

**SAN JACINTO<sup>SM</sup>  
COLLEGE**



**2023**  
**HONORS PROGRAM**  
**ANNUAL REPORT**

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August 28, 2023

Dear family and friends,

Greetings from the San Jacinto College Honors Program! This year’s annual report was exciting to put together. For the first time since the pandemic began in 2020, we have had a full schedule of activities and events. While taking advantage of these opportunities, our students have excelled in many ways. As we completed our 26th year, we have much to look back on with pride. Since its inception, the honors program has asked the question, “Why not the best?” And each year students have answered by striving to be second to none. Their accomplishments are amazing. The breadth and depth of their research is outstanding. Their actions at San Jacinto College have launched them around Texas and the world. In Texas, students have transferred to University of Texas, Texas A&M, Rice, University of Houston, Lamar University, Texas State University, Sam Houston State University, Stephen F. Austin State University, and many more. Other students have transferred to prestigious institutions out of state.

In this annual report you can read about our students’ many successes. For instance, we had 19 individual projects and four group projects accepted at the National Conference on Undergraduate Research. Thirty-three students had their work accepted for presentation at this research conference — the most prestigious for undergraduate students. More than 95% of the participants are juniors and seniors from universities nationwide. The conference was held at the University of Wisconsin, Eau Claire ([uwec.edu/ncur/](http://uwec.edu/ncur/)). Another example of outstanding student research was found in Texas history. San Jac honors students took first, second, and third place in the C.M. Caldwell Memorial Awards for the best research papers in Texas history by freshmen and sophomores. In addition, six of the 13 articles published in “Touchstone” for the preceding two years were from San Jac honors students. This was competing against all undergraduate students.

Finally, our activities were reset for this year. The annual report will include information about the renewed annual retreat. In addition, other trips — including the first post-pandemic international trip — will be highlighted. In May, 15 students spent 10 days traveling in Germany.

Have fun reliving a year in the life of the honors program!

**Eddie Weller, Ph.D.**  
*Distinguished Professor of History*  
*District Honors Program Director*





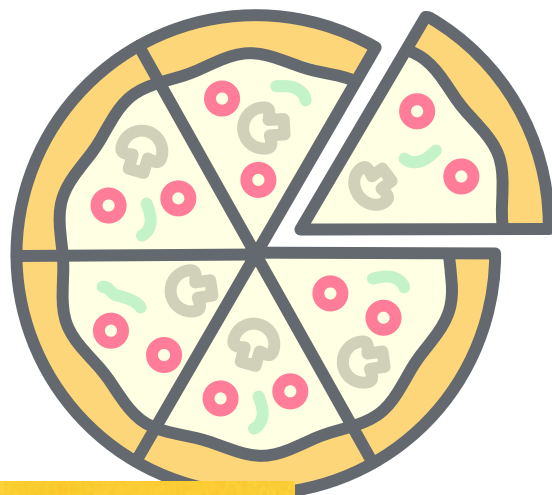
# HONORS PROGRAM ACCOMPLISHMENTS AND ACTIVITIES

The San Jacinto College Honors Program had an incredible year. Its many accomplishments occurred across all campuses throughout the entire year.



**HONORS RETREAT**

This year's theme for the Honors Program Retreat was "Transformations: Acknowledging, Assessing, and Achieving Change," taken from a Phi Theta Kappa study topic. More than 50 students attended the successful gathering. Dr. Tyler Olivier, Generation Park Campus STEM department chair, keynoted the event with the thoughtful speech "A few things in life are for certain — if you're doing it right, change is one of them." After the movie "Spaceballs," the students enjoyed a campfire and s'mores, discussed the topic in groups, and developed short skits to address a question each group had received. Most students saw little to no sleep as they got to know each other better.



**PIZZA WITH THE PROFS**

Each semester, each campus hosts a "Pizza with the Profs" to introduce the upcoming course schedule to the students. This event also brings students and faculty together outside the classroom in an informal setting. The campuses also offer other social events throughout the year.



## National Conference on Undergraduate Research

Nineteen students presented 22 research projects at the National Conference on Undergraduate Research, hosted this year by the University of Wisconsin, Eau Claire, April 13-15. This is the top undergraduate research conference in America, sponsored by the Council on Undergraduate Research (cur.org) based in Washington, D.C. Our students completed their research in their honors classes or as part of a research experience for undergraduates at Rice University (to learn more, see pp. 6-7). Out of the more than 3,000 student projects chosen for presentation, only 96 community college student proposals were accepted, based on research abstracts. Nearly 20% of the accepted community college proposals were from San Jac. In Texas, 21 higher education institutions sent students to Eau Claire for the conference. San Jac had the highest number of proposals accepted in Texas, accounting for 15% of the presentations from Texas.

## Great Plains Honors Conference

Nineteen students presented their research at the Great Plains Honors Conference April 5-7 at Midwestern State University in Wichita Falls, Texas. Four faculty also attended the conference. Approximately 80 colleges and universities from six states from Texas to Nebraska belong to the Great Plains Honors Conference. This was one of the largest contingents brought by any college or university in the region. San Jac students gave both oral and poster presentations.



**CENTRAL**



**SOUTH**



**NORTH**



## Honors Showcases

This year, Central, South, and North Campuses hosted an honors showcase in both the fall and spring semester — Nov. 29-30 and April 25-27. These three campuses celebrated honors research and education with more than 100 students presenting their research for other students and faculty each semester. This was the 10th year for the College-wide event, with the students honoring their professors by highlighting their research. Without the support of a large cadre of honors faculty, the honors program could not exist.

## TAKE FLIGHT

The first full year of Take Flight — a joint program among Rice University, San Jacinto College, and Lone Star College for STEM majors — was a success. Six honors students were accepted into Rice research experiences for undergraduates, or REUs, for the summer. They worked for 10 weeks with a Rice professor on a major research project. Funded by the National Science Foundation, REUs are considered steppingstones into graduate education in STEM fields. When the students complete their research, they create a poster to share their research at conferences and receive a stipend of about \$4,000 for their work. This year two San Jac students were accepted into Rice STEM fields.





## NATIONAL COLLEGIATE HONORS COUNCIL

Continuing its annual service to honors education, the San Jac honors team and four faculty (Nicole Bradley, Liana Boop, Judith Maima-Skeele, and Luis Reyes) participated in the 57th annual meeting of the National Collegiate Honors Council in Dallas, Texas, Nov. 2-5, 2022. Honors coordinators and professors Cody Pogue and Dillon Miller were also part of a highly regarded presentation at the meeting, “The Honors Forum: A Best Practice in Student Learning and Community Building.” At the same meeting, Dr. Eddie Weller chaired the Texas Honors Council meeting and served as vice-chair of the conference planning committee.



## TEXAS STATE HISTORICAL ASSOCIATION

Every year, students from around Texas attend the annual Walter Prescott Webb Society meeting in conjunction with the Texas State Historical Association annual meeting. The event highlight is the presentation of the C.M. Caldwell Awards for the best research papers in Texas history. This year San Jac honors students won the first three places. Congratulations to Josh Lister, Marie Stolle, and Aurie Bivens! In addition, six of the 13 articles published in “Touchstone” for the preceding two-year period were from San Jac honors students. (For more information, see p. 8.)

## FUTURE BUSINESS LEADERS OF AMERICA

At the national Future Business Leaders of America competition in Atlanta, five students finished in the top 15 in the nation. The two highest-rated students were from the honors program and finished in the top five in their areas of expertise. Umahi Agwu won first place in microeconomics and third place in macroeconomics, while Gurtaj Singh finished in third place in the job interview category. Professor Kristy McAuliffe sponsors Future Business Leaders of America, working with each of these students and others.



## GRADUATION

This year more than 40 students graduated with honors during the calendar year. Between December 2022 and May 2023 graduations, 43 students completed at least 15 hours of honors courses with an A or B grade and an overall GPA higher than 3.0. Of those students, four graduated with at least 24 hours of honors credit, earning the “Distinguished Honors Graduate” designation. At the end of each long semester, family and friends attend the honors program celebration for those graduating with honors.



**NORTH**



**SOUTH**



**CENTRAL**



# NCUR

UW-EAU CLAIRE 2023

APRIL 13-15

## NATIONAL CONFERENCE ON UNDERGRADUATE RESEARCH

This year 23 research projects encompassing the work of 33 San Jac students were chosen for inclusion at the National Conference on Undergraduate Research, the most prestigious undergraduate research conference in the U.S. In April, they visited the University of Wisconsin-Eau Claire to share their research.

### GROUP PROJECTS

**Antonio Gutierrez, Thien Ngo, Aiden Fair, Rachel Myers, and Christian Garza**, “Decadal Variations of Six Criteria Air Pollutants Over Texas,” South Campus, *Faculty Mentor: Dr. Madhu Gyawali*

**Martha Jimenez, Katherine Valero, Maya Vasquez, Carmen Rodriguez, and Margarita Cepeda**, “Education System vs. Undocumented Students,” Central Campus, *Faculty Mentor: Judith Maima-Skeele*

**Elizabeth Arriaga, Rissa Marshall, and Isabel Santos**, “Gun Violence in Schools,” Central Campus, *Faculty Mentor: Judith Maima-Skeele*

**Thien Ngo, Aiden Fair, Christian Garza, Antonio Gutierrez, and Rachel Myers**, “Trends and Variations of NO<sub>2</sub> Pollution (2005-2019) over Texas: View from the Ground and Satellite,” South Campus, *Faculty Mentor: Madhu Gyawali*

### INDIVIDUAL PROJECTS

**Umahi Agwu**, “Social Information Use in the Fruit Fly,” South Campus, *Rice Research Experience for Undergraduates, Rice Faculty Mentor: Dr. Julia Saltz*

**Mohammed Meje**, “Self-Evaluation and Validation for Mathematical Modelling,” North Campus, *Faculty Mentor: Dr. Nate Wiggins*

**Virginia Soto**, “Variations in Microbial Populations in Metropolitan Houston Wetlands,” South Campus, *Faculty Mentor: Maxine Lane*

**Meghana Budankayala**, “Correlations Between Breast Cancer to Health and Environment Risk Factors,” South Campus, *Faculty Mentor: Dr. Nicole Bradley*

**Vallerie Morfin**, “Sam Houston’s Letters: An Exploration into Nineteenth Century Courtship in The American South,” North Campus, *Faculty Mentor: Cody Pogue*

**Chloe Stegner**, “Polish History and Culture in Texas,” South Campus, *Faculty Mentor: Dr. Greg Smith*

**Clayton Gransberg**, “Interstellar Travel: Reaching Alpha Centauri,” South Campus, *Faculty Mentor: Dr. Phuong Doan*

**Caroline Noonan**, “Smell Ya Later (but Hopefully Not): Ammonia, Fish, and Their Toxic Relationship,” South Campus, *Faculty Mentor: Dr. Phuong Doan*

**Marie Stolle**, “Breaking the Color Barrier at the University of Texas Medical Branch: Herman A. Barnett III’s Fight for Equality,” South Campus, *Faculty Mentor: Dr. Eddie Weller*

**Joshua Lister**, “The Galveston, Houston, and Henderson Railroad: The Old Reliable Shortline, the Longest Little Railway in Texas,” South Campus, *Faculty Mentor: Dr. Eddie Weller*

**Victoria Pino**, “Beacon of Motivation: Harriet Tubman’s Journey to Free Herself to Free Others,” South Campus, *Faculty Mentors: Dr. Greg Smith and Dr. Abbie Grubb*

**Szachary Tarver**, “Gene Kranz: An Exceptional Leader,” South Campus, *Faculty Mentor: Dr. Greg Smith*

**Briana Loreda**, “Cleavage of Classical Complement Pathway Components by Tissue Kallikrein,” *Rice Research Experience for Undergraduates, Rice Faculty Mentor: Dr. Sarah Sartain*

**Genesis Ramos**, “Bringing Math off the Page with 3D Prints,” Central Campus, *Faculty Mentor: Dillon Miller*

**Elijah Todd**, “Spacecraft Materials,” South Campus, *Faculty Mentor: Dr. Phuong Doan*

**Gabrielle Maximos**, “Apollo 11: ‘One Giant Leap for Mankind,’” South Campus, *Faculty Mentor: Dr. Eddie Weller*

**Omar Rivera**, “The Impact of Vector Fields and Topographic Maps in Life,” Central Campus, *Faculty Mentor: Dillon Miller*

**Muhammad Zain**, “The Impact of Monoculture Turfgrasses on Soil Nutrient Content in Southeast Houston Topsoil,” South Campus, *Faculty Mentor: Dr. Phuong Doan*

**Valentina Zarraga**, “Car Dependency and Transportation System in Houston,” North Campus, *Faculty Mentor: Cody Pogue*

# Texas State Historical Association Success

## Caldwell Awards and “Touchstone” Articles

Every year, Texas students attend the annual Walter Prescott Webb Society meeting in conjunction with the Texas State Historical Association annual meeting. The highlight of the event is the presentation of the C.M. Caldwell Awards ([webbsociety.club/awards/](http://webbsociety.club/awards/)) for the best research papers in Texas history. Awards go to those who have earned fewer than 60 credit hours when they wrote the paper and those who had more than 60. San Jac honors students took first, second, and third place in the awards for freshmen and sophomores:

- **Josh Lister** won first place for his paper “The Galveston, Houston, and Henderson Railroad: The Old Reliable Shortline, the Longest Little Railway in Texas.”
- **Marie Stolle** won second place for her paper “Breaking the Color Barrier at the University of Texas Medical Branch: Herman A. Barnett III’s Fight for Equality.”
- **Aurie Bivens** won third place for his paper “Reactionary Negligence: The Self-fulfilling Prophecy of the Branch Davidians.”

In addition, six of the 13 articles published in “Touchstone” for the preceding two years were from San Jac honors students. This was competing against all undergraduate students:

- **John Paul Stolle**, “The Musical Triumph of Van Cliburn”
- **Andrew Nguyen**, “Fraud Within the Enron Company: Enron Scandal of 2002”
- **Joshua Naisbitt**, “Apollo 8: Paving the Way for the Lunar Landing”



- **Angelique Johnson**, “Nancy Harkness Love: The Rise and Fall of the WASP”
- **Chance French**, “The History and Development of the Texas Biomedical Institute”
- **Alexander Vela**, “A Legend of the West: John Wesley Hardin”

In addition, South Campus honors coordinator Dr. Abbie Grubb wrote the professional historian’s article “Honorary Texans: Japanese Americans in the Lone Star State During World War II.”



 **TSHA**  
Texas State Historical Association  
*An Independent Nonprofit Since 1897*



# Honors Program TEAM

With more than 75 years of combined experience at San Jac, the honors program team includes five people: a district-wide director, an administrative assistant, and honors coordinators for Central, South, and North Campuses.



### JANNA LASATER

The program's administrative assistant is Janna Lasater, who has worked at the College 24 years, including for many South Campus academic departments, before coming to the honors program in fall 2008. In 2016, she was named one of three finalists for the Administrative Assistant of the Year by the National Collegiate Honors Council.



### DILLON MILLER

After earning his M.S. in mathematics from Louisiana Tech University, Dillon Miller joined San Jac faculty part time in 2016 at the North and South Campuses while teaching high school full time. He soon transitioned to full-time status at Central in 2017. Shortly after, Miller joined the honors program, teaching several math courses starting in 2019. His passion for serving honors students inside and outside the classroom motivated him to take on the role of Central Campus honors coordinator in 2020. In addition to this role, Miller also serves on many College committees. In his spare time, he enjoys playing recreational sand volleyball and attending Astros games.



### CODY POGUE

At the North Campus, Cody Pogue became the honors coordinator in fall 2017, after teaching in the program for four years. Having earned his M.A. in history from Sam Houston State University, he also has graduate hours in government, allowing him to teach both history and government. In addition, he sponsors the Great Outdoors Club, leading students on camping trips throughout the year. Before coming to San Jac in 2012, he worked as a museum technician at the George Bush Presidential Library, ran as a candidate for the Texas House of Representatives, and held numerous positions on local political campaigns. In his free time, he enjoys backpacking through the scenic wonders of nature with his dog, holding long philosophical discussions with anyone who will listen, and playing an active role in local politics.



### DR. ABBIE GRUBB

A well-known expert on Japanese internment during World War II, Dr. Abbie Grubb joined the honors team in 2015 as the South Campus coordinator. After completing her Ph.D. in American history from Rice University, she worked at the Maritime Museum until San Jac hired her in 2010. Since then, she has developed the museum studies course for the College and served as the local Walter Prescott Webb Society (history club) advisor. She is a former member of the board of directors of the Houston History Alliance and co-chaired its annual conference in 2015. She has organized four honors trips to Europe — all highly successful! As a historian, she has served twice as vice-president and program chair of the Southwestern Historical Association and on the executive council of the Southwestern Social Sciences Association. Her husband, Ken, is a history professor at Wharton County College. They have an adorable son, Tony.



### DR. EDDIE WELLER

Honors program director Dr. Eddie Weller earned a Ph.D. in American history from Texas Christian University. His dissertation became a biography of the New Deal senate majority leader: *Joe T. Robinson: Always a Loyal Democrat* (University of Arkansas Press, 1998). He founded the honors program in 1996 and has taught in it every year since then. He served as director until 2006. He has also served two stints as department chair, first as social sciences and later as chair of behavioral and social sciences and education. In 2013, he once again became the honors program director. As a historian, he has served as the president of the Southwestern Social Sciences Association, as the president of the Southwestern Historical Association, as secretary and as a member of the Texas State Historical Association Board of Directors, and on the East Texas Historical Association Board of Directors. He has also served as the president of the Great Plains Honors Council and as the chair of the National Collegiate Honors Council Two-Year College Committee. He received the 2018 Ron Brandolini Award for Excellence at a Two-Year Institution from the National Collegiate Honors Council. He was elected to the board of directors of the National Collegiate Honors Council in 2019 and as vice-president in 2021. He is currently president-elect of the National Collegiate Honors Council.

# What Makes an Honors Course?

## CLEAR Rubric

San Jacinto College has adopted an easy-to-remember definition: A course should be CLEAR. Every honors course should have some of these components — at least two to three:



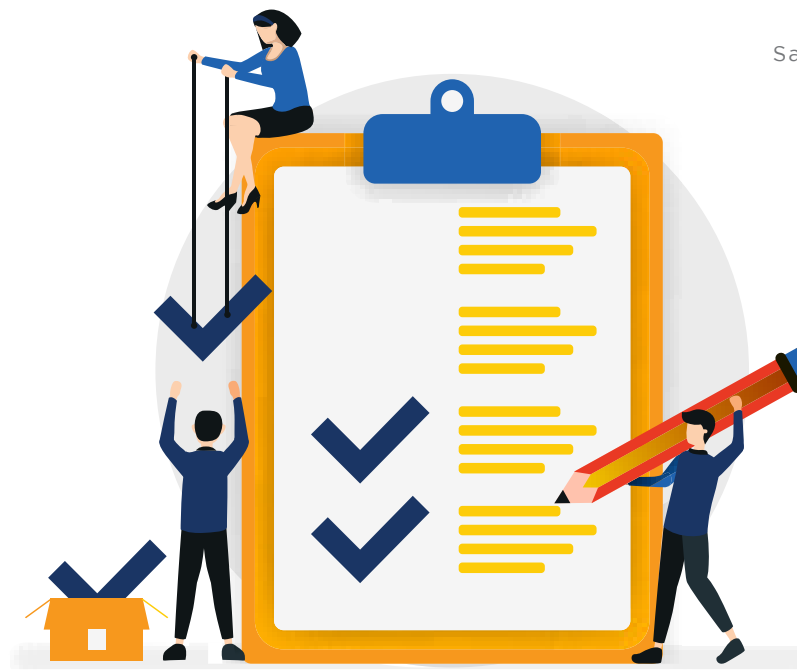
**Critical Thinking:** Courses will emphasize problem solving and critical thinking over memorization. Critical thinking is the basis of higher education.

**Leadership:** Courses can allow students to show leadership abilities. These might be through service learning, group presentations, or other activities. Students will also have leadership opportunities outside class.

**Enrichment Activities:** These activities can be varied, including a trip to a museum, an art event, a location that uses what they are studying, etc. Again, the activities should be appropriate to the course and the discipline. These might be hands-on experiences or trips. This might also include a different way of teaching that might not work in a traditional course.

**Academic Rigor:** Every honors course should have academic rigor. San Jac does not give away grades, nor are the courses merely fun and games. These courses should prepare students to take any course at any university in the country.

**Research:** Each course should incorporate research appropriate to the field of study. This should be more in depth than traditionally done in a freshman or sophomore class. The honors program highlights student research — seeking places the students can present their research, either through delivering papers or through poster sessions.



# Course Vetting Procedure

At the meeting, the professor can take up to 15 minutes to explain what makes the course an honors course. Afterward, the council members can ask questions concerning the course for up to 15 minutes. Then the faculty member will leave, and the council will discuss the course. Each course will receive one of the following ratings:

- Approved for inclusion in the honors program
- With minimal changes, approved for inclusion in the honors program
- Please revise and resubmit for reconsideration for inclusion in the honors program
- Declined for inclusion in the honors program

Each rating will have constructive comments from the committee members with ideas that a faculty member might want to include in the future. Even faculty members with approved courses may want to consider the council's suggestions.

## Rating Rubric

Courses under consideration for honors will be rated using the CLEAR standard:

- Critical thinking
- Leadership
- Enrichment activities
- Academic rigor
- Research

All honors courses are required to uphold “academic rigor.” Academic rigor is not merely “more work.” It may include different assignments, testing, or activities than found in non-honors sections of the course. Writing is considered an important part of most honors courses, whether essay exams, research papers, or reflective pieces. In addition to “academic rigor,” a good honors course will include at least one, if not two or three, of the other CLEAR components.

## Overview

Whether teaching an honors course for the first time or the 17th, faculty members must make a presentation to a committee of the honors council describing what makes their course an honors course. A presentation will be required each time a faculty member teaches a course in the honors program for the first time. For instance, if professors teach HIST 1301 and HIST 1302, they must present for each course, although each presentation may be similar.

Presentations will be given before the semester the course is offered. Once approved to teach a specific honors course, a faculty member will not be required to present to the honors council again regarding that specific course.

## Process

Professors will prepare and email a copy of their proposed syllabi with a cover sheet for the honors course to Janna Lasater, honors program administrative assistant, who will forward it to the committee members in advance. The cover sheet will explain what is different in this class from a similar non-honors course in the discipline. This will allow the members to read the sheet and the syllabus in advance of the presentation.

## HONORS PROGRAM MISSION STATEMENT

The San Jacinto College Honors Program offers academically talented and highly motivated students special opportunities for enriched learning and recognition. The program provides a stimulating range and depth of scholarly pursuits within an interdisciplinary context.

The honors program also offers students the opportunity to receive scholarships; to make presentations at local, state, regional, and national conferences; to be published in academic journals; to attend cultural events; and to interact with other academically motivated students.





# HONORS PROGRAM FACULTY AND COURSES 2022-2023

	Central	North	South	Total
Courses and Labs Offered*	31	18	24	73
Faculty Involved	20	16	20	56

\*Courses and lab sections are counted only once. Sections are counted only once per campus.

## HONORS PROGRAM FACULTY AND COURSES FALL 2022

	Central	North	South	Total
Courses and Labs Offered*	18	15	16	49
Faculty Involved	16	12	16	44

\*Courses and lab sections are counted only once. Sections are counted only once per campus.

	Central	North	South	Total
Pamela Maack	ANTH	2302	101	Central
Camille Tipton Wagner	BIOL	1106	107	Central
Camille Tipton Wagner	BIOL	1306	107	Central
Judith Maima-Skeele	EDUC	1301	101	Central
Jessica Goodfellow	ENGL	1301	103	Central
Jessica Goodfellow	ENGL	1301	110	Central
Malcolm Sadler	GEOL	1103	106	Central
Malcolm Sadler	GEOL	1303	106	Central
Juli McShay	GOVT	2305	149	Central
Dawn Shedd	HIST	1301	140	Central
Joseph Stromberg	HIST	1301	154	Central
Luis Reyes	HIST	2301	101	Central
Luis Reyes	HIST	2301	102	Central
Dillon Miller	MATH	1314	127	Central
Kelly Anderson	MATH	1314	154	Central
Dillon Miller	MATH	2413	104	Central
Dillon Miller	MATH	2415	102	Central
Joseph Schenck	MUSI	1306	101	Central
Thi Lam	PHIL	1301	108	Central
Thi Lam	PHIL	2306	101	Central
Sunshine Gage	PSYC	2301	115	Central
Sunshine Gage	PSYC	2314	112	Central
Tina Mougouris	PSYC	1301	122	Central
Shera Carter Sackey	SPCH	1315	108	Central
Danielle McGrath	BIOL	1106	208	North
Danielle McGrath	BIOL	1306	208	North
Craig Slaven	ENGL	1301	241	North
Liana Boop	GEOL	1103	203	North
Liana Boop	GEOL	1303	203	North
Patrizio Amezcua	GOVT	2305	206	North
Cody Pogue	GOVT	2305	247	North
Cody Pogue	GOVT	2306	206	North
Cody Pogue	HIST	1301	201	North
John Gillespie	HIST	1302	204	North
William Ollis	MATH	2412	205	North
William Ollis	MATH	2413	205	North
Guillermo Hernandez	MUSI	1306	215	North
Edwin Aiman	PHIL	1301	201	North
Edwin Aiman	PHIL	1301	213	North
Edwin Aiman	PHIL	2306	208	North
Tammy Miller	PSYC	2301	223	North
Chiragkumar Patel	PSYC	2320	201	North
Winsome Brooks	SPCH	1315	205	North
Igor Yakushkin	BIOL	1106	350	South
Igor Yakushkin	BIOL	1107	350	South
Igor Yakushkin	BIOL	1306	350	South
Igor Yakushkin	BIOL	1307	350	South
Nicole Bradley	BIOL	2101	350	South
Nicole Bradley	BIOL	2301	350	South
Elizabeth McKinley	BUSI	1301	302	South
Phuong Doan	CHEM	1111	350	South
Phuong Doan	CHEM	1111	351	South
Phuong Doan	CHEM	1311	350	South
Phuong Doan	CHEM	1311	351	South
James Smith	ENGL	1301	326	South
Kayla Logan	ENGL	1301	327	South
Marcia Bumgardner	GOVT	2305	309	South
Cecil Weller	HIST	1301	317	South
Abbie Grubb	HIST	1301	324	South
Abbie Grubb	HIST	1301	325	South
Ross Kelsey	HIST	1301	345	South
Farran Beehler	HUMA	1301	311	South
Abigail Payne	MATH	2414	305	South
Ferdinand Durano	PHIL	1301	304	South
Stephen Bonnette	PSYC	2301	314	South
Stephen Bonnette	PSYC	2314	301	South
Tonja Conerly	SOCI	1301	305	South

## HONORS PROGRAM FACULTY AND COURSES SPRING 2023

	Central	North	South	Total
Courses and Labs Offered*	20	12	15	47
Faculty Involved	19	11	15	45

\*Courses and lab sections are counted only once. Sections are counted only once per campus.

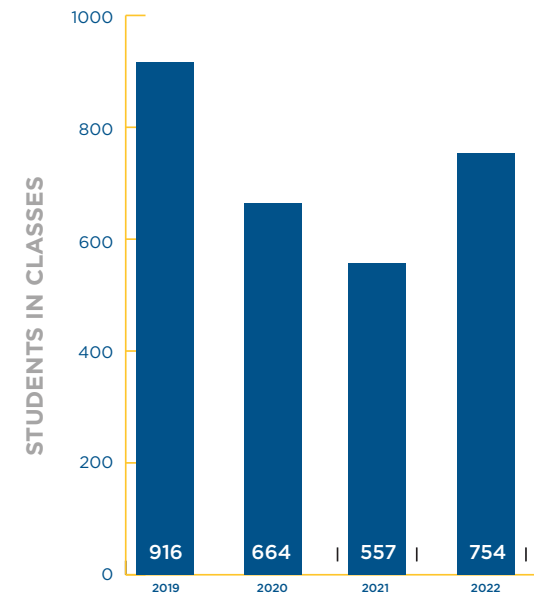
	Central	North	South	Total
Camille Tipton Wagner	BIOL	1107	108	Central
Camille Tipton Wagner	BIOL	1307	108	Central
David Peters	CHEM	1111	103	Central
David Peters	CHEM	1311	103	Central
Judith Maima-Skeele	EDUC	2301	101	Central
Aaron Love	ENGL	1302	107	Central
Malcolm Sadler	GEOL	1103	102	Central
Malcolm Sadler	GEOL	1303	102	Central
Juli McShay	GOVT	2306	118	Central
Dawn Shedd	HIST	1302	142	Central
Joseph Stromberg	HIST	1302	143	Central
Luis Reyes	HIST	2301	102	Central
Jessica Goodfellow	HUMA	1301	104	Central
Kelly Anderson	MATH	1314	135	Central
Dillon Miller	MATH	2412	110	Central
Dillon Miller	MATH	2414	103	Central
Joseph Schenck	MUSI	1306	101	Central
Jordan Tucker	MUSI	1310	101	Central
Thi Lam	PHIL	2306	101	Central
Oommen George	PHYS	2125	103	Central
Oommen George	PHYS	2325	103	Central
Sunshine Gage	PSYC	2301	101	Central
Sunshine Gage	PSYC	2314	101	Central
Tina Mougouris	SOCI	1301	123	Central
Shera Carter Sackey	SPCH	1315	104	Central
Craig Slaven	ENGL	1302	216	North
Patrizio Amezcua	GOVT	2305	243	North
Cody Pogue	GOVT	2306	246	North
Cody Pogue	GOVT	2306	247	North
John Gillespie	HIST	1301	219	North
Alejandra Jaramillo-Fontenot	HIST	1302	241	North
William Ollis	MATH	2413	205	North
Guillermo Hernandez	MUSI	1306	215	North
Edwin Aiman	PHIL	1301	212	North
Edwin Aiman	PHIL	1301	213	North
Edwin Aiman	PHIL	2306	208	North
Tammy Miller	PSYC	2301	223	North
Chiragkumar Patel	PSYC	2320	201	North
Winsome Brooks	SPCH	1315	205	North
Igor Yakushkin	BIOL	1106	350	South
Igor Yakushkin	BIOL	1107	350	South
Igor Yakushkin	BIOL	1306	350	South
Igor Yakushkin	BIOL	1307	350	South
Nicole Bradley	BIOL	2102	350	South
Nicole Bradley	BIOL	2302	350	South
Carrie Owens	CHEM	1105	350	South
Phuong Doan	CHEM	1112	350	South
Phuong Doan	CHEM	1112	351	South
Carrie Owens	CHEM	1305	350	South
Phuong Doan	CHEM	1312	350	South
Phuong Doan	CHEM	1312	351	South
Kayla Logan	ENGL	1302	333	South
James Smith	ENGL	1302	347	South
Jason Russell	GOVT	2305	327	South
Marcia Bumgardner	GOVT	2306	313	South
Abbie Grubb	HIST	1302	331	South
Abbie Grubb	HIST	1302	334	South
Ross Kelsey	HIST	1302	346	South
Abigail Payne	MATH	2413	310	South
Eduardo Rossi	MATH	2415	305	South
Ferdinand Durano	PHIL	1301	320	South
Stephen Bonnette	PSYC	2301	306	South
Stephen Bonnette	PSYC	2308	301	South
Cristina Cardenas	SPCH	1315	312	South

# Honors Program Data Enrollment Trends

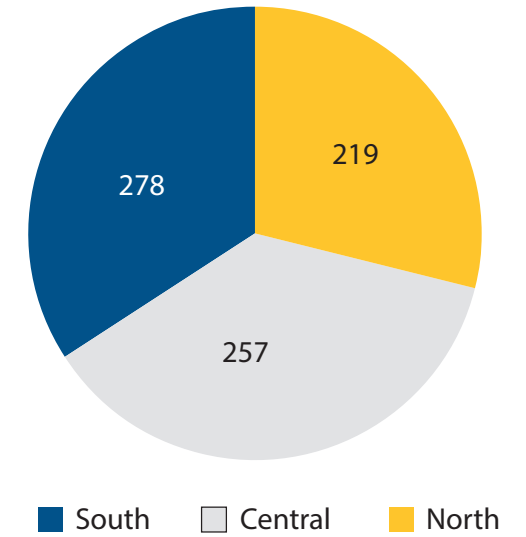


The pandemic years saw enrollment in honors plummet nearly 40% between fall 2019 and fall 2021. Since 2021-2022, the honors program has started to rise again, with the early numbers for fall 2023 looking very good. In addition, students have been divided among the three largest campuses, with large numbers at North, Central, and South.

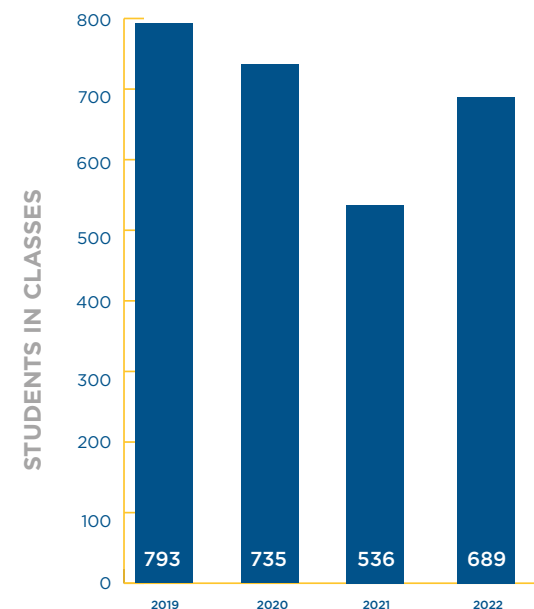
## HONORS PROGRAM COURSE ENROLLMENT FALL SEMESTERS



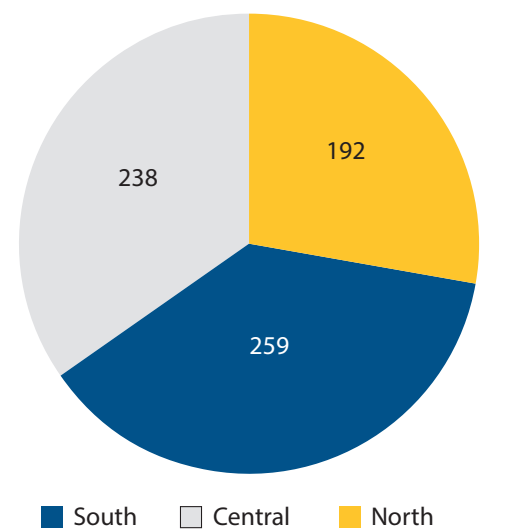
## HONORS PROGRAM ENROLLMENT BY CAMPUS (FALL 2022)



## SPRING SEMESTERS



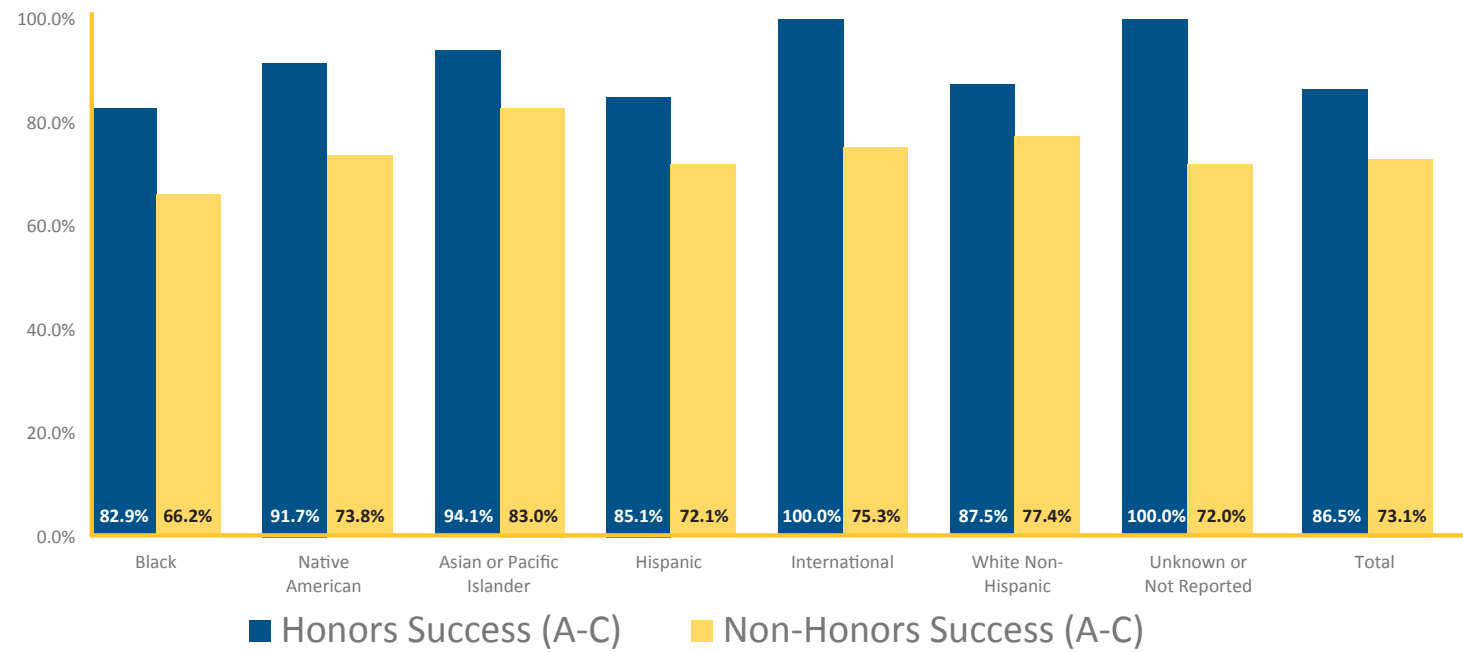
## HONORS PROGRAM ENROLLMENT BY CAMPUS (SPRING 2023)



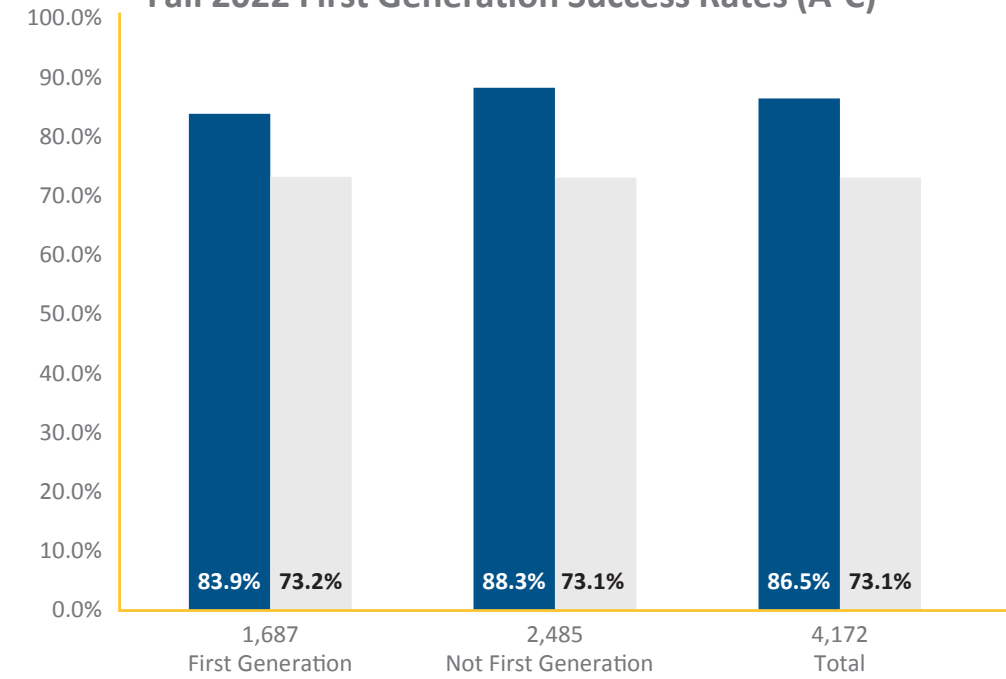
# OBSERVATIONS FROM THE OFFICE OF INSTITUTIONAL RESEARCH AND DATA SCIENCE

Historically across the U.S., honors students have not always succeeded in their classes. Often this lack of success is exceeded only by those starting developmental programs. There have been many hypotheses for this. Some studies suggest that honors students become disenchanted with “busy work” and want to get into their careers/jobs. Others suggest they can be easily distracted, diving deeply into a subject yet never completing their work. Still others say honors students have a myriad of interests taking up their time. Whatever the reason, honors students have difficulty succeeding in college — especially in their first two years. Yet at San Jac, honors students are succeeding at a rate higher than non-honors students.

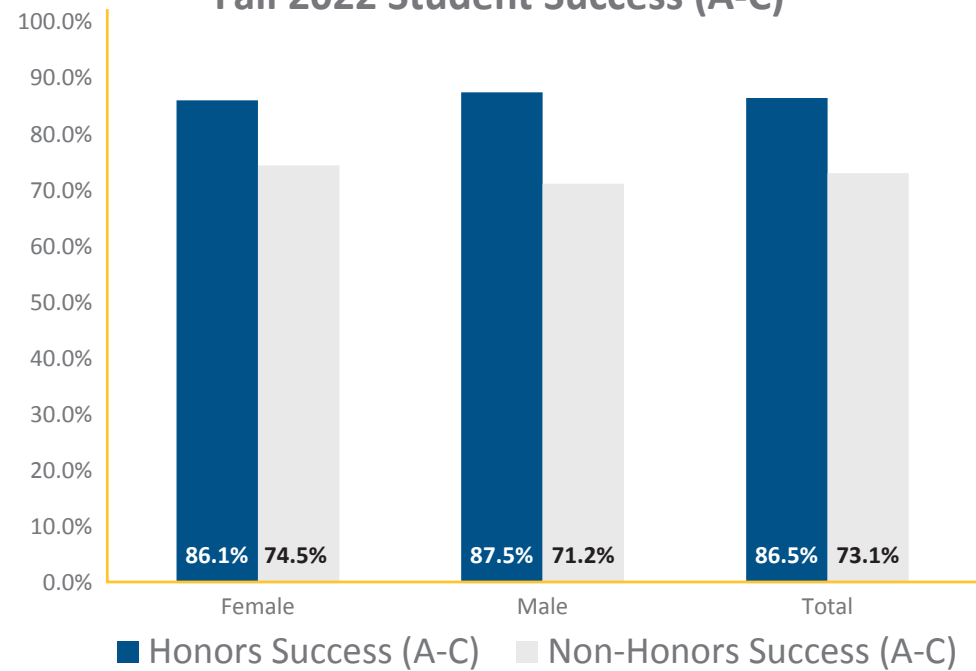
## Fall 2022 Student Success (A-C)



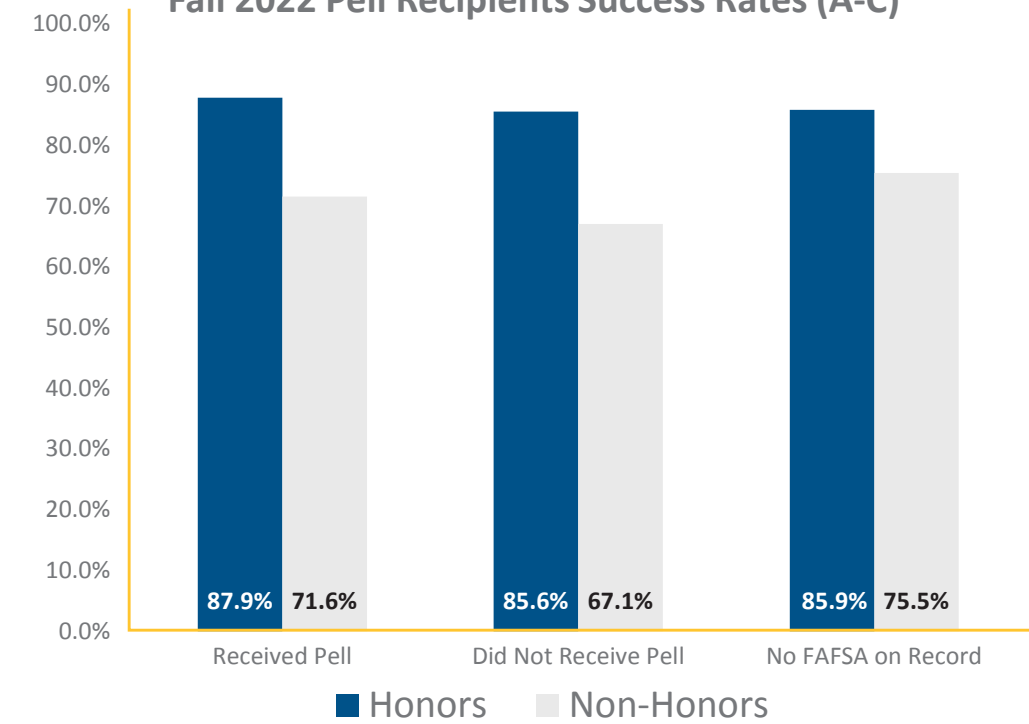
## Fall 2022 First Generation Success Rates (A-C)



## Fall 2022 Student Success (A-C)



## Fall 2022 Pell Recipients Success Rates (A-C)



## Honors Graduates Transferring to Universities

Graduation Academic Year	Honors Graduates <sup>1</sup>	Transfers to Universities <sup>2</sup>		Transfers to Tier 1 Research Universities <sup>3</sup>	
		N	%	N	%
2013 -2014	242	133	55.0%	63	26.0%
2014 -2015	313	190	60.7%	96	30.7%
2015 -2016	330	202	61.2%	101	30.6%
2016 -2017	408	256	62.7%	129	50.4%
2017 -2018	447	285	63.8%	122	42.8%
2018 -2019	462	260	56.3%	109	41.9%
2019 -2020	579	344	59.4%	139	40.4%
2020 -2021	599	343	57.3%	150	43.7%
2021 -2022	735	N/A	N/A	N/A	N/A

Source: Banner, CBM009, and National Student Clearinghouse

**Notes:**

1. Students are considered an "honors graduate" if they had an "honors student" designation anytime before earning an award. If students earned an award before being designated as an "honors student," they are not included. Graduates include students who graduated with an associate degree or certificate: AA, AAS, AAT, AS, CERT1, CERT2, ATC.
2. Transfers to universities include honors graduates who transferred to any four-year university within the academic year after the student graduated.
3. Transfers to Tier 1 research universities include honors graduates who transferred to a Tier 1 four-year university within the academic year after the student graduated. "Tier 1" universities are identified by the Carnegie Classification of Institutions of Higher Education from the Carnegie Foundation for the Advancement of Teaching.

## Honors Non-graduates Transferring to Universities

Academic Year	Honors Student Non-Graduates who Transferred to a 4-Yr University <sup>1</sup>	Transfers to Tier 1 Research Universities <sup>2</sup>	
		N	%
2013 -2014	63	31	49.2%
2014 -2015	98	52	53.1%
2015 -2016	92	49	53.3%
2016 -2017	84	40	47.6%
2017 -2018	108	52	48.1%
2018 -2019	111	46	41.4%
2019 -2020	155	65	41.9%
2020 -2021	146	64	43.8%
2021 -2022	116	62	53.4%

Source: Banner, CBM009, and National Student Clearinghouse

**Notes:**

1. Students are considered an "honors student non-graduate" if they did not earn a degree or certificate from San Jac before transferring to a four-year university and had an "honors student" designation anytime before transferring. Transfers to universities include honors student non-graduates who transferred to any four-year university within the academic year denoted.
2. Transfers to Tier 1 research universities include honors student non-graduates who transferred to a Tier 1 four-year university within the academic year denoted. "Tier 1" universities are identified by the Carnegie Classification of Institutions of Higher Education from the Carnegie Foundation for the Advancement of Teaching.

# San Jacinto College Mission, Vision, and Values



### MISSION

San Jacinto College is focused on student success, academic progress, university transfer, and employment. We are committed to opportunities that enrich the quality of life in the communities we serve.

### VISION

San Jacinto College will advance the social and economic mobility of all members of our community. We will be known for our excellence in teaching and learning, our intentional student-centered support, and our commitment to every student. We will be the preferred workforce and economic development partner in the region and a champion for lifelong learning. San Jacinto College will inspire students to explore opportunities, define their educational and career paths, and achieve their goals and dreams.

### VALUES

**Integrity: We Act Honorably and Ethically**

"We conduct ourselves in ways that are professional, instill confidence, and promote trust."

**Inclusivity: We Grow Through Understanding**

"We respect and learn from the diversity of our cultures, experiences, and perspectives."

**Collaboration: We Are Stronger Together**

"We believe in the power of working together."

**Innovation: We Embrace New Possibilities**

"We anticipate change, explore opportunities, and create continuously evolving solutions."

**Accountability: We are Responsible Individually and Collectively**

"We take ownership for our commitments and outcomes."

**Sense of Community: We Care for Those We Serve**

"We demonstrate concern for the well-being and success of our students, our communities, and our people."

**Excellence: We Strive for Outstanding Results**

"We take risks, we assess our work, and we aspire to improve the quality of everything we do."

# SAN JACINTO<sup>SM</sup> COLLEGE

[sanjac.edu/honors](http://sanjac.edu/honors)

The San Jacinto College District is committed to equal opportunity for all students, employees, and applicants without regard to race, creed, color, national origin, citizenship status, age, disability, pregnancy, religion, gender, sexual orientation, gender expression or identity, genetic information, marital status, or veteran status in accordance with applicable federal and state laws. The following College official has been designated to handle inquiries regarding the College's non-discrimination policies: Vice Chancellor of Human Resources, 4624 Fairmont Pkwy., Pasadena, TX 77504; 281-991-2659; [Sandra.Ramirez@sjcd.edu](mailto:Sandra.Ramirez@sjcd.edu).