Dept_Plan - Honors

Mission:
The LBCC Honors Program offers an enriched academic experience and a supportive community to enable intellectually ambitious students to transfer to the four-year institution of their choice and to prepare them to succeed at their educational goals.

Description:
Honors is an interdepartmental program that offers students academic enrichment. It serves students of every background who demonstrate intellectual curiosity and high academic achievement. The faculty and staff who serve these students are knowledgeable and enthusiastic about their areas of expertise and offer students learning experiences tailored to the highest academic standards. LBCC Honors offers students individualized Honors academic counseling, seminar-type courses, matriculation assistance, special scholarships, and extra-curricular learning opportunities. After completing a minimum of 18 Honors units with the requisite GPA, students in the Honors Program obtain Honors Certification which is annotated on their transcripts and recognized nationally.

Summary of Access (see Help for details):
The Honors Program is available to all students who meet the minimum qualifications. See Additional Analyses for specific information regarding eligibility.

Summary of Efficiency (see Help for details):
This information is embedded in every Department that offers Honors courses and has never been disaggregated for the Honors Program to be considered apart from the offering Departments.

Summary of Effectiveness (see Help for details):
This information is embedded in every Department that offers Honors courses and has never been disaggregated for the Honors Program to be considered apart from the offering Departments.

Additional Analyses (Optional):
Currently enrolled high school students must have a combination of GPA and SAT/ACT scores ranging from 3.25/1920/27 to 4.0/1440/20. Current LBCC students must have completed 12 transferable units with a 3.0 GPA or higher. All students need to be eligible for or exempt from freshman composition and college reading, and have two letters of recommendation from faculty or an academic counselor.

Internal Conditions (see Help for list):
A small 1300 account has been established for the Honors Program which has enabled us to offer more sections. Administrative support for the program has been restored.

External Conditions (see Help for list):
An Honors Program Advisory Committee has been established by the Academic Senate. It consists of administrators, Honors faculty, faculty at large, an Honors counselor, and the Honors Coordinator. It has yet to be filled.

External Condition- Industry & Labor Market Trends:
N/A

Faculty & Staff:
Honors Coordinator (faculty) 60% school session
Honors Counselor 12% school session
Honors Counselor 12% school session
Honors Counselor 12% school session
Administrative Assistant 100% ten months

Names & Titles of Dept Planning Participants:
Jeff Wheeler, Honors Coordinator

2011-2012 Accomplishments:
Increased number of Honors students participating in Honors Program by approximately 60%.
Increased number of Honors course offerings by approximately 40%, including six brand-new courses, three of which are from the math/sciences and two from LARS.
13 Honors students were admitted to the UC Irvine-hosted Honors Research Conference.
Hosted the Honors Transfer Council of California regional meeting.
2012-2013 Accomplishments:
Increased number of Honors students participating in Honors Program by approximately 20%.
Added two brand-new Honors Courses, one in the physical sciences, Astronomy 1H, and one in the very popular social science archeology, Anthropology 3H.
16 Honors students were admitted to present original research to the UC Irvine-hosted Honors Research Conference. One student was one of the four grand prize winners for outstanding abstract.
The number of underrepresented minorities has increased dramatically in the past two years. Currently, 70% of the Honors Program participants identify themselves as “non-white.”
One Honors student is now a published author in a juried journal of anesthesiology.
Two Honors students had their abstracts from the 2012 Honors Research Conference selected for publication in the journal Building Bridges.

2013-2014 Accomplishments:
Added new Honors Courses in multiple disciplines, including English 2H, Math 45H, and COMM 10H.
"The Honors Experience," is a club run by Honors students. It offers enrichment activities for Honors students and recruits students for the Honors program.
Honors students participated in the 2014 Honors Research Conference.
Honors students transferred to UCLA, UCI, UC Berkeley and other prominent institutions.

Projects/ Strategies and Resources Needed

Project/ Strategy: Database to Track Honors Students
Develop database, tied to LBCC’s Oracle system, to track the progress of Honors from the time that they apply to the program to the time they transfer to a four-year institution.

EMP GOAL supported (hold CTRL to select multiple)*: RESOURCES - C. Facilities and Technology Plans

Project/ Strategy Status: NEW
Start Date (use 8/1/year - see help text): 08/01/2014
End Date (use 7/31/year - see help text): 07/31/2016

Rationale:
When Honors students apply to UC schools, each school asks the Honors program to certify whether or not these students have completed the Honors program. The Honors secretary must collect that information from Oracle. When students apply to the Honors program, the Honors secretary must verify each students eligibility by mining Oracle data. Each semester, the Honors program must calculate Honors enrollment and verify the status of each Honors student by checking Oracle data. Much effort is devoted to manipulating data that already resides in LBCC's Oracle system. A single database and a set of recurring reports could greatly increase the Honors office's accurate assessment of student data. Such a system should also simplify the application process and increase access to the Honors Program.

Project/ Strategy: Additional Classrooms for Honors Classes
Use rooms not currently scheduled for classes to house Honors classes during prime hours (9:00-2:00, M-Th).

EMP GOAL supported (hold CTRL to select multiple)*: RESOURCES - C. Facilities and Technology Plans

Project/ Strategy Status: NEW
Start Date (use 8/1/year - see help text): 08/01/2014
End Date (use 7/31/year - see help text): 07/31/2016

Rationale:
Currently, some departments are unable to add Honors sections of high demand classes because there is no classroom space available during the prime teaching hours at the Liberal Arts Campus. The only strategy to add Honors classes has been by cutting regular sections of the same class, but Honors access should not come at the expense of non-Honors students.

Since Honors classes have a lower enrollment cap than other classes, there are many rooms on campus that are perfectly suited for classes but have been reserved for non-classroom purposes. If the Honors program could offer classes in these rooms, it would ease the burden on the non-Honors
classes that have been (or would be) cut in order to offer Honors classes.

**Responsible Parties:** Honors Coordinator, Department Heads, Deans

**Campus supported by this goal/project/strategy:** LAC

**Specify if project/strategy is for dept or program:** Program

**Name of program or area of concentration:** Honors

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**Project/Strategy: Increase program participation**

Increase the number of LBCC students who apply to and participate in the Honors Program.

**EMP GOAL supported (hold CTRL to select multiple):**

- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access

**Project/Strategy Status:** In Progress

**Start Date (use 8/1/year - see help text):** 08/01/2011

**End Date (use 7/31/year - see help text):** 06/30/2015

**Rationale:**

LBCC has approximately 26,000 unduplicated students, yet only 240-260 students participate in the Honors Program each year. Clearly there must be more high academic-achieving students who would benefit from this program, yet for some reason, they are not taking advantage of it. Furthermore, it is important to continue targeting underrepresented minorities to participate in the Honors Program.

Outreach can be accomplished through a number of ways. In order to reach potential students who are still in high school, the Honors Coordinator regularly visits local LBCC high schools and meets with prospective students. She also attends LBUSD general counseling meetings to inform the counselors of the benefits of the Honors Program and goes to the academic fairs and information sessions that LBUSD organizes. In addition, currently enrolled Honors students go to the Early Bird fairs that LBCC organizes for prospective students. Finally, the Honors Coordinator is an active participant in all of the Promise Pathway events, meetings, outreach, and activities that LBCC plans to make sure that the Honors Program is included.

Current LBCC students who are eligible for the Honors Program can be reached in a number of ways. The Honors Coordinator attends the two Honors Societies' meetings, Alpha Gamma Sigma and Phi Theta Kappa, at least once every semester to recruit eligible students. She solicits faculty nominations of eligible students each semester via email and then checks student eligibility and personally invites all eligible students to apply and encourages non-eligible to apply once they are eligible. She arranges for current Honors students to talk about the Honors Program in their non-Honors classes. Finally, there is ample information on the LBCC web page, including two different ways to apply to the program (online or downloading a PDF file).

**Responsible Parties:** Honors Coordinator, Outreach Coordinator, A&R, Counseling, Promise Pathways

**Campus supported by this goal/project/strategy:** Both

**Specify if project/strategy is for dept or program:** Program

**Name of program or area of concentration:** Honors

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**Project/Strategy: Honors STEM**

Create an Honors STEM program for science, technology, engineering, and mathematics majors.
Rationale:
Science, technology, engineering, and math majors' needs are not being served by the Honors Program. STEM majors have a tremendous number of major prep courses, none of which are offered in the Honors Program. Consequently, most STEM majors don't apply to the Honors Program, and those that do have a hard time fitting all of the major prep and honors requirements into their schedule. A STEM Honors Program would enable STEM students to join the Honors Program and take all of the courses that they need to transfer to STEM majors at the 4-year university with Honors certification. As it is, we are discriminating against a sizable portion of our student population.

Responsible Parties: Honors Coordinator, Dean of Health and Science, Department Heads and faculty, Vice President of Academic Affairs

Campus supported by this goal/project/strategy: Both

Specify if project/strategy is for dept or program: Program

Name of program or area of concentration: Honors

Other Area impacted by this goal/project/strategy: Institutional Resource Development (Grants)

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1. Related Resources Needed

Resources Needed name: Increase 1300 account

Resources Needed Description: Increase the 1300 account by six total classes per year, three per semester.

Resource Requested Category: Faculty Replacement Positions

Estimated Cost: 19440

Program TOP Code(s): Does Honors have a top code?

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Project/Strategy: Increase Honors scope
Increase the variety of offerings of Honors courses. Resume offering Honors courses that are listed in the LBCC course catalogue and have not been offered in many years.
Develop Honors addendums in new curricular areas.

EMP GOAL supported (hold CTRL to select multiple)*: STUDENT SUCCESS - A. Student Preparedness
STUDENT SUCCESS - B. Student Goal Attainment
STUDENT SUCCESS - C. Quality of Academic Programs and Services

Project/Strategy Status: In Progress
Start Date (use 8/1/year - see help text): 08/01/2011
End Date (use 7/31/year - see help text): 06/30/2015

Rationale:
If we increase student enrollment in the Honors Program, we will have to increase the number of Honors courses and sections that we offer. There is a demonstrated need for more Honors courses in the math and science areas. (Although math and science fall under this goal, I created their own separate goal since it is so very important.) In addition, Honors students complain that the Honors Program only offers the same classes each year. Finally, there is a great need to increase the enrollment of traditionally underrepresented minorities in the Honors Program. This could be accomplished by creating Honors classes in transferable subject matters that traditionally attract these students, like Foreign Languages (Spanish for Spanish-speakers).

**Responsible Parties:** Honors Coordinator, Department Heads, Deans, faculty

**Campus supported by this goal/project/strategy:** Both

**Specify if project/strategy is for dept or program:** Program

**Name of program or area of concentration:** Honors

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**Project/ Strategy: Expand access to honors courses**

Expand access to honors courses by creating a master schedule with as few overlapping Honors courses as possible.

**EMP GOAL supported (hold CTRL to select multiple)*:**

- EQUITY - A. Student Success
- EQUITY - B. Equitable Student Access

**Project/ Strategy Status:** Completed

**Start Date (use 8/1/year - see help text):** 08/01/2011

**End Date (use 7/31/year - see help text):** 06/30/2014

**Rationale:**

Currently, Honors students are unable to take all of the Honors courses that they want to and/or need because of course overlap. For example, Fall 2011, out of 18 total Honors courses offered, 12 overlapped, sometimes by as little as 15 minutes. Spring 2012, out of 18 total Honors courses, 14 overlapped. If we had a non-overlapping schedule, students would be able to enroll in more Honors courses. This requires coordination among all departments that offer an Honors course, and should take place before the first run of the schedule of classes.

**Responsible Parties:** Honors Coordinator, Department Heads, Deans, faculty

**Campus supported by this goal/project/strategy:** Both

**Specify if project/strategy is for dept or program:** Program

**Name of program or area of concentration:** Honors