CALIFORNIA COMMUNITY COLLEGES
AND
FOOTHILL - DE ANZA
COMMUNITY COLLEGE DISTRICT

#141-86-06
<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tr>
<td>1986-87</td>
<td>141-86-06</td>
<td>Foothill</td>
<td>Foothill-DeAnza</td>
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**PROJECT TITLE**

**Intersegmental Articulation and Program Development (Honors Network)**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $20,000</td>
<td>E --- Improvement of Trad. Instruction Prog</td>
<td>Developmental Model</td>
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<table>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<tbody>
<tr>
<td>Resource Materials</td>
<td>Transfer &amp; Articulation</td>
<td>Honors Program</td>
<td>Inter-Disciplinary</td>
</tr>
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<table>
<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael McHargue, Coord CCC Honors Network</td>
<td>Richard Charles, Dean of Students</td>
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**PROPOSAL DESCRIPTION**

The 'Honors Network' of colleges seeking to establish honors programs and courses was originally supported by the Fund in 1984. This continuing grant will address statewide needs to:

1. establish articulation with the UC and CSU systems for honors courses,
2. establish articulation with secondary education units,
3. obtain and disseminate information about honors curricula,
4. coordinate a statewide network of community colleges working to establish and maintain honors curricula,
5. provide a consultation service to develop programs, and
6. sponsor a conference for honors network colleges.
The California Community College HONORS NETWORK, originally funded by the Fund for Instructional Improvement in 1984, has been a major success. Through its training workshops and network coordination, it has overseen the growth of state Honors Programs from 2 in 1983 to 15 now and 40 more planned to begin by Fall of 1987. It has a mailing list of 80 CCC’s, 5 California universities, and 20 Honors Programs elsewhere in the U.S. It has facilitated program development through intra-Network communication and regional and local contacts, as well as connections with model programs in other states. The National Collegiate Honors Council has acknowledged that we are already national leaders in developing a statewide honors consortium.

This consortia project is designed to build on the Network programs that are already established, increase the ability of the Network to serve its members, develop new honors programs, and strengthen existing ones. It supports the BOG’s goal of excellence through intersegmental articulation and curricular development. It also supports several programs sponsored by the Fund: non-traditional content and methods of instruction, teaching improvement, new clientele and instructional improvement.

The project will directly serve 4125 honors students and 550 faculty throughout California. Past results demonstrated that it will continue to have major curricular and instructional impact on students and faculty who are not part of Honors Programs. Its objectives will meet the statewide needs identified in the Network’s first two years. They are:

1. establish articulation with the UC and CSU systems,
2. establish articulation with state and local secondary units,
3. obtain and disseminate honors information,
4. coordinate the statewide Network,
5. provide a consulting service to developing programs, and
6. sponsor a conference for Network colleges.

The Fund is requested to provide $35,000 to support these goals which will have major, immediate statewide impact and are built around consistent dissemination of program, curriculum and instructional information. Adaptation of the program is a major goal of the Project and the Network itself, which facilitates the sharing of ideas and materials through the
statewide group and the regional units it sponsors. Evaluation will be conducted through conference and statewide surveys, newsletter requests, and an NCHC honors director. Dissemination will be a year-long project.

The FII has supported an Honors Network that helped initiate many honors programs in California. These colleges confirm that it has improved their service to academically able students as well as their recruitment, retention, curriculum and staff development, transfer programs, and community prestige. Support of this continuation grant will supplement the ongoing work of a movement that is robust but still very new and fragile. It will also offer major support for crucial new projects: intersegmental articulation with universities and high schools, a consulting service, and a state conference.
Intersegmental Articulation and Program Development (Honors Network)

1. Specific Educational Program Being Addressed

Educational Program Addressed

1. The CCC Honors Network fulfills the Board of Governors’ #1 Priority-Excellence--through curricular renewal and close intersegmental planning. As a statewide, consortia project it addresses several of the Programs listed in Ed. Code, Sec. 84381:
   
   A. Non-traditional forms, content, and methods of instruction,
   B. Programs for improving teaching abilities of faculty members,
   C. Educational services for new clientele, and
   D. Efforts to improve traditional instructional programs.

2. This project is the continuation of the Instructional Improvement Project #141-84-04, which was funded in January 1985 and continued in FY 85-86 through a small fiscal increment and major contributions by Foothill College and the Coordinator’s sabbatical leave project.

3. The project will be conducted in consort through the growing CCC Honors Network which currently includes 80 CCC's, 5 California universities, and 20 other institutions outside of California. When the initial funding for the Network was granted, there were two Honors Programs in California Community Colleges. There are now 15; 15 more will begin in Fall 1986 and another 25 will start by Fall 1987. The initial goals of the project have been fulfilled through several "consciousness raising" and training workshops and the development of the Network - a device for all interested colleges to share their plans, materials and ideas. Every Network college is invited to share in our mailings and material dissemination.

4. The Network has benefitted greatly through our connection with the National Collegiate
Honors Council and the Western Regional Honors Council --- particularly the Two-Year College segments of each group. They have provided expertise and materials to every CCC and have recently pledged to increase their support. The UC and CSU schools in the consortium are also very important: a major goal of this continuation is to enhance our articulation with these other segments of California's post-secondary education as well as to develop ties to the Gifted and Talented Education (GATE) Programs in our high schools.

Final Note
Thank you for considering this continuation of a project that has been so successful in supporting the Board of Governors' interest in excellence and the transfer function. The curriculum development and intersegmental support this project is designed to provide will help establish many more excellent Honors Programs throughout California's community colleges and substantially strengthen those that have begun.
2. Specific Problems Being Addressed

Specific Problems

1. The first phase of our Honors Network development was very successful--the focus on excellence and renewed emphasis on our CCC transfer responsibilities has kept interest high. In only three years we will grow from 2 colleges with Honors Programs to more than fifty. The "Net" is working--but there are several problems we need to address:

A. Better and broader coordination and articulation with UC and CSU. At this point, almost all of our connection is with the "re-direct" programs at Berkeley and UCLA.

B. Initiation of close communication and coordination with the gifted and talented programs in our high schools. We have some contact with the California Association for the Gifted (CAG) and a few colleges have made initial local contacts, but we need to connect with the State Department of Education's GATE Coordinators and develop statewide assistance in this area.

C. Continue gathering and disseminating Honors information to member colleges. There is still a great deal to learn from more experienced programs and professional organizations. We also must continue expressing the need for these excellent programs for our honors students at state professional meetings.

D. Keep the state Network dialogue going. The Network is on its feet, but it is a "toddler". The member schools are all at very precarious points in their development. Although one of our major goals is to develop and increase regional/local Honors consortia, we still need a statewide clearinghouse and facilitator.

E. Funding to offer some colleges individual consultation on program development. Our CCC fiscal improvement is not strong yet, nor is it evenly distributed. Some colleges will need Fund support to obtain the expertise of an experienced Honors Coordinator.

F. Have a face-to-face meeting--a conference. Although much can be achieved by mail, there are many parts of the important dialogue that can only be achieved in person--our recent workshops have proved that conclusively. We need support to have our first, official CCC Honors Network Conference.
2. The outcome of this project will be to meet the problems listed above. We have developed objectives and goals to meet each of them.

3. This project builds on the existing literature made available through the National Collegiate Honors Council (NCHC) publications, through the Educational Research and Information Clearinghouse (ERIC) publications on Honors, and on the experience gained through programs developed in-state (several of them funded by the Improvement of Instruction Fund) and elsewhere. The NCHC booklet "Honors in the Two-Year College," which distills much of the relevant literature has been sent to every CCC by the Network. The CCC Honors Network Coordinator is working with national colleagues to update that booklet. NCHC has agreed to provide some free copies of newsletters and journals to expand and update our knowledge. NCHC also has special committees on several areas of interest to us--2 year/4 year articulation, college-high school articulation, and Honors Consortia—although, in the latter area, they have noted that they have much to learn from us.
3. Population To Be Served

Population Served

1. The most obvious and immediate recipients of benefit from this project are the top academic students at our colleges--and those who will be attracted to our colleges because of strong Honors Programs. It also directly serves the college administrators and faculty related to Honors Programs. However, our experience makes it clear that these programs have major positive effects that go well beyond the Honors Programs themselves. They redirect and rejuvenate both the curriculum and the faculty; they provide professional growth opportunities; they enhance the image of the college in its community. Honors Programs (supported by the CCC Honors Network) have a major positive "ripple effect" on the entire college and its environment. This project will enhance and expand those effects and greatly strengthen our connections with the UC and CSU systems as well as our local high school programs.

2. Approximately 55 colleges will have honors programs running by Fall 1987. They will serve an average of 75 students and 10 faculty directly--so the direct recipients will total 4125 students (over 90% university-bound) and 550 faculty. The potential for similar results is also there at the other half of our colleges--several of them (some already Network members) will add to these numbers in the next few years. The intersegmental coordination aspects of this project will vastly improve our recruitment and retention as well as our program quality. As noted above, the Honors development will also have significant effects on the students, faculty, curriculum and community image that are not directly served by the programs.
4. Objectives

Objectives

1. The objectives of this project flow directly from the specific problems noted in the earlier section. They are listed below with notation of the grant funds budgeted. All of the objectives are designed to be met by May 30, 1987 so that the FII report can be completed by June 30.

<table>
<thead>
<tr>
<th>Budget</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>$5,000</td>
<td>A. Develop close ties of program and course articulation between the Honors Network and the UC and CSU systems. Assist Network members in developing similar individual articulation efforts with their closest UC and CSU transfer institutions.</td>
</tr>
<tr>
<td>$5,000</td>
<td>B. Develop close ties of program and course articulation between the Honors Network and the State Department of Education GATE Programs and the California Association for the Gifted (CAG). Develop 2+2 or joint enrollment programs for academically gifted high school students at local levels through some statewide coordination and information.</td>
</tr>
<tr>
<td>$7,000</td>
<td>C. Gather Honors information through contacts in National and Western Regional Honors Council groups and disseminate it to Network members. Provide appropriate state professional groups with information about the Network and its member colleges and programs.</td>
</tr>
<tr>
<td>$7,000</td>
<td>D. Improve the communication within the Network through a newsletter and the development of regional consortia. Statewide information sharing and program ideas will facilitate the development of continuing programs and the establishment of new ones.</td>
</tr>
<tr>
<td>$7,000</td>
<td>E. Provide consulting services to individual college local budgets cannot afford it. Many schools could benefit greatly from individual consulting but lack the funds to request it. This would allow 20 colleges or regional groups to obtain individualized start-up assistance.</td>
</tr>
<tr>
<td>$4,000</td>
<td>F. Provide the needed funding for a statewide Honors Network Conference where administrators, coordinators, faculty and students can meet and exchange ideas. This fund would provide speaker/consultants from established national programs. Other conference costs would be provided through conference fees.</td>
</tr>
</tbody>
</table>
5. Workplan Narrative

Activities

1. Project Sequence

Summer 1986 - Initiate contacts with UC, CSU, GATE and CAG officials so that articulation procedures can be started by the Fall start-of-school and the first newsletter. Purchase materials and supplies needed for later dissemination of honors information. Attend Critical Thinking meeting at Sonoma State. Complete annotated roster information and prepare first newsletter.

Fall 1986 - Send first newsletter with a focus on Network plans for year and our articulation efforts with universities and high schools. Continue articulation communication. Plan spring conference. Attend NCHC, ASCCC and CACC meetings for presentations and info gathering. Begin consulting.


The following table indicates the approximate funding sequence for the project objectives (in thousand dollar increments):

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>SUMMER</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>TOTAL</th>
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<tr>
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<td>2 (contacts)</td>
<td>1 (coord)</td>
<td>1 (coord)</td>
<td>1 (coord)</td>
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<tr>
<td>2. H.S. Arctic.</td>
<td>2 (contacts)</td>
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<td>1 (coord)</td>
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<tr>
<td>3. Gather/Dissem.</td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<td>4. Network Coord.</td>
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<td>2</td>
<td>2</td>
<td>1</td>
<td>7</td>
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<tr>
<td>5. Consulting</td>
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<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>6. Conference</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>9</td>
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2 A. Personnel Expenses.

This 12 month project will be conducted by one . 1/4-time Coordinator, one ½-time
Student Clerical Assistant and 20 days of consulting time for the Coordinator.

B. Other Expenses.
Materials needed are those required to run the Network office, and provide information for dissemination. Foothill College will provide the equipment and facilities required. Conference and travel, postage and other major expenses are detailed in the Budget section.

C. Evaluation
The evaluation procedures are built into the behavioral objectives of the project and the activities designed to achieve them. Additional details are in the Evaluation Plan section.
6. Expected Outcomes

Expected Impact and Transferability

1. The earlier Network results indicate that our CCC Honors Programs have substantial positive impacts on instructional quality. They encourage the development of new courses (often team-taught and/or interdisciplinary); they encourage faculty rejuvenation and new staff development; they cause "old" courses to be taught in new ways. This project will continue the nurturing of programs throughout the state and provide three new aspects that will improve instruction and curriculum:

   A. articulation with UC and CSU systems.
   B. articulation with Department of Education and local high school gifted programs.
   C. conference focusing on honors instruction.

2. When this project is completed, several of its aspects will be in place and require no further funding. The articulation efforts will be well established and the conference can be self-supporting in future years. The college programs that begin through the assistance of this grant are designed to be self-sustaining without state support. There will be a continuing need for the information gathering and dissemination, the Network coordination and some future consulting. One of the major agenda items for the Network in 1986-87 will be to determine how to support those goals in the future.

3. The first Honors Network project has been a dramatic success. We have gone from two programs in Fall 1983 to 15 now. That number will double in the Fall and another 25 will follow in the next academic year. This is a movement that is growing with vigor. This grant is designed to continue that development while adding the statewide and local articulation with universities and high schools. These connections will undoubtedly be adapted by virtually every college in our Network. We also expect that the conference will be seen as a valuable event that will be continued on a self-supporting basis.
7. Evaluation Plan

Evaluation Plans

1. The format that the Fund for Instructional Improvement requires builds evaluation plans into every behaviorally-stated objective. As a result, the outcomes are easy to measure, even if they are not as easy to achieve. The evaluation which will be a major part of the final report will answer the following questions:

Objective 1: Has the Network built and maintained a strong articulation relationship with the UC and CSU systems? Have the member programs achieved similar goals with their local universities?

Objective 2: Has the Network built and maintained a strong articulation relationship with the Department of Education GATE Programs and the California Association for the Gifted? Have the member programs achieved similar goals with their local high schools?

Objective 3: Has the Network continued to obtain and disseminate important Honors information to developing programs? Have we continued to share our experiences and activities with others at professional meetings?

Objective 4: Has the Network provided the coordination and statewide support for its developing programs? Have we encouraged local consortia, information sharing, and other aids to program development?

Objective 5: Has the Network provided individual consultations on program development to member colleges? How often? To whom? With what results?

Objective 6: Has the Network sponsored the first official conference of the CCC Honors group? Did participants find the programs valuable?

2. The two formal evaluation documents will be a survey included in the Spring Newsletter and a conference evaluation form at the May meeting. These will be supplemented by requests for feedback ("formative evaluation" to use the jargon) throughout the year. The overall objectives will be measured, described and discussed in the Final Report. If we can find an appropriate leader from the National Collegiate Honors Council to do an evaluation, we will conduct one. That may be difficult, since NCHC sees us as the experts on how to form and develop Honors consortia. The Fund has supported that leadership already.
3. Each section of our evaluation documents will ask how local college programs have incorporated project aspects into their operations. This information will be incorporated into the final report.
8. Dissemination Plan

Information for Dissemination

The newsletters will be the major source of dissemination for the Network. They will include:

1. updated roster of members with annotations of program development and characteristics,
2. meetings and resources available for program development,
3. reports on meetings and materials, and
4. articulation reports--what is happening at the state level and what should happen locally.

Additional information dissemination will occur through:

1. the professional meeting presentations throughout the year,
2. the consulting sponsored by the grant,
3. distribution of information on members, and
4. the Spring Conference presentations and an informal "Proceedings".

A major goal of the Network is to disseminate materials and ideas both statewide and through regional/local consortia. This has already begun and it will grow through the support of this project.
9. Budget Narrative

Budget Narrative

The FII is being asked to support the CCC Honors Network with $35,000 to be allocated in the following ways:

- $5,000 for Consultant Honoraria ($250 day x 20 days)
- $14,000 for Honors Network Coordinator (1/4-time salary for 12 months)
- $5,000 for Student Clerical Assistant (½-time for 12 months at $5.00/hr)
- $1,000 for Textbooks, Other Books and Journals to be reviewed and shared with Network
- $1,000 for Instructional and Media Supplies to be reviewed and shared with Network
- $1,000 for Other Supplies to maintain Network office and provide printing, postage, etc.
- $2,000 for "Outside" Honors Professionals to consult, speak at Conference, evaluate
- $6,000 for Conference and Travel ($4,000 to speak at/learn at professional Honors Meetings, and to obtain information for dissemination; $2,000 to support Consulting Service--20 California trips at $100).

$35,000 TOTAL

Foothill College will provide substantial local support for this project. It will provide the office space and equipment for both the Coordinator and the Clerical Assistant, as well as:

- $1,000 for administrative coordination of the project
- $1,000 for clerical coordination of the project
- $7,000 in employee benefits (25% of the total salaries involved)
- $1,000 of print materials of use to the Network
- $1,000 of other supplies and phone expenses
- $4,000 of indirect expenses at 8% of total project

$15,000 TOTAL
We also expect a small additional amount of financial support to come from the substantial informational support Network members. (This will supplement they will provide through the sharing of materials and ideas.)

$ 2,000 for Consulting Services (for those with Budgets)
$ 1,000 for Travel associated with Consulting, and
$ 1,000 for services supporting the Conference
$ 4,000 TOTAL

$54,000 TOTAL PROJECT

$35,000 TOTAL REQUESTED FROM FII