

**E - New or Revised Program/Degree/Major Revised
8/19 : Entry # 2432****Today's Date**

09/15/2022

Your Name

Nathan Hedman

Your Emailnhedman@highpoint.edu**Are you a department chair?**

No

Department Chair Name

Bryan Vescio

Dept Chair Emailbvescio@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Category

Program - Revise

Please provide a 200 word summary of the proposed school/program/degree/major

The Honors Scholars Program has reduced and consolidated its Learning Outcomes from nine to six in order to:

1. Align the Honors Learning Outcomes with peer and aspiring programs in terms of the number of outcomes.
2. Align Honors Learning Outcomes with AAC&U Value rubrics on intellectual and practical skills, personal and social responsibility, and integrative and applied learning.
3. Simplify Learning Outcomes language to streamline program assessment
4. Remove redundancies across outcomes and remove outcomes that were only present in 1-2 courses.

Any course rubric changes are associated with fresh thinking about the course, the new learning outcome associations, and the requirement to raise course caps to 24.

All changes were approved first by honors curricular sub-committees and then approved unanimously by the Honors Scholars Program Committee as a whole.

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List of Required Courses

Course (Prefix and Number)	NEW or EXISTING?	Revisions needed for an existing course (if necessary)
see attached		

List of Elective Courses

Course (Prefix and Number)	NEW or EXISTING?	Revisions needed for an existing course (if necessary)
see attached		

Please upload a file showing the current course requirements (preferably from the Undergraduate Bulletin)

- [Honors-Bulletin-Program-Learning-Outcomes-and-Course-Rubric-Changes-22-Final.pdf](#)
- [Honors_Proposed-Learning-Outcomes-Course-Assignations-and-Course-Description-Changes-2022.pdf](#)
- [Proposed-Honors-Learning-Outcomes-2022.pdf](#)

Overlap with Existing Schools/Programs/Degrees/Majors

N/A

What is the rationale for the new school/program/degree/major?

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What Academic Divisions, University Officers, Programs, or other stakeholders are involved in, or affected by, this proposal?

All Schools are affected by this proposal to the extent that they enroll honors scholar. Every honors student is required to take the Honors Core, a 39 credit project-based curriculum that replaces the general education curriculum.

What categories of students are expected to enroll in this program or pursue this degree/major? Provide estimated/projected enrollment.

Honors Scholar Students.

Consistency of Mission and Quality

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The changes in Honors Learning Outcomes remain consistent with the mission of the University as originally passed. The changes only enable us to more closely and accurately assess the development of our students in accordance with the AAC&U's value rubrics, which were a key inspiration of the development of the honors scholars program in the first place. (See Rationale.)

Timeline

No transition necessary. Changes would be effective immediately and shape all future honors course proposals. Next year's catalogue would need to be updated.

Assessment Strategy

The Learning Outcomes of High Point University's Honors Scholar program will be assessed in two keys ways. First, assessment will occur at the program level through completion of pre-test and post-test measures of ideal habits of mind of Honors Scholars, including critical thinking, collaboration, and research skills. Second, the individual learning outcomes of the program will be assessed using the VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics, which were developed by AAC&U and released in 2009. An article published by Inside Higher Ed summarizes the VALUE initiative and provides initial evaluation data. Initial research on the rubrics suggests they are reliable, but a more recent review suggests the rubrics are still limited in dependability.

Stakeholders in the Honors Scholars Program assessment include the following:

- University Administration and Board of Directors
- Honors Scholar Program Director and Committee
- Honors Faculty
- Current and potential students and their parents
- Alumni
- The greater honors/academic community
- The greater High Point Community

Each stakeholder group will require differing assessment measures, reporting language and reporting media.

Part 1: Assessment with Standardized Measures

Three key habits of mind will be assessed through standardized measures, including critical thinking, collaboration, and interest in research. Honors Scholars will take a pre-test during their first semester as part of the HNR 1100 lab (I.e., first year colloquium). They will take the post-test during their last year as part of HNR 4900 (Life, Work, & the Liberal Arts). The measures are listed below.

- Critical Thinking (both skills and habits of mind)

o California Critical Thinking Skills Test

"The California Critical Thinking Skills Test (CCTST) is a research-based, discipline neutral assessment meant for undergraduate and graduate level students or comparable groups. The CCTST provides an array of scale scores with the reports describing strengths and weaknesses in various skill areas. The CCTST returns scores on these specific scales: Overall Reasoning Skills, Analysis, Interpretation, Evaluation, Explanation, Inference, Deduction, Induction and Numeracy."

o California Critical Thinking Disposition Measure

"The California Critical Thinking Disposition Inventory CCTDI measures seven components of the overall disposition toward using one's critical thinking to form judgments about what to believe or what to do: Truth-seeking, Open-mindedness, Analyticity, Systematicity, Confidence in Reasoning, Inquisitiveness and Maturity of Judgment. People may be positively, ambivalently, or negatively disposed on each of seven aspects of the overall disposition toward critical thinking."

- Attitudes Toward Research

o Papanastasiou, E. C. (2007). Revised Attitudes Toward Research Scale

o Consists of 32 items rated on a 7-point Likert scale (1 = strongly disagree; 7 = strongly agree)

- Collaboration

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- o Hinyard, L., Toomey, E., Eliot, K. & Breitbach, A. (2019). Self-Assessed Collaboration Skills
- o Consists of 11 items rated on a 7-point Likert scale (1 = strongly disagree; 7 = strongly agree)

Part 2: Assessment with VALUE Rubrics

• Key courses in the Honors Scholar core curriculum include a signature assignment or artifact that would be uploaded to student eportfolios and assessed by the instructor at the end of the semester. These assignments could be standardized in each course (e.g., the common writing prompt used in all sections of Social Scientific Inquiry) or they can be different in each section of each course (e.g., each section of Aesthetic Inquiry requires a visual artifact with individualized requirements). This approach would focus on development in the key learning outcomes, looking for movement from benchmark levels towards capstone levels on the VALUE Rubrics.

At the end of each academic year, all students will respond to a writing prompt that asks them to reflect on how their signature assignments from that year meet the expectations associated with a learning outcome. These reflections will be assigned in an Honors Scholar course at the end of the spring semester and will be assessed by the instructors and Faculty Fellows. An assessment subcommittee will also assess a portion of the reflections and artifacts (approximately 20%) to examine interrater reliability. See proposed schedule below:

- First year- Social Scientific Inquiry (HNR 1200)
- Second year- Aesthetic Inquiry (HNR 2500)
- Third year- Qualifying Signature Project (HNR 3800)
- Fourth year- Life, Work, & the Liberal Arts (HNR 4900)

Student Processes

Students formally update their Portfolium space at the end of each semester.

• First-year students:

- o Upload signature assignment from HNR 1200
- o "Tag" projects and artifacts with HNR learning outcomes (e.g., Traditions).
- o Complete standardized reflection prompt in HNR 1200 (Social Scientific Inquiry)

• Second-year students:

- o Upload signature assignment from HNR 2500
- o "Tag" projects and artifacts with HNR learning outcomes
- o Complete standardized reflection prompt in HNR 2500 (Aesthetic Inquiry)

• Third-year students:

- o Place and tag final artifacts from HNR 3800
- o Complete standardized reflection prompt in HNR 3800 (Qualifying Signature Project)

• Fourth-year students:

- o Create final ePortfolio in HNR 4900
- o Complete standardized reflection prompt in HNR 4900 (Life, Work, and the Liberal Arts)

The following VALUE Rubrics are incorporated into the assessment plan

- Inquiry and Analysis
- Communication (combination of written and oral)
- Ethical Reasoning and Action
- Global Learning
- Integrative Learning

Please attach full proposal and any supporting documents/reports.

- [Honors-Bulletin-Program-Learning-Outcomes-and-Course-Rubric-Changes-22-Final1.pdf](#)

**E - New or Revised Program/Degree/Major Revised
8/19 : Entry # 2432****For Deans:****[DEAN] I approve/deny this proposal for further advancement**

Approve

Today's Date (REQUIRED)

09/15/2022

Further Comments (fill in if you select Revise & Resubmit)

On behalf of HBS, removing buzzwords like synthesis and replacing with the language of intentional growth makes good sense.
Clarifying outcome language makes sense.

For APIRC:**Is this proposal consistent with the history and mission of the university?**

Yes

Does this proposal reflect a course that is rigorous, current, and reflects best practices and highest academic standards?

Yes

[APIRC] This committee approves/denies advancement of this proposal

Approve

Today's Date (REQUIRED)

11/18/2022