



**Student Services
Program Review 2009-2012**

Section 1 is due by October 6, 2009

PROGRAM AREA: Honors Transfer Program

Program Philosophy: The Honors Transfer Program provides coursework tailored to the needs of skilled and highly motivated students bound for transfer who are seeking greater academic challenges. The program offers students the opportunity to broaden and deepen their educational experiences by having them work one-on-one with faculty on individual projects designed to encourage independent and creative learning. The Honors Transfer Program also supports innovative work by and for a culturally rich and diverse student population.

Progress on Goals, Objectives (2005-2009):

Please list each goal from goal's matrix and describe progress on each.

1. Increase number of under-represented students in HTP: ESL, DSPS, EOPS, Occupational Program students, minority students, and veterans. Although the program has seen an increase in our numbers of ESL students, they have to be eligible for English 1A before they can enter, so they often willing to enter the program, they often have to wait until they complete their ESL courses. Some of the programs have been difficult to recruit from, although we do have a growing number of veterans. We do have a noticeable increase in the number of East Asian and Far Asian students.
2. Work with key areas such as Transfer Center and Financial Aid to formalize student pathways. We have made progress in working more closely with the Transfer Center to aid students who are working on the transfer process. The staff in Financial Aid have always been as helpful as possible given the cutbacks in staffing.
3. Establish an Honors Transfer Center. This has not yet happened. It is hoped the new Students Services Building will afford an opportunity for the HTP to have its own space.
- 5.

Program Information

Staffing:

Our staff presently consists of one full-time faculty member who is given a 0.20 reduction for coordinating the HTP. The program has no staff assistance at present and relies on volunteers from staff members in Student Services and/or Academic Services for help. We have a need for a part-time staff assistant.

Location: The faculty coordinator is in 2411T (a faculty office)

- Services:**
- Counsel students who wish to apply for the program to see if they are eligible and then help them as they plan their honors work.
 - Aid students and faculty mentors as they work on honors contracts
 - Help students with their transfer applications and admissions essays
 - Teach the honors Colloquium, GNST 9
 - Help students with scholarship applications
 - Advise students on choices for four-year (and graduate) schools
 - Organize and send to Records for processing all paperwork for applications
 - Notify students of admission to HTP
 - Develop the e-mail database
 - Correspond with students on a regular basis through e-mail
 - Organize all paperwork connected with the honors contracts
 - Collect, read, and store the final copies of all honors contracts

Program Components:

	2007-2008	2008-2009	2009-2010
Number of Students Services:	61	66	63

	2007-2008	2008-2009	2009-2010
Budget:	\$8500	\$8500	\$8500

These figures include \$1000 from the co-curricular funds.

1. What is the program's connection/dialogue to other programs?
The HTP works with the academic programs on campus. Any transferable course may be turned into an honors course if a student works with the instructor to complete and honors contract in the course. In this way the HTP has an on-going dynamic dialogue with many academic programs every term, as students always work across a wide variety of disciplines. HTP also works with the Transfer Center to make sure students have the best possible information in order to facilitate the transfer process.
2. Please describe the status of Student Learning Outcomes (SLO) for your program.
Attach Elumen Matric of SLO's in Appendix.
I have an SLO for GNST 9, the Honors Colloquium, since that is the best way for me to quantify students' progress.

Section 2 is due by February 26, 2010

Point of Service Surveys: Honors Transfer Program

Number of surveys gathered: 8

Date range of survey(s): Spring 2006

Attach copy of survey in Appendix.

Program Strengths Identified (utilizing survey data):

1. Our service is professional and efficient (3.75/A-)
2. The service was perceived as helpful and responsive (4.00/A)
3. The environment was welcoming and “user-friendly” (3.86/A)
4. Students were satisfied overall with the quality of the service (3.88/A)
5. Students would recommend the service to others (3.88/A)

Areas of Improvement Identified (utilizing survey data):

1. The staff did not always answer questions adequately and completely. (3.50/B+) This means we need to take time to provide more information to staff and instructors about the HTP.
2. Students did not always understand the services and resources available in the HTP (3.50/B+). This ties in with number one; more needs to be done to get the word out about the program.
3. The website was not as helpful as it should be (2.75/B). The program is updating and redesigning the website to make it more useful.
4. All the forms have been or are being redesigned to make them more clear and useful.

Section 3 – Goal Matrix completed by March 31, 2010

3. Provide a summary of current and future programmatic challenges.

In Spring 2010, the Honors Program began experiencing growth as students who had received notification from Student Services that they were eligible for the Honors Transfer Program began to apply. We had thirty-nine new students enter the program in Spring 2010, and in Fall 2010 the growth has continued. We now have about sixty-five students in the program.

More important than the numbers is the fact that the number of students doing honors projects has increased as well, with a record twenty-nine proposals. It's also encouraging that we have had new faculty, both full-time and part-time, who have mentored honors students. Students and faculty fill out evaluations, and they always cite working closely with each other as one of the strongest areas of the honors project.

Spring 2011: Our applications continue to increase; at least one or two come in weekly. At this point, it is word-of-mouth among students, including especially students who are members of Alpha Gamma Sigma (AGS); I speak to them at the beginning of each term and never fail to have two or three come in right away to talk with me. In addition, recommendations from faculty who have had experience in the program are proving very effective. As we continue to have more faculty mentoring honors students as they do contracts, we will likely see this trend continue. We have also seen an increase in the numbers of international students, with three completing honors contracts in Fall 2010. However, since students must be eligible for English 1A to enter the program, we are likely to see this remain a fairly small, though I suspect consistent, percentage of students.

Beyond fostering closer academic relationships between faculty and students, the greatest strength of the honors program is that it encourages students to do challenging work that makes them stretch their intellectual and creative capacities. Students are able to do deep and thorough research of a kind they have probably never done. The projects demand they further develop skills they already have, such as critical thinking, and use them much more fully and creatively than they ever have.

SLO Data

The program SLO data is from GNST 9, the Honors Colloquium, which students are allowed to take twice. The student must take it for a grade in order for it to count as part of his or her honors program. Also, I seldom have more than five students in any given term; in fact, because I often get not more than two in the spring term, I have stopped offering the course in the spring.

The SLO is connected to the final course project, which is called "The Scholar's Journey." Based on Joseph Campbell's concept of the hero's journey, I require each student to examine their life as a student, a "learner," up to the present. Students are asked to examine the progress of their academic career and reflect on the journey, including its various twists and turns, to see how and why they have

arrived at their present circumstances and most significantly, what made them decide to become honors students.

They are allowed to create the project in any format that best serves their story, so I get not only straightforward essays, but also songs, paintings, sculptures, power points, and mixed-media presentations.

So far, every student who has completed this project has received an “A,” which may sound as if it’s is too easy, but remember these are honors students: getting good grades is what they do. The only students who do not get high grades are those who do not finish the project, in which case they fail the course. Thus my SLO data is very limited.

What follows is a summary of the program’s current strengths and weaknesses.

Strengths

- Students are able to focus on one special, demanding project and with an instructor’s help, see it through to completion
- Students gain a sense of what it means to do serious scholarly work
- Students and instructors develop close working relationships as scholars
- Students find that honors work makes them better students in al of their classes, since they have to develop their research skills
- Students find out how to develop a major project, set up timelines, and see the work through—all skills they will need in the working world
- Students often learn more about their chosen majors
- Students develop their writing skills
- Honors work is often recognized by four-year schools, so honors students have an advantage when they transfer
- Honors students are often given recognition through scholarships

Weaknesses

- The program does not have a center (either physically or psychically)—students have few chances to meet and get to know one another
- The program does not have a clear identity, either on campus or in the community. Ironically, because we are a member of the Bay Honors Consortium, we have more of an identity outside our area.
- The program does not have designated courses, which is a huge drawback.
- The program lacks staff assistance, except when hard-working student service or academic service personnel volunteer to help
- The faculty who work in the program also lack coherence. They need a sense of being a group.
- The program needs better marketing to the campus and the community.
- **The program needs to make more of an effort to reach out to under-represented groups on campus, including CalWORKS, the technical programs, and athletes.**



**Student Services Program Review
Action Plan Template
2010-2011**

I. Objective (Formerly Target):

Dedicated space for Honors Program

II. Plan to Accomplish the Objective/Goal:

Plan: Work with Students Services, Academic Services, Business Services, and Facilities to find a space specifically designated for the Honors Program.

	Activity	Timeline	Responsibility
a.	Meet with Dean of Students and Vice President of Academic Services, and possibly the Vice President of Administrative Services to identify possibilities	Fall 2010-Spring 2011 and to completion of new SSA Building	HTP Coordinator, Dean of Student Services and VP of Academic Services
b.			
c.			

III. How Will You Measure the Effectiveness of This Objective/Goal?

If a dedicated Honors Program space is secured and students are able to use the space as a place to not only receive information about the program, but also, and more importantly, to interact with one another. If the HTP then becomes known as a more cohesive group—indeed, if it actually attains a group identity, the space will have gone far in achieving the goal. Presumably, either the honors Director would be located in the room, or if a staff assistant is hired, that individual would be located there.

If the new SSA Building has an Honors Room/Office, that would be very helpful in achieving this goal.

IV. How Does This Goal Relate To/Support the College’s Strategic Plan 2010-2015?

Having a space will help the honors students gain a sense of solidarity and enable the program to achieve an identity on campus as a program. This in turn will help the college market the Honors Program and further enhance the reputation of Las Positas as a school that encourages the best students to achieve their finest work.

V. Estimated Resource Requirement

(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel		
Supplies		
Facilities	Dedicated space for the HTP	Unknown
Other		

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**Student Services Program Review
Action Plan Template
2010-2011**

I. Objective (Formerly Target):

Part-time staff assistant

II. Plan to Accomplish the Objective/Goal:

Plan: Work with Students Services and/or Academic Services to find a staff person to assist the HTP coordinator, as well as honors students and faculty doing contracts.

	Activity	Timeline	Responsibility
a.	Meet with Dean of Students and Vice President of Academic Services to identify possibilities	Fall 2010/Spring 2011	HTP Coordinator, Dean of Students Services and VP of Academic Services
b.			
c.			

III. How Will You Measure the Effectiveness of This Objective/Goal?

If an assistant is hired who is able to work with the HTP coordinator as well as honors students and faculty to help further the work of the students. In addition, the program will run more efficiently if the individual can be given administrative duties such as general paperwork, doing the payroll paperwork for instructors' stipends, assisting students who have general questions about the HTP, assisting instructors with general information, handling correspondence, helping to organize the symposium and other meetings, and taking care of payment for dues we owe to national organizations we belong to.

IV. How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?

This goal will enable to HTP to run more efficiently, which is needed as indicated by the student surveys. It will also strengthen the college's commitment to providing the best possible education to all students.

V. Estimated Resource Requirement

(Please indicate if resources are needed "one time" or if they are ongoing.)

Category	Description	Estimated Cost (if known)
Personnel	Part-time staff assistant	\$17.83/hr
Supplies		
Facilities		
Other		

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Instructions: Using your self study and PROGRAM DEVELOPMENT forms, please complete the spreadsheet below. Each DEVELOPMENT form corresponds to one row so that each OBJECTI

Institutional Strategic Goals (for exact wording please visit the next spreadsheet in this workbook)

1. Teaching and Learning
2. Institutional Advancement
3. Accountability
4. Economic Development
5. Resource Development and Allocation
6. Academic and Professional Excellence
7. Diversity and Pluralism
8. Communication and Infrastructure
9. Community Life
10. Sustainability

Please contact The Office of Institutional Research and Planning (X1027), your Dean or VP with questions or assistance completing this data base.

DO NOT MAKE CHANGES TO THE DATA BASE FORMAT.

Macros must be enabled.

Program Review Type	Discipline/Unit (ex. CHEM, Research, Library, A&R, AUTO)	Division (Instructional Program Review Only)	What do you want to accomplish? (Objective)	How do you plan to accomplish this?	What is/are your measurement criteria? (How will you measure and document effectiveness?)	Which College Strategic Goal(s) does this objective address? (all that apply 1-10)	Does this objective address an Accreditation Recommendation or Planning Agenda?	When do you plan to start?	What resources will this take? (all that apply)	What Institutional Process/Committee/Office will you need? (all that apply)	Specify if Other process
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