



**TOPIC:** Salisbury University: Creation of an Honors College

**COMMITTEE:** Education Policy and Student Life

**DATE OF COMMITTEE MEETING:** September 22, 2015

**SUMMARY:** The proposal to establish an Honors College was developed after a careful review conducted by the Salisbury University Faculty Senate Honors Program Committee. The proposed Honors College would house three honors programs – Liberal Arts, Sciences & Pre-Professional Studies, and Business – that would meet the more diverse needs of the students enrolled in the existing honors program. The current honors curriculum focuses on replacing general education requirements with honors options, which does not meet the needs of, and to a large extent creates barriers for, students majoring in the Sciences, Pre-Professional Studies, and Business. By proposing three distinct honors programs, students will be able to take classes within their majors and conduct more undergraduate research or internship experiences as part of their Honors requirements.

The proposed Honors College “...builds upon Salisbury University’s mission to offer excellent, affordable education in a variety of academic programs and to empower its students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world by providing enriched educational opportunities for highly motivated, talented, and creative undergraduate students.” In addition, “the Honors Program [College] seeks to provide an intellectual environment where students pursue inquiry, explore curiosity, and exhibit creativity, all while engaging larger communities on the Eastern Shore and beyond. Honors courses and activities are intended to enhance other educational opportunities available to Salisbury University students and meet national expectations for Honors education.”

In the information provided in materials from SU, the honors program structure has been favorably compared to the standards created by the National Collegiate Honors Council, and demonstrate the appropriate content and timing of the establishment of an Honors College at SU. Having an Honors College, as proposed at Salisbury University, will enhance the recruitment, retention, and success of high achieving, motivated students.

**ALTERNATIVE(S):** The Regents may not approve the establishment of the College or may request further information.

**FISCAL IMPACT:** Modest one-time costs (\$23,500) over a five-year period. Additional funding to be sought through fund raising.

**CHANCELLOR’S RECOMMENDATION:** That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Salisbury University to establish an Honors College.

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COMMITTEE RECOMMENDATION: Approval

DATE: September 22, 2015

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BOARD ACTION:

DATE:

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**Salisbury University**  
**Proposal for the Creation of an Honors College**

**CHANGING STUDENT BODY:**

The Honors Program student body at Salisbury University has changed considerably over the past 35 years. Recent growth in the Honors Program, as well as changes in student interests and majors, led the Faculty Senate Honors Program Committee to reevaluate the current Honors curriculum. It discovered irregularities among student participation and graduation rates.

For example, of those students who started in the Honors Program in 2010 and majored in the Liberal Arts, slightly more than 50% completed the requirements to graduate with Honors. The completion rate for students from the other schools was quite different. Only 39% of the students who majored in the Sciences graduated with Honors, while a mere 10% of Business students and 20% of students in Pre-Professional programs did the same. The Committee found no discernable difference in GPAs among these students. Instead, students, advisors, chairs of departments, and others pointed to the current Honors curriculum, that focuses on replacing general education requirements with Honors options, as the main reason for student troubles. Students in the Sciences, for example, normally enrolled in science courses within their majors to fulfill general education science requirements. The Honors Program required these science majors to take additional Honors science courses that were neither in their field of study nor intended for science students. The same was true in the Pre-Professional Programs. All in all, much of the honors curriculum seemed designed for students in the Liberal Arts, who had more flexibility in their schedules and did not have as many general education courses fulfilled by classes within their majors or pre-professional tracks. The history of the Honors Program sheds light on why this might be the case.

Salisbury University's Honors Program began in 1980 with 20 freshmen students who met in the back of the university gymnasium and took a series of history, English, and philosophy courses. In fact, all of those students either majored in English or Philosophy. In 1996 the Honors Program was renamed for university president Thomas E. Bellavance, shortly after moving to its current location in a renovated home. The curriculum at that time centered on a team-taught great books series of courses. With roughly 80 students, mostly from the Liberal Arts, the Honors Program operated as a unit within the Fulton School of Liberal Arts (and reported to the Dean of Liberal Arts).

When the current curriculum was developed in 2008, the Honors Program had grown to nearly 200 students, nearly half in the Liberal Arts. The Honors Director and staff clearly had this student population in mind when they developed the curriculum. In fact, both the Director and Assistant Director were faculty members in the Fulton School of Liberal Arts. The first freshman class that was recruited under the new curriculum in 2008 comprised of more than 60% students in the Liberal Arts. Over the course of the next four years, students who entered the Honors Program as freshman graduated with Honors at the following rates: Liberal Arts (50%); Education and Pre-Professional Programs (40%); Sciences (32%); and Business (26%).

In the fall semester of 2015, more than 330 students will be enrolled in Honors classes, engaged in Honors undergraduate research projects, and working toward graduating with Honors. The demographics of this student body are remarkably different than the classes that entered Salisbury University in 2008. More than 40% of Honors Program students in the fall will be majoring in the Henson School of Science and Technology, while only 39% will be majoring in the Liberal Arts. This change represents larger demographic changes that are occurring at the university. Furthermore, the number of active Business students in the Honors Program has roughly doubled. With a small graduating class of 28 students this upcoming year, higher year-to-year retention rates within the Honors Program, and another large

incoming Honors freshman class next year, the Honors Program anticipates serving nearly 400 students by the 2016-2017 Academic Year.

The Faculty Senate Honors Program Committee took the history of the Program and anticipated growth into consideration as they developed their proposal for a new Honors College that houses three Honors Programs. These new programs will have separate curricula that address our diverse student population and create more avenues for students to take Honors courses and engage in undergraduate research and capstone experiences.

### **THE HONORS PROGRAMS MODEL:**

The new Honors College would house three Honors Programs. The feedback from faculty members on the Faculty Senate Honors Program Committee was instrumental in developing the curricula below.

#### **1. The Bellavance Honors Program**

Since the current curriculum serves students in the Liberal Arts well, the Honors Committee believed that there might be little need to change this part of the curriculum for students majoring in those areas. With nearly 90 current Honors students in the Liberal Arts, the Bellavance Honors Program will be similar to how it was originally constructed in the 1990s when it had a similar number of students. Since an endowment provides scholarship money for graduation with Bellavance Honors, that money would be dedicated to sustaining a core of students in this Honors Program. Ultimately, this curriculum would need little alteration.

#### **2. The Honors Program in Sciences and Pre-Professional Studies**

Since students in the Sciences and Pre-Professional Studies have struggled to complete the course requirements for graduation with Honors (for reasons outlined above), the Honors Committee began developing a proposed curricula that would include some of the same courses as the Bellavance Honors Program but allow students to take classes within their majors and conduct more undergraduate research or internship experiences as part of their Honors requirements. The curriculum would provide more flexibility for students in these areas, as illustrated below:

##### Honors Requirements

###### Coursework (Total of 25 hrs)

1. HONR 111: Honors Freshman Seminar
2. HONR 311: Jr/Sr Seminar
3. HONR 490/495: Capstone Project or Thesis\*
4. Additional Honors Coursework (12-13 hrs)

###### Applied Learning Experiences (Up to 4 hrs)

1. Study Away
2. Study Abroad
3. Internship
4. Contract Class
5. Independent Study

\*Student Teaching, Clinical Experiences, or other research that might be converted to Capstone Projects

### 3. The Honors Program in Business

Business students have historically had the most difficult time completing the course requirements for Honors due to a series of pre-business general education courses that are required for entry into the Perdue School of Business. Understanding that many of these are required for accreditation, the Honors Committee has sought to develop a specific curriculum for Honors Business students. The Honors Director, Assistant Director, and members of the Faculty Senate Honors Program Committee (including the Honors Student Association President—who is a business major) will be meeting with the Dean of the Business School, as well as faculty members and the chairs of departments, in the fall semester to develop an Honors curriculum specifically targeting business students.

#### National Standards and Honors Education at Salisbury University

The following charts compare the current practices of the Bellavance Honors Program at Salisbury University with the Basic Characteristics of Honors Programs and Colleges established by the National Collegiate Honors Council. Over the past two years, the Faculty Senate Honors Program Committee has worked to align the policies, procedures, and practices of Salisbury University’s Honors Program with these national standards. Items where the university is already meeting or exceeding national standards, are highlighted in the following chart in green. Items where the committee proposed changes as part of their transition plan are highlighted in yellow.

As indicated in the charts below, the current Honors Program at Salisbury University already meets or exceeds all characteristics of an Honors Program AND either meets or exceeds nine of the thirteen basic characteristics of an Honors College (with those four items being met as part of the Honors College transition plan).

National Standard	Salisbury University
1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.	In 2014, the Faculty Senate Honors Committee at SU passed a comprehensive set of policies and procedures that included admissions standards and clearly defined specifications for a students to remain in “good standing” with the Honors Program. These policies and procedures are included in the program’s annual report and posted publicly on the Honors Program website.
2. The program has a clear mandate from the institution’s administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.	In 2014, the Faculty Senate Honors Committee passed a five-year strategic plan that aligned the goals of the Honors Program with those of the university. In addition, the most recent university strategic plan includes long-term goals for investment in Honors education in terms of funding, fundraising, and staffing.
3. The honors director reports to the chief academic	The Honors Director reports directly to the Office of the

National Standard	Salisbury University
officer of the institution.	Provost.
4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.	The Honors Program meets the needs of students by supplementing their general education at SU. The Program offers specialized seminars, undergraduate research opportunities, and independent-study options.
5. The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.	The current Honors Program requirements include a minimum of 20% of a student's undergraduate experience, with many of our students completing between 25% and 30% of their course work in Honors.
6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and pre-professional or professional training requirements.	The current Honors Program requirements mostly fulfill general education requirements, although proposed curricular changes in the sciences, pre-professional programs, and business school would extend those to major requirements.
7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.	The Honors Program exists as a visible academic standard-bearer on campus. In the past two years, two Honors students have served as graduation commencement speakers and one student was named a Fulbright Scholar.
8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.	In the recent policies and procedures document, the Faculty Senate Honors Program Committee established a process for faculty members to apply to teach in Honors. These include the national criteria and definition of Honors education.
9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.	The Honors Program occupies its own building that includes administrative spaces, reading and studying lounges, and a computer lab for students. In addition, the Honors Program offers a housing facility for freshman students (75 beds) and space in Seagull Square for Honors upperclassmen as part of a Sophomore Living Learning Community.
10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.	The Faculty Senate Honors Program Committee comprises elected faculty members from all of the schools on the SU campus, as well as a representative from the library and a non-voting member from the Office of Admissions.
11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.	The Honors Student Association exists as an elected student body, which aids in the development of the Honors Program. The President of the Honors Student Association sits on the Faculty Senate Honors Program Committee as a non-voting member.

National Standard	Salisbury University
12. Honors students receive honors-related academic advising from qualified faculty and/or staff	The Honors Director serves as a secondary advisor for all students in the Honors Program. In addition, the Honors Director occasionally attends the meetings of the university's Advising Services Coordinators to speak about Honors issues and how best to advise Honors students within their areas.
13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.	Honors courses serve as unique topical seminars where faculty members are encouraged to experiment with subject matter and pedagogies. In fact, Honors courses are so unique that the Honors Program prints a separate catalogue of its offerings each semester and invites students to advising nights where faculty members discuss their unique courses.
14. The program regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's definition of honors education and modes of honors learning, and as appropriate to the institution's culture and mission.	The Honors Program is currently undergoing a complete revision of its assessment program that better aligns courses and programmatic objectives with national definitions of honors education. In 2014, the Honors Program adopted the NCHC definition of honors education as its own definition for honors courses (which were amended in 2014 by the NCHC). In addition, the Honors Program adapted the national modes of honors learning that were established by the NCHC in 2014 and adopted them as its own learning outcomes. Beginning in the fall 2015 semester, the Honors Program will begin implementing part of this new assessment model with the freshman seminar. A full assessment model will be put in place beginning in the fall 2016 semester. An overview of the assessment model can be found in the 2014-2015 annual report.
15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.	The Honors Program financially supports student attendance and participation in regional and national conferences. In fact, since 2013, the Honors Program has sent 23 students to regional honors conferences and 5 students to national honors conferences. More than 30 students have participated in international programs, while nearly every Honors student has engaged in undergraduate research—as the program funds faculty members to work one-on-one with faculty members on research projects.
16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.	The Honors Program has an agreement with nearby Worcester Community College and is establishing agreements with the Honors Programs at Frederick Community College, Montgomery College, and Northern Virginia Community College.
17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.	Students in the Honors Program receive priority enrollment.

### Basic Characteristics of an Honors College

The National Collegiate Honors Council has identified these best practices that are common to successful and fully developed honors colleges.

Approved by the NCHC Executive Committee on June 25, 2005, and amended by the NCHC Board of Directors on February 19, 2010, further amended by the NCHC Board of Directors on June 19, 2014.

National Standard	Salisbury University
1. An honors college incorporates the relevant characteristics of a fully developed honors program.	The chart above illustrates how the Honors Program fulfills all of basic characteristics of an honors program.
2. The honors college exists as an equal collegiate unit within a multi-collegiate university structure.	Salisbury University includes four academic schools. The current Honors Program exists outside of those schools and operates as an independent academic unit alongside them.
3. The head of the honors college is a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans if one exists. The dean has a fulltime, 12-month appointment.	The current Honors Program director is a fulltime, 12-month appointment who reports to the chief academic officer of the university. Under the Honors College proposal, the director's position would be converted to Dean of the Honors College and that person would serve as a full member of the Deans' Council.
4. The operational and staff budgets of honors colleges provide resources at least comparable to those of other collegiate units of equivalent size.	The operational and staff budgets of the Honors Program have recently been increased to place it on par with other units of equivalent size. Moreover, like the existing four schools, the Honors Program operates with funds from a named endowment.
5. The honors college exercises increased coordination and control of departmental honors where the college has emerged out of a decentralized system.	The Honors College proposal includes plans for oversight of departmental honors.
6. The honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college may be by separate application.	Admission to the current Honors Program requires a separate application and the admissions process is controlled by the current Honors Director and Assistant Director. The Program has autonomy over the size and demographics of the incoming honors class.
7. The honors college exercises considerable control over its policies, curriculum, and selection of faculty.	The current Honors Program, in conjunction with the Faculty Senate Honors Committee, exercises complete control over its policies, curriculum, and selection of faculty.
8. The curriculum of the honors college offers significant course opportunities across all four years of study.	The current Honors Program curriculum offers opportunities for study across all four years, although there are limited opportunities in some academic areas. The Honors College proposal, with multiple paths toward graduating with honors, extends these opportunities to all students.
9. The curriculum of the honors college constitutes at least 20% of a student's degree program. The	The current curriculum constitutes a minimum of 20% of a student's degree program, although many

National Standard	Salisbury University
honors college requires an honors thesis or honors capstone project.	students take between 25-30% of their course load in honors. The Honors Program currently requires that students complete a capstone project.
10. Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.	The Honors Program offers four freshman living learning communities, which are housed in a single Honors freshman residence hall. Sophomores can also take part in a living learning community for upperclassmen.
11. The distinction achieved by the completion of the honors college requirements is publically announced and recorded, and methods may include announcement at commencement ceremonies, notations on the diploma and/or the student's final transcript, or other similar actions.	The distinction of achieving honors is publically announced at graduation ceremonies and is noted on the student's final transcript and diploma.
12. Like other colleges within the university, the honors college may be involved in alumni affairs and development and may have an external advisory board.	The Honors Program works with the Office of Advancement and Alumni Affairs in cultivating a relationship with its alumni. The transition to an Honors College includes significant outreach to Honors alumni and plans to create an Alumni Advisory Board.
13. The college regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's definition of honors education and modes of honors learning, and as appropriate to the institution's culture and mission.	Since the NCHC's definition of honors education and modes of learning were only recently adopted (2014), the Honors Program has been developing a regular assessment model that aligns with those definitions and goals. A full assessment plan will be put in place by fall of 2016 (assessment of the common freshman seminar will begin fall 2015).

### Financial Implications

The recent rise in Honors student enrollment and an increase in the diversity of student majors and areas of concentration led the Faculty Senate Honors Program Committee and the Honors Program staff to develop a proposal for establishing an Honors College with three targeted Honors Programs.

Obviously, the growth of the Honors Program from 200 students two years ago to 330 students in the upcoming semester has and will continue to create costs.

#### **COSTS:**

**Operating Budget:** Salisbury University already has increased the operating budget of the Honors Program to meet the needs of the growing student body. This would be necessary with or without a transition to an Honors College.

**Teaching Faculty:** The growth in Honors student enrollment has required more sections of Honors classes. While the Honors Program has hired a new Assistant Director and recently employed a full-time instructor, there is no anticipated need to hire additional full-time faculty members as part of the transition to an Honors College. Instead, as witnessed over the course of the past two years, faculty members have



transitioned some of their teaching obligations from areas where course demand has dipped to Honors. In other words, the growth in the Honors Program has not resulted in the growth of the university student body. Hence, the same faculty members who might have taught standard sections of courses are teaching them as Honors.

**Administrative Needs:** The Honors College proposal includes transitioning the current Honors Director to Dean of the Honors College and naming the current Assistant Director as the Faculty Director for the Bellavance Honors Program. These changes would align the university with similar Honors Colleges around the country and cost little, as it would merely require a change in title for the existing Director and Assistant Director. To aid in the advisement and teaching of students in the Honors Program for the Sciences and Pre-Professional Studies and the Honors Program in Business, the proposal calls for the appointment of two Faculty Directors for those programs. Two current faculty members could be assigned a reduced course load in exchange for administering these programs and advising their students. Hence, the cost to staff these programs would not be high. However, a one-time cost of sending these faculty members to the new directors training could benefit them in fulfilling their obligations as honors directors.

**Student Scholarships:** The Honors College would continue to distribute scholarships as it has in recent years. In 2014, the Honors Program offered more than \$25,000 in scholarships to incoming freshman (\$22,000 of which was accepted). These scholarships already exist, so they do not represent new costs.

**External Review:** In order to ensure that the transition to an Honors College meets national standards and represents national best practices, the current Honors Program staff recommends a full program review by the National Collegiate Honors Council (NCHC) in 2019/2020. The current Honors Program director Dr. James Buss is a member of the Assessments and Evaluations Committee of the NCHC and, in that capacity, has helped draft national definitions for Honors education and national standards for Honors Program and College review. He is also the current national coordinator for the NCHC's Best Honors Administrative Practices workshop series. His expertise will aid the proposed new Honors College in aligning its practices with best practices nationwide and establish Salisbury University as a national leader in Honors education.

#### **COST OFFSETS:**

The Honors College proposal provides naming opportunities for both the new Honors College and two of the three Honors Programs. The current Honors Program staff met with the Office of Advancement earlier this year to discuss possibilities for a capital campaign that involves naming opportunities for these programs and an alumni outreach campaign. If the transition plan to an Honors College is approved, the Office of Advancement, the Office of Publications, and the Honors Program are ready to begin fundraising efforts to offset any new costs related to the establishment of the Honors College. For example, naming rights for the new honors programs could be used to offset the costs of the Faculty Directors in those fields by establishing endowed chairs.

#### **ADDITIONAL STUDENT SCHOLARSHIPS AND SUPPORT:**

A new Honors College would also provide the opportunity for future fundraising that might produce additional academic scholarships for Honors students, funding to support Honors student conference travel (something that is central to the current Honors Program mission), and the funding of undergraduate research projects on the SU campus.

## **SUMMARY:**

In total, the transition to an Honors College could prove financially neutral to the university, while providing great resources for its current and future students. The current Honors Program has a 35-year track record of exceptional service to students, with high university retention rates (93% and 95% the past two years) and exceptional five-year university graduation rates (74% and 76%). The relatively small cost to transition to an Honors College would lead to enhanced services to both students and faculty members at Salisbury University.

### **Three-Year Transition Plans and Costs (with extended external review process)**

#### **YEAR ONE (2015/2016)**

- Continue commitment of **\$25,000 in Four-Year Director's Fellowships** for incoming students that require students to maintain "good standing" in the Bellavance Honors Program (these were already put to use this past year)
- Continue commitment of **\$1,000 toward Four-Year Bellavance Scholars** from Foundation account (already in place)
- Initiate Curricular Changes to Bellavance Honors Program
  - Change Title of HONR 111 from "Critical Thinking and Writing" to "Honors Freshman Seminar" (does not change content of course). Also make mandatory of all students entering program as a freshman
  - Change Title of HONR 490 and 495 from "Thesis Preparation" and "Honors Thesis" to "Honors Thesis/Capstone Preparation" and "Honors Thesis/Capstone" (does not change content of course)
- Create and Approve Curricular Changes for Honors Program in Sciences and Pre-Professional Programs and Honors Program in Business
- Create Memorandum of Understandings with Departments that would like to offer Departmental Honors using honors courses as part of departmental honors offering
- Create standards and definitions for "Honors Courses," particularly as they apply to departmental honors section offerings (for example, ECON 201.H01)
- Create standards for "Applied Learning Experiences" (i.e. Study Away, Study Abroad, Internships, Contract Classes, Independent Studies, Case Competitions)
- Begin creating online audit for existing Honors Program
- Begin soliciting donors for majors contributions to program (**some costs with travel and staffing by Office of Advancement**)

#### **YEAR TWO (2016/2017)**

- Continue commitment of **\$25,000 in Four-Year Director's Fellowships** for incoming students that require students to maintain "good standing" in the Bellavance Honors Program
- Continue commitment of **\$1,000 toward Four-Year Bellavance Scholars** from Foundation account
- Implement "Assessment and Evaluations Plan" for new Honors classes, programs, and tracks
- Replace Honors Center sign to reflect change to Honors College (**\$5,000**)
- Order additional letterhead and mailing supplies for Honors College (**\$2,500**) (this would be necessary anyway, since the program orders new letterhead on a semi-annual basis)
- Continue soliciting donors for majors donations to program (**some costs with travel and staffing by Office of Advancement**)
- Appoint Dean of Honors College
- Elevate Assistant Director of Bellavance Honors Program to Director of Bellavance Honors Program (this would not require change in position other than title)

- Marketing, announcements, etc. for new Honors College (**\$3,500** in announcements and special events connected to opening of new college—used to attract donors to programming and minor donor opportunities)

YEAR THREE (2017/2018)

- Continue commitment of **\$25,000 in Four-Year Director’s Fellowships** for incoming students that require students to maintain “good standing” in the Bellavance Honors Program
- Continue commitment of **\$1,000 toward Four-Year Bellavance Scholars** from Foundation account
- **Appoint faculty members** to direct the new Honors Program in Sciences and Pre-Professional Studies and the Honors Program in Business
  - Send new Directors of Honors Programs to NCHC Beginning in Honors Training summer of 2018 (**\$2,500**)

YEAR FOUR (2018/2019)

- Begin process of self-study for national program review and apply for site visitors for next year

YEAR FIVE (2019/2020)

- National Collegiate Honors Council external Program Review (**\$10,000**)

Transition Cost Snapshot

<b>Year</b>	<b>Continued Funding</b>	<b>One-Time Funding</b>
2015-2016	<ul style="list-style-type: none"> <li>• \$26,000 (scholarships)</li> </ul>	
2016-2017	<ul style="list-style-type: none"> <li>• \$26,000 (scholarships)</li> </ul>	<ul style="list-style-type: none"> <li>• \$5,000 (Replace signage)</li> <li>• \$2,500 (Letterhead and Mailing Supplies)</li> <li>• \$3,500 (Marketing and Announcement of new college)</li> </ul>
2017-2018	<ul style="list-style-type: none"> <li>• \$26,000 (scholarships)</li> <li>• New Faculty Directors for Science and Business</li> </ul>	<ul style="list-style-type: none"> <li>• \$2,500 (Send New Faculty Directors to Training)</li> </ul>
2018-2019	<ul style="list-style-type: none"> <li>• \$26,000 (scholarships)</li> <li>• New Faculty Directors for Science and Business</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
2019-2020	<ul style="list-style-type: none"> <li>• \$26,000 (scholarships)</li> <li>• New Faculty Directors for Science and Business</li> </ul>	<ul style="list-style-type: none"> <li>• \$10,000 (National Program Review)</li> </ul>