge to be open and available to students five days a week. It is possible that we may not need to remain open on Fridays as student traffic is low.
- Foundation funding has been essential in allowing the Honors Institute to include some extra activities, such as two opening socials/year and two Luncheons with Honors Faculty/year. This past year, the institutional budget picked up the cost of the final luncheon in which graduating students are honored for completing the program. The Honors budget also has funds that cover student participation in one off-campus conference, the Honors Transfer Council of California (HTCC) Student Research Conference held on the first Saturday in April every year. As the program grows, the participation in this conference should also grow and so will the costs. Additional funding will be needed. Other off-campus research conferences and HTCC events such as the annual Honors Transfer Fair are open to CHC Honors students, but students must fund their transportation and attendance themselves. Additional funds to help students attend these events would be put to good use.

b. Competition from other institutions

c Requirements of four-year institutions.

- CHI serves students who have identified transfer to a 4-year institution as their goal, and many of those students plan to transfer to highly competitive and prestigious

colleges. CHI works with academic departments to offer honors sections of transfer-level courses that articulate with 4-year colleges and universities. These courses are submitted by each respective department to the Curriculum Committee for review and adoption. Students' motivation to become part of CHI is fueled in part by a desire to be competitive in the transfer admissions process.

- CHI is affiliated with the Honors Transfer Council of California (HTCC), a consortium of community colleges whose purpose is to facilitate transfer to prestigious 4-year schools via transfer agreement. The participating 4-year colleges and programs include: Amherst College, Azusa Pacific, Brandeis, CSU Fullerton (Honors), CSU Fullerton (Business), Carleton College, Chapman University, Colorado State University Global Campus, Concordia University Irvine, Connecticut College, Gonzaga University, Illinois Institute of Technology, IIT Chicago-Kent College of Law, La Sierra University Honors Program, Loyola Marymount University, Mills College, Occidental College, Pitzer College, Pomona College, SDSU Webers Honors College, Scripps College, Smith College, Trinity College (Hartford, CT), Tufts University, University of Arizona, UC Irvine, UC Riverside, University of La Verne, University of Michigan College of LSA, University of San Diego Honors Program, University of San Francisco, Wheaton College (Massachusetts), Whitman College, Whittier College, and Williams College, with more being added every year. The HTCC has been active in promoting the expansion of Transfer to colleges within the California Roundtable (CCC, CSU, UC) as well as a growing number of independent colleges in California and around the country. The Council also sponsors an annual Student Research Conference that CHI students have consistently participated in each year.
- Because of a collaborative partnership with HTCC member schools, students are able to transfer up to 6 units of Honors coursework among member schools. This is particularly pertinent to CHI students who have taken Honors coursework at San Bernardino Valley College and have included it toward their completion of CHI requirements in our program. The Honors program at Valley allows all students to register and take Honors courses, and currently Valley offers a wider selection of Honors Courses in the Sciences than does Crafton.
- The Honors Institute is also aligned with the UCLA Transfer Alliance Program (TAP), which defines a series of standards and requirements that ensures that program elements-- including courses identified as "honors" -- involve a higher standard of rigor and scholarship than do non-honors courses. The goal is to ensure that CHI program students (as well as honors program students from other participating institutions) become "TAP-Certified" -- in other words, eligible for transfer as an Honors Scholar to UCLA. The main benefit of being TAP certified for transfer to UCLA is that students are allowed to list a second major for consideration, thereby substantially increasing their chance of being accepted. For the 2017 application period, 24% of community college transfer applications were accepted, compared to 77% of TAP certified community college transfer applications.

d. Requirements imposed by regulations, policies, standards, and other mandates

- The Honors Institute follows the guidelines of the UCLA Transfer Alliance Plan (TAP), Honors Transfer Council of California (HTCC), National Collegiate Honors Council (NCHC) and Western Regional Honors Council (WRHC). This year, CHI will be evaluated by the UCLA TAP program.

- All Honors classes that are added to the curriculum must go through a standard curriculum review process and follow proper articulation channels. This means that on average it takes two years to add a new Honors class. However, DE courses require only an addendum that is approved by the Educational Technology Committee (ETC). They should first be submitted to the Honors Steering Committee for approval.
- While CHI accepts these approved DE courses and Honors courses taken at other community colleges and universities, students must complete a minimum of 9 credits of their 15 required Honors credits in a face-to-face classroom on the CHC Campus.

e. Job market

- i) Requirements of prospective employers**
- ii) Developments in the field (both current and future)**

4. Progress on Outcomes Assessment (Four-Year Question)

Refer to the [SLO Cloud](#) to evaluate the results from your program level outcomes and to develop actions reflected in your program review action plan (i.e. Question 10). **Rubric Item:** [Program Learning Outcomes](#)

- Please summarize **Program Level Outcomes (PLO) assessment results**. Include a discussion of whether or not the program met its target for each PLO.
- Please describe any program/course and/or instructional improvements you plan to make as a result of the PLO assessment(s).
- What objective(s) or action step(s) will you add to Question 10 as a result of the PLO assessment(s)? If none, please explain.

The Honors Steering Committee developed and approved CHI Program Learning Outcomes in fall 2013 that align with the Western Regional Honors Council (WRHC), the National Collegiate Honors Council (NCHC) and the Honors Transfer Council of California (HTCC) requirements. As a member of all three organizations, careful consideration was made in the development of the CHI PLOs to assure adherence.

CHI PROGRAM LEVEL OUTCOMES. Students successfully completing the College Honors Institute will demonstrate:

1. KNOWLEDGE AND INQUIRY

- Demonstrate excellent analytic reading and writing skills
- Demonstrate the ability to design, plan, and execute an original research project
- Demonstrate the ability to analyze, synthesize, and evaluate multiple perspectives and facts, ideas, and interpretations from various sources
- Demonstrate enhanced oral and written communication skills and organizational strategies

2. CULTURAL AWARENESS

- Demonstrate understanding of the diversity of various global cultures
- Demonstrate the ability to place course material from dissimilar fields of student in cultural and sub-cultural contexts

3. COMMUNITY RESPONSIBILITY

- Define a developing sense of citizenship
- Show a record of participatory experience in service and community related activities

1. Honors faculty include activities that help Honors students develop these required skills.

Almost all Honors classes require some kind of extended (10-14 pages) independent research project with an oral presentation that focuses on Knowledge and Inquiry outcomes.

2. Currently, no specific activities address cultural awareness outside of what students are learning in their Honors classes. We could require students to attend a given number of cultural events as part of their requirements, or to show that they have achieved this goal by summarizing required class activities.

3. Students must participate in 15 hours of community service in order to complete the Honors program, filling the Community Responsibility Goal. We could enhance this outcome by requiring a student self-assessment of the experience.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Instructional Program Health Evaluation Rubric

i) **Rubric Item:** Use Office of Institutional Effectiveness, Research, and Planning (OIERP) data to set a [Course Completion Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

ii) **Rubric Item:** Use OIERP data to set a [Course Success Rate](#) target and provide an explanation for the target that has been set. Click [HERE](#) to access your program specific data.

iii) **Rubric Item:** What is your [FT/PT Faculty Ratio](#), how is it impacting your program, and student success? Click [HERE](#) to access your program specific data.

iv) **Rubric Item:** Use OIERP data to set a [WSCH/FTEF Ratio](#) target and provide an explanation for the target that has been set. Based on Faculty dialogue what is a feasible WSCH/FTEF (productivity) target for your area? (Note: 525 may not be a realistic target for your area.) Click [HERE](#) to access your program specific data.

v) **Rubric Item:** The [Fill rate](#) target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set. Click [HERE](#) to access your program specific data.

6. Other Unit-Specific Quantitative and Qualitative Results

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? – Click [HERE](#) to view program and college demographics by year.

b. Summarize the results of any quantitative or qualitative measures not provided in the previous question that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, enrollments, Perkin's data, equity data, student research experience, student clubs, etc.) Click [HERE](#) to access your program specific data on degrees and certificates.

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b?

For the 2017-2018 academic year demographic breakdown,

see [\\spaceghost\depts\Honors\2018-2019\Honors Query Results.pdf](#)

- The College Honors Institute is within 3% points of the general college demographics in gender.
- Honors includes more Caucasian students than the non-Honors population (45.4% to 35%) and fewer Hispanic students (37.8% to 47.9%). We are within 2% points in other categories of race.

- Honors has a substantially younger population than the general student body, with 83.2% being age 24 and under, compared to 65.5% in the general CHC population.
- Honors leadership could do more to reach out to minority populations on campus, including recruiting at minority-based club meetings, minority studies classes, and so on. Counseling could also help identify and encourage possible Hispanic Honors students. Minority students could be highlighted in student newsletters and given opportunities to speak and otherwise be more visible representatives on campus. Currently, our group of four student Ambassadors includes a Hispanic student and a Middle Eastern student. These opportunities for leadership roles should be stressed to all students.
- The discrepancy in age is likely due to the fact that we recruit heavily among incoming students as they have the most time to complete the full program. It is harder to identify older students who are new to Crafton. Again, counselors who meet with new students could help us to identify non-traditional students who might be a good fit for the College Honors Institute.

7. Evaluation

Evaluation: You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.)
- Partnerships (internal and external)
- Innovation and Implementation of best practices
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Compliance with applicable mandates

1. Alternative modes and schedules of delivery (e.g., online, hybrid, early morning, evening services, etc.):

- The Honors Institute offered its first hybrid class, PHIL 101H, in Fall 2018. A second hybrid, COMMST 111H is being offered Spring 2019, and a hybrid course in COMMST 100H will be offered in Summer 2019. Each class was/is being taught by a full-time faculty member who is responsible for the DE addendum. So far, it appears that the format works well for an Honors class. We hope to offer a fully online English class in Fall 2019.
- Our CHC department chairs are careful to spread out Honors classes on various days of the week and in multiple time slots, but it is difficult to predict which classes will fill and which will not. We have a good system for creating Honors shells as needed during the first week of class to meet unexpected needs.
- While the college has greatly expanded its offerings of honors courses across the curriculum, the college needs a means to coordinate and plan the further expansion of honors course offerings. Currently, there exists no matrix of honors course offerings that enable the program to communicate to students what courses are planned to be offered in future semesters. In order to create such a matrix, the CHI needs to coordinate with all departments that offer honors courses, and encourage those departments to commit to a consistent schedule of honors section offerings.

2. Partnerships (internal and external):

Partnerships: The College Honors Institute maintains two key external partnerships that are vital to its existence, as well as several local partnerships:

- **Honors Transfer Council of California (HTCC):** The HTCC is a consortium of Community Colleges and 4-year universities that work together to promote student transfer, develop students' academic research skills, award scholarships, and provide a forum for honors coordinators and counselors to share experiences and successful practices in guiding and supporting honors students. The council serves its member institutions by providing support for growing and sustaining quality honors courses and programs, as well as professional development opportunities such as the annual Teaching and Learning Symposium, that engage faculty and counselors in sharing best practices. The highlight of the HTCC calendar is the Student Research Conference, which has been held for the past 20 years at UC Irvine. This event draws several hundred honors students from across the member institutions to present original research, in oral as well as poster presentations. Students receive recognition for their work and the opportunity to earn scholarships for outstanding research. Additionally, they have the opportunity to have their work published in Building Bridges, the student research journal published by HTCC each year.
- **UCLA TAP:** The Transfer Alliance Program is a collaboration between local community college Honors/Scholars Programs and UCLA College of Letters and Science in conjunction with Undergraduate Admissions and Relations with Schools. The program is designed to foster academic excellence at the community college level and to promote diversity and retention in the UCLA transfer population. Member community colleges provide enriched general education curricula emphasizing critical thinking, writing, and research through their Honors/Scholars programs. The community college students work closely with faculty and receive on-going academic advising from counselors assigned to their school's Honors/Scholars Program. TAP Faculty Directors and Counselors meet twice a year with UCLA colleagues to stay abreast of admissions issues and programmatic developments at UCLA. Annually, UCLA hosts a TAP/Transfer Conference, where prospective transfer students learn about UCLA's academic opportunities and expectations through attending workshops and talking with departmental representatives from academic and campus departments. Students who have completed the Honors/Scholars Program at their Community College and who are "TAP certified" by a counselor are able to apply to two separate majors, which greatly enhances their chances of admission to UCLA. They also receive priority consideration for admission to UCLA College of Letters and Science. Admitted TAP students are eligible to apply for scholarships reserved for the Transfer Alliance Program.
- We have several other partnerships that are very important to us. We have worked very well with the Foundation office to provide extra opportunities for our Honors students, including job opportunities and conference attendance. Funding provided by the Foundation covers some of our Honors activities, including our opening social each semester, Ambassador led activities, and so on. We have also worked with the VP of Student Affairs to secure student equity funding to pay for students to attend research conferences at Stanford and Berkeley. We reached out to the University of Redlands and have been offered the opportunity to participate in their spring Women's Studies research conference. In addition, they are hosting a transfer day for our Honors students on

February 7. We currently have a large number of students interested in various medical fields, and we have reached out to LLUMC and other medical institutions to inquire about medical internships.

3. Innovation and Implementation of best practices:

- Each year the HTCC hosts a "best practices" conference for Honors faculty. Last spring, several of our faculty attended. This is an area where I think we could improve on our own campus, however. We would like to have a similar conference or meeting focused on innovative and effective Honors teaching. Finding a time for such an event is challenging, especially one that can include our part-time Honors faculty. Possibilities include Flex days and Inservice Days. Some kind of Honors faculty newsletter might also be effective.

4. Efficiency in resource use:

- We continue to be frustrated by the SBCCD financial system. Almost \$3,000 in expenses incurred last year by the coordinator have yet to be reimbursed, which means that our budget for this year was negatively impacted by that amount. In addition, current membership fees are overdue to the NCHC. Part of the problem lies in high turnover of the Honors supporting staff. We are on our fourth staff support person in six months. The current staff support has had to wade through all the errors of her predecessors. Hopefully the problem will be resolved with a more stable situation.

5. Staffing:

- The Honors Institute consists of enthusiastic faculty teaching Honors students in a stacked format. This format allows the program to efficiently offer Honors courses across numerous disciplines, and provides a rigorous academic experience for CHI students, while also enriching the paired courses with motivated, engaged, achievement-minded students. CHI faculty are currently paid for two non-instructional hours/Honors student, or \$104/student for up to five students. Both full-time and part-time faculty teach Honors classes.
- However, while the CHI enjoys support from academic departments across campus, not all disciplines have embraced honors nor see the need for offering honors courses in their area disciplines. In particular, the STEM disciplines have seen rapid expansion in honors programs across the state and the country, and while the CHI has increased its offerings of honors courses in Biology and Earth Sciences, engaging additional departments in offering honors courses would open additional opportunities for CHI students in high-demand majors, and increase Crafton's effectiveness in successfully transferring students to 4-year STEM majors.
- Additionally, as the Honors Institute grows, so does the challenge of maintaining the management infrastructure that supports the program and its activities. Currently, while one faculty member operates the program at 0.50 of a full-time assignment, the energy and time needed to process applications, oversee registration for honors courses, and maintain student records consumes an ever-increasing amount of the coordinator's assignment, leaving her unable to devote energy toward improving the overall quality of the program. More consistent and effective utilization of the staff support assigned to Honors will enable the coordinator role to be more focused on developing the qualitative elements of the CHI, such as fostering greater mentorship among CHI faculty and students, engaging more faculty and departments to collaborate with CHI, and build a more robust culture of scholarship within the program.

6. Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?):

- The Honors Institute continues to select a group of Honors Ambassadors that have engaged their peers in co-curricular settings, helping to build camaraderie and encourage involvement in scholarship, as well as plan visits to campus, social events, community service opportunities, and other enrichment activities. Ambassadors also put out a newsletter that highlights Honors students and faculty, reports on past events, highlights opportunities, etc. Ambassadors take turns attending the monthly Steering Committee meetings and have a voice in decisions that are made there.
- We have faced significant challenges in finding a time that Ambassadors can meet, particularly after the dissolution of the College Hour. This makes it difficult to work as a team.

7. Professional development and training:

- The Honors Coordinator meets with new Honors faculty members and reviews both what is expected of Honors students and what should be provided by Honors faculty. However, there is currently not a continuing faculty orientation to keep Honors faculty informed about new developments in Honors. This should be added each semester.
- The Coordinator attends at least one national (NCHC) or regional (WRHC) conference each year, which provide high-quality professional development experiences for faculty.

8. Compliance with applicable mandates:

- The Honors Institute maintains a high quality program through its affiliation with UCLA TAP, and through compliance with the comprehensive quality standards that must be met in order to offer TAP certification.

8. Vision

a. Tell us your unit's vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, labs, growth, changes in the discipline etc.).

b. Alignment with the college Vision: **Rubric Item** ([Vision Alignment](#)): The Vision of Crafton Hills College is to be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting. In what ways does your program advance and align with the vision of the college?

- Four years from now, we envision the College Honors Institute as a vibrant community of 150-200 dedicated scholars who can choose from 40 course offerings involving 25-30 different Honors faculty. Among these courses will be at least one stand-alone Honors course, most likely ENGL 102H, which is currently the Honors course with the highest enrollment.
- More hours will be allotted to the Honors Coordinator to grow and oversee the program.
- We envision a culture of inquiry within CHI that involves both students and faculty, with faculty meeting at least once each semester to share effective honors projects and classroom methods.
- The CHI Ambassador program will offer CHI members multiple methods of engagement, both social and scholastic, with field trips and an ongoing lecture series. Each year they will create a CHI video for the Honors web page that explains and promotes the Honors program.

- Twenty to thirty CHI students will attend the annual TAP/Transfer Conference each fall. They will also have the opportunity to go on several field trips each year to universities, such as UC Riverside, UC Irvine, and CSU San Bernardino, as well as to museums and lecture series nearby, such as at the Claremont colleges.
- More Honors faculty will include participation in the Crafton Hills Research Conference as part of the Honors requirements for their classes, and each year over 30 CHI students will present the results of their research in the Crafton Hills College Research Conference, which will expand to include a plenary session with a guest speaker, a poster session with 10-15 participants and a series of simultaneous break-out sessions for the 15-20 oral presentations students will offer discussing their research. Honors faculty and other campus employees, such as those from the office of Research and Development, will continue to present their own research at this conference as a model for students and to create mentorships. The CHI program will offer a number of workshops each semester to help faculty to mentor their students to help them prepare for this and other research conferences.
- We anticipate that at least 20 students will present their research at the HTCC Annual Research Conference at UC Irvine, while 3-5 will present at the HTCC Bay Area Symposium, and 10 others will present at other conferences such as the Western Psychological Association.
- We also envision the CHI program conducting rigorous, ongoing assessment and evaluation, starting with an program entrance survey and concluding with an exit interview of every completer, which will serve as data to help us improve the program as well as offering a method of beginning an alumni database.
- The percentage of Honors students completing the program will rise, with 25-30 completers each year. These students will continue to be accepted to prestigious public and private universities, and will successfully complete their bachelor's degrees there. A record-keeping system tracking Honors alumni will be developed.
- Honors alumni will return to Crafton to address the students and provide support for recruiting and mentoring
- A remodel of the Honors Lounge will include new furniture, additional computer work stations, windows, an outdoor study and lounge area, and a more private Honors office.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

There are no goals, objectives, or actions/activities for this plan.

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses.

In writing your objectives and developing your resource requests, take into account student learning and program assessment results. Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective.

(Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

There are no goals, objectives, or actions/activities for this plan.

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

There are no supporting documents for this plan.