

NCHC Program Review Instrument

Section 1

Honors Mission, Strategic Plan, and Assessment

1.1 The program has a mission statement or charter document that includes the objectives of Honors.

Mature	Proficient	Developing	Undeveloped
Mission statement/charter documents clearly and specifically define the objectives, responsibilities, and unique curricular focus of honors.	Mission statement/charter documents define one or two of the objectives, responsibilities, and focus of honors but not all.	Mission statement/charter documents clearly are fairly generic and don't reflect specific objectives, responsibilities, or focus of honors.	Mission statement/charter documents are missing or are unworkably broad and vague.

1.2 The Honors mission statement is consistent with the institution's mission.

Mature	Proficient	Developing	Undeveloped
Mission statement/charter documents clearly and specifically correlate with the institutional mission.	Mission statement/charter documents somewhat correlate with the institutional mission.	Correlation with institutional mission is fairly generic and doesn't reflect specific purpose for honors.	Little correlation with institutional mission or statement is unworkably broad and vague.

1.3 The program has a strategic plan, approved by the institution if appropriate, that guides resource allocation.

Mature	Proficient	Developing	Undeveloped
Strategic planning documents clearly and specifically outline future directions and priorities for the program, and resource allocation is closely tied to planning objectives.	Strategic planning documents somewhat outline future directions and priorities for the program; resource allocation is somewhat tied to planning objectives.	Strategic planning documents are broad and generic; resource allocation is haphazardly tied to planning objectives.	Strategic planning documents are missing or are unworkably broad and vague; no alignment with resource allocation exists.

1.4 The program’s strategic plan is periodically reviewed and revised.

Mature	Proficient	Developing	Undeveloped
Strategic planning documents are systematically reviewed according to a published schedule.	Strategic planning documents are systematically reviewed occasionally, but not consistently.	Strategic planning documents are systematically reviewed sporadically, or only when the unit is mandated to produce them.	Strategic planning documents are missing or ancient and have not been revised in recent memory.

1.5 The program engages in continuous “closed-loop” assessment and evaluation.

Mature	Proficient	Developing	Undeveloped
Course and program level assessment practices are widespread and fully integrated into the practices of the program. Clear evidence exists that data is regularly gathered and used to improve the design/delivery of courses and the program.	Course and program level assessment practices are apparent but not pervasive and/or well designed. Clear evidence exists that data is gathered and is often but not continuously used to improve the design/delivery of courses and the program.	Course and program level assessment practices are minimal or sporadic and not integrated into the practices of the program. Some data is irregularly gathered and is sometimes used to improve the design/delivery of courses and the program.	Course and program level assessment practices are absent. No data is being gathered or used to improve the design/delivery of courses and the program.

1.6 Qualified peers regularly and periodically review the program.

Mature	Proficient	Developing	Undeveloped
The Honors program appears on the institution’s regular program review rotation. Program reviews are conducted by NCHC-approved personnel.	The Honors program does not appear on the institution’s regular program review rotation, but a reviews of the program have occurred during the last decade at the request of the director. Program reviews are conducted by NCHC-approved personnel.	The Honors program does not appear on the institution’s regular program review rotation, but a review of the program has occurred during the last decade and/or was not conducted by NCHC-approved personnel.	The Honors program does not appear on the institution’s regular program review rotation. A review of the program has not occurred in over a decade.

1.7 The program is open to the need for change in order to maintain its distinctive position of offering exceptional and enhanced educational opportunities to honors students.

Mature	Proficient	Developing	Undeveloped
Recommendations made by external reviewers and others are heeded by the institution and incorporated into the program's improvement.	Recommendations made by external reviewers and others are mostly heeded and changes incorporated as much as possible.	Some recommendations made by external reviewers and others may be heeded but most are swept aside.	No external reviews have occurred and/or recommendations made by external reviewers and others are ignored.

Section 2
Enrollment Management and Scholarships

2.1 The program has clear and effective recruitment strategies and practices.

Mature	Proficient	Developing	Undeveloped
Recruiting practices and strategies are clear, effective and result in an appropriate yield of students who are well matched to the Honors mission.	Recruiting practices and strategies are somewhat clear and effective and result in an acceptable yield of students.	Recruiting practices and strategies are temporary or ad hoc and result in an acceptable yield of students who may or may not be well matched to the Honors mission.	Recruiting practices and strategies are haphazard, nonexistent, and/or fail to result in students matched to the Honors mission.

2.2 A clearly articulated set of admission criteria (e.g., GPA, test scores, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the Honors program.

Mature	Proficient	Developing	Undeveloped
Admissions criteria are clear, widely available, and mission appropriate.	Admissions criteria clear but fit with mission not readily apparent.	Admissions criteria unclear or contradictory or arbitrary, are not readily available, or fit with mission not readily apparent.	Admissions criteria are absent, arbitrarily applied, or ignored. Admissions criteria have no relation to mission.

2.3 The program identifies enrollment management strategies aligned with institution’s overall objectives.

Mature	Proficient	Developing	Undeveloped
Honors enrollment management strategies clearly and specifically correlate with the institutional mission.	Honors enrollment management strategies somewhat correlate with the institutional mission.	Correlation with institutional mission is fairly generic and doesn’t reflect specific purpose for honors.	Enrollment management goals and strategies are not clearly defined. Correlation with institutional mission is missing or is unworkably broad and vague.

2.4 The program clearly specifies retention and probation policies and requirements.

Mature	Proficient	Developing	Undeveloped
Retention and probation policies and requirements are clear, readily accessible, and rigorously followed with only a few exceptions.	Retention and probation policies and requirements are somewhat clear and accessible, but exceptions allowed on a regular basis.	Retention and probation policies and requirements are applied in piecemeal fashion in practice; some reports of uncertainty or arbitrariness in application.	Retention and probation policies and requirements are missing or are ignored in practice; students report arbitrariness in application.

2.5 The program clearly specifies the requirements needed for satisfactory completion.

Mature	Proficient	Developing	Undeveloped
Completion requirements are clear, readily accessible, and rigorously followed with only a few exceptions.	Completion requirements are clear and accessible, but exceptions allowed on a regular basis.	Completion requirements are applied in piecemeal fashion in practice; some reports of uncertainty or arbitrariness in application.	Completion requirements are missing or are ignored in practice; students report arbitrariness in application.

2.6 When Honors scholarships are available, the Honors scholarship policies and processes promote student success and align with the enrollment management strategies.

Mature	Proficient	Developing	Undeveloped
Honors scholarship policies and processes promote student success and clearly and specifically correlate with enrollment management strategies.	Honors scholarship policies and processes promote student success and somewhat correlate with enrollment management strategies.	Correlation with enrollment management strategies is fairly generic and doesn't reflect specific purpose for Honors.	Honors scholarship policies and processes are incoherent, missing, or do not correlate with enrollment strategies.

2.7 When Honors scholarships are available, the Honors scholarship policies and processes align with Honors program scholarship and financial aid protocols.

Mature	Proficient	Developing	Undeveloped
Honors scholarship policies and processes clearly and specifically correlate with financial aid protocols.	Honors scholarship policies and processes somewhat correlate with financial aid protocols.	Correlation with financial aid protocols is fairly generic and doesn't reflect specific purpose for Honors.	Correlation with financial aid protocols is missing or is unworkably broad and vague.

2.8 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.

Mature	Proficient	Developing	Undeveloped
Articulation agreements are clear and rely on objective, nationally-normed standards that can be easily assessed for effectiveness and apply widely to transfer cases.	Agreements are clear but rely on localized standards that lack national norms and/or agreements are between specific schools and programs that do not apply widely to transfer cases.	Agreements are vague, lack specificity and are useful only in specific cases; they do not apply widely to transfer cases.	Articulation agreements are absent or ineffective and vague.

2.9 When applicable, articulation agreements are based on clearly delineated SLOs offering exceptional and enhanced educational opportunities to honors students.

Mature	Proficient	Developing	Undeveloped
Agreements contain common learning outcomes that are likely to enhance the success of transfer students.	Agreements contain some learning outcomes that may somewhat enhance the success of transfer students.	Agreements have a few learning outcomes, but outcomes are not sufficient to ensure success.	Agreements lack learning outcomes or outcomes are not useful.

Section 3
Administrative Structures

3.1 The place of Honors in the administrative structure of the institution is appropriate to the mission and functions of the program.

Mature	Proficient	Developing	Undeveloped
The place of Honors in the administrative structure is clear and appropriate to the mission and culture of the institution and enjoys an appropriate position within the institution’s policy structures (i.e. a “university-wide” honors program is sited in a university-wide administrative node and does not report to a single college or department).	Honors is included in the administrative structure but does not have a consistent or appropriate position within the institution’s policy structures (i.e. although the program is deemed “university-wide,” the program is intermittently consulted during policy and funding decision making).	The place of Honors in the administrative structure marginalizes honors and somewhat prevents it from functioning properly (i.e. although the program is deemed “university-wide,” the program has no place or ability to influence institution-wide policy).	The place of Honors in the administrative structure hinders or prohibits honors from functioning properly (i.e. a “university-wide” honors program is sited in a department or is located completely outside of the institution’s academic structure).

3.2 The Honors director reports to the chief academic officer of the institution.

Mature	Proficient	Developing	Undeveloped
The Honors director reports directly to the chief academic officer of the institution.	The reporting line for the Honors director is appropriate to the mission and size of honors at the institution (i.e. the director does not report to a college dean at a university), but the Honors directors does not report director to the chief academic officer of the institution.	The reporting line for the Honors director hinders the mission of Honors at the institution (i.e. the director reports to a college dean at a university) and makes it difficult for Honors to engage in the conversations that are needed to meet institutional and program goals and to deliver campus-wide and academic programing.	The Honors director reports to a department chair or an officer not located within the academic structure of the institution and is unable to engage in conversations that are needed to meet institutional and program goals and to deliver academic programming.

3.3 The Honors program is a permanent, stable, and highly regarded academic unit that contributes to a lasting tradition of excellence.

Mature	Proficient	Developing	Undeveloped
The program is a permanent and highly regarded unit that contributes centrally and substantially to the overall traditions of excellence on campus.	The program is a permanent but not necessarily highly regarded unit on campus. Some contributions made to the overall traditions of excellence on campus, but there is evidence that honors could have a more prominent role.	The program has some presence on campus but is not highly regarded. There are widespread questions about the value of Honors on campus. Some contributions to a tradition of excellence on campus made annually.	The program is intermittent and/or lightly regarded and/or makes few contributions to a tradition of excellence on campus.

Section 4 Curriculum

4.1 The program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves.

Mature	Proficient	Developing	Undeveloped
Design of program is clearly focused, readily apparent, and reflects a purposeful match between educational experiences and student abilities.	Design of program is somewhat clear but lacks unity or focus; the purposeful match between educational experiences and student abilities is mostly but not always apparent.	Overall design that governs program is incomplete or clearly lacking in focus and/or purpose; match between educational experiences and student abilities sometimes apparent.	Overall design that governs program is missing; little relationship between educational experiences and student abilities apparent.

4.2 The honors curriculum purposefully aligns with and enhances the mission of the Honors program.

Mature	Proficient	Developing	Undeveloped
Design of program is clearly focused and reflects a purposeful alignment with and enhancement of the institutional mission.	Design of program is somewhat clear but lacks unity or focus; the purposeful alignment with and enhancement of the institutional mission is mostly but not always apparent.	Overall design that governs program is incomplete or clearly lacking in focus and/or purpose; alignment with and enhancement of the institutional mission is sometimes apparent.	Overall design that governs program is missing; little or no alignment with or enhancement of the institutional mission apparent.

4.3 The curricular design leads to a mastery of identified learning outcomes.

Mature	Proficient	Developing	Undeveloped
Design of curriculum is focused, purposeful, and leads to mastery of identified learning outcomes.	Design of curriculum is mostly focused and purposeful but doesn't necessarily lead to mastery of identified learning outcomes.	Design of curriculum lacks focus and purpose. Learning outcomes not identified but not central to curriculum.	Design of curriculum lacks focus and purpose. Learning outcomes not identified.

4.4 The pedagogic practices of the program are based on clearly identified learning outcomes.

Mature	Proficient	Developing	Undeveloped
Pedagogies are purposefully formed by scaffolding practices that lead to mastery of identified learning outcomes.	Pedagogies are somewhat but not consistently or necessarily formed by scaffolding practices that lead to mastery of identified learning outcomes.	Some pedagogic practices lead to a mastery of identified learning outcomes, but many do not.	Pedagogic practices do not lead to a mastery of identified learning outcomes.

4.5 The Honors program exercises considerable control over the Honors curriculum.

Mature	Proficient	Developing	Undeveloped
The program determines its course offerings and schedule as well as the faculty who teach Honors courses.	The program largely determines its course offerings, schedule and faculty; but other collegiate units exert a measure of influence on the shape of the Honors curriculum.	The program has some measure of control over the Honors curriculum, but other collegiate units exert significant influence on the shape of the Honors curriculum.	The program does not establish, enforce, or modify the Honors curriculum.

4.6 The program offers specialized active learning courses, seminars, and colloquia.

Mature	Proficient	Developing	Undeveloped
Honors curriculum offers an extensive array of appropriate active learning courses, seminars, and/or colloquia.	Honors curriculum offers many active learning courses, seminars, and/or colloquia.	Honors curriculum offers some active learning courses, seminars, and/or colloquia; some examples of reliance on small class size alone.	Honors curriculum lacks active learning courses, seminars, and/or colloquia; an over-reliance on small class sizes pervades.

4.7 The program offers class-based experiential learning opportunities.

Mature	Proficient	Developing	Undeveloped
Active learning/ experiential education opportunities on campus (i.e. undergraduate research and community service) are a widespread and prominent feature of the Honors curriculum, and the majority of honors students participate in them.	Active learning/ experiential education opportunities on campus (i.e. undergraduate research and community service) are present but are not widespread or required of all students and are not essential features of the Honors curriculum.	Active learning/ experiential education opportunities on campus (i.e. undergraduate research and community service) are present but are coincidental or occasional and are not permanent features of the Honors curriculum.	Active learning/ experiential education opportunities on campus (i.e. undergraduate research and community service) are rare and/or missing from the Honors curriculum.

4.8 The program offers undergraduate research or other independent-study options.

Mature	Proficient	Developing	Undeveloped
Honors curriculum offers an extensive array of independent learning options.	Honors curriculum offers many independent learning options; some reliance on honors contracts to provide meaningful honors learning in focused degree programs.	Honors curriculum offers some independent learning options; much reliance on honors contracts to provide meaningful honors learning in focused degree programs and in general education courses.	Honors curriculum is overly dependent on independent learning options; excessive reliance on honors contracts to provide meaningful honors learning in focused degree programs and in general education courses.

4.9 The program promotes internships, service learning, and field experiences when appropriate.

Mature	Proficient	Developing	Undeveloped
Internships, service learning, and/or field experiences are a prominent and highly sought-after feature of the Honors curriculum, and many students participate.	Internships, service learning, and/or field experiences are present but are not a widespread feature of the Honors curriculum.	Internships, service learning, and/or field experiences are sporadically offered but are not a widespread feature of the Honors curriculum. A handful	Internships, service learning, and/or field experiences are rare or missing from the Honors curriculum.

		of students participate in the programs.	
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4.10 The program requirements constitute a substantial portion of the participants' undergraduate work.

Mature	Proficient	Developing	Undeveloped
Honors program requirements constitute at least 25% of a typical honors student's undergraduate work, and the requirements are distributed across all the years of study.	Honors program requirements constitute 20% to 25% of a typical honors student's undergraduate work the requirements are mostly distributed across all the years of study.	Honors program requirements constitute 15% to 20% of a typical honors student's undergraduate work the requirements are unevenly distributed (i.e. lean heavily toward general education or to major-specific offerings).	Honors program requirements constitute 15% (or less) of a typical honors student's undergraduate work and/or the requirements are limited to certain years of study or to certain fields of study.

4.11 The curriculum 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

Mature	Proficient	Developing	Undeveloped
General education, major/disciplinary, and pre/professional requirements are appropriately integrated into curriculum.	General education, major/disciplinary, and pre/professional requirements are somewhat integrated into curriculum.	General education, major/disciplinary, and pre/professional requirements are haphazardly included curriculum; many areas of integration lacking.	No integration of general education, major/disciplinary, or pre/professional requirements into curriculum.

Section 5 **Infrastructure**

5.1 The program is allocated an annual budget that adequately supports the mission of the program.

Mature	Proficient	Developing	Undeveloped
Honors is allocated a base budget that adequately supports the teaching, operational, and extracurricular facets of the program, and is derived from the institution's permanent and recurrent budget.	The budget allocated to Honors supports the teaching, operational, and extracurricular obligations of the program to some extent, but clear budgetary needs are apparent (most often in teaching support). The funding is derived from the institution's permanent and recurrent budget.	The budget allocated to Honors is clearly inadequate or support for one or more of the teaching, operational, and extracurricular obligations of the program are missing. Extensive budgetary needs are apparent (most often in teaching support). The funding is not derived from the institution's permanent and recurrent budget.	The budget allocated to Honors does not support the teaching, operational, and extracurricular obligations of the program, and extensive budgetary needs are apparent. (i.e. a program with a \$5,000 budget and a director who receives only a 1 course release).

5.2 The program is allocated personnel resources that adequately support the mission of the program.

Mature	Proficient	Developing	Undeveloped
The personnel resources allocated to Honors adequately support the teaching, operational, and extracurricular facets of the program, and all necessary salary lines are drawn from the institution's permanent and recurrent budget.	The personnel resources allocated to Honors support the teaching, operational, and extracurricular obligations of the program to some extent, but clear infrastructure needs are apparent (most often in teaching/ advising support). Salary lines are drawn from the institution's permanent and recurrent budget.	The personnel resources allocated to honors are clearly inadequate, and/or support for one or more of the teaching, operational, and extracurricular obligations of the program is missing. Extensive personnel needs are apparent. Salary lines are not drawn from the institution's permanent and recurrent budget.	Few personnel resources are allocated to support the teaching, operational, and extracurricular obligations of the program. Extensive personnel needs are readily apparent (i.e. the program relies entirely on a director who receives only a 1 course release).

5.3 The program is allocated space for honors support staff, faculty, and administrative functions as appropriate.

Mature	Proficient	Developing	Undeveloped
The Honors administrative offices contain ample space for all support staff, faculty, and administrative functions.	The Honors administrative offices contain space for all for all support staff, faculty, and administrative functions, but space needs are readily apparent.	The Honors administrative offices contain some space for some (but not all) support staff, faculty, and administrative functions.	The Honors administrative offices are cramped and/or clearly inadequate and/or shoehorned into a faculty member's departmental office.

5.4 The program is allocated space for honors student functions as appropriate that may include areas for an honors lounge, library, reading rooms, computer facilities, or other student-related needs.

Mature	Proficient	Developing	Undeveloped
Space for Honors student activities (lounge, library, reading rooms, and computer facilities) is spacious, well-maintained, and well-used, and advances program mission and goals	Space for some Honors student activities (lounge, library, reading rooms, and computer facilities) is adequate, maintained, and used.	Space for one or two Honors student activities (lounge, library, reading rooms, and computer facilities) is present, but is clearly inadequate to the need.	Space for Honors student activities is missing.

5.5 The program is allocated suitable, preferably prominent, space on campus that provides both access for the students and a focal point for honors activity.

Mature	Proficient	Developing	Undeveloped
Honors administrative offices are sited in a central, prominent and prestigious location on campus. If part of a living/learning complex, the Honors spaces were specifically designed to house Honors and reflect state of the art living/learning practices.	Honors administrative offices are sited near the center of campus, but not in "crown jewel" space. If part of a living/learning complex, the honors spaces were retro-fitted to house honors and/or not sufficiently large or flexible enough to accommodate all of the needs of honors all of the time.	Honors administrative offices are sited near the center of campus, but clearly in second, if not third tier space. If part of a living/learning complex, the honors spaces were retro-fitted to house honors and/or major space needs are apparent.	Honors administrative offices are sited drab and/or dreary quarters and/or are isolated from the campus community.

5.6 If the honors program has a significant residential component, Honors housing is designed to meet the academic and social needs of honors students.

Mature	Proficient	Developing	Undeveloped
Honors residential life facilities are spacious, well maintained, and state of the art. There is a high demand for Honors housing.	Honors residential life facilities are capacious and serviceable, but not state of the art. There is a moderate demand for Honors housing.	Honors residential life facilities are decidedly inadequate or unattractive and off-putting. There is a little demand for Honors housing.	Honors residential life facilities are desired by students and administrators, but are missing from campus.

5.7 The distinction achieved by the completion of the honors requirements is publically announced and recorded.

Mature	Proficient	Developing	Undeveloped
Completion of Honors requirements is announced at graduation and annotated on the student's diploma and on the student's final transcript.	Completion of Honors requirements is announced at graduation and annotated on either the student's diploma or on the student's final transcript, but not both.	Completion of Honors requirements is announced at graduation but not annotated on the student's diploma or on the student's final transcript.	Completion of Honors requirements is not announced at graduation and not annotated on the student's diploma or on the student's final transcript.

**Section 6
Faculty Governance**

6.1 The program has a standing committee or council of faculty members that is governed by a charter, constitution, or similar document.

Mature	Proficient	Developing	Undeveloped
The Honors standing committee has a well-formed charter or constitution that spells out its responsibilities, activities, and governance principles.	The Honors standing committee has a charter or constitution that spells out many of its responsibilities, activities, and governance principles, but some functions are left to tradition.	The Honors standing committee has a charter or constitution that is in effect a skeleton only, and most functions are left to tradition.	There is no Honors standing committee and/or there is no charter or constitution.

6.2 The standing committee works in concert with the Honors director or other administrative officer(s) and is involved in honors curriculum, governance, policy, development, and evaluation deliberations.

Mature	Proficient	Developing	Undeveloped
The Honors standing committee meets regularly, keeps accurate minutes, and is closely involved in honors curriculum, governance, policy, development, and evaluation deliberations.	The Honors standing committee meets regularly, keeps minutes, and is involved in some aspects of honors curriculum, governance, policy, development, and evaluation deliberations.	The Honors standing committee meets only once or twice a year, and when it does, it mostly listens to reports. The committee is not substantially involved in program deliberations.	An Honors standing committee does not exist, or if it does, it is not substantially involved in program deliberations.

6.3 The selection of committee members appropriately corresponds to the institution's principles of faculty governance.

Mature	Proficient	Developing	Undeveloped
The mechanism for selecting committee members adheres to the institution's principles of faculty governance. The choice of committee members in general reflects the institution's support for Honors.	The mechanism for selecting committee members adheres to the institution's principles of faculty governance in a serviceable fashion. The choice of committee members somewhat reflects the institution's support for Honors.	The mechanism for selecting committee members challenges the institution's principles of faculty governance. The choice of committee members poorly reflects the institution's support for Honors.	The mechanism for selecting committee members is at odds with the institution's principles of faculty governance.

6.4 The composition of the committee represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.

Mature	Proficient	Developing	Undeveloped
The composition of the committee appropriately represents the colleges and/or departments served by the program. A substantial proportion of the faculty members serving on the committee have experience in honors teaching.	The composition of the committee somewhat represents the colleges and/or departments served by the program, but holes are evident. Some of the faculty members serving on the committee have experience in Honors teaching.	The composition of the committee ignores an appropriate representation of the colleges and/or departments served by the program. Few of the faculty members serving on the committee have experience in Honors teaching.	The honors standing committee does not exist, or if it does, it is not reflect the departments served by the program deliberations. Very few or none of the faculty members serving on the committee have experience in Honors teaching.

6.5 The composition of the committee includes Honors student membership(s).

Mature	Proficient	Developing	Undeveloped
The distribution of the committee members includes a significant number of honors students who play a substantial role in the committee's work.	The distribution of the committee members includes some honors students who participate in the committee's work.	The distribution of the committee members includes a token honors student or two, but their role in the committee's work is minimal.	The distribution of the committee members does not include honors students, or honors students have no role in the committee's work.

6.6 The Honors program exercises considerable control over the selection of Honors faculty and the scheduling of Honors courses.

Mature	Proficient	Developing	Undeveloped
The program has autonomous control over the selection of Honors faculty, both those who are sited (hired, tenured, and/or promoted) in Honors and those who are "borrowed" from departments.	The program has a goodly measure of control over the selection of Honors faculty, both those who are sited (hired, tenured, and/or promoted) in Honors and those who are "borrowed" from departments.	The program has control over those faculty who are sited (hired, tenured, and/or promoted) in Honors has no control over the selection of Honors faculty from other departments.	The program has no control over the selection of Honors faculty; no faculty are sited (hired, tenured, and/or promoted) in Honors all faculty are "borrowed" from departments.

6.7 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

Mature	Proficient	Developing	Undeveloped
The criteria for selecting Honors faculty include clear and articulate standards for teaching, mentoring, and leadership excellence in honors. The criteria specify steps for both an initial and a recurrent review process for the selection of honors faculty.	The criteria for selecting Honors faculty include generalized standards for teaching, mentoring, and leadership excellence but have little to do with the specific mission of honors. The selection process appears to be adequate but not rigorous.	The criteria for selecting Honors faculty are vague or inadequate. The process for the selection of honors faculty is inadequate or missing.	No criteria for selection of Honors faculty are extant.

Section 7
Student Services and Co-Curricular Programs

7.1 Honors students receive honors-related academic advising from qualified faculty and/or staff.

Mature	Proficient	Developing	Undeveloped
Advising staff/faculty are well trained in Honors advisement, readily available, and have appropriate workloads; students report high satisfaction with advising received.	Advising staff/faculty are trained in Honors advisement and spottily available, workloads are somewhat excessive; students report some satisfaction with advising received.	Advising staff/faculty are trained but are clearly overloaded, workloads are excessive; students do not report satisfaction with advising received.	Advising staff/faculty are not well-trained or readily available; program is clearly understaffed (relies solely and inappropriately on the director as advisor for example).

7.2 The program offers extracurricular activities that purposefully enhance the Honors curriculum.

Mature	Proficient	Developing	Undeveloped
Honors-oriented extracurricular functions and activities are purposefully and continually integrated and coordinated with the goals and activities of the honors curriculum.	Honors-oriented extracurricular functions and activities are sometimes integrated or coordinated with the goals and activities of the honors curriculum.	Honors-oriented extracurricular functions and activities are occasionally or coincidentally integrated with the goals and activities of the honors curriculum.	Honors-oriented extracurricular functions and activities are few or missing, or do not purposefully enhance the Honors curriculum.

7.3 There is a standing student-level committee or organization that is governed by a charter, constitution, or similar document.

Mature	Proficient	Developing	Undeveloped
The Honors student committee has a well-formed charter or constitution that spells out its responsibilities, activities, and governance principles.	The Honors student committee has a charter or constitution that spells out many of its responsibilities, activities, and governance principles, but some functions are left to tradition.	The Honors student committee has a charter or constitution that is in effect a skeleton only, and most functions are left to tradition.	There is no Honors student committee and/or there is no charter or constitution.

7.4 The student-level committee or organization has as much autonomy as possible but is assured a voice in the governance and direction of the honors program.

Mature	Proficient	Developing	Undeveloped
Honors students have a respected voice in the governance and deliberations of the honors program through a stable, lasting, and autonomous committee structure.	Honors students have a voice in some of the governance and deliberations of the Honors program. The student committee is mostly active and stability.	Honors students have a token voice in the governance and direction of the honors program. The student committee lacks structure and stability.	No mechanism to include the student voice in deliberations about the Honors program exists.

7.5 The student-level committee or organization helps maintain excellence in the program through appropriate and focused activities.

Mature	Proficient	Developing	Undeveloped
The Honors student committee has a coherent and appropriate focus for its activities that enhance the focus of the Honors program at large.	The Honors student committee has a mostly coherent and appropriate focus for its activities, but there are some disconnects or false starts.	The Honors student committee has a narrow or limited focus for its activities. Committee pursuits are primarily dependent on the energy of one or two individuals and are only tangentially related to the purposes of the honors program.	The Honors student committee lacks focus for its activities. Committee pursuits are sporadic and disconnected from the purposes of the Honors program.

7.6 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.

Mature	Proficient	Developing	Undeveloped
All Honors students at all levels provided with priority registration.	Honors students provided with priority registration, but is inconsistently applied or under-used.	Some Honors students provided with some measure of priority registration, but priority registration is restricted to a sub-population (i.e. FTIC freshmen).	No priority registration.

7.7 The program emphasizes participation in regional and national conferences, Honors Semesters, and international programs.

Mature	Proficient	Developing	Undeveloped
Active learning/ experiential education opportunities off campus (i.e. conference participation, Honors Semesters, international experiences, etc.) are a prominent feature of the Honors curriculum, and many students participate.	Active learning/ experiential education opportunities off campus (i.e. conference participation, Honors Semesters, international experiences, etc.) are present but are not a widespread feature of the Honors curriculum.	Some active learning/experiential education opportunities off campus (i.e. conference participation, Honors Semesters, international experiences, etc.) are present but are rarely used.	Active learning/ experiential education opportunities off campus (i.e. conference participation, Honors Semesters, international experiences, etc.) are rare and/or missing from the Honors curriculum.

7.8 If the honors program has a significant residential component, the residential life functions are designed to meet the academic and social needs of honors students.

Mature	Proficient	Developing	Undeveloped
Honors-oriented residential life social and service functions are purposefully and continually integrated and coordinated with the goals and activities of the honors curriculum.	Honors-oriented residential life social and service functions are sometimes integrated or coordinated with the goals and activities of the honors curriculum, but many times Housing and Honors appear to operate independently.	Honors-oriented residential life social and service functions are occasionally or coincidentally integrated with the goals and activities of the honors curriculum. Housing and honors operate independently of each other most of the time.	Honors-oriented residential life social and service functions are missing.

Section 8
Excellence and Innovation

8.1 The program provides a locus of visible and highly reputed activity across the campus.

Mature	Proficient	Developing	Undeveloped
Honors activity is prominent on the campus and is highly visible to faculty, students, and visitors.	Honors activity is somewhat prominent on the campus and is mostly visible to faculty, students, and visitors, but is not readily recognized by all.	Honors activity has a presence on the campus but is not prominent, highly visible, or easily found by faculty, students, and visitors.	Honors activity is mostly invisible to faculty, students, and visitors.

8.2 The program exemplifies highly reputed standards and models of excellence for students and faculty across the campus.

Mature	Proficient	Developing	Undeveloped
Honors is widely reputed to be a model of excellence with very high standards by faculty and students.	Honors is predominantly viewed by faculty and students as a locus of excellence but sporadic criticisms and questions about the quality of the Honors experience occur.	Honors is recognized by some faculty and students for excellence but frequent criticisms and questions about the quality of the Honors experience occur.	Honors is not at all recognized to be a model of excellence with high standards by faculty and students.

8.3 The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies.

Mature	Proficient	Developing	Undeveloped
The program welcomes, supports, and integrates new subjects, approaches, and pedagogies into the curriculum on a regular basis. Opportunities for faculty to experiment are a recurrent feature of the curriculum.	Experiments with new subjects, approaches, and pedagogies occur, but are not a prominent feature of the curriculum. Opportunities for faculty to experiment are offered and are worked into the curriculum as needed.	Some experiments with new subjects, approaches, and pedagogies are apparent or nascent. Honors sporadically provides support for faculty to experiment.	Very few or no experiments with new subjects, approaches, and pedagogies are apparent. In general, faculty do not feel that honors provide opportunities for faculty to experiment.

8.4 Innovative efforts in curriculum and pedagogical design that were developed in Honors become institutionalized across the campus.

Mature	Proficient	Developing	Undeveloped
A historical record of Honors prototype initiatives in curriculum and pedagogy becoming incorporated into the institution at large is apparent.	Some Honors initiatives in curriculum and pedagogy have been incorporated into the institution at large but that is not a central focus of the program.	A very few honors initiatives in curriculum and pedagogy were once incorporated into the institution at large.	There is no evidence that honors initiatives in curriculum and pedagogy have been incorporated into the institution at large is apparent.

Section 9

Specific to Honors Colleges

9.1 The Honors college exists as an equal collegiate unit within a multi-collegiate university structure.

Mature	Proficient	Developing	Undeveloped
The Honors College exists alongside the institution's other academic collegiate units (i.e. Arts and Sciences, Business, Professional Studies, Engineering, etc.).	Although the Honors College seems to exist alongside the institutions other collegiate units (i.e. Arts and Sciences, Business, Professional Studies, Engineering, etc.), there is a cultural hierarchy that regards Honors as somewhat subordinate to the others.	Although titled as an Honors College, the Honors unit is clearly not considered to be an equal to the institution's other academic collegiate units (i.e. Arts and Sciences, Business, Professional Studies, Engineering, etc.).	Although titled as an Honors College, the Honors unit is clearly and operationally separated from the institution's other academic collegiate units (i.e. Arts and Sciences, Business, Professional Studies, Engineering, etc.).

9.2 The head of the honors college is a dean reporting directly to the chief academic officer of the institution.

Mature	Proficient	Developing	Undeveloped
The Dean of the Honors College reports directly to the chief academic officer of the institution.	The Dean of the Honors College reports to an academic officer of the institution who bears other institution-wide academic responsibilities (i.e. a Vice Provost who has oversight of general education, institution-wide advising, academic student support, etc.), but the honors directors does not report directly to the chief academic officer of the institution.	The Dean of the Honors College reports to another academic Dean or to an individual who bears institution-wide non-academic responsibilities (i.e. a Vice Provost who has oversight of NCAA compliance, institutional research/effectiveness, student support, etc.).	The head of the Honors College is a Director who reports to another academic Dean or to an individual who bears institution-wide academic responsibilities (i.e. a Vice Provost).

9.3 The head of the honors college serves as a full member of the Council of Deans if one exists.

Mature	Proficient	Developing	Undeveloped
The Honors Dean is a full member of the Committee or Council of Deans and participates regularly in their meetings.	Although somewhat regarded as the leader of an academic unit, the Honors Dean is not a full member of the Committee or Council of Deans and participates irregularly in their meetings.	The head of the Honors College is not regarded as the leader of an academic unit and participates in the meetings of the Committee or Council of Deans only when asked.	The head of the Honors College is not regarded as the leader of an academic unit and does not participate in the meetings of the Committee or Council of Deans and/or participates in meetings of institution-wide but non-academic units (i.e. student support, NCAA compliance, etc.).

9.4 The dean has a fulltime, 12-month appointment.

Mature	Proficient	Developing	Undeveloped
The Honors Dean has a full-time, 12-month appointment with oversight of Honors activity only.	Although the Honors Dean has a full-time, 12-month appointment in Honors, the Honors Dean has oversight responsibility for other (perhaps similar) units, such as Undergraduate Research, Interdisciplinary Studies, or the like.	The head of the Honors College has a full-time but less than 12-month appointment in Honors, and leadership gaps for the unit are consequently readily apparent.	The head of the Honors College has a less than full-time appointment in Honors, and leadership gaps for the unit are consequently pervasive.

9.5 The personnel budget of the Honors College provides resources at least comparable to those of other collegiate units of equivalent size.

Mature	Proficient	Developing	Undeveloped
The personnel resources allocated to the Honors College match or exceed the budgets of comparable collegiate units of equivalent size.	The personnel resources allocated to the Honors College are less than 95% of the allocations to comparable collegiate units of equivalent size.	The personnel resources allocated to the Honors College are less than 75% of the allocations to comparable collegiate units of equivalent size.	The personnel resources allocated to the Honors College are less than 50% of the allocations to comparable collegiate units of equivalent size.

9.6 The operational budget of the Honors College provides resources at least comparable to those of other collegiate units of equivalent size.

Mature	Proficient	Developing	Undeveloped
The operational resources allocated to the Honors College match or exceed the budgets of comparable collegiate units of equivalent size.	The operational resources allocated to the Honors College are less than 95% of the allocations to comparable collegiate units of equivalent size.	The operational resources allocated to the Honors College are less than 75% of the allocations to comparable collegiate units of equivalent size.	The operational resources allocated to the Honors College are less than 50% of the allocations to comparable collegiate units of equivalent size.

9.7 The Honors college exercises increased coordination and control of departmental honors where the college has emerged out of a decentralized system.

Mature	Proficient	Developing	Undeveloped
A seamless and mutually supportive system of academic coordination, control, and expectations characterize the liaison between departmental Honors requirements and Honors College requirements.	The links and levels of coordination between departmental Honors requirements and Honors College requirements are in the main mutually supportive, but some difficulties, hardships, or obstacles for students pursuing one or both programs are apparent.	The links and levels of coordination between departmental Honors requirements and Honors College requirements create competing systems that place undue hardships on the students pursuing one or both programs.	There are no links or levels of coordination between departmental Honors requirements and Honors College requirements; the two systems function as separate and independent units.

9.8 The Honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class.

Mature	Proficient	Developing	Undeveloped
Honors College personnel are fully involved in Honors recruitment and admissions processes, and the head of the Honors College determines the size of the incoming class.	Honors College personnel are only mostly involved in Honors recruitment and admissions processes, and the head of the Honors College has a say in determining the size of the incoming class.	Honors College personnel are only peripherally involved in Honors recruitment and admissions processes, and the head of the Honors College does not determine the size of the incoming class.	Honors College personnel are not involved in Honors recruitment and admissions processes in any way, and the head of the Honors College does not determine the size of the incoming class.

9.9 Admission to the honors college may be by separate application.

Mature	Proficient	Developing	Undeveloped
Admission to the Honors College is by separate application that guides appropriate admissions decisions made by Honors College personnel.	The application to the Honors College is separate, but the application is not reviewed by Honors College personnel or is not sufficiently developed to guide good admissions decisions.	The application to the Honors College is separate, but the application is not reviewed by Honors College personnel.	There is no separate application to the Honors College.

9.10 The honors college exercises considerable control over its policies i.e. requirements for an Honors minor, probation/suspension, program withdrawal, etc.

Mature	Proficient	Developing	Undeveloped
The Honors College has autonomous control over Honors policies in a fashion comparable to the control other collegiate units have over their policies.	The Honors College has a goodly measure of control over Honors policies, but other collegiate units exert a measure of influence on Honors policies.	The Honors College has some measure of control over Honors policies, but other collegiate units exert significant influence on Honors policies.	The Honors College does not establish or enforce Honors policies.

9.11 The curriculum of the honors college offers significant course opportunities throughout the undergraduate career.

Mature	Proficient	Developing	Undeveloped
The Honors College curriculum has significant and sequential courses evenly spread over all four baccalaureate years.	The Honors College curriculum is mostly sequential courses evenly spread over all four baccalaureate years, but an imbalance of offerings exists.	The Honors College curriculum lacks a spread of courses over all four baccalaureate years and/or does not offer Honors experiences in both the general education and major programs.	The Honors College curriculum lacks a spread of courses over all four baccalaureate years and/or is uneven in design (i.e. a “general education replacement” curriculum that can be completed in a few semesters).

9.12 The Honors college requires an honors thesis or honors capstone project.

Mature	Proficient	Developing	Undeveloped
The Honors College curriculum requires an Honors thesis or capstone project.	The Honors College curriculum requires Honors thesis or capstone project from 90% to 50% of the students enrolled (perhaps by major).	The Honors College curriculum requires Honors thesis or capstone project from fewer than 50% of the students enrolled (perhaps by major).	The Honors College curriculum does not require an Honors thesis or capstone project.

9.13 Where the home university has a significant residential component, the Honors college offers substantial Honors residential opportunities.

Mature	Proficient	Developing	Undeveloped
Substantial and numerous Honors-oriented residential life social and service functions are purposefully and continually integrated and coordinated with the goals and activities of the Honors College.	Honors-oriented residential life social and service functions are frequently integrated or coordinated with the goals and activities of the Honors College, but many times Housing and Honors appear to operate independently.	Honors-oriented residential life social and service functions are occasionally or coincidentally integrated with the goals and activities of the Honors College. Housing and Honors operate independently of each other most of the time.	Honors-oriented residential life social and service functions are missing.

9.14 The honors college works closely with alumni affairs.

Mature	Proficient	Developing	Undeveloped
The Honors College is fully involved in appropriate alumni affairs activities.	The Honors College is often and regularly (but not continuously) involved in alumni affairs activities. Special projects are often nodes of interaction among the two units.	The Honors College is intermittently and sporadically involved in alumni affairs activities, perhaps for special projects, but there is no evidence of continuous activity in these areas.	The Honors College is not involved in alumni affairs activities.

9.15 The honors college works closely with development/advancement.

Mature	Proficient	Developing	Undeveloped
The Honors College is fully involved in appropriate development activities and has clear plan for advancement, including case statement, fundraising goals and targets.	The Honors College is often and regularly (but not continuously) involved in development activities. Special projects are often nodes of interaction among the two units.	The Honors College is intermittently and sporadically involved in development activities, perhaps for special projects, but there is no evidence of continuous activity in these areas.	The Honors College is not involved in development activities.

9.16 The honors college has an external advisory board.

Mature	Proficient	Developing	Undeveloped
The Honors College has a fully engaged external advisory board that meets regularly and that has a clear sense of its mission and scope.	The Honors College has an external advisory board that meets often but not regularly; the board has some sense of its mission and scope or is convened to accomplish specific tasks or projects.	The Honors College has an external advisory board that meets irregularly and/or infrequently; the board lacks a sense of its mission and scope.	The Honors College does not have an external advisory board.

9.17 The curriculum of the Honors College constitutes at least 20% of a student's degree program.

Mature	Proficient	Developing	Undeveloped
The Honors College curriculum leads to an Honors minor or an Honors major.	The Honors College curriculum easily exceeds at least 20% of the student's degree program and is purposefully focused.	The Honors College curriculum constitutes only 15% to 20% of a student's degree program is not purposefully focused.	The Honors College curriculum constitutes less than 15% of a student's degree program, is not purposefully focused and seems biased toward either general education or major requirements.