

Student Success Initiative Year Three/Summative Report

As part of CSUSB's commitment to our students and our accountability regarding the use of their student success fees, it is important to periodically provide detailed, succinct information regarding how SSI funds were utilized to support specific outcomes-based programs, the intended goals and outcomes of those projects or programs, the measures used to assess said outcomes, the results of those measures.

Please use the following template when preparing your unit's Year Three/Summative Report for the SSI Executive Committee. Keep in mind this report should serve as both a summary of your Year Three activities, as well as a cumulative report of your project's/program's experience and results over the course of the entire three-year period since SSI funds were first allocated.

Reports will be due to *your respective vice president or dean* by April 15. Should you have any questions or concerns regarding the completion of this report, please contact *Joanna Oxendine* via email at joxendin@csusb.edu.

CONTACT INFORMATION

Department/Unit Receiving Funding:

University Honors Program (UHP)

University Division:

Undergraduate Studies

Name and Title of Person Responsible for Overseeing Your Department's SSI Activities:

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Name and Title of Person Preparing Report:

Carol Damgen-University Honors Program Director

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SSI PROGRAM/PROJECT OVERVIEW: (Describe the original overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc. Bulleted lists and/or tables are encouraged.)

- The mission of the CSUSB University Honors Program (UHP) is to encourage and support Honors students' intellectual and personal growth throughout their undergraduate education. The University Honors Program works to achieve this mission by providing challenging coursework, enriching colloquium and seminars, a diverse range of cultural events, and rigorous senior research and scholarship experiences. The program is designed for self-motivated, academically prepared students seeking a university educational experience that is especially challenging and enriching.
 - The Honors curriculum is built around the three guiding principles of the program: Academic Excellence, Community Engagement in a Diverse Society, and Personal Growth. These principles are reinforced across the academic and co-curricular experiences throughout students' undergraduate education. Students learn from some of the most talented professors at CSUSB in several courses devoted entirely to the Honors Program, in addition to completing courses in their major and in the General Education Program along with their fellow students outside of the Honors Program.
 - Supported by the Honors Faculty, Honors students develop a strong commitment to community engagement at the local, regional, and global levels. Honors students also strive to demonstrate tolerance and respect for all people, and they take an active role in learning to better understand differences among people. Through a combination of academic, cultural, and interpersonal exploration, Honors students seek out and take advantage of opportunities for their own personal growth throughout their studies at CSUSB and beyond. The University Honors Program is a center of excellence on our campus, and is an ideal place within the supportive university environment for students to learn and grow.
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SSI-FUNDED ACTIVITIES: (Please list and describe the activities undertaken for each year of the initial SSI allocation. If no activities were undertaken or funded for a particular year, please explain why.)

Activities-Field Trips

Field trips can be an important—and enjoyable—element of education. They often significantly enhance the content of a course by providing a type of information hard to convey in the classroom. Site visits contextualize or enhance historical or scientific data; interviews with participants, or observation of species, phenomena, or events often become an important part both of course content and the study of a discipline's methodology.

Field trips represent a creative teaching method that takes students out of the familiar class environment and allows them to experience new things. While our UHP students learn by observing their surroundings or participating in educational activities, they also have the opportunity to bond with their honors family, director and staff in a more relaxed atmosphere.

2012-2013

Field Trips- Getty Museum, Museum of Tolerance, San Diego Zoo and Whale Watching

Live Theatrical Productions-

CSUSB Theatre Arts Productions: *Almost, Maine* and *The Twists and Turns of Edgar Allan Poe*

Los Angeles/Off-Broadway Professional Productions: *Jekyll and Hyde* and *Stomp*

2013-2014

Field Trips- Museum of Tolerance, San Diego Zoo and Whale Watching

Live Theatrical Productions-

CSUSB Theatre Arts Productions: *Jackie Robinson: An American Dream*

Los Angeles/Off-Broadway Professional Productions: *The Lion King* and *The Book of Mormon*

ACCOMPLISHMENTS/PROGRESS TOWARDS OUTCOMES: (Describe the progress you have made each year toward your original SSI goals and outcomes. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate.)

Year 1- 2012 –Dr. Allen Butt/University Honors Director & Carol Damgen/University Honors Asst. Director

Established program goals and student learning outcomes-The following program goals and student learning outcomes were under development for use in assessment of the Univ. Honors program by the former University Honors Director-Dr. Allen Butt. Outcomes statements still need to be expanded into full sentences, measures must be selected, and a curriculum map needs to be developed in order to implement academic program assessment in Honors. Nevertheless, the following Goals and Outcomes are aligned with the curriculum and with the mission of the program.

University Honors Program Assessment Plan (11-25-12)

Goal 1: Students will demonstrate academic excellence within the core competencies.

Outcome 1.1: Critical Thinking

Outcome 1.2: Information Literacy

Outcome 1.3: Written Communication

Outcome 1.4: Oral Communication

Goal 2: Students will develop their capacity for civic engagement.

Outcome 2.1: Civic Responsibility

Outcome 2.2: Intercultural Knowledge & Competence

Outcome 2.3: Teamwork

Goal 3: Personal growth

Outcome 3.1: Personal Responsibility

Outcome 3.2: Self-Reflection

Outcome 3.3: Lifelong Learning

Year 2-2013- Carol Damgen/University Honors Program Director

Mission Statement, Core Values, Program Design and Honors Faculty-based on the former draft assessment plan, the newly appointed University Honors Director, Carol Damgen created a Mission Statement, established Core Values, constructed a Program Design and created a new cohort of Honors Faculty.

- **Mission Statement-**The mission of the CSUSB University Honors Program is to foster the intellectual and personal growth of students with strong academic backgrounds in a setting that actively values cultural and ethnic diversity and recognizes the obligation of each (pick one [student] OR [member of the community]) to give back to the larger community through academic excellence and service and civic engagement.
- **Our Core Values and Program Design-**The program is built around three core values: Academic Excellence, Community Engagement in a Diverse Society, and Personal Growth. We also hold teaching excellence, intellectual curiosity, academic integrity, and collaboration in high esteem. Each Honors Program cohort develops a strong sense of community with their peers through a core curriculum of innovative courses that satisfy the Critical Thinking, Introduction to Philosophy, and Oral Communication requirements of the General Education Program. Honors students also hone their critical thinking and oral communication skills in the Honors Colloquium courses offered every quarter.

-All admitted UHP students are encouraged to take intellectual risks, to challenge themselves, and to engage issues of race, ethnicity, gender, sexual orientation, socioeconomic status and class in thoughtful and morally sound ways.

-Benefits of participating in the University Honors Program extend beyond the classroom via regular opportunities to attend lectures, museums, plays, and other culturally enriching events.

-Honors Program students also have exclusive use of a computer lab and an Honors Study Center.

Established UHP Director's duties are:

- To make recommendations to the concerning policies, procedures, criteria, and curriculum designed to enhance the Honors Program.
- Screen student applications to determine eligibility for the Honors Program and to identify students to be considered for honors scholarships.
- Scheduling of faculty to teach in the honors program.
- Assist faculty with the development and implementation of honors courses.
- Attend conferences, workshops, seminars, etc., dealing with honors programs.
- Sponsor and/or assist with the coordination of enrichment activities for honors faculty and students.
- Provide challenging coursework, enriching colloquium and seminars, a diverse range of cultural events, and rigorous senior research and scholarship experiences, designed for self-motivated, academically prepared students seeking a university educational experience that is especially challenging and enriching.

Supportive UHP Data

- Each entering cohort consists of 25 to 30 freshmen in the Fall Quarter.
- On average, the Honors Program is made up of 80 students.
- Time to degree for most participants is 4.5 years.
- Established in fall 1990, more than 300 students have participated in the Honors Program.
- Redesigned in 2010, the first cohort to go through the new program graduates in June 2014.
- Developed/created CSUSB's first University Honors Club, a student leadership organization, serving as their Academic Advisor.

Year 3-2014-Carol Damgen-University Honors Program**Maintaining a strong University Honors Program****Focus on Academics**

- Retain exceptional honors faculty committed to teaching.
- Sustain honors courses that foster intellectual curiosity.
- Support an emphasis on critical thinking and undergraduate research.
- Support an emphasis on interdisciplinary.

Focus on Students

- Recruit high-achieving students from all majors who: reach out for what they need to be competitive, participate in a community of scholars, and thrive when they are around supportive, motivated students committed to their education.
- Support serious attention to preparation for graduate or professional school.
- Close connections with other programs geared towards scholarship, undergraduate research, and pre-professional.
- Provide assistance with grad school applications and recommendation letters.
- Establish a network of honors alumni in business, law, medicine, and academia.

Nurture Student Life: A social group within an academic community

- Honors Courses
- Expect greater student participation
- Emphasize discussion and critical thinking
- Smaller class sizes
- Involve more speaking and writing

Provide Honors Spaces

- Computer Lab
- Printing Services
- Honors Study Center

Other Benefits of Honors include . . .

- Special performances, speaking events, and cultural excursions
- Priority Registration
- Specialized advisement
- Recognition at Graduation

Addressing Frequently Asked Questions Regarding the UHP

Extra time?

NO- Honors students should graduate in 4-5 years, provided they are full-time students and do not change majors multiple times.

- **Extra Coursework?**

NO- Honors does NOT require additional courses. Many Honors courses meet General Education or major requirements.

- **Extra Effort?**

YES- Honors Programs may require all students to participate in undergraduate research, community engagement, study abroad, or write senior theses

CUMULATIVE FINDINGS: (Please discuss the overall results of your SSI-funded program(s), project(s), etc. as they pertain to your original outcomes *over the course of the past three years*. What improvements should be made?)

Current CSUSB-University Honors Program

- Honor the Four year program, 38 units for students who begin their freshman year; including senior project.
- Maintain approximately 100+ students
- Uphold Entrance Requirements: 3.5 GPA; SAT 1100 (Math and Critical Reading); statement of purpose, letters of recommendation
- Maintain a 3.3 Cumulative GPA while attending CSUSB
- Continue to Provide a Fully Equipped Honors Lounge and Computer Center

Suggested Improvements-

- I believe if two-three sections of UHP classes were offered each quarter, we would not only maintain and support our current students, we would be able to let more students enter the program and provide additional courses to deserving faculty. This increase in enrollment would be a win-win for the program, students and faculty alike.
 - Last year, I had over eighty tremendously strong applicants to the UHP. I could only accept 27 students to properly support the programs standards and integrity.
 - If the UHP was allowed to: double or triple its student population, course offerings and core faculty, an assistant to the director would be needed as would a higher stipend for the director to take on the extra work required to maintain a strong and evolving UHP.
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CHALLENGES: (Please list any significant challenges encountered over the course of the past three years that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. How did you address these challenges?)

- Many current students have scheduling difficulties with only one section of the core honors courses offered each quarter. This has caused some students to leave the UHP in order to stay on track with their major's requirements and graduate on time. This specifically proves most challenging to our science majors, whose disciplines have very strict scheduling constraints. I have tried to bend with some students, on a case by case basis, allowing them to catch up with their honors requirements the following year. However, I feel this puts the flow and experience of the program in jeopardy. One of the significant benefits and distinction of the UHP is to have students have an established cohort all 4 years of their program. Unfortunately, I have had to let a few students leave the program, not from a lack of grades or commitment, but from too many conflicts with their schedule, which hindered their progress in the UHP.
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LESSONS LEARNED: (Please share any additional information you'd like regarding this area not covered above.)

- Students who have to leave the UHP are always sad and disappointed for a variety of reasons.
- I have had to make some very hard decisions to support the program's integrity, which includes: losing students for failing to maintain the 3.3 cumulative GPA and for the most frustrating reason, scheduling conflicts. I believe with more funding we can provide better support to our students through academic assistance (tutoring if needed) and more sections offered to allow greater flexibility.
- Rules at times are meant to be broken. I look at the rules as a guide, but I remember to look at our UHP students as individuals and evaluate their performance and standing with a wide view. As in most of life, we are more than a number. If I can allow a student to stay in the program, by offering a second chance/look, tutoring and mentorship, that will always be my first course of action.

SUSTAINABILITY: (Please explain how your department is planning for the continuation of your SSI-funded programs, projects, activities, etc.)

- Until we are allowed to accept more applicants each fall quarter, we will continue to rigorously screen the current base of 25-27 promising new UHP students.
- We will continue to maintain a strong honors faculty for our core UHP courses.
- We will persevere in providing well versed and challenging honors colloquium speakers.
- We will continue to support and maintain demanding UHP curriculum.
- We will continue to advise all UHP students on UHP standards.
- We will support any and all desire for current UHP students for advancement to graduate school.
- We will continue to take our UHP students on as many academic/cultural and social outings as can afford.
- We will continue, if the budget allows, to provide our new and continuing UHP students a senior project celebration with medallions to all of the graduates, a place to present their work and refreshments for the graduates, their family and the current honors students, faculty and staff.
- We will continue, if the budget allows, to support all UHP students who wish to attend any and all CSU Honors conferences as presenters and/or attendees.

2013-2014 Budget Summary: (Please account for all expenditures and/or encumbrances of SSI funds to date this fiscal year. Be sure to include detailed information regarding the outcome and activity or line item to which each expenditure is connected.)

Expenditure Description	Outcome(s) Supported	Supported Activities	FTE	Amount
Administrative Support Coordinator <i>(salary & benefits)</i>	Provides program support to the student mentors and protégés.	One-on-one mentoring sessions; educational fieldtrips; trainings and quarterly meetings.	.5	\$32,770.81
Fieldtrips/ Activities	The purpose of the fieldtrips is to expose the students to cultural diversity, enhance tolerance, expose students to careers in the sciences, and broaden their horizons.	Museum of Tolerance, Whale Watching, <i>The Lion King</i> , San Diego Zoo, and <i>The Book of Mormon</i>		\$650.00
CSU-Honors Conference	The 10 th Annual CSU University Honors Conference for students and faculty was hosted by the CSUSB's University Honors Program and the Associate Vice President for Undergraduate Studies	CSU Honors Conference began with a gathering in the Santos Manuel Student Union for registration, followed by a reception and a special theatrical presentation for all conference attendees. Research paper presentations took place on Saturday along with the poster sessions. With short and engaging breakout sessions on student research, education challenges for honors, terminal degree interests, CSU honors course curriculum/innovative honors course topics and diversity in the arts.		
University Honors Program Senior Project Presentation and End of the Year Mixer	Provides an opportunity for students to conduct an independent project under faculty supervision. Project may be a lengthy research paper, a public performance, a laboratory experiment, a work of art, or may take other forms	A presentation and celebration showcasing the independent project our graduating seniors have worked on under faculty supervision. Medallions will be given to the graduates and refreshments will be served to all attendees which may include: UHP graduates and their family, current UHP students, UHP/UGS faculty and staff as well as J. Milton Clark, AVP & Dean of Undergraduate Studies.		
University Honors Program Beginning of the Year Orientation and Mixer	Orientation for new students which provides an overview of the program, its curriculum and "roadmap" to completing Honors requirements and an opportunity in helping them solve whatever administrative issues the new and continuing students might have.	An informal meet & greet with both new and continuing University Honors students. Refreshments are served, giving the students the chance to meet their Honors faculty and contributing guest speakers that have made the Friday Afternoon Honors Colloquium series such a success!		

TOTAL:
