University Honors Program
A Task Force Update

California Polytechnic State University
San Luis Obispo, California

Presentation to the Academic Senate on April 15, 2014

Today’s Presentation
- Task Force Membership and Outreach
- Task Force Activities
- Proposed Goals and Educational Objectives
- Outcomes, Programming, and Assessment
- Reflection and Ongoing Work
- Acknowledgements
- Questions?
Task Force Members

- Erin Clark, 3rd-year Honors Student, Kinesiology and Nutrition
- Mehra Gharibian, 2nd-year Honors Student, English
- Garrett Goff, 2nd-year Honors Student, Biomedical Engineering
- Max Rossiter, 4th-year Honors Student, Civil Engineering
- Jaime Savitz, 2nd-year Honors Student, Nutrition
- James Sofranko, 3rd-year Honors Student, Psychology
- Cheri Baumgarten, Administrative Analyst, University Honors Program
- Jessica Carson, Administrative Analyst, Academic Programs
- Ken Brown, Associate Professor, Philosophy
- Kristina McKinlay, Assistant Dean, Orfalea College of Business
- Dylan Retsek, Associate Professor, Mathematics
- Gregg Fiegel, Interim Director, University Honors Program (Co-Chair)
- Mary Pedersen, Associate Vice-Provost, Academic Programs (Co-Chair)

Outreach to Campus Community

- Penny Bennett, CLA
- Richard Cavaletto, CAFES
- Doug Epperson, CLA
- Laura Freberg, Psychology
- Rakesh Goel, CENG
- Denise Isom, Ethnic Studies
- Margot McDonald, Architecture
- Paul Miklowitz, Philosophy
- Andrew Morris, History
- Kathryn Rummell, English
- Monica Schechter, Study Abroad
- Brian Tietje, Int., Grad., Extended Ed.
- Thomas Trice, History
- Debra Valencia-Laver, CLA
- Admissions, Recruitment, F. Aid (Mtgs.)
- ARCE Department Faculty (Mtgs.)
- CENG Department Heads/Chairs (Mtgs.)
- Honors Student Board (Mtgs.)
- Honors Students (Surveys)
- Library Executive Working Group (Mtgs.)
Guiding Principles

Improved Honors programming and curricula should be...

- Innovative
- Outcomes Driven

Tasks and Activities

- Identify Stakeholders and Needs
- Research Best-Practices
- Develop Goals, Educational Objectives, and Learning Outcomes
- Brainstorm Potential Program Elements
- Link Program and Assessment Elements with Goals, Objectives, and Outcomes
- Reconcile Program with Resources
Goals and Educational Objectives

Learn by Doing...

Community

Leadership

Discovery & Innovation

Serving Others

University Honors Experience

Breadth of Learning

Interdisciplinary Collaboration
Proposed Goals and Educational Objectives for the University Honors Program:

Student Learning Outcomes, Programming, and Assessment
**Honors Program Goal: COMMUNITY**

- Demonstrate attitudes supportive of the University Honors Program
- Engage regularly in program activities and events
- Mentor effectively

  - Ex: Explain effective behaviors for mentors and protégés
  - Ex: Mentor another Cal Poly student

- Ex: Mentor training activities and exercises
- Ex: Mentor program matching juniors/seniors with freshmen

  - Ex: Survey program mentors and protégés
  - Ex: Track performance of protégés
  - Ex: Reflections in e-portfolios

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**Reflection**

- Honors Task Force is engaged
- Planning process has been positive and beneficial
- Honors office is busy serving current students

**Ongoing Work**

- Continue to serve current Honors students
- Solicit feedback on goals and educational objectives
- Further develop Honors programming and curriculum ideas
- Meet regularly with stakeholders
Acknowledgements

- Honors Students and other program advocates
- Honors Program staff Adria Arko and Cheri Baumgarten
- Members of the Honors Task Force
- Academic Programs

Questions?

Community

Leadership

Discovery & Innovation

Serving Others

Breadth of Learning

Interdisciplinary Collaboration

University Honors Experience

http://honors.calpoly.edu/

Thank You!
Development of Goals and Educational Objectives

During initial discussions, the members of the Honors Task Force identified and solicited feedback from key stakeholders of the University Honors Program. The Task Force then examined the current goals of the program. New goals were subsequently developed based on the following guidelines (from Academic Programs and Planning):

**Goals:** The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and assessable. Goals should provide a framework for determining the more specific educational objectives of a program and should be consistent with your program mission and the Cal Poly mission.

The Task Force eventually agreed on six program goals, which focus on community, leadership, breadth of learning, interdisciplinary collaboration, discovery & innovation, and serving others. These goals support the Cal Poly mission and were developed based on feedback from stakeholders. The goals must be achieved by all students graduating from the University Honors Program.

Linked with each goal are several educational objectives. Educational objectives in this context are described as follows (from Academic Programs and Planning):

**Educational Objectives:** The knowledge, skills, abilities, capacities, attitudes or dispositions you expect students to acquire in your program. Educational objectives should be clearly stated, realistic and achievable. They should meaningfully define the related goal, and, where possible, indicate desired level of attainment. Educational objectives should be assessable.

The Task Force developed the educational objectives while considering stakeholder feedback, Cal Poly's existing University Learning Objectives, and examples of best-practices related to leadership development, undergraduate research, service learning, and interdisciplinary education. Supporting references are listed below. The proposed program goals and educational objectives are summarized on the following page.

Select references that informed the development of the proposed educational objectives:


CSULB Center for Community Engagement (2013). Service Learning Resource Guide for Faculty and Community Partners, California State University, Long Beach.


## Goals and Objectives of the University Honors Program

### Community

*Honors students will serve and support the Honors learning community as active and enthusiastic participants.*

- Demonstrate attitudes supportive of the University Honors Program
- Engage regularly in program activities and events
- Mentor effectively

### Leadership

*Honors students will assume positions of leadership within campus groups or student organizations.*

- Apply leadership principles to organize and direct the efforts of a small group
- Communicate effectively with others
- Motivate others to succeed
- Plan, oversee, and assess an event or activity

### Breadth of Learning

*Honors students will broaden their education through enriched academic experiences, hands-on projects, and active learning opportunities.*

- Think critically and creatively
- Apply knowledge of social sciences, humanities, and natural sciences by demonstrating their incorporation into his/her chosen field
- Make reasoned decisions based on an awareness of global perspectives, sustainability issues, and ethics
- Apply modern technology in solving problems

### Interdisciplinary Collaboration

*Honors students will engage in interdisciplinary activities with students and faculty of diverse backgrounds and interests.*

- Function effectively as a member of an interdisciplinary group or team
- Distinguish strengths, limitations, practices, and perspectives of different disciplines
- Integrate knowledge and skills from different disciplines to solve problems
- Make reasoned decisions based on a respect for diversity

### Discovery & Innovation

*Honors students will gain research experience working closely with faculty and graduate student mentors.*

- Plan, carry out, and document a scholarly or creative project
- Summarize the practical and experiential aspects of a research experience
- Demonstrate the ability for self-directed learning

### Serving Others

*Honors students will serve campus, local, and global communities as informed, empathetic, and respectful citizens.*

- Use his/her knowledge and skills to make a positive contribution to society
- Develop a strengthened sense of community, civic responsibility, and philanthropy
- Develop a greater sense of personal efficacy and identity