Mission: The CSULA Honors College offers outstanding students an opportunity to participate in a scholarly community dedicated to inquiry and discovery, creative and critical thinking, and the creation of knowledge that will have a positive impact on society. Its interdisciplinary curriculum emphasizes civic engagement and takes advantage of the vast resources of Los Angeles. Exceptional faculty and challenging courses foster the intellectual curiosity of all students and provide rigorous preparation for those interested in pursuing advanced degrees in graduate or professional school. Regardless of their chosen career, graduates of the Honors College are informed citizens prepared to respond to the challenges facing their neighborhoods, cities, nations, and world.

Vision: The Honors College will be an educational institution of choice for motivated and outstanding students in the LA region and beyond. The Honors College will serve a vital role within the larger university as an incubator for innovation and engaged teaching, learning, and scholarship. And it will anchor CSULA’s reputation as the leading CSU in Southern California for supporting diverse students in their pursuit and attainment of academic excellence.

Program Overview: The Honors College curriculum meets many of the University and general education requirements. Over the course of their undergraduate Honors education, students will:

- Examine the evolving history of a modern, multiethnic metropolis in a year-long sequence of courses that explore the “city-as-text”; analyze stories about community change and continuity, social and cultural diversity, and public consensus and discord.
- Become active participants in their communities and in civic and political processes.
- Consider what it means to be a “citizen of the world” and examine how the sciences, social sciences, and humanities help us understand our role in a global community.
- Develop habits of research and information literacy that prepare them to participate in a knowledge economy and to adapt to changing information environments.
- Receive individualized attention as they pursue independent research and produce a senior thesis or creative project.

Learning Goals and Outcomes
Recognizing the need for advanced intellectual and creative skills that emphasize interdisciplinary and independent thinking, students in the Honors College are expected to meet additional learning outcomes in the following areas:

Knowledge Creation
Honors College students will develop an appreciation for various modes of academic inquiry and contribute to a knowledge economy. They will understand how knowledge is produced, organized, and disseminated in dynamic information environments. And they will acquire...
and create knowledge using curiosity, imagination, sensibility, and reflection.
Honors College students are creators of knowledge who can

- Locate, evaluate, record, synthesize, manage, and create information using available and emerging technologies.
- Evaluate existing scholarship in order to formulate relevant research questions and produce an original research or creative project.

**Aesthetic Awareness and Creativity**

Honors College students will be expected to respond subjectively as well as objectively to aesthetic experiences, respect the integrity of both emotional and intellectual responses, and recognize aesthetic responses as complementing rational inquiry. They will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination across a range of contexts and cultures.

Honors College students demonstrate aesthetic awareness and creativity when they do one or more of the following:

- Identify the ways that the arts and sciences enrich life and contribute to culture.
- Demonstrate an understanding of the creative process by expressing emotions, ideas, experiences, and cultural values in musical, artistic, literary, or other aesthetic forms.
- Analyze how the aesthetic and formal properties of works of art convey emotions, ideas, and historical values.

**Civic Engagement and Social Innovation**

Honors College students will learn to effectively participate in political and civic processes and to make socially responsible decisions. They will identify social, political, economic, and ecological challenges faced by local, regional, national, and global communities and propose innovative and sustainable solutions to those challenges.

Honors College students demonstrate civic engagement when they

- Identify themselves as active participants capable of having an impact on the social, political, business, and cultural, and educational communities they serve.
- Develop innovative, community-centered strategies to address social, political, economic, and ecological challenges, gaps, and injustices within the communities we serve.

**Global Citizenship**

Honors College students will develop the social, cultural, linguistic, and technological skills to participate effectively in a global society and workplace. They will recognize and explore individual and cultural differences and commonalities within the diverse populations of the world; they will understand the interdependence of political, economic, and environmental systems; and they will analyze the relationships between diverse aesthetic, ethical and cultural practices.

Honors College students demonstrate global learning and global citizenship when they
• Evaluate issues of global significance from diverse cultural, political, economic, scientific, or technological perspectives.
• Identify and explain the relationship between local and global conditions, practices, and contexts.
• Recognize the global context and ethical implications of the knowledge they produce and the decisions they make.

Goals

Goal #1: Honors College will help CSULA pursue its goal of student success by providing Honors students access to an exceptional education that will help them achieve their full academic potential.

Strategies and measurable objectives

i. Increase the retention and graduation rates for high-achieving students at CSULA.
   o Two years: Develop a set of student success metrics and establish baseline
   o Five years: Demonstrably better retention and graduation rates than general CSULA retention and graduation rates. 70% of Honors students will graduate in 4-6 years or less (2-3 years for transfer students).

ii. Provide Honors students with a challenging and innovative curriculum that meets at least 25% -30% of their general education requirements; include option for transfer students that includes at least twelve units of upper-division GE or other honors courses.
   o Two years: Offer Honors electives that satisfy GE requirements to students in the Honors College as well as to qualified students interested in experiencing an Honors class.
   o Five years: Complete a program review to assess the effectiveness of curriculum in meeting HC learning outcomes.
   o Five years: Align assessment of HC courses with university GE and ILO assessment to demonstrate effectiveness of HC in GE

iii. Deliver a progressive undergraduate research curriculum in both the freshman and culminating experiences, one that explicitly engages students in the research process, including library studies.
   o Two years: Develop forms and processes for honors contracts and work with departments and colleges to create opportunities for honors students to meet up to 10% of their major requirements through honors courses, special studies, or individualized research plans.
   o Two years: Develop and implement Honors thesis courses.
   o Five years: Every graduating Honors student will have completed an undergraduate thesis and/or significant piece of undergraduate research.

iv. Increase the number of students who go on to pursue graduate and professional studies.
o Two years: Create a plan to make graduate and professional school preparation an integral part of the Honors Core curriculum
o Five years: Implement and secure funding for programs that support students in applying for national scholarships.
 o Five years: Create metrics for measuring the number of students who go on to pursue graduate and professional schools within 2 and 5 years after graduation.

v. Provide specially tailored advisement, both formal and informal, to support the unique needs of honors students and ensure their timely progress towards graduation. Advisement will complement, enhance, and work closely with departmental advisement in the major.

o Two years: Honors College Advisement plan (inclusive of up) aligned with CSULA advisement plans will be approved and incorporated into CSULA’s advisement initiative.
 o Five years: Honors College Advisement plan will include internship placements.

**Strategic Goal #2: Identify and recruit high-achieving students in our service area and beyond.**

i. Educate our high school counselors, principals, PTAs, and community-college advisors about opportunities for students in the Honors College and facilitate direct communication with Honors College staff.

 o Two years: Assemble a list of high school and cc counselors and advisors at schools that have sent students to CSULA Honors College and send them annual information about the Honors College and the current admissions cycle and process.

 o Two years: Compile a list of high schools and community colleges recognized for having strong academic and honors programs (in and out of our service area) and send them annual information about the Honors College and the current admissions cycle.

 o Five years: Increase the number of high schools that direct high achieving students to apply to CSULA.

ii. Develop and implement a plan to communicate early and frequently with potential Honors students at each stage of the process.

 o Actively mine the applicant pool for high-achieving students: Work with admissions to create and evaluate a process for identifying high achieving applicants to CSULA and encouraging them to apply to the Honors College.

 o Annual goal: Increase the number of qualified applicants to CSULA who apply to the Honors College.

 o Annual goal: design, implement, and evaluate an engaging information and interview day for prospective honors students and parents.

iii. Offer a competitive and attractive incentive package (financial aid and scholarships) to prospective Honors College students.

 o Two years: Secure funding to continue current level of support for scholarships through 2018.
Five years: Increase the mix of private monies supporting Honors College Scholarships. (5m endowment).

Five years: Create metrics and baseline data about recruitment, admissions, scholarships, and student success scholarships.

iv. Develop and produce promotional materials, including a website, brochure, and flyers to highlight the distinctive features of the Honors College.
   - Two years: Materials produced and distributed.
   - Five years: Materials reviewed and revised.

Strategic Goal #3 Build and sustain a community faculty teacher-scholars, committed to promoting innovative and outstanding teaching, research, scholarship, and creative activity.

i. Promote faculty stewardship of the Honors curriculum. Honors assignments should be rewarding experiences that involve unique challenges, additional responsibilities, and appropriate compensation. Faculty appointments should generally reflect sustained engagement with the Honors College rather than piecemeal, quarter-by-quarter staffing of individual courses.
   - Two years: Implement and evaluate faculty learning communities help faculty understand, support, and assess the goals and learning outcomes of the Honors College and to help them play the leading role in developing and sustaining its co-curriculum.
   - Five-years: Every core faculty will have participated in at least one year-long FLC focused on Honors pedagogy.
   - Two-years: Appoint 1-2 full-time, tenured/tenure track faculty with expertise in interdisciplinary studies (emphasis on interdisciplinary STEM/medical humanities) to teach core and direct theses. Faculty will have retreat rights to department in one of the Colleges.
   - Support departments that allow/encourage their faculty to teach Honors courses or honors sections of courses.

ii. Provide opportunities for students and faculty to disseminate their Honors research at national conference, and participate in statewide and national conferences and organizations.
   - Annually: Provide support for Honors students to participate in the NCHC and CSU Honors Conference.
   - Annually: Provide support for Honors faculty participating in Honors conferences, NCHC Institutes, producing scholarship on Honors pedagogy at CSULA.
   - Five years: Produce report on the participation of Honors students and faculty in Honors organizations and research

iii. Promote the leadership of Honors students in all aspects of the Honors College
   - Two years: Work with the Academic Honors Association to create a plan to ensure the active participation of students in the Honors College
   - Two years: Create metrics to measure the participation of students in the Honors College; conduct baseline measurement.
Five years: Student participation and leadership in the Honors College will have increased significantly, as measure according to the metric established in the second year.

**Strategic Goal #4: Make civic engagement a defining characteristic of the Honors College.**

- Implement program requirements designed to develop, over the course of their Honors experience, students’ ability to identify and serve community needs, address civic issues, and play leadership roles in connecting the campus to the civic and community efforts.
  - Two years: 30% of the Honors College first and third year core will include at least one service learning experience; 50% of Honors college first and third year core courses will include civic learning outcomes and a means to assess civic learning.
  - Five years: 30% of the Honors College first and third year core courses will include service learning; 100% will include civic learning outcomes and a means to assess civic learning.
- Implement a faculty fellows program for visiting faculty fellow (2 year) involved in community-based participatory research or projects in Los Angeles. Faculty will teach courses in the core, facilitate reflection sessions with civic ambassadors, and implement Honors-College wide projects.
  - Two years: work with advancement to create a case statement for this initiative; and identify sources of funding.
  - Five years: program funded and implemented.
  - Five years: With implementation of program, ensure the participation of community partners in the development and oversight of civic engagement projects and curriculum.
- Support engaged students by offering civic engagement scholarships to upper-division students. These competitive scholarships will be awarded to students based on the record and quality of their service as well as on the strengths of their project proposal.
  - Two years: work with advancement to create a case statement for this initiative; and identify sources of funding.
  - Five years: program funded and implemented.

**Strategic Goal #5: Develop co-curricular programs that promote academic success, the values of the Honors College, and that foster community amongst Honors students, faculty and staff.**

1. Develop and implement a three-day community building orientation for freshmen, transfers, and other new Honors Students.
   - Two years: Implement a two day orientation for freshmen; orientation will include one day on campus (focus on academic achievement and careers) and one “day-in-LA” designed to introduce students to city-based learning, community issues, and civic engagement.
o Two years: Develop a plan for a more robust week-long Summer Pre-Honors bootcamp for all new students (freshmen and transfers) that includes a two-night retreat; plan will include budget, outcomes, and sources of funding,
o Identify sources of funding for orientation.
o Five years: Expanded orientation implemented

ii. Organize and sponsor special lectures, events, and banquets, and Honors convocation.
iii. Annual goal: Coordinate with centers and institutes to develop programming to support common goals.
iv. In collaboration with University Housing, develop a “live-learn” residential community in the residential community for Honors students. This program will serve Honors students in residence, non-honors students in residence, and honors students who are commuters.
o Two years: create a set of outcomes and measurable objectives for the Honors housing program, including target number of Honors students in residence
o Two years: offer housing stipends to highly qualified freshmen to promote on-campus living
o Five years: Develop and implement an Honors faculty-in-residence program in Honors housing.
o Five years: Increase the number and percentage of Honors students who live on campus.

Strategic Goal #6: Promote academic achievement, intellectual inquiry, and Honors learning across campus, and amongst students not officially enrolled in the Honors College.
i. Provide course offerings (Honors electives) for qualified students with 3.3 GPA or above who are interested in an Honors experience
o Two years: Work with College Deans to determine target for student enrollment in Honors electives, target offerings, and budget for Honors electives
o Five years: Targets identified above will be met (example: 50% of sophomores with GPA of 3.7 or above will take an Honors course before their Junior year)
ii. Offer an Honors Minor in Undergraduate research, open to non-Honors students interested in having a rigorous introduction to research methodologies and a focused research experience.
o 2013-14: Work with faculty across the disciplines, departments, and colleges to create a plan, budget, and curriculum that includes multi-disciplinary pathways building on existing courses and programs.
o 2014-15: Honors Minor offered for the first time