

Appendix
California State University, Stanislaus
Seven Year Implementation Plan Template

College: CAHSS

Program: UNIVERSITY HONORS PROGRAM

Next APR Year: AY 2029-2030

Program Goals:

The goals of the University Honors Program are to offer suitable challenges and opportunities to highly motivated and committed students; provide Honors students with engaging intellectual environments to facilitate the development of strong academic skills; establish a context in which students explore connections between theory and practice (including service-learning opportunities), learn to connect ideas and methods across disciplines, seek active engagement with local communities, and practice versatile interdisciplinary approaches to problem-solving; cultivate in Honors students a lasting love and enthusiasm for learning, the confidence and ability to think for themselves, and a lifelong commitment to promoting the well-being of human communities; and provide opportunities for faculty to serve as personal research mentors to highly motivated, broadly trained students.

Program Learning Outcomes:

Honors students will be able to:

PLO 1: demonstrate strong academic skills in reading, speaking, thinking, and writing.

PLO 2: identify the value of service-based experiential learning activities as a complement to intellectual endeavors.

PLO 3: practice independent research and constructive teamwork, including academic peer mentoring.

PLO 4: apply congruent research methods and analytical frameworks to problems of consequence in the service of authentic community interests.

Program Maintenance Outcomes:

PMO 1: Submit course proposals/modifications to better align Honors curriculum with recent/upcoming GE changes

PMO 2: Explore solutions to challenges created by the University Honors Program's administrative structure

PMO 3: Secure permanent funding for program scholarships, instruction, administration, Innovative Center improvements, and events

PMO 4: Explore formal recognition of University Honors Program completion on student diplomas and/or transcript

PMO 5: Propose possible roles for the University Honors Program as a hub for Undergraduate Research at Stanislaus State

Where are these outcomes published? CAHSS Undergraduate Program Assessment webpage: <https://www.csustan.edu/cahss/assessment-reports>]

Please attach the most current program curriculum map.

—See attached curium map—

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SEVEN YEAR IMPLEMENTATION PLAN TEMPLATE				
INITIATIVE/TASK	APR CYCLE YEAR	ASSESSMENT METHODS/ACTIVITIES	ASSESSMENT PROCESS: COLLECTION/ANALYSIS/ DISCUSSION	RESOURCES NEEDED (IF APPLICABLE)
Program Learning Outcome (PLO)				
<i>PLO 1: demonstrate strong academic skills in reading, speaking, thinking, and writing.</i>	1-7	Indirect Assessment: Student survey and/or interviews Direct Assessment of PLO 1 in annual Capstone Conference Posters, Presentations, and Journal articles	Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program. Direct assessment: Honors Co-Directors and faculty evaluate a course assignment or activity, Honors Capstone Conference poster or presentation, <i>Journal of Exploratory Research</i> article, or other artifact of student work using a 3-tiered rubric to assess elements of PLO 1 as indicated. Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors faculty lunch, during meetings, informally, and via email.	Co-Director and Honors faculty time and willingness to collaborate (including providing access to course assignments). Continued support for the Capstone Conference and <i>Journal of Exploratory Research</i> in which presentations and articles are disseminated.
<i>PLO 2: identify the value of service-based experiential learning activities as a complement to intellectual endeavors.</i>	2, 4	Indirect Assessment: Student survey and/or interviews Direct Assessment of PLO 2 in Years 2, 4 (HONS 2850 presentation/ assignment)	Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program. Direct assessment: Honors Co-Directors and faculty evaluate a course assignment or activity, Honors Capstone Conference poster or presentation, or other artifact of student work using a 3-tiered rubric to assess PLO 2. Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors faculty lunch, during meetings, informally, and via email.	Co-Director and Honors faculty time and willingness to collaborate (including providing access to course assignments). Continued support for the Capstone Conference and <i>Journal of Exploratory Research</i> in which presentations and articles are disseminated.

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<p><i>PLO 3: practice independent research and constructive teamwork, including academic peer mentoring.</i></p>	<p>3, 5</p>	<p>Indirect Assessment: Student survey and/or interviews</p> <p>Direct Assessment of PLO 3 in Years 3, 5 (HONS 3990, HONS 3500, HONS 4200, or HONS 4960 research and/or peer review assignment or HONS 3000, HONS 3050, or HONS 3100 group assignment)</p>	<p>Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program.</p> <p>Direct assessment: Honors Co-Directors and faculty evaluate a course assignment or activity, Honors Capstone Conference poster or presentation, or other artifact of student work using a 3-tiered rubric to assess PLO 2.</p> <p>Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors faculty lunch, during meetings, informally, and via email.</p>	<p>Co-Director and Honors faculty time and willingness to collaborate (including providing access to course assignments).</p> <p>Continued support for the Capstone Conference and <i>Journal of Exploratory Research</i> in which presentations and articles are disseminated.</p>
<p><i>PLO 4: apply congruent research methods and analytical frameworks to problems of consequence in the service of authentic community interests.</i></p>	<p>1-7</p>	<p>Indirect Assessment: Student survey and/or interviews</p> <p>Direct Assessment of PLO 4 in annual Capstone Conference Posters, Presentations, and Journal articles</p>	<p>Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program.</p> <p>Direct assessment: Honors Co-Directors and faculty evaluate a course assignment or activity, Honors Capstone Conference poster or presentation, or other artifact of student work using a 3-tiered rubric to assess PLO 2.</p> <p>Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors faculty lunch, during meetings, informally, and via email.</p>	<p>Co-Director and Honors faculty time and willingness to collaborate (including providing access to course assignments).</p> <p>Continued support for the Capstone Conference and <i>Journal of Exploratory Research</i> in which presentations and articles are disseminated.</p>
Program Maintenance Objective (PLO)				
<p>PMO 1: Submit course proposals/modifications to better align Honors curriculum with recent/upcoming GE changes Immediate priorities include:</p>	<p>1</p>	<p>Indirect Assessment: Student survey and/or interviews</p> <p>Direct Assessments of PLOs 1-4 on a rotating basis (see above)</p>	<p>Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program.</p>	<p>Co-Director's time to research and prepare necessary modifications.</p>

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<ul style="list-style-type: none"> • Modifying courses to serve the Systems of Inequities University Requirement along with GE Area requirements (especially Area D) • Modifying (and possibly eliminating cross-listings for) HONS 2010 and HONS 2990 in light of reduced GE Area D requirements • Working with EHS faculty to propose an EHS course in the Honors program that would meet the GE Area F requirement in the same way that ENGL 1005, COMM 2005, and PHIL 2005 meet GE Area A requirements • Modifying HONS 3500 and/or COMM 2005 to reflect any changes to GE Areas E and A1 required by the implementation of AB-928 		<p>Student surveys and/or interviews will likely provide the most relevant data for PMO 1 as will student time to degree and persistence in the program.</p>	<p>Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors faculty lunch, during meetings, informally, and via email.</p>	<p>Faculty, staff, and administrative time to complete the review process.</p> <p>Collaboration with other programs.</p>
<p>PMO 2: Explore solutions to challenges created by the University Honors Program's administrative structure</p> <p>Immediate priorities include:</p> <ul style="list-style-type: none"> • Addressing issues raised by Honors' position outside the academic department structure (staff supervision, appointment and review of temporary part-time faculty who teach exclusively in Honors, etc.) 	<p>1, 2</p>	<p>Indirect Assessment: Student survey and/or interviews</p> <p>Direct Assessments of PLOs 1-4 on a rotating basis (see above)</p> <p>PLO 2, 3, and 4 direct assessment measures will likely provide the data related most directly to this PMO as the quantity and quality of student programming is directly impacted by administrative capacity.</p>	<p>Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program.</p> <p>Direct assessment: Honors Co-Directors and faculty evaluate a course assignment or activity, Honors Capstone Conference poster or presentation, or other artifact of student work using a 3-tiered rubric to assess PLO 2.</p> <p>Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors</p>	<p>The resources required to elevate the program to a department and designate the Honors Co-Director as a Department Chair.</p> <p>Funding to increase the time base of the Honors ASC I.</p> <p>Funding to increase the amount of assigned time</p>

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<ul style="list-style-type: none"> Securing additional assigned time and administrative support as new collaborations are initiated (e.g. PCV1G Scholars, McNair Scholars, TRDRP-SVFSI, etc.) 			<p>faculty lunch, during meetings, informally, and via email.</p>	<p>for the Honors Co-Director.</p>
<p>PMO 3: Secure and increase permanent funding for program scholarships, instruction, student events, and Innovative Center improvements (including updated instructional technology for the seminar room, IC-100D).</p> <p>Immediate priorities include:</p> <ul style="list-style-type: none"> Technology refresh for IC-100D Confirmation of funds required to supplement Yecny fund income to maintain scholarship support at current levels (\$190,000 serving an average of 110-120 students each year) 	<p>On-going</p>	<p>Indirect Assessment: Student survey and/or interviews</p> <p>Direct Assessments of PLOs 1-4 on a rotating basis (see above)</p> <p>PLO 1 and 4 direct assessment measures will likely provide the data related most directly to this PMO as they would likely be impacted most directly by future fluctuations in funding.</p>	<p>Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program.</p> <p>Direct assessment: Honors Co-Directors and faculty evaluate a course assignment or activity, Honors Capstone Conference poster or presentation, or other artifact of student work using a 3-tiered rubric to assess PLO 2.</p> <p>Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors faculty lunch, during meetings, informally, and via email.</p>	<p>University Advancement time and resources to build on the Yecny endowment to increase funding available for scholarships</p> <p>Dedicated Honors instructional, administrative, facilities, and events budgets.</p> <p>Appointment of standing faculty in Honors</p>
<p>PMO 4: Explore formal recognition of University Honors Program completion on student diplomas and/or transcript</p>	<p>4</p>	<p>Indirect Assessment: Student survey and/or interviews</p> <p>Direct Assessments of PLOs 1-4 on a rotating basis (see above)</p> <p>The indirect assessment data gathered in surveys and interviews will be a direct way to gauge student interest in PMO 4.</p>	<p>Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program.</p> <p>Direct assessment: Honors Co-Directors and faculty evaluate a course assignment or activity, Honors Capstone Conference poster or presentation, or other artifact of student work using a 3-tiered rubric to assess PLO 2.</p> <p>Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors</p>	<p>Collaboration with the Registrar for a transcript and/or diploma notation.</p> <p>Assigned time required to write and propose an Honors minor(s) and associated with elevating Honors to a department.</p>

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			faculty lunch, during meetings, informally, and via email.	
PMO 5: Propose possible roles for the University Honors Program as a hub for Undergraduate Research at Stanislaus State	5-7	<p>Indirect Assessment: Student survey and/or interviews</p> <p>Direct Assessments of PLOs 1-4 on a rotating basis (see above)</p> <p>PLO 3 and 4 direct assessment measures will likely provide the data related most directly to this PMO</p>	<p>Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program.</p> <p>Direct assessment: Honors Co-Directors and faculty evaluate a course assignment or activity, Honors Capstone Conference poster or presentation, or other artifact of student work using a 3-tiered rubric to assess PLO 2.</p> <p>Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors faculty lunch, during meetings, informally, and via email.</p>	<p>Collaboration with University stakeholders with an interest in supporting undergraduate research</p>
PMO 6: Explore and implement strategies to increase participation in the University Honors Program with an emphasis on increasing the number of 1st generation, Pell eligible, and underrepresented students.	On-going	<p>Indirect Assessment: Student survey and/or interviews</p> <p>Direct Assessments of PLOs 1-4 on a rotating basis (see above)</p> <p>Review of student demographics on an annual basis to assess progress.</p>	<p>Indirect Assessment: Honors survey and/or interviews (including Honors YouTube channel contributions) are administered to students in the program.</p> <p>Direct assessment: Honors Co-Directors and faculty evaluate a course assignment or activity, Honors Capstone Conference poster or presentation, or other artifact of student work using a 3-tiered rubric to assess PLO 2.</p> <p>Results are tabulated, distributed, and discussed by Honors Co-Directors and interested faculty at the annual Honors faculty lunch, during meetings, informally, and via email.</p> <p>Data are requested from the Office of Institutional Effectiveness & Analytics at the end of each academic year.</p>	<p>Collaboration with current students to identify barriers to participation in the University Honors Program and dismantle them.</p> <p>Resources to increase and improve outreach to members of groups currently underrepresented in Honors.</p>