



Program Review - Overall Report

Instructional: Honors

2021 - 2024

Overall Trends

What overall trends do you see in success, retention, program of study, educational planning, and awards over the past 3 or more years?

The success and retention rates in Norco College Honors classes over the past 5 years (AY 2015/16 to AY 2019/20) are higher than the rates for Norco College overall; Honors classes' total retention rate is 91.8%, compared to NC's 84.9%, and Honors classes' success rate is 85.7%, compared to NC's 69.7%. When we compare Norco's Honors classes to the District-wide Honors rates, we still see a slightly higher rate for both retention and success: 91.8% retention at NC compared to 89.8% across the District, and 85.7% success at NC compared to 83.3% across the District. (It should be noted that only Fall and Spring semester data is being considered, as we do not offer Honors classes in the Winter and Summer intersessions.) If we include the Fall 2020 data, we still see about the same average retention rate, at 91.5%, and average success rate, at 85.6%, in the NC Honors classes.

Norco College, All Honors Courses (AY 2015/16 – AY2019/20)

All District, All Honors Courses (AY 2015/16 to AY 2019/20)

When we look at the Honors time series retention and success numbers over the last 5 full academic years (AY 2015/16 to AY 2019/20), we see a different pattern. The Honors program grew significantly for the first two years, going from enrolling 308 students in 2015/16, to 541 in 2016/17. In 2017/18, we see the beginning of a sharp decline in enrollment numbers: 449 in 2017/18, 306 in 2018/19, and 271 in 2019/20. The enrollment numbers for 2019/20 do not reflect any student withdrawals due to Covid, as this looks at the numbers enrolled at Census and prior to our shift to 100% online education. I can't speak to the number of sections or course caps prior to Fall 2019, when I took over the Honors program. However, in Fall 2019 we offered 8 sections capped at 20, and in Spring 2020 we offered 8 sections capped at 20, meaning our capacity was 320. This represents an 85% fill rate, something we need to improve upon in the future.

Given that context, when we look at overall retention and success rates for each of the last 5 full academic years, we see a relatively high rate for both. Retention rates for the five years were as follows: AY 2015/16: 90.6%; AY 2016/17: 89.6%; AY 2017/18: 95.5%; AY 2018/19: 94.1%; AY 2019/20: 88.6%. I believe the drop in retention rate in AY 2019/20 is a result of the shift from 100% face-to-face instruction to 100% online instruction due to Covid-19. Success rates for the five years sees a less dramatic growth and drop: AY 2015/16: 82.8%; AY 2016/17: 85.6%; AY 2017/18: 88.0%; AY 2018/19: 86.6%; AY 2019/20: 84.1%. Overall, we see a 2% drop in retention rate and a 1.3% increase in success rate, which means we have slightly reduced our fail (DF) rate over the last five years. These rates are also significantly higher than the average success and retention rates at Norco College over the same time period; success rates fluctuate between 69.1% and 70.5%, while retention rates fluctuate between 82.0% and 86.2%.

Data Review

Time Series: Norco All Honors

We have no data for program of study, educational planning, or awards. This is because our program has not tracked students like other special programs (Puente, Umoja, EOPS, etc.). I have been working to get the Honors students tagged in Colleague so that we can track their progress, and am currently working to create an Honors Program Completion Certificate, so that we can analyze the number of awards given each year, as well as the disaggregated student data accompanying those awards.

Disaggregated Student Subgroups

Look at the disaggregated student subgroups in success, retention, program of study, educational planning, and awards for your area. Are there any equity gaps that you will address in the next 3 years?

Looking at the overall disaggregated retention rates for the last 5 full years, (AY 2015/16 to AY 2019/20), it appears we have a few equity gaps. Most interesting, our white females are the only group to supposedly be disproportionately impacted, at a retention rate of 86.1% (compared to 91.5% overall retention rate). Also lower than our average are multiracial females at 80%, African American males at 83%, Asian males at 89.6%, and multiracial males as 76.5%. [We also have low retention rates for Native American and Pacific Islander females, at 75% and 80%, respectively, but there were only 4 and 5 enrolled in each group, so it is hard to take this as meaningful data.] Except for African American males and multiracial males, all groups are above the NC average of 84.8%, and within their disaggregated groups, African American males in Honors courses have a slightly higher retention rate than overall (83.3% compared to 82.7%), whereas multiracial females (80% versus 83.6%) and multiracial males (76.5% versus 83.6%) are both below the overall NC retention rate for their disaggregated groups.

However, what is more disconcerting is the extremely low numbers of Native American, Pacific Islander, and Multiracial students (both male and female). Out of 1962 students enrolled in Honors classes in the last 5 years, only 46 students (2.3%) self-identified as one of these ethnicities. Looking at the numbers for the college as a whole, these three groups represent 6123 out of 254,818 students (2.4%), so the proportion in Honors classes is reflective of the overall student body. However, I do not believe that is good enough; especially considering that there were 0 male Native American or Pacific Islander students enrolled in an Honors class in 5 years. Also upsetting are the total number of African American male students: 12, in five years! This means African American men represent 0.6% of our Honors students, compared to 2.8% of the Norco College student body. Again, this is not good and we need to do better to actively recruit African American men (and women, who although a larger percentage of our Honors students – 60, or 3% – still falls below the NC population at 3.3%). We also see underrepresentation in our Latinx students – Latina females comprise just 25.5% of Honors students, compared to 31% of NC students, and Latino males comprise just 18.9% of Honors students, compared to 26.6% of NC students. Over-represented in our program are Asian females (12.95% compared to 4.31% of NC students), white females (19.37% compared to 11.66% of NC students), and Asian males (6.9% compared to 5.2% of NC students). White males are about on target with the overall NC population (10.1% compared to 11.74%).

Looking at the success rates, we see that once again, white females are supposedly the only disproportionately impacted group, at 81.6% (compared to 85.6% success rate for Honors classes overall). However, looking at the percentages, we see that once again, our native American (75%), Pacific Islander (80%), and multiracial females

Data Review

(80%) all fall below the Honors average. When looking at the male disaggregated numbers, the gaps for men of color look even worse. African American males have a success rate of 58.3%, far below the Honors average at 85.6% and the overall African American male success rate at Norco at 60.8%. We also see Latino males at 83.8%, Asian males at 84.4%, and multiracial males at 64.7%, all below our Honors average of 85.6%. When compared to the overall NC population, though, only the multiracial males fall below their overall average (64.7% versus 69.2%).

If there are any concerning trends over the past 3 or more years, or if equity gaps exist, what is your action plan to address them?

We have 2 equity problems we need to address: (1) the demographic trends in Honors students are not reflective or in line with overall demographic trends at Norco college; (2) the success rates for Men of Color are far lower than our average Honors success rate.

The first problem needs to be address with active recruitment of students of color into the program. As I learned in the Black Minds Matter course, in K-12 education, Black students are under-referred for gifted and talented programs, and over-referred for special education. It is little wonder then that our Black NC students may not apply to the Honors program if not actively encouraged to by their professors or actively recruited by our program. So one of the things we need to do is coordinate with other programs on campus, such as Umoja and EOPS as well as others, to bring Black students to the Honors program. Right now, we have an application process which requires a 3.0 GPA or a special application if that requirement is not currently met; we need to revisit our application process to be more welcoming to Black students, and students of color in general. MSJC's Honors Program currently offers several different avenues for admission, including a portfolio option, a teacher recommendation option, Veteran status, and GPA option. We could easily adopt a similar style of pathways into the Honors program, and collaborate with both Umoja and Puente to open up Honors classes to students involved in those programs. Once in the program, it is my belief that students of color (and our student groups with equity gaps, our LGBTQ+ and Foster Youth), would thrive in the smaller class size and seminar style class environment that Honors classes offer.

The second equity problem we need to address is our low success rates amongst our men of color. I will be requesting funds for all Honors professors to take the CORA trainings on Teaching Men of Color and Course Design for Racial Equity. Beyond that, I will be compiling equity tools and trainings within our Honors Canvas community, and encourage all of our Honors faculty to build certain equity practices into their classes.

Is there a resource request associated with this Data Review? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Assessment Review

2021 - 2024

Section 1: SLO Assessment Status (Based on Dashboard - Assessment Status)

Which Disciplines are included in this Assessment?

ANT, BIO, COM, ECO, ENG, GEG, HUM, MAT, MUS, POL, and PSY

What percent of SLOs in the disciplines you identified above have been assessed?

91.7%

Which SLOs have not been assessed and why? Identify both the Course and the associated SLO(s).

MUS 19H (SLO 1, SLO 2, SLO 3, SLO 4, SLO 5, SLO 6) and MUS 89H (SLO 1, SLO 2, SLO 3). I do not know why these have not been assessed. We offered MUS 89H in Spring 2020, and MUS 19H in Spring 2021; I do not know when they were offered last, so it is possible that they were not taught during this cycle, or the instructor did not conduct assessment.

Section 2: Mapping Status (Based on Dashboard - Mapping Status)

Are all SLOs mapped to at least one PLO?

No

If all SLOs are not mapped to at least one PLOs, please explain why.

ECO 7H only has 1 SLO mapped (out of 7), even though the non-Honors course has all 4 of its SLOs mapped to PLOs. I will inquire with Peter Boelman as to why this may be. GEG 1H is in a similar position; it only has 1 SLO mapped to its PLOs, but the non-Honors course has all 4 of its SLOs mapped. I will inquire with Star Justice on this. MUS 19H has 5 (out of 6) SLOs mapped, but once again, the non-Honors version of the course has all 6 mapped to a PLO; MUS 89H has 0 mapped, but all 3 of the non-Honors SLOs mapped. I will inquire with Kim Kamerin regarding these classes.

Are the appropriate SLOs mapped to GELOs? (If you have a course that is listed in any general education area, it should have at least one SLO mapped to at least one GELO)

No

If the appropriate SLOs are not mapped to GELOs, please explain why.

ART 6H does not have any SLOs mapped to GELOs; I will ask Quinton Bemiller why this is. BIO 1H also does not have any SLOs mapped to GELOs; I will ask Teresa Friedrich Finnern as to why. MUS 89H also does not have any SLOs mapped to GELOs; I will ask Kim Kamerin for this course.

Section 3: PLO Analysis (Based on Dashboard - Analysis: PLO Direct Assessment)

Which Programs are included in this Assessment?

None - Honors does not have any PLOs. This will be changed once we get our Certificate of Completion in place, and we will work with each discipline to map existing SLOs in Honors courses to both their home program's PLOs and the new Honors PLOs.

Please identify the PLO(s) - and name the associated Program(s) - that achieved benchmarks.

N/A

To what to you attribute this success?

N/A

Assessment Review

Please identify the PLO(s) - and name the associated Program(s) - that did not achieve benchmarks.

N/A

If there are PLOs that did not achieve benchmarks, what do you plan on doing to improve benchmark attainment?

N/A

Section 4: Alignment to Career and Transfer

Describe the process used in this area to ensure programs (PLOs) align with career and transfer needs.

Although we do not have any PLOs currently for the Honors Program, we ensure that all our Honors classes transfer to both the UCs and CSUs. Each Honors course fulfills at least 1 area within the CSU GE and IGETC lists. We also ensure that students can complete their IGETC through Honors courses when their major courses do not have Honors options (like many STEM subjects). I have also created Honors Pathways based on our Schools (see attachment at the end of the Program Review), so that students can ensure that they are on the right path to complete their major prep, IGETC requirements, and 5 Honors courses to complete the program in 4 semesters. These new pathways inform our course rotation and offerings; every year there is at least 1 class offered that fulfills each area on both the IGETC and CSU GE schedules. With the creation of the new Area F Ethnic Studies requirement on the CSU GE schedule, we will need to talk to the new Ethnic Studies discipline (and any cross-listed course disciplines) about creating Honors versions of their classes so our students have the option to complete that requirement as an Honors class as well.

Describe the activities, projects, and opportunities this program offers to support experiential learning and alignment of programs to career and transfer (e.g. capstone projects, portfolios, service-learning opportunities).

All Honors classes are writing-intensive, requiring at least 10 pages of written work over the semester. Many instructors choose to assign an independent, original research paper, project, or experiment as a capstone piece for the class. Many of our students have gone on to present their original research at the RCCD Honors Research Conference in the Fall, and the state-wide UCI Community College Honors Research Conference in the spring. When we are not in Covid, Honors classes have the opportunity to take field trips to immerse students into non-academic settings to learn important aspects of their classes. This includes traditional destinations like museums, but Honors classes have also gone to experience cultural festivals, conduct primate observations at the zoo, see a stage performance of one of the plays they were studying, and many other options. This enables students to get a more hands-on experience in the field they are studying, and equips them with the research skills they may need if they transfer to a UC or plan on pursuing a graduate degree. I am also working on implementing a service-learning aspect to our Honors Program Certificate, but have not yet nailed down exactly what it will look like.

Without looking at your current PLOs, describe some program outcomes which would best help your students continue on the path towards their workforce and transfer goals (e.g. subject matter expertise, hands on experience, partnerships, etc.).

Students need to demonstrate independent research skills; be able to lead class seminars and discussions; critically assess and critique academic arguments; and convey their ideas in written and spoken formats.

Review current PLOs. Do the outcomes listed above align with the current program outcomes?

Because we do not have current PLOs, those listed above actually provide a good starting point for us to write our new ones.

Program Review: Part 1

EMP GOAL 1. Expand college access by increasing both headcount and full-time equivalent students (FTES).

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

We are working to actively recruit high school students into the Honors program at Norco College. We offer concurrent enrollment for current high school students, but we also want to capitalize on the higher acceptance rates for Honors transfer students. We have put on three High School Info Nights over Zoom during Covid (one in Spring 2020, Fall 2020, and Spring 2021). Our most recent event had 50 attendees from local high schools.

What are your plans/goals (3-year) regarding this goal?

We will continue to reach out and liase with our local high schools to ensure that their students know the benefits of coming to Norco College and joining the Honors program. We have 2 dedicated student leadership positions (co-directors of Outreach and Recruitment) devoted to this task, and it is our hope that we can create a bigger group of students to engage in outreach and recruitment over the next 3 years.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

We don't currently have a way to capture this data. It is possible that we may add a section on our application, something like "How did you hear about the Norco Honors Program?" Although not perfect, it will be a starting point.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 2. Implement Guided Pathways framework.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

I have recently completed 5 Honors Guided Pathways (1 per school, with 2 for STEM - 1 for Life Sciences and 1 for Physical Sciences and Mathematics). We will be launching these pathways in Fall 2021, on our website and during our first semester counselor and coordinator meetings with new students.

We are also creating a Certificate of Completion of the Norco Honors Program, so that students who do complete our program and transfer will have that additional certificate. Some of our students transfer without an ADT because we don't offer one in the major they are transferring to; this way, we will at least capture that they have completed their intended program of study at Norco College.

What are your plans/goals (3-year) regarding this goal?

Create the Certificate of Completion and get it through Curriculum by the end of Spring 2022. We hope to offer it starting Fall 2022.

Program Review: Part 1

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Again, we do not currently capture this data. We need to make sure our Honors students get flagged in Colleague so that we can track their progress and completion of the program in the system (currently Marissa Iliscupidez keeps a spreadsheet of each student semester-by-semester, which is tedious and time consuming for her, and doesn't feed into our institutional data).

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

No

EMP GOAL 3. Close all student equity gaps.

GOALS AND ACTIVITIES

What are you doing now in support of this goal?

As a program, we are not currently addressing our equity gaps. Doing this program review, we have seen the data and are aware that they exist in hard numbers. Now, we need to implement our plans to close the identified gaps.

What are your plans/goals (3-year) regarding this goal?

All instructors in Honors will be highly encouraged to complete 2 CORA trainings prior to starting their next Honors class: Teaching Men of Color in the Community College, and Course Design for Racial Equity. We will also be bringing this data forward at our next Honors Advisory Board meeting so that we may discuss this data as a community and create an action plan to close the gaps as soon as possible.

We also need to implement a way to track our LGBTQ+ and foster youth students in our Honors program. At this point, we do not know whether we have any LGBTQ+ or foster youth students in our program (a problem if we want to achieve equity in the program), much less their success and retention rates. This is a larger problem across the institution and the CCCs as a whole, but if we are not proactive in coming up with a way to track these populations, we will be letting the equity gaps widen, instead of working to close them.

EVIDENCE

Do you have assessment data or other evidence that relates to this goal?

Yes - see our Data Analysis section for data on our racial equity gaps. As mentioned above, there is no data on our LGBTQ+ or foster youth students at present.

RESOURCES

Is there a resource request associated with this EMP Goal? (If yes, please complete a Resource Request, which you can access from the main menu to the left)

Yes

Program Review Part 2

2021 - 2024

Curriculum

Are all your courses current (within four years)?

No

What percentage of your courses are out of date?

25% - 11%

If you have courses that are not current, are they in the curriculum process?

Yes

For out of date courses that are not already in progress of updating, what is your plan?

We are listed as out of date with the two ANT Honors Courses but updates were submitted in the Fall of last year and are, for some reason, not reflected here. We have contacted the appropriate people and are awaiting a response. It is possible that the other Honors courses listed as out of date (BIO 1H, HUM 4H, HUM 5H, HUM 10H, MUS 89H, and POL 4H) are in a similar situation. Regardless, I will be contacting the disciplines to inquire about their status. It would also be a good time to review all Honors CORs to make sure that they align with the new PLOs we will be implementing for our Certificate of Completion.

Do you have proposals in progress for all the DE courses you intend to file?

No

Do you require help to get your courses up to date?

No

Program Review Reflections

What would make program review meaningful and relevant for your unit?

It is meaningful and relevant for our unit.

What questions do we need to ask to understand your program plans, goals, needs?

The questions asked were good.

What types of data do you need to support your program plans, goals, needs?

We need to get our Honors students flagged in Colleague so they can be tracked and pulled out as a program; to complete this current program review, I had to individually check each Honors course in all the disciplines on the Success and Retention dashboards, and check each Honors discipline in the Assessment dashboard. There was no data on Honors students programs of study or awards, so I was not able to comment on that part of the data, which is a real problem when assessing what our program needs to improve.

If there are any supporting documents you would like to attach, please attach them here.

[Honors Pathways.xlsx](#)

Resource Requests

2021 - 2024

What resources do we already have?

We have some licenses for the CORA training Teaching Men of Color in the Community College.

What resources do you need?

Additional licenses for the CORA Teaching Men of Color training, plus new licenses for the CORA Course Design for Racial Equity training.

Request related to EMP goal or Assessment?

EMP Goal 3

\$ Amount Requested

5,000

Resource Type

BUDGET: Request Ongoing Funding (Professional Development, Department or Program Support, Outreach, Marketing)

Potential Funding Source(s)

Equity

The evidence to support this request can be found in:

Data Review

This request for my area is Priority #:

1

Submission

2021 - 2024

All parts of my Program Review have been completed and it is ready for review

Yes

Honors Course	Planned next 3-years								IGETC	IGETC alt.	CSU
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023			
ENG-1AH	X	X	X		X		X		1 A	A2	
ENG-1BH		X		X		X		X	1 B	A3/C2	
COM-1H	X						x		1 C	A1	
COM-9H								x	1 C	A1/D	
MAT-12H		X		X	X		X		2	B4	
ART-2H	X				X				3 A	C1	
ART-6H			X					X	3 A	C1	
MUS-19H				X				X	3 A	C1	
MUS-89H		X				X			3 A	C1	
HIS-6H	X				X				3 B	4 C2/D	
HIS-7H		X				X			3 B	4 C2/D	
HUM-4H			X				X		3 B	C2	
HUM-5H				X				X	3 B	C2	
HUM-10H	X				X				3 B	C2	
PHI-10H						X			3 B	C2	
ECO-7H		X					X		4	D	
ECO-8H			X					X	4	D	
POL-1H				X		X		X	4	D	
POL-4H	X						X		4	D	
PSY-1H		X		X			X		4	D	
SOC-1H			X		X				4	D	
SOC-10H						X			4	D	
ANT-2H		X						X	4	D	
GEG-1H	X		X		X		X		5 A	B1	
CHE-1AH									5 A	B1	
CHE-1BH									5 A	B1	
ANT-1H	X							X	5 B	4 B2	
BIO-1H						X			5 B	B2	
BUS-10H					X						
# sections	8	8	6	6	8	8	8	8			
imum students	160	160	120	120	160	160	160	160			
annual total	320		240		320		320				

Two-Year Course Rotation Plan - updated 08/17/2020					
Course	Fall odd	Spring even	Fall even	Spring odd	Totals
ENG-1AH	X		X		2
ENG-1BH		X		X	2
COM-1H				X	1
COM-9H		X			1
MAT-12H	X		X		2
ART-2H	X				1
ART-6H			X		1
MUS-19H				X	1
MUS-89H		X			1
HIS-6H	X				1
HIS-7H		X			1
HUM-4H			X		1
HUM-5H				X	1
HUM-10H		X			1
PHI-10H	X				1
ECO-7H			X		1
ECO-8H				X	1
POL-1H		X		X	2
POL-4H			X		1
PSY-1H			X		1
SOC-1H	X				1
SOC-10H				X	1
ANT-2H		X			1
GEG-1H	X		X		2
CHE-1AH					0
CHE-1BH					0
ANT-1H				X	1
BIO-1H		X			1
BUS-10H	X				1
Totals	8	8	8	8	32
max. students	160	160	160	160	320

Honors Pathway for the School of Business and Management

Semester 1

Course	Units
ENG 1AH	4
PSY 33, 8 OR GAM 2	3
CIS 1A	3
BUS 10H or BUS 24	3
AREA E	3
Total Units	16

IGETC REQ.	CSU REQ.	MAJOR REQ.
1A	A2	
1C	A1	
		X
		X?
	E	

Honors Courses for 3A/C1
 ART 2H
 ART 6H
 MUS 19H
 MUS 89H

Semester 2

Course	Units
ENG 1BH	4
POL 1H	3
HONORS: AREA C1 or C2	3
COM 1H or 9H	3
MAT 4, 5 or MAT 12H	4
Total Units	17

1B	A3	
4	D	
3A or 3B	C1 or C2	
		X
2 (MAT 5 & 12H)	B4 (MAT 5 & 12H)	X

Honors Courses for 3B/C2
 ENG 1BH
 HIS 6H
 HIS 7H
 HUM 4H
 HUM 5H
 HUM 10H
 PHI 10H

Semester 3

Course	Units
BUS 18A	3
ACC 1A	3
ECO 7H	3
ANT 1H OR BIO 1H	4
HONORS: AREA C1 or C2	3
Total Units	16

4	D	X
5B + 5C	B2 + B3	X
3A or 3B	C1 or C2	X

Honors Courses for 4/D
 ANT 2H
 COM 9H
 ECO 7H
 ECO 8H
 HIS 6H
 HIS 7H
 POL 1H
 POL 4H
 PSY 1H
 SOC 1H
 SOC 10H

Semester 4

Course	Units
ACC 1B	3
ECO 8H	3
GEG 1H + GEG 1L	4
HIS 6H/7H	3
HONORS: AREA C1 or C2	3
Total Units	16

4	D	X
5A + 5C	B1 + B3	X
4	D	
3A or 3B	C1 or C2	

Honors Courses for 5A/B1
 GEG 1H (+ GEG 1L)

Honors Courses for 5B/B2
 ANT 1H (+ ANT 1L)
 BIO 1H (lab included)

TOTAL UNITS 65

Honors Pathway for School of Social and Behavioral Sciences

Semester 1

Course	Units
ENG 1AH	4
MAT 12H	4
MAJOR CLASS/HONORS*	3
AREA E	3
Total Units	14

IGETC REQ.	CSU REQ.	MAJOR REQ.
1A	A2	
2	B4	X
4	D	X
	E	X?

Honors Courses for 3A/C1
ART 2H
ART 6H
MUS 19H
MUS 89H

Semester 1 Major Classes

ADJ 1
ANT 2/2H
EAR 20
EAR 42
HIS 1
POL 1/1H
PSY 1/1H
SOC 1/1H

Semester 2

Course	Units
ENG 1BH	4
POL 1H	3
HONORS: AREA C1 or C2	3
MAJOR CLASS	3
COM 1H/9H	3
Total Units	16

1B	A3	
4	D	X?
3A or 3B	C1 OR C2	
4	D	X
4	D	X

Honors Courses for 3B/C2

ENG 1BH
HIS 6H
HIS 7H
HUM 4H
HUM 5H
HUM 10H
PHI 10H

Semester 3

Course	Units
ANT 1H OR BIO 1H	4
HONORS: AREA C1 or C2	3
MAJOR CLASS	3
MAJOR CLASS	3
MAJOR CLASS/ELECTIVE	3
Total Units	16

5B+5C	B2+B3	X?
3A or 3B	C1 or C2	
4	D	X
4	D	X
1C	A1	

Honors Courses for 4/D

ANT 2H
COM 9H
ECO 7H
ECO 8H
HIS 6H
HIS 7H
POL 1H
POL 4H
PSY 1H
SOC 1H
SOC 10H

Semester 4

Course	Units
GEG 1H + GEG 1L	4
HONORS: AREA C1 or C2	3
HIS 6H/7H	3
MAJOR CLASS/ELECTIVE	3
MAJOR CLASS/ELECTIVE	3
Total Units	16

5A+5C	B1+B3	X?
3A or 3B	C1 or C2	
5B	B2	X?
4	D	X
4	D	X

Honors Courses for 5A/B1

GEG 1H (+ GEG 1L)

Honors Courses for 5B/B2

ANT 1H (+ ANT 1L)
BIO 1H (lab included)

TOTAL UNITS 62

HONORS PATHWAY FOR SCHOOL OF ARTS AND HUMANITIES

Semester 1

Course	Units
ENG 1AH	4
MAT 12H	4
HONORS: AREA C1 OR C2 OR MAJOR CLASS	3
AREA E	3
Total Units	14

Semester 2

Course	Units
ENG 1BH	4
POL 1H	3
HONORS: AREA C1 or C2	3
MAJOR CLASS	3
MAJOR CLASS	3
Total Units	16

Semester 3

Course	Units
ANT 1H OR BIO 1H	4
HONORS: AREA C1 or C2	3
HONORS: AREA D	3
MAJOR CLASS	3
COM 1H/9H	3
Total Units	16

Semester 4

Course	Units
GEG 1H + GEG 1L	4
HONORS: AREA D	3
HIS 6H/7H	3
MAJOR CLASS/ELECTIVE	3
MAJOR CLASS/ ELECTIVE	3
Total Units	16

TOTAL UNITS

62

IGETC REQ. CSU REQ. MAJOR REQ.

1A A2
2 B4

3A or 3B C1 or C2 X?
E

1B A3 X?
4 D

3A or 3B C1 OR C2 X?
X
X

5B+5C B2+B3
3A or 3B C1 or C2

4 D X
3A or 3B C1 or C2 X
1C A1 X?

5A+5C B1+B3
4 D

4 or 3B B2
3A or 3B C1 or C2 X
3A or 3B C1 or C2 X

Honors Courses for 3A/C1

ART 2H
ART 6H

MUS 19H
MUS 89H

Honors Courses for 3B/C2

ENG 1BH
HIS 6H
HIS 7H
HUM 4H
HUM 5H
HUM 10H
PHI 10H

Honors Courses for 4/D

ANT 2H
COM 9H
ECO 7H
ECO 8H
HIS 6H
HIS 7H
POL 1H
POL 4H
PSY 1H
SOC 1H
SOC 10H

Honors Courses for 5A/B1

GEG 1H (+ GEG 1L)

Honors Courses for 5B/B2

ANT 1H (+ ANT 1L)
BIO 1H (lab included)

Beginning Major Classes (taken in Sem. 1 or 2)

ART 1
ART 2/2H

ART 17
COM 1/1H
COM 6
COM 9/9H
MUS 3
MUS 87
PHI 10/10H
SPAN 1
SPAN 11/12

Honors Pathways for the School of STEM

Life Sciences Pathway

Semester 1

Course	Units
ENG 1AH	4
MAT 1A (Bio. or Env. Sci.) OR MAT 1AH (Env. Sci. or Kin.)	4
CHE 1A (Bio/Env. Sci.) or BIO 4 (Kin)	4 or 5
MAJOR CLASS 1	3 or 4
Total Units	15 to 17

IGETC REQ.	CSU REQ.	MAJOR REQ.
1A	A2	
	B4	X
5A + 5C	B1 + B3	X
5B	B2/E	X

Semester 2

Course	Units
ENG 1BH	4
POL 1H	3
MAJOR CLASS 2	4
MAJOR CLASS 3	4 to 5
Total Units	15 to 16

IGETC REQ.	CSU REQ.	MAJOR REQ.
	A3	
	D	
	B2/E	X
5B	B2/E	X

Semester 3

Course	Units
HONORS: AREA C1 or C2	3
HIS 6/7H	3
MAJOR CLASS 4	4 to 5
MAJOR CLASS 5	4
Total Units	14 to 15

IGETC REQ.	CSU REQ.	MAJOR REQ.
3A or 3B	C1 or C2	
	A1	
5B	B2/E	X
5B	B2/E	X

Semester 4

Course	Units
HONORS: AREA C1 or C2	3
COM 1H/9H	3
MAJOR CLASS 6	3 to 5
MAJOR CLASS 7	4 to 6
ELECTIVE/AREA C1 or C2	3
Total Units	16 to 18

IGETC REQ.	CSU REQ.	MAJOR REQ.
3A or 3B	C1 or C2	
	D	
5B	B2/E	X
5B	B2/E	X
3A or 3B?	C1 or C2?	X?

TOTAL UNITS 60 to 66

	BIO	ENV. SC.	KIN
	BIO 16, 35 or from AREA E list	BIO 19	KIN 10 + BIO 4 (replaces CHE 1A)
MAJOR CLASS 1 (SEM. 1)			
MAJOR CLASS 2 (SEM. 2)	MATH 1B	GEG 1H	BIO 50A
			AREA D + FINTESS
MAJOR CLASS 3 (SEM. 2)	CHEM 1B	ECO 8H	ELECTIVE
MAJOR CLASS 4 (SEM. 3)	BIO 60	BIO 60	BIO 50B
			AREA D + COMBATVE ELECTIVE
MAJOR CLASS 5 (SEM. 3)	PHYS 2A OR PHYS 4A	PHY 2A OR PHYS 4A	
MAJOR CLASS 6 (SEM. 4)	BIO 61	BIO 61	KIN 16
			CHEM 1A + TEAM SPORT
MAJOR CLASS 7 (SEM. 4)	PHYS 2B OR PHYS 4B	PHYS 2B OR PHYS 4B	ELECTIVE

Physical Sciences and Mathematics Pathway

Semester 1

Course	Units
ENG 1AH	4
MAT 1A	4
MAJOR CLASS 1	3 to 5
HONORS: AREA 4/D	3
Total Units	14 to 16

IGETC REQ.	CSU REQ.	MAJOR REQ.
1A	A2	
	B4	X
5A	E	X
4	D	

Honors Courses for 3A/C1
ART 2H
ART 6H
MUS 19H
MUS 89H

Beginning Major Classes (taken in Sem. 1)

Semester 2

Course	Units
ENG 1BH	4
POL 1H	3
MAJOR CLASS 2	4 to 5
MAJOR CLASS 3	4
Total Units	15 to 16

IGETC REQ.	CSU REQ.	MAJOR REQ.
	A3	
	D	
2 OR 5A	B1 OR B4	X
2 OR 5A	B1 OR B4	X

Honors Courses for 3B/C2
ENG 1BH
HIS 6H
HIS 7H
HUM 4H
HUM 5H
HUM 10H
PHI 10H

Semester 3

Course	Units
HIS 6/7H	3
MAJOR CLASS 4	4 to 5
MAJOR CLASS 5	4
ANT 1H or BIO 1H	4
Total Units	15 to 16

IGETC REQ.	CSU REQ.	MAJOR REQ.
	A1	
2 OR 5A	B1 OR B4	X
2 OR 5A	B1 OR B4	X
5B + 5C	B2 + B3	

Honors Courses for 4/D
ANT 2H
COM 9H
ECO 7H
ECO 8H
HIS 6H
HIS 7H
POL 1H
POL 4H
PSY 1H
SOC 1H
SOC 10H

Semester 4

Course	Units
HONORS: AREA C1 or C2	3
COM 1H/9H	3
MAJOR CLASS 6	4 to 5
MAJOR CLASS 7	3 to 4
HONORS: AREA C1, C2, or D	3
Total Units	16 to 18

IGETC REQ.	CSU REQ.	MAJOR REQ.
3A OR B	C1 OR C2	
	D	
	B1	X
5A OR 3A/B	B1 OR C1/2	X
3A/B OR 4	C1/2 OR D	

Honors Courses for 5A/B1
GEG 1H (+ GEG 11)

TOTAL UNITS 60 to 66

	CHEM	MAT	PHYS
		1 class from AREA E list	1 class from AREA E list
MAJOR CLASS 1 (SEM. 1)	CHEM 1A		
MAJOR CLASS 2 (SEM. 2)	CHEM 1B	MAT 1B	MAT 1B
		GEG 1H or PHY 4A	PHY 4A
MAJOR CLASS 3 (SEM. 2)	MAT 1B		PHY 4A
MAJOR CLASS 4 (SEM. 3)	CHEM 12 A	MAT 1C	PHY 4C
		MAT 2 OR MAT 3	MAT 1C
MAJOR CLASS 5 (SEM. 3)	PHY 4A		
		PHY 4A or CIS 5	PHY 4B
MAJOR CLASS 6 (SEM. 4)	CHEM 12B		HONORS: AREA C1 OR C2
			HONORS: AREA C1 OR C2
MAJOR CLASS 7 (SEM. 4)	PHY 4B		

Honors Courses for 5B/B2
ANT 1H (+ ANT 11)
BIO 1H (lab included)