

Program: Honors Transfer Program

Division: BSSL

Date: 11/4/24

Writer(s): Irena Keller

SLO/SAO Point-Person: Irena Keller

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be long.
2. If the requested information does not apply to your program, write "Not Applicable."
3. Optional/suggested: Communicate with your dean while completing this document.
4. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

Equity is a guiding principle. Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

Some areas you **may** want to note in your explanation are:

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

N/A _____

Student Enrollment: Student enrollment in the program doubled compared to the previous year. The program served 231 students in 2023-2024 compared to 115 in 2022-2023, making us one of the largest Honors Programs in California. This was due to the amazing support provided by the Dean and the administrative assistant of BSSL. The program website was updated, and new marketing materials were created. Thanks to the support of the outreach team, Honors Program now has a banner that attracts students to the Honors Office and can be used at outreach events as well. The Honors Program also distributed fliers through multiple departments and participated in all outreach events that took place on campus: Welcome Weeks, Open House, Program/Club Fairs, New Hawk Day, high school counselors' visits. It is noteworthy that some newly enrolled students transferred from other colleges for the Honors program, meaning that the outreach didn't just increase the program enrollment but also helped to increase overall college enrollment.

Guided Pathways: The most common problem voiced by Honors students is that they find out about the program too late to be able to finish the whole program before transferring. This year the program reached more first year students due to adding a CARD to Guided Pathways Canvas named "Transfer Success with Honors Program" with information about the program. This was done in collaboration with and thanks to support from the Guided Pathways team. To help students get on the Honors transfer pathway, the program also offered Smartshops in the beginning of the semesters focusing on "Transfer Success with Honors Program". A presentation for a Student Services division meeting with support of the Dean of Student Services also helped to bring awareness of the program and more first year students were referred to the program by the LPC counselors.

Equity (planning priority 1): Presentations about the program were offered in the beginning of the semesters for most of the learning communities to attract more diverse populations of students, including Puente students, the President Scholars, etc... As a result, the program recruited a record number of Puente students,

and more students joined from other communities as well. We plan to offer such workshops every semester to all learning communities.

Student Success & Completion (planning priority 2): More students graduated as Honors Scholars (with 5 Honors courses as a minimum) and thus were able to benefit from Honors transfer agreements and transferred to the most desirable colleges. 33 students (compared to 14 in 2022-2023) graduated as Honors Scholars and were publicly acknowledged at the graduation ceremony (thanks to collaboration with the Graduation Committee). 23 out of the Honors Scholars were certified for UCLA TAP and only 2 of them were rejected from UCLA due to them not satisfying major requirements, with a few put on a waitlist. Future collaboration with the counseling department might increase the rate of admission through UCLA TAP if we can avoid rejections due solely to students' lack of awareness of major requirements. Many of the Honors Scholars were also admitted to UC Berkeley, including the most impacted majors (three to Haas School of Business, one to Computer Science), and one student transferred to Stanford. In the future, in response to the SCFF model of college funding we plan to implement an Honors Scholar Certificate or possibly even an Honors Associate Degree.

Students also had a better success rate of completing individual Honors courses: out of 352 Honors courses started 264 were completed, compared to only 151 completed out of 225 contracts in 2022-2023. This improvement was due to multiple reasons:

- 1) Bi-monthly **workshops** offered by the Honors coordinator in the framework of the Honors Program Club. The workshops provided support for students working on their Honors assignments, such as library search, research methods, writing in different formats. Students provided positive feedback for the workshop and asked to have more of those. In the future, an Honors Seminar can be offered to provide better support for students working on independent contracts and alleviate the burden that falls on faculty who mentor students while many of the students lack the skills required for independent research work.
- 2) The newly created **Honors Program Canvas** for students contributed to a sense of community and peer support, provided a platform for multiple resources for all Honors students to use, and allowed to easily make announcements about workshops organized by the Honors Program Club, helpful events on campus, as well as events outside (virtual transfer fairs, different universities virtual information sessions etc.).
- 3) A new "**Embedded Honors Component**" option was developed as an alternative for offering Honors courses by contract with the help and support of the Dean of BSSL. A **Model Honors Canvas Course** was created and distributed to interested faculty who signed up for a short training (Honors certification) and who were also compensated for learning about the Honors program and for adjusting the Honors Canvas Course according to their discipline/subject taught. The Embedded Component/the Honors Canvas with embedded Honors assignments helped the students to stay on track and at the same time provided support to the instructors in their mentorship of students. A much higher rate of students completed the Honors component compared to contracts that have the tendency to get

dropped. As an additional benefit the option allowed for more effective budget use compared to paying by individual contract, and somewhat mitigated the problem of overwhelming amounts of contracts that need to be evaluated and approved in a very short period in the beginning of each semester.

To increase the success rate even more we plan on adding full Honors Courses (which are usually easier to complete compared to independent Honors work), as well as implementing Honors Seminars that would support students in their independent research projects.

Physical Space and Students' Wellbeing (planning priority 3): Thanks to the efforts of Dean McElderry and the former coordinator Jeremiah Bodnar, the Honors Program now has its own dedicated space: an Honors Lounge in the new 21000 building, where Honors students can study in groups, relax, connect, and spend time in between classes. The lounge has a big touch screen computer, a few desktop computers, comfortable sitting and even a piano (thanks to Dan Marschak from the music Department). Students use the lounge to rest, connect, support each other, and work on projects together. In the future, it would be great to have more support in overseeing the space: sometimes it is locked when needed, sometimes it is used inappropriately when unlocked and supervision is not available.

Community Involvement and Inter-Department Collaboration: A total of 11 Honors Students from LPC were accepted to present their Honors projects at the very prestigious Bay Honors Symposium (BHS) in Stanford in May 2024 (compared to 4 in 2023). The rate of acceptance for that symposium is about 30%. In 2024, Las Positas was the second college with the most presentations (most colleges having 2-5 students). The students reported that presenting at the symposium was a life-changing experience. Some of the students spoke about it to the Board of Trustees when presenting the program along with Dean McElderry as one of the highlights of LPC programs.

The Honors program also organized an LPC Symposium in collaboration with Physics Club and Psychology Club, with support from STEP program coordinator Jean O'Neal Opiari and the LPC foundation. The symposium was open to all LPC students where they could give a live presentation and participate in a poster session. The symposium attracted students from many disciplines, as well as members of the community outside of LPC (friends and families of presenters). Students who didn't get accepted into the BHS got a chance to share their work and students who were accepted had a chance to practice before presenting at Stanford. In the future, it would be great to have a bigger event and add faculty mentor awards. In addition, we plan to develop a newsletter or associated academic publication with all the student research being available to read about after the symposium is over.

Summer: The program operated in summer for the first time with overwhelmingly positive feedback from students and an unprecedented success rate – out of 26 Honors contracts/courses started, 25 were completed. Office hours were provided for prospective and incoming students and families in addition to students in the program. 11 faculty were trained/certified during summer and started using the Embedded component. Summer hours also allowed for working on infrastructure, marketing materials and databases to

prepare for a big influx in the beginning of Fall. A whole Canvas for Honors Faculty support was created, including an asynchronous option for faculty to get trained/certified - which should increase access and number of certified faculty.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

Structural Changes are Required

Honors Seminars and full Honors sections might allow open access to Honors Program.

With the growth of the popularity of the program there are **multiple students' applications to the program** that the coordinator must approve on a regular basis. The approval involves checking transcripts, handling recommendation letters, requesting more information and providing students with advice/reasons why they should not be starting Honors Courses yet. The reason we don't accept all students into the Program is to protect the faculty mentors working on contracts, since if the students are not ready for higher level independent work the burden falls on the faculty mentors. One possible solution to this problem would be to have only exit criteria for completing the Honors program and no entry criteria – allowing open access to the program to any students, which will also address an equity issue by letting more students try the program out. There are at least two ways to make it work:

1. Requiring all students to complete **an Honors Seminar** before/at the same time they start any Honors contracts would be the perfect solution. Such a seminar would prepare the students for doing independent research, help the students and the faculty mentors and there would be no need to protect the faculty mentors from the extra burden anymore. It will also give an opportunity for selected Honors faculty teaching the seminar to fit it into their workload, instead of the Honors program coordinator conducting the research workshops in the framework of a student club and available only for a limited number of students. The seminar would offer support in a much more organized way than a club (which is supposed to be more about socialization) and students would be able to enroll and fit the seminar into their schedule, instead of trying to make it to club meetings: many students miss out on the opportunity because they do not build their schedule around a club.
2. Offering **full Honors sections** of selected courses would be another necessity. If Honors courses are available on the schedule and any student can register in the course, there would be no need to preapprove the students because they would be simply taking their own risk by registering for a more advanced course.

Advisory board/committee must be created

An advisory committee is required to satisfy the transfer agreement with UCLA to continue the UCLA TAP certification, which is the most popular agreement that attracts students to LPC even from other geographic areas. Signing the UCLA TAP agreement took two years of accreditation, and we could lose it if we do not satisfy the requirements, which UCLA will sporadically check. Many decisions about how the program works must be made by a group of people, not just one or two. Many Honors Program tasks require teamwork and collaboration – approving program mission, requirements, Honors curriculum and extracurricular requirements, PSLOs, creating newsletters/publications, organizing events such as student symposium and faculty appreciation. Honors Programs that exceed 40 students at other colleges have advisory boards and the participants get official credit for committee assignments and a chair gets reassigned time. It is very difficult to count on different colleagues volunteering their help and support. Though we were able to pull together a symposium as a group of volunteers last year, and the Honors coordinator was able to collaborate with multiple administrators, classified personnel and faculty from multiple disciplines individually - the work must be centralized, organized and the participants should be able to get credit and not simply volunteer their time.

Staffing/reassign time

The Honors Program has only one faculty coordinator. In 2023-2024 the coordinator received 6 FTEs reassign time to coordinate the Honors program for the whole year, having to teach 4 full courses both semesters. While there was some increase for the FTEs for next year, given the constant growth of the program it is still not enough. Programs of such size usually get a full-time coordinator, or two half-time faculty coordinators and a dedicated Honors counselor. Below are some areas of concern where either more time or more staff are required to run the Honors Program.

Quality assurance of the Honors Work

Reviewing Contracts and Training/Certifying Faculty to use the Embedded Component Option

352 **Honors contracts** had to be reviewed in 2023-2024 within two short periods of a couple of weeks in the beginning of each semester. Each contract is a research proposal that requires serious consideration, many require substantial feedback to raise the level of the proposed project to Honors level, because a significant amount of faculty taking on mentoring an honors student are not well informed about the level of Honors work and many students are new and inexperienced. Many contracts then must be resubmitted and have to be reviewed again.

The new option of **Embedded Component** with faculty certification takes care of the faculty training, allowing faculty the autonomy to decide on Honors work without contract after the training. However, there are still many faculty who are not certified yet and continue to work based on contract. Faculty certification also takes much time as many prefer to receive training in-person one-one with the coordinator and each faculty Canvas Honors Canvas has to be reviewed after the trained faculty adjust it to their discipline and before it can be used with students. 23 faculty completed certification last year and more are expected to complete in the

coming years. This solution significantly reduces the number of contracts; however the number of contracts is still overwhelming. **Full Honors Sections/Courses** (mentioned before) would be the even better solution, and **Honors Seminars** would also help students to create proper Honors contract and would reduce the need for feedback and review of resubmissions. It is important to note that contracts would always be around, because it allows flexibility for students to take any course as Honors (not just the ones available on the schedule or with embedded component), but the number of contracts would be more reasonable.

Providing instructional workshops on Honors Research to the students.

Honors faculty are not compensated for the additional work because paying by contract is not feasible with the number of contracts we have. Even though faculty do get one-time compensation for becoming certified they do not receive any additional money for each student they mentor. Many of the certified faculty have up to 20 students in their Honors Canvas; it is like teaching a full additional section for free. It is not realistic to expect that the faculty mentors will teach those students how to do academic/honors research without any compensation. Students should learn the basic honors research skills first so that the faculty mentor could simply advise and give feedback. The Honors coordinator has been offering workshops in the framework of a student club to support both students and mentors, sometimes inviting other faculty as volunteers, however this is simply not appropriate. Both faculty teaching the workshops and students taking those workshops should receive credit, and the Honors Program Coordinator should not be responsible for teaching all new Honors students research skills. **An Honors Seminar** about research methods across disciplines (probably with multiple faculty involved) is absolutely required.

Reviewing and approving completed Honors work - mostly 12 pages papers.

After the end of the semester the Coordinator is required to check and approve all completed Honors work. This is necessary because to satisfy transfer agreements the partner universities such as UCLA can require access and check any random completed Honors paper/work. All work must be up to Honors standards. Even trained faculty sometimes do not realize the level of expectations and might approve insufficient work, especially those who are not Honors certified and mentor based on contracts. Ideally the completed work should be compared against the contract submitted in the beginning of the semester. Sometimes plagiarism checks are necessary because faculty working based on contracts use emails to accept papers without Canvas and any originality checks. Students sometimes also try to submit the same or very similar work for multiple courses because they submit it to different instructors (and often without plagiarism check). So, one person should be looking through all the papers (most 12 pages), do random plagiarism checks and make sure they are all up to honors standards. Last year there were 264 submitted works/projects to be approved for Honors. This task is very time demanding, but necessary.

Counseling students and conducting UCLA TAP Certifications.

Counseling

A dedicated Honors counselor is required by UCLA TAP accreditation. It means one counselor is supposed to be always available for Honors students specifically, in most colleges the counselor is working side by side with the Honors Program Coordinator in the Honors center. Most LPC counselors do not fully know/understand the intricate honors transfer agreements and often mislead the students without realizing it. The only counselor who knows a fair amount is always overbooked and almost impossible for Honors students to see. As a result, all of the students come to the Honors Program Coordinator for counseling and ask questions that have to do with major requirements and educational plans. Besides having to spend a big chunk of time on these services, the coordinator is simply not trained to do so – helping students with educational plan and choices of major is simply not the area of expertise of a faculty coordinator.

Students' Certifications for Transfer Agreements

Certification for transfer agreements, such as UCLA TPA and UCI H2H, is required to be conducted by a counselor, per transfer agreements. However, the coordinator had to do the work because no counselor was available/ready to do so. Certification requires verifications of each student's GPA, the fact that the student completed at least 5 honors courses; and submitting final list of certified students to the partner university. 23 students were certified for UCLA and 12 for UCI in Spring 24. Out of the 23 Honors scholars who were certified for UCLA TAP, only 2 were rejected from UCLA, both due to not satisfying requirements for the major of their choice, which should have been checked by a counselor, but never was. Those two students wasted all of their Honors work for the UCLA TAP simply because they didn't check what was required for their major with counselor and/or didn't have a good educational plan. Again, this happened because faculty Coordinator is not trained to help with educational plans, hence cooperation/collaboration with a dedicated counselor is required.

Memberships and meetings

To stay on top of all transfer agreements with multiple partners, to ensure our students have the opportunities to publish and present at conferences offered by multiple Honors organizations (only available to participating Honors Programs) the program must be an active member and attend required meetings: the coordinator has been attending 4 hours meetings almost each Friday: monthly NCHC (National Collegiate Honors Council), monthly HTCC (Honors Transfer Council of California), monthly BHC (Bay Honors Consortium), UCLA TAP, Transfer Fairs (in Fall), Honors Symposium preparation (twice a month in Spring). Most other colleges are usually represented by counselors at all of these events, while sharing the load with the coordinators, and also learning all the necessary information to advise students. A dedicated Honors counselor is absolutely required.

Administrative work

Managing student data.

When the program was small it was possible to keep track of about 20 students creating and completing their Honors contracts through simple excel document and using JotForm. However, it has become close to impossible with about 200 students, each student doing multiple projects/honors contract each semester. There is no way to see if the student who submits completed work even signed up for an Honors course/submitted a contract, because those are different forms. There is no way to tell if the student is actually in the program (was approved to be a member) because they can find/share the link for submitting the completed work. Many students submit the same form twice because they get confused and are anxious, so the duplicates must be constantly removed to have a clean representation of the data and to know how many students are in the program. There is also no easy way at the moment to keep track of who has already graduated versus taking a break from Honors courses. The two-year cut of doesn't work because some students might be in their 4th or even 5th year if they are part-time working students.

A form was created to be submitted when students graduate/leave, and even graduation pins were created and offered to motivate the students to complete the form, but still not everyone completed it. Students who did complete had to be manually removed from the database (which could be done automatically with a good data management system). The excel sheet that contains all information for each student based on all the forms the student submit (application to program, contracts, completion of each Honors course) has to be constantly manually updated to be able to see each student's progress. This task is practically impossible because there is constant change, contracts being submitted, new students enrolling throughout the year non-stop. There should be a database where all the data from the forms is fed in automatically, duplicates removed, and outliers (missing a submission) singled out. Another way such a database would help is also keeping track of the Honors Faculty Certification, as it involves multiple steps, and new faculty sign up constantly. Our webmaster agreed to help to work on the project, however finding the time for it is difficult for both sides, as we are both overloaded. The coordinator applied for the Kaye grant to hire a consultant to do the job, but we didn't get the grant.

Working with Student Records

Checking students' data is detrimental, yet it is difficult to handle without help in the records office. As an example, all Honors students must be checked that their home college is officially LPC. Many students come to LPC from other colleges and take our Honors courses without ever changing their home college on the forms. As a result, when those students transfer – the data is not accounted in LPC transfer rates, it is accounted in the other colleges' transfer rates data. It is now the coordinator's job to communicate with the office of records and make the checks. Similarly, it is the responsibility of the coordinator to send lists of students who successfully completed Honors contracts/Embedded Components to the records, after verifying students grades in the courses (must have B or higher), so that an "Honors" designation is added to the courses on students' transcripts. Though having full Honors courses would reduce this type of work, contracts would still be used, and the coordinator would then be also responsible to check the transcripts for full Honors courses completed to track the progress of the students toward Honors Scholar label and for transfer agreement certifications.

Keeping Honors Canvas, updating Honors Program website, answering general emails

The Honors Program Canvas Shell has to be updated regularly, there are weekly announcements about due dates, forms, and workshops (by LPC and beyond). There is constant flow of emails not only from the students in the program, but also students from local high schools and their parents, as well as students from other colleges (DVC, Ohlone, and Chabot) who transfer to LPC only for the Honors program. Regularly meeting with students and families for additional office hours and answering numerous emails takes a great chunk of the coordinator time. We also need to create a handbook for the program to clear confusions and have a guide for students to refer to.

Miscellaneous

It is on the Honors coordinator now to oversee and coordinate the use of the Honors Student Lounge. Keeping it unlocked for students without any supervision leads to misuse, however locking it each time the coordinator is not there is not realistic. Maybe a student assistant who had a key could help. The coordinator is also responsible for ordering pins for all graduating Honors students and medals for Honors scholars, stamping diplomas, preparing certificates and letters of appreciation for faculty, ordering and landing equipment for students presenting at conferences, etc... . A student assistant could help with such tasks, however training a first-year student is not realistic as they would know very little about the Honors program, and spending time on training an experienced second year Honors student would not be well worth it if the student leaves at the end of the year. Some type of qualified administrative assistant who could work long term would be very helpful, especially if they can help with administrative work, data and student records.

Funding

General Fund

Faculty certification

23 faculty completed certifications in Spring and were paid – 3 F-Hours each. 11 more completed in summer – not yet paid. More faculty keep signing up and the numbers are expected to increase. We would like to also offer step 2 certification and payment for faculty who will be developing and teaching an whole Honors course. We would need to stop the faculty training when we run of the little fund we have, wchich is very likely to happen.

Summer salary

Reassign time cannot be used in summer, so either the coordinator or an assistant should be paid to keep the program working in the summer. Last summer was a big success, but it is unclear if there will be enough budget for summer next year.

Memberships and Conferences

Memberships are important for students as they provide opportunities to present, publish and most importantly - use the transfer agreements, such as UCLA TAP, UCI Honors to Honors etc.. They also provide access to resources, conferences, workshops and training about the best Honors Program Practices for Honors coordinators. Current memberships we use: Western Regional Honors Council, HTCC, NCHC. The NCHC (National Collegiate Honors Council) organizes an annual conference which is the best place to learn about running an Honors Program and is necessary to attend, especially for new and developing Honors coordinators and programs that are bigger than 50 students (we had 251). When students present their research at local conferences, we should also be able to cover at least their registration, and better yet organize a field trip and help them with transportation.

Co-curricular Activities

To organize an LPC symposium we had to rely on LPC foundation grant and Student life budget for selected participating clubs. We are not sure if we can do it again, but we covered poster printing costs for students and provided refreshments. Next year we would like to have awards for students and for faculty mentors and also have a publication or a newsletter printed. We also had to order presentation equipment (clickers for slides and ports to connect laptops to screen projectors) so that we can loan it to students for the symposium and other conferences. With the growing interest in participation, we might need to order more. Other miscellaneous expenses include ordering Honors Scholars Medals for graduation (with growing numbers of graduating students), graduating pins for all Honors students (we need it as a motivation for the students to report their graduation). We also would like to order stickers and other tokens of appreciation for Certified Faculty mentors. The current co-curricular funds we have now are far from enough. Writing applications for grants adds an additional task on top of everything the coordinator must do, so having a stable source of funding would make it much easier, especially since some of the expenses, such as medals for Honors Scholars, is consistently required and growing due to the increasing numbers of students completing, Medals are not optional as it is part of the program graduation process, since as of now there are no certificates or degrees and medal is the only thing the Honors Scholars receive for completing the full Program (the criteria being a GPA above 3.5 and 5 Honors courses completed) .

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

- Offer full Honors sections
- Get Honors Seminars approved and developed
- Put together an advisory committee
- Develop a handbook and a newsletter and keep updating/improving the website
- Create an Honors Certificate of Achievement, or maybe even an Honors Associate Degree

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers:

Suggestions:

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
Yes No
2. Comments (Optional): Developing full Honors courses and an Honors Seminar
3. Please review your program [maps](#). Do you need to make any modifications?
Yes No
4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
 - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
 - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

Section 2: Data Analysis – Quantitative and Qualitative

IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to [the IR team](#).)

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)
- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | [Program-set standard data can be found on this page.](#)

1. Did your program meet its program-set standard for successful course completion?

Yes____ No____

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program.

Check at least one below:

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

I am in a process of developing PSLOs, they are not officially submitted yet.

Will at least one SLO be assessed in each course by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed. If you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist and the SLO Chair](#).

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
- PSLO1: Enrollment and retention of the Honors Program will reflect the demographic diversity of the college and community. This includes ethnicity, gender, sexual orientation, age, socioeconomic status, first generation, geographic distribution, and veteran populations.
 - PSLO2: Honors students will participate in academically rigorous research as part of the honors experience. This will be reflected in honors course outlines of record including research as a central component.
 - PSLO3. Students in the Honors Program will participate in activities outside of the classroom that will complement their educational experience, such as participation at conferences, presentations, performances, publications and membership in professional organizations.

These PSLOs are new and were created/chosen because they reflect the main mission of the Honors program.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
- _____%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.

This assessment is based on our own data collected through the forms students complete while applying to the program.

- PSLO1: Enrollment: only 15% are first generation students, 54% identify as men, 43% women, and 3% as other. 49% are Asian/South Asian, - 20% White, 16% Latinx, 12% other/more than one, 3% Black.
 - PSLO2: 100% of Honors courses included research components, since all were done through contracts or embedded components that included rigorous research-oriented assignments.
 - PSLO3: 30 out of 231 Honors students wrote and submitted abstract proposals to present at the Bay Honors Symposium in Stanford, 10 were accepted and presented their research in 11 live sessions (one student presented 2), 6 of the students also published in the associated academic journal "Think you?!". 14 students presented at the LPC Symposium in live sessions, and 11 created posters and participated in poster session. One student was accepted for a poster presentation at a conference in Penn University and traveled to present.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you

decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).

We plan to work closer with learning communities, trying to recruit more actively from the LGBTQ+ community, and BRC, first generation students, continue working with Puente.

We would like to encourage more students to submit to conferences and for publications.

6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

C2: Instructional Programs with only CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your CSLO assessment process, please list those in the box below, along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

Yes____ No____

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.
3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?
4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.
5. If you experienced any challenges in completing your SAO assessment process, please list those below, along with any items that would help you improve this process in the future.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?