

**FOOTHILL COLLEGE****Program Planning and Review - Student Services**(650) 949-7240 | <http://www.foothill.edu/staff/irs/programplans/programreview.html>**Department: Honors Institute**

* Please note that sections IV and VI have changed from the 09-10 version. All departments are required to update these sections and may roll other sections forward if updates are not necessary.

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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Foothill College Honors Institute Bernie Day: Director Teresa De La Cruz: Program Assistant</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the Foothill College Honors Institute is to provide an enriched academic, cultural and social experience to intellectually inquisitive and motivated students. The Honors Institute offers students an academic environment that promotes critical thinking, analytical writing, and research skills with an innovative and challenging curriculum. Opportunities for participation at cultural events, conferences, and unique honors seminars provide students an intellectual community that encourages and supports them in achieving their goals. The Honors Institute offers stimulating academic opportunities to a previously underserved population, prepares talented and ambitious students for the challenges of higher education, and supports successful transfer to either baccalaureate-granting colleges and universities or expanded career opportunities. A fundamental goal of the program is to promote self-confidence and increase self-esteem in students who need the encouragement to excel as well as the courage to continue their education and fulfill their goals and dreams.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>In keeping with the Foothill College mission to prepare a well-educated population that sustains and enhances a democratic society, the Foothill College Honors Institute is committed to providing access to outstanding enhanced educational opportunities for all students. The program provides enhanced transfer opportunities for students, which is closely</p>

I. Department/Program Mission

aligned with the College transfer mission. Many of our students have struggled through adversity to achieve intellectual growth. The Honors institute recruits and cultivates honors students, nurturing and encouraging those students who might never have considered themselves capable of success in an enhanced learning environment or transferring to a selective university. Rather than presenting itself as a selective entity, the Honors Institute welcomes all students and especially encourages students remediating through Basic Skills courses to strive toward participation in the honors program.

II. Department and Program Description & Data			
1. Indicate all locations and service delivery options available.		Locations offered:	Delivery options offered:
		<input checked="" type="checkbox"/> FH Main Campus <input type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Telephone <input checked="" type="checkbox"/> Email / Online
2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).			
Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Position Title Director, Honors Institute	0	0.10	<p>The Honors Institute Director is responsible for coordinating and supervising all functions of the Honors Institute, including, but not limited to: coordinating the annual honors course schedule, developing and presenting student and faculty workshops, writing and distributing an electronic newsletter, developing and maintaining honors transfer agreements, serving as the liaison with UCLA for the Transfer Alliance Program, training honors counselors, assisting with the development of new honors curricula, mentoring honors faculty, coordinating the Honors Advisory Board, handling unique student problems, reviewing and processing all UCLA TAP certifications, updating the Honors Institute web page, mentoring</p>

			students for the annual community college research symposium.	
Position Title	0	0	N/A	
Position Title	0	0	N/A	
Position Title	0	0	N/A	
Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title	0	0	N/A	
Position Title	0	0	N/A	
Position Title	0	0	N/A	
Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Position Title Program Assistant	0	.5	The Program Assistant processes all incoming student applications, monitors student progress, facilitates early registration for eligible honors students, explains program eligibility and requirements to prospective students, provides college assistance and program information to honors students, makes quarterly presentations to CNSL classes, individually clears students for honors course enrollment, implements registration blocks on honors courses through BANNER, reviews quarterly grades and processes Honors Scholar applications, handles administrative and budget-related documents, and is responsible for the traditional day-	

Position Title	0	0	to-day office support operations.
Position Title	0	0	N/A
Position Title	0	0	N/A
Position Title	0	0	N/A
Position Title	0	0	N/A
Position Title	0	0	N/A
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Position Title	0.00	0	N/A
Position Title	0.00	0	N/A
Position Title	0.00	0	N/A

<p>3. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication). Are there changes in overall usage? What are the implications for your department/program?</p>	<p>Interest and participation in the Honors Institute has increased dramatically in the past ten years. In 2000, there were approximately 100 or fewer honors students, with 14 students completing the Honors Scholar program. In 2011, there are nearly 450 regular honors students and an estimated additional 200 provisional honors students. The number of courses offered quarterly has increased dramatically as well, with an average of 13-15 courses that fill very quickly offered each quarter.</p> <p>Student usage is high...and increasing. Examples include:</p> <ol style="list-style-type: none"> 1. 15-50 individual student conferences/week with staff (varies depending upon the time of quarter). Contact hours vary significantly during registration periods. 2. Communication with honors students also occurs regularly via email. The office maintains an up-to-date student email distribution list. The Program Assistant communicates regularly with prospective and current honors students. The email load can be very heavy, necessitating hours of email response time in some
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	<p>days.</p> <ol style="list-style-type: none"> 3. Present approximately 36 Honors CNSL classroom presentations per academic year. With an average of 25 students (+/-) per CNSL class, this represents contact with approximately 900 additional students per year. <u>This outreach has been instrumental in recruiting underrepresented students.</u> 4. Serving students through numerous Honors workshops that include: UCLA Transfer (2); UCLA TAP (5); Honors Symposium Proposal Writing (3); New Honors Student Orientation sessions (8); Selective College Transfer (2); Research Symposium Rehearsal Workshops (3); and more. Workshops average 20-50 students per session. 5. Staff presentations at New Student Orientation, local high schools, and various Foothill outreach events. 6. Honors faculty development workshops (1-3 annually) 7. Honors counselors (4) provide specialized counseling; however, data is unavailable regarding the number of honors students served. <u>Student feedback suggests that students do not have adequate access to honors counselors due to a long waiting period for appointments.</u>
<p>4. Scheduling of services: Given available data, describe the patterns in usage (times of day, times of year, weekend usage). Are there changes in when students access services? What are the implications for your department/program?</p>	<p>While program staff strive to serve the growing student population, the Honors Institute is challenged to be able to serve the number of students seeking assistance. Regular peak periods (e.g. quarterly Foothill registration, transfer application deadlines, UCLA TAP certification periods), can result in a line of students waiting for assistance. Because of the staggered and numerous deadline periods, there is no “slow” time for the Honors Institute. Both the Program Director and Program Assistant work 11-month schedules, which typically results in a lengthy office closure during</p>

	<p>summer, when incoming first-year students are most likely to need assistance. <u>Extending the Program Assistant position to 12-months would assure better service to students and reduce the strain encountered during the fall quarter.</u></p>	
<p>5. Student Demographics: Given available data, describe the trends with respect to student demographics and underrepresented students. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?</p>	<p>Younger students are more likely to join the honors program. Eighty-six percent of the honors students are traditional college-aged students (18-24) compared with 55% of the general Foothill population. This is representative of their strong orientation toward transfer. Women constitute 56% of the honors program, compared to males (44%), which is representative of the general Foothill student population. At 40%, Asian students are overrepresented in the Honors Institute, compared with 25% of the at-large Foothill student population. Despite regular outreach efforts to underrepresented students, Latino (3%) and African-American (1%) students are underrepresented in the Honors Institute. White students (33%) are slightly less representative of the general student population (36%). While they bring excellent diversity to the program, at 29% of the program enrollment, International students are overrepresented in the Honors Institute. IMPORTANT NOTE: more than twenty percent of Honors Students either reported themselves as multi-ethnic or declined to state their ethnicity. Student demographics of the “Try an Honors Course” program are currently unavailable; however, anecdotal evidence suggests this group contains a larger number of underrepresented students who are advancing more slowly through the Basic Skills and ESLL courses towards the honors program.</p>	
<p>6. Student Academics: Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>Most students in the Honors Institute are transfer-directed. The program serves as a gateway to selective universities for Foothill students. As admission to all universities is becoming more selective, the Honors Institute provides additional support and a rigorous curriculum that universities look for in</p>	

	<p>transfer students. Program staff regularly collaborate with EOPS, Puente and other student support programs in an effort to help Basic Skills and underrepresented students challenge themselves academically, viewing themselves as potential honors students. Expanding the “Try an Honors Course” program by offering additional honors courses and providing more outreach to Basic Skills students would increase program participation by underrepresented students and increasing their transfer opportunities.</p>	
<p>7. International Students: Given available data, describe the trends with respect to international students. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>Approximately 29 percent of the honors students are international students. Because of its reputation and transfer support programs, the Honors Institute attracts international students from across the globe; moreover, program interest is increasing as admission to CA universities for International students becomes more competitive. Some of the home countries of current honors students include Sweden, Russia, Hong Kong, Japan, Canada, Mexico and Brazil. The Honors Institute staff regularly collaborate with International Program staff to provide services to International Students such as by providing presentations to New International Student Orientation.</p>	
<p>8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>		
<p>9. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>		

Summary of Planning Goals & Action Plans				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations .				
Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Basic Skills	Transfer	Workforce/Career	
Increase program participation by underrepresented students to levels commensurate with general Foothill student population.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase/improve honors student/faculty community and increase student engagement in community and on-campus.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtain and utilize new tools to identify student demographics, monitor student progress/performance, and communicate more effectively with students.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. What is your plan for accomplishing your goals?				
Dept/Program Operational Goals	Activities		Measures	Timeframe
Increase program participation by underrepresented students to levels commensurate with general Foothill student population.	<ol style="list-style-type: none"> 1. Increase collaboration with programs serving largely underrepresented students (e.g. Puente, Mfumo, EOPS). 2. Conduct recruiting activities at local high schools with large underrepresented populations. 3. Increase minority faculty involvement in developing and 		<ol style="list-style-type: none"> 1. Assess number and quality of outreach efforts. 2. Increased diversity in honors faculty and course offerings. 	2011-2015

		teaching honors courses.		
Increase/improve honors student/faculty community and increase student engagement in community and on-campus.		<ol style="list-style-type: none"> 1. Identify viable options for honors student space and secure/develop appropriate space. 2. Establish community service/civic engagement requirement for honors program completers. 3. Increase faculty: student activities. 	<ol style="list-style-type: none"> 1. Establish Honors Institute Student Center. 2. Finalize implementation of service/engagement requirement. 	2012-2015
Identify honors student demographics, monitor student progress/performance, and communicate more effectively with students.		<ol style="list-style-type: none"> 1. Develop and implement new BANNER options to better identify student demographics and monitor student progress. 	Increased participation in Honors Institute by 5 percent annually. Increased Honors Scholar program completers by 5% annually.	2011-2012
12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.				
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.		

III. Service Evaluation	
<i>Service Evaluation Overview</i>	
1. Student Services Survey : Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services . Are there changes over time? What are the implications for your department/program?	N/A
2. “Internal” Evaluation : Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness . Are there changes over time? What are the implications for your department/program?	N/A

<p>3. “External” Evaluation: Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?</p>	<p>The most recent evaluation of the Honors Institute, conducted by UCLA, described the program as “a vibrant, healthy, high-quality program”, commended the reputation of the Honors Institute and the dedication of Honors Institute staff and passionate faculty; however, it made several recommendations:</p> <ol style="list-style-type: none"> 1. Improve capacity to monitor honors students through an improved database. 2. Increase students’ access to honors counselors. 3. Encourage honors participation of underrepresented students from Foothill’s local service area. 4. Foster sense of community among honors students. 5. Address ways of increasing TAP certification. 6. Increase number and diversity of faculty. 7. Diversify and expand curriculum. 8. Allow smaller class sizes. 9. Diversify advisory board (committee). 10. Increase advisory board’s (committee) decision-making power. <p>Most of these recommendations (1-7) have been addressed throughout this program plan. Since the Honors Institute relies upon the Instructional Divisions for decisions regarding course offerings, exploring ways to increase the decision-making opportunities for the Honors Advisory Committee, increasing communication between the Honors Institute and Instructional Deans, and continuing to demonstrate good will is essential. As Divisions respond to pressure to increase productivity, there may be some thought of reducing honors course offerings; however, honors courses generally fill quickly. Instructors report that teaching honors courses provide the dessert of their week as classrooms filled with highly motivated and engaged students inspire faculty and the campus community.</p>	
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4. Point of Service Surveys: Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service . Are there changes over time? What are the implications for your department/program?	The results of the last honors student survey indicated student satisfaction with honors courses and faculty; however, they also indicated a desire for more opportunities for students to develop a sense of community with other students and faculty.	
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	N/A	
6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.	Students and faculty report that the sizeable differential in UCLA transfer admission rates for honors versus non-honors students has resulted in students perception that participating in the honors program is critical for admission to selective universities.	

Summary of Planning Goals & Action Plans			
Dept/Program Operational Goals	Activities	Measures	Timeframe
Increase quantity and diversity of honors courses.	<ol style="list-style-type: none"> 1. Identify course needs. 2. Meet with instructional deans. 3. Work with faculty to write and obtain articulation for new honors courses. 		2011-2014
Increase decision-making strength of Honors Advisory Committee.	<ol style="list-style-type: none"> 1. Identify faculty co-chair. 2. Clarify decision-making role/prerogative of Honors Advisory Board. 3. Revise/update guidelines/procedures, etc. as necessary. 		2011-2013

Establish a designated location/space for honors students.	<ol style="list-style-type: none"> 1. Identify viable options for honors student space and secure/develop appropriate space. 2. Establish community service/civic engagement requirement for honors program completers. 3. Increase faculty: student activities. 		2011-2015	
8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource.				
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning & success.		

IV. Service Area Outcomes		
<i>Service Area Outcome Assessment</i>		
<p>1. Be sure and complete your service area outcomes. SAOs are entered through the C3MS and archived in the public database found at: http://www.foothill.fhda.edu/schedule/learning_outcomes.php</p> <p>2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
	<p><i>Faculty</i></p> <p>1. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p> <p>The Honors Institute desperately needs additional faculty staffing to coordinate this program. A 10% faculty overload is insufficient to effectively operate a program of this size. The current faculty lead voluntarily agreed to coordinate the program when no other faculty would accept a 40% release for the position. One interested faculty member was willing to consider the position only with a significant increase in release time. Because of the sizeable workload, other faculty contacted would not accept the honors assignment. Note: A local CCC campus with a comparable honors program (but one-half the student population of Foothill's) has 65% faculty release for program coordination. There is a critical need for long-term program/staff planning to ensure program continuance, especially if the current program director is unable to continue with the overload assignment.</p>
	<p><i>Classified Staff</i></p> <p>2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p> <p>The Program Assistant is overwhelmed with growing articulation and Honors Institute responsibilities. Extending the contract to twelve months would permit her to be more available to students. Even then, the position would be operating at 50% of its pre-2003 rate. Because the Program Assistant's time is split between supporting both honors and articulation, the needs of one of the programs are regularly unmet. Deadlines frequently occur simultaneously which poses challenges.</p>
<p><i>Technology and Equipment (see definitions below)</i></p> <p>3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.</p> <p>4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.</p>	
<p><i>Technology & Equipment Definitions</i></p>	

<ul style="list-style-type: none"> Non-instructional Equipment and Supplies: includes equipment for “office use” that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 	
<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	Yes.
6. List needs for upgrades for existing spaces.	Difficult to assess since we are moving into a new space in 4 weeks.
7. List any new spaces that are needed.	The Honors Institute needs a designated space for honors students and faculty to gather for workshops, training, orientation sessions and to develop a sense of community.
8. Identify any long-term maintenance needs.	N/A
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	No. The Honors Institute needs a designated space for honors students to gather. The lack of honors student space was cited in the most recent report by the UCLA TAP review team because Foothill has not provided the honors student space required for TAP-certifying colleges.
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Generally.
<i>Budget</i>	
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	Need additional funds to extend the program assistant position to 12 months. If/when the program director steps down from the current position, the College will need additional funds to staff this position.

12. Describe areas where your budget may be inadequate to fulfill program goals and mission.		
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	Our budget is extremely small. It is difficult to imagine	
Summary of Planning Goals and Action Plans		
14. What are your goals with respect to resource planning and how will those goals be measured?		
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning & success.

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
<i>Supervising Administrator Signature</i>		<i>Completion Date</i>	