

# CAÑADA COLLEGE HONORS SCHOLARS PROGRAM PROSPECTUS

## INTRODUCTION

Cañada College is considering the development of an Honors Scholars Program that would support the transfer goals of our high achieving students, and provide an example of academic excellence that would provide inspiration for all students to set the highest goals for themselves. This document is designed to provide an overview of the benefits of an honors program to the students and the institution, as well as details on the costs and challenges of developing a high quality program.

## MISSION OF THE PROPOSED CAÑADA COLLEGE HONORS SCHOLARS PROGRAM

- o To support individuals as they accomplish their educational goals of graduation and transfer;
- o To increase transfer opportunities for participating students;
- o To support a community of honors students who will thrive in an atmosphere of intellectual challenge;
- o To compliment and support the current Phi Theta Kappa honors program;
- o To enhance the intellectual life of the college by providing a cohesive academic program;
- o To attract new students by establishing that Cañada College is a place where talented and motivated students are welcomed and encouraged.

## LOGO AND INSPIRATION

These components to be developed by advisory committee.  
Honors Scholars: From here you can go anywhere.

## TARGET POPULATION

An Honors Scholars Program would be designed to serve eligible students whose educational goal is to transfer to a four-year institution and complete a bachelor's degree. In addition, the students must be interested in participating in challenging, academically rigorous experiences in classes and seminars designed for highly motivated, high-achieving students, to better prepare them for university work.

## BENEFITS TO THE STUDENT WHO PARTICIPATE IN THE HONORS SCHOLARS PROGRAM

- o Participation in the courageous pursuit of knowledge;
- o Networking in a learning community of motivated, well-prepared students;
- o Increased interaction with faculty;
- o Participation strengthens transcripts for transfer and employment;
- o Priority transfer opportunities at prestigious 4 – year institutions through the Transfer Alliance Program and other special transfer agreements;
- o Specialized academic advising from Honors Educational Advisor;
- o Richer intellectual understanding of topics studied;
- o Priority registration date (District-wide policy agreed upon sp 08);
- o Participation in District-Wide Honors Seminars;
- o Enhanced scholarship opportunities;
- o Opportunity to participate in Honors conferences and seminars;
- o Preferential enrollment of Honors students in Honors sections;
- o Special recognition at graduation.

## BENEFITS TO THE COLLEGE FOR HAVING AN HONORS SCHOLARS PROGRAM

- o Honors Scholars Program directly supports the core mission of the College to assist students in achieving their educational goals.
- o Increased ability to provide a comprehensive educational opportunity to all levels of students as they pursue their education plan
- o Increased opportunities for Cañada to develop concurrent enrollment, transfer, and articulation agreements with 4-year colleges and universities
- o Increased enrollment of traditional-age, college-bound students from the local high schools
- o Increased opportunities to develop partnerships with industry to provide financial support, scholarships, and internships
- o Increased collaboration with teachers in high school programs such as Advanced Placement (AP) and International Baccalaureate (IB)
- o Increased collaboration with faculty and programs at our sister colleges: Skyline and College of San Mateo

## HONORS SCHOLAR PROGRAM STUDENT LEARNING OUTCOMES

As a result of interacting with this program/completing this program, students will be able to:

1. Successfully transfer to a four-year university.
2. Receive degrees or certificates from Cañada College.
3. Persist and excel academically both at Cañada College and at their transfer institution.
4. Apply for and receive scholarships and grants to help pay for their education.
5. Engage in the cultural, intellectual and leadership opportunities at Cañada College and their transfer universities.

## RECRUITMENT OF STUDENTS

Recruitment of students into the Honors Scholars program is essential during start up and as an ongoing activity. This will likely be a shared responsibility between college counselors, college recruiters, faculty, the Honors Scholars Advisor, Honors Scholars students, and the Honors Scholars Faculty Coordinator.

### Internal

One significant population that should be considered for recruitment are the students who are already attending Cañada College and have begun to appreciate the value of their college education. Program staff should work closely with campus programs such as Phi Theta Kappa, MESA, Associated Students, Middle College faculty, and the various clubs to be sure that all students are informed of the opportunities available through the Program.

### External

Another important population that should be targeted for recruitment are students attending Cañada's seven feeder high schools: Cañada College Middle College High School, Carlmont High School, East Palo Alto Academy, Menlo Atherton High School, Redwood Continuation School, Sequoia High School, and Woodside High School. Programs such as Advanced Placement and the International Baccalaureate are a natural source for students, however the program materials should be developed so that they highlight the opportunity for all levels of students to explore their readiness to participate and experience the benefits available to participants.

## COURSE OFFERINGS AND PROGRAM DESIGNS

Honors programs can be comprised of any combination of the following.

**Honors Sections:** These are courses offered at the honors level, however they are open to all enrolled students.

**Contract Courses:** These courses provide honors credit to the student; they are individually negotiated between the faculty member and the student. In some programs there is a list of courses each semester in which faculty welcome honors contracts.

**Honors Seminars:** These are a series of topical seminars for which students receive credit. In combination with honors sections and honors contracts they can assist the student to complete their unit requirements.

**Honors Interdisciplinary Courses:** Interdisciplinary offerings may include an introduction class that included study skills or may incorporate multiple academic disciplines. The capstone or thesis may involve a theme that allows all students to participate across disciplines.

**Honors Learning Communities:** These are credit-bearing learning communities that provide a way for students to complete their unit requirement in an enriched honors environment and are designed to support students within the same discipline or to compliment students who are enrolled in contract courses. An example of this is a one-unit honors seminar in a discipline that is linked to a number of other courses in that discipline. If the student completes the honors seminar they receive honors credit for both the seminar and the regular course.

**Independent Study:** Independent study can be used to round out the Honors experience. Faculty can supervise students in the completion of a capstone or other intensive research project.

**Internships:** Honors-level field experience semesters and internships are available through a number of academic institutions and public entities. Students would complete their field experience under the advisement of a faculty member.

Addition components to consider.

**Honors Thesis or Capstone:** Some programs require an Honors Thesis as the completion of the program. The thesis would be a 20 – 30 page research paper on a topic of the student's choice.

**Service Learning Component:** In response to the requirement at many four-year colleges that students transferring in from other institutions must have completed a minimal amount of service learning, many honors programs include a service learning component. These activities can be completed in the community or within existing service clubs on campus.

## ADVISING THE HONOR STUDENTS

Honors students are faced with all of the challenges that face students today, including; the cost of education, the high cost of living, balancing life, work and education, and family responsibilities. In addition, these students are interested in becoming successful transfer students. Prompt, concise, accurate advising is important to all students, but it is particularly valuable to the student who is determined to make

the most of his or her educational opportunities. Knowledge of degree completion and transfer requirements is key, as well as specifics about how the additional benefits that the college honors program provide the individual. It is required by the UCLA Transfer Alliance Program that one counselor be dedicated to work with all honors students in order to provide the necessary consistency.

## PLAN FOR ASSESSING THE HONORS SCHOLARS PROGRAM

To be developed.

### UCLA TRANSFER ALLIANCE PROGRAM (TAP)

#### What the TAP program is all about

“The Transfer Alliance Program is a collaboration between local community college Honors/Scholars Programs and UCLA College (Letters and Science) in conjunction with Undergraduate Admissions and Relations with Schools. The program is designed to foster academic excellence at the community college level and to promote diversity and retention in the UCLA transfer population. Member community colleges provide enriched general education curricula emphasizing critical thinking, writing, and research through their Honors/Scholars programs. Students who have completed the Honors/Scholars Program at their Community College receive priority consideration for admission to UCLA College (Letters and Science). Admitted TAP students are eligible to apply for scholarships reserved for the Transfer Alliance Program.” UCLA TAP website: <http://www.college.ucla.edu/up/tap/>

#### TAP Program Requirements

5 courses equal to 15 semester units are the minimum. This matches the standards of the National Collegiate Honors Council (NCHC). Program design and GPA requirements are at the discretion of each Community College.

#### Potential TAP Partners

While agreements with each of the following colleges and universities are individualized, there are many common benefits to participating in honors transfer programs. These benefits include priority enrollment, automatic enrollment, use of university libraries, housing priorities, opportunities to attend academic and cultural events at the universities, scholarship considerations, and organized visits to their campuses to prepare you for transfer, etc. The following is a partial list of potential transfer partners.

UCLA, UC Irvine, UC Berkeley, UC Riverside, Cal Poly Pomona  
Cal State East Bay, Cal State Stanislaus, Cal State Fullerton  
Cal State Long Beach, San Diego State, San Francisco State,  
Chapman, Pacific, Pfizer, St Mary's, Mills College, San Jose State.

## EXAMPLES OF HONORS PROGRAMS

### College of San Mateo

“Entry requirements vary with level of affiliation, but generally include a grade point average of 3.3 and eligibility for English 100, or other achievements which indicate ability to benefit from honors courses. President's Scholars will complete approximately 18 units in the program, made up of selected general education breadth courses and a Capstone Thesis in their major. Additional units will be needed to satisfy degree requirements and will be taken outside the program

Affiliation may be at one of three levels:

1. President's Scholar – completes the full Honors Program curriculum before Graduation and/or transfer
2. Associate – takes a minimum of one Honors Program course per semester
3. Member – takes a minimum of one Honors Program course in any semester”

### Skyline College:

“\* To qualify for admission to the Honors Program a student must:

(A) Be eligible for ENGL 100 (Composition) and MATH 120 (Intermediate Algebra),  
AND

(B) Have at least one the following:

A high school GPA of at least 3.5, OR A cumulative college GPA of 3.25 in at least 9 units of degree applicable courses.

Provisional Status: Interested students who do not meet the two eligibility criteria above may be admitted into the Program on a provisional basis.

\* To complete the Program, students must graduate with a minimum 3.25 overall GPA and a 3.25 GPA in their honors courses. Note: "overall GPA" applies to ALL UC transferable courses that you have taken at Skyline College and other institutions. Make sure that Skyline College has your transcripts from other colleges you have attended, if any. Students must complete a minimum of 15 units of honors course credit in at least 4 courses. In addition, students must complete the community service requirement.”

### Foothill College:

“At Foothill, honors students have double the chances of being accepted to UCLA's

College of letters and Sciences. Universities actively pursue our honors students. Check out our web site for a list of current transfer partners. Fact: 85–95% of TAP students are admitted to UCLA versus 45% of all other transfer applicants

To qualify for the Honors Institute, students must satisfy each of the following requirements: For continuing Foothill College Students a minimum 3.3 cumulative GPA in 10 or more units completed at Foothill College For students NEW to Foothill College. Provide evidence of one of the following: Minimum 3.5 cumulative high school GPA; or, SAT total of at least 2100; or Enhanced ACT Composite of 26+ ; or, Minimum 3.3 cumulative GPA in 10 or more units completed at another accredited college or university. In addition, honors courses typically require substantial writing and critical thinking. Provide evidence of one of the following: Minimum AP English score of 3; or, Minimum score on Foothill Assessment Test of ENGL Reading 93 and ENGL Writing 111; or, Completion of English 1A or with a grade of B or better. Please have someone who can attest to your academic strength and ability to successfully complete honors courses submit a brief letter of recommendation. Please include a paragraph of 150–200 words describing your interest in the Foothill College Honors Institute, including what you hope to gain from your participation as well as what you believe you will contribute to the program.

**\*Optional Supplemental Information:**

Students who do not currently meet the minimum eligibility requirements may provide a written statement of 150–200 words containing <supplemental> information outlining their interest in the program. We will take this information into consideration during the application process.

To complete the program Students must maintain a 3.30 cumulative GPA while enrolled in the Honors Institute. To achieve Honors Scholar status, students must complete their studies with a minimum grade point average of 3.50. Honors Scholars must achieve a 3.5 GPA and complete 6 honors courses.”

**City College of San Francisco:**

“Honors courses provide students with an enriched curriculum either in: specific sections of core transfer courses or honors contracts (Students complete an agreement with the faculty member for Honors work in addition to the regular coursework.)

Eligibility: While any CCSF student may take an honors course, to participate fully in the Honors Program and have your work recognized on your diploma, you need

to meet ONE of the following criteria:

GPA of 3.0 or higher

SAT score of 1650 or higher, ACT score of 24 or higher

TOEFL score of 500 (PB+ ), 61 (IB+), 173 (CB+ ) or higher

Score of 4 or higher on AP classes in high school

To remain in the program, you must maintain a GPA of 3.0 or better.

To complete the program and receive an Honors designation on a certificate, you must complete at least 15 units in Honors.”

### **Los Angeles Mission College:**

“Eligibility: Current LAMC students must be eligible for English 101 and have completed 12 transferable units with a GPA of 3.25 or higher. Entering students must have a high school GPA of 3.5 or higher or an SAT score above 1,000.

\* **Completing an Honors Contract:** Students receive Honors credit by completing an Honors Contract in any UC transferable course. In consultation with the instructor, the student develops a proposal for an Honors research project. In most cases, the project should be a written assignment that displays interpretation and critical analysis of academic texts (journal articles or books written by experts in an academic discipline). The proposal is submitted to the Honors coordinator and evaluated by the Honors Advisory Committee. The committee will either approve the project or suggest revisions. When the final project is completed, the student must submit one copy to the instructor and a second copy to the Honors Coordinator. If the advisory committee approves the project, the student will receive an Honors notation on his/her transcript indicating that the course was completed for Honors credit.

\* To complete the program and receive Honors Certification, students must complete a total of six Honors Contracts.”

## **EXAMPLES OF ADDITIONAL OPPORTUNITIES FOR HONORS STUDENTS**

**#1. Research Opportunities** Student may be offered stipends for doing on-campus research projects with faculty members through an Honors Scholars Program. Many of these students complete their research on campus and present at national conferences like Society for the Advancement of Chicanos Native Americans in Science. ([www.sacnas.org](http://www.sacnas.org)) This type of activity would make them much more prepared and competitive for 4-year universities, summer internships, etc.

### **#2. Honors Research Symposium**

The Bay Honors Consortium & Stanford University invite you to participate in the

1<sup>st</sup> annual Northern California Community College HONORS RESEARCH SYMPOSIUM. April 18, 2008 Location: Stanford University

Honors Students:

Start thinking now about how to present your Honors research:

- Individual or Group 15-Minute Presentations
- Participation on a Panel About a Specific Theme
- A Debate on a “Hot Topic”

Proposal Due Date: January 31, 2008

### **#3 Research Internships**

The National Science Foundation has a funded summer program that is in a research lab at UC Santa Barbara and is focused on involving community college students in research. Information is available at:

[http://www.epsem.ucsb.edu/summer\\_programs/epsemsi.html](http://www.epsem.ucsb.edu/summer_programs/epsemsi.html)

Another example, closer to home is UC Davis NSF Center for Biophotonics which offers a traditional summer research internship for undergrads open to community college students. They also have a new, winter internship for community college students. Last year six Cañada students applied and two were admitted. More information is available at: <http://cbst.ucdavis.edu/education/undergraduate>

### **#4. Summer Program in Engineered Particulates:**

The New Jersey Center for Engineered Particulates (NJCEP) will host its NSF-funded Research Experiences for Undergraduates (REU) Site in Summer of 2008. During the 10-week program, 10 undergraduate students, selected on a competitive basis from various universities throughout the USA, will live on campus while working on challenging research alongside NJIT faculty and graduate students. The research projects will involve unique topics dealing with synthesis, characterization, and applications of nano-particles as engineered composites, focusing on developing fundamental understanding of particle interactions and their influence on final product, which may be existing consumer products (e.g. sun-screens) as well as novel materials (e.g., new cancer drugs or advanced-energetic materials). Students will benefit from a strong research group that includes established faculty researchers and their graduate students, working on collaborative activities in nanotechnology. Please go to [http://mechanical.njit.edu/news/nsf\\_reu\\_overview.php](http://mechanical.njit.edu/news/nsf_reu_overview.php) for complete information, application form, and contacts.

### **#5. Washington Program**

Each summer, twenty-four of the most promising black male college sophomores in the country are given the chance to intern in the nation's capital while taking rigorous classes at Georgetown University. The courses in government and economics are designed to provide these young men with the skills necessary to critically analyze the

world's problems while adhering to a deep respect for civil liberties. When the students are not in class or at work, they are often called upon to attend social functions designed to help them network in their field. Personal meetings with such leaders as Colin Powell, John Lewis, and Clarence Thomas are made possible by the intimate nature of the program.

The program runs from the first Sunday in June to the last Saturday in July and is a two-summer commitment (*accommodations are made for students on the quarter system*). During their first summer, students' primary responsibilities outside of their internships are their academic courses. The following summer, in addition to their internships, mentorship with the latest cohort of Institute students and professional development become priorities. Tuition and housing are paid for by the Institute, while students are expected to pay for their transportation and food. In addition, those not placed in paid internships will receive a stipend in the amount of \$3000. You should be a sophomore to apply, however, juniors are considered if they are committed to attending graduate or professional school directly following their senior year.

#### **#6. Financial Services Program**

The Institute for Responsible Citizenship is excited to announce a new program in conjunction with KPMG, one of the foremost accounting firms in the country. This year, KPMG was ranked among the top 100 companies to work for by *Fortune Magazine*, and ranked 37th among large-size companies. More information about KPMG can be found at <http://www.kpmgcareers.com>. Twelve black male college sophomores will be selected to take part in this year's program. The program runs from the first Sunday in June until the last Saturday in July.

Students selected for this opportunity will spend the summer in New York City and work at the company's headquarters for eight weeks. The twelve young men will live together in housing provided for program participants. Students will be placed in the departments of Audit, Tax, or Advisory Services and be paired with a high-level executive to work with for the summer. Exemplary performance will be rewarded with an invitation to return for a second summer and possibly result in full-time employment following graduation.

#### Other program highlights

- Salary of \$21 per hour (2007 rate), while working full-time
- Laptop provided for duration of program
- Possible international travel
- Seminar series for academic credit

Students majoring in Finance, Accounting, or Management Information Systems with a cumulative GPA of 3.5 or better should send their applications in for the Financial Services Program.

### **#7. The Big Thicket**

The next event in NCHC's "Partners in the Parks" initiative is spring break in the Big Thicket of east Texas!

The Big Thicket is a "biological crossroads" of North American ecosystems with exceptional diversity in plant and animal life. Students will experience this diversity through hiking, canoeing and assisting in the "All Taxa Biodiversity Inventory" project. This event is sponsored by Lamar University in Beaumont, Texas.

### **#8. Partners in the Park**

Come to New York and experience a unique set of national parks "From Fire Island to Ellis Island," May 18-25, hosted by Long Island University. This Partners in the Park program will begin in historic Oyster Bay, where students will visit Theodore Roosevelt's home, Sagamore Hill, and sail on the only reconstructed 19<sup>th</sup> century oyster sloop in the country. Long Island is home to an expansive National Seafront, which includes the barrier dunes of Fire Island. We will trek the island on an overnight camping trip led by park rangers, observe the animals, bird, marine and human life on this Atlantic coast. These explorations will help students come to understand New York as a city on the water—a point that will be made later in the summer by some extraordinary "water sculpture," which should be in progress during our adventure. A full day on Ellis Island with the chief curator of this gateway to America will be the center of our city days. Students will also visit other national and state park sites in NY, ending with the traditional hot dogs at Coney Island. Housing will be at two Long Island University campuses, and the total land cost including all meals will be \$450. Please have your students (or faculty) interested in this program register on line at the Partners in the Parks SUU website:

[www.suu.edu/honors/partners/Islands2008/Islands08.html](http://www.suu.edu/honors/partners/Islands2008/Islands08.html)

## EXAMPLES OF ADDITIONAL OPPORTUNITIES FOR HONORS FACULTY

### **#1. Faculty Institute: Barrios, Barriers and Borders**

Borders are a fascinating component of life in the desert Southwest, where they define differences in the environmental, cultural, political, and economic characteristics of southern Arizona and northern Sonora, Mexico. Institute participants will explore the role of borders beginning in Tucson, then heading to the Tohono O–odham Nation and to Organ Pipe Cactus National Monument. After a couple of days camping and exploring, we will cross the US–Mexico border to spend a night at the Pinacate Biosphere Reserve and then move further south for a night in Puerto Peñasco on the shore of the Gulf of California.

Dates: March 15–22, 2008 (Spring Break)

Along the way the group will be using Place–as–Text\* methodology; meeting local residents, politicians, and biologists; and examining the environmental links and divisions in this arid desert. The fascinating juxtaposition of ecology, policy, language, and politics will appeal to a broad range of participants who will be encouraged to apply their experiences to courses at their home institutions. Honors Directors, Deans, and Faculty from all subject areas are encouraged to explore this hands–on approach to field–based interdisciplinary learning.

For more information visit our Web site:

<http://www.suu.edu/honors/partners/Institute2008/Institute08.html>

### **#2. National Honors Conference in San Antonio.**

The barriers to understanding and achievement are many. Honors education addresses these barriers by empowering students to challenge expectations and explore new worlds. A community of pathfinders, honors students and faculty lead us across frontiers in search of knowledge and creative expression. We meet this year in San Antonio, a city where the cultures of the world come together to build new connections on the frontiers of the 21st century.

Invited Panels: This year, the Teaching and Learning Committee will sponsor invited panels on teaching honors in various disciplines.

Celebration of Teaching and Learning: This year’s Celebration will be called “Tributes.” We invite students to nominate honors teachers for recognition. Nominations should include a paragraph outlining what makes the nominee’s teaching particularly effective or inspirational. The idea for this session is to approach some of the qualities that make for outstanding teaching through living examples. We are not trying to identify the best honors teachers in the country—an impossible task. We do want to celebrate the work of successful teachers and students and the value of honors education for both.

## COSTS AND BENEFITS TO THE COLLEGE

It is extremely important for the Honors Scholars Program to develop a budget that becomes a part of the institutional budget process. This creates stability for the program and a mechanism for evaluation of effectiveness. An minimum budget estimate for the 2008–2009 school year is \$22,000, the benefits are incalculable.

### Start Up Costs:

Honors Scholars Program Developer 3 units of release time Fall 2008	\$5,180
Attendance for Program Developer at Fall Honors Conference	\$1,200*
Development of Web page and initial promotional materials	\$500
Two faculty curriculum development seminars Fall 2008	\$1,500

\* Optional but desirable expense

### Start Up Benefits:

- o Forward movement on the colleges strategic directions;
- o Positive public relations;
- o Invigoration of the academic discourse;
- o Enhancement to school spirit.

### Projected Ongoing Costs:

Faculty coordination time: a minimum of 6 units per semester expanding as the program grows.	\$10,360
Dedicated counselor hours to advise students: counseling is included in their typical load, however the counselor must be able to schedule additional time to work with the coordinator and advisory committee and PTK	\$0
Promotional materials typical to any college program: brochures, schedule, catalogue, mailers to high school students and continuing students, website	\$500
Honors Scholars Program student assistant	*
Commitment to run honors sections even if enrollment is low.	varies
Faculty Coordinator/Counselor attendance at national, regional and local conferences/meetings	\$2,400*
Stipends for students to do research at Cañada	*
Student attendance at regional and State conferences	\$5,000 *
Membership fees in national and regional honors associations	\$800
Professional development activities for faculty & staff	\$1,500 *

Annual Honors Scholars Welcome Lunch	\$750
Annual Honors Scholars recognition event at commencement	\$750
Dedicated Honors Scholars student space in Library or Learning Center	\$0
Development of an Honors Scholars Scholarship.	\$500 *

\* Optional but desirable expense

**Projected Ongoing Benefits:**

- o Support to existing college programs;
- o Increased graduation and transfer rates;
- o Increased enrollment of both traditional, college-age students and non-traditional students;
- o Public recognition as a high level, academic, transfer institution.

**NEXT STEPS TO SUCCESS**

Web based student survey.

High school student survey (included on District-wide survey tool)

Identify Honors Program Faculty Coordinator and Academic Counselor.

Join Honors Transfer Council of California and Bay Honors Consortium.

Identify faculty who are interested in teaching honors classes.

Determine where the Honors Program should be “housed.” (It is recommended that the faculty coordinator report directly to the Vice President of Instruction.)

Develop Honors sections, contracts, and seminar.

Develop Honors calendar and timelines.

Develop Honors Policies and Procedures: eligibility, contracts, course development guidelines, WebSMART procedures, counseling materials.

Develop Honors Web page.

Outreach to high school counselors, administrators, parents, AP and IBA faculty.

Create Honors Scholars Program logo and inspirational source.

Develop Honors Program promotional materials for students, high school counselors, the catalogue, and schedule.

In two years apply for admission to the UCLA Transfer Alliance Program.

## 2008 HONORS SCHOLARS ADVISORY COMMITTEE

Professor Alicia Aguirre English as a Second Language Spanish	Professor Patty Dilko, Chair Early Childhood/Child Development Honors Scholars Program Developer
Professor Denise Erickson Art	Professor Linda Haley CEBET Coordinator Phi Theta Kappa Advisor
Professor Arturo Hernandez Counseling	Robert Hood Public Information Director
Professor Ray Lapuz Mathematics SLOAC Coordinator	Professor Jeanette Medina Chemistry
Professor Lisa Palmer English Phi Theta Kappa Advisor	Dean Melissa Raby Counseling and Enrollment Services
Professor Carol Rhodes Biology	Professor Paul Roscelli Economics PTK Advisor
Soraya Sohrabi Transfer Center Coordinator	Dean Katie Townsend-Merino Humanities and Social Sciences
Professor Mike Stanford History	Professor Cathy Lipe MESA Coordinator

### Role of an ongoing Honors Scholars Program Advisory Committee:

The Honors Scholars Program Advisory Committee should have members from a wide variety of constituent groups: Students, Admissions Officers, Academic and Student Support Deans, counselors, and a broad selection of faculty. It may also be useful to have members from the community such as high school counselors and/or teachers. The committee should meet at least once per semester to review Program challenges and opportunities and to advise the Program Coordinator. The Committee may be involved in the following activities:

- o determining and approving its own membership;
- o establishing and updating program policies
- o ensuring compliance with program policies;
- o inviting, and training honors faculty;
- o reviewing inter-institutional agreements with high schools and four-year colleges.

## QUESTIONS GENERATED FROM FOCUS GROUPS

Focus groups convened include: Associated Students Governing Council; Academic Senate Governing Council; Instruction and Student Services Council; Business, Workforce Development and Physical Education Division; Humanities and Social Sciences Division; Science and Technology Division; Phi Theta Kappa; Student Services Administrative Council; College Counselors; College Marketing Department; Classified Senat;, MESA students; Diversity Committee.

Feedback from these groups was overwhelmingly positive. Comments from students included such sentiments as: “Why on earth would we not have a program that enables our most ambitious, academically talented students achieve their educational plans?” Remarks from those members of the community responsible for recruiting and counseling incoming students suggest that the entire college community would benefit from the creation of an Honors Scholars Program through increased enrollments, higher numbers of transfer ready students, and a general shift in the public image of the college as a serious, transfer institution. Faculty responded with a rich and varied discussion that included academic standards, access and student equity, program cohesion, workload, and a reflection on the college’s strategic directions. Some of the questions that were raised are as follows.

### **Who decides the eligibility criteria and program requirements? (ASGC)**

As an academic program, the Academic Senate should have primary responsibility in developing an Honors Scholar Program. After significant research and collaborative decision-making, a recommendation should be processed through the usual avenues of shared governance resting ultimately with the college president and the district trustees. The Academic Senate for California Community Colleges makes the following recommendations: “Honors courses, or sections of courses, if used to restrict enrollment as the other limitations in this section, must be enacted by Board policy (upon recommendation by the senate), usually as an "honors program." As with performance courses, honors courses cannot block student access to a degree and must be structured in a fair and equitable manner. The Model District Policy, however,

does not specify any special program review or disproportionate impact studies for honors courses.

The criteria for enrollment in an honors program (really, its courses and sections) can be based on any fair and equitable criteria. Typically, students are expected to maintain a respectable GPA and continue in good status in the college. The catalog description of honors courses and the schedule of classes description of honors sections might be something like "enrollment limited to honors students; see page XXX." Again, page XXX or another readily available publication would tell students how to become part of the honors program. With this restriction, only those students identified by the college as part of the honors program--following the Board adopted policy--would be permitted to enroll in these courses and sections. A less restrictive process is to designate the courses or sections as "designed primarily for honors students; see page XXX." In this way, any student is free to enroll. Honors students may be identified as a cohort of students and then block enrolled in the course, but any remaining seats can then be filled through regular enrollment. This type of honors program does not limit enrollment and so takes no special Board action."

**Which colleges that are similar to ours have Honors programs ... Bay 10 etc.? (ASGC)**

The attachment entitled "Members of Honors Transfer Council of California" includes the list of the 51 California Community Colleges who are have active honors programs. In addition, the table includes data on the annual FTES for 2006-2007, and an indication of which of those colleges have Federal designation as an Hispanic Serving Institution. Honors programs are located at colleges all over the state, and include Crafton Hills at 4,033 FTES to City College of San Francisco at 29,211 FTES. The two closest in size to Cañada Colleges 3,985 FTES which are also HIS's are Crafton Hills and LA Southwest. In the Bay Area there are honors programs at City College of San Francisco, College of San Mateo, Foothill College, Los Medanos, and Skyline College.

**Is there any data available from colleges who have had Honors Programs? (ASGC)**

The Academic Senate for California Community Colleges' Equity and Diversity Action Committee recently published the preliminary results of a survey of the community college systems honors programs. The results include the following: "Of the 36 colleges that responded that they had an honors or scholars' program, the overwhelming majority (34) reported that their programs were designed to provide for more academic rigor for transfer students. In line with HTCC, 31 of the colleges replied that the basic goal of their honors program is transfer. Most (33) use specific criteria to determine a student's admission to the program, including grade point averages (33), a certain proficiency level in English (23 require students to be eligible for college-level English), and a separate application process for the program (30). Moreover, the majority of the students in these programs transfer to the University of

California system, ranging from 70–75% for some programs or in terms of numbers, as many as 250–300 students.

**Can you document assessment of the various models? (ASGC)**

Unavailable.

**How do programs avoid demographic isolation? Ethnic, gender, etc.**

**How do we mitigate a perceived “2-class” system?**

**How do we include/support diversity in the program? (ASGC)**

Analysis included in the Rostrum article states the following: “The area that elicited the most discussion ... centered on the students in these programs disaggregated by gender and race, especially because of the focus on transfer, particularly to the University of California system. The data on the following page show that female students tended to be disproportionately more likely to enroll in these programs. However, when examining the programs by ethnicity/ race, one can draw two very different conclusions. To some degree, the smaller programs appear to “cherry pick” students for the program and have profiles somewhat close to or exceeding the proportion of students, particularly Latino/a students, than their proportion at the college. The larger programs, on the other hand, show a disproportionately high percentage of Asian American and/or White students. The data generated a great deal of discussion, especially in light of post–Proposition 209 transfers and admissions of Latino/a and African American students to the UCs. Issues of recruitment, the development of programs focusing on the transfer of minority students, and ensuring the success of all students provided more topics of discussion. At a minimum, all honors and scholars’ programs need to keep data on their students because of the student equity issues. Only when local colleges have a clear view of who their honors or scholars’ students are can they begin to address these issues.

**How many students are currently invited to join PTK? How many join? And, how many participate annually? What are the demographics of their membership? (Humanities, Diversity)**

Phi Theta Kappa is arguably the most active club on campus with a new enrollment of 30 –50 each semester and a total membership of 700. Student participants provide a rich selection of service, educational, and leadership activities to members and the entire Cañada community.

<b>Cañada College</b>	<b>Phi Theta Kappa</b>
<b>Ethnicity of Membership</b>	<b>3/27/2008</b>
<b>Members</b>	<b>Members</b>
<b>Since</b>	<b>Inducted</b>
<b>Chartering 97–2008</b>	<b>Since 1–1–07</b>

American Indian	1.1%	0.0%
Asian Pacific	12.3%	13.7%
African American	3.1%	2.8%
Caucasian	59.4%	46.5%
Hispanic	14.8%	28.8%
Other	9.3%	8.2%
Male: 40 %		
Female: 60%		

**How do smaller colleges create a cohesive program? (Humanities)**

The primary strategy for smaller colleges is to provide a variety of types of honors courses including honors sections, contract courses and honors seminars. The most important feature of the honors program at a small college is that it is integrated with all of the other programs that support transfer students.

**Is there a financial commitment from the College to support the Honors Scholars Program? (PTK)**

Once the Advisory Committee develops a proposal, it will proceed through the shared governance process. The first step is to ascertain at what level College constituencies support the concept; this has been done through the focus group process. The next step is to present the findings and a concrete proposal to the Academic Senate Governing Council, Planning & Budget Committee, and College Council. College managers and administrators will then evaluate the fiscal impact on the College.

**Will the program be used to bring standards up? How will you help faculty understand how their courses fit into the transfer program? (PTK)**

In the early phases of development, faculty discussions will be focused on the mission of the Honors Scholars program and the goals of transferring students. As policies and procedures are developed and approved by the Advisory Committee, new faculty will be oriented to the program.

**Will you hire outside faculty? (PTK)**

The most logical place to start is with our existing faculty. These are the folks with both the discipline expertise and the deep knowledge of our students and community. Along the way there may be good reasons to hire new faculty with specific knowledge, skills or abilities.

**How will it affect specific impacted transfer programs such as Nursing or Engineering? (Science Div.)**

**How would we be sure that sufficient honors classes are offered each semester? (ASGC, ASCC)**

Discipline faculty along with the Honors Coordinator, Honors Counselor, Division Deans and the VPI would need to carefully craft a plan that would provide the students with a sequence of honors courses, contract opportunities and rich honors seminars. As with any college-wide program, communication is the key to success.

**How do faculty determine/evaluate that a class is honors level? (ASGC)**

The Academic Senate for California Community Colleges makes the following recommendation: "Some honors courses are uniquely designed, but most are modifications of existing courses. To what extent does the curriculum in an honors course or section differ from the regular course or section? If it is the section of the course, which is designated as honors, then the required student outcomes are the same as for all sections. The "honors" nature is justified by optional topics beyond those in the course outline and/or the stimulation offered by being among more talented students. If it is the course, which is honors, then a unique course outline must be written and presented to the curriculum committee. It is NOT sufficient to just turn in the same outline as for History 17 and call it honors History 17H! Each course must meet a distinct need in the curriculum and must have a unique course outline of record. History 17H would be expected to have more advanced student outcomes, a broader and deeper content, more challenging assignments, more invigorating instructional methods, more rigorous grading, and/or an exceptional text and instructional materials. Creation of honors courses is not to be undertaken lightly. A good deal of planning is involved, particularly because the creation of such new courses means that they must be articulated separately from the base course."

Some additional recommendations have been developed by the National Association of University Honors Students: Informal feedback from current NAUH students suggests that there are many strategies currently implemented to enhance Honors courses. The students' identified the following as the most rewarding ways to add an Honors component to a course:

**Debate & discussion**

Create a series of point/counterpoint discussions in your class that model a formal debate. Make students responsible for each point, its support & the counterpoint rebuttal. Perhaps switch positions for the debate and have students argue the opposing point. Have either faculty or small group of students "judge" the debate.

**Teach a lesson**

Have students take responsibility for teaching a chapter, a concept, or a method. Students should practice with professor first to ensure their understanding.

#### Biweekly Meeting

Have students meet for a discussion group biweekly to address a more in-depth aspect of the course content or additional reading assignment. This might include a brief response paper to clarify thoughts and generate discussion.

#### Out-of-class Assignments

Have students participate in out-of-class activities that extend class concepts. These might be lectures, arts events, guided hikes & tours, etc. Have students prepare a brief oral presentation for the class about the relevance of the activity to the class. Or, have students create a relevant out-of-class event (like a film series) for the entire class. Students would be responsible for the selection & justification of the event.

#### Discussion Leaders

Have students prepare, in writing, questions or comments relevant to course material and lead class discussion. Meet with students beforehand to discuss why they chose these particular questions and how they might organize the discussion.

#### Symposium Presentation

Honors Program hosts an annual Honors Symposium to showcase the work of students throughout the Program. Have students prepare a project, paper, or creative work that relates to course content. Have students submit an abstract for the Symposium.

#### Vista discussion group

Have students engage in an online discussion group. Post topics for discussion and facilitate so that students stay on track with course content. They might also create an online discussion for the class, where they serve as facilitators for the discussion.

#### Monthly Seminar

Have students read a particular article or chapter and a critique of that piece. Have them individually and then as a group critique the critique & share with the professor.

#### Additional Relevant Assignments

Add an additional take-home component to exams or assignments that require more in-depth research about the topic. Have students meet with the professor to go over this additional work.

Oral defense

Have students participate in an oral defense of their final project for class. This defense might be with the professor only, or with other students.

**Can the Honors program be integrated with BSI, perhaps through service learning? (ASGC, ISSC, Business, Workforce & Physical Education Div.)**

Honors programs often have a service component; that would be up to the Faculty Advisor and the Advisory Committee to design.

**Research the ACE Program UC Santa Cruz. (ASGC)**

The ACE program is similar to the MESA program at Cañada College. “The ACE Mission is to increase the diversity of students graduating with degrees in science, technology, engineering, and math. We provide a challenging and supportive setting to help you develop skills that will earn you higher grades in science and math. We pride ourselves in working towards retaining students in science and math intensive majors and supporting them throughout their undergraduate career.” UC Santa Cruz is currently considering the development of a traditional honors program.

**Will Honors Program students get priority registration? (ASGC, ASSC)**

The NCHC Board of Directors recently approved an additional “Basic Characteristic of a Fully Developed Honors Program,” as follows: A fully developed program will provide priority enrollment for honors students who are active in the program in recognition of their unique class scheduling needs. An example of how this could be implemented is found in the Honors Program at Oklahoma State University where they provide a list of “active participant” Honors College students to the Registrar in an Excel file, and the Registrar codes the students for priority enrollment. Under their policies, active Honors sophomores-seniors enroll on the priority enrollment date (the day before graduating seniors) along with students certified by Student Disability Services (A.D.A. compliance) and athletes engaged in intercollegiate athletics. Active Honors freshmen enroll the next day (the same day as graduating seniors).

**Will students in engineering and the sciences benefit? (ASSC)**

As an example of potential benefits see the San Jose transfer agreement attached at the end of the document. In addition, all students will have a competitive advantage because many colleges and universities weight honors classes higher.

**How will students who wish to transfer to out-of-state schools benefit? (ASSC)**

National recognition of the Honors Transfer Council of California, and institutional participation in regional, state and national honors experiences.

**How would you assess the level of advantage that an honors student receives from participation in the program? (ISSC)**

An assessment plan would need to be developed by the Faculty Advisor with feedback from the Advisory Committee. Both quantitative and qualitative data would need to be gathered on participating and graduation students in order to determine effectiveness of the program.

**How will you be sure that there is solid faculty buy-in?**

**Who would teach?**

**Who would choose sections etc.? (ISSC)**

The Faculty Advisor, working closely with the Academic Senate Governing Council, Curriculum Committee, and Division Deans would develop a strategy for developing a comprehensive selection of honors offerings. Participation in the program would be voluntary, and faculty would self-select when identifying their interest and the specific courses that they would like considered in the program.

**Will it be developed in parallel to the Learning Community model? (ISSC)**

Yes, the learning community model is strong and while the Honors Scholars program would not be exactly the same as other learning communities on campus, there would be a strong case for integrating them.

**What sort of help would be available to faculty to get them prepared to develop coursework? (ISSC)**

The plan would be that faculty who are interested would work together during Fall 2008 to develop the program, the classes that may be offered first, and the orientation necessary to offer a few classes during Spring of 2009. By starting small faculty will have the opportunity to work together at a pace that supports success.

**Is there a cap on the size of the program? (Diversity)**

There would be no official cap to the size of the program. We can assume that it would start small and build over time as student interest and faculty preparation increased.

**How would the program recruit different students including high school, international, underrepresented, and non-traditional? (ISSC, Diversity)**

**How will an Honors Scholars program affect the image of the college in the community? (ISSC)**

In talking with the Public Relations Officer, outreach staff, and the Transfer Center Coordinator, it is clear that many high school students are interested in attending a school that has an honors program because they know that honors programs provide additional transfer opportunities to students. As the College builds academic programs that support transfer students, it will be building a reputation of commitment to the highest level of academic achievement. An honors program, along with the PTK honors society are tangible manifestations of this commitment to excellence.

**How will it be developed as a program rather than just a bunch of classes? (Counseling)**

The faculty coordinator, interested faculty members, the advisory committee, students, and program counselor will work together to develop the plan for implementation. This plan will include the range of coursework offered, the sequence the courses are offered, and other program components. This comprehensive planning will ensure that the program maintains a holistic approach.

**How will the details of record keeping be worked out in WebSMART and Banner? (SSAC)**

The details of academic record keeping in WebSMART and Banner will be worked out between Cañada's Admissions and Records Office, the District Office IT Department and our sister colleges.

**How will the program be articulated with UC's and CSU's?**

Following UC and CSU articulation dates of summer and winter, the Faculty Coordinator will work with the teaching faculty, the Curriculum Committee Chair and Articulation Officer to move the courses through the articulation process. Given that these processes take a considerable amount of time the program will be designed to start small and build in following years.

## RESOURCES

ACE Academic Excellence in Education USCS

<http://ace.ucsc.edu/>

ASCCC: The Model District Policy on Prerequisites, Co-requisites, and Advisories on Recommended Preparation

<http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/ModelDistrictPolicy.htm>

Basic Characteristics of an Honors Program (NCHC)

<http://www.nchchonors.org/basic.htm>

City College of San Francisco

<http://www.ccsf.edu/Departments/>

Foothill College Honors Institute

<http://www.foothill.fhda.edu/hon/index.html>

Honors Agreements/Transfer Grid

<http://www.honorstcc.org/agreements/transfergrid.pdf>

Honors Transfer Council of California

<http://www.honorstcc.org/>

Los Angeles Mission College:

<http://www.lamission.edu/sociology/meikelburg/Honors%20Requirements.html>

National Collegiate Honors Council (NCHC)

<http://www.nchchonors.org/>

Phi Theta Kappa

<http://www.ptk.org/>

Preliminary Results from the Survey of Community College Honor Programs: Student Equity Implications. Rostrum Article May 2007

<http://www.asccc.org/Publications/Rostrums/Rostrum05-07.pdf>

Sample Honors Syllabi

<http://www.nchchonors.org/freshmen.pdf>

<http://www.nchchonors.org/sophomoresylliabicombined.pdf>

Skyline College Honors Transfer Program

<http://www.smccd.net/accounts/skyhon/>

University of California Campus-Wide and Departmental Honors Survey

[http://planning.ucsc.edu/honors/Docs/HonorsSurvey\(UC,Apr07\).pdf](http://planning.ucsc.edu/honors/Docs/HonorsSurvey(UC,Apr07).pdf)

UCLA Transfer Alliance Program

<http://www.college.ucla.edu/up/tap/>

Western Regional Honors Council

<http://www.unm.edu/~wrhc/>

## REFERENCES

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- Schuman, S. (1999). *Honors Programs at Smaller Colleges*. Collegiate Honors Council: Lincoln, NE.
- Otero, R., Spurrier, R. (2005). *Assessing and Evaluation Honors Programs and Honors Colleges*. National Collegiate Honors Council: Lincoln, NE.
- Fuiks, C. L., Clark, L. (2002). *Teaching and Learning in Honors*. National Collegiate Honors Council: Lincoln, NE.

## ATTACHMENTS

### A. UCLA Transfer Alliance Program Information

#### Criteria for TAP Membership

##### I. Structure and Administrative Support

1. Evidence of support from Community College President that TAP affiliation is desired and will be supported administratively.
2. Instructional Faculty Coordinator to oversee the program, be a liaison to UCLA, and serve as member of the UCLA TAP Council.
3. Organized structure of the Honors/Scholars Program that reports to an academic dean or vice president having official representation on college governance committees.
4. Organized Honors/Scholars advisory or policy-making group composed of faculty, students and administrators.
5. On-campus location for the Honors/Scholars office, clerical support and access to space for students in program.
6. A plan for program assessment and accountability.

##### II. Academic Standards

1. Established student performance criteria (entrance, maintenance and completion requirements).
2. Minimum of 15 units (5 classes) to meet Honors/Scholars Program requirements (same as Honors Transfer Council of California).
3. Type of offerings can be Honors/Scholars courses, contract Honors/Scholars, or combinations.
4. Breadth of Honors/Scholars course offerings (IGETC, preparation for major) and guarantee that courses necessary for transfer to UCLA will be offered regularly.
5. Course enrichment including but not limited to research opportunities, reading and writing assignments, analysis and critical thinking and use of technology.
6. The honors curriculum should offer faculty an opportunity to try experimental pedagogies and should offer students the opportunity for hands-on educational experiences.

### **III. Student Recruitment and Services**

1. Designated counselor(s)/advisor(s) for Honors/Scholars students who will be knowledgeable about TAP, UCLA and UC transfer admission requirements and who will participate in the TAP Council meetings and initiatives and the Advisory Committee or policy making group.
2. Evidence of efforts to encourage participation of historically underrepresented students in the program.
3. Development of effective means of communication among students, faculty and counselor(s)/advisor(s) so that information about the program and its activities is disseminated.
4. Developing opportunities and access for non-traditional (part-time, returning, older) students to become involved in TAP.

### **IV. UCLA Responsibilities**

1. Provide specific information as to what UCLA can offer TAP schools (brochures, agreements, training meetings, etc.)
2. Distribute information about available scholarships for transfer TAP students. Notify TAP colleges of scholarship winners.
3. Provide college-specific data on admission, registration, completion of degree, and GPA of TAP students who apply to UCLA and enroll.
4. Guaranteed priority consideration for certified TAP transfer applicants.
5. Assist TAP colleges with recruitment presentations
6. Provide UCLA library cards to TAP students.

### **TAP Honors Course Criteria**

Please indicate the attributes, below, which distinguish this course from a non-Honors course. For any that do not apply mark as n/a (not applicable).

1. Expectation for greater degree of student participation and involvement.

2. Student work evaluated with higher standards of performance expectation.  
Describe how work is evaluated (percentage weight given to assignments, presentations etc.):
3. More independent reading  
Describe how independent reading is determined and assessed:
4. More opportunities for writing  
Describe writing opportunities:
5. Course approach requires more critical thinking  
Describe assignment or class procedures requiring critical thinking:
6. Students expected to use primary sources to a greater extent  
Describe examples of primary sources students may access:
7. Greater depth and/or breadth of subject matter presented  
Briefly describe what constitutes greater depth/breadth:
8. More opportunities for research and/or publication  
Explain opportunities for research:
9. More source citations  
Explain expected citations:
10. More opportunities to pursue topics/projects of individual interest  
Explain opportunities for personal fulfillment:
11. Course is interdisciplinary in design  
Explain interdisciplinary format:
12. Greater flexibility in format and teaching methodologies  
Describe flexibility:
13. Selected field trips, guest speakers, and opportunities to attend related cultural and social events are offered  
Describe opportunities:

## **B. Basic Characteristics of a Fully Developed Honors Program**

### **BASIC CHARACTERISTICS OF A FULLY DEVELOPED HONORS PROGRAM**

**(Approved by the NCHC Executive Committee on March 4, 1994,  
and amended by the NCHC Board of Directors on November 23, 2007)**

No one model of an Honors program can be superimposed on all types of institutions. However, there are characteristics which are common to successful fully developed Honors programs. Listed below are those characteristics, although not all characteristics are necessary for an Honors program to be considered a successful and/or fully developed Honors program.

\* A fully developed Honors program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated set of criteria (e.g., GPA, SAT score, a written essay). A program with

open admission needs to spell out expectations for retention in the program and for satisfactory completion of program requirements.

- \* The program should have a clear mandate from the institutional administration ideally in the form of a mission statement clearly stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. This mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members or administrators. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence.

- \* The Honors director should report to the chief academic officer of the institution.

- \* There should be an Honors curriculum featuring special courses, seminars, colloquia, and independent study established in harmony with the mission statement and in response to the needs of the program.

- \* The program requirements themselves should include a substantial portion of the participants' undergraduate work, usually in the vicinity of 20% to 25% of their total course work and certainly no less than 15%.

- \* The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training.

- \* The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.

- \* Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students.

- \* The program should occupy suitable quarters constituting an Honors center with such facilities as an Honors library, lounge, reading rooms, personal computers and other appropriate decor.

- \* The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program.

- \* The program should have in place a committee of Honors students to serve as liaison with the Honors faculty committee or council who must keep them fully informed on the program and elicit their cooperation in evaluation and development. This student group should enjoy as much autonomy as possible conducting the business of the committee in representing the needs and concerns of all Honors students to the administration, and it should also be included in

governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

\* There should be provisions for special academic counseling of Honors students by uniquely qualified faculty and/or staff personnel.

\* The Honors program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can try things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized thereby raising the general level of education within the college or university for all students. In this connection, the Honors curriculum should serve as a prototype for things that can work campus-wide in the future.

\* The fully developed Honors program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution.

\* A fully developed program will emphasize the participatory nature of the Honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, Honors semesters, international programs, community service, and other types of experiential education.

\* Fully developed two-year and four-year Honors programs will have articulation agreements by which Honors graduates from two-year colleges are accepted into four-year Honors programs when they meet previously agreed-upon requirements.

\* A fully developed program will provide priority enrollment for honors students who are active in the program in recognition of their unique class scheduling needs.

### C. Characteristics of Honors Transfer Programs in California Community Colleges

	Member of Honors Transfer Council of California	Federal Hispanic Serving Institution "HSI"	Annual FTES 06/07 *	Transfer Alliance Participant "TAP"	# of Students in Honors Program
1	<a href="#">Allan Hancock College</a>		7,345		To be
2	<a href="#">American River College</a>		21,866		researched
3	<a href="#">Antelope Valley College</a>		9,446	X	
4	<a href="#">Cerritos College</a>	X	18,052	X	
5	<a href="#">Cerro Coso</a>		1,790	X	

	<a href="#">Community College</a>				
6	<a href="#">Chaffey College</a>	X	13,172	X	
7	<a href="#">Citrus College</a>	X	9,995	X	
8	<a href="#">City College of San Francisco</a>		29,211	X	
9	<a href="#">College of the Canyons</a>		11,002	X	
10	<a href="#">College of the Redwoods</a>		4,536	X	
11	<a href="#">Crafton Hills College</a>	X	4,033		
12	<a href="#">Cypress College</a>		10,446	X	
13	<a href="#">College of San Mateo</a>		8,284		
14	<a href="#">East Los Angeles College</a>	X	15,615	X	
15	<a href="#">El Camino College</a>	X	15,615	X	
16	<a href="#">Foothill College</a>		19,715	X	
17	<a href="#">Fullerton College</a>		16,922	X	
18	<a href="#">Glendale College</a>	X	11,798	X	
19	<a href="#">Golden West College</a>		10,954		
20	<a href="#">Grossmont College</a>		11,895		
21	<a href="#">Irvine Valley College</a>		7,049	X	
22	<a href="#">Long Beach City College</a>	X	14,623	X	
23	<a href="#">Los Angeles City College</a>		12,214	X	
24	<a href="#">Los Angeles Harbor College</a>		6,081	X	
25	<a href="#">Los Angeles Mission College</a>	X	4,574	X	
26	<a href="#">Los Angeles Pierce College</a>		12,880	X	
27	Los Angeles Southwest College		4,182	X	
28	<a href="#">Los Angeles Valley College</a>		11,121	X	
29	<a href="#">Los Medanos College</a>	X	6,978	X	
30	<a href="#">MiraCosta College</a>		5,264	X	
31	<a href="#">Modesto Junior College</a>		13,705		
32	<a href="#">Moorpark College</a>		12,095	X	

33	<a href="#">Mt. San Antonio College</a>	X	23,308	X	
34	<a href="#">Mt. San Jacinto College</a>	X	8,730	X	
35	<a href="#">Orange Coast College</a>		18,503	X	
36	<a href="#">Pasadena City College</a>	X	21,998	X	
37	<a href="#">Rio Hondo College</a>	X	13,207	X	
38	<a href="#">Sacramento City College</a>		16,524	X	
39	<a href="#">Saddleback College</a>		13,936	X	
40	<a href="#">San Bernardino Valley College</a>	X	8,957	X	
41	<a href="#">San Diego City College</a>		10,451	X	
42	<a href="#">San Diego Mesa College</a>		14,237	X	
43	<a href="#">San Diego Miramar College</a>		6,580	X	
44	<a href="#">Santa Ana College</a>	X	15,584	X	
45	<a href="#">Santa Barbara City College</a>		13,956	X	
46	<a href="#">Santa Monica College</a>	X	24,209	X	
47	<a href="#">Santiago Canyon College</a>		6,821	X	
48	<a href="#">Skyline College</a>		6,457	X	
49	<a href="#">Victor Valley College</a>	X	7,459		
50	<a href="#">West Los Angeles College</a>	X	5,865	X	
51	<a href="#">West Valley College</a>		8,752	X	
?	Cañada College	X	3,985		

\* Chancellor's Data Mart: <http://misweb.cccco.edu/mis/onlinestat/ftes.cfm>

#### D. Student Participation in Honors Programs

Data from Academic Senate for California Community Colleges Survey

<http://www.asccc.org/Publications/Rostrums/Rostrum05-07.pdf>

College	Male		Female		Total Number
A	% Honors	% At the College	% Honors	% At the College	
B	47	43.8	53	54.9	350
C	35	38.3	65	60.7	650

D	37.9	45.8	62.1	53.5	?
E	40	48.4	62.5	51.6	40
F	40.9	48.4	62.5	53.5	110
G	21.7	41.4	78.3	57.5	23
H	36.9	41.1	63.1	58.8	678
I	43.3	37.6	56.7	58.7	30

College	African Am	Asian Am	Latino/A	Native Am	White	Total Number
A	5% (7.3)**	33% (16.8)	38% (48.6)	1% (.6)	9% (13.4)	350
B	10 (12.1)	20 (9.8)	5 (43)	1 (.6)	64 (27.70)	650
C	2.7 (3.1)	29.1 (27.4)	5.9 (10.6)	? (.4)	44.5 (40.8)	220
D	? (12.6)	16.3 (17.3)	26.8 (33.6)	1.3 (.8)	28.8 (25.5)	?
E	30 (28.2)	7.5 (7.5)	52.5 (52.4)	0 (.4)	10 (5.9)	40
F	0 (1.6)	10.8 (11)	6.2 (12.5)	0 (.6)	78.5 (65.2)	110
G	21.7 (21.5)	0 (6.9)	56.5 (39.3)	0 (1)	21.7 (25.2)	23
H	3.8 (10.5)	15 (18.9)	16.2 (23.3)	.4 (.5)	46.5 (34.5)	678
I	15.9 (12)	27.3 (4.3)	27.3 (28.5)	0 (1)	29.5 (49.3)	30

\* Each College's percentage was taken from the System Office's Data Mart at: [http://misweb.cccco.edu/mis/onlinestat/studdemo\\_coll\\_cube.cfm](http://misweb.cccco.edu/mis/onlinestat/studdemo_coll_cube.cfm) using Spring, 2006 data.

\*\* % in the program (% at the college)

## E. Sample Transfer Agreements:

### Mills College

#### DRAFT HONORS AGREEMENT

Between Mills College and the Honors Program at a Participating Community College in the Honors Transfer Council of California (HTCC)

#### Purpose:

The purpose of this program is to establish collaboration between Mills College and Participating Community Colleges in HTCC to enable motivated students at member colleges to make a smooth transition from community college to Mills College for completion of their bachelor's degrees.

#### Goals

Encourage HTCC honors students to apply and enroll at Mills College.

Assist transfer students in the transition from HTCC honors programs to academic degree programs at Mills College.

Maintain robust transfer student retention at Mills College through enhanced advising

and closely articulated academic course planning within the admission process.  
Promote student academic preparation and transfer planning.  
Support and promote the value and benefits of community college transfer.  
Support Mills College's efforts to recruit excellent transfer students from HTCC honors programs.  
Expedite baccalaureate degree completion by HTCC honors students.

#### Commitment by Mills College

To accomplish these goals, Mills College will:

1. Give priority admission to HTCC honors program students who have
  - a. Completed the requirements of their college's honors program; and
  - b. Fulfilled the transfer admission requirements of Mills College.
2. Guarantee a renewable (contingent upon satisfactory academic progress) annual scholarship ranging from \$10,000 to \$12,500 to certified honors program students with a 3.5 or better GPA.
3. Provide current transfer information to VP of Transfer Affairs of the HTCC to be disseminated to all HTCC member schools.
4. Designate an HTCC liaison, Associate Dean of Admission: Transfer, to provide personalized transfer planning advice to HTCC students regarding Mills College admission and graduation requirements.
5. Cooperate on an ongoing basis with VP of Transfer Affairs of the HTCC to provide HTCC students with beneficial services such as campus tours of Mills College, information workshops, financial aid and scholarship information, transfer counseling, pre-admission advising, and invitations to cultural events.

#### Commitment by HTCC Colleges

As part of this agreement Participating Community Colleges in the HTCC will:

1. Provide an organized structure for delivery of honors courses. Such a program will be represented in the college governance structure and will be directed or coordinated by a member of the instructional faculty.
2. Identify an HTCC VP of Transfer Affairs to work with the Office of Admission at Mills College and the HTCC honors counselors to ensure the completeness of each applicant's file.
3. Explore on an ongoing basis ways that the Honors Program at the Participating Community College and Mills College can cooperate to the mutual benefit of both programs.

Both institutions will charge the directors of their respective programs with the responsibility of implementing the terms of this agreement.

**San Jose State University**  
**Transfer Engineering Honors Program Agreement**

Name: \_\_\_\_\_

Birth date: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Current School: \_\_\_\_\_

Anticipated Entry to San José State University? Semester Year \_\_\_\_\_

The Transfer Engineering Honors Program at San José State University (SJSU) will provide to highly motivated students who are interested in transferring to SJSU with an engineering major, priority consideration for the items listed below:

- A one-time \$500.00 engineering book voucher for the first semester enrolled at SJSU.
- Guaranteed semi-finalist for the \$22,000 Silicon Valley Engineering Scholarship for incoming transfer students for the fall semester only. (Students must fill out an on-line application)
- Priority consideration for a slot with the Global Technology Initiative (all expense paid two week trip to China) after completion of one academic year of study at SJSU.
- Guaranteed housing with the Community for Engineering Living and Learning (CELL) in SJSU's Campus Village.
- Invitation to campus cultural events and a campus tour

To be admitted through the Transfer Engineering Honors Program you must:

Have the recommendation from the Honors Program of your community college.

Meet the Honors Program requirements at your community college

Have completed at least 60 or more transferable semester units at the time of transfer and meet SJSU's minimum GPA requirement

Have completed 30 units of lower division general education. Courses in Area A and B4 must be completed with grades of C or better two semesters prior to enrollment at SJSU. (Courses must not be in progress) It is recommended that Engineering transfer students complete the equivalent of Calculus 1 at their respective campuses prior to transferring.

Agree to file your application to SJSU during the initial month of the filing cycle. (File in October for fall admission and August for spring admission.)

Submit official transcripts from all colleges attended since high school by the deadline set by Admissions and Records at SJSU.

Check <http://info.sjsu.edu/static/admission/appdates.htm> for more information.