UCA Honors College
Strategic Plan
(Updated December 2010)

Submitted by
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UCA Honors College Strategic Plan

Preface

This document presents an update of the UCA Honors College Strategic Plan, aimed at mapping systematic assessment onto the founding narrative of the UCA Honors College. The mission of the UCA Honors College is more than a quarter century old, the initial assessment plan less than half that old, and the first strategic thinking initiative less than half the age of the latter. The new plan links these elements more tightly than ever.

This first step was undertaken by administrative faculty and professional staff over the summer months of 2009. During the 2009 Fall Semester Honors faculty and staff reviewed the proposal and made modifications, and in the 2010 Spring Semester Honors student representatives are studying this proposal and may modify it further. We are implementing the updated strategic plan for the entering freshman class of Fall, 2010.

There are several reasons for this effort now. First, the decennial accreditation review by the Higher Learning Commission scheduled for this academic year prompts us to take stock of where we have been and where we are headed.

Second, fiscal constraints mean that all good ideas cannot be funded; instead, we must choose among the good ideas, emphasizing what is most important, and this requires a systematic strategy and an annual accounting of the effectiveness of our choices.

The third reason requires a more extensive explanation. Honors colleges differ in two critical ways from disciplinary departments.

(1) Higher education divides undergraduates into interest groups whose members have varying levels of ability. Departments use their curricula to prepare undergraduate students for participation in the profession(s) associated with its discipline(s). Central to the certification of preparedness are standards of accomplishment—a minimum level is established above which students earn degrees. Those with low ability or motivation either improve performance and rise above the minimum level for certification or they are not retained.

Mission statements and resources in departments are therefore structured primarily to promote professional development of faculty, in order to have them contribute to their field and keep abreast of its developments so they can embody its standards of accomplishment as models for undergraduates. Assessment plans aim to measure how effectively faculty development proceeds from year to year. For undergraduate students, it seeks to measure their understanding of disciplinary content transmitted by lecturers, texts, and exercises.

In contrast, honors colleges divide undergraduates into ability groups, admitting those who share characteristics demarcating high ability and motivation but who can vary widely in aspired-to professional interests. Honors colleges develop students' scholarly capacities to

prepare them to lead and participate in communities of residence (civic polities), interest (professional and employment hierarchies), and value (diffuse references groups with shared morals that guide social action). Expectations of accomplishment are both higher (given the aptitudes students bring to honors settings) and more diffuse (given the arenas of participation that are broader than the professional one).

Mission statements and resources in honors colleges are structured primarily to promote student development; development here has two meanings—the curriculum is designed to foster developmental change in student performance and accomplishment from freshman through senior years, and student development also refers to goals for the entire person aimed at growing incrementally capacities in scholarship, leadership, and citizenship. An honors curriculum engages students by having them employ scholarly devices to undertake moral reflection that, in turn, expresses itself in professional leadership and community action. Honors classroom practices are therefore writing- and speaking-intensive; more likely to involve projects, student collaboration, and service learning; and less likely to locate authority solely in the voice of a lecturer whose centrality is justified by disciplinary expertise.

Assessment must begin by measuring the effectiveness of the process by which students come to be in an honors setting, in contrast to most academic departments (that do not recruit or have admissions programs). Next, measures must be defined that assess students' skill sets in scholarship, leadership, and citizenship, apart from knowledge of specific content, since honors colleges are transdisciplinary. Furthermore, if the connection among these three capacities is to be undertaken through student engagement in sites beyond the classroom, assessment must measure programming located in broader living-learning environments.

(2) Disciplinary departments typically devote 80% or more of their budgets to personnel. With few exceptions, most salaries are for faculty since few staff members are needed for out-of-classroom programming. Remaining budget lines that are mission-critical are faculty travel for professional development, office supplies, and office and information technology.

In contrast, honors colleges typically devote 50%-80% of their budgets to students. The lion's share is scholarships; they are used to recruit and retain student talent in the same way that departmental salaries are used to recruit and retain faculty talent. A much smaller share funds study abroad and internships for student development and out-of-classroom programming in the living-learning environment. Only when drilling down past student funds to accounts specifically for personnel, programming, and supplies does an honors college budget with core faculty look similar to that of academic departments; that smaller portion of the budget has 80% or more of its funding devoted to salaries, except that a greater number of staff members are needed to carry out honors-specific, mission-critical objectives.

Strategic planning, assessment, and budgeting processes in higher education take for granted an academic department as the default case. It is important for honors colleges to identify clearly the ways they differ and to communicate those differences to specific audiences, namely,

- Their own faculty, staff and students
- Their university administrations
- Other academic departments and colleges
- Non-academic, administrative units with which they partner (e.g., admissions, housing, scholarships, student affairs, development, alumni affairs)
- Prospective faculty (instructors and thesis advisors)
- Prospective students and their parents
- Alumni and prospective donors

The strategic plan for the UCA Honors College reveals what has become, in its nearly thirty-year history, a complex enterprise, comprised of many programs, practices, and processes. The five central goals, enrollment and membership, engagement, scholarship, leadership, and citizenship, are directly derived from the mission statement. The remaining structure of the plan elaborates the goals and specifies actions to achieve and measure outcomes that lead to periodic assessments in determining whether and how well goals are being met. To aid members of the various audiences bulleted above, a glossary precedes the plan's outline.

Glossary of terms used in the Strategic Plan below

Ambassadors: An organization of current Honors students, selected by application, who aid the recruiting process by contacting applicants, assisting in campus visits and I-Squared Days, and visiting high schools.

Co-Curricular Events: The Honors College stages a variety of academic events, including High Tables (an occasional lecture series), Challenge Week (a themed series of public presentations on a current-issues topic, convened periodically), Soapboxes (student presentations), and Free School (faculty-run, short, non-credit courses with voluntary, free enrollment).

Core faculty: The Honors College has a faculty of eight with full-time appointments. One (the dean) is a full professor; two are tenured and hold the rank of associate professor; two are assistant professors in the tenure probationary period; one position is vacant (filled by a visiting faculty member); one is a non-tenure track Lecturer II.

HCIS: Honors College Information System, a MySQLdatabase with highly customized applications and functionality that tracks Honors students from their online applications to their Alumni Association participation.

HCOL: Honors College OnLine, an online community built with open-source vBulletin software, comprising virtual "space" for class, social, and organizational activities.

Honors Center Society: The student organization comprised of students currently active in the Honors Program and Honors College.

Honors Program: The first two years of the Honors curriculum, consisting of an interdisciplinary core integrated with the general education program.

Honors College: Students accepted into the Honors Interdisciplinary Studies minor form the Honors College and complete a minor curriculum of seminars, thesis research, and thesis writing.

Honors College Village: Farris and New Halls, along with the courtyard between the two.

Honors Council: Elected representatives of the Honors Center Society.

I-Squared Day: Short for Inform and Interview Day, a full day on-campus orientation and evaluation of high school applicants who have passed the first application screening. Morning sessions orient applicants and their families to Honors values and practices. In the afternoon, students attend a half-hour presentation connected to a text they read and wrote about in their applications; write a response to the presentation; and discuss its ideas and implications in groups of three to five students with a faculty member. Their performance in writing and discussion is evaluated as part of the final selection of the incoming freshman class.

Mentors: Students in the Program and College, selected by application, who reside with the freshman cohort and provide living/learning programming to them.

Pedagogical Associates: Honors College students, selected by application, who act as teaching assistants in the freshman seminars.

SOAR: Summer Orientation And Registration. The Office of Student Orientation holds several SOAR programs each June. Since 2006, the Honors College has partnered with that office to reserve at least one session for incoming Honors students. Incoming students participate in a combination of traditional SOAR activities led by the Student Orientation Staff, and specially-designed activities led by the Honors administration and staff.

Vino: The Honors College newsletter, which in its most recent form was a semiannual, glossy, student-produced newsmagazine. Current plans envision its transformation into an online news source or journal.

Strategic Plan for the UCA Honors College

Vision, Core Values, and Mission of the UCA Honors College

- Vision
  Distinction in Undergraduate Scholarship, Dedication in Citizenship, and Integrity in Leadership.

- Core Values
  The Honors College is a community of learners that values unfettered investigation of the world about us, free interchange of ideas with disparate people and perspectives, and enthusiastic cooperation to build safe, healthy, and restorative environments. Through interdisciplinary research and teaching, we seek to test ourselves and our ideas in the public square, embracing as partners others encountered in the same quest.

- Mission Statement
  The Honors College serves UCA by recruiting academically talented and motivated students to campus and engaging them through enhanced educational opportunities in a living/learning environment designed to develop their capacities as citizen-scholars. Three aspects of student development are highlighted: (1) scholarship—learning the arts of inquiry and conversation that culminate in structured academic research, academic writing and oral presentation; (2) leadership—practicing the organizational skills of collaboration, planning and assessment, and the personal skills of self-discipline and task management that culminate in the capacity to guide or direct group-based work; and (3) citizenship—understanding the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship and leadership capacities.

Structure of the Strategic Plan
- Goal
- Strategy (over-arching pattern of decisions; determination of methods to be used to attain goal)
- Objective (individual aspects of goal)
  - Measure of success (how to know if you've done it – numbers and dates)
  - Program/Process impacted (legacy or new)
  - Action items (specific tasks to be performed)
  - Assessment (data collection techniques that will allow success to be measured)

Goals

1. Enrollment and Membership: Attract highly able and motivated students to the University; identify potential citizen-scholars from among those seeking admission to

the program; secure a commitment from selected students to join our community; orient them to Honors values and practices; guide them through Program and College matriculation

1. Strategies:
    1. involve all segments of the Honors College community
    2. be highly selective
    3. communicate and model Honors College values
2. Objectives
    1. Select and admit incoming freshman class through highly selective recruiting processes
        ü Measures of success
        A. starting in recruiting year 2011, have contact with eligible high school students at the rate of ten times the number of available openings by December 31
            o Assessment: count individuals to whom mailings are sent, have ambassadors provide numbers of students seen on visits, count unique visitors to Prospective Students page on website, count student visits to Honors Center, count contacts at college fairs (total on January 5)
            o Programs, processes, and practices impacted
                • Ambassadors
                • Outreach to high schools
                • Partnerships with admissions and scholarship office
                • Website
                • Brochure
                • Mailings to ACT list, Governor's School, etc.
                • Mailings to students who take AP Exams
                • Mailings to award recipients of National Council of Teachers of English
                • Develop interest in Honors in select students before their senior year
                • UCA recruiting days (Bear Facts, Presidents Scholars Day)
        B. starting in recruiting year 2011, have completed applications at three times the number of openings by the February 15 priority deadline
            o Assessment: count number of completed applications on February 16
            o Programs, processes, and practices impacted
                • Honors College Scholarship
                • Private room upgrade scholarship

- Ambassadors
- Website

C. starting in recruiting year 2011, 10% of completed applications are from minority students by the February 15 priority deadline
- Assessment: count number of applications specifying non-white ethnicity on February 16
- Programs, processes, and practices impacted
  - Honors College Scholarship
  - Private room upgrade scholarship
  - Ambassadors
  - Website
  - Partnerships with Minority Services and Admissions

D. starting in recruiting year 2011, interview qualified applicants at the rate of two times the number of openings at I-Squared Days by March 31
- Assessment: count number of students who complete I-Squared Day activities, totaling all high school I^2 Days in a single recruiting year that take place by March 31
- Programs, processes, and practices impacted
  - new practice needed to quantify qualification for invitation
  - I-Squared
  - Enrollment management (match number of incoming freshmen to available resources)

E. starting in recruiting year 2011, 100% of accepted students have highest qualitative evaluation and have rubric scores in the highest range
- Assessment: measure percentage of acceptances given to rubric scores in determined range and with highest qualitative evaluation (May 1)
- Programs, processes, and practices impacted
  - I-Squared
  - new norming training for faculty evaluators
  - re-evaluated and tuned rubric

F. starting in recruiting year 2011, have incoming freshman class in place by May 1
- Assessment: Count number of slots that remain unfilled on May 1, count number of commitments that fall through after May 1 resulting in offers to alternates

- o Programs, processes, and practices impacted
  - I-Squared
  - Correspondence and personal contact to communicate acceptance and verify membership
- ü Action items:
  - A. Revise and norm primary application evaluation rubric (February 15, 2010)
  - B. Revise recommendation form to get more quantitative data (February 15, 2010)
  - C. Create evaluation process that involves faculty in the decision of who to invite to I-Squared (February 15, 2010)
  - D. Create new application evaluation rubric for re-applicants (February 15, 2010)
  - E. Quantify decision-making process for extending I-Squared invitation by (January 15, 2010)
  - F. Devise coordinated plan to increase number of applicants, e.g., increase contact with AP instructors in targeted high schools by (September 1, 2010)
  - G. Coordinate with Minority Services and Admissions to identify qualified minority applicants and facilitate application (October 1, 2010)
  - H. Create timeline for ambassador contacts (e.g., e-mailing incomplete applicants, high school visits) (September 15, 2010)
  - I. Create timeline and contact plan for making offers and verifying commitments from invited incoming students (March 1, 2010)

2. Retain students through orientation, advising, and scholarships
   - ü Measures of success:
     - A. 85% of incoming students attend either the Honors SOAR or another SOAR session by summer 2010
       - o Assessment: Calculate percentage of incoming class that attends a SOAR session (July 1)
       - o Programs, processes, and practices impacted
         - Honors SOAR
         - Honors participation in non-Honors SOAR
     - B. Incoming students not attending SOAR will attend a scheduled Honors group orientation meeting and have advising appointments grouped on a single afternoon by summer 2011
       - o Assessment: evaluate success in devising new program and obtaining cooperation from advising on grouped appointments, count number of

incoming students who attend new non-SOAR orientation meeting (July 1)

- o Programs, processes, and practices impacted
    - new orientation meeting

C. 95% of Track 1 students continue into second semester, starting with incoming class of 2010
- o Assessment: Track freshman retention between first and second semesters, count and record circumstances for students not retained (11th day of class, spring semester)
- o Programs, processes, and practices impacted
    - I-Squared Day
    - new first-semester advising process
    - Honors College Scholarship
    - Gen-Ed integration

D. 90% of Track 1 students are retained into sophomore year, starting with incoming class of 2010
- o Assessment: Track retention into second year, count and record circumstances for students not retained (11th day of fall semester)
- o Programs, processes, and practices impacted
    - I-Squared Day
    - new first-semester advising process
    - Honors College Scholarships
    - Additional scholarship support
    - Gen-Ed integration

E. matriculate 90% of Track 2 students into Honors College, starting with Track 2 class of 2011
- o Assessment: Monitor Track 2 students' retention into the minor, count and record circumstances for students not retained (11th day of fall semester)
- o Programs, processes, and practices impacted
    - new first-semester advising process
    - new fourth-semester advising process
    - Additional scholarship support
    - Sophomore orientation (currently Nuts & Bolts, possibly revised process)
    - Sophomore lectures (to be moved to Introductory Seminar to Interdisciplinary Studies)

F. matriculate 80% of Track 1 students into Honors College, starting with incoming class of 2010

- Assessment: Track retention into minor year, count and record circumstances for students not retained (11th day of fall semester)
- Programs, processes, and practices impacted
  - new fourth-semester advising process
  - Honors College Scholarships
  - Additional scholarship support
  - Sophomore orientation (currently Nuts & Bolts, possibly revised process)
  - Sophomore lectures (to be moved to Introductory Seminar to Interdisciplinary Studies)

G. graduate 70% of Track 1 students within five years of entry, starting with incoming class of 2010
- Assessment: Track individual students to determine graduation rate for Track 1 cohort (May 2015)
- Programs, processes, and practices impacted
  - Honors College Scholarships
  - Additional scholarship support
  - Graduating Student Orientation
  - new senior-seminar advising process
  - Independent study/special topics for retention purposes

H. Graduate 80% of Track 2 students within four years of entry, starting with Track 2 class of 2011
- Assessment: Track individual students to determine graduation rate for Track 2 cohort (May 2015)
- Programs, processes, and practices impacted
  - Additional scholarship support
  - Graduating Student Orientation
  - new senior-seminar advising process
  - Independent study/special topics for retention purposes

I. develop system for faculty advising of students at critical points (first semester, capstone program course, capstone College course) by fall 2010 (idea: advising group = Core I small group; begin process with PPP)
- Assessment: evaluate success in inaugurating new program (spring 2010)
- Programs, processes, and practices impacted

- Current advising practice (to be superseded by new process)
- new set of advising practices as described above

J. obtain scholarship funding to raise tuition support in Honors College scholarship to 16 credit hours per fall/spring semester by academic year 2012
   o Assessment: evaluate success in obtaining said funding (fall 2012)
   o Programs, processes, and practices impacted
      - Honors College Scholarship
      - Partnership with scholarship office

K. beginning with graduating class of May 2011, 80% of students who seek immediate admission into graduate or professional institutions successfully enroll within one year of graduation
   o Assessment: Obtain information about graduate school planning from graduation planning form, track individual student outcomes (May 2012)
   o Programs, processes, and practices impacted
      - new advising processes
      - Letters of recommendation
      - Graduate planning workshops
      - new alumni contact and data collection process

ü Action items:
   A. Organize non-SOAR registration appointments to allow for new orientation meeting (April 1, 2010)
   B. Create program for new orientation meeting for those not participating in SOAR (June 1, 2010)
   C. Eliminate December I-Squared admissions process; all on-campus students enter through May I-Squared admissions process (May 15, 2011)
   D. Create system to assign advisees to faculty (reflected in Core I small group assignments for incoming students) (June 1, 2010)
   E. Create expectations and tracking procedures to deliver advising to students (August 1, 2010)
      o First year
      o Second year
      o Track 2
      o Minor
      o Graduation

F. Train faculty to advise students (August 15, 2010)
G. Obtain appropriate Banner and ARGOS permissions for faculty advisers (August 15, 2010)
H. Integrate sophomore orientation and lecture into new Introductory Seminar in Interdisciplinary Studies (January 5, 2011)
I. Develop improved tracking and data collection related to alumni outcomes (May 1, 2011)
J. Track changes in majors and failure of particular majors to persist to determine if preference needs to be given to particular majors at the time of admission (February 15, 2011)

3. Manage enrollment and celebrate community membership
   ü Measures of success:
      A. Transition to and maintain an enrollment of 235-140 students
         o Programs, processes, and practices impacted
            • Enrollment management (match number of incoming freshmen to available resources)
            • On-campus recruiting
            • On-campus I-Squared
      B. Promote the reputation of the Honors College by generating at least one press release per week during fall and spring semesters celebrating the accomplishments of members of the Honors community starting in fall 2010
         o Assessment: track release dates of press release prepared, publication dates of stories published (December 15, May 15)
         o Programs, processes, and practices impacted
            • Press releases on student accomplishment
      C. Hold at least one event during the academic year for each cohort that expresses and celebrates Honors program and college membership, and one event annually that gathers the entire Honors extended community
         o Assessment: evaluate success at staging at least one event per cohort per year and one full-membership event (May 15)
         o Programs, processes, and practices impacted
            • Fall retreat
            • Spring lock-in

- Sophomore Orientation Saturday
- new Introductory Seminar to Interdisciplinary Studies
- new Core II
- Core I
- Rising Scholars Banquet
- Senior banquet
- Family Day (rename to Family Picnic?)
- Alumni reunion
- Alumni Association
- Core faculty
- Traded faculty

ü Action items:

A. Train staff and create press contacts for publicizing Honors community members' accomplishments (August 15, 2010)

B. Revise sophomore cohort event to reflect new curricular timing and location of sophomore matriculation (January 5, 2011)

C. Establish connection between spring lock-in and new freshman curriculum (January 5, 2011)

D. Review medallions and paperweights as gifts to graduates and recognition at commencement (November 15, 2010)

4. Develop internal and external resources to support recruiting, retention, and educational enhancements.

ü Measures of success:

A. Create Dean's Advisory Council to facilitate development and fundraising by Fall 2011

B. Estimate funding requirements for specific strategic priorities by Fall 2010

C. Set fundraising goals based on strategic priorities by Fall 2010

ü Assessment: evaluate success of establishing Dean's Advisory Council (September 1, 2011), evaluate success of development officer position in Foundation (September 1, 2010), establish baselines for funding levels and fundraising targets (July 1, 2011)

ü Action items:

A. Identify and approach potential Dean's Advisory Council members (May 15, 2011)

B. Review and revise spending allocations based on strategic priorities (July 1, 2010)

2. Engagement: integrating students into a living-learning community where enhanced educational opportunities are made available, developing citizen-scholar capacities -- whole student development rather than disciplinary development -- connecting and allowing infiltration of social/personal activities with academic activities, and vice versa (leadership)
    1. Strategies
        1. collaboration with student services and residence life
        2. connecting residential and academic spaces and processes
        3. identification as citizen-scholar
    2. Objectives
        1. Utilize residential space to target engagement activities at specific student populations
            ü Measures of success:
                A. promote understanding of diversity through visible endorsement of, sponsorship of, and/or participation in at least one program in the residence halls per semester
                    o Assessment: evaluate success at sponsorship, endorsement, and/or participation in Residential Life diversity programming (Dec. 1, May 1)
                    o Programs, processes, and practices impacted
                        • Partnership with housing (RAs)
                        • High Tables
                        • Soapboxes
                        • Free School
                        • Mentors
            ü Action items:
                A. Obtain RA program schedule and decide on sponsorships (August 1, 2010)
                B. Devise engagement strategy targeting students in the minor (possibly involving or affecting staff reorganization) (August 1, 2010)
        2. Utilize online resources to enhance faculty-student and peer-to-peer interaction
            ü Measures of success:
                A. 75% of Honors Program students will log in to HCOL each week during the academic year
                    o Assessment: count unique logins by users classified as Honors Freshman and Honors Sophomore weekly (ongoing beginning January 2010)
                    o Programs, processes, and practices impacted
                        • HCOL
                        • HCIS
                        • Laptop requirement in Core I/Introductory Seminar to Interdisciplinary Studies

- Forum computers
- Core I
- Introductory Seminar to Interdisciplinary Studies
- eReader
- Virtual Classrooms
- HCOL moderators
- new online Vino/publications

B. 50% of Honors College students will log in to HCOL each week during the academic year
  - Assessment: count unique logins by users classified as Honors College and Honors Senior weekly (ongoing beginning January 2010)
  - Programs, processes, and practices impacted
    - HCOL
    - HCIS
    - Forum computers
    - eReader
    - Virtual Classrooms
    - HCOL moderators
    - new online Vino/publications

C. each Honors core faculty member will log into HCOL at least once per week during the academic year starting fall 2010
  - Assessment: count unique logins by users classified as Honors Faculty weekly (ongoing beginning Fall 2010)
  - Programs, processes, and practices impacted
    - Core faculty
    - HCOL
    - Virtual Classrooms

ü Action items:
  A. Create report showing number of unique user logins by community segment that can be updated weekly (August 15, 2010)
  B. Monitor HCOL usage by community segments in order to establish baselines and adjust measures of success (December 15, 2010)
  C. Explore HCOL features that might be developed to draw diverse segments of the community to the site (May 1, 2011)

3. Foster student involvement in co-curricular activities
  ü Measures of success:

A. 80% of students attend at least one Honors-sponsored co-curricular event each semester
   o Assessment: take attendance at all co-curricular events, analyze data to determine percentage of students attending
   o Programs, processes, and practices impacted
      - High Tables
      - Challenge Week
      - Soapboxes
      - Mentors
      - Honors Council
      - Issues in the Public Square
      - Co-sponsorship of campus speakers/programs
B. reinvent Vino as online publication to launch by fall 2010
   o evaluate success at having Vino published online (Dec. 1, 2010)
   o Programs, processes, and practices impacted
      - HCOL/Website
      - new online Vino/publications
C. each core faculty member supports through his or her attendance at least two events sponsored by Honors held in the residence halls per semester beginning Fall 2010
   o Assessment: take attendance at all co-curricular events, analyze data to measure whether individual faculty members attended at least two residence hall events (Dec. 15, 2010)
   o Programs, processes, and practices impacted
      - Core faculty
      - High Tables
      - Challenge Week
      - Soapboxes
      - Mentors
      - Honors Council
      - Issues in the Public Square

ü Action items:
   A. Hold discussions with stakeholders and acquire technical tools to move Vino to electronic form (May 1, 2010)
   B. Develop sustainable system for tracking student and faculty attendance at events (August 15, 2010)
   C. Devise consistent strategy for scheduling, maintaining calendars, and publicizing events/news from all originators (e.g., Twitter aggregator on HCOL) (August 15, 2010)

4. Encourage student-faculty interaction beyond the classroom
    ü Measures of success:
        A. each core faculty member posts a schedule with at least 2 office hours per week per Honors class beginning Fall 2010
            o Assessment: determine whether schedule is posted and whether at least two office hours per week per Honors class are being held (ongoing, beginning Aug. 15, 2010)
            o Programs, processes, and practices impacted
                • Core faculty
                • HCOL/Website
        B. at least one of the faculty member's weekly office hours will be held in the residence halls beginning Fall 2010
            o Assessment: determine whether posted schedule advertises at least one hour per week in Honors College Village (ongoing, beginning Aug. 15, 2010); Evaluate through faculty self-report success in having held one hour per week in Honors Village (ongoing, beginning Dec. 15, 2010)
            o Programs, processes, and practices impacted
                • Honors College Village with academic space
                • Core faculty
        C. move Ethnography Lab equipment to space in McAlister Hall in September 2009
            o Assessment: evaluate success at finding alternate location for Ethnography Lab equipment; Programs, processes, and practices impacted
                • Honors College Village with academic space
                • Core faculty
    ü Action items:
        A. Move Ethnography Lab to McAlister Hall and review staffing/checkout procedures (May 1, 2010)
        B. Monitor faculty availability to students through posted office hours (ongoing beginning August 15, 2010)
3. Scholarship : arts of inquiry, communication, collaboration (all to be elaborated below); connected interdisciplinary contextual processes as enhancements of disciplinary processes in terms of situating fields of knowledge, translating technical work for public understanding, and engaging with personal characteristics and history in terms of scholarly understanding; developmental and directed toward culminating scholarly production
        1. Strategy
        1. interdisciplinarity
        2. four-year developmental curriculum with culminating activities
        3. student-centered

2. Objectives:
1. Emphasize progressive development of skills in Honors Program courses, culminating in capstone course that provides transition into minor research.
    1. Freshman
        ü Measures of success:
            A. writing assignments occur at least once a week
            B. emphasize self-discovery in at least 25% of writing assignments
            C. introduce library research methods and require their use in at least one writing assignment
            D. at least one major paper of 1000 words or more
            E. incorporate peer review into at least one writing assignment
            F. require revision of at least one major writing assignment
            G. texts and topics will arise from at least two distinct disciplines in the Humanities (Core I) or Behavioral and Social Sciences (Core II)
            H. Core I courses share a common syllabus and feature team-teaching and large-group activities in up to 40% of class time
            I. 60% of in-class activities will involve discussion or experiential learning
            J. student-teacher ratio of 15-1
            o Assessment: syllabus review to determine whether these elements are present (August 1, January 5), measure student-teacher ratio (5th day of each semester, after completion of drop/add), norming review of selected writing across sections of team-taught course (November 15)
            o Programs, processes, and practices impacted
                • Pedagogy
                • Core I
                • new Core II
                • new freshman advising process
                • Professors, Pizza and Pie
                • Fall retreat writing workshop
                • Summer reader
                • Lock-in
                • Winter reader
                • eReader
                • HCOL

- HCIS
- Mentor writing workshops
- PAs
- Borrowed faculty
- Adjunct faculty
- Core faculty
- Welcome Week Core I meeting
- Fall retreat speaker

ü Action items:
   A. Revise Core I to reflect stand-alone team-taught status (August 1, 2010)
   B. Include seminar-style Core II curriculum guidelines, based on strategic measures of success, in Honors College Faculty Handbook (August 1, 2010)
   C. Explore norming processes for reviewing student writing in Honors Core I (May 1, 2011)

2. Sophomore
   ü Measures of success:
      A. writing assignments occur at least once a week
      B. emphasize critical self-reflection in at least 50% of writing assignments
      C. require library research in at least one writing assignment
      D. at least one major paper of 1500 words or more
      E. incorporate peer review into at least one writing assignment
      F. require revision of at least one major writing assignment
      G. texts and topics will arise from at least two distinct disciplines in Behavioral and Social Sciences, Humanities, and World Cultural Traditions (Core III)
      H. at least one assignment requires individual or group presentation
      I. 75% of in-class activities will involve discussion or experiential learning
      J. student-teacher ratio of 15-1
      K. implement capstone course for Honors Program for spring semester of sophomore year focusing on interdisciplinary research in lieu of current Honors Core IV by spring 2012
         a. each student will revisit and/or revise citizen-scholar goals expressed in

admissions essay in Introductory Seminar to Interdisciplinary Studies

b. introduce service learning with at least one required activity in Introductory Seminar to Interdisciplinary Studies

c. introduce Institutional Review Board purpose and processes, and assess student understanding through testing or written assignment

d. review and discuss Honors pedagogy and purpose through at least one assignment based on The Challenge and The Lively Experiment

e. culminate research topic development in Introductory Seminar to Interdisciplinary Studies with Sophomore Lecture

f. preliminary tutorial contract filed for each matriculating student

g. preliminary research proposal completed for each matriculating student

- Assessment: syllabus review to determine whether these elements are present (August 1, January 5), measure student-teacher ratio (5th day of each semester, after completion of drop/add), norming review of student writing in ISIS (April 15)

- Programs, processes, and practices impacted
  - Pedagogy
  - Core III
  - new Introductory Seminar in Interdisciplinary Studies
  - new sophomore advising process
  - Core faculty
  - Traded faculty
  - Adjunct faculty
  - Sophomore lectures
  - PAs
  - old Sophomore orientation process
  - Oxford tutorial (tutorial contract)
  - National scholarship grooming
  - Grants for study abroad
  - Research support grants
  - Tutorial and thesis adviser relationships
  - Service learning

- partnership with Institutional Review Board
- HCOL
- HCIS
- eReader

ü Action items:

A. Create fourth-semester interdisciplinary research methods course as Program capstone (January 5, 2012)

B. Clarify coordinator positions and responsibilities for Core I and fourth-semester interdisciplinary research methods course (May 1, 2010)

C. Coordinate new IRB requirement with Sponsored Programs personnel (January 5, 2012)

D. Integrate tutorial/thesis contracts with database to initiate adviser verification, certification, and tracking processes (May 1, 2010)

E. Obtain approval for Introductory Seminar in Interdisciplinary Studies (ISIS) from appropriate committees (August 1, 2011)

F. Explore norming processes for reviewing student writing in ISIS (May 15, 2012)

2. Emphasize mastery of skills while bringing together citizenship and scholarship in Honors minor.

   1. Minor seminars

   ü Measures of success:

   A. writing assignments occur at least once a week

   B. emphasize critical self-reflection in at least 50% of writing assignments

   C. require library research in at least one writing assignment

   D. at least one major paper of 2000 words or more

   E. incorporate peer review into at least one writing assignment

   F. require revision of at least one major writing assignment

   G. texts and topics will arise from at least two distinct disciplines

   H. at least one assignment requires individual or group presentation

   I. at least one assignment will require collaboration among students

   J. 90% of scheduled activities will involve discussion, experiential learning, or service learning

   K. student-teacher ratio of 12-1

- o Assessment: syllabus review to determine whether these elements are present (August 1, January 5), measure student-teacher ratio (5th day of each semester, after completion of drop/add), norming review of service learning reflection assignment in Senior Seminar (November 30, April 30)
- o Programs, processes, and practices impacted
  - Pedagogy
  - Junior Seminars
  - Senior Seminars
  - new senior advising process
  - Core faculty
  - Borrowed faculty
  - Adjunct faculty
  - HCOL
  - HCIS
  - eReader
  - Service learning
  - new senior seminar service learning requirement
  - Special topics/independent studies
- ü Action items:
  - A. Include new curriculum guidelines for junior and senior seminars, based on measures of success, in Faculty Handbook (May 1, 2012)
  - B. Explore norming process for shared service learning reflection assignment for Senior Seminar (January 5, 2013)

3. Assist students in seeing research projects through to completion through revamped administrative tracking processes.
  1. Research year
    - ü Measures of success:
      - A. students will meet at least weekly (Tutorial) or semimonthly (Thesis) one-on-one with official adviser
      - B. by mid-term in semester before Thesis semester, finalized research proposal filed for each student
      - C. all students who require IRB approval for research will file applications by the first submission deadline published for that semester
      - D. at the completion of the Tutorial semester or before beginning Thesis semester, all advisors will certify that students have completed their research

phase or submit a detailed timeline for completing any remaining research

E. 90% of students enrolled in Thesis will meet weekly for thesis writing seminar, with those unable to meet fulfilling online requirements

F. by midterm of Thesis semester, all advisors will certify that students have completed a polished draft of the Senior Thesis Project

G. at least one class assignment requires individual presentation of the Senior Thesis Project with peer review

H. 75% of students will present their Senior Thesis Project in a publicly convened thesis conference, with those unable to do so presenting in separate public performances

I. 80% of Senior Thesis Projects will be certified complete by the members of the thesis committee by the end of the Thesis semester, with 80% of the remaining to be certified by the conclusion of the following (fall or spring) semester

o Assessment: collect and review contracts for all research year students and advisers (May 1, December 1), query all tutorial advisers at the time of the contract about the need for IRB approval (May 1, December 1), collect and review midterm progress reports from advisers and research proposals from tutorial students (midterm), collect and review certifications of research completion and thesis readiness from tutorial advisers (May 1, December 1), count thesis students enrolled in Thesis seminar and online equivalent (11th day of class), review Thesis class syllabus (August 15, January 5), count students presenting at Senior Thesis Conference and those presenting at other times (December 15, May 15), count number of theses certified complete at end of thesis semester while tracking those that are not (December 15, May 15)

o Programs, processes, and practices impacted
  • Pedagogy
  • Oxford Tutorial
  • Thesis class
  • Senior thesis day
  • Tutorial/thesis adviser relationships

- partnership with Institutional Review Board
- Borrowed faculty
- new Introductory Seminar to Interdisciplinary Studies
- new sophomore advising process
- new senior advising process
- HCOL
- HCIS
- eReader

ü Action items:
   A. Create forms/online processes for certifying and tracking tutorial research progress (August 15, 2010)
   B. Devise method of tracking dual (department with Honors addendum) theses in HCIS (August 15, 2010)
   C. Determine certification process for allowing students to enroll in tutorial and thesis, e.g., contract for tutorial, certification of research completion or plan for timely completion of research for thesis (March 1, 2011)
   D. Create position of research year coordinator and clarify responsibilities and tasks (August 1, 2010)
   E. Devise and schedule tutorial/thesis adviser training/orientation to take place each semester (January 5, 2011)
   F. Explore making the second reader role optional for thesis students (September 1, 2010)

4. Enhance curriculum with co-curricular activities and additional resources to support scholarship.
   1. Co-Curricular scholarly activities and support for scholarship
      ü Measures of success:
         A. at least once per semester, respond to community interest by staging a series of connected faculty, student, and outside speaker presentations
         B. sponsor at least one Free School series per semester
         C. foster 100 TAG/URGE grant applications completed in each season
         D. 75% of graduating students have applied for a TAG or URGE during their Honors career
         E. 10 SURF/SILO applications per year

F. 5 applicants for national scholarship programs per year
G. 10 students per year present interdisciplinary work at Honors conferences or undergraduate research conferences
- Programs, processes, and practices impacted
  - Challenge Week
  - High Tables
  - Free school
  - Grants for study abroad
  - Research grants
  - National scholarship grooming
  - Grant application workshops
  - NCHC involvement
  - SRHC involvement
  - Ethnography Lab
  - Co-sponsorship of academic programs initiated by other departments (interdisciplinary)
  - HCOL
- Action items:
  A. Create new Challenge Week paradigm: once per semester, connected series of outside speaker, High Table, and Soapbox (August 1, 2011)
  B. Channel student interest in leading courses into Free School offerings with appropriate recognition (ongoing starting May 1, 2010)
  C. Create evaluation rubric and funding formula for TAG/URGE applications (September 1, 2010)
  D. Monitor TAG/URGE application volume to assess effects of funding changes and establish baseline for measures of success (May 1, 2011)

5. Nurture students' scholarly values through faculty who practice interdisciplinary teaching and research, and are active in service
   1. Core Faculty
      - Measures of Success:
        A. 80% of student evaluations of course quality and teaching effectiveness are in the highest two categories beginning with Fall 2010
        B. Each faculty member undergoes peer evaluation at least once per semester and receives satisfactory or higher on 80% of items beginning Fall 2010

C. Faculty provide yearly evidence of an active research career, for example: submitted at least one paper for presentation at a scholarly conference; for publication in peer-reviewed journal; or be invited to present, serve on panel, or provide a work for publication beginning with calendar year 2011

D. Faculty will share at least annually their current research activities with students in structured co-curricular events, i.e. faculty blog, High Table, Free School beginning Fall 2010

E. Faculty will participate in the life of the Honors community and university by serving on or chairing at least one committee or task force each semester beginning Fall 2010

F. Faculty will provide brief reflections on teaching, research, and service as part of end of year performance and planning forms beginning January 2011

G. Faculty will update curriculum vitae on Honors website yearly beginning Fall 2010

ü Assessment: analysis of student evaluations and peer evaluations (December 15, May 15), faculty performance summaries (February 15), new faculty reflections (February 15)

ü Action Items:

A. Create prompt or form for new faculty reflection on teaching, service, and research to be added to end-of-year performance and planning form (December 15, 2011)

B. Devise timeline and rotation to allow all faculty to undergo peer evaluation of teaching (August 1, 2010)

C. Provide venues for faculty to share research interests with students (September 1, 2010)

D. Explore expectations for faculty grantsmanship (August 1, 2010)

2. Joint Appointments

ü Measures of Success:

A. In partnership with key departments, create a process by which tenured scholars can enjoy a long-term relationship with the Honors College, teaching once per year or once per semester, by Fall 2014.

ü Assessment: evaluate success at institutionalizing joint appointment arrangements (September 1, 2014)

ü Action Item:

    A. Determine interest in and need for joint appointment positions, on the part of the Honors College, departmental faculty, and college/university administrators by Fall 2012.

4. Leadership: provide occasions for practicing organizational skills and personal skills, culminating in occasions to guide and direct group-based work; connecting personal disciplines with vision and initiative on the one hand, and transparency to outside assessment on the other hand; communicating and collaborating in the formation of community

    1. Strategy

        1. project-based learning

        2. developmental involvement in management and teaching

        3. group and community performance/results ("making it real")

    2. Objectives

        1. Foster leadership through active learning.

            ü Measures of success:

            A. 75% of students in Core I and Core II receive class participation grade of A beginning Fall 2010

                o Assessment: calculate percentage of A's received for participation in Core I and Core II, based on faculty report of student grades (ongoing, beginning Dec. 15, 2010)

                o Programs, processes, and practices impacted

                    • Pedagogy

                    • HCIS

                    • Core faculty

                    • PAs (Core I)

                    • TAs (Core II)

                    • Traded faculty

            B. 85% of students in Core III and Introductory Seminar to Interdisciplinary Studies receive class participation grade of A

                o Assessment: calculate percentage of A's received for participation in Core III and Introductory Seminar to Interdisciplinary Studies (ISIS), based on faculty report of student grades (ongoing, beginning Dec. 15, 2010)

                o Programs, processes, and practices impacted

                    • Pedagogy

                    • HCIS

- Core faculty
- PAs (Introductory Seminar to Interdisciplinary Studies)
- TAs (Core III)
- Traded faculty

C. 95% of students in minor seminars receive class participation grade of A
  - Assessment: calculate percentage of A's received for participation in minor seminars, based on faculty report of student grades (ongoing, beginning Dec. 15, 2010)
  - Programs, processes, and practices impacted
    - Pedagogy
    - HCIS
    - Core faculty
    - Traded faculty
    - TAs

ü Action items:
  A. Measure class participation grades at all levels to establish baseline (May 15, 2011)
  B. Mandate the evaluation of class participation as a characteristic of a fully realized Honors course and include in Honors College Faculty Handbook course guidelines (August 1, 2010)

2. Encourage student self-reflection and discipline through academic and career planning.
  ü Measures of success:
    A. by September 2010, develop Honors Program planning form for incoming freshmen to be reviewed in spring of sophomore year or Introductory Seminar to Interdisciplinary Studies
      - Assessment: evaluate success in developing Honors Program planning form (September 1, 2010)
      - Programs, processes, and practices impacted
        - new freshman advising process
        - new Introductory Seminar to Interdisciplinary Studies Course
        - new sophomore advising process
        - HCIS
        - Core faculty
    B. by September 2012, develop Honors College planning form, including personal statement, proposal for fulfilling civic engagement requirement, professional plans and

post-baccalaureate educational goals, for matriculating sophomores, to be reviewed in graduating semester or Senior Seminar

- o Assessment: evaluate success in developing Honors College planning form (September 1, 2012)
- o Programs, processes, and practices impacted
  - new sophomore advising process
  - new Introductory Seminar to Interdisciplinary Studies
  - new senior advising process
  - Senior Seminar
  - HCIS
  - Core faculty
  - National scholarship grooming
  - new civic engagement requirement

C. by September 2014, develop graduation planning form to generate self-reflection and communicate post-baccalaureate plans Programs, processes, and practices impacted

- o Assessment: evaluate success in developing graduation planning form (September 1, 2014)
- o Programs, processes, and practices impacted
  - new senior advising process
  - Senior Seminar
  - HCIS
  - Core faculty
  - New civic engagement requirement

D. develop pre-tutorial artist's or researcher's statement in which students delineate their goals for the thesis project and their hoped-for outcomes (by September 2012)

- o Assessment: evaluate success in developing pre-tutorial artist's or researcher's statement (September 1, 2012)
- o Programs, processes, and practices impacted
  - new Introductory Seminar to Interdisciplinary Studies
  - Core faculty
  - HCIS
  - Oxford tutorial
  - Thesis
  - Tutorial/thesis adviser relationships

ü Action items:

A. Create forms to be filed electronically and tracked in the database (Honors Program planning, Honors College planning, artist/researcher statements, graduation planning), and make them available to appropriate community members (i.e., student, faculty adviser, thesis committee) (rolled out as needed starting August 1, 2010)
B. Develop schedules and deadlines for filing planning forms (August 1, 2010)
C. Incorporate review of forms into advising requirement (rolled out as needed starting August 1, 2010)

3. Provide leadership opportunities for students in organizations integrated into essential community functions
   ü Measures of success:
      A. PA applications for each semester total at least 200% of available spots beginning Fall 2010
         o Assessment: count number of PA applications received and calculate whether applications received totaled 200% or higher (Nov. 1, 2010)
         o Programs, processes, and practices impacted
            • Core I
            • new Introductory Seminar to Interdisciplinary Studies
            • PAs
            • Core faculty
            • HCOL (HCIS app?)
            • Minor seminars
      B. Mentor applications for each year total at least 150% of available spots by Spring 2011
         o Assessment: count number of Mentor applications received and calculate whether applications received totaled 150% or higher (May 1, 2011)
         o Programs, processes, and practices impacted
            • Core I
            • Core II
            • Partnership with Housing
            • Partnership with Undergraduate Studies
            • Mentors
            • HCOL (HCIS app?)
            • Faculty/staff advisor
      C. Ambassador applications for each year total at least 150% of available spots by Spring 2011
         o Assessment: count number of Ambassador applications received and calculate whether

applications received totaled 150% or higher (May 1, 2011)
- o Programs, processes, and practices impacted
    - Partnership with Admissions
    - I-squared process
    - Faculty/staff advisor
    - Outreach to high schools
    - HCOL (HCIS app?)

D. At least two candidates for every position in each regular Honors Council election beginning Spring 2011
- o Assessment: count number of Honors Council candidates and calculate whether number of candidates is two times the number of available positions (May 1, 2011)
- o Programs, processes, and practices impacted
    - Honors Council
    - HCOL/HCIS
    - Faculty/staff advisor

E. Fully accommodate student interest in co-curricular presentations to the extent allowable by each semester's schedule (at least 13* Soapboxes) beginning Fall 2010
- o Assessment: measure number of students who express interest in making co-curricular presentations and evaluate success in accommodating presenters (Dec. 1, 2010)
- o Programs, processes, and practices impacted
    - Soapboxes
    - HCOL
    - Honors College Village
    - Core faculty

F. create task forces involving faculty and students for planning Challenge Week, High Tables, and Soapboxes in time to plan fall 2010 events
- o Assessment: evaluate success in creating task force with appropriate membership (Sep. 1, 2020)
- o Programs, processes, and practices impacted
    - Honors Council
    - Core faculty
    - Staff
    - HCOL
    - Challenge Week
    - High Tables
    - Soapboxes

- Partnerships with other academic units
G. Administration and Honors Council executive committee meet monthly beginning Fall 2010
    o Assessment: determine whether Honors College administration met monthly with Honors Council executive committee on a monthly basis (Dec. 1, 2010)
    o Programs, processes, and practices impacted
        - Honors Council
        - Honors administrators
H. provide appropriate training to student leadership organizations on a semi-annual or annual basis in time to prepare for Fall 2010 semester
    o Assessment: appraise whether student leadership training was developed and carried out at appropriate intervals for each organization (Dec. 1, 2010)
    o Programs, processes, and practices impacted
        - Faculty/staff advisors
        - Mentors
        - Honors Council
        - Ambassadors
        - PAs
ü Action items:
    A. Create application forms in HCIS for PAs, Mentors, Ambassadors that can be reviewed by both applicants and decision-makers and connected to student database files (similar to TAG/URGE and admission applications) (October 1, 2010)
    B. Monitor application volume for student leadership positions and establish baselines for measures of success (May 15, 2011)
    C. Monitor Soapbox requests and schedule to evaluate what full accommodation of student interest entails (May 15, 2011)
    D. Create structures and charges for co-curricular event task forces (August 15, 2010)
    E. Identify training needs and available resources for student leadership organizations (August 1, 2010)
    F. Establish schedule at administrative level for Honors Council executive committee meetings with administration (May 1, 2010)

4. Enrich campus life by fostering membership in and leadership of student organizations by Honors scholars
    ü Measures of success:
        A. 70% of students identify as members of campus or Honors Registered Student Organizations (excluding Honors Center Society) by spring 2010
            o Assessment: analyze student self-reports of RSO membership (April 1, 2010)
            o Programs, processes, and practices impacted
                • HCIS
                • Self-reported periodic student information updates
                • Honors Council
        B. 50% of campus Registered Student Organizations (excluding Honors Center Society) have at least one Honors student as a member by spring 2010
            o Assessment: compare list of campus RSOs to list generated by student self-reporting (April 1, 2010)
            o Programs, processes, and practices impacted
                • HCIS
                • Partnership with Student Affairs
        C. 20%* of campus RSOs (excluding Honors Center Society) have at least one Honors student listed as officer by spring 2010
            o Assessment: analyze lists of RSO officers obtained from Student Activities office (April 1, 2010)
            o Programs, processes, and practices impacted
                • HCIS
                • Partnership with Student Affairs
    ü Action items
        A. Identify RSO membership/leadership data that needs to be self-reported by students and data that can be collected from other campus entities (July 15, 2010)
        B. Schedule RSO membership/leadership data collection (August 15, 2010)
        C. Evaluate RSO membership/leadership data collected in order to establish appropriate baselines for measures of success (May 15, 2011)
5. Citizenship: providing occasions to act publicly in the service of commitments arrived at through scholarly and leadership processes; applying knowledge and skills to the commonweal as directed by personal moral commitments
    1. Strategy
        1. development and articulation of moral commitments

2. developmental involvement in civic service
3. "passing on the gift"
2. Objectives:
    1. Design a citizenship component for the minor curriculum
        ü Measures of success:
            A. develop threshold graduation requirement for demonstrated civic engagement for 2010 incoming freshmen, and process for approving and assessing student activity (80% of civic engagement activities for the first graduating class under this requirement will be in secular settings; 60% of civic engagement activities for the first graduating class under this requirement will take place off campus) by Spring 2012
                o Assessment: evaluate success in putting graduation requirement in place (May 1, 2012), evaluate process for approving and assessing student activity (December 1, 2012)
                o Programs, processes, and practices impacted
                    • new civic engagement requirement
                    • new Introductory Seminar in Interdisciplinary Studies
                    • new sophomore advising process
                    • Sophomore lecture as conceptual link between citizenship and education
                    • HCIS/HCOL
                    • Honors College Village (residence halls separated by program/college)
                    • Partnerships with community organizations
                    • Partnership with campus volunteerism office
            B. require service learning project in senior seminar starting in spring 2011
                o Assessment: review service learning assignments in senior seminar syllabi (December 15, May 15), analyze student evaluations of service learning projects (December 15, May 15)
                o Programs, processes, and practices impacted
                    • Senior Seminar
                    • Service learning
                    • Core faculty
                    • Faculty involvement in service activities (i.e., Livestock, Community Garden, Little Rock Renaissance Wiki)

- new senior advising process
- Partnerships with community organizations
- Partnership with campus volunteerism office

C. 85% of matriculating students will have taken senior seminar; those substituting junior seminar or PA for senior seminar add service project to their coursework
  - Assessment: count number of graduating students who took Senior Seminar (December 1, May 1), confirm with student and instructor of record that students substituting another course for Senior Seminar are including service project in coursework (December 1, May 1)
  - Programs, processes, and practices impacted
    - Senior Seminar
    - HCIS/HCOL

ü Action items:
  A. Research volunteerism requirements at other institutions (May 15, 2011)
  B. Create citizenship coordinator position and identify responsibilities and tasks (September 1, 2010)
  C. Design citizenship requirement for graduation with appropriate data collection and review procedures (January 5, 2012)
  D. Include service learning in senior seminar curriculum guidelines in Honors College Faculty Handbook (August 15, 2010)
  E. Devise student evaluation instrument that can be used for any service learning project included in a minor course (January 5, 2011)
  F. Monitor levels of student enrollment in senior seminar (ongoing starting August 1, 2010)
  G. Create non-senior seminar service project implementation and monitoring (January 5, 2011)