



Program Review Summary
Memorandum of Understanding
The University Honors Program
May 2026

This document summarizes the Program Review findings and serves as a Memorandum of Understanding (MOU) outlining the consensus reached by the University Honors Program (UHP) and the Division of Academic Affairs. It is based on the recently conducted program review, including the self-study report submitted in June 2025, and the external review completed in September 2025. This report and MOU describe the goals to be achieved and the actions to be undertaken by all parties during the next program review cycle. Progress toward these goals will be documented in an annual report.

The CSULB University Honors Program (UHP), established in 1960, advances a mission of inclusive excellence by enriching the educational experience of highly engaged students through academic excellence and undergraduate research; mentorship and professional development; and meaningful civic engagement at the campus, local, and global levels. The program is organized around three core learning objectives: cultivating leadership through practice, building community through civic engagement, and fostering global learning.

UHP offers three honors tracks: General, Business, and Engineering. Each track includes two completion options: Plan I (21 units) and Plan II (15 units). The program collaborates with departments across the University to offer a broad range of General Education honors courses and has expanded these offerings to better serve student demand. Students may also pursue a Global Emphasis within any track by completing coursework with an international focus, participating in study abroad, or engaging in other globally oriented experiences within the United States.

UHP most recently underwent program review in 2017 with an MOU signed in February 2020. Given the short length of time since the last MOU, UHP has made good progress towards achieving the following recommendations: 1) Work with the Director of Program Review and Assessment to use the newly developed program assessment plan to conduct direct assessment of program learning outcomes, and report results annually to the Director and to the Vice Provost for Academic Programs. The next self study will be due in 2025 for a 2025-26 program review; 2) Publish the Program Learning Outcomes on the UHP website; 3) Develop a strategic plan as part of the Beach 2030 planning process; 4) Establish a mechanism by which completion of UHP Plan I or II is noted on students' diploma and transcript; 5) Establish articulation agreements with two year colleges, as appropriate to the UHP; 6) Work with



Academic Affairs to exert greater oversight, coordination, and assessment of honors designated courses taught in other departments and colleges; and, 7) Work with Academic Affairs to obtaining space that is central and 'conspicuous' (with adequate signage), as well as with private offices for advisors, as resources permit.

Resources reviewed for the report:

- Self-study (June 1, 2025)
- External Review Report (September 2025)
- February 2020 MOU (for 2017-18 review)
- UHP website

Strengths were identified in the reports:

1. **Program Structure.** The UHP has clearly articulated its mission, vision, and Program Learning Outcomes (PLOs), all of which are accessible on the program website and aligned with its goals of academic excellence, engagement, and student development.
2. **Integration of High Impact Practices (HIPs).** In addition to the UHP framework itself as a high-impact practice, UHP incorporates a range of HIPs to support student learning and engagement, including e-portfolios, digital badging, service learning, undergraduate research, advising, and study abroad opportunities.
3. **Curriculum Refinement and Revision.** UHP has demonstrated strong responsiveness to institutional and student needs through ongoing curricular refinement. Recent updates include aligning UHP 101 and UHP 150 with Cal-GETC General Education requirements and introducing an 18-unit Los Angeles Studies Certificate.
To address a decline in persistence between the junior and senior years, the program revised its thesis sequence from a two-semester to a three-semester model (UHP 496A/496B/498). This change has enhanced student preparation, advising support, and successful completion of thesis or creative projects. Supplemental research and thesis workshops further support student success across disciplines. The program has also made strategic decisions regarding unit requirements, maintaining current levels in response to evolving GE requirements and broader trends in higher education.
4. **Enhanced Student Support.** UHP has improved student access and navigation through updated web resources and visual guides that clarify program requirements. The program collaborates extensively with advising units across campus, such as colleges, the University Center for Undergraduate Advising (UCUA), and Athletics, to support onboarding, course selection, persistence, and graduation. Operational improvements, such as eliminating the permit system and implementing mandatory advising workshops, have streamlined processes and empowered students to better manage their academic pathways.



5. **Enrollments Growth.** UHP has significantly expanded its recruitment efforts, increasing invitations from approximately 2,500 to 15,000 annually and implementing three admission cycles per year. As a result, enrollment grew from 1,018 students in AY 2019-2020 to 1,276 in AY 2023-2024. To accommodate this growth, UHP has expanded course offerings, adding approximately 10 additional courses annually for students in the general track. Enrollment is well distributed across colleges, with strong representation from Engineering (23%), Health and Human Services (23%), Natural Sciences and Mathematics (16%), and Liberal Arts (15%).
6. **Comprehensive Advising Model.** UHP provides robust advising support through professional staff, Associate Directors, and the Honors Peer Mentor Program (HPMP). President's Scholars (approximately 107-124 students annually) receive individualized support from Associate Directors. Between 2019 and 2024, the program conducted over 5,300 advising appointments, each averaging 45 minutes. In addition to one-on-one advising, UHP offers mandatory advising workshops for new students, students in need of additional support, and those transitioning to upper-division coursework. Student feedback reflects strong satisfaction with advising services.
7. **Policy Development.** UHP has strengthened its policy framework through collaboration with campus governance. This includes finalizing an articulation agreement with the Honors Transfer Council of California (HTCC) and working with CEPC and the Academic Senate to approve updated policy statements ([PS 22-10 Policy on Honors for Undergraduate Students](#)). The revised policy clarifies distinctions among Latin Honors, Honors in the Major, Honors Lists, and the University Honors Program, improving transparency and alignment across the university.

Concerns were noted in the reports

No major concerns were identified in either the self-study or the external review report.

Opportunities for Development were noted in the reports:

1. **Program-Level Assessment.** While UHP has developed an assessment plan, systematic implementation has not yet been fully realized. Limited access to student-level data has constrained the program's ability to assess outcomes comprehensively. Participation in the 2024–2025 Data Fellows initiative represents a significant step forward, with findings indicating positive impacts on student success (e.g., 15% higher four-year graduation rates and 10% higher six-year rates compared to non-UHP students). The program has also utilized indirect assessment methods, including student engagement surveys, to inform programming (e.g., networking events, career development workshops, and wellness initiatives). Moving forward, implementing a



consistent assessment cycle and strengthening access to data will be critical for sustained program evaluation and improvement.

2. Staffing and Faculty Engagement

UHP has strengthened its administrative structure with the addition of a full-time coordinator and director. The program is currently managing an open advising position; in this context, continued attention to advising capacity and support structures will be important to sustain student engagement and program growth.

Faculty involvement is primarily concentrated in thesis advising, which may limit broader faculty engagement with the program. Expanding faculty roles and developing incentives for participation may strengthen the academic community and enhance program delivery.

3. Facilities and Operational Infrastructure. UHP operates in Library 507, which includes staff offices and a shared student space. While recent upgrades have enabled with technology to support simultaneous in-person and online engagement, space limitations and restricted library hours constrain opportunities for community-building and program expansion.

Administrative processes remain largely manual and Excel-based, indicating a need for more integrated systems. Developing a centralized honors portal and implementing improved student tracking mechanisms may enhance operational efficiency and data management.

4. Curriculum Evolution. As student profiles shift (e.g., with increasing numbers entering with AP, IB, or dual-enrollment credit), there is an opportunity to further evolve the curriculum. This may include expanding upper-division offerings and strengthening alignment with post-graduate outcomes.

Additional opportunities include developing a shared first-year experience course to build community and exploring mechanisms (e.g., co-curricular engagement requirements) to encourage sustained student participation.

5. Strategic Planning. UHP is well positioned to advance strategic priorities related to staffing, assessment, faculty engagement, and program visibility. Opportunities include expanding advising capacity, strengthening faculty participation, enhancing recognition of Honors achievement (e.g., transcript/diploma notation), and exploring external funding opportunities, including philanthropic support.

Recommendations:

It is therefore agreed that the University Honors Program will collaborate with the Division of Academic Affairs to:

1. Implement the program's comprehensive assessment plan in order to complete annual assessments using direct and indirect methods and report on closing the loop activities



- to illustrate that how data inform program improvements and decision making. Provide an annual update (due Sept 1) on progress made towards MOU actions to the AVP for Undergraduate Studies, the Vice Provost for Academic Programs, and the Coordinator for Assessment. Your review cycle will be from 2024-2031. A comprehensive self-study will be due June 2031 for a 2031-2032 Academic Year review process. *(Opportunity #1)*
2. Work with Academic Affairs to evaluate advising capacity, workflow efficiency, and student support structures to ensure the program can effectively support continued enrollment growth and student engagement. *(Opportunity #2 and #4)*
 3. Collaborate with Academic Affairs on space planning to ensure that facilities support program growth, community-building, and student engagement. *(Opportunity #3)*
 4. Develop and implement more streamlined and integrated administrative systems, including digital tools for student tracking and program management, to improve operational efficiency. *(Opportunity #3)*
 5. Develop a strategic fundraising plan to support faculty engagement, program initiatives, and long-term growth, including exploration of opportunities to enhance program visibility and recognition (e.g., a Beach Honors College model). *(Opportunity #5)*
 6. Collaborate with the Registrar to explore the addition of an Honors designation to student diplomas and transcripts to enhance program visibility and student recognition. *(Opportunity #5)*

This MOU has been read and approved by:

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