CALIFORNIA COMMUNITY COLLEGES
AND
COMPTON
COMMUNITY COLLEGE DISTRICT

#89-0003
FISCAL YEAR | ID NUMBER | COLLEGE | DISTRICT
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1989-90 | 89-0003 | Compton | Compton

**Project Title**

**THE HONORS COLLEGE**

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**Proposal Description**

The fundamental goal of this project is to seek out, identify, and enroll capable students who are not ready to deal with the enormity and complexity of the four-year college. The Honors college will identify high-potential and high risk students and prepare them through a rigorous, mentor-supported program to meet the curricula demands of higher education.
Compton Community College District

The Honors College

Demographic forecasters predict that, by the turn of the century, California will reflect a cultural and ethnic diversity unrivaled by all other states within the United States. Given such development, the community college will be one of the key factors in ensuring that the educational programs of the future address the increasing societal pluralism.

Studies have shown that for a variety of reasons, many capable students fail to work to capacity while in the secondary school system, thereby thwarting the path to the four-year college. Among such reasons cited are poor self concept, lack of adequate academic preparation, and the inability to see the rewards of higher education.

In order to improve the quality of student preparedness, to insure the efficacy of the transfer function and to address the seriously declining minority participation in higher education, Compton Community College plans to establish an honors college.

The fundamental goal of this proposal is to seek out, identify, and enroll capable students who are not ready to deal with the enormity and complexity of the four-year college, those who previously attempted and failed to maintain pattern of success at other institutions, and finally, some who were previously overlooked as potential college graduates (diamonds-in-the-rough), all of whom may be potential prospects for social transformation and community leadership.

This proposal is directly related to the board of governors' 1988-1989 basic agenda. Specifically, items such as (1) educational excellence, (2) transfer education, (3) academic standards, and quality, (4) student access and success and (5) the underrepresented and/or unprepared form the focus of the honors college.

This program can serve as a model transferable to other community colleges throughout the state. The format may be applied in total or with relatively limited modifications depending upon size, budget and faculty and the ability to form linkages with local educational institutions.

Evaluation of the honors college project will take place on several levels focusing primarily on site surveys and assessment and longitudinal tracking of students.

There is considerable institutional support for the proposed honors college. Phase I of the project which has been guided in its development by a very active advisory committee, will be
completed by June 30, 1989. Completing the total project with all its components is dependent upon the availability of outside funding.

Funds requested: $164,864 [local support: $220,806]
1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM OR SERVICE ADDRESSED

In order to improve the quality of student preparedness, to insure the efficacy of the transfer function, and to address the seriously declining minority enrollment to higher education, Compton Community College plans to establish an Honors College.

The Honors College will identify high-potential and high-risk students and prepare them through a rigorous, mentor-supported program to meet the curricular demands of higher education. The students will be encouraged to develop constructive and responsible attitudes, as well as the skills and knowledge necessary to function effectively in our advanced society.

This plan is shaped by a faculty commitment to provide a distinctive and effective mentor-directed program that will ensure the success of full-time students who transfer to a four-year institution.

The college agenda calls for a holistic development of all enrollees and the growth of each individual, not only as a competent student, but also as an enthusiastic and qualified participant in the political, cultural, and social life of the community and nation.

BASIC AGENDA

This Proposal is directly related to the Board of Governors' 1988-89 Basic Agenda. Priorities are designed to identify potential transfer students in junior high school and to provide a Mentorship (Counseling) Program to ensure their continuing success throughout high school and into the Honors College. Support services, including tutoring, clerical assistance, cultural events, and visits to other college campuses are planned to enhance college readiness and guarantee transfer to the four-year institutions.

This is a unique, inter-segmental effort with junior high schools, high schools, the community college, and universities cooperating to aid in early identification of goals and a smoother
transition between segments. A successful program can impact positively the shortage of minority four-year graduates!
2. Specific Problems Being Addressed

SPECIFIC PROBLEM
Demographic forecasters predict that, by the turn of the century, California will reflect a cultural and ethnic diversity unrivaled by all other states within the United States. Given such a development, the community college will be one of the key factors in ensuring that the educational programs of the future address the increasing societal pluralism.

In anticipation of the challenge of increasing demands for an equitable distribution of social and academic services, Compton Community College hopes to move to the forefront with new educational options and opportunities offered by the Honors College concept.

According to the American Council on Education, college enrollment of black students peaked nationally in 1976, at 9.4%, but in 1984, this group comprised only 8.8% of the college population. National studies continue to show the enrollment of minority students declining. There are many reasons that can be cited for this phenomenon; however, paramount among them is the fact that the tolerance for inequity is more pronounced. Whereas, in the late sixties and the seventies, there were decided efforts to achieve ethnic balance, society, in recent years, has failed to pursue this course.

It seems evident that efforts to increase the participation of under-represented groups have been unsuccessful. Too often recruitment efforts have focused on numbers without regard for the possible success of the student once enrolled. The four-year institutions have recognized the necessity of taking an active role in creating an environment that welcomes minority students to their campuses. We, at the community college level, must seriously monitor our efforts to equip students academically and emotionally for the university experience by focusing on ways of enhancing self-esteem, improving study habits, and providing meaningful direction. This mandate forms the "cornerstone" of the Honors College.
3. Population To Be Served

POPULATION SERVED
The Honors College will be programmed to seek out, identify, and enroll students who are not ready to deal with the enormity and complexity of the four-year college, those who previously attempted and failed to maintain a pattern of success at other institutions, and, finally, some who were previously overlooked as potential college graduates, ("diamonds in the rough"), all of whom may be potential prospects for social transformation and community leadership.

A proportion of potential honor students will be identified in middle schools and individually nurtured through the high school years by a high school teacher/counselor working in conjunction with designated Honors College mentors. Aspects of the Honors College will be structured to serve as a magnet by offering after-school tutorial programs, along with comprehensive counseling and advisement, chiefly to ensure that capable students of high potential are not lost in the journey through the academic maze.

The admission process begins with the college counselor in the feeder schools. These counselors will be fully informed about the program and asked to identify students who might benefit from the Honors College experience.

In selecting students for admission, consideration will be given to those having manifested some degree of creativity and high motivation, as well as strong academic potential. Each application is carefully evaluated by using a point system to allow the broadest interpretation of the admission criteria. As previously indicated, the admission decision will not be made on the basis of any single factor.

The typical honor students will want more from college than just coming to class. Ideally, they will be bright, creative and highly motivated; they will tend to be more actively involved in their own education than is the average student; they should relish learning in small classes with more opportunities for individual attention from the teacher; and they will be more likely to be intrigued by the concept of inter-disciplinary programs of study.
Objectives

The fundamental goal is to create an educational program in which bright, motivated youth, as well as those previously overlooked as potential college graduates, are challenged, educated, and directed toward the creation of a more responsible society.

As a result of a unique partnership between Compton Community College and several California universities, students in the Honors College will have the opportunity to experience the intellectual environment and protocol of the world of higher education. They will also be provided with informed and committed faculty and guidance services to assist them in developing a realistic and positive sense of Self. Specific objectives supporting these goals are:

1. The college will provide a magnet program to identify, attract, and motivate talented students in junior high school and providing follow through to senior high school to ensure persistence.

   Steps in achieving the objective:
   A. Establishing contact with middle schools
   B. Planning collaborative curricula
   C. Identifying potential participants
   D. Providing mentor training
   E. Providing field experiences to museums, concerts, forums, and governmental agencies
   F. Providing instructional support

   Funds budgeted for this objective $60,078

2. Identify and orient staff (from Compton College, CSU, and UC) committed to academically rigorous mentor-directed approach to education.

   In achieving this objective, efforts will include:
   A. Identifying faculty, mentors, and instructional aides
   B. Providing training workshops for in-service and orientation
   C. Conducting classes

   Funds budgeted for this objective $56,551

3. Provide a holistic, integrated experience with strategies to accommodate the individual student.
To achieve this objective will require:
   A. Establishing 10 faculty-directed study triads to ensure that students have supervised study periods and sufficient time on task
   B. Providing Honors Seminars to ensure integration of the cognitive experience with the effective domain
   C. Assigning mentors to each student to monitor progress and provide in-depth faculty/mentor/student interaction

Funds budgeted for this objective  $77,656

4. Identify an appropriate array of assessment instruments for use in establishing a profile of personal and academic characteristics of each student.

Steps to achieve this objective:
   A. Identification and evaluation of assessment instruments
   B. The administration of tests by Assessment Center Coordinator
   C. Evaluation by counseling staff of assessment results
   D. Establishment of an academic plan for each student

Funds budgeted for this objective  $16,147

5. Create a broad spectrum of support for the Honors College, utilizing publicity to all segments of the local and academic community.

Steps involved in achieving this objective include:
   A. Biennial Open House
   B. Advertisement on the Campus Cable Network

Funds budgeted for this objective  $5,000
WORK STATEMENT
The Honors College staff will begin the recruiting process in the junior high schools immediately upon acceptance of the Proposal for funding. During the School Year 1988-89, considerable efforts have been expended by the College to develop the Honors College concept. The initial planning steps are identified in Stage I, while Stages II-, III, and IV identify specific tasks to be completed in School Year 1989-90.

Stage I. Planning Stage (School Year 1988-1989)

Establish an Advisory Committee (see Appendix) to guide the development of the Honors College and to provide the external and internal view that is necessary for the success of a venture of this magnitude. The following activities to be completed by June 30, 1989.

A. Advisory Committees formed
   1. inter-segmental committee
   2. campus program committee
B. Hold Advisory Committee meetings throughout School Year 1988-89
C. Develop brochures (see Appendix)
D. Establish curricula
E. Develop contract with Young Black Scholars organization to offer experimental courses during Spring 1989
F. Establishes linkages with ARCO's Mentor Program
G. Explore availability of scholarships
H. Identify possible dual arrangements with the historically black colleges

Stage II. Arranging for Fall Start (Summer 1989)

Program Director will use Advisory Committees and campus staff to assist in identification of personnel and complete tasks necessary for the Fall, 1989 start, including:

A. Identify and recruit staff
B. Announce the opening of the College
C. Assess students
D. Plan staff in-service orientation
E. Develop staff/mentor guidelines and responsibilities
F. Review outlines/syllabi
G. Schedule student workshop

Personnel needs

Program Director
Clerical Support
Advisory Committee

Stage III. Implementation (School Year 1989-90)

Program Director will use professional contacts to achieve the following:
   A. Start and monitor classes
   B. Identify guest lecturers
   C. Plan site visits
   D. Conduct mentor training sessions
   E. Offer and schedule regular staff in-service
   F. Establish and monitor study triads

Personnel needs
   Program Director
   Clerical Support
   Mentors
   Study Group Leaders
   Adjunct Faculty
   Regular Faculty

Stage IV Project Evaluation (Summer 1990)

The Program Director will coordinate evaluation of the Program as a whole, incorporating opinions and recommendations from as broad a range of sources as possible. This report will include:
   A. Recommendations for change
   B. Ways of incorporating the cost associated with this Program into the regular budget
   C. Specific plans for recruiting and retaining students and staff

Personnel needs
   Program Director
   Clerical Support
   Advisory Committees
6. Expected Outcomes

EXPECTED IMPACT AND TRANSFERABILITY
Probable or Eventual Impact

The Honors College can be a window to new horizons for students who genuinely wish to acquire the habit of learning. It will also provide the means to increase the opportunity for college access among the under-represented students who have the potential to develop into successful, capable learners. Additionally, the Honors College will result in, or offer:

A. a pool of students prepared to face the challenge of four-year institutions and able to surmount the hurdles of higher education:
B. an option for the exceptional inner-city student who does not view college as a viable option, thereby attracting more minority students to higher education;
C. a pre-college intervention program (P-I-P) which will focus on:
   1. early identification of high-potential, non-college bound individuals to ensure redirection,
   2. the Mentor Program to provide role models for encouragement, Monitoring, guidance and support in order to ensure that these students stay on track, and
   3. options for concurrent enrollment for advanced high school sophomores in the transfer-level classes.

It is anticipated that the Honors College will, in time, improve the image of Compton Community College by the public acknowledgment of the special effort being made to meet the needs of talented and high-ability minority students.

Potential for Continued Support

There is already considerable institutional support for the proposed Honors College. An intersegmental Advisory Committee has been established, including representatives from our local feeder Unified School Districts, the CSU/UC systems and neighboring private colleges. The College advisory group, consisting of counselors, faculty, and administrators, has addressed the matter of curricula, development of brochures and applications for use as resources in creating a student pool. The College is expected to become self-supporting through ADA once it begins enrolling and tracking students for Fall, 1989. Additional support from local organizations such as the Young Black Scholars, Rotary Club, Chamber of Commerce, Soroptomists and various community advisory committees is anticipated, once the Honors College is in evidence.

Transferability

This Program can be a model for other community colleges throughout the state. The format can be transferred in total, with relatively limited modifications, depending upon size, budget,
and faculty. While many colleges have "honors" programs, this concept is unique in that it is a college within a college, composed of all full time students, studying a proscribed curriculum, dedicated to the successful transfer to the four-year system.
Evaluation of the Honors College will take place on several levels. The Program Director will make regular progress reports to the inter-segmental Advisory Committee in order to ensure continuous evaluation of the College. The Evaluation Plan will be divided into:

A. Site Survey and Assessment
   1. Survey high school students, staff, and parents to assess their initial perception of the College upon entering the Program and at the end of each year
   2. Evaluate Program, instruction, mentors, and curricula, using student input
   3. Establish a tracking system to assess level of students’ success as they progress through the curriculum
   4. Compare grades earned in high school with grades earned in the Honors College
   5. Meet weekly with the Honors College staff to monitor progress toward achieving objectives and adherence to time lines

B. Longitudinal Tracking
   1. Conduct Longitudinal Study measuring persistence toward the Baccalaureate Degree in the following three categories:
      a. Those who enroll in the four-year school
      b. Those who enroll at Compton Community College
      c. Those admitted to the Honors College
   2. To identify students who persist and to determine difference, if any, in time required to obtain the Baccalaureate Degree, the major selected, the GPA obtained, and the students’ perception of the upper-division experience

C. Exit Interview
   For any student leaving the college prior to graduation as a result of poor grades or personal reasons, an Exit Interview will be conducted. Resulting data will be included in the overall evaluation of the Honors College. The critical gauge of the success of the Honors College will be reflected in the results of these findings.
8. Dissemination Plan

DISSEMINATION PLAN
At the end of the first year of the grant period, the Program Director will share with all California community Colleges and other institutions, as requested, informational packets containing samples of:

A. Brochures describing the College
B. Summary of evaluation materials
C. Recruiting techniques
D. Course outlines and/or descriptions
E. Course sequences
F. Advisory Committee members
G. Resources used in Program development

Other information can be available upon request.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]