

SADDLEBACK COLLEGE

Instructional Program Review
Appraisal Guide

Date: January 5, 2004

TITLE OF PROGRAM: Honors Program

Program Evaluation Team Members: Carolyn Kuykendall
Richard Victor
Roseann Cacciola

Team Chair: Carolyn Kuykendall

The College Mission Statement:

To provide access to learning opportunities that promote student success; to foster intellectual growth, individual expression, and character development; and to support a dynamic environment of innovation and collegiality.

The Honors Program at Saddleback College certainly defines the College mission statement in its purpose and its characteristics. The program provides high quality educational opportunities to students at all levels, including those students who have demonstrated or show promise of high academic achievement. The program consists of enriched coursework specifically designed to develop exceptional talent and ability in highly motivated students. Honors courses provide greater flexibility in form and instructional methodologies through close interaction with Honors Program faculty and mentors.

SECTION A: CURRICULUM

A.1 The following list reflects core courses offered in the Honors Program:

English 1A
English 1B
Humanities 10A
Humanities 10B

In addition, courses may be offered in any semester from the list below:

Anth 1	Hist 16
Anth 2	Hist 17
Art 20	Hist 19
Astr 20	Hist 25
Bio 20	Hist 32
Bus 1	Hist 130
Bus 14	Math 10
Econ 4	MS 20
Eng 4	PS 1
Eng 15	PS 10
Eng 17	Psych 1
Eng 21	
Eng 25	plus various other electives
Eng 27A	
FN 50	
Geol 7	
Geol 20	
Hist 4	
Hist 11	
Hist 12	

A.2 The following describes the program methods for evaluation contents of course offerings and date or review:

- Courses submitted by Instructor of record with Division Dean's signature reflecting Honors program objectives
- Courses evaluated by Honors Program Chair and Honors Board
- Courses reviewed on a rotating basis as new instructor takes on responsibility for teaching course

A.3 The following describes how the course outlines have been updated:

- All course outlines used for Honors courses subject to regular college curriculum review
- Course outlines updated with each new instructor of record

A.4 The following describes how the courses support general education requirements:

- Courses offered in the Honors Program all meet the IGETC transfer requirements
- Honors Program office ensures that current curriculum adequately meets students transfer agreements as articulated the transfer college or university partners

A.5 The following describes how the Program assures that current curriculum is adequately meeting the needs of the students:

- Honors Program chair, in conjunction with Transfer Center counselor, reviews curriculum and interviews students to assure curriculum is meeting needs of students
- Honors Program chair interacts with university and transfer partners to assure that students have met transfer requirements

A.6 The following describes what has been done to validate appropriateness of certificate requirements of the program:

- Program office maintains records for each student in order to validate completion of the program requirements.

A.7 The following describes how the courses in this program have been articulated:

- Courses in the Honors Program articulate with all state and private colleges and universities

-05=-

The strengths of the Honors Program lie in its course's transferability, enhanced educational environment, and articulation agreements with all colleges and universities.

The commitment to enriched learning opportunities within the program, as assured by Administration and faculty assure the students of a quality program.

The program will continue to work with the college to generate more support for creating new class opportunities for Honors Program courses and for working with faculty to continue to enhance the course curriculum.

SECTION B: INSTRUCTION

B.1 The following describes goals and student outcomes and the methods used to assess them:

- Students meet educational goals by meeting transfer requirements established for program students by partner colleges and universities in conjunction with college requirements
- Students must maintain a 3.25 g.p.a. to remain viable members of the program.
- Honors program office conducts semester audits of student g.p.a. and course completions to monitor student progress

B.2 The following describes the methods used to maintain academic standards:

- Special Honors sections of specific courses offered to program students
- Students must have a 3.25 cumulative g.p.a. in order to participate fully in program
- Program places students whose g.p.a. falls below the minimum standard on one semester probation. If standard not re-met, students dropped from program
- Honors Program Chair holds instructor meetings on a regular basis

B.3 The following describes the writing skills, quantitative reasoning, critical thinking and information competency components of program courses:

- All Honors courses instructors teach directly to the official course outline wherein all of the above are required

B.4 The following describes the use of successful and innovative teaching methodologies/instructional strategies:

- All Honors program instructors work diligently to enrich student curriculum. Using a variety of methods, course work may be offered using cooperative learning, lecture, power point presentations, videos, audio tapes, field trips, community outreach, online computer research, peer interaction, and/or oral presentations.
- Honors program instructors continue to improve their methods of delivery of instruction by remaining current in their fields and embracing new technologies.

B.5 The following describes how technology has affected the delivery of instruction:

- Faculty in the Honors Program tend to use technology in a variety of ways to enhance student learning. They might use power point presentations, require online research by students, incorporate online activities in class assignments, etc. The list continues to evolve.

B.6 The following addresses the trends in productivity:

- Due to impacted transfer opportunities and preferential consideration for transfer given to students who complete the Honors Program, classes offered with the Honors designation tend to fill at a high rate reflecting a strong rise in WSCH over the last two years.
- Increased awareness of the program on campus leads to higher efficiencies.
- Offering 10 courses per semester plus the use of contract courses to allow students to pursue Honors courses in areas of major preparation add to increased WSCH and productivity

B.7 The following describes the instructional initiatives that have been used to manage the Program productivity:

- Program has added evening class offerings of required Honors Program courses
- Program has created new Business strand for Honors which allows students to earn Honors credit in Business courses without needing to offer specific courses as Honors
- Program works to find new courses and new instructors to keep program viable. New courses in Geology and offering split ticket courses allow more students more opportunity for Honors classes
- Instructors in core Humanities courses teach course for two years, then rotate out to allow other faculty to work with students. This also allows for freshness in core curriculum and different approaches to teaching core course.

B.8 The following addresses the opportunities for learning outside of the formal classroom:

- Honors program classes take students on field trips to the Getty Museum, the Huntington Museum, the Norton Simon Museum, the South Coast Repertory Theater, the Bowers Museum, the Laguna Playhouse, etc. for enrichment of course curriculum
- Students participate in an Honors Research Conference at UCI
- Students have special campus tours at UCLA, UCI, and UCSD
- Students may earn Honors credit while participating in the Oxford Study Abroad Program
- The Honors Student Council allows students to interact with the community in a variety of ways including community service and outreach.

RECOMMENDATIONS:

The foremost strengths of the Honors Program in the area of instruction include instructors willing to create an enhanced environment for students in the learning process which focuses on writing and critical thinking. In addition, the Honors Program offers a variety of learning experiences to the students through the mixture of core courses and elective courses that students take. Also, rotating the instructors in the core Humanities courses offers students excellent and innovative learning opportunities. Finally, the opportunities for students to continue the learning process beyond the classroom environment adds to the strength of the program coursework.

The program needs to continue to add more Honors designated courses in the schedule of classes. To be most effective, the class size should remain limited to promote innovation in the learning and teaching process. Finally, the program needs funds to continue to offer enrichment activities for the students who participate in the program.

SECTION C: STUDENT SUCCESS

C.1 The following addresses student success indicators:

- The overall student satisfaction rate is extremely high. Exhibit shows student satisfaction with the program to be in the mid to high 90% range.
- The retention rate, above the college average, reflects Honors students' commitment to education.
- The Honors Program clearly provides a needed and valued service to students on the campus. High retention, successful course completion, and persistence rates suggest that Honors students are motivated to succeed.

C.2 The following describes the initiatives or strategies that have been implemented to sustain student success and satisfaction:

- Students have the opportunity through surveys to provide feedback about the program and the courses offered
- Instructor performance is reviewed on a regular basis
- The Honors Program Board maintains a rigorous selection process for instructors selected to teach an Honors class
- The program offers courses relevant to transfer for all students in the program

C.3 The following process develops, assesses, and/or tracks student learning outcomes:

- Students who do not maintain appropriate minimum 3.25 g.p.a put on probation.
- Honors office monitors student grades and course completion rates on a semester basis, maintaining files for each student
- Honors program office reviews courses and instructors on a semester basis

- Honors Program students transfer at a 100% rate—most to first choice school.

C.4 The following represent program initiatives for matriculation students:

- Honors Director and Office available to students on a limited basis
- The Program maintains ties with partner colleges and universities (e.g. TAP, UCI Honors at Transfer) through activity of Honors Program Director
- Program maintains ties with National Honors Organization to enhance student experience in college Honors Program

C.5 The following reflects formalized links to support services for the Honors Program students:

- Students identified through Matriculation process
- Students closely tied to Transfer Center counseling services
- Students from all campus areas participate in Honors coursework, including, but not limited to, students from EOPS and DSPS
- Students participate in on campus tutoring through LAP, usually providing tutoring to other students
- Students frequently participate in study groups and have Library space reserved for Honors texts and support materials

C.6 The following describes significant student characteristics found in the Program:

- Students in the Honors Program come from all ethnicities on campus and all age groups.
- Students with lower than a 3.25 g.p.a. take and succeed in Honors classes.
- The Honors Program recruits from all local high schools and on campus through class presentations, brochures, word of mouth from students, and instructor referrals.

RECOMMENDATIONS:

The strengths of the Honors Program in the area of student success reflect the importance of the program. The program continues to support transfer as the ultimate goal of most students, but the primary purpose of the courses is the enrichment of the curriculum. Some students wish to enroll in only one or two classes that interest them, while a significant number plan to use the program to ease their transfer to a partner university or college. Student comments reflect the success of the program—the smaller class size, the caring and expertise of the faculty, the opportunity to delve a little deeper into the subject matter all appeal to the potential honors student. The program should continue to grow as the acceptance rate at the universities and colleges for freshman becomes more impacted.

To address the growth of the program requires added support from the college to offer more classes in the Math and Science area and more support for Honors education and recruitment of potential students.

SECTION D: STAFFING AND RESOURCES:

D.1 The following describes plans for faculty development, facilities, equipment and supply needs of the program:

- The program needs to offer more courses to meet student demand. This implies recruiting and training enthusiastic faculty by giving interested faculty members time to develop Honors courses
- Rooms that house Honors courses should be furnished with the highest level of technology as students and faculty need this for increased success in enhancing classroom experiences
- The Honors office requires updated equipment. Currently the Director and the clerical staff share the oldest computer on campus.
- The Honors office needs to be healthy. Currently, the office floods every time it rains and mildew grows rampantly in the office. Current space is shared and ideally, the Honors Program should have its own space.

D.2 The following explains how staffing factors effect the program:

- Courses with limited enrollments should be taught as part of the load for full time faculty
- Students need more access to Honors Program office. This year, the office is only open 10 hours per week for student help or questions.
- Students need more access to Honors Program Chair. Currently, the Chair is available for 6 hours per week to meet with students, do all tracking of g.p.a.'s, recruit, work with faculty, and maintain program standards.

D.3 The following reveals the Honors Program use of the following Support Services:

- All services: LAP, Counseling, Matriculation, EOPS, DSPS, and Library work with and encourage all Honors Program students.

RECOMMENDATIONS:

The strengths of the Honors Program in the area of Resources lie in its excellent faculty. Recruiting and maintaining this faculty represents the most important aspect of staffing. However, the students need the extra availability of the Chair and access to the Honors office for many reasons (e.g. questions regarding files, transfer options, course availability). The Honors Program represents a flagship program for the college and its offices should have adequate computer accessibility. Maintaining accurate records requires time and good equipment. Finally, the program needs financial support to continue to grow and provide excellent educational opportunities for the students.

The Honors Program needs to have more resources—both financial and technical—to continue its growth. Four years ago, the student population in the Program was small and manageable. Today, over 160 students need to be tracked, admitted, and have courses

provided for them. In addition, more students in the program mean that more courses need to be offered to meet student needs. The Chair must also prepare students to present papers at local conferences, advise the Honors Student Council, and work with the Honors faculty and the college to assure a quality program. A second computer would make the Chair more effective. Also, to continue the current growth rate, time is needed to recruit students into this great program.

SECTION E: STAFF DEVELOPMENT

E.1 During the past two year, the Honors Program developed its staff in the following ways:

- Chair trained clerical assistants
- Created a Duties and Responsibilities model for the program
- Chair recruited and worked with new faculty to the program

E.2 The following illustrate how the faculty stays current:

- Rotation of Humanities core faculty helps keep faculty current. Since core Humanities faculty receive 1.5 LHE each to develop the team taught course, the courses provide excellent learning opportunities for the students.
- Faculty have taken sabbaticals, attended workshops, attained PhD's, attended conferences, and led in-service presentations.

E.3 Not applicable

RECOMMENDATIONS:

The strengths of the Honors Program in the area of staff development reflect the potential of the program. Excellent faculty that stay current in their disciplines accompanied by a dedicated staff insure a quality program for the students and the college.

The program clearly needs more funding to provide more assistance to faculty and students. Additional funding would allow for faculty to attend conferences to add to their already excellent skills. More funding would allow students to attend regional and national conferences as well as local ones. Additional reassigned time for the Chair would provide invaluable service to the program and to the students. More time would help to improve communication with the students and allow for more recruitment.

SECTION F: COMMUNITY OUTREACH AND ARTICULATION

F.1 The following linkages have been established with the community.

- The Honors Chair regularly talks to parents and students at local high schools. The Chair also participates in High School Senior Day and Parent Night and speaks at Counselor's Day and at the Principal's Breakfast.

- The Chair speaks at Parent Night presentations at local high schools.
- The Chair of the Honors Program works diligently with UCLA and the TAP program, with UCI and UCI Honors Transfer program and with the Honors Transfer Council of California to increase the transfer options for students.
- The Honors Program provides an updated web page and has a terrific brochure used for recruiting students to the program and to the college.

F. 2 The Honors Program has done the following to recruit students and provide liaison with the high schools:

- With the help of the graphics department, the Honors Program developed a brochure used for recruiting.
- The Honors Chair frequently speaks at Parent Nights, Counselor conferences, etc.
- The program staffs an information table at Senior Day and Parent's Night activities
- The program is currently working on middle school recruitment in conjunction with the Honors Student Council

F.3 Not applicable

F.4 The following represent other outreach activities:

- The Honors Program sponsored the formation of an Honors Student Council that encourages inviting guest speakers to campus, participating in community service, fundraising for scholarships, recruiting for the program, and providing social interaction for the students.

F.5 Not applicable

RECOMMENDATIONS:

In the area of community outreach, the Honors Program shows great interaction and strength. The Honors Student Council completes an already active outreach program. They have sponsored a guest speaker, volunteered in the community with time and by offering tutoring, and sponsored social activities on campus. The Chair spends a considerable amount of time recruiting high school students and interacting with community leaders.

To continue this trend, the Chair needs to have more time. Recruitment represents the key to the success of getting students into the program and more time should be set aside for this important activity.

SECTION G: ACCREDITATION

