



Honors Transfer Program Five-Year Plan

Winter 2022

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Table of Contents

Executive Summary	3
Vision Statement and Program Goals	3
Challenges and Opportunities	4
Challenges	4
Addressing Our Challenges.....	5
Opportunities	5
Five-Year Plan Goals	6
Goal 1: Reevaluation of Admissions Criteria.....	6
Goal 2: Digitization of the Honors Transfer Program.....	7
Goal 3: Develop Consistent Course Offering Schedule	8
Goal 4: DEI Centered Curriculum	9
Goal 5: Target African American Students at Compton College to participate in the California Community Colleges HBCU Transfer Guarantee	10
Goal 6: Target Latinx Students at Compton College to Participate in Honors HSI-STEM transfer programs	11
Goal 7: Target High School Students for enrollment in the Honors Transfer Program	11
Goal 8: Development of Honors Transfer Student Research Cohorts.....	12
Goal 9: Form a faculty/counselor Honors Transfer Program – Advisory Council.....	13
Goal 10: Process to complete UCLA Transfer Alliance Program application	13
Assessment of Program	14
Timeline	14
Year 0	15
Year 1	15
Year 2	16
Year 3	16
Year 4	16
Year 5	16
Appendices	17
Appendix 1 – Sample 2-Year Pathway.....	17
Appendix 2 – Sample 3-, 4-, and 5-Year Pathway.....	18
Appendix 3 – IGETC Certified Honors Courses	21
Appendix 4 – UCLA TAP Membership Criteria.....	22

Executive Summary

The Honors Transfer Program (HTP) at Compton College has existed in various iterations in the past. As it stands now, Winter 2022, there are no students enrolled in the Honors Transfer Program. The first cohort of students will begin their Honors Transfer Program experience in the Fall 2022 semester. The Spring 2022 semester will serve as a recruitment, training, and development phase. In order to begin in the Fall 2022 semester, the Honors Transfer Program will need to accomplish several tasks to ensure that our students are served with the proper standards of an Honors Program. This five-year plan will present an outline of where the Honors Transfer Program is headed.

This five-year plan will outline the following goals*:

1. Reevaluation of Admissions Criteria
2. Digitization of the Honors Transfer Program
3. Development of Consistent Course Offering Schedule
4. D.E.I. centered curriculum
5. Target African American Students at Compton College to participate in the California Community Colleges HBCU Transfer Guarantee
6. Target Latinx Students at Compton College to Participate in Honors HSI-STEM transfer programs
7. Target High School Students for enrollment in the Honors Transfer Program
8. Development of Honors Transfer Student Research Cohorts
9. Form a faculty/counselor Honors Transfer Program – Advisory Council
10. Apply for UCLA TAP Membership in the Spring of Year 3 (Spring 2005)

* These goals are subject to change as the conditions of the Pandemic and the availability of funds change.

Vision Statement and Program Goals

The Honors Transfer Program will be guided by the following Vision Statement and Program Goals will serve as central tenets to increase the participation in and completion of the Honors Transfer Program. *

Vision Statement:

The Compton College Honors Transfer Program will provide the structural and academic support to highly motivated students seeking to expand their intellectual curiosity through academically rigorous coursework with the goal of transferring to a four-year institution.

Program Goals:

- Promote and encourage scholastic excellence through guided and hands-on educational opportunities, increased student-faculty interaction, and the development of original student research.

- Maintain a high standard of academic rigor that challenge students to exceed expectations.
- Champion new and experimental pedagogical approaches to improve the quality of student learning at Compton College.
- Foster student care and growth through faculty/counselor mentorship and guidance.
- Encourage students' commitment to campus, civic, and social responsibility through enrollment in service-learning courses.
- Facilitate and encourage the participation of non-traditional students and historically underrepresented students in the Honors Transfer Program.
- Foster collaboration with Compton College programs to advance student success.

* Since an Advisory Council is not yet established, the Vision Statement and Program Goals could potentially change.

Challenges and Opportunities

Challenges

Low Enrollment

The enrollment rates across the State of California are dropping. Compton College has been deeply affected by this drop in enrollment. A significant reason for this drop in enrollment has been the effect of the COVID-19 Pandemic. A January 24th memo from the Compton College Office of Academic Affairs noted that with 35 days to census, enrollment in the Spring 2022 semester is down 14.8%.

Degree Diversity

Low enrollment has affected the number of degrees conferred to students by Compton College. The 2019-2020 academic year conferred 504 total awards; this was down from 892 in 2018-2019. Of the 504 awards, only 332 were AAs and 143 were Associate Degrees for Transfer (ADT). In 2019-2020, 157 General Studies degrees were conferred, the most of all programs. This was followed by 66 degrees in Nursing, and 62 in General Science. Sociology, Psychology, and Administration of Justice were the highest awarded ADT programs in the 2019-2020 academic year.

Competing Programs

A major challenge to Compton's recruitment of recently graduated High School students is the location and proximity of El Camino College and Long Beach City College. El Camino College and Long Beach City have transfer programs and are UCLA Tap Members. Their established history and, in the case of El Camino College, transfer rate are appealing to our larger Compton community.

Time to Degree Completion

A December 2017 report (the most recent posted on the Institutional Research page) explains that only 9% of Compton College students complete their degrees in 2 years. According to their

analysis the average time to completion was 5.6 years. The data also showed that women's time to completion is slightly over half a year longer than men.

Addressing Our Challenges

Low Enrollment

Compton College's size comparable to other local schools should be seen as a benefit to our students. A smaller campus could facilitate more hands-on faculty participation, rather than a select few. More faculty-student interaction will be a focal point of the Honors Advisory Council.

Degree Diversity

The Honors Program will require students to declare a major when applying. While they will be allowed to change their major completing an AD-T will be a requirement for membership in the Honors Program. The Honors Program's goal is to become a UCLA TAP member school. Students applying for the UCLA TAP program are expected to have a declared major on their application, and a possible alternative major. At Compton, we will require students declare both on their applications to Compton's program. This will allow students to set a path to complete both General Education Requirements and Lower Division Major requirements for their prospective transfer school.

Competing Programs

Unlike competing programs that surround Compton College, we have a unique opportunity to ensure that student's needs are met through more hands-on personalized support. While the larger schools have the infrastructure set up to have multiple staff members, counselors, student-workers, and directors, we can ensure that our students feel welcomed by the unique setting of Compton College. Mentorship for students will be encouraged from the earliest stages of a student's participation in the program. Students will be encouraged to form cohorts, participate in the Student Honors Club, and enroll in similar courses. A small-knit community will facilitate academic and emotional support for students between themselves and their faculty advisors.

Time to Degree Completion

Various educational plans

Support for non-traditional students

Partnership with student programs

Accessible to resources on campus

Financial Aid – component of program they must apply for financial aid. If financial aid is an issue, then the funds will be available to the student.

AB 540 Students – new rules. May qualify for AB 540 before they leave.

Opportunities

Feeder Schools – communication with and recruitment of local high school students

Virtual and Online participation – using technology to bridge the participation gap

Honors Courses – Already established and approved by the curriculum committee and transfer credit accepted

Five-Year Plan Goals

Goal 1: Reevaluation of Admissions Criteria

The goal of the Honors Transfer Program is to guide highly motivated students to transfer to a quality 4-year university. This was accomplished by challenging students to focus on developing their reading, writing, and critical thinking skills in academically rigorous courses. Historically, this meant limiting the program to only the students who have already displayed a high level of performance in their educational experience. As we continue to have a better understanding of what Diversity, Equity, and Inclusivity seeks to accomplish, and the various goals set out by the state governor and our campus President, reevaluating the admissions guidelines for the Honors Transfer Program could help us meet the DEI goals set out statewide and on campus.

Currently, the Honors Transfer Program has the following admissions criteria:

- 3.2 GPA on all transferable college coursework
- 3.5 GPA for High School students
- Completion of English 1A (If already a Compton College Student)
- Application Essay
- No less than three semesters left at Compton College before transferring.
- Honors Transfer Program application

The GPA requirements set by Honors Transfer Program are consistent with the minimum qualifications set by other campuses in the area, and across California. While these are standard requirements, one aspect of how the Compton College HTP can make the program more accessible is creating a tiered program membership system.

Full membership into the program will be available to students who meet the 3.2 GPA standard and completion of English 1A. Students will still be required to complete program standards to maintain enrollment in the program.

Partial/Probationary membership in the program will be offered to students who apply to the program with a GPA between 2.80 and 3.199. Admissions Criteria will include:

- One year left in school
- 2.80 – 3.199 GPA for Compton College Students
- 2.80 – 3.199 GPA for High School students
- Honors Transfer Program Application
- Application Essay: Students will explain goals, academic experience, and plan to improve GPA to meet 3.2 standard.
- Letter of Recommendation from a counselor, faculty member, workplace supervisor attesting to the student's abilities and personal motivation.
- Student Educational Plan signed by Honors Counselor
- No less than three semesters left at Compton College before transferring.

- Students must reach a 3.2 GPA within ONE Academic year.

While this will undoubtedly expand the number of students applying to the program, a rubric will be established to determine which students will be accepted and which students will be denied.

This expansion of the application criteria will ensure that more students are able to participate in the program, while providing guidance towards reaching the 3.2 GPA threshold standardized across the state. While there are no set reasons why students fall below a 3.2 GPA, the Honors Transfer Program will seek to identify what obstacles (financial aid, childcare, technological, employment) students face. The Program will encourage that students consider applying for any of the Student Support programs to alleviate any of their needs.

Goal 2: Digitization of the Honors Transfer Program

Currently, the Honors Transfer Program has a Compton College website, paper forms, and Student Handbook. While these resources are essential to increasing and maintaining participation in the program, the Honors Transfer Program should prioritize digitization of forms and policies. Many Honors Programs across the state use digital forms, whether they are Office Forms or HTML forms. Online forms are cheaper, since there is no need for paper forms, faster to complete, clearer, convenient for students and staff, and will make the intake and processing of applications or forms easier. As we expand the program, customization of the forms will be necessary, and a digital form will be more cost-effective. Moreover, the Pandemic has clarified the need for Academic and Student Support and Success programs to offer digital and online services. Digitizing our forms will allow students to better participate in the application process. Once they are admitted to the program, students can submit online forms for Contract Proposals, Workshop Attendance Forms, Counseling Attendance Forms, etc. While these forms will be available online, in order to make the program accessible to ALL students, forms will be in PDF and paper format for students who may require it. The Honors Transfer Program now has access to Qualtrics survey through the Office of Institutional Research. Qualtrics surveys will allow us to customize forms based on student needs. These forms will also make it easier to share information across campus and allow for the continuance of service should the coordinator position be filled by new faculty.

The Honors Program will create (some forms have already been created links included):

- Honors Program Interest Form
https://compton.co1.qualtrics.com/jfe/form/SV_1Rnh3BudQ4TGE1o
- Honors Program Application
- Advisory Council Interest Form -
https://compton.co1.qualtrics.com/jfe/form/SV_bIJ0DnJOyiaAznU
- Faculty Nomination Form -
https://compton.co1.qualtrics.com/jfe/form/SV_54Fbm6SMaABTZTU
- Student Contract Proposal Form
- Instructor Contract Consent Form

- HTP Completion Form for Graduation

Online forms will allow the Honors Transfer Program to maintain student data securely and consistently over the years. Since the information will be housed through Compton College servers, the data will be secure, and it will only be available to the Honors Transfer Program staff to ensure student privacy. Should a new director take over, the transition process will also be alleviated since all the data will be available digitally.

Consistent communication with program participants (students, faculty, and counselors) will be essential. Canvas Shells are quickly becoming a primary mode of communication for Honors Programs across the state. As such, an Honors Transfer Program Canvas shell has been requested and approved by IT. Links to join will be sent out when the pages have been completed. Once students can join the Canvas page, they will have access to forms, both as PDF and through Qualtrics forms, to fill out any information they need to provide to the Honors Transfer Program. A communication plan will be developed to guarantee that students have all the information they need on a regularly scheduled basis. Faculty and Counselors will also be asked to check in to the Canvas Page to receive announcements and have forms they need to sign (for contract proposals) available to them.

The Honors Transfer Program will also create a Recruitment page on Canvas which can be accessible by any Compton College faculty member and incorporated into their Canvas course shells. Faculty will be made aware of these pages via eMails at the beginning of the semester to encourage them to guide their students towards the Honors Transfer Program, and to provide information to the faculty who are interested in participating in the program themselves.

Lastly, in order to increase awareness of the program, the Honors Transfer Program will seek to develop a social media presence. We will contact Heather Parnock, Director of Community Relations, in order to better understand the school's social media policy and process to establishing social media accounts. Regularly scheduled announcements will be made on the Honors Transfer Program's social media accounts as well as highlighting student workshops, upcoming due dates, and eventually highlighting student achievement. Social Media can function as a recruiting tool as well, as we will include links to interest forms and workshops for prospective students.

Goal 3: Develop Consistent Course Offering Schedule

Compton College currently offers 21 IGETC approved Honors Courses. These courses cover all six IGETC areas required for transfer to a University of California school. IGETC certification will be required for the CCC HBCU Transfer Guarantee and UCLA TAP membership. As mentioned in the Time to Completion discussion above, the average time it takes a Compton College student to complete their degree is 4 years. While not enough data was listed in the report to indicate what the underlying causes are, the Honors Transfer Program will work to establish a consistent annual course offering that is conscious of the realities of our students.

Ideally, students will participate in the program and complete it within two years. A requirement will be put in place that students will need to take at least ONE Honors Course every semester they attend Compton College. A sample two-year plan, and a two-year plan with summer and winter sessions can be found in Appendix 1.

As mentioned before, students time to completion can vary due to non-academic factors. The Honors Transfer Program will assist students in facilitating their educational experience by connecting students with on campus programs AND creating pathways for “non-traditional” students. Three-, Four-, and Five-Year plans have been created for students who will require more non-traditional pathways but have shown the desire and commitment to complete the Honors Program; this will also demonstrate the program’s commitment to Equity and Inclusion. 3-,4-, and 5-year plans can be found in Appendix 2.

In order to allow students to enroll and complete Honors Courses, a clear offering schedule needs to be coordinated between the Honors Transfer Program and the various departments that already offer Honors Courses. As mentioned earlier in this section, Compton College currently has 21 Honors designated courses, which fall in line with the IGETC pattern (see Appendix 3). The goal is to not only offer these 21 courses on a regular basis, but to also grow the number of Honors designated courses at the school. Offering Honors courses regularly will also reduce the reliance on Honors Contracts. While Honors Contracts are the norm at smaller schools, Compton College can

The following is a plan to arrange the courses in a manner that can best fit an IGETC certification plan within two years. Not all courses will be offered at once, but courses that will ideally begin in the Fall 2022 semester have been noted:

Fall Semester Courses	Spring Semester Courses
English 101H (IGETC Area 1)	English 101H (IGETC Area 1)
History 101H (IGETC Area 3)	History 102H (IGETC Area 3)
Psychology 101H (IGETC Area 4)	Sociology 101H (IGETC Area 4)
Astronomy 125H (IGETC Area 5)	Biology 101H (IGETC Area 5)
Spanish 101H (IGETC Area 6)	Political Science 101H (IGETC Area 4)
Economics 101H (IGETC Area 4)	Math 150H (IGETC Area 2)

Goal 4: DEI Centered Curriculum

Currently, there are 24 Honors courses listed in the Compton College Catalog. Nineteen of those courses have been articulated as UC transferable and are listed in the Intersegmental General Education Transfer Curriculum (IGETC) transfer form through the Counseling office.

As the Honors Transfer Program grows it will become essential that the number of Honors designated courses grows as well. In order to ensure that our courses not only meet Honors Level and UC certification, but we will also need to ensure that our courses meet newly established DEI standards. Compton College has already established the *Call-to-Action*

Curriculum Task Force which will facilitate the examination of courses' attempt to meet anti-racist curriculum. As this process happens, it will be the goal of the Honors Transfer Program to further enhance courses under review towards Honors designation. This will require working with the Curriculum Committee and the Articulation Officer(s) at Compton College.

Workshops will be established to assist faculty in creating more DEI-centered Honors courses. We will begin by reaching out to the Curriculum Task Force to better understand the process of DEI inclusive curriculum evaluation. Then we will reach out to the Articulation Office to build a checklist that faculty can use that incorporates DEI and Honors designation into their review of their curriculum. Facilitating and simplifying the Honors designation process will ensure that faculty can increase the development of Honors designated courses.

Since 2021, the California Community Colleges have required that students complete an Ethnic Studies course to receive an associate degree. This is in line with requirements set out by the California State University and University of California systems requirements for graduation. Students enrolled in the Honors Transfer Program at Compton College will be required to take Ethnic Studies 101 – Introduction to Ethnic Studies. The Ethnic Studies department is currently in the process of creating an Honors Designated ESTU 101 course to be ready for the Fall 2022 semester. If this is not possible, students will still take ESTU 101 and create an Honors Contract Proposal. Honors Transfer Students will be required to complete their ESTU 101 requirement by the end of their first year in the program. In addition to the ESTU 101 requirement, students will be encouraged to enroll in courses that explore diverse backgrounds, experiences, and histories.

Goal 5: Target African American Students at Compton College to participate in the California Community Colleges HBCU Transfer Guarantee

In 2015, the California Community Colleges signed an agreement to guarantee transfer to Historically Black Colleges and Universities (HBCU). The current qualifications require students complete the following:

1. Complete an Associate Degree for Transfer (ADT) using the IGETC or CSU General Education Breadth pattern, or
2. Complete a minimum of 30 UC or CSU units.

While some schools have higher GPA standards, the minimum GPA a student will be required to have attained is a 2.0. Students who do not complete an ADT will also be allowed to participate but may be subject to transcript evaluation.

The Honors Transfer Program will be committed to follow the guidelines laid out by the CCCD Board of Trustees Resolution #06-16-2020A "Affirming Our Commitment to Student Success for Black and African American Students" is met. In order to meet this commitment, the Honors Transfer Program will target students who wish to transfer to an HBCU. In order to accomplish this, the HTP will seek out faculty on the Compton Campus that have attended an HBCU to provide testimonial experience about their time on those campuses and mentorship to prepare

students to transfer to the HBCU. More importantly, the HTP will reach out to the 39 schools listed in the agreement to seek out Honors Transfer specific programs, speakers, tours, and workshops.

In order to build this, the Honors Transfer Program will work with the Counseling office to identify students who are interested in both the HTP and potentially transferring to an HBCU. In addition to this, a pathway will be created through the Compton College Promise in which incoming High School graduates who are specifically interested in transferring to an HBCU will be identified and placed on a HBCU Transfer Pathway to ensure they meet the requirements for transfer and receive the support and mentorship necessary to understand the historic, cultural, and social value of an HBCU education. All students will be invited to participate regardless of race or ethnicity.

Goal 6: Target Latinx Students at Compton College to Participate in Honors HSI-STEM transfer programs

Compton College has been designated a Hispanic Serving Institute (HSI). The priority of the program is to “invest in meaningful, lasting approaches to increasing access and success for Latino students from cradle to career.” As an HSI school, the Honors Transfer Program has an opportunity to engage students while fulfilling the HSI priorities.

Currently, Compton College has a Science, Technology, Engineering, and Math (STEM) Guided Pathway Division. The HSI-STEM initiative actively encourages schools to not only increase the number of students participating in the program, but also “to develop transfer and articulation agreements between two-year and four-year institutions...” The Honors Transfer Program can participate in these goals by encouraging the Compton College STEM Program to expand the number of Honors designated courses offered in the STEM programs.

The Compton College 2024 plan has outlined the goal to initiate and/or expand programs such as Puente. Once the Puente program is formalized, the Honors Transfer Program will seek to recruit students in the Puente Program to participate in the Honors Transfer Program. The resources provided by the Puente program can assist in developing students’ GPA, especially for those who fall under the 3.2 threshold and will be Partial/Probationary members.

Goal 7: Target High School Students for enrollment in the Honors Transfer Program

Honors Transfer Program specific workshops will be available for local high schools. Graduating High School seniors will be introduced to the program itself, program guidelines and requirements, and possible transfer opportunities. High School students will be encouraged to participate in the Compton College Promise Program, First Year Experience, and the Honors Transfer Club. Students will also be introduced to the membership pathways in the program, which are outlined earlier in this plan.

The Honors Transfer Program will work with the Outreach and Recruitment Program to develop a list of students who may be interested in the Honors Transfer Program at Compton College.

The Honors Transfer Program will also reach out to local high school Guidance Counselors and invite them to encourage their students to attend Honors Transfer Program informational sessions. The Dual Enrollment office will also be contacted to assist in spreading the information about the Honors Transfer Program to enrolled students.

Working with the Compton Promise program, the Honors Transfer Program will create pathways for incoming High School students. These pathways will also include regular counselor and other student services visits, campus tours, workshop sessions, and tutoring sessions. The Compton Promise program has already accepted sharing information about the Honors Transfer Program when they begin recruiting high school students. This will also alleviate the amount of work the Honors Transfer Program will do in terms of recruitment, since the feeder High School in the area of service will already be contacted by the Compton Promise office. Taking advantage of the benefits students will receive through the Compton Promise programs guidelines of: enrollment in 12 units per semester, requirements to apply for First-Year Experience and EOPS/CARE, and the maintaining of a 2.0 GPA will facilitate the participation of incoming students.

Goal 8: Development of Honors Transfer Student Research Cohorts

Beginning in the Fall 2022 Semester, student cohorts will be created to build a community of students that can support and encourage each other. Ideally, these cohorts will enroll in one course as a cohort each semester. These courses may not always be the same section but ensuring that students can engage in dialogue to create cooperative spaces. Since the goal of the Honors Transfer Program will be to guide Honors Students to complete the IGETC pattern, students will be encouraged to enroll in UC transferable courses. A sample academic plan can be found in Appendix 1.

In addition, these cohorts will work on developing research skills. Working with the Faculty/Counselor Advisory Council, students will work on developing research which will be presented at the annual UCI Community College Honors Research Conference. Each year, the Advisory Council will work on assisting students in the development, research, and writing of the research. Cohorts will be allowed to work as groups or individually, depending on the topic. Regardless of admissions to the UCI Conference, Honors Students at Compton College will present their research on Campus to the Compton College community.

Students will also be expected to participate in the Honors Transfer Club where the Honors Transfer Program staff can interact with the students as well as inform them of upcoming due dates, workshops, and to personalize the HTP experience.

The UCLA TAP Membership expects that a space where Honors Students can find information about the program, the program coordinator, and Honors Counselor are available that is not a faculty office. This space should also function as a gathering/study space for Honors Students. Ideally, as our program grows, Compton College will facilitate the creation of an Honors Transfer Student Center.

Goal 9: Form a faculty/counselor Honors Transfer Program – Advisory Council

A Faculty/Counselor Advisory Council is essential to ultimately achieving UCLA TAP membership. This Advisory Council will help develop Program Learning Outcomes, an Assessment Plan, and help guide students towards their research proposals which will be presented at the UC Irvine Community College Honors Research Conference. The Advisory Council will also participate in the development and guidance of faculty training workshops for faculty who have not yet taught an honors level course.

In order to have a diverse set of voices and experiences, the Advisory Council will have at least one member from each Guided Pathway Division, but no more than two. During the Winter 2022 semester some faculty have expressed interest in being a part of the Advisory Council. All faculty will be encouraged to participate, but priority will be held for faculty who plan on offering Honors courses on a regular basis.

Initially, the most important task of the committee will be to determine an assessment plan for the program. This will require that Program Learning Outcomes that match the Institutional Learning Outcomes are set. Ideally, these PLOs will be completed by the end of the Spring 2022 semester.

The Advisory Council will also be encouraged to help develop new and experimental pedagogical techniques to be used in the Honors courses. Challenging our students should be a top priority of the Council. Council members will be encouraged to participate in Professional Development that guides them towards new techniques that they can then share with the Compton College community.

Goal 10: Process to complete UCLA Transfer Alliance Program application

Attaining UCLA TAP Membership is the goal of this five-year plan. Once the Honors Program is eligible, in the Spring of Year 3, an application will be submitted. Assuring that Compton College is a UCLA TAP Member will facilitate the transfer of our students to the most prestigious public institution in the country.

The student benefits of UCLA TAP membership include access to UCLA informational meetings and tours, UCLA cultural and athletic events, and (most importantly) UCLA Library privileges. When students begin their transfer process, UCLA will assist in the transfer process for students and provide priority consideration to the University. Students will also be required to declare a primary major and an alternate major to reinforce their admissions chances.

UCLA TAP Membership applications “are accepted during the months of March, April, and May. They are reviewed during the spring and summer. The College will be notified with a decision no later than the end of September.” Before we apply, we must ensure that we meet the criteria set out by UCLA TAP program. There are three major criteria we must meet: (1) Structural and Administrative Support, (2) Academic Standards, and (3) Student Recruitment and Services. The full list of criteria can be found in Appendix 4.

Structural and Administrative Support criteria can be met by completing the unmet requirements:

1. Receive written support from Dr. Curry – Compton College President
2. Name or hire an Honors Transfer Program Counselor
3. Form an Honors Transfer Program Advisory Council
4. Create a physical Honors Transfer Program office, with clerical support, and space for Honors Students to work and collaborate in.
5. Develop a plan for assessment and accountability.

Academic Standards for the TAP program are the most straightforward. Students must complete 15 transferable semester units of Honors/Scholars coursework. The GPA requirements are at the discretion of our Program. This allows us to experiment with the GPA requirements proposed in Goal 1 of this plan. The updates to the Admissions criteria reflect the requirements listed by the UCLA TAP Membership application found in Appendix 4.

Since the UCLA TAP Membership does not specifically require a set number of Honors Courses, we can work on building our Honors course offerings while allowing students to complete Honors Contracts. This will also allow us to develop new pedagogical techniques to better challenge our students in the program. In addition, working with Compton College's Articulation Officer we will develop a plan to further enrich our Honors Courses and help faculty choose and designate courses in their departments as Honors Courses.

Student Recruitment and Services can also be met by the goals set out by this Plan. The goal to commit to recruiting non-traditional students, historically underrepresented students, and efforts to engage in more anti-racist curriculum development should meet the criteria for UCLA TAP membership as outlined in Appendix 4.

Achieving UCLA TAP Membership was the guiding principle behind this five-year plan. Many of the requirements set out by UCLA TAP defined the proposed goals.

Assessment of Program

Ensuring that we continually meet the needs of our students will be a top priority of our assessment of the program. Program Learning Outcomes must be developed to serve as a guide when assessing the goals, identify areas for improvement, and successes of the program.

The Honors Transfer Council of California has created an online repository of information and resources used by other Honors Programs in California. Included in this repository are various PLOs used by some programs. Using these PLOs as a guide, the Advisory Council will identify and create measurable program goals and outcomes to serve as an assessment.

Timeline

In order to complete the goals listed in this plan, the following timeline will serve as a guide for the next five years. Unforeseen circumstances have been considered and must be met

whenever they are encountered. As a result, this timeline must remain fluid to accommodate changes in enrollment, transfer guidelines, and budget.

Year 0

Year 0 will take place during the Winter and Spring 2022 semesters. Much of the establishing of the program should take place during this period. The following are a list of goals and priorities mentioned earlier in this Plan. Goals that have been completed will be noted below.

- Student Interest Form – an online form that will allow students to sign up to a registry to receive upcoming workshop information and application due dates. (completed)
- Canvas Page – request a Canvas page to serve as a mode of communication and one-stop location for forms for students.
- Digitization of Forms, student handbook, and policies
- Digitization of Honors Transfer Program Application – digitize the Honors Transfer Program application and include a completion quiz which ensures students are familiar with the program guidelines
- Honors Transfer Program Advisory Council – develop faculty/counselor interest form. Once the Advisory Council is established, they will immediately begin developing Program Learning Outcomes and assessment procedures.
- Develop Student Workshop schedule
- Reach out to UCLA TAP for Membership information and guidance.
- Develop faculty training workshop schedule for Academic Year 2022-23.
- Begin recruitment of current Compton College Students.
- Develop orientation workshop for incoming HTP students.
- Outreach to High School Counselors
- Build Social Media Presence

Year 1

- Establish Year 1 Research Cohorts
- Establish program with at least 15 students
- Honors Transfer Club
- Honors Student Workshops
- Recruit students for HBCU Honors Transfer Pathway
- Honors Dreamers Program
- Begin HSI-STEM Pathway
- Develop Virtual Campus Tour Directory for Honors Students
- Add at least 4 Honors designated courses to catalog
- Increase faculty participation
- Compton College Honors Research Symposium
- Complete first year Program Assessment

Year 2

- Establish Year 2 Research Cohorts
- Grow program to at least 25 students
- Begin regularly offering 30% of IGETC Honors Courses
- Begin preparation for first Honors Transfer Program Completion Ceremony
- Begin Campus Tours – pandemic allowing
- Add at least 6 Honors designated courses to class catalog
- Complete second year Program Assessment

Year 3

- Establish Year 3 Research Cohorts
- Apply for UCLA TAP Membership in Spring Semester
- Begin preparation for second Honors Transfer Program Completion Ceremony
- Grow program to at least 30 students
- Offer 50% of IGETC Honors courses
- Add at least 8 Honors Courses to Catalog
- Complete third year Program Assessment

Year 4

- Open Honors Transfer Center/Office
- Grow program to at least 40 students
- Begin preparation for third Honors Transfer Program Completion Ceremony
- Establish Year 4 Research Cohorts
- Add at least 10 Honors Courses to Catalog
- Reapply for UCLA TAP (if needed)
- Complete fourth year Program Assessment

Year 5

- Establish Year 5 Research Cohort
- Grow program to at least 50 students
- Begin preparation for third Honors Transfer Program Completion Ceremony
- Add at least 10 Honors Courses to Catalog
- Reapply for UCLA TAP (If needed)
- Complete fifth year Program Assessment

This timeline needs to be flexible to meet the changing conditions of the Pandemic and student enrollment.

Appendices

Appendix 1 – Sample 2-Year Pathway

Year 1 – Fall Semester (15-16 Units)	Year 1 – Spring Semester (16 Units)
English 101 (Area 1A)	Astronomy 120H (Area 5A)
Oral Communication (Area 1C)	History 102H (also Area 4A)
Arts and Humanities (Area 3A) *	Critical Thinking (Area 1B)
Library Science 101	Math (Area 2)
Major	Major
Major	
Year 2 – Fall Semester (16-18 Units)	Year 2 – Spring Semester (17 Units)
Ethnic Studies 101 (Area 4B) *	Arts and Humanities (Area 3C)
Biological Science (5B)	Spanish 101H (Area 6)
Arts and Humanities (Area 3B)	Social Science (Area 4C)
Major	Major
Major	Major/Elective
Biological Science Lab (5C)	<i>*Indicates Honors Contract</i>

Sample 2-year Plan with Winter and Summer Sessions

Year 1 – Fall Semester (13 Units)	Year 1 – Spring Semester (13 Units)
English 101 (Area 1A)	Astronomy 120H (Area 5A)
Arts and Humanities (Area 3A) *	Critical Thinking (Area 1B)
Library Science 101	Math (Area 2)
Major	Major
Major	
Year 1 – Winter Session (3 Units)	Year 1 – Summer Session (6 Units)
Oral Communication (Area 1C)	History 102H (Social Science 4A)
	Arts and Humanities (Area 3B)
Year 2 – Fall Semester (13-15 Units)	Year 2 – Spring Semester (14 Units)
Ethnic Studies 101 (Area 4B) *	Arts and Humanities (Area 3C)
Biological Science (5B)	Spanish 101H (Area 6)
Biological Science Lab (5C)	Major
Major	Major/Elective
Major	
Year 2 – Winter Session (3 Units)	
Social Science (Area 4C)	<i>*Indicates Honors Contract</i>

Appendix 2 – Sample 3-, 4-, and 5-Year Pathway

3-Year Sample Pathway

Year 1 – Fall Semester (10 Units)	Year 1 – Spring Semester (9 Units)
English 101 (Area 1A)	Critical Thinking (Area 1B)
Oral Communication (Area 1C)	Ethnic Studies 101 (Area 4A) *
Library Science 101	Major
Major	
Year 1 - Summer Session (3 Units)	
Arts and Humanities (Area 3A)	
Year 2 – Fall Semester (10 Units)	Year 2 – Spring Semester (11 Units)
Math (Area 2)	Arts and Humanities (Area 3B)
History 102H (also Area 4B)	Spanish 101H (Area 6)
Major	Major
Year 2 - Summer Session (4-5 Units)	
Biological Science (5B)	
Biological Science Lab (5C)	
Year 3 – Fall Semester (9 Units)	Year 3 – Spring Semester (9 Units)
Arts and Humanities (Area 3C) *	Astronomy 120H (Area 5A)
Social Science (Area 4C)	Major/Elective
Major	Major
	<i>*Indicates Honors Contract</i>

4-Year Sample Pathway

Year 1 - Fall Semester (7 Units)	Year 1 - Spring Semester (6 Units)
English 101 (Area 1A)	Ethnic Studies 101 (Area 4A) *
Oral Communication (Area 1C)	Critical Thinking (Area 1B)
Library Sciences 101	
Year 1 - Summer Session (6 Units)	
Arts and Humanities (Area 3A)	
Social Sciences (Area 4C)	
Year 2 - Fall Semester (7 Units)	Year 2 - Spring Semester (6 Units)
Math (Area 2)	History 102H (Area 4B)
Major	Major
Year 2 - Summer Session (4-5 Units)	
Biological Sciences (Area 5B)	
Biological Sciences Lab (Area 5C)	
Year 3 - Fall Semester (6 Units)	Year 3 - Spring Semester (8 Units)
Arts and Humanities (Area 3B) *	Spanish 101H
Major	Major
Year 3 - Summer Session (3 Units)	
Arts and Humanities (Area 3C)	
Year 4 - Fall Semester (6 Units)	Year 4 - Spring Semester (6 Units)
Astronomy 120H (Area 5A)	Major
Major	Major

**Indicates Honors Contract*

5-Year Sample Pathway

Year 1 - Fall Semester (7 Units)	Year 1 - Spring Semester (6 Units)
English 101 (Area 1A)	Ethnic Studies 101 (Area 4A) *
Oral Communication (Area 1C)	Critical Thinking (Area 1B)
Library Sciences 101	
Year 2 - Fall Semester (7 Units)	Year 2 - Spring Semester (6 Units)
Math (Area 2)	History 102H (Area 4B)
Major	Major
Year 3 - Fall Semester (6 Units)	Year 3 - Spring Semester (8 Units)
Arts and Humanities (Area 3A) *	Spanish 101H
Major	Major
Year 4 - Fall Semester (6 Units)	Year 4 - Spring Semester (6 Units)
Astronomy 120H (Area 5A)	Arts and Humanities (Area 3B)
Major	Major
Year 5 - Fall Semester (6 Units)	Year 5 - Spring Semester (6-8 Units)
Arts and Humanities (Area 3C)	Social Sciences (Area 4C)
Major	Biological Sciences (Area 5B)
	Biological Sciences (Area 5C)

**Indicates Honors Contract*

Appendix 3 – IGETC Certified Honors Courses

Area 1 – English Communication

1A English Composition

1. English 101H

1B Critical Thinking

2. English 103H
3. Philosophy 105H

Area 2 – Mathematical Concepts and Quantitative Reasoning

4. Math 150H

Area 3 – Arts and Humanities

5. English 102H
6. History 101H
7. History 102H
8. History 122H
9. Philosophy 101H

Area 4 – Social and Behavioral Sciences

10. Economics 101H
 11. Geography 105H
 12. Political Science 101H
 13. Political Science 110H
 14. Psychology 101H
 15. Sociology 101H
- History 101H, 102H, 122H (already counted in total, can be used for both Area 3 & 4.)

Area 5 – Physical and Biological Sciences

5A – Physical Science

16. Astronomy 120H
17. Astronomy 125H
18. Chemistry 104H

5B – Biological Science

19. Biology 100H
20. Biology 101H

Area 6 – Language Other than English (UC Requirement)

21. Spanish 101H

**TRANSFER ALLIANCE PROGRAM (TAP)
CRITERIA FOR TAP MEMBERSHIP**

*Approved 09/30/2013
Updated 11/08/2013*

I. Structure and Administrative Support

1. Evidence of support from Community College President that TAP affiliation is desired and will be supported administratively.
2. Two primary positions are required for TAP affiliation – faculty member to serve as program Coordinator/Director and at least one Counselor to provide counseling and student support. These roles are separate and distinct and may not be assigned to the same individual.
3. Faculty Coordinator to oversee the program, be a liaison to UCLA, and serve as member of the UCLA TAP Council. If this is not a primary institutional role of the incumbent, reassigned time or overload pay for serving as Director/Coordinator should be provided.
4. Organized structure of the Honors/Scholars Program that reports to an academic dean or vice president having official representation on college governance committees.
5. Organized Honors/Scholars advisory or policy-making group composed of faculty, students and administrators.
6. On-campus location for the Honors/Scholars office, clerical support and access to space for students in program.
7. A plan for program assessment and accountability.

II. Academic Standards

1. Establish student performance criteria (entrance, maintenance and completion requirements).
2. Completion of a minimum of 15 UC transferable semester units Honors/Scholars Program coursework (same as the Honors Transfer Council of California and the National Collegiate Honors Council).
3. Type of offerings can be Honors/Scholars courses, contract Honors/Scholars, or combinations.
4. Breadth of Honors/Scholars course offerings (IGETC, preparation for major) and guarantee that courses necessary for transfer to UCLA will be offered regularly.
5. Course enrichment including but not limited to research opportunities, reading and writing assignments, analysis and critical thinking and use of technology.

**TRANSFER ALLIANCE PROGRAM (TAP)
CRITERIA FOR TAP MEMBERSHIP**

Approved 09/30/2013

Updated 11/08/2013

6. The honors curriculum should offer faculty an opportunity to try experimental pedagogies and should offer students the opportunity for hands-on educational experiences.

III. Student Recruitment and Services

1. Designated counselor(s)/advisor(s) for Honors/Scholars students who will be knowledgeable about TAP, UCLA and UC transfer admission requirements and who will participate in the TAP Council meetings and initiatives and the Advisory Committee or policy making group. If this is not a primary institutional role of the incumbent(s), reassigned time or overload pay for serving as Counselor/Advisor should be provided.
2. Evidence of efforts to encourage participation of historically underrepresented students in the program.
3. Development of effective means of communication among students, faculty and counselor(s)/advisor(s) so that information about the program and its activities is disseminated.
4. Developing opportunities and access for non-traditional (part-time, returning, older) students to become involved in TAP.

IV. UCLA Responsibilities

1. Provide specific information as to what UCLA can offer TAP schools (brochures, agreements, training meetings, etc.)
2. Distribute information about available scholarships for transfer TAP students. Notify TAP colleges of scholarship winners.
3. Provide college-specific data on admission, registration, completion of degree, and GPA of TAP students who apply to UCLA and enroll.
4. Guaranteed priority consideration for certified TAP transfer applicants.
5. Assist TAP colleges with recruitment presentations
6. Provide UCLA library cards to TAP students.