



Honors Program Non-Instructional Program Review

Spring 2009

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I. Introduction

The Citrus College Honors Program is designed to enhance the educational opportunities of those students who desire to go beyond the boundaries of the regular classes offered at Citrus College. The program provides an opportunity for highly motivated students to participate in an enriched academic environment that promotes close interaction with outstanding faculty and other honors students.

Honors courses are designed to meet transfer requirements for any California State University (CSU) and University of California (UC) campus, as well as many private institutions. Successful completion of the program, along with meeting all major transfer requirements, can result in priority consideration for admission, along with other benefits, at specific four-year institutions.

Honors Courses

ACCT 101H	SLOs
ANTH 210H	SLOs
ANTH 216H	SLOs
ANTH 218H	SLOs
ECON 101H	SLOs
ENGL 101H	SLOs
ENGL 103H	SLOs
ENGL 213H	SLOs
ENGL 291H	SLOs
ENGL 293H	SLOs
ESCI 115H	SLOs
HIST 103H	SLOs
HIST 107H	SLOs
HIST 108H	Pending
HUM 101H	Pending
MUS 114H	Discontinued
PE 171H	SLOs
PHIL 106H	SLOs
POLI 103H	Discontinued
PSY 206H	SLOs
SOC 201H	SLOs
SOC 218H	SLOs
SPCH 101H	SLOs

Program Benefits

Benefits for students while enrolled

- Priority registration
- Small class sizes
- Increased research and scholarship opportunities
- Membership opportunities in scholars organizations such as Phi Theta Kappa and Alpha Gamma Sigma
- Honors study room

Benefits on completion of the program

- Preferential consideration for admission to selected four-year institutions.
- Special recognition at Commencement and Spring Honors Event
- Honors notation on transcripts
- Increased potential for receiving scholarship awards and grants

Benefits for participating faculty

- Opportunity to work with highly motivated students
- Smaller class size optimizes interaction with and among students
- Opportunity to introduce experimental pedagogical methods
- Opportunity for professional growth

Program Organization

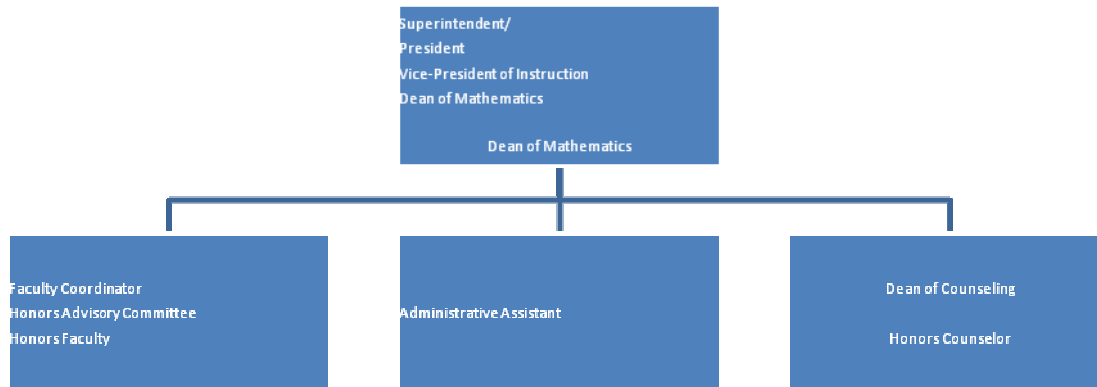
The Citrus College Honors Program consists of a Faculty Coordinator, a designated Honors Counselor, along with approximately ten faculty members who instruct honors classes. The program is overseen by the Dean of Mathematics, Jim McClain and receives clerical support from Cynthia Audelo, Mathematics Administrative Assistant. The faculty coordinator also reports monthly to the Ed Programs Committee. The program is supported by the Superintendent/President of Citrus College and the Vice-President of Instruction.

Honors faculty have the same minimum qualifications as all Citrus College instructors. Faculty entering the program receive information on how an honors class differs from a non-honors class, along with handouts on specific practices honors faculty use in their classes. New faculty also receive a handout on honors student expectations. All honors faculty belong to the Honors Advisory Committee. The Honors Advisory Committee convenes several times during an academic year and is an opportunity for faculty to receive support, as well as offer ideas on how to improve the program.

The program coordinator attends monthly meetings with the Honors Transfer Council of California (HTCC). HTCC is a statewide non-profit organization that provides guidelines and support for California's community college programs. The honors counselor also regularly attended HTCC meetings until 2008 when she was no longer granted release time for those meetings. The program coordinator and counselor also attend Transfer

Alliance Program (TAP) meetings held at the University of California, Los Angeles twice a year.

Honors Program Organizational Chart:



The Honors Program currently serves about 115 students each semester. The program has a specially designated Honors Room in CI 136 for students to meet and study. Transfer, scholarship and program information are also available in the Honors Room. The Faculty Coordinator’s office is located next to the Honors Room in CI 124. A specially designated Honors Classroom in P 100 opened in Spring 2009.

Program Review Progress

This is the first program review for the Honors Program. However, the Honors Program has progressed significantly in the last few years. Its student enrollment has approximately doubled since 2005 and the program has expanded its class offerings and number of faculty. The program opened the Honors Room in CI 136 in Summer 2008. There has been increased attention, training and support to provide consistency in honors class instruction and expectations. Transfer agreements have also increased and there is better communication between Honors, Counseling and the Transfer Center to better inform counselors and students on the transfer opportunities available through the Honors Program.

II. Integration and Coordination with Other Programs

The Honors Coordinator attends meetings and provides monthly reports to the Educational Programs Committee. The Honors Coordinator also meets with the Director and staff of the Transfer Center, occasionally attends Educational Advisor and Counseling meetings and participates in training sessions with the Student Ambassadors. The coordinator and counselor attend the High School Counselor Breakfast and various Open House/Welcome Day activities. The coordinator has attended EOP&S/CARE/Cal Works events and is in contact with staff and students. The coordinator and counselor also work with the Service Learning Coordinator when verifying students have

completed program requirements. The coordinator typically attends the Transfer Reception, as well as contacts Summer Bridge.

The coordinator has had a meeting with Lan Hao in requesting statistics for the program review and UCLA TAP site visit. The coordinator has met informally with TeCS for support in the new Honors Classroom and to help set up a classroom for technology to assist students with physical disabilities.

Student Equity and Strategic Planning

At least one honors student is represented in the Honors Advisory Committee. The Honors Counselor makes class visits each semester to update honors students and faculty about the program and transfer opportunities. As mentioned above, the Honors Coordinator attends meetings and provides monthly reports to the Educational Programs Committee. The Educational Program Committee includes area deans and representatives from Admissions, Institutional Research, Distance Education and other areas of the campus and the meetings allow for opportunities for strategic planning

III. Program Self-Evaluation

Demographic data suggests that the Honors Program is accessible to most groups of students. However, the percentage of older students, males, Black non-Hispanic and Hispanic students are a bit below the percentages for the overall Citrus student population (Tables 1, 2 and 3). This is probably a topic that needs to be covered in the larger discussion of recruitment covered in Section V of the program review.

However, all one needs to do is sit in on a class or two and take time to get to know the students, to see that they come from diverse backgrounds. A significant percentage of honors students are part of Citrus College's EOP&S program. Two students from the DSP&S program who are physically unable to attend classes on campus began taking honors English classes by using webcams and microphones. The honors program offers two late afternoon classes to better enable access to evening students and is considering offering a few distance education courses.

Data suggests that Honors Program students have a higher success rate and comparable retention rate to Citrus students not in the program (Table 4) Citrus honors students applying to UCLA through the Transfer Alliance Program (TAP) show good levels of success. 75% of Citrus TAP applicants were admitted to UCLA in Fall 07 and 85% were admitted in Fall 08. The honors program has also seen a steady increase in students applying to UCLA through TAP. 14 students applied for admission to UCLA for Fall 09, 13 in 08 and 8 in 07. Twelve students completed the program in Spring 06 and 07, and 21 in Spring 08.

Citrus Honors students have also received prestigious awards and scholarships and seem to benefit from their academic experiences in the program. A Citrus student received a prestigious TAP Scholarship worth at least \$5,000 in Fall 08. Another honors student

received the prestigious Juan Lara Award for outstanding achievement in Spring 08. Recently, two honors students won outstanding achievement awards at the Undergraduate Student Research Conference held at the University of California, Irvine. Two other honors students were recently awarded All-State Academic awards from Phi Theta Kappa. Several Citrus Honors students have their research published each year and several former students have written or dropped by to comment on how well they are doing at UCLA and UC Berkeley thanks in part to their research and seminar-style experiences in the Citrus Honors Program.

The honors program serves as a gateway to campus leadership positions. It does this through the 30 hour service learning/campus life activity component, coordination with the Student Ambassador program in recruiting honors students to serve as ambassadors and through the promotion of membership and participation in the Citrus College chapters of PTK and AGS. The Honors Coordinator typically meets with honors students when they enter the program and discusses the benefits of student leadership and the numerous opportunities on the Citrus campus. Citrus Honors students traditionally fill many campus leadership positions including ASCC Officers, Student Trustees, Student Ambassadors and PTK and AGS officers. They also contribute to our local community through participation in service learning. Honors students are also expected to show classroom leadership through class participation and presentations.

Program Student Learning Outcomes and Program Goals:

This is the first time program student learning outcomes have been developed for the Honors Program. Honors Advisory Committee members developed the following program student learning outcomes.

- Students will synthesize information from multiple sources and various disciplines to articulate well formulated positions on a range of subjects/topics and to understand the inter-disciplinary connections not only in academia, but their application and engagement in the larger world.
- Students will demonstrate advanced skills in research and evaluation of sources.
- Students will learn how to participate in, as well as lead, a seminar-style discussion.

In addition to student learning outcomes, the Honors Program also has the following program goals:

- To promote scholastic excellence through hands on educational opportunities, high levels of student-instructor interaction, student led discussions and opportunities for original research.

- To promote student transfer opportunities and success, as well as scholarship and grant opportunities, through participation in the Transfer Alliance Program and active membership in the Honors Transfer Council of California.
- To foster student care and commitment to civic responsibility, as well as real-world experience and application of their studies, through service learning.
- To encourage student leadership skills.
- To foster experimental pedagogies for faculty.

E. Compliance: Unsure

Student Eligibility

New students entering Citrus College from a high school should meet the following requirements:

- Have a minimum 3.25 (non-weighted) or 3.5 (weighted) cumulative GPA from high school
- Eligibility for ENGL 101 (as judged by assessment test or equivalent)
- Submit a letter of interest which explains why you are interested in the Citrus College Honors Program and what you hope to achieve.
- Submit a completed Citrus College Honors Program Application

Current Citrus College students should meet the following requirements:

- Completion of 6 semester units of college level course work
- Eligibility for ENGL 101 (as judged by assessment test or equivalent)
- Have a minimum cumulative GPA of 3.25 at Citrus College
- Submit a letter of interest which explains why you are interested in the Citrus College Honors Program and what you hope to achieve.
- Submit a completed Citrus College Honors Program Application

Students transferring to Citrus College should meet the following requirements:

- Verify successful completion of 9 college level units
- Cumulative 3.25 GPA
- Eligibility for ENGL 101 or completion of equivalent
- Submit a letter of interest which explains why you are interested in the Citrus College Honors Program and what you hope to achieve.
- Submit a completed Citrus College Honors Program Application

Continuation Requirements

- Maintain a minimum 3.25 cumulative GPA

- Complete ENGL 101 or 103 during the first year in the program (unless it has already been completed). An honors course must also be completed during the first semester in the program.
- Student should maintain a "C" or better grade in all honors courses. Students receiving less than a "C" grade will be placed on probation and must petition the Citrus College Advisory Council to remain in the program.
- Participate in at least 30 verified hours of extra curricular enrichment activities while enrolled in the Honors Program. This includes, but is not limited to, campus enrichment seminars sponsored by the Honors Program, service learning, service in AGS, and service in student government.
- Students who are unable to register for an honors course in a particular semester must actively participate in enrichment activities or contact the Honors Program Office to remain eligible for benefits.

Honors Program Completion Requirements

Students who expect to complete the Citrus College Honors Program must submit a *Completion of the Honors Program* form within the first two weeks of their final semester in the program. This form provides much of the information necessary for the Honors Program Office to determine which students should receive the following benefits:

- Admission assistance to universities where Citrus College Honors Program has honors transfer agreements
- A Citrus College Honors Program *Certificate of Completion*
- *Completed Honors Transfer Program* noted on their Citrus College transcript
- *Graduation from the Honors Transfer Program* designated on their Citrus College Associate Degree

To take full advantage of any honors transfer agreements the Citrus College Honors Program has with universities, students must complete the Citrus College Honors Program in good standing, and meet the following expectations:

- Minimum 3.25 cumulative GPA in all transferable courses
- Minimum of two semesters in the Honors Program at Citrus College
- Minimum of 15 units of honors courses with a minimum grade of "C." Upon request and upon verification, **two** honors courses may be accepted from another college.
- Successfully complete required math and English course work with a "C" or better (MATH 150 and ENGL 101 or higher)
- Complete 30 hours of college life or volunteer service during the time you are at Citrus. This includes, but is not limited to, campus enrichment seminars sponsored by the Honors Program, service learning, service in AGS, PTK or student government, and community service opportunities
- Submit an Honors Completion Form to the program office.

Students eligible for the UCLA Transfer Alliance Program must notify the Honors Program Office and counselor no later than January after submitting a transfer application.

Program Services

The Honors Program has a dedicated counselor. Honors students also receive priority registration from Admissions and have access to the Honors Study Room in CI 136.

Funding, Expenditure & Accountability

The program is funded through the Mathematics program and monitored by the Office of the Dean of Mathematics and the college's Fiscal Services Office.

Environmental Impact

No substantial effort has been dedicated to creating a greener environment.

Technology Needs

Recommend easier input and maintenance of the honors data base. Currently, the Honors Coordinator is responsible for inputting each honors student into the honors data base for every semester, including winter when no honors classes are typically offered. This involves inputting over 100 student id numbers multiple times over the year. The program recommends a method be developed for students who are entered into the data base to be rolled over each semester until being removed by the coordinator.

IV. Effective Practices

The program features small class sizes with no more than twenty students in a class. This practice allows for increased instructor-student interaction. Virtually all honors classes are seminar-style classes that feature student led discussions and research.

Through small class sizes and high levels of interaction, the Honors program fosters the formation of learning cohorts. Students will typically share multiple classes together which helps form a community of shared learning. Students have commented that real friendships have formed through the Honors program and oftentimes students will transfer to a four year institution together, or know former Citrus honors students who already attend that institution.

The program's membership in the Transfer Alliance Program (TAP) aids in student transfer success. Citrus honors students applying to UCLA through TAP show good levels of success. 75% of Citrus TAP applicants were admitted to UCLA in Fall 07 and 85% were admitted in Fall 08. The honors program has also seen an increase in students

applying to UCLA through TAP. 14 students submitted TAP applications in 09, 13 in 08 and 8 in 07. Twelve students completed the program in Spring 06 and 07, and 21 in Spring 08. A Citrus student received a prestigious TAP Scholarship worth at least \$5,000 in Fall 08.

Honors students participate annually in the Community College Undergraduate Research Conference held at the University of California, Irvine. Students have had research done in Citrus College honors classes published. Several have won awards for exceptional achievement. Others have had their Citrus College research published in the Conference Selected Abstracts publication.

The Honors program has helped promote membership and increased activity in students honors societies such as Phi Theta Kappa and Alpha Gamma Sigma. Honors students have been selected for Phi Theta Kappa's all-state academic team.

The Honors counselor makes visits to all honors classes in the fall and spring semesters. In these visits, the counselor provides honors students with important information such as upcoming honors class schedules, transfer events, TAP updates, scholarship information and research opportunities. Students also have the opportunity to ask questions about the program.

Exemplary practices

Professor Jim Zaharek's Humanities 101 Honors class incorporates Socratic-pedagogies inspired by the curriculum at Thomas Aquinas College. Students read some of the great works in Western literature and philosophy and then analyze the readings in student-led discussions. Instead of a midterm examination, the instructor and students participate in Don Rags in which the instructor holds individual meetings with the students.

The program also offers the Humanities 101H course on Tuesday afternoon and the History 103H course on Thursday afternoon so students can take both courses and make connections between history and humanities. The instructors collaborate in creating complementary syllabi and readings.

Successful pilot projects

Professor Tasha Van Horn has her honors speech students develop a project that features the students giving speeches in our surrounding communities. Students identify the field of interest they plan to major in and then give a speech to a local professional organization within that field of interest.

Professor Tom Eiland has endeavored to incorporate stay-at-home students in his honors classroom live through the use of a web cam and/or microphone setup. While the experiment is still under way, the upshot is that the program has students who otherwise cannot attend live classes attending an honors classes live, not only witnessing the conversation, but engaging in it and even making presentations of their own.

How do faculty and staff participate in improving the effectiveness of this program?

Honors faculty belong to the Honors Advisory Committee. The committee discusses ideas on how to improve the program's effectiveness. One project created by honors faculty was to share syllabi and ideas on what makes their class an honors class. These ideas were compiled and are given to new honors faculty to assist them in building their new honors courses.

V. Opportunities for Improvement, Recommendations and Needs Identification

The Honors Program has traditionally struggled with recruiting students who would benefit from participation in the program. For the last two years, the program has stayed fairly consistent in having about 116 active students in the program. The questions need to be asked whether the program could potentially double or triple in students numbers, or whether that should even be a program goal?

Despite recruiting at local high schools, Open House, Parent Night and other campus events, placing ads in the Clarion and meeting with Transfer Center staff, Ed Advisors, Counselors, and various academic departments, there seems to be an overall lack of awareness of the program's benefits among Citrus students.

It seems that increased communication among Counseling, the Transfer Center and the Honors program could help in better promoting the program. The Honors Transfer Council of California recommends that honors programs and honors study rooms be located in close proximity to a campus' transfer center and counseling buildings. Presently, the Honors Office and Student Study Room are located on the opposite end of the Citrus campus from Counseling and the Transfer Center.

Ensuring that the program is accessible to all students at Citrus College is also an important part of the program's success. The program is a bit under-represented in older, male, Black and Hispanic students. The program should continue to communicate with Counseling, the Transfer Center, EOP&S, CalWorks and CARE, as well as DSP&S, to ensure awareness of the program to all students on the Citrus campus.

The Honors Program offers most of its courses during the mornings and early afternoons. The program may not seem accessible to evening and distance education students. The program is now offering two late-afternoon honors courses for better access to evening students. The program is also considering offering a few distance education sections.

The program also seeks to expand its availability to students who are disadvantaged in terms of delivery method. To that end, the program, and in particular, Professor Tom Eiland, has endeavored to incorporate stay-at-home students in his honors classroom live through the use of a web cam and/or microphone setup. The problem seems to be with the technology, as the use of video sometimes causes the program to crash, and the audio even alone has a 2 second lag, which makes conversation a bit more difficult, but not impossible.

What seems to be required is a high-speed portal through which a live synchronous and immediate real-time Video chat can be achieved that does not have the 2 second lag that we are struggling with now in the present situation. Perhaps a more powerful computer might be the solution, but an overall understanding of the technological requirements for something like this to happen should be part of the dialogue between those in the classroom, those in administration, and those who are responsible for technology on this campus.

P3 100 designated as an Honors Classroom also has some problems. The room is housed in a portable located in a parking lot. Most pressing seems to be the thinness of the walls. P3 100 is separated by a thin partition from another class room in the same portable, P3 105. On the other side of the wall is P3 105's smart panel used for video presentations. The sound from 105 tends to come right through the partition and makes having a discussion in 100 difficult. It is recommended that the situation be looked into with recommendations to be made by Facilities.

Honors faculty have also expressed concern over student understanding of the level of work that faculty expect from students in an honors program. To help address these concerns, honors faculty are developing new prompts for the traditional statement of interest letter that an honors applicant submits when applying for the program. The Program Coordinator and English faculty will more carefully read the applicant letters and plan to notify the Honors Counselor should there be concerns over the level of student writing. The Counselor would then meet with the student to discuss an appropriate direction for the student.

Members of the Honors Advisory Committee have also recommended that the program host a beginning of the year event that would be held each semester to serve as a program orientation. Honors students and faculty could spend time with one another and discuss program expectations.

The program has traditionally offered a one unit research course during the Winter semester. This course was for the honors students who participate at the Undergraduate Research Conference held at UC Irvine. It allowed for a dedicated instructor to work with students in refining their abstracts and oral presentations. That class was not offered in Winter 09 due to budget considerations. Instead, a part-time instructor volunteered his time to work with our students and attend the conference. It is recommended that the research course be restored to the schedule.

The Honors Program Coordinator position is a fairly time consuming position. Some aspects of the position, such as data entry, could probably be handled more efficiently by better coordination among the supervising Dean, the Program Coordinator and the Administrative Assistant. However, other responsibilities such as meeting with students, recruitment, attending HTCC meetings and related Citrus committee meetings may take up more time than the 20% release time allocated to the position. The Program Coordinator also has responsibilities during the Winter and Summer sessions, but receives no release time during those sessions. To add some context, although Mt San Antonio College has a much larger honors program, its Assistant to the Honors Program Coordinator receives double the release time of the Citrus Program Coordinator. Mt. San Antonio has a full-time Program Coordinator.

It is recommended that the college consider compensating the Program Coordinator for program work done during the Winter and Summer sessions. The college might also want to consider comparing the Honors Program Coordinator position with other campus positions receiving release time to see if the present release time seems equitable.

VI. Technical Assistance/Training Needs

As mentioned earlier, it is recommended that there be a system for easier input and maintenance of the honors data base. Currently, the Honors Coordinator is responsible for inputting each honors student into the honors data base for every semester, including winter when no honors classes are typically offered. This involves inputting over 100 student id numbers multiple times over the year. The program recommends a method be developed for students who are entered into the data base to be rolled over each semester until being removed by the coordinator.

Also mentioned earlier, Citrus College might look at technology options for students who have disabilities that limit their ability to physically attend classes.

VII. Supplemental Information

No supplemental information.

VIII. Addenda

Honor Program Students Data Prepared by the Office of Institutional Research March 2009

The following data tables are compiled to have a detailed understanding of the Honor Program students' demographics and their academic performance at Citrus College. The data on students' demographics and success came from Citrus College Banner system.

Table 1

Students Demographics based on Gender Fall 2007 – Fall 2008

	Fall 2007		Fall 2008		Citrus Fall 2008	
	#	%	#	%	#	%
Female	89	61.8%	92	58.2%	6,957	54.3%
Male	55	38.2%	64	40.5%	5,738	44.8%
Not Reported	0	0.0%	2	1.3%	118	0.9%
Total	144	100.0%	158	100.0%	12,813	100.0%

Table 2

Students Demographics based on Ethnicity Fall 2007 – Fall 2008

Ethnicity	Fall 2007		Fall 2008		Citrus Fall 2008	
	#	%	#	%	#	%
Am. Indian or Alaskan Native	1	0.7%	0	0.0%	98	0.8%
Asian or Pacific Islander	18	12.5%	24	15.2%	1,489	11.6%
Black Non-Hispanic	2	1.4%	4	2.5%	748	5.8%
Hispanic	45	31.3%	53	33.5%	5,542	43.3%
White Non-Hispanic	65	45.1%	56	35.4%	3,648	28.5%
Other	12	8.3%	8	5.1%	686	5.4%
Not Reported	1	0.7%	13	8.2%	602	4.7%
Total	144	100.0%	158	100.0%	12,813	100.0%

Table 3

Students Demographics based on Age Group

Fall 2007 – Fall 2008

Age Group	Fall 2007		Fall 2008		Citrus Fall 2008	
	#	%	#	%	#	%
19 or younger	20	13.9%	60	38.0%	1,550	12.1%
20-24	88	61.1%	69	43.7%	6,938	54.1%
25-29	13	9.0%	10	6.3%	1,845	14.4%
30-34	8	5.6%	9	5.7%	743	5.8%
35-39	4	2.8%	4	2.5%	524	4.1%
40-49	7	4.9%	4	2.5%	721	5.6%
50 and above	4	2.8%	2	1.3%	489	3.8%
Missing	0	0.0%	0	0.0%	3	0.0%
Total	144	100.0%	158	100.0%	12,813	100.0%

Table 4

**Success & Retention
Fall 2007 – Fall 2008**

	Fall 2007	Citrus Fall 2007	Fall 2008	Citrus Fall 2008
Success Rate	81%	68%	82%	67%
Retention Rate	94%	93%	94%	94%

In the academic year 2007-2008, 37 students in the Honors Program received a degrees/or certificate from Citrus College.