COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Unit: Honors

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Due: 2012

Riverside Community College District

Web Resources: http://www.rccdfaculty.net/pages/programreview.jsp
A. Mission and Relationship to the College

*Riverside City College provides a high-quality, affordable education, including comprehensive student services, student activities, and community programs, and empowers and supports a diverse community of learners as they work toward individual achievement and life-long learning. To help students achieve their goals, the College offers learning support services, pre-college and transferable courses, and career and technical programs leading to certificates or associate degrees. Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness.*

---Riverside City College Mission Statement---

*The primary goal of the Riverside Community College Honors Program is to provide an educational experience that allows students to stretch themselves intellectually and to actively work with fellow students and faculty to cultivate an awareness and understanding of the diverse points of view necessary for a rich and productive intellectual environment. The Honors Program is committed to drawing a diverse group of students and faculty together, one that is representative of our college community as a whole, and providing learning opportunities and services which will prepare the students to be competitive in reaching their future goals.*

---Honors Program Mission Statement---

The RCCD Honors Program’s mission statement aligns with the Riverside City College’s mission in terms of education, diversity, and the drive to help students achieve their goals. The Honors Program, with its seminar style class instruction and active learning philosophy, mirrors the learner-centered philosophy of our college as well as the mission of developing communication skills and promoting a close-knit academic community. We call this “an educational experience,” one that is based on student inquiry and classroom innovation. To create this experience, the Honors Program emphasizes research and gives students opportunities to present their research at undergraduate conferences, further developing their information skills and, in many cases, their global awareness. The Honors Program also supports the college’s mission of serving a diverse community of learners, as evidenced by the demographic data for the program; our students and faculty are diverse in age, race, gender, socio-economic status, sexuality, and background. We empower this diverse group to succeed in their goals with advising and mentoring; extracurricular activities, like workshops and field trips; and leadership opportunities for students within the program. Finally, the Honors Program clearly supports the college’s mission of helping students to achieve their goals with our focus on transferring students to four-year universities, seen most directly in our negotiation of transfer agreements through the regional Honors Transfer Council of California. Our mission statement reveals that our goal is not just to get students to transfer to their four-year school of choice but also to empower them with the intellectual skills and confidence to succeed once they get there.
The RCCD Honors Program completed its last Comprehensive Program Review (CPR) in 2009, and since then, we have continued to grow. District-wide in 2009, we had 162 students; by 2011, we had 284 students. In 2009 at Riverside City College alone, the Honors Program had 111 enrolled spaces; by Fall 2011, we had 171 enrolled spaces with 38 on the waitlists. This semester, in Spring 2012, we had 135 enrolled spaces (with fewer classes offered), 30 on the waitlists, and 58 new students accepted into the program. All indicators point to the growth of the honors program (See Appendix A for enrollment numbers).

Since 2005, RCC has been an active member of the Honors Transfer Council of California with our former coordinator serving as the conference chair in 2009-10 and then president from 2010-11. Membership in the HTCC gives our RCC honors students access to transfer agreements with priority admission and other perks. The UCLA TAP agreement continues to be a great carrot; last year, transfer students got into UCLA at around a 30% rate, while TAP certified honors students got in at an 80% rate. In 2012, we were happy to certify 15 students for the UCLA transfer agreement, and we are starting to hear of their acceptances now.

Another great transfer agreement was negotiated with Mills College; students who complete our honors program not only get priority admission to Mills, but they are also guaranteed an annual scholarship of up to $13,000 a year (See Appendix B for full list of HTCC transfer agreements). To qualify for the transfer agreements, our students must complete the honors program, which they can do in two ways. One way is to complete six honors courses and maintain a 3.2 GPA; the other way is to take four honors courses and two honors-equivalent Math or Science classes and maintain a 3.2 GPA. To date, we have had 151 students complete the program (since 2005) with one student completing 27 units of honors coursework.

The Honors Program continues to provide undergraduate research opportunities for our students. Each year, RCCD is a strong participant in the UC Irvine Building Bridges Conference. In 2009, we had 18 district-wide presenters, and in the Spring of 2012, we had 24. The RCCD Chancellor attended the conference with us this year, and our Dean of Instruction served as a judge for the poster competition. Also this year, two RCC students won the HTCC Exemplary Achievement Award for a $300 scholarship apiece. In addition to the UC Irvine conference, we have continued to offer and build upon our homegrown RCCD Undergraduate Research Conference. In 2012, we had our 4th annual conference with an alumni speaker, college president’s awards, Chemistry 1AH poster presentations, and 29 student scholars presenting their research (See Appendix C for list of RCCD student presenters). In 2011-2012, we pursued a district-wide emphasis on Mine Okubo to correspond with the opening of the Miné Okubo Center for Social Justice and Civil Liberties. We hope our RCCD Conference will have a panel on Miné Okubo from essays written this semester across the district. In 2014, we hope to pursue, in collaboration with other community college honors programs, an emphasis on WWI to correspond with the one hundred year commemoration of the beginning of WWI.
The Honors Advisory Council has continued to operate and meet monthly since the inception of the program. We have representation from all three colleges in the district and many of the disciplines on campus. This year, we hope to add an administrative presence on the council and turn the role of chair over to a faculty member who is not the honors coordinator. According to the National Collegiate Honors Council, the honors coordinator should “report to the chief academic officer of the institution” (See Appendix D for the NCHC “Basic Characteristics of a Fully Developed Honors Program”). We will ask each college (Moreno Valley, Norco, Riverside) to determine who should be our academic administrator at each college, and we hope for their participation in our monthly Honors Advisory Council meetings.

In Fall 2011, two honors faculty shared the position of coordinator, and in Spring 2012, the position was handled solely by one faculty member. We feel that having two or more people who know how to do this job will be better for the program in the long run.

### B.2 History: Goals and Recommendations

The RCCD Honors Program gained membership to the UCLA TAP, which involved a thorough vetting of our program after completing its first two years. With the TAP membership, UCLA gave our program some concrete program goals and recommendations. This accountability to an outside agency and adherence to nationally recognized standards, such as those developed by the National Collegiate Honors Council (NCHC) continue to drive our assessment efforts. In our last CPR, we listed the UCLA recommendations for our program, and we have tried in the past three years to address each of these. We will need to show some success in each of these areas before our midterm review due to UCLA in the Fall of 2012 and the upcoming self study and site visit in 2015-16. One of the RCCD Vice Chancellors served as a UCLA site reviewer to Mira Costa College’s Honors Program and has given us a lot of insight into the review process.

1. UCLA recommended that we add more Math and Science classes.
   a. In addition to the STEM track (“Track B”) that we added to the program in 2009, we will add Bio 1H to the course rotation in Fall 2012. Professor Scott Herrick wrote this honors course years ago, but until we had the new Science Building, there wasn’t space to offer it. Now, the Biology Department is committed to offering an honors section of Bio 1H every semester. This will be a great addition to our science classes.
   b. We tried to bring Chemistry on board at City College, but at this time the Chemistry department did not want to participate, though we continue to offer honors credit for Chemistry 12A and 12B as a way to support our STEM honors students, and we are thrilled to send our students to Moreno Valley to take Chemistry 1AH and 1BH.

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1 The NCHC monograph *Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook* is a text the program now has that has helped to shape our understanding of assessment of this kind of program and will provide resources and examples as our assessment of the program evolves.
c. We also have continued to offer Math 12H once a year and are bringing back Geography 1H in the Fall. We will bring back Economics 7H as soon as the cuts to that department are loosened. We are also working to possibly create a Psychology 35H, an Anthropology 1H, and a Sociology 1H, all highly sought after by our students.

d. Math is also currently looking into the feasibility of offering another stand-alone Math class by considering the math placement levels of students in the honors program. The data gathered indicates that across the district the number of students enrolled in either MA-1A or MA-10 is 330 (Spring 09). Of this group, 146 had a GPA of 3.2 or higher, and of this group 129 met the English eligibility requirement for the Honors Program. We hope this data will help encourage the Math discipline to begin work on a second honors math course.

2. UCLA recommended that we reconsider our requirement of six honors classes for program completion, especially for STEM students.
   a. We created “Track B” that only requires four honors classes and two high level Math or Science classes with a B or better for program completion (Chemistry 12A, Organic Chemistry 1, Chemistry 12B, Organic Chemistry 2, Physics 2B, Physics 4B, Physics 4C, Math 1C, 2, or 3).

3. UCLA recommended that we raise our required GPA to make students more competitive for transfer.
   a. The RCCD Honors Program’s 3.0 GPA entry requirement is consistent with many community college honors programs, which have entrance GPAs ranging from 3.0 to 3.5. The district average GPA was 2.24 for Fall 2005; 2.23 for Spring 2006 and Fall 2007. Our GPA requirement, then, is a significant threshold for our students to meet. The English 1A requirement has been maintained because of the writing intensive nature of the honors seminars.
   b. In response to UCLA’s request, however, we raised the exit GPA requirement to 3.2 and strongly counsel students to maintain an even higher GPA. We’ll continue to monitor how students transfer with our program completion.

4. UCLA recommended that, with the size of our program in 2009, we assign two full-time counselors to support our honors students.
   a. The Honors Program has grown since 2009, and we still do not have any full-time counselors for the RCC Honors Program. We need our honors counselor to have release time.
   b. We have worked with the counseling department, but the budget cuts have severely affected their department, and they do not have the manpower to devote to individualized honors counseling. The push for this change needs to come from the administration; the Honors Program needs to have the budget to hire a full-time or part-time educational advisor or to give release time to one of our RCC counselors. Moreno Valley and Norco have found ways to carve out time for

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2 Data provided by Daniel Martinez and Sylvia Thomas May 1, 2009.
their honors counselors.
c. A counseling services timeline has been developed, and a notification letter to students whose SEP hasn’t been completed or is out of date has been developed and is sent out automatically to students in the Honors Program through Matriculation each semester.
d. Our honors coordinator met with the counseling discipline this fall semester. For additional contact, see the section on collaboration with other units.
e. For next year, we are hoping to offer a series of transfer workshops designed for the honors student based on a survey that we conducted (See the survey under Appendix E) So far, the students have requested all of the topics listed on the survey; the top three areas of need are: choosing a school for transfer, finding scholarships, finding internships, and taking advantage of programs, like how to take classes at UCR for RCC prices. Students asked specifically for these topics to be considered for the unique situations of honors students.
f. We hope to formalize and implement a faculty and student mentorship program.
g. We hope to have RCC counselors continue to attend the UCLA TAP meetings twice a year.

5. UCLA recommended that we have stronger ties with historically underrepresented students and the programs that support them at RCC.
   a. We continue to have informal relationships with EOPS, DSPS, CAP, Ujima, Veteran Services, and Puente.
      i. One of our faculty members runs Ujima, and another held office hours in the Ujima Home Room to help foster the relationship between the Honors Program and Ujima. One of our students is a member of both Ujima and the Honors Program, and he has been our most ardent recruiter.
      ii. We have invited other groups to join us on field trips. We invited Ujima, Puente, and TRAC to join us in going to UCLA for their STOMP Transfer Conference. We also invited the International Club to join us on our upcoming field trip to the Japanese American National Museum.
   b. Our relationships with these groups has perhaps helped to shift our demographics
      i. Partly because of our involvement with these programs, the demographics of the Honors Program have shifted: our Asian population doubled from 2010-2011, and our African-American population has gone up 1.1%; our Hispanic population has gone up 6.9%, and our Caucasian population went down 11.6%. See Appendix J. We will continue outreach efforts to ensure that the program continues to draw a diverse student population.

6. UCLA recommended that we increase space and clerical support.
   a. At RCC, we moved upstairs into a larger space, adding a patio in the bargain.
   b. Clerical support still comes from the amazing Debbie McDowell at the district level, and while we have tried borrowing hours from a couple administrative assistants on campus, we have been unable to secure clerical support on
campus. Right now, we have none. Other HTCC honors programs have full time clerical and counseling support. (See Appendix F for the range of honors program support in our region; on this chart, RCC is #23, but the data is wrong. The coordinator only gets a .4, so our overall representation is even lower.)

7. We continue to define the Honors Advisory Council’s role, its place in strategic planning, and its bylaws.
   a. We created and approved a charter and a set of bylaws for the HAC (See Appendix G).
   b. In response to a UCLA recommendation made to Mira Costa College’s Honors Program, we would like to have the Honors Advisory Council run by someone other than the honors coordinator, preferably another faculty member.
   c. We would like to continue working on our bylaws and articulate how faculty members can come to teach in honors and what expectations are for faculty involvement.
   d. We hope to add a college-level administrative presence on the HAC in addition to our district-level administrator.

8. We continue to improve the Honors Program’s recruitment, signage, and promotion on campus
   a. We would like to redesign our website and make the application process fully on-line. We may create a twitter feed but are uncertain about how to proceed.
   b. We would like to work on creating more signage and “presence” on our campus. Many students still don’t find us until well into their second year.
   c. See Outreach section and Enrollment management for more information.

C. Data Analysis and Environmental Scan

1. Enrollment Analysis
   We continue to offer students a balanced set of offerings, so they have a reasonable opportunity to complete six honors courses during their two years. In addition, we try to ensure that those offerings cover a range of required general education areas. We will hopefully bring back Geography 1H in Fall 2012 and add Biology 1H in Spring 2013; we are working to offer three sections of English each semester instead of two, and we have CORs for Anthropology, Arabic, Art History, Music, Psychology, Russian, and Sociology working their way through the curriculum process. The Honors Program continues to address college wide issues of enrollment management:
   - Honors course offerings are coordinated across the district and rotated at each college in an effort to ensure student access to the greatest range of transferable classes. As we add new classes, we try to offer classes that meet different transfer requirements. The English classes are offered each semester because they are such high demand courses and because they
serve as a primary method of recruiting into the program; in fact we are striving to offer three English classes every semester instead of two. All of our classes have filled, and most have maintained waiting lists since Fall of 2009. Our average fill ratio for all RCC honors classes was 109% with classes being filled to capacity at census and sometimes filled to 125% or in one case 135% (See Appendix H). A key part of the honors experience is the smaller class size, however, so we hope to keep the fill ratios as close to 100% as possible.

- Enrollment for the Honors Program continues to thrive because of efforts to recruit. The program has solidified an annual calendar of recruitment efforts (e.g. letters to local high school principals and counselors, letters to students who make the Dean’s list, flyers included in the mailing that goes from the District to all local high school students, invitations and applications given to students in the Assessment Center in summer and winter, etc). Each year, these efforts become more polished and thorough. This spring, we’ve already had applications from our local high school students and RCC students who have worked to become eligible. Four orientation sessions for new students are scheduled for July 19, August 10th, August 16th, and August 21st to have students ready to enroll in fall honors classes.

- These strategies as well as the lure of transfer agreements are helping us to maintain consistently healthy enrollment in honors sections. We speculate that the weak economy and decline in the admissions rate for UC-eligible students has provided an incentive for high school students who might otherwise have begun college careers at four-year institutions to begin at RCCD instead and a thriving honors program makes that an even more attractive choice. In response to this increase in enrollment, we hope to offer more classes to serve these students as they flood in from the local high schools.

2. Efficiency Analysis

Because RCCD honors courses cap at 20, the question of efficiency in the Honors Program cannot be looked at in isolation. As an interdisciplinary program, each of the courses the program offers is better seen in light of the efficiency of that particular course and that particular discipline as a whole. The decision to offer an honors section is made in light of the overall balance of offerings within any given discipline.

Moreover, all honors courses have parallel non-honors courses that are typically high demand because they fulfill basic general education requirements (we don’t offer honors sections of specialty courses). So any look at efficiency within the program itself must be balanced by a close look at overall course efficiency (not just Political Science 1H, but all Political Science 1 courses). Additionally, honors courses may be looked at as “efficient” in an entirely different way—honors classes are small, but retention and successful completion rates in these classes show that these classes are “efficient” in so far as they don’t typically lose and fail students at the same rate as non-honors sections do.
To make sure the Honors Program as a whole is working with a reasonable efficiency, fill ratios are a better indicator than other efficiency numbers. Our fill ratios are consistently over 100% (See Appendix H).

3. Retention and Success Analysis
Institutional Research has started to find statistically significant differences between success/retention in honors and non-honors sections; the honors seminars have better retention and success than non-honors classes.

- In 2005, our four district classes did not show any statistically significant difference in retention; however, in 2011, five out of our ten district classes did show significant difference.
- The same holds true for success percentages. In 2005, of our four district classes, only one of our classes showed a statistically significant difference in success; however, in 2011, six of our ten classes had a significant difference in success (see Charts in Appendix I).
- Students self-select into the program, and this is likely an important factor in the retention and success rates in the honors seminars. However, smaller class sizes, a different learning environment, advising, a sense of community, and extra curricular opportunities designed to enhance work in the classroom may also be important factors.

We do not believe that the percentages are a result of simply having “honor students.”
- Another college’s program review put it well: “Those assuming that in honors classes there are only brilliant, hardworking, and disciplined students may be surprised to know that we are more often dealing with a population that is brilliant, hardworking, OR disciplined. The Honors Program creates honors students; it does not simply find them.”
- Like Saddleback College, we encounter this common misperception of honors students at RCC. Because observers of the Honors Program assume that our students are “brilliant, hardworking, and disciplined,” they may be surprised to hear how hard we work to maintain success and retention and to understand why we clamor for student support services designed for honors students.
- In an effort to maintain success and retention, the Honors Program has personalized orientations for all incoming students, active participation in attending tutoring sessions, an Integrity and Accountability statement for all students, and a midterm progress report for most of its classes. Next year, we will implement a more strenuous midterm progress report modeled after the ones used for athletics. The more we can identify students who are struggling, the more we can help them reach their stated goals.

4. Demographic Analysis
See Appendix J for charts indicating Honors Program demographics (age, gender, and ethnicity) and how these match up to the demographics of the student population of the district as a whole. One of the initial fears expressed by some faculty about the Honors
Program was that its demographics would skew heavily towards white, female, returning students. The demographics in fact show that the program’s student population is close to reflecting the student population at large, but we continue to ask for data to compare the Honors Program to the 1A-ready population, instead of the entire college. This would be a more accurate reflection of our diversity and of how the Honors Program relates to its comparable college-wide population.

**Age:** The Honors Program draws heavily on traditional freshman coming to us straight from high school. The statistics on age show a significant majority of our students are in this age range. The outreach we have done with local area high schools over the years in particular is paying off. The numbers also point out clearly something we know we need to work on—offering classes at a time that works better for returning students, working adults who are trying to balance school and work. We would like to offer some evening sections of honors classes.

**Gender:** The data here show we are very close to the college profile.

**Ethnicity:** The data show that here, too, we are close to the college profile. In the RCC Honors Program, 21% of our students are Caucasian, 42% Hispanic, 22.7% Asian, and 5% African-American. Our Asian population doubled from 2010-2011, and our African-American population went up 1.1%; our Caucasian population went down 11.6%. We will continue outreach efforts to ensure that the program continues to draw a diverse student population.

### D. Programs and Curriculum

**Available Honors Curriculum:** all honors courses submitted for articulation have been articulated, and most of the Honors CORs have been updated with assignments.

- Anthropology 1H  (in Curricunet)
- Art History 2H  (in Curricunet)
- Art 6H  (2/17/2011)
- Biology 1H  (in Curricunet)
- Chemistry 1AH  (3/8/2012)
- Chemistry 1BH  (3/8/2012)
- Communication Studies1H  (1/25/2011)
- Communication Studies 9H  (1/25/2011)
- Economics 7H  (9/2006 needs assignments)
- English 1AH  (2/17/2011)
- English 1BH (2/17/2011)
- Geography 1H (7/2010)
- History 6H (5/3/2012)
- History 7H (5/3/2012)
- Humanities 4H (2/17/2011)
- Humanities 5H (2/17/2011)
- Humanities 10H (2/17/2011)
- Math 12H (2007 needs assignments)
- Music 89H (in Curricunet)
- Philosophy 10H (10/20/2011)
- Political Science 1H (9/2004 needs assignments)
- Sociology 1H (in Curricunet)

Under Development:
- Arabic 11H
- Art History 1H
- Russian 11H

E. Student Learning Outcomes Assessment

- **Honors Program Student Learning Outcomes**: These SLOs are embedded in the Course Outlines of Record and are in addition to the learning outcomes for the parallel non-honors sections of these courses.
  
  Upon completion of the Honors Program, students will be able to
  - Debate complex ideas across a range of academic contexts in seminar-style classes
  - Research and compose text-based analytical essays, speeches, and projects
  - Analyze, question and/ or evaluate primary sources and scholarly readings

- **Formal Assessment**: We are currently conducting an assessment project that will look at how well honors assignments (across our range of classes) demand adherence to these SLOs and how well student artifacts (essays, projects, posters) demonstrate achievement of these SLOs. We are gathering assignments from all of our faculty (aiming for 100% participation) and gathering student artifacts from as many classes as possible This is a district-wide assessment project.
• **Informal Assessment:** the Honors Program has three annual activities that help us assess student learning outcomes more informally. First, every fall, we review student submissions for our fall research conference. This year, our review of these materials led to a discussion of rigor, documentation, and assignment-building. Second, in the early spring, we work with students to revise their essays and practice their delivery for the UC Irvine Building Bridges conference; this often helps faculty members think of better ways to have their students excel. This year, we decided to add more practice sessions to work on presentation style and control of nerves! We also want to incorporate fielding questions into our practices and make at least one practice session mandatory. Third, in the late spring, we hold an Honors Student Essay Contest, and a team of faculty reviews and ranks student submissions. We usually have 2-5 faculty members participate in each of these activities, and the discussions lead to a better achievement of our SLOs.

• **RCCD Faculty Retreat:** In our most recent faculty retreat in January 2012, we looked specifically at how to improve student participation in seminars, how to design essay assignments that would produce conference-worthy essays, and how to address student issues unique to the honors program. Directly from this retreat, we produced and approved a new student integrity policy and a new honors student midterm report. Please see Appendix K for the agenda and notes from that faculty retreat and drafts of our Student Integrity policy and honors student midterm report.

• **Alumni Input:** Our coordinators also do assessment by contacting former RCCD honors students and asking them about their transfer experience. Specifically, this fall, we asked alumni what the honors program did well to prepare them for transfer and in what areas they would have liked to have been better prepared. Three specific activities came out of this assessment. One, an English professor ran a transfer workshop for English majors, and two other professors helped facilitate and add to that event. Two, three professors ran a Critical Theory Reading Group to get students ready for the theoretical readings that they will encounter in upper division work. They read Immanuel Kant and Michel Foucault. Three, two professors ran a workshop on the timeline of professional/graduate school applications and preparation, helping students to understand that they will apply for professional/graduate school only eight months after transfer. All of these activities were open to all RCC students.

• **Regional Teaching and Learning Symposium:** This year, the Honors Program teamed with the Honors Transfer Council of California to brainstorm and collaborate with honors faculty from community colleges throughout our region. On March 2, 2012, we gathered at RCC with about 25 faculty members across a range of disciplines and discussed the following topics: “What Faculty Need to Know to Help Transferring Students,” “Challenges of our Honors Students,” and “Extending Learning Beyond the Classroom.” We also had break-out sessions to work on assignments and teaching strategies in English, Humanities, and Science & Math. We are gathering the recommendations from these sessions and hope to make this an annual event.
F. Collaboration with Other Units including Instructional, Student Services or Administrative Units

We have worked with the counseling department, the Transfer Center, CAP, Ujima, Puente, the International Club, AGS, the TRAC club, and we are looking to solidify these relationships and build new ones with STEM and EOPS; we are always looking for pathways for students to join the honors program and for honors students to join the larger RCC community. One of our students started the Creative Writing Club in 2012, and another started the Riverside Academic Association. We were proud that another of our students served as the student trustee for the district in 2011-12, and for the third time, an honors student will be our graduation speaker at RCC.

- Counseling:
  - The Honors Program works with the counseling department to identify any honors students with an outdated or incomplete SEP. Students are contacted and provided with the necessary information to encourage them to make an appointment with a counselor; the automated system that was set up in 2009 has been a great help. Matriculation research validates that students with an updated SEP are more likely to persist in reaching their goals; therefore, the Honors Program works with counseling to encourage all honors students to have an updated SEP on file. The counseling services timeline in Appendix L details what other services the program provides to students.
  - Each spring, updated information packets on the program are sent to all counselors. In 2012, our coordinator visited with the counseling discipline and showed our honors promotional video. This prompted questions and suggestions for the honors program, and the honors counselor at Moreno Valley agreed to film a segment for the honors video. In the new section of the video, he talks about the honors transfer agreements and the individualized counseling that honors students can take advantage of. Additionally, two RCCD counselors attended the Honors Teaching and Learning Symposium and collaborated with counselors and other faculty from community colleges throughout the district.
  - We conducted a transfer survey this year, and we hope to create a series of workshops to address some of our student needs. (See the survey and results under Appendix E) So far, the students have requested all of the topics listed on the survey; the top three areas of need are: choosing a school for transfer, finding scholarships, finding internships, and taking advantage of programs, like how to take classes at UCR for RCC prices.

- Transfer Center:
  - The RCC Honors Coordinator also serves on the Transfer Advisory Council.
  - The Honors Program ran a field trip to UCLA this year with 7 honors students and 5 non-honors students from RCC. We hope to work with the Transfer Center to coordinate more of these trips.
Honors professors ran several workshops open to all transferring students. One was for the transferring English major. Another was a timeline of applying to graduate/professional school for transferring Juniors (they have to apply within 8 months of transfer). We also ran workshops for application essay writing that were open to all students.

- **Curriculum/Senate/Articulation:** The Honors Program works with the following groups to oversee the policies and procedures for approval of honors courses

  1. Faculty develop all honors curriculum. A faculty member takes an existing general education course and, using that as the base, writes an outline that enhances/enriches the original course thereby transforming it into a more creative and rigorous course. This year, we created a template to aid this project.
  2. The Honors Advisory Council reviews all honors curriculum to make sure it is consistent with the established criteria for honors classes, which include an emphasis on oral communication, reading primary texts, and twenty pages of formal writing. As part of its approval process, the District Curriculum Committee requires minutes from the Honors Advisory Council for all new honors course proposals. The faculty member attaches minutes of the Honors Advisory Council meeting at which curriculum was approved, just as one would attach discipline meeting or other sorts of advisory body minutes. At this point the course is ready for submission to the District Curriculum Committee.
  3. The Curriculum Committee reviews the curriculum and approves it, at which point it goes to the Articulation Officer.
  4. Articulation Status: all of the honors courses submitted so far have successfully gained articulation. As new courses come on board, they, too, will be submitted for articulation.

- **Student Clubs**
  - **AGS:** The Honors Program has a good working relationship with Alpha Gamma Sigma, with whom it shares many students. The Honors Program is running a field trip to the Japanese American National Museum and will have the AGS faculty advisor and several club members join us to learn about the Japanese American experiences in the internment camps with a focus on Mine Okubo. Annually, AGS club members earn service hours by helping to run the RCCD Honors Student Research Conference; they run the registration table and help the day run smoothly. To facilitate our relationship, AGS has a bulletin board in the Honors Study Center and posts its announcements in that room; the AGS faculty advisor at the time had been a long-time honors professor and, though recently retired, still teaches in the program and holds his office hours in the Honors Study Center.
  - **Puente and Ujima:** The Honors Program advertises all of its events with Puente and Ujima in an attempt to link these transfer-minded organizations together. The honors coordinator spent an hour a week in Ujima’s Home Room for the Spring semester in an effort to create a bridge between our programs. The Ujima coordinator also teaches in the Honors Program.
  - **Stay Classy Creative Writing Club:** One of our honors students started this new RCC club, and with the help of the club
advisor, she has enjoyed great attendance at multiple Open Mike Nights and hugely successful guest speaker events at RCC. We hope to incorporate some of their work into our Student Research Conference and have been working with the advisor to strengthen this link.

- **Matriculation, Information Services, Institutional Research**
  - The program has had good support from these areas in gathering data, identifying pools of students, and coordinating recruitment efforts including calls that go out over the Scheduling and Reporting System, email blasts, and direct mailings.
  - The district did an amazing job gathering honors-specific data for this CPR, but we still have many data requests in.

- **Office of the President/ Dean of Instruction/ Chancellor’s Office:**
  - The program has been able to include material about Honors in mailings that go out to Dean’s List students and prospective students from area high schools sent out each spring by the Chancellor. We were thrilled that the RCC President created an Outstanding Scholar’s Award for the honors student with the best essay delivered at our Student Research Conference, and we continue to work with the Office of the President to share ideas about the accomplishments and needs of the Honors Program.

- **Writing and Reading Center**
  - Honors students often take English 4 and get hired as English tutors in the Writing and Reading Center. This is a great way for our students to give back to the RCC community and help share their expertise with all RCC students.

- **Non-Honors RCC Students**
  - Our field trips are open to all RCCD students, and this year, we have taken both honors and non-honors students to UCLA for the STOMP Conference and the Japanese American National Museum.
  - The UC Irvine Building Bridges Conference is open to all students as long as they have an honors mentor. This year and last, three RCC professors served as mentors for non-honors class presentations. These students gave papers on the food industry, Shakespeare, and the Environmental Protection Act, all from classes outside the honors program.
  - Students who may be slightly below the GPA requirement may submit an appeal for admission into the program. The coordinators have the authority to make limited exceptions when a student’s ability to benefit from and successfully complete the program is not accurately reflected by his or her transcripts.
  - Our transfer workshops and personal essay workshops are open to all students; in fact, for the past few years, we have had over thirty students attend these workshops each year, and most of them were not honors students.
Our honors coordinator and honors English professors consistently work with non-honors students on multiple drafts of their personal essays for UC and common applications for transfer.

**Completion Counts**
- We have been working closely with the Completion Counts team. Our honors coordinator serves on the Tech Advisory Committee for Completion Counts and is the lead of the English PLC group for the grant. We have been working closely with the RCC Vice President of Student Services and others to put together the two-year guarantee, and we hope to continue our involvement in the years to come.

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### G. Outreach Activities

**Promotional Materials and Informational Documents On and Off Campus**
- Each fall and spring, letters are sent to every counselor and principal in the service areas for the district with information about the RCCD Honors Program. Additionally, flyers about the Honors Program are included in the Dean’s List mailing that goes out each semester.
- We maintain a bulletin board visible to all students who walk through the Quad and place promotional materials in the Transfer and Assessment Centers.
- We also maintain our Honors Program website with access to applications and information about the current semester.
- Every year, we create a student-produced newsletter that highlights the benefits of the honors program and showcases our students and faculty. We use this as a promotional tool both on and off campus.
- Our student-produced promotional video is amazing! Check it out at [www.youtube.com/RCCDHonors](http://www.youtube.com/RCCDHonors)
- We have over 230 members on our Facebook page. Check out our most recent activities and alumni participation by searching for RCCD Honors Program on Facebook.
- We will have an RCCD Honors Program Logo by next year. See Appendix N for one of our student-created entries.
- A joint project on the Riverside campus between DSPS, CAP, Ujima, Puente, the Reading and Writing Center, Teacher Prep, Workforce Prep, EOPS and CARE, Tutorial Services, and the Honors Program created bookmarks, flyers, and informational brochures to provide students with a concise overview of the many services available to them on the campus.

**Presentations and Visits On and Off Campus**
- In September 2011, our honors coordinator visited Poly High School in Riverside and presented to three large groups of students and teachers about college readiness and the role of the Honors Program at RCC.
- In October 2011, our honors coordinator visited Beaumont High School and presented to three large groups of students and
teachers about college readiness and the role of the Honors Program at RCC.

- Every year, the Honors Program hosts a table at the Riverside College and Career Fair. In 2011, the event led to a lot of follow-up discussions and students joining the Honors Program.
- The Honors Program participates in Outreach Days at RCC on Fridays during our Winter Intercession. At these events, the honors video is shown to high school students interested in coming to RCC, and the Honors Program hosts a table to answer student questions.
- In January 2012, the RCC Honors Program presented at the RCCD Foundation. We showed our promotional video and had three honors students talk about their experiences within the program. The director of the Foundation has informed us that a community member has decided to leave a trust to the honors program.
- In January 2012, the RCCD Honors Program presented at the RCCD Board of Trustees Meeting. We showed our promotional video and had three additional speakers talk about their experiences within the program.
- In February 2012, our honors coordinator visited with the counseling discipline to spread the word about the honors program and answer questions about our transfer agreements.

- Completion Counts
  - We are working closely with the Completion Counts two-year guarantee students, hoping to bring some of them into the honors program and encouraging them to take advantage of our transfer agreements and educational experience.
  - Through our coordinator’s involvement with the Completion Counts grant, we have made relationships with English teachers in each of the high schools throughout AUSD and RUSD. She spent a day in October with La Sierra High School English teachers going over the Accuplacer and EAP exams and talking about the expectations of college level classes. With the help of Christine and Victor Sandoval, she has also helped design and implement a Summer Writing Institute with high school English teachers throughout both districts. It was such a success last year that we are planning it again this summer.
  - Through our connection to the Completion Counts team, our coordinator is also in weekly contact with the English leads for AUSD and RUSD, and her relationships with these high school district administrators has helped to spread the word about the Honors Program.
  - Our coordinator has plans to visit several high school classrooms in the fall. We feel that these relationships will continue to bring new students to the Honors Program and highlight that RCC is not just for students who didn’t do well in high school, but it is also a perfect choice for students looking for a challenge and a chance to transfer to some of the top schools in our country.

- Honors Transfer Council of California and UCLA TAP
  - Our honors coordinator attends monthly meetings with this regional group to create relationships with other honors
programs and share ideas across the region.

- Our former honors coordinator served as HTCC conference chair in 2009-10 and as HTCC president in 2010-11. Her high profile participation and leadership within this group has helped to give RCC its regional reputation for having a rigorous and successful honors program.
- Participation and membership in this group gives our students access to transfer agreements.
- Our honors coordinators, administrators, and counselors attend the UCLA TAP meetings, gaining great insights into the UCLA transfer acceptance policies and creating relationships with the UCLA TAP board.

**H. Long Term Major Resource Planning**

1. **Counseling or Ed Advising:** The UCLA TAP report to RCCD strongly and specifically recommends that we offer counseling or educational advising for the honors program. The transfer process is dense and murky, and our students need counseling that goes well beyond the typical forms. In the same way that athletes and nursing students need dedicated counseling, our students require more specialized attention and information. The UCLA midterm review will be conducted next fall, and we would like to be able to demonstrate our commitment to providing that counseling. To that end, we would like to request that an additional counselor be hired to provide transfer-specific counseling for 8 hours a week. Alternately, we would like to request that an educational advisor be hired to provide transfer-specific advising for 8 hours a week.

2. **Additional English Classes:** With support from our district administration, we are requesting two additional English classes, a 1AH in the Fall and a 1BH in the Spring. We’ve had significant waitlists for these classes each semester for the past two years, and these required classes provide a wonderful gateway into the Honors Program for students who wouldn’t have thought of themselves as honors students. Because of the severe budget cuts to the English department, the English faculty are only in favor of adding these classes if the classes are added, not converted from current class offerings. We did request one of these classes from the Completion Counts grant, but in order to sustain the class, we would need administrative support.

3. **Student Workers:** The RCC Honors Program needs on campus, local clerical support in addition to the help we get from Debbie McDowell. For now, this could come in the guise of student workers. In the same way that CAP has student workers, we would like to use work-study to get some help with outreach, Xeroxing, data input, etc. The Honors Program would like to have two student workers, each for four hours a week.

4. **Patio Furniture:** As requested in our unit plans, we need 3-5 tables and chairs, 1-2 benches, and many umbrellas or an awning for the patio outside Quad 207. This is a wonderful space but would be more usable if we had waterproof furniture. We did secure some hand me downs that worked for awhile, but because it was indoor furniture, it hasn’t survived the winter very
well. We would like the same sort of furniture that is in the pit of the Quad. The honors coordinator did buy some umbrellas and umbrella stands for the space, but they were inexpensive and haven’t stood up to the high winds that we get there in the winter. We need stronger umbrellas and umbrella stands. These additions would support our program goal of continuing to foster community and provide a space for intellectual engagement.

5. **Outreach Support:** We would like to have signage in the Quad for the honors program as well as in the Assessment Center and Transfer Center. We would love to have signage in the Administration Building near Ujima and Veteran Services.

6. **NCHC Professional and Institutional Membership.** This is a crucial membership for our honors program. We had it one year but then lapsed our membership due to budget cuts. We would like to renew our membership for one year to have access to their publications and be able to attend the annual conference. Here’s their website for more information.
   http://nchchonors.org/

7. **Release Time:** The Honors coordinator position is currently at a .4, the same allotment that was given to the coordinator when we had only 50 students. Now that we have almost 200 students at RCC alone, the coordinator position should be expanded to a .6. The coordinator also does not get paid for work done over the Winter and Summer quarters even though that is when orientations and recruitment must occur. Our honors coordinator documented 80 hours of work over the past Winter Intersession and did not receive any compensation. We request that the honors coordinator position be expanded to a .6 and that some compensation is given for the shorter semesters.

### I. Summary

- The program has grown from serving 51 students in its first semester to 171 this spring—these are seats actually taken in honors classes, not counting the 38 spots on the waitlist this semester.
- We have maintained a 109% fill ratio for honors classes offered over the course of the AY at RCC.
- RCCD Honors Program student participation in the UC Irvine Honors Student Conference has grown from 9 students in Spring 2007 to 24 students Spring 2012.
- The RCCD Honors Program hosted its first annual Teaching and Learning Symposium for regional honors faculty.
- The RCCD Honors Program will put on its fifth annual district-wide honors student conference Fall 2012.
- We hope to work closely with the Completion Counts two-year guarantee students.
- We are working to continue to build on strengths and address concerns identified in the UCLA assessment of our program and we’re preparing for the 2012 UCLA TAP midterm report and 2015 site review.
- Because of our growth in student enrollment, we have an even stronger need for the resources listed above.
J. Recommendations to the Program Review Committee:

How to handle a program like the Honors Program in terms of program review and assessment is still a work in process! We look forward to your review and recommendations.