

Program: Honors Transfer Program

Division: BSSL

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Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- **Student Enrollment:** Student enrollment in the program almost doubled again compared to the previous year. The program served **512 students** by the end of May 2025, compared to 231 students in 2024. Outreach was improved through updated website, marketing material, participation in all outreach events on campus: Welcome Weeks, Open House, Program/Club Fairs, New Hawk Day, High school counselors open house, Honors smartshops and presentations to all learning communities, as well as active social media.
- **New mode of offering Honors courses:** first time two full designated Honors sections were offered. Both sections were fully enrolled, and the student success rate was 100% in both.
- **Student Success & Completion:** improved drastically.
 - *Honors Courses:* 628 Honors courses were completed (compared to 239 in the previous year): 558 contracts and embedded components, and 70 students completed full sections.
 - *Honors Scholar Program:* 52 students were certified for transfer agreements as Honors scholars (compared to 23 last year), though only 41 completed the whole program after being certified.
 - *Transfer rates for the 41 Honors Scholars only (don't have the data about all Honors students):*
UCLA - 76.4% of TAP certified students were offered admission, 4 were put on a waitlist, compared to 16.6% admission rate for other LPC students (this data is based on UCLA report). **UC Berkeley** – at least 68% were admitted based on students’ self-report, but most likely it is higher; we don’t have the exact data. 2 students were admitted into **Stanford**, 1 - into **Yale**, 2 - into **Columbia**, 1 **Georgia Tech**.

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- *Participation in student Symposiums/Experiential Learning*: 24 students presented at LPC Symposium and displayed 20 posters; 22 students presented at a very selective BHC symposium at UC Berkeley, 6 students presented at the HTCC symposium in UC Riverside, 1 in Pen University.
- **Equity**: More students from diverse background were recruited and graduated as Honors scholars: 2% of Honors Scholars were Black, 12% - Hispanic, 34% - South Asian, 29% - White, 12% Asian, 10% -from more than one ethnicity (multicultural). Though more work need to be done.
- **Institutional Support**: *Honors Committee* was finally approved, and the work of the Honors task force comprised of multiple classified personnel and faculty from multiple disciplines can now be centralized, organized and the participants will be able to get credit and not simply volunteer their time. In addition, there will be more democratic, collective and transparent way to lead the program.

2. Please describe your most important **challenges** in year 24-25.

- **Not enough Honors Courses**:
 - *Faculty Mentors* reported being overwhelmed, can't accommodate so many contracts. Multiple programs asked for a meeting with the coordinator to address the problem.
 - *Students* complained of not being able to find enough Honors courses to finish UCLA TAP certification (for which they came to LPC).
- **Little support for faculty and students working on contracts**: Requiring all students to complete an *Honors Seminar* before/at the same time they start any Honors contracts would prepare the students for doing independent research and take off some of the pressure from the faculty mentors.
- **Only one person/coordinator** runs the whole program alone for 6 CAH while teaching at least 3 classes for 9 additional CAH (out of the 5 classes comparable to full 15 CAH load) per semester. There are many more responsibilities, but the main burden falls on the following tasks:
 - Review and approve a constant flow of new applications, add students' attributes into records.
 - Read, approve or provide feedback on 200+ contracts (research proposals) within weeks of the beginning of each semester.
 - Check for quality 300+ Honors papers in the end of each semester, approve or provide feedback and prepare reports for records to updated students' transcripts.
 - Provide support workshops for students working on contracts.
 - Help 50+ students with conference submissions and train those who were accepted (watch 20+ practice presentations etc.)
 - Keep and update all records for all students completing different types of courses.
 - Certify students for UCLA TAP, UCI H2H, Yale and other transfer agreements – check their GPAs, number of contracts and full Honors sections completed.
 - Certify Faculty – train and provide support one-on-one, offer workshops.
 - Answer Honor Students and Faculty for daily questions, requests, complaints in emails and office hours. Most are about specific Honors projects (criteria, rules, etc.), but many requests about transfer application peak in FALL and about TAP certification in SPRING – both types of requests should be addressed by an Honors counselor (none in LPC).

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- **Lack of an Honors Designated Counselor:** A dedicated Honors counselor is *required by UCLA TAP* accreditation.
 - *Counseling:* at least one counselor is supposed to be always available for Honors students specifically, and 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 plans 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. 2 students 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.
- **Lack of financial support:** having to turn to different departments for donations and looking for grants is not sustainable for a program of this size. More robust institutional support is required.
 - *Faculty compensation:* Faculty are not compensated for mentoring Honors contracts at all. Faculty are only compensated with a one-time stipend for going through certification STEP 1 (3 F-rate hours to offer embedded component) and STEP 2 (6 F-hours to offer designated sections). Both categories kept growing, and there were not enough funds to cover certification for all faculty who signed up. 19 faculty completed STEP 1 certification and 2 for STEP 2 in Fall24-Spring 25. All the budget was used, and some faculty had to wait to be paid until the next year. More faculty are expected to get certified with more Honors sections offered, and more faculty interested in offering an embedded component.
 - *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. The program operated in summer 2024 for the first time with overwhelmingly positive feedback from students and an unprecedented success rate for contracts – 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. The program did not have funds for summer 2025 and students couldn't do Honors contracts, while the coordinator still had to work on processing data and updating websites and records without any compensation, because without accepting the incoming students and adding attributes – new students would not be able to register for designated Honors sections, or access Honors Program Canvas, and would not be able to start working on contracts or have access to resources. All applications' approvals

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and attribute codes would have to be done in the first few weeks of Fall 2025 before the contracts are due on the third week of instructions, which is simply unrealistic.

- o Miscellaneous: paid \$339.11 for medals, software licenses (JotForm): \$44.52. Clickers were bought for us as a gift by the Marketing Department.
- o Memberships: 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, faculty and counselors. Current yearly memberships: Western Regional Honors Council – **\$78**; HTCC – **\$200**; NCHC - \$400.
- o Conferences: Both the Honors staff and the students should be able to attend conferences and organize an LPC symposium. In Spring 2025:
 - ♣ 6 students attended HTCC in UC Riverside, 22 Honors students presented at the BHC symposium at UC Berkeley, with 3 Faculty attending for support. The Honors Program didn't have the budget to cover anything. \$2300 of registration fees were paid using all of the Honors CLUB money, that accumulated for a couple of years (due to Covid) which will not be available next year and should be used by the club and not the Program. No money was available to support travel and lodging for the 6 students going to UC Riverside; students had to pay on their own (which created an equity issue).
 - ♣ 1 student presented at a National conference in UPEN and was sponsored by the President's office and LPC foundation as a special case.
 - ♣ LPC student symposium organization: 24 presentations, 20 posters. The career center contributed left over budget for posters' printing cost; Student Life contributed budget for refreshments. Honors Program had no money to contribute.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

The program did not have official SAOs, however some are under development and could be accessed to a degree:

- **SAO 1**: Students in the Honors Program will participate in activities outside of the classroom that will complement their educational experience.
 - o Measures: 27 students participated in symposiums outside of LPC and more than 24 at LPC.
- **SAO 2**: Students in the Honors Program will have the opportunity to work closely with faculty outside of the classroom, possibly in small groups, to develop and conduct research."
 - o Measure: 430 out of 512 students in the program had a chance to conduct at least one Honors project with a faculty mentor advising them one on one. 82 students did not get to successfully complete a single Honor course and this issue has to be studied more closely, specifically looking at the three possible explanations:
 - ♣ Students simply couldn't find a faculty mentor, and this could be addressed by providing more Honors courses, to free faculty for more mentorship opportunities.
 - ♣ Students started but didn't finish a contract because it requires commitment, time management, and independent work on the side of the student and extra time on the side

of the faculty. Providing an Honors seminar might help the faculty and the students resolve this issue.

- ♣ Some students might not have planned to take the Honors courses in the first place and enrolled in the Program simply to take advantage of the resources and the status for college applications. This might be addressed by the new program requirements to be an active member – to enroll in at least one Honors course per year and to contribute community service hours to stay in the program.
- **SAO 3:** Students from diverse populations will have access to and will benefit from participation in the Honors Program.
 - Measure: Out of the Honors scholar who completed the whole program as Honors Scholars 2% were Black, 12% - Hispanic, 34% - South Asian, 29% - White, 12% Asian, 10% -from more than one ethnicity (multicultural). More work needs to be done. Data about all students' backgrounds is not available since some of it was not yet collected, and the student data was not yet organized in a way that would allow us to check for active students. To address this issue, a system was created to keep records of active students in Canvas through grades, so this data will be available for the following cycle.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Improve **Program Requirements**: have more selective criteria for students' acceptance and community service to ensure students' commitment and contribution to the college and the community at large
- Find better ways to **record and access data**, especially about success rate and equity
- Seek **more funding** inside and outside the college to support opportunities for students (to certify and provide more faculty mentors, to pay for conferences, give awards)
- Build an **Honors Certificate of Achievement/Honors Pathway**
- Offer **UC transferable Honors Seminars** to support students and faculty working on contracts
- Offer more **Honors sections** of different courses in different disciplines (for an Honors pathway) to allow more students to complete the whole program and make transfer agreements more accessible.
- Expand the **LPC symposium** into outreach and community event
- Create an **Honors Research Journal** for LPC students to be able to get their research papers published and for other students to see examples and success stories from their peers.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.