

CALIFORNIA STATE UNIVERSITY, LONG BEACH
UNIVERSITY HONORS PROGRAM

SELF STUDY

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Preface

The University Honors Program (UHP) has undergone substantial changes in leadership since the last self-study was submitted by Dr. Albie Burke, Professor of History, on November 7, 2003. In 2008, the position of Honors Director was assumed by Dr. Tim Caron, Professor of English. Duan Jackson continued to serve as the UHP's Assistant Director until the summer of 2010; upon her departure from the Honors Program, Terri Iler joined the UHP as Advising Coordinator. She came to this position with several years of experience as professional advisor in the University Center for Undergraduate Advising (UCUA). When Dr. Tim Caron left the directorship of Honors in January of 2011, Dr. Nele Hempel-Lamer served for three semesters as Interim Director of the UHP. Following a university-wide search for the position of UHP Director in Spring 2012, Dr. Hempel-Lamer, Full Professor of German, was selected to serve in the permanent position of UHP Director. In the interim, Terri Iler had been promoted to Assistant Director, a position-title that more adequately reflects the numerous tasks she performs as the Honors Program's only full-time staff member on a daily basis.

This brief history of staff and leadership changes in the UHP in recent years is provided to contextualize why the narrative of this self-study is primarily embedded in the vision for the UHP's future, rather than in the assessment of past practices which are currently in the process of being replaced. The goal of this self-study is to assess the University Honors Program's strengths and weaknesses with the intent to draw up a five-year strategic plan upon conclusion of the program review that would allow the CSULB Honors Program to develop into a highly-recognized, endowment-funded campus home for high-achieving and highly-motivated undergraduate students.

Brief Description of the University Honors Program:

Mission Statement:

The mission of the University Honors Program is to serve as a center and a symbol of the University's commitment to undergraduate education and as a focus for its pursuit of undergraduate excellence. As part of its mission, the UHP:

- fosters both intellectual and civic values: inquiry, curiosity, and understanding, as well as responsibility, community, leadership, communication, and service;
- provides support for instructional experimentation and renewal, and for the best possible teaching and learning circumstances for participating faculty and students;
- serves the entire campus, with participation in the UHP widely available to those qualified students wishing to take advantage of it.

[Source: University Honors Program Student-Faculty Handbook, published at:
<http://www.csulb.edu/divisions/aa/uhp/handbook/documents/UHPStudent-FacultyHandbook.pdf>]

Academic Requirements:

The University Honors Program is an academic program which allows high-achieving students to fulfill many of their General Education requirements by enrolling in Honors courses; more importantly, the UHP affords Honors students the opportunity to culminate their undergraduate education at CSULB by researching and writing an Honors thesis in their major and it encourages students to participate in research competitions and professional conferences in their field of study. Honors courses are now capped at a maximum of 25 students (in better budget times, the average enrollment goal would have been 15-20 students per class to mirror the educational experiences afforded by a small liberal arts college) and this somewhat lower student-teacher ratio--in combination with the Honors students' overall higher level of preparedness and intellectual ability-- facilitates in-depth class discussions and hands-on faculty mentorship.

- **General Honors Plan I (minimum of 24 units)** is designed for entering freshmen and consists of a minimum of 18 units of lower- and upper-division General Education or elective courses and a culminating 6-unit thesis in the student's major (with 3 units each of UHP 496 "Research Participation" and UHP 498 "Senior Thesis / Project").
- **General Honors Plan II (minimum of 15 units)** is designed for upper-division transfers from community colleges and continuing CSULB students and consists of 9 units of upper-division General Education courses and a culminating 6-unit thesis in the student's major (with 3 units each of UHP 496 "Research Participation" and UHP 498 "Senior Thesis / Project").

In rare cases, the 15 unit track can, with special permission by the UHP Director, also be utilized by students who entered the CSULB Honors Program as freshmen, but did not make adequate progress towards fulfilling the UHP requirements because of extensive requirements in their major(s), prolonged study or internship abroad, educational leave semesters, or other reasonable circumstances. A good example of such a highly qualified, de-facto Honors student is 2012 Rhodes Scholar Stephanie Bryson, whom Nele Hempel-Lamer recruited back into the Honors Program when she assumed the directorship of the UHP in 2011.

- **Honors in the Major (requirements determined by academic departments offering this option)** is an option extended to a select group of high-achieving students directly by their major department. The University Honors Program encourages students to pursue Honors in the Major in addition to University Honors and equates departmental research or directed study units to UHP 496/498 through substitution. [see appendix A for current list of CSULB Honors in the Major programs.]

Upon finishing all University Honors requirements, a student receives an Honors medal and is awarded an Honors Certificate at the annual Honors graduation banquet in May. University Honors is also officially noted on a student's CSULB transcript.

Eligibility and Admissions Requirements:

Students with a minimum GPA of 3.5 may apply to the University Honors Program. High school seniors also need strong SAT scores and/or ACT composite scores. In an effort to recruit students committed to intellectual inquiry and curiosity, as expressed in the UHP's mission statement, the UHP followed the example of the University of Chicago and recently implemented application essay prompts that invite those seeking admission to demonstrate creative and critical thinking in addition to solid writing skills [cf. appendix B for UHP Application Procedures]. Once admitted to the program, students need to maintain a cumulative GPA of 3.0, both in their Honors classes and in all their university courses. In addition, in order to maintain active engagement in the program and to monitor program participation, UHP students have to take one Honors course *at least* every other semester. If students have not taken an Honors course for two consecutive semesters, they will be contacted with the request to clarify their status in the program. This practice allows us an accurate assessment of how many students are active in our program and it also provides an opportunity for mentoring and intervention in case students are thinking about dropping the Honors Program from their academic objectives at CSULB.

Past practice in the Honors Program seems to have been to admit all students meeting the GPA and SAT score requirements. In addition to valuing these qualifications, current practice puts large emphasis on the quality of the application essay, with concessions made for students who grew up bilingually or whose first language is not English. Students with sub-par essays but an overall interesting application and strong letters of recommendation are given feedback and the opportunity to re-submit the essay portion of their application. For the incoming freshmen cohort of Fall 2012, the acceptance rate to the University Honors Program was 83% (the UHP received 143 applications, and admitted 105 Freshmen, 6 continuing CSULB students, and 7 Transfers). Competitive admission is viewed as a positive trend by the current leadership of the program and should also contribute to the UHP's serious effort to improve program retention rates.

Non-Academic Requirements:

Priority registration is granted to students actively involved in the University Honors Program. In the effort to create a more student-centered program and highly-engaged Honors students, an extensive calendar of events has been instituted in the Honors Program since Fall 2011 and the privilege of receiving priority registration has been tied to attending at least 3 Honors events per semester [please refer to the Calendar(s) of Events and the Event Attendance & Priority Registration Guidelines in appendix C]. Professionalizing students and teaching them to be responsible members of our CSULB campus community also necessitated withholding priority registration privileges from those who request permits for Honors classes and do not use them. In spite of having access to priority registration and therefore being in a much better position to get a seat in courses they need to progress towards their degrees, some UHP students have developed the habit of requesting Honors permits merely as "back-up plans" and thereby create enrollment management difficulties for the

Honors Program. While lack of engagement in the extra-curricular life of the program and failure to communicate with the Honors Office in regard to registration challenges do not jeopardize a student's membership in the program per se, these behaviors demonstrate an overall lack of respect for the Honors community and do not warrant extending a highly-prized registration privilege.

Current Membership

The University Honors Program currently serves 452 students. CSULB Honors students used to major predominantly in the College of Liberal Arts in the past, but this trend has consistently changed with each incoming cohort in the last few years as the cohort spread sheets of incoming students from 2008-2012 indicate [cf. appendix D]. While many majors in the College of Liberal Arts require a comparatively low number of units towards graduation and thus leave ample room in a student's schedule to pursue an Honors Certificate, the changed distribution of majors among Honors students—combined with our students' often ambitious degree objectives, which include double-majoring or adding minors—now occasionally leads to particular advising challenges in regard to CSULB's Timely Graduation Policy for Undergraduates. If the trend towards high-unit professional majors continues and indeed turns out to hamper UHP membership, certain policy exceptions for Honors students might have to be discussed with the CSULB administration. Alternatively, high-unit academic programs could also restrict their required units to allow their majors to pursue additional qualifications of post-graduation value, like a University Honors Certificate.

Providing accurate historical data about UHP membership is difficult as there have been substantial numbers of students in the past that entered the University Honors Program, but never took a single Honors class. The University Honors Program has recently started to monitor each student's progress towards the Honors unit requirement carefully, but this practice is exhaustingly time-consuming and due to the UHP's lack of staff, cohort spread sheets cannot get updated as frequently as would be desirable. Ideally, a mechanism could be created in PeopleSoft that would allow the Honors Program to track the Honors students' progress towards their Honors Certificate by looking at their Academic Requirements Report—which would also hand the Honors students a much desired self-advising tool! (According to a panelist at the 2012 National Collegiate Honors Council Conference, some universities are able to code classes in such a fashion, even if their Honors Certificate is not identified as an academic minor or major.) If CSULB could provide this service to the University Honors Program, countless hours now used to enter this data into the cohort spreadsheets manually could be invested in more productive tasks. The Honors Program does appreciate the importance of this data, though, as it allows the program to quickly remove students who are merely “flying under the radar”, tapping into the privilege of priority registration and tying up resources that should be used for students actively pursuing the Honors Certificate. When calculating graduation rates for previous UHP cohorts, the current leadership in the Honors Program was highly surprised that an average of 30 and a one-time high of as many as 56 (!) students were listed on an incoming cohort spreadsheet and yet these students had never taken a single Honors class over the years. To compute a more accurate retention

rate for the Honors Program, the cohort data provided for the students entering the Honors Program in the academic years 2000-2001 to 2007-2008 reflects only students who have at one time been “active” in the program, that is, they have at some point taken at least 3 units of classes in Honors. [see appendix E for extensive UHP graduation statistics per college and retention/graduation statistics within UHP] The cohort spread sheets for students entering Honors between 2008-2009 and 2012-2013 also reflect “active” Honors students only.

Developments In the University Honors Program Since Its Last Self-Study

The External Evaluation Report [March 22-23, 2004] and the Program Review Report submitted by the CSULB Program Assessment and Review Council [April 19, 2006] issued a number of recommendations to the University Honors Program and to the Division of Academic Affairs [cf. appendix F]. The information provided by the UHP 2012 Self-Study is structured to elaborate on the progress the Honors Program has made in implementing the changes proposed by the review committees as well as provide insights into the challenges the program still faces in those areas where recommendations have not been followed.

University Honors Advisory Council

It was recommended that an Honors Program Advisory Council be constituted that includes representatives of each undergraduate college as well as student members. The election of the current UHP Advisory Council was guided by Senate Policy, approved by the CSULB President on April 8, 2008:

Advisory Council. The University Honors Program shall have an Advisory Council composed of the director (ex officio, non-voting); a designee of the provost (ex officio, non-voting); eight members of the faculty, two from the College of Liberal Arts and one from each of the other colleges, selected by the respective college councils, preferably from among faculty who have taught in the program or supervised senior active learning projects; and two students, one seeking General Honors and one seeking Honors in the Major, selected by the faculty members of the Advisory Council. Terms shall be for two years in the case of faculty and one year in the case of students, and members shall be eligible for re-appointment. The Advisory Council shall conduct a minimum of one meeting each semester.

The Honors Advisory Council Members will serve through Spring 2014:

College of the Arts: Anne D’Zmura

College of Business: Dr. Kathleen Lacey

College of Education: Dr. Dan O’Connor

College of Engineering: Dr. Reza Toossi

College of Health and Human Services: Dr. Henry Fradella

College of Liberal Arts: Dr. Wilhelmina Hotchkiss

Dr. Sarah Schrank

College of Natural Sciences and Math: Dr. Gwen Goodmanlowe

Provost Designee: Dr. Mark Wiley, Associate Dean of the College of Liberal Arts (ex officio)

UHP Student Representative: Freshman Ryan Adams

Honors in the Major Representative: Athena Robinson

UHP Advising Coordinator: Terri Iler (ex officio)

UHP Interim Director: Nele Hempel-Lamer (ex officio)

Student Honors Council

At the time of the last program evaluation, the Student Honors Council was not operative; in the past, there had been a student organization, but—according to the external evaluation—“it was conceived as a purely extracurricular organization.” (p. 4) The evaluators recommended that the “Student Honors Council should be involved in as many facets of the Honors enterprise as possible” and that it should follow the model of other Honors student organizations that “formed peer mentoring/advising activities, (...) sponsor[ed] community service projects, (...) and increase[ed] meaningful contacts among students (...) to increase satisfaction with the university and improve academic performance and retention.” (ibid)

Under the directorship of Dr. Tim Caron, the University Honors Program Student Organization (UHPSA) was reinstated and an elected Executive Board of officers constitutes the Student Honors Council. The Executive Board now meets bi-monthly and has become instrumental in helping with the planning of each semester’s Honors Events Calendar. The UHPSA sponsors social events like the Freshmen Bonfire and the Halloween Party, organizes community outreach efforts and benefits like the monthly Beach Clean-Up, the Best Buddies or AIDS walk, and the Sekura Blossom benefit to donate to relief efforts for victims of the earthquake in Fukushima. In December 2012, the UHPSA proudly sponsored its first academic event on the CSULB campus with funds obtained from an Associated Students, Inc. grant: The guest lecture “From Silent Spring to Silent Night: A Tale of Toads and Men” by Dr. Tyrone Hayes, Professor of Integrative Biology at UC Berkeley. The lecture, held on the last day of classes of the Fall 2012 semester on a Friday morning, was open to the public and it was attended by over 130 students and guests!

Officers of the 2012-13 University Honors Program Student Association Executive Board:

President: Allan Nguyen (Political Science Major with Psychology Minor)

Vice-President: Ryan Adams (German Major with Spanish Minor)

Treasurer/Fundraising Chair: Lisa Allen (Accounting Major)

Secretary: Rachael Yarbrough (Physics Major)

Community Outreach Chair: Alfred Leone (Economics Major with Finance Minor)

Freshman Outreach / Intra-Campus Relations Chair: Alex Argame (Nursing Major)

Social Chair: Analiese Lauro (Finance Major)

Webmaster: Amelia Benavente (Double-Major in Film and Journalism)

Extracurricular Programming

The external review indicated that the University Honors Program should seek out more co-curricular programming and provide students with opportunities to attend guest lectures and/or performances.

As of Fall 2011, the University Honors Program has transitioned from a rather dormant program into one of the most active academic programs on campus with 25+ events per semester. While some of the events are social and are aimed at students getting to know each other as fellow UHP members, the majority of the events is geared towards professionalizing students and educating them about the various on-campus resources to which they have access. The Honors Program now partners regularly with the Career Development Center for internship workshops, the Center for Scholarship Information for tutorials on how to search the CSULB scholarship database, and Counseling and Psychological Services for stress management sessions; Honors also promotes to its students the annual “Ethics at the Beach”-seminar organized by the Ukleja Center for Ethical Leadership and taps into faculty expertise when staffing Graduate School Application workshops. Each fall semester, the Office of the President sponsors “Coffee with the King”, an afternoon with President Alexander, an event that grows more and more popular each year, with an attendance record of 100 Honors students in Fall 2012. Also in Fall 2012, the University Honors Program inaugurated its first event series, dedicated to “Sustainability and Environmental Responsibility”, with at least one event per month contributing to this overarching theme, beginning with History Professor Brett Mizelle’s lecture “What We Are Doing to Pigs” and concluding with a community service event at Colorado Lagoon, where students participated in the replanting efforts to restore and preserve an important urban wetland in our community. Student input is highly valued when planning events or designating a campus event as fulfilling the Honors event attendance requirement; the overall intent of the events is always to educate, promote excellence, and to foster Honors community building and/or off-campus community service. Many of the University Honors students are also highly engaged elsewhere on campus—in

academic programs or student organizations—and the Honors Program often gets approached to co-list or co-sponsor events through Honors, which is done frequently. Two former UHP students served as CSULB Green Campus interns, for example, and collaborating with that campus organization fit perfectly into the mission of the Honors Program. Also, several Honors students major in the College of the Arts and their theses are based on creative projects that are publicly performed; when students inform us of such performances, we promote these performances for UHP event credit.

It is widely accepted that undergraduate student engagement on campus has a positive effect on graduation rates; this is equally true for Honors education and program retention. The extensive Honors Event Calendar was created three semesters ago as part of a concerted effort to improve graduation rates in Honors in the long run. Introducing such stark changes in the program, however, -- as positive as these changes may ultimately turn out to be--requires time for students to adjust, which explains the attendance statistics captured in the following chart:

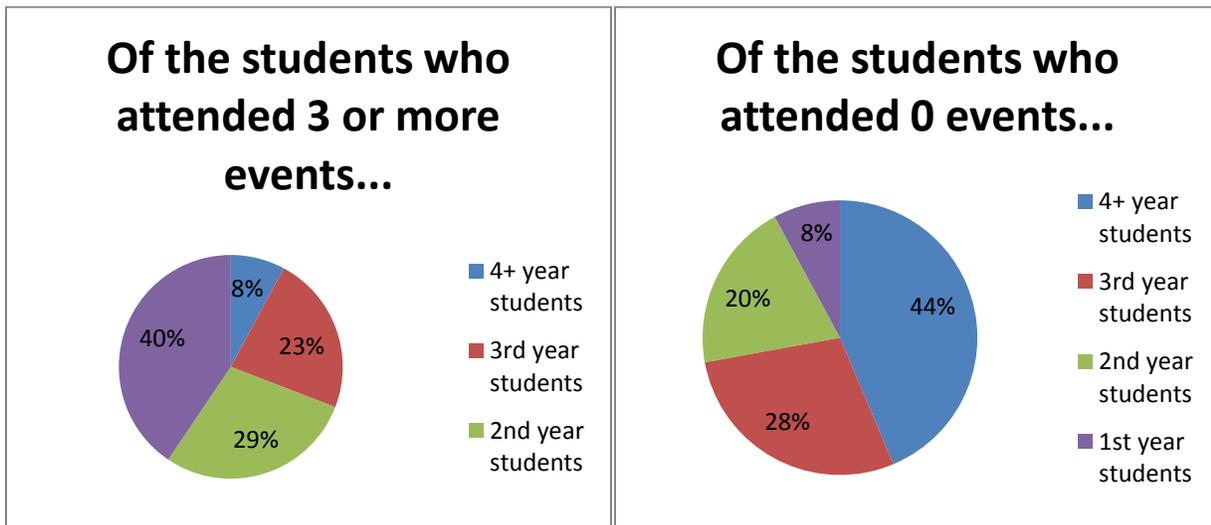
Fall 2012 Event Attendance

Demographic of the population that attends UHP events

All UHP Students (453 total)				
#	Attended 3+ events	Attended 2 events	Attended 1 event	Attended 0 events
Overall	217	24	47	165
4+ year students	17	Data not collected		72
3 rd year students	50			47
2 nd year students	62			33
1 st year students	88			13
% (of entire UHP population)	Attended 3+ events	Attended 2 events	Attended 1 event	Attended 0 events
Overall	47.90%	5.30%	10.38%	36.42%
4+ year students	3.75%	Data not collected		15.89%
3 rd year students	11.04%			10.38%
2 nd year students	13.69%			7.28%
1 st year students	19.43%			2.87%
% (of attendance category)	Attended 3+ events	Attended 2 events	Attended 1 event	Attended 0 events
4+ year students	7.83%	Data not collected		43.64%
3 rd year students	23.04%			28.48%
2 nd year students	28.57%			20.00%
1 st year students	40.55%			7.88%

The pie charts below, which represent the same data, illustrate clearly that students in the junior and senior cohort who experienced an Honors Program with less opportunities for engagement and no

event attendance requirement in their first years at CSULB were less likely to start attending events now. Additionally, CSULB seniors already receive access to priority registration, so those students who had sought out Honors predominantly for the priority registration perk were not likely to start being engaged in the program without additional incentives. While mandatory freshman cohort advising in the fall of 2011 stressed the importance of active student involvement in the Honors Program in addition to academic requirements, the 2012 freshman cohort was even more formally oriented to the UHP in a Pre-SOAR Orientation shortly after receiving their Honors Program admission notifications. This Pre-SOAR Orientation explicitly underscored the value of event attendance and the many benefits of truly belonging to the Honors community. This Honors Event Attendance data suggests that current first-year students are indeed well on the way to be effectively socialized into the program: they are the UHP cohort that scored highest in event attendance in Fall 2012, with many students attending even more than the three required events.



Curriculum

In regard to the Honors curriculum, the external evaluators observed that the CSULB Honors courses matched those offered by other Honors Programs and Colleges in the US; nevertheless, the following recommendations were articulated by the external evaluators (items a and b) and the internal program review committee (item c) to improve course offerings and the successful completion of academic requirements:

- a) Create a UHP course on the 200 level to match UHP 100 and UHP 300, which allow for creative exploration and innovative, experimental learning. Expand UHP 300 offering to make available more interdisciplinary courses like “Art and Math”. Consider integrating a service-learning component into this Sophomore-level course. Students “lamented” during the external evaluator visit that there were too little choices in the UHP curriculum; therefore, the need was perceived to expand the curriculum to “make possible more creative topics and encourage a wider participation of faculty from all the colleges.” [External Review, p.5]

- b) Encourage more students to complete the thesis requirement; highlight the opportunity of undergraduate research by instituting a “Research Day” or poster sessions with workshops that feature “the value and process of completing a thesis.” [External Review, p.5]
- c) “The University Honors Program should formally orient faculty new to the program regarding basic program goals and expectations with respect to teaching and thesis supervision.” [Internal Program Review Report, p. 12]

As the University Honors Program semester class schedules from Spring 2004-Fall 2012 evidence [cf. appendix G], there was, until three semesters ago, much roll-over of classes from year to year. The majority of courses offered in Honors were often Honors-designated sections of GE courses in other departments, but these were neither created specifically for the Honors Program nor did they reveal any particularly innovative or creative Honors pedagogy. The most profound exception to this pattern was surely Dr. Tim Caron’s “Alternative Spring Break” class, which was established when Dr. Caron was Honors Director and which partnered with Habitat for Humanity to rebuild housing in New Orleans post Hurricane Katrina. Another example for an innovative class could be Dr. Mimi Hotchkiss’s UHP 150 English Literature Seminar on Harry Potter, which was widely popular with UHP students and even had a recruiting effect (students applied to the Honors Program because they wanted to enroll in this class). UHP 300 has been inactive since Spring 2010, but is being reactivated this Spring 2013 with an Introduction to Journalism seminar, taught by Journalism Professor Chris Karadjov. The intention informing this curricular choice was to give Honors students a formal opportunity to hone their research and writing skills (which are indispensable assets for completing the undergraduate research project/thesis down the road) and to incorporate the Honors Program’s ever-growing, largely student-run newsletter “The Honor Code” [see appendix H for all past issues of “The Honor Code”] into the UHP curriculum (assignments in the UHP 300 seminar are partially tied to writing, editing, and publishing “The Honor Code”).

While the Honors Program still draws on campus-wide GE classes, there has been less duplication of classes in the last two years, which should provide current students in the program with ample choices when selecting an Honors class. Efforts were made to also identify GE classes that—on a rather broad scale--echoed the theme of commitment towards sustainability, which has been a focus in the Honors Program in recent years. The most significant change in the Honors curriculum, however, are the four new courses that constitute the “Los Angeles Studies”-Series and that debuted in the 2012-13 academic year [cf. appendix I for SCOs and Sample Syllabi]. In order to produce highly-valued degrees, Honors students should not only be committed to succeeding in their academic work, but also to developing an ethics of care. Issues of sustainability and diversity, opportunities for service learning, and the need for overall student engagement and hands-on learning are therefore stressed in the series of courses that a select group of faculty developed for the Honors Program.

The LA Studies Series courses were designed to create curricular cohesion and a distinct identity for the University Honors Program. All four courses are bound together by an area studies approach to the city of Los Angeles as well as a commitment to sustainability and social justice. Ideally, University Honors students would complete all four courses during their tenure in the University Honors Program and earn a Certificate of Achievement that would provide them with an additional qualification upon graduation. The UHP plans to run all these courses within one academic year, offering the 100- and 300-level courses in the fall semester and the 200- and 400-level courses in the spring. Students could either complete all four courses within one academic year (which might be desirable for those students who opt for the 15-unit track in Honors) or over the course of two years (which might be more suitable for those students on the 24-unit track). The Honors Program Advisory Council will discuss during its next meeting at the end of January 2013 if the UHP should move to require that a certain number of these courses be taken by all of its students.

Aside from creating curricular cohesion and offering a larger variety of courses, the Honors Program has also intensified its out-of-class efforts to educate Honors students about the exceptional value of embarking on an undergraduate research project, which is especially crucial in light of the fact that the majority of Honors students are planning to enter graduate school at some point in their future. Since January 2011, the Honors Program has partnered more formally with Dr. Tiffini Travis, the research librarian assigned to the Honors Program. Dr. Travis has set up research guides and on-line tutorials for the Honors Program, and she has offered numerous in-person workshops for Honors students to increase their information literacy skills and to become proficient in the use of RefWorks, an invaluable tool for scholars to organize their research and to keep track of their sources. In order to socialize students into defining themselves as researchers and scholars from the very beginning of their membership in the UHP, the thesis research/writing process is now continually showcased in thesis panels, which Honors students may attend as part of their Honors Event Attendance requirement. Each thesis panel is moderated by the UHP Director or Assistant Director and features about four or five Honors students currently enrolled in UHP 498 "Senior Thesis/Project"; the format allows for each student to speak ten minutes about his/her project in a presentation with a five-minute question-and-answer session following the presentation. The thesis presentation panels have turned out to be some of the most popular and well-attended events in the UHP's semester event calendar, and students feel free to ask all kinds of questions of their peers, from requesting information about the research project itself to the process of finding and working with a faculty advisor and the role the research may take in the student presenter's future. Anecdotal feedback has also been uniformly positive: Students shared that they themselves were now looking forward to conducting research in the future and others stated that being able to ask questions of their peers about the thesis writing process lowered the level of anxiety that they had long felt about this final requirement in Honors. In addition to benefitting student audience members, the now one year old practice of having to present the thesis has also intended to keep the thesis writing students on track with their projects. In the past, many incomplete forms had to be submitted on behalf of the UHP 496 and 498 students because those enrolled proved unable to budget their time wisely in a course for which they received academic units, but which provided little oversight and had no particular meeting time like their other university classes. While

the UHP Director still fills out Incomplete forms at the end of each semester for those students who need a little more time to finish the project, students overall are now more on top of the thesis process than before.

Highlighting the undergraduate research generated in the University Honors Program is another means to mentor the UHP students into completing the thesis and, therefore, graduating with Honors. The Honors Director frequently contacts students, especially those enrolled in the UHP 496 and UHP 498 courses, with opportunities to present their undergraduate research at regional and national conferences and research competitions. The Honors Office is also a space in which notifications of this kind are displayed in prominent areas like the bulletin board or the UHP Director's office door. Students embracing such opportunities receive mentoring with their conference abstracts and their papers, if they so desire, and their conference presentations may be featured in the semester newsletter "The Honor Code." Hands-on faculty thesis mentors sometimes include their Honors students in their research projects and educate them about the importance of professional conferences in their field. While not all students inform the Honors Program about their acceptance to a conference, the Honors Program makes a concerted effort every semester to remind students to submit their "laurels" to the Honors Office, so that this information can be disseminated to motivate first and second year students to strive for similar successes in the future. In regard to our CSU system, it is important to note that 2012 marks the first year in which a delegation of students from the CSULB Honors Program attended the annual CSU Honors Consortium Conference, which is now in its tenth year [cf. Honor Code Issue V, p.3, appendix H]. The Honors Program is now also a member of the National Collegiate Honors Council, which holds an annual conference that welcomes student participants; additionally, the Western Regional Honors Council organizes an annual student conference and publishes "Scribendi", a refereed journal which features creative work by Honors students from member institutions. Both the conference and the journal are promoted to CSULB Honors students as an opportunity to showcase their work. Since the Honors Program does not have funds to support student travel, students attending regional, national and international conferences are encouraged to apply for ASI grants to finance their conference attendance.

In reference to item c) of the program review, the University Honors Program has developed several ways to orient new faculty participating in the program either as instructors or thesis mentors/advisors towards their roles:

Faculty members teaching in Honors are invited to meet with the Director and the Assistant Director to clarify expectations and to discuss any questions they might have about the teaching assignment in Honors or the Honors student demographic. Instructors are also pointed towards the Student-Faculty Handbook, developed under the leadership of Dr. Tim Caron. The Handbook contains a section on "Pedagogy and Curriculum of Honors Courses" as well as "Best Practices for Teaching Honors Courses" [cf. Faculty Handbook, appendix J]. The Honors Program is also in the process of planning a yearly Honors Faculty Retreat where seasoned Honors faculty members can discuss best practices and

realistic goals with new Honors faculty, and where both old and new faculty can be kept abreast of and asked for their input on new initiatives undertaken by the Program in pursuit of the UHP's mission.

Under the heading "Expectations for Advising and Mentoring UHP Thesis Students", faculty serving as thesis mentors/advisors can also find information in the Faculty-Student Handbook to facilitate their role. Additionally, the UHP 496 contract and the UHP 496 and UHP 498 grade forms have been revised to provide explicit grading criteria for thesis advisors. The University Honors Program has also recently adapted a set of rubrics from the Honors College at the University of Washington, which are made available to the UHP thesis students and their faculty mentors to identify the measurable components of an excellent research paper [cf. appendix K for thesis contract, grade forms, and rubrics].

Honors Program Staffing

Both the external evaluation and the internal program review identified the level of staffing in the University Honors Program as insufficient and proposed to hire "an additional part-time staff member who could assist with the daily operations of the office" [external review, p.3]; both reviews also suggested that this position could be shared with the President's Scholars Office, due to the similar mission of both programs to serve high-achieving students and the cooperative efforts already in place between them. While both reviews requested that the position of Advising Coordinator, then held by Duan Jackson, be upgraded to Assistant Director. the evaluators differed in their recommendations when it came to the position of the Director: The external evaluators argued that the assignment should be a full-time appointment and that the Honors Director should have a more visible role on campus, including his/her service as ex-officio member on the Dean's Council; the internal program review—in consultation with former Honors Director Albie Burke—suggested to leave the position at 0.5 FTE.

The staffing situation in the Honors Program has only changed minimally since the last review. The position of Assistant Director remains the only full-time staff position in Honors; the position of Director is assigned 0.4 FTE for the academic year, with the option of receiving 3 WTUs for winter session and/or summer session work in Honors. The Honors Program also currently employs one work-study student and one student assistant, both of whom are members of the Honors Program. The student assistants' work hours total around 18 hours per week.

Given that the number of students and the overall level of productivity in the University Honors Program have increased substantially since the last review, the UHP remains sorely understaffed. Current recruitment efforts are intentionally limited because the program is at capacity when taking into consideration the workload of both the Assistant Director and the Program Director as well as the special limitations of the Honors facilities. The level of mentorship required to improve the program's retention rate and to establish and maintain structures for student success leaves little time for initiatives that fall outside of the Honors Program's daily operations. The current Honors Director would, however, be delighted to serve on the Dean's Council or, at least, give a special presentation to

the Dean's Council about the University Honors Program. The Honors Program is in the final stages of formalizing an agreement with the College of Engineering to establish an Honors track for high-achieving Engineering students, administered through the University Honors Program and facilitated through mentoring structures and early undergraduate research opportunities as well as scholarship support provided by the College of Engineering. Similar efforts could take place in other colleges, which would be highly welcomed by the University Honors Program and could be utilized by the colleges to attract excellent students to their programs.

Facilities and Equipment

Both the external and the internal review recommended that UHP students have access to computing and study facilities in a space reserved for the Honors Program. The internal review stated that "[t]he resources offered to the UHP students should be on a par with those offered the President's Scholars." The internal review also suggested that a classroom be designated for use by UHP courses.

The University Honors Office is located in the library, room 214. While the office borders the quiet study area of the library and students therefore technically have access to a study space, that space is, of course, public and it does not provide any access to computing facilities. The Honors Office consists of a small lounge with a seating area that comfortably accommodates around 12 people and an office desk/reception space with two desk-top computers and a wall of file cabinets. The computers are used by the student assistants and by the student editorial board of the Honors newsletter "The Honor Code." Sometimes, students will stop by and ask if they may print out a short document. Adjacent to this entry space are two separate offices, one occupied by Assistant Director Terri Iler, the other one by UHP Director Dr. Nele Hempel-Lamer. While the office doors are normally open to invite students to stop by for quick questions or check-in with their news, the offices also afford privacy for advising appointments or other confidential conversations, if necessary. The lounge space is used by students to study between classes, hang out with other Honors students, or to eat lunch. The "Honor Code" staff holds its meetings in the lounge, as does the Executive Board of the UHP Student Association. With the UHP's current staffing, the space is sufficient. If a part-time position were to be added, then the space would become too small. It would also be too small if the program were to grow substantially and if the hopes of making a computing facility available to Honors students were realized. The UHP has recently applied for an Alumni Association grant to finance a laptop computer with InDesign software, which could be used by the "Honor Code" staff to free up the reception area space when working on the newsletter; the laptop could also be on loan to students who study in our office or in the quiet study area in the library and do not have a computer of their own.

Currently, the Honors Program does not have classroom space allocated specifically for its courses. This does not usually pose problems as many classes offered are scheduled by the respective departments in which the courses are taught. The UHP did run into a scheduling problem for UHP 300 this Spring 2013 because the course needs to be taught in a computer lab, but lab space is controlled by designated departments and their priorities are to schedule their own courses first. In the end, UHP 300 was accommodated by the College of Liberal Arts in one of its computing spaces for one of its two

weekly meetings throughout the semester. Having an Honors Seminar room would be desirable as it would allow us to also use the room for special academic events, like the thesis panels or smaller guest lectures; during the semester, it sometimes gets difficult to find adequate space at shorter notice.

Recruiting Efforts and Honors Program Admission

The external review stated that high-profile Honors Programs across the nation aim to admit 5-10% of the entire undergraduate student body. With circa 450 students enrolled, the membership of the University Honors Program currently represents around 1.5 % of undergraduate students at CSULB. While this is a .5% increase over the membership statistics at the time of the last self-study, the leadership of the University Honors Program recognizes that there would be ample possibility for growth, if there were room for growth, literally—in regard to the facilities and equipment limitations stated above—and figuratively, in regard to resources allocated for staffing and structural support. It would not even be imperative to substantially increase the instructional budget if the Honors Program were to explore an Honors contract system, which—judging by the number of panels discussing this topic at the 2012 National Collegiate Honors Council Conference—seems to be a trend in Honors lately. Honors contracts allow students to attend a non-Honors class, but they agree to enter into a contract with the instructor that would bind the student to deliver extra or more in-depth work than what the syllabus requires of other students in the class. Given the challenges that our students sometimes face in regard to the Timely Graduation Policy for Undergraduates, permitting them to accomplish a limited amount of academic Honors credits outside of Honors might be a way to retain students in the Honors Program without necessarily forfeiting the academic rigor our Honors classes often encourage.

Currently, the Honors Program's recruiting efforts are limited to sending out e-mails to highly qualified students who have indicated their intent to enroll at CSULB and whose GPA and SAT scores meet the eligibility requirements of the UHP. In the past, the UHP has also sent out electronic communications to the list of applicants for the President's Scholarship, although many students in that demographic choose to attend other universities if they are not accepted into the President's Scholars Program. The Honors Program brochure is largely outdated, but there has been no pressing need to produce another one in recent years. The UHP is currently updating its website to transform it into a highly-effective recruitment tool and the "Honor Code" newsletter is intended to provide insights into the UHP community, the opportunities the program affords to its members, and the overall positive energy that surrounds the various scholarly and non-scholarly activities in which UHP students engage. Numerous strategies could be employed to grow the program, including a more concerted effort to connect with counselors of local high schools as well as reaching out to CSULB faculty who predominantly teach courses with large first-year student enrollment. Highly-engaged UHP students could also reach out to their own high schools and present information about the CSULB Honors Program to high school juniors and graduating seniors there. If partnerships between the UHP and the individual colleges at CSULB could be created that mirror the efforts currently underway in the College of Engineering, then top-notch students could be recruited directly through incentives created by the colleges and/or their academic departments.

Although we have several transfer agreements with local community colleges in place, the number of transfer students applying to CSULB's Honors Program is admittedly too low. At the end of the 2012 spring semester, several UHP students took it on themselves to organize a Transfer Student Information Day, which they publicized to the presidents of Honors student organizations and program directors of the community colleges in the vicinity, but hardly anyone attended the event. Unfortunately, not many transfer students who pursued Honors at the community college self-identify as Honors students when they come to our campus. Another structural hurdle is that Community College Honors Programs seem to take more pride in having students successfully transfer to the UC system or to private universities than to our CSU campus. Regardless, the CSULB Honors Office is committed to investing increased effort in revitalizing the relationships that brought about transfer agreements decades ago. A conversation addressing these issues already took place with Long Beach City College Honors Director Maureen Mason in May 2012, and similar outreach is planned with other area colleges for Spring 2013. The UHP Director will begin attending the meetings of the Honors Transfer Council of California (HTCC), in which CSULB is a registered partner to community college members; this should allow us to establish personal connections to local community college Honors directors and should facilitate getting information about our program to their students.

Lastly, the Honors Program is committed to meeting with Resident Life officials in Spring 2013 to explore the possibilities of developing an Honors wing or Honors floor as part of the Residential College concept recently implemented on our campus. A common space in the residence halls could positively contribute to the on-going community building efforts in the Honors Program and could potentially make up for the lack of space and facilities in the Honors Office. Attractive Honors halls and unique living-learning communities have been used successfully by universities nationwide as effective recruitment tools and the leadership in the CSULB Honors Program believes that establishing a residential Honors community would constitute the culmination of the UHP's program-building efforts in the last few years.

National Fellowships

Honors education serves students who generally can be described as successful, confident, motivated, and high-achieving. Professionals in Honors know that creating an environment for such students to continue to thrive has little to do with funding elitism, but is instead born out of the realization that even (or maybe especially?) the best and the brightest students still have a lot to learn, particularly, if they want to compete for highly prestigious national fellowships and awards. Challenges in Honors are to socialize students who sometimes refer to themselves as "test-taking machines" into active agents of their own education and to teach them how to become truly engaged campus citizen. The current Honors Director Nele Hempel-Lamer has extensive experience with successful scholarship advising and when her mentee Stephanie Bryson was selected as a 2012 Rhodes Scholar (with the help of invaluable advice obtained from the Scholarship Center at Georgetown University where Stephanie had started pursuing a graduate degree), it became quite evident to her that structures and institutional

knowledge on the CSULB campus were lacking to adequately support students in the application process for such highly prestigious scholarships. Since then, Dr. Hempel-Lamer has been working towards educating Honors students—who are likely candidates for such prestigious awards—about the various qualifications needed to be a truly competitive candidate and the Honors Program emphasizes repeatedly that students need to start building their resumes as early as their Freshman year. Thus, the rationale behind the extensive Honors Event Calendar is also to help students gain the kind of educational experiences required for successful scholarship applications (community service, internships, scholarships, networking with guest speakers, etc). A recurring event on this Honors Event Calendar is the “Big Scholarship”-workshop that Dr. Hempel-Lamer conducts to inform students about the Marshall, Truman, Rhodes, Goldwater, and Fulbright Scholarships, just to name a few. In 2012, Dr. Hempel-Lamer also served on the National Fulbright Selection Committee and gained additional insights into what exactly constitutes a successful application for such a highly-regarded grant. The Honors Program has reached out to the Interim Dean of the College of the Arts to appoint a faculty member as faculty representative for fellowships awarded by the Jack Kent Cooke Foundation (a CSULB faculty representative to the foundation is a prerequisite for our students to be eligible to apply for the scholarships offered by the foundation) and investigations are currently underway to determine institutional data on a successful Goldwater Scholarship application from our campus. In close cooperation with the Center for Scholarship Information and the Center for International Education (which houses all Study Abroad scholarships, including the Rhodes and the Marshall), the Honors Program aims to become a hub of expertise and institutional knowledge for successful national scholarship applications.

Honors Alumni

The current Honors Program Director has met twice with the Academic Affairs development officer to identify meaningful ways to reach out to alumni and to establish a base for fundraising efforts. The Honors newsletter will be utilized to keep interested alumni informed about the developments in the Honors program and will allow the UHP to keep track of and highlight alumni news in return. More structured connections to alumni will afford current students networking opportunities beyond graduation and showcasing UHP alumni successes will contribute to the reputation and the visibility of the Honors Program in the larger community. Alumni will also be invited to special Honors campus events like high-profile guest lectures and Honors student research symposia.

Program Evaluation

The current Honors Program Administration, in place since January 2011, has focused predominantly on implementing measures to improve the Honors Program’s retention rate. While it is too early to conclude with certainty that that increased student engagement in the program and additional mentorship of students enrolled in the UHP 496 and 498 courses are effective tools for retaining students, the comparatively higher number of students currently following through with the Honors

thesis and graduating with Honors definitely indicates an upward trend and allows for optimism. [cf. Appendix L for Honors Theses submitted between Fall 2008 and Fall 2012]

To gain a sense of overall satisfaction with their membership in the program, a survey administered in April of 2011 invited students to gauge their “Involvement and Sense of Community”, their assessment of the activities offered by the “Student Association” and the UHP’s “Curriculum, Faculty and Services” on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). There was also a section that solicited open commentary. [cf. appendix M for survey results] While the comments not surprisingly presented a large variety of individual, and often contradictory opinions about the program (especially the newly implemented and unpopular push for event attendance and student-engagement), the students overall agreed or strongly agreed with the quality of the UHP curriculum, the Honors faculty, and Services provided by the program.

Under previous Honors Director Dr. Tim Caron, a voluntary evaluation conducted in 14 Honors classes during the academic year 2009-2010 aimed to determine the “honorsness” of Honors classes, in particular those classes that were merely Honors sections of GE courses offered through other academic departments. While students reacted uniformly positive towards their Honors instruction, the results of the assessment activity “underscored the need to create more curricular offerings that are distinct to the program” [cf. appendix N, Annual Report on Assessment 2009-2010. P. 2, section 4]. The development of the four Honors courses constituting the Los Angeles Studies Series was a result of this assessment project.

Since collective bargaining prohibits course evaluations other than those used by the university at large, the Honors Program has currently not instituted any separate course evaluations. Student learning outcomes are measured by methods established by individual Honors faculty members on their syllabi; student engagement in the Program is measured by Honors Event attendance and participation in leadership opportunities like the UHPSA Executive Board or the Honor Code Editorial Board. The past practice of asking Honors faculty for an individual and holistic assessment of each student enrolled in their classes has been discontinued; if the purpose of this practice was to enable the Honors Office to write a letter of recommendation on the student’s behalf, the student now needs to approach the faculty member directly for such a letter or he or she will have to have been involved in the Honors Program at a level that the Director or Assistant Director feel able to provide a reference on the grounds of personally knowing the student. The Honors Program takes pride in its students’ ability to successfully compete for internships, scholarships, and entry into prestigious graduate school programs. While such successes, of course, belong to the respective student, the Honors Program does believe that educating its members about scholarly and professional opportunities as well as helping students build their resumes and mentor them towards a well-rounded and meaningful education has indeed contributed to these achievements.

Beginning in Spring 2013, the Honors Program would like to use exit surveys as assessment tools and the Program Director will work closely with the Office of Assessment to draw up questions that would lead towards meaningful evaluation results.

The University Honors Program and the President's Scholars Program

The University Honors Program, housed in Academic Affairs, is an academic program. Honors students who have pursued a specific amount of Honors course work at a minimum cumulative GPA of 3.0 and have finished an undergraduate research project (the UHP Thesis) will graduate from the Program with an Honors Certificate and a notation of their Honors distinction on their transcript. The President's Scholars Program, housed in Student Services, recruits highly deserving valedictorians and National Merit Scholars from California high schools to CSULB; once on campus, the President's Scholars are not required to embark on a particular academic path or complete a senior thesis; they need to maintain a GPA of 3.0 and participate in a certain number of community service hours per semester to keep their scholarship. Currently, President's Scholars are educated about the opportunities available to them in Honors, but they are not required to join the Honors Program and, thus, engage with a curriculum specifically geared at the high-achieving student on our campus. Among the external reviewers as well as among our CSULB faculty, there is an understandable sense of confusion about the separate identities of both programs. This is what the external review stated:

The Honors Program should be more celebrated or, at least as celebrated, as the Presidential Scholars Program, and the connection between these two programs should be stronger. Only a small number of Presidential Scholars are taking advantage of the Honors Program. The Scholars are offered many opportunities of a social nature and are granted privileges (i.e., study facility, computer access, priority registration), there are no clear academic challenges or expectations laid out for them. By contract [sic], Honors students who are not Presidential Scholars feel like second class citizens, even though much is expected from them. Having a noticeable disconnect between the two will in the long run undermine the mission of excellence. A special scholarship program should be established for Honors students who are not Presidential Scholars.

Collaboration between the President's Scholars Program and the Honors Program has increased in recent years: The leadership teams from both programs meet regularly once a semester to discuss recent developments in their respective programs, update each other on new initiatives to foster student success, and decide which extra-curricular events to co-sponsor in the course of the semester. The Honors Director is invited to share information about the UHP with the incoming cohort of President's Scholars at their orientation reception in the month of June, and several President's Scholars do decide to join the Honors Program every year.

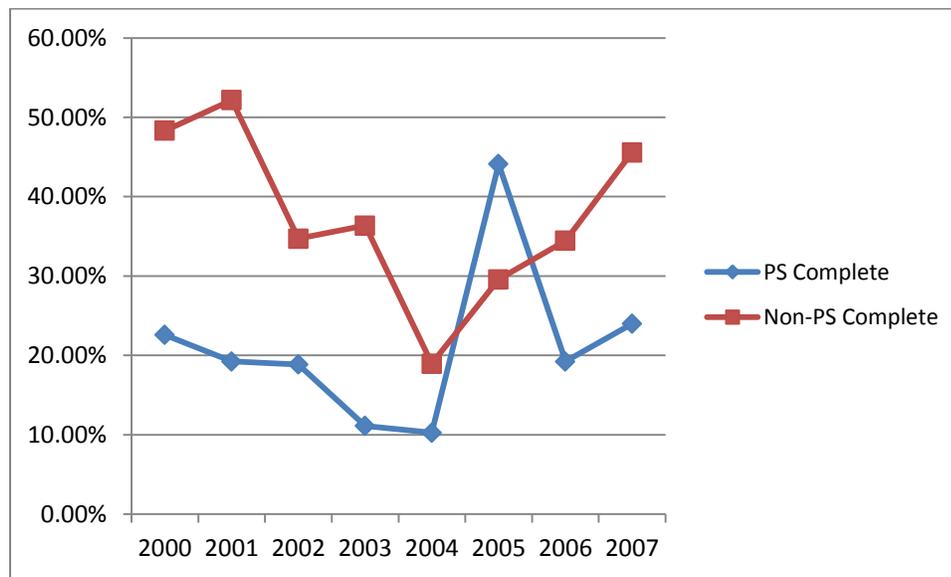
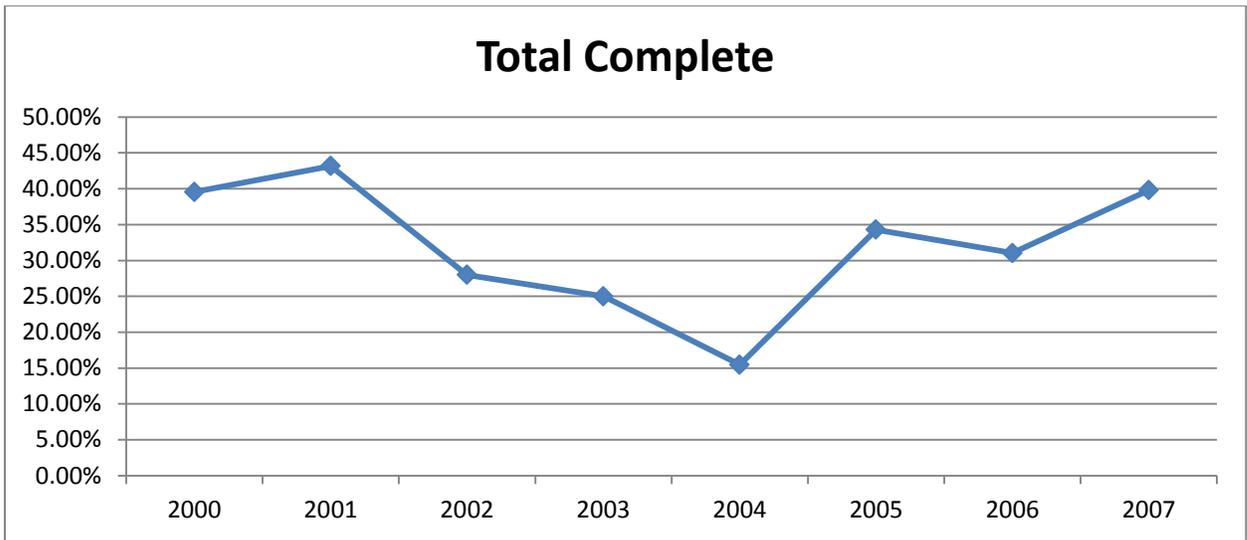
When assessing the Honors Program's retention rate and the level of student engagement in the Honors Program, however, most interesting results came to light in regard to the levels of program citizenship displayed by non-President's Scholars versus President's Scholars, which motivated the Honors Program in Fall 2012 to institute formal application procedures for President's Scholars

interested in Honors when, in the past, President’s Scholars had simply received automatic admission to the UHP. The rationale behind this separate application step, which was supported by the leadership in the President’s Scholars Program, was to ensure that those President’s Scholarship recipients who decided to enter the Honors Program when arriving at CSULB would base their UHP membership on a more informed decision and would express enough commitment to the UHP’s educational mission to go through a separate application procedure.

While many President’s Scholars indeed make the most of their scholarship and graduate from our campus with an impressive array of academic and professional experiences as well as an Honors Certificate, our data demonstrates that President’s Scholars membership in the Honors Program—with the exception of the academic year 2005-2006—negatively affected the UHP’s retention and event attendance rate.

**Graduation Rates by Cohort Year and
President’s Scholars (PS) versus non-President’s Scholars (non-PS)**

Year	Total students	# complete	% complete	# PS	# PS complete	% PS complete	# non-PS	# non-PS complete	% non-PS complete
2000-2001	91	36	39.56%	31	7	22.58%	60	29	48.33%
2001-2002	95	41	43.16%	26	5	19.23%	69	36	52.17%
2002-2003	125	35	28.00%	53	10	18.87%	72	25	34.72%
2003-2004	100	25	25.00%	45	5	11.11%	55	20	36.36%
2004-2005	97	12	15.46%	39	4	10.26%	58	11	18.97%
2005-2006	105	36	34.29%	34	15	44.12%	71	21	29.58%
2006-2007	116	36	31.03%	26	5	19.23%	90	31	34.44%
2007-2008	93	37	39.78%	25	6	24.00%	68	31	45.59%
Average	103	33	32.04	35	7	21.17	68	26	37.52

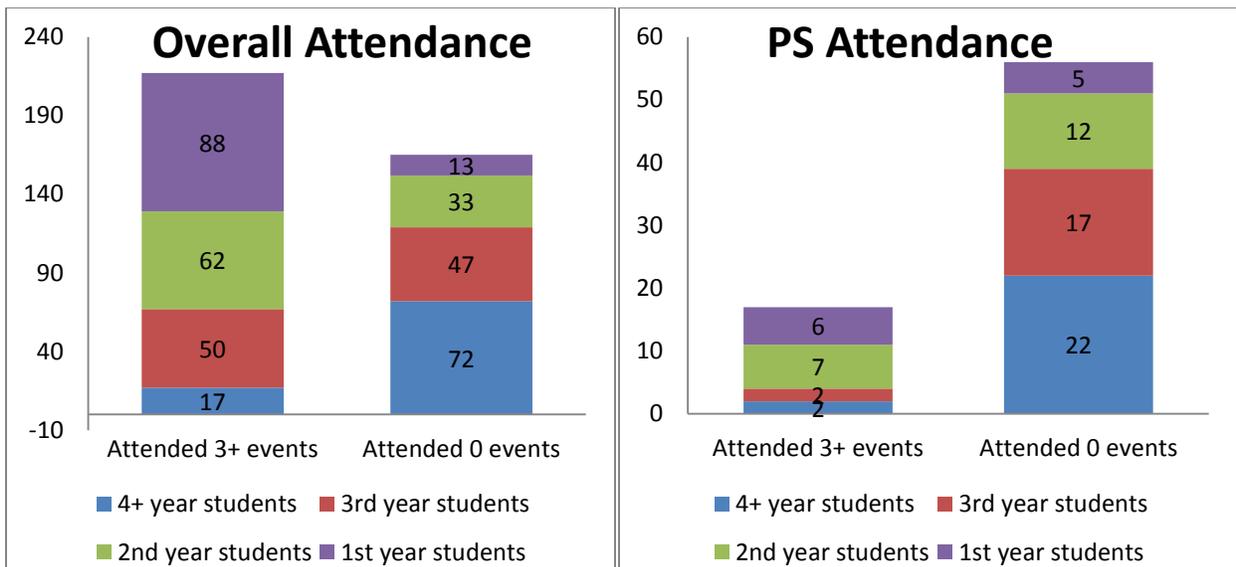


President’s Scholars are more likely than non-President’s Scholars to leave the program, presumably at a time when the advantage of taking General Education classes with a smaller student-teacher ratio has been exhausted. While the Honors Program promotes the thesis as an opportunity to conduct independent research under the mentorship of a faculty advisor and to work on a flawless writing sample for graduate school applications, many President’s Scholars leave the program before completing the thesis.

President’s Scholars (96 total; 21.19% of UHP population)				
#	Attended 3+ events	Attended 2 events	Attended 1 event	Attended 0 events
Overall	17	24	47	56
4+ year students	2	Data not collected		22
3 rd year students	2		17	
2 nd year students	7		12	
1 st year students	6		5	

% (of entire UHP population)	Attended 3+ events	Attended 2 events	Attended 1 event	Attended 0 events
Overall	3.75%	5.30%	10.38%	12.36%
4+ year students	2.08%	Data not collected		22.92%
3 rd year students	2.08%			17.71%
2 nd year students	7.29%			12.50%
1 st year students	6.25%			5.21%
% (of attendance category)	Attended 3+ events	Attended 2 events	Attended 1 event	Attended 0 events
4+ year students	11.76%	Data not collected		39.29%
3 rd year students	11.76%			30.36%
2 nd year students	41.18%			21.43%
1 st year students	35.29%			8.93%

Non-President's Scholars (357 total; 78.81% of UHP population)				
#	Attended 3+ events	Attended 2 events	Attended 1 event	Attended 0 events
Overall	200	15	33	109
4+ year students	15	Data not collected		50
3 rd year students	48			30
2 nd year students	55			21
1 st year students	82			8
% (of entire UHP population)	Attended 3+ events	Attended 2 events	Attended 1 event	Attended 0 events
Overall	56.02%	4.20%	9.24%	30.53%
4+ year students	4.20%	Data not collected		14.01%
3 rd year students	13.45%			8.40%
2 nd year students	15.41%			5.88%
1 st year students	22.97%			2.24%
% (of attendance category)	Attended 3+ events	Attended 2 events	Attended 1 event	Attended 0 events
4+ year students	7.50%	Data not collected		45.87%
3 rd year students	24.00%			27.52%
2 nd year students	27.50%			19.27%
1 st year students	41.00%			7.34%



N.B. These graphs show attendance numbers: the individual colors and their numbers represent the individual cohorts, whereas the height of the column represents the total number of attendees in that category (regardless of cohort year).

The event attendance comparison between non-President’s Scholars and President’s Scholars is similarly revealing: As President’s Scholars are already granted priority registration as a scholarship benefit, their overall motivation to attend three Honors events is rather poor, even if all Honors events are geared towards educational enhancement and student success. Again, it is important to mention that there are President’s Scholars in the Honors Program who have attended numerous Honors events and even organized some, but these students are, unfortunately, rather the exception than the rule.

In the next leadership meeting between the Honors Program and the President’s Scholars Program in Spring 2013, the data presented in this self-study will have to be discussed. Solutions need to be found that not only benefit both programs, but particularly the students served in these programs. The Honors Program is skeptical that the retention rate or the level of student engagement by President’s Scholars in Honors can change unless the stipulations of the scholarship themselves are changed. One possibility would be to require President’s Scholars to be actively engaged members of the Honors Program to retain their scholarship throughout their undergraduate years at CSULB; another vision could be to merge both programs, and thereby also revisit the staffing shortfalls addressed by the external evaluation and the internal program review in response to the UHP’s last self-study. Both program reviews stressed in their recommendations to Academic Affairs that the Honors Program should be in the position to award scholarships to Honors students who were not valedictorians of their high school class (or whose high schools did not calibrate this status in a way that made the students eligible for applying to the President’s Scholar Program), but are nevertheless highly-motivated critical thinkers who deserve a similar investment in their academic abilities by our institution.

Conclusion

The Honors Program has made great strides since its last self-study and many recommendations issued to the UHP by the external evaluation and the internal review report have been successfully implemented. The Honors Program leadership is particularly proud of the ever-increasing level of student engagement in the program and the growing number of students graduating with an Honors Certificate after successfully navigating the Honors thesis process. Professionalizing students and preparing them for the challenges of the job market and/or graduate school has also been at the core of the UHP's intensified mentoring efforts and is reflected in the Honors Program's extra-curricular offerings, from internship workshops and graduate school information sessions to thesis research panels and academic guest lectures. The Honors curriculum and course offerings aim to strike a balance between affording students the opportunity to fulfill university requirements like General Education and timely graduation while, at the same time, reflecting the mission of the Honors Program to educate civic-minded, well-rounded critical thinkers. One-on-one advising—provided predominantly by UHP Assistant Director Terri Iler—is degree-program specific as well as holistic Honors advising, and is valued by the Honors student population to the same extent as it was in the past when UHP Advising Coordinator/Assistant Director Duan Jackson served in this position. The Pre-SOAR advising session as well as the mandatory Freshman advising workshops help socialize each incoming cohort of Honors students to fully understand the resources available to them in Honors and the academic opportunities afforded to them when embarking on undergraduate research early in their college careers.

The leadership in the Honors Program is thankful for the continued support from Academic Affairs and hopes are high that the budget-driven challenges that remain in Honors on our campus can be overcome once the program review has been completed and structures have been put into place that will allow the Honors Program to gain more visibility on campus and to grow in membership. The following summary of program needs can maybe serve as a departure point for those involved at the next levels of the Honors Program review.

Summary of Needs:

- 1) Merit- and need-based scholarships for incoming Honors freshmen and continuing UHP students
 - No scholarships are available through the UHP for our population of over 450 students.
 - Scholarships pertaining to excellence in undergraduate research could be awarded as the UHP requires all of its graduates to complete a culminating thesis project. Need-based scholarships could be awarded to incoming freshmen that would allow us to recruit exceptional students to attend our university as members of the University

Honors Program. Scholarships to support study abroad would also align with the mission of our program.

- Creating a nationally recognized Honors Program which will draw high-achieving students to CSULB requires that it receive a level of financial support and attention comparable to the President's Scholars Program.
- 2) Part-time advising and clerical support to allow for a reallocation of Honors staff resources for:
- the development of partnerships with each college, modeled after the dynamic *Honors in Engineering* collaborative efforts already underway.
 - creating and supporting an infrastructure for big scholarship advising on campus (i.e., Rhodes, Marshall, Truman, Goldwater, etc.), which would include collaboration between the UHP and colleges and/or individual departments as appropriate.
- 3) Honors Office, Facilities, and Equipment
- to support Honors Program growth, a new office space is needed that can accommodate one extra office for additional support staff.
 - The new Honors Program space should also include an Honors lounge as well as computing facilities for Honors students.
- 4) Budget for events/lecture series/field trips
- While we will pursue Instructionally Related Activities (IRA) funds each academic year, a discretionary budget would also help augment our recently created Los Angeles Studies series of courses with Program-supported field trips.
 - As we host almost (30) events each semester, which promote such UHP goals as increasing civic engagement and global awareness among our students, additional funding for sponsoring guest lectures and intellectual events could be utilized as needed.
- 5) The Honors Program and the President's Scholars Program
- A firmer integration of both programs is desirable as it would provide all high-achieving students with the academic mentoring required for their continued success.
 - Strengthening the participation of President's Scholars in the Honors Program, possibly by requiring President's Scholars to pursue an Honors Certificate, would help improve the UHP's overall graduation and event attendance rate and would allow the President's Scholars to benefit from special Honors programming. Additionally, President's Scholars would be able to tap into the unique educational and professional opportunities afforded to those students researching and writing an undergraduate thesis (publishing, conference participation, research competitions, etc.).

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