Colorado State University Pueblo
Center for Honors and Leadership

Academic Program Assessment Plan
Minor: University Honors Program

Plan revised by David Volk, Director, University Honors Program, May 2023

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NOTE: 2022-2023 Updates are highlighted below in <mark>BLUE</mark>.

The President's Leadership Program staff long envisioned the possibility of combining efforts with the Honors Program under a shared administrative unit. The Center for Honors and Leadership (CHL) was established by the Provost in Spring/Summer 2019, bringing this vision to fruition.

Principal staff of the CHL include:

- David Volk, CHL Director and Honors Academic Coordinator
- Shelly Moreschini, CHL Administrative Director and President's Leadership Program (PLP) Director
- Trish Orman, PLP Academic Coordinator

Additional staff for 2022-2023 included:

- Shanna Farmer and Steven Trujillo, Adjunct Instructors

In 2019-2020, CHL staff developed an overarching mission, program goals, and common student learning outcomes to govern the Honors and Leadership Minors collectively. Presented below, these were finalized in 2020-2021:

Center for Honors and Leadership Mission Statement
The Colorado State University Pueblo Center for Honors and Leadership (CHL) equips students to be purposeful in the design of their college experience. Our courses are experiential and focus academically on self-leadership, ethics, service learning, and community engagement. The CHL supports life-long academic and professional planning for each student.

Housing the University's Honors and Leadership Minors, the CHL bolsters the unique strengths and identity of each while maximizing synergies and opportunities that develop and enhance both programs. The CHL services the University community at large in support of other leadership and scholarly activities promoted to all students.

Honors Program Mission Statement

The University Honors Program at Colorado State University Pueblo provides high-achieving students with enhanced learning opportunities to stimulate their engagement and development within an intellectual community of scholars, as citizens of the wider university community, and beyond. The Program provides students with special opportunities for close interaction with faculty in thought-provoking seminars and intensive guided research, as well as experiential and service/community-learning projects. The 21-credit minor course of study is predominantly designed to challenge and expand students' critical thinking skills across the four years of study.

Fulfillment of University Mission

The National Collegiate Honors Council notes that: "The central goal of Honors education is academic enrichment; the ways to this goal are defined by the specific institutional context, the faculty teaching in the program, and the needs of the particular students. In general, Honors programs are based on the belief that superior students profit from close contact with faculty, small courses, seminars or one-on-one instruction, course work shared with other gifted students, individual research projects, internships, foreign study, and campus or community service."

"CSU Pueblo is dedicated to interdisciplinary learning and entrepreneurship that elevate our people and our community, creates educational opportunities, foster unique collaborations, and support inclusion, access, and affordability as a gateway to the world." To those ends, the Board of Governors adopted a set of values that include excellence in teaching and research, innovation, opportunity and access, and civic responsibility.

The University Honors Program assists in fulfilling the mission of CSU Pueblo on multiple levels. In terms of curriculum, it provides not only enriched coursework to engage high-achieving students, but also provides them with extended opportunities to participate with faculty in research projects. This not only gives students a competitive advantage for graduate education, but also increases the undergraduate research output of the university.   Students also gain professional experience through service opportunities that promote civic responsibility and their ties to the broader Pueblo community, the region, and beyond.

Faculty benefit from student research assistance and also gain more opportunities to supervise student research, teach smaller and more intellectually stimulating seminar classes, and foster interdisciplinary teaching with colleagues in other disciplines.

The University Honors Program also enriches the intellectual and social environment of the institution, thereby creating and fostering a culture of excellence associated with the whole university. Most current Honors students are also involved in a number of other curricular and extra-curricular campus activities.

Keeping high-achieving students engaged in both their classes and the university community increases the likelihood that they will remain at CSU Pueblo and also makes it more likely that they will recommend the university as a worthwhile experience to friends still in high school, thereby increasing enrollment. Having students in interdisciplinary programs that encourage active learning also creates a stronger sense of campus community, and more top students in service or community-based learning means more ambassadors to increase the university presence in positive ways. A highly visible University Honors Program, therefore, should generate higher enrollment, a higher rate of retention and

students who finish their degrees, and ultimately more alumni who can serve as career mentors, donors, and exemplars of the benefits of a CSU Pueblo public education.

With the creation of the Center for Honors and Leadership and alignment of the Honors Program within that Center, additional focus has been added around long-range academic and professional planning for each student, an expressed commitment to experiential education pedagogy, as well as community engagement.

Goals and Student Learning Outcomes

Center for Honors and Leadership Goals
(finalized 2020-21)

- To foster collaboration and natural synergies between the Honors and Leadership minors while sustaining the unique strengths and purpose of each program
- To promote experiential learning across both curricula.
- To help each student identify and plan the CSU Pueblo experiences that reveal and connect to lifelong academic and professional goals.
- To ground the work of our students in community engagement and service to others.
- To embed the study and understanding of ethics in each CHL course.

Honors Program Goals

- To provide opportunities for enriched work and personal growth for talented high-achieving students.
- To offer small classes that permit challenging study of advanced material and increased interaction with faculty who serve as academic and pre-professional mentors.
- To provide students with an interdisciplinary approach to academic research through seminars and experiential learning, culminating in research projects supervised by faculty in a student's particular discipline or area of interest.
- To produce civic-minded and socially responsible citizens skilled at critical thinking with superior communication and leadership skills, technical expertise, and of strong character and integrity.

Expected Student Learning Outcomes in the Center for Honors and Leadership
(Finalized 2020-21; initial assessment measures implemented and results reported in 2022)

1. Experiential education:
   CHL Students will engage experientially in their learning, understanding the principles of experiential education pedagogy, and provide meaningful reflection on their learning experiences.
2. Community Engagement:
   CHL students will actively connect their learning to the broader community off-campus and provide meaningful reflection on the community impact of their work.
3. Lifelong Academic and Professional planning
   CHL students will design their educational experiences at CSU Pueblo to reveal and align with lifelong academic and professional goals.

4. Ethics and social responsibility:

CHL students will behave ethically in all performance categories, including classroom, extracurricular, community-based service-learning, and independent research areas, providing meaningful reflection on the ethical issues and challenges of their work.

Expected Student Learning Outcomes in Honors

Student learning outcomes are an essential and critical component for regularly assessing program efficacy and to enhance and maintain optimal program efficiency in achieving the goals listed above. This is achieved through evidence gathering and evaluation of what Honors students are learning in the various components of the Honors Program curriculum. To those ends, the Honors Program students should demonstrate proficiency in the following learning outcome areas:

1. Critical Thinking
   The ability to formulate and develop arguments with sufficient support, including reasoning, evidence, and persuasive appeals, and proper attribution as needed.
2. Interdisciplinary learning:
   Integrating knowledge from diverse perspectives, disciplines, and skill sets, both theoretical and applied, and honing them into arguments and/or strategies.
3. Independent research, creativity, and scholarship:
   The ability to apply discipline-specific as well as cross-discipline-based knowledge to design, execute, and report on a particular problem-solving strategy, assess its impact, reflect on potential "next steps" for future exploration, and identify how the project aligns with the academic and professional goals of the student.

Performance Criteria

In cycles since 2019, assessment has focused on student work demonstrated in the culminating Honors Senior Thesis/Project and the development of new rubrics to assess Honors SLOs. In addition to critical thinking, interdisciplinary learning, and independent research/creativity/scholarship, CHL staff and faculty determined the overall academic rigor of theses/projects, their community impact, and students' personal reflection on their work (a crucial component of experiential education pedagogy) also needed to be assessed. Academic rigor is now considered an added dimension of the Critical Thinking SLO; impact and personal reflection are considered added dimensions of the Independent Learning SLO. The Honors Senior Thesis/Project rubric was revised in 2021-22 to include these dimensions.

Beginning with the 2021-22 assessment cycle, Community Engagement was selected as the first of the recently finalized CHL SLOs to assess. A new Community Engagement rubric for was designed and implemented in 2021-22. Additional CHL SLOs will be assessed (with new rubrics developed) in the 2022-23 cycle. All rubrics used in the current assessment cycle are included at the end of this report.

At minimum, the intent for each Honors Senior Thesis or Project is to be persuasive; add an important contribution to the student's field; present independent conclusions; acknowledge, minimally, how other disciplines inform the research, conclusions, and/or impact of the thesis or project; demonstrate an impact on the community in which the work is initiated; and include personal reflection in which the student identifies "next steps" for future exploration and acknowledges how the work aligns with their academic and professional goals.

Communication

Regularly updated University Honor Program intended outcomes will be posted on the program website as well as in documents on the shared (I) drive for community and university employees. They will be provided to all incoming participants in the program in the form of a Student Handbook for students and parents.

In order to inform the public and the university community at large, written accounts of current program goals, expected student outcomes, and assessment activities are published in the Colorado State University Pueblo annual catalog.

Copies of University Honors student projects will be maintained in the CHL for the benefit of the campus community and the public, respectively.

Curriculum
The University Honors Program curriculum is intended to provide an enriching and challenging experience to students of diverse interests and backgrounds while minimizing the need to take additional credits or to delay the completion of major degree requirements and professional training programs. It is intended that all Honors students will complete their degree requirements within four years. This is also the duration of the award packages that they received. Most program requirements will be fulfilled by Honors sections. Moreover, Honors students may enroll in an additional course per semester for three of four years to fulfill Program requirements.

The purpose of the mini-seminar sequence is a shared learning experience for all students in the program regardless of major. Currently, the Honors seminars offer an interdisciplinary approach to the question of effective and appropriate scholarship and are intended to assist students in preparing to undertake independent research projects in upper division courses. Seminars may offer guest lectures by diverse faculty across the university, professional and non-professional individuals from the community at large, together with periodic recitations between speakers. Course content will therefore vary by semester, but each will be organized around a central theme connected in a progressive sequence leading first from the acquisition of knowledge, next to major problems and approaches in diverse fields, then to how ideas and data should be evaluated, and finally to the creation of an appropriate and feasible research agenda.

Upon completion of the Honors seminar sequence, students are responsible for earning two credit hours of service or community-based learning experience prior to graduation. Many university honors programs incorporate these so that students can observe the impact of their academic field upon the wider community, gain valuable career and leadership experience, and more effectively serve as ambassadors of the university while giving back to their host communities. Students may work jointly with a community-based organization to "learn by doing" in an area relevant to their major to enhance learning and build civic responsibility, or they may select a suitable on-campus project with the approval of the Director. The term community shall be broadly defined.

Honors student must complete a three-credit hour thesis/project in the area of their Major under the supervised direction of a faculty member or the Honors Director. Existing departmental offerings may be appropriate, but should also specifically relate to the goals of the University Honors Program.

Some degree programs at the university require that students complete some form of capstone project (not the same as a capstone course) relevant to the discipline. Honors students who are already required to complete a capstone project will not be asked to undertake an additional one as well, but those in programs without capstones will be asked to complete one under appropriate faculty supervision. The capstone project (HONOR 481) will be presented as an Honors Thesis/Project.

Curriculum Map

University Honors Program	101/101L	201	310/380	481
Identify interdisciplinary approaches to problems of data collection and epistemology	I	R		M
Analyze how diverse disciplines develop significant research agendas	I	R		M
Critical thinking skills to evaluate design and testing		I	R	M
Formulate independent research projects				M
Describe impact of field on wider community			I/R	M
Apply Leadership Skills			I/R	M

I =   Introduce
R =   Reinforce
M =   Mastery

Student Learning Outcomes (SLOs)

SLO 1 Students will be able to formulate and develop arguments with sufficient support, include reasoning, evidence, persuasive appeals, and proper attribution. (Critical Thinking)	Direct measure: Rubrics used to evaluate student senior theses/projects.	Assessed every year
SLO 2 Students will be able to integrate knowledge from diverse perspectives, disciplines, and skill sets, both theoretical and applied, and hone them into arguments and/or strategies. (Interdisciplinary Learning)	Direct measure: Rubrics used to evaluate student senior theses/projects. *(In the past, this SLO was assessed with rubrics used to evaluate HONOR 201 final papers. This was reconsidered beginning 2020-21)*	Assessed every year
SLO 3 Students will be able to apply discipline-specific as well as cross discipline-based knowledge to design, execute, and communicate a specific problem-solving strategy. (Independent Research, Creativity, and Scholarship)	Direct measure: Rubric used to evaluate student senior theses/projects.	Assessed every year
Expected level of student proficiency (definition and percentage) 100% of students completing the Honors minor should be *Proficient* or better in each SLO. Performance criteria for *proficiency* vary by SLO. See rubrics for details.		

Assessment Program Developments 2022-23

In reviewing Honors Assessment Report feedback from 2021-22 as well as program assessment outcomes and observations of student work in 2022-23, CHL Staff identified the following areas for program improvement:

- *A need to assess additional student work other than the HONR 481 theses/projects alone*. It was noted in Honors Assessment Report feedback that assessing only the final work of students at the end of the program failed to identify direct opportunities for program improvement across the entire curriculum. Additionally, no artifacts for assessment were being collected from students who did not complete the program, missing potentially critical data on program success and opportunities for improvement.
- *A need to codify the way students document their project work*. Because Honors projects are completed by students across all majors and departments, the diversity of work is substantial. As a result, the way in which students have structured, documented, and reflected upon their work has been inconsistent, complicating assessment efforts.
- *A need to include assessment of CHL Student Learning Outcomes in addition to Honors Student Learning Outcomes throughout the Honors experience.* Honors began assessing the CHL Community Engagement SLO in 2022-23. In contemplating how we would assess remaining CHL SLOs throughout the curriculum, the need to standardize how students document and reflect upon their work was also apparent. With student documentation and responsibilities standardized, the CHL will have the requisite artifacts moving forward to complete assessment of the CHL SLOs.

Project Documentation and Reflection Guidelines
To address the need for program improvement described above, the CHL finalized Upper Division Honors Project/Thesis Requirements to be implemented in HONR 310, HONR 380, and HONR 481 beginning Fall 2023.

In future semesters, students in this project-based classes will be asked to document their work (and include guided reflection on aspects of their work) via a personal Google Site. These documentations and reflections of project work will be added to the personal website students develop in HONR 101 (to include their resume, professional statement, 30-second elevator speech, Workview/Lifeview, and other professional documents). This will provide the CHL with continuous student work to assess throughout the Honors experience of each student.

The new guidelines for project work are included below.

The CHL will finalize rubrics for assessing remaining CHL SLOs in 2023-24 and use this rubrics to assess all project work of CHL students (HONR 310, 380, and 481) in May 2023.

Guidelines for Upper Division Honors Project/Theses

Work in HONR 380 (Service Learning), HONR 310 (Group Project), and HONR 481 (Honors Senior Thesis/Project) is to be documented in a Google Site as a portfolio repository of relevant project artifacts, reports, logs, and reflection.

The following items should be considered for inclusion as relevant to each student's specific work. Students will consult with the Honors Director to determine the exact design of the Google Site (or other appropriate resource):

- **Project Description** (required)
  Must include:
    o A paragraph description of the project or service placement, including the scope of work to be done and the impact intended
    o A list of participants and organizations partnering on the work
    o A description of specific artifacts to be created (e.g., research paper, video promo, radio podcast, musical composition, grant application, etc.)

- **Student Learning Outcomes** (required)
    o 3-5 learning outcome statements describing what the student seeks to learn from the experience. Outcomes should detail specific learning goals which are measurable (e.g., *In the Service Learning experience, I want to learn about the grant writing process. At the end of the experience, I will write a 200-300 reflection on how I was able to participate in writing a grant application for non-profit X and the three most important takeaways I gained in the experience).*

- **Prospectus Draft** (required for Group Projects and Honors Senior Thesis/Project)
  Must include:
    o A refined description of the project, including scope and impact
    o An outline of the type of work each participant will contribute
    o List of community and/or campus contacts who can provide suggestions, direction and assistance on the project
    o A timeline of work to be completed
    o Specific, measurable goals the project seeks to accomplish

- **Contact Interviews** (required when consulting campus and/or community contacts)
  Must include:
    o A list of questions to be asked of the campus and community contacts listed in the prospectus.
    o A brief synopsis of the answers/suggestions/direction provided in each interview
    o Any feedback on the prospectus received from your contacts (make sure each contact receives a copy of your prospectus and knows you are requesting feedback!!)
    o Any additional materials, observations, or other information provided by your contacts.

- **Final Prospectus** (required for Group Projects and Honors Senior Thesis/Project)
  Must include:
    o A revised copy of the prospectus that accounts for any new information or suggestions from your contacts.
    o An outline of the type of work each participant will contribute
    o List of community and/or campus contacts who can provide suggestions, direction and assistance on the project
    o A timeline of work to be completed, with allocation of 8 hours per week minimum
    o Specific, measurable goals the project seeks to accomplish

- **Time Log** (required)
    o Create a time log for the project, documenting hours of work completed throughout the semester.

- **Weekly (or minimum Bi-Weekly) Blog** (required)
  A written or video blog must include:
    o Recap of the work completed in the previous one to two weeks.
    o Assessment of progress, challenges, accomplishments, set-backs, etc.
    o An overview of work planned for the week (or two weeks) ahead.

- **Midterm Report** (required)
  Must include:
    o An assessment of the overall progress of the project, including challenges, accomplishments, set-backs, etc. (this should reflect comments and notes made in previous blogs)
    o For group work, an assessment of the contributions each individual working on the project has made
    o An evaluation/re-evaluation of the project moving forward through the rest of the semester, including any changes, course corrections, etc.

- **Artifacts**
    o Include in your Google Site all relevant artifacts that you will want to reference in the future (pictures, documents created, data collected, news articles, video documentation, final report/product created, etc.)

- **Final Report**
  Must include:
    o An assessment of the overall impact of the project, including challenges, accomplishments, set-backs, etc., encountered through the semester and a description of how each was handled (this should reflect the comments and notes made in semester blogs).
    o For group work, an assessment of the contributions each individual working on the project has made
    o A final project assessment narrative that addresses the following:
        o The accomplishments you are most proud of
        o Any surprises that arose through the semester
        o What aspects of the project exceeded expectations/things you would do the same if you repeated the project
        o What aspects of the project fell short of the expectations/things you would do differently if you repeated the project

- o The principal things you learned in completing the project and how these lessons shape future endeavors you will tackle
- o After the experience, assess your original student learning outcomes. Did you accomplish these? If not, where did the experience fall short? What did you learn above and beyond your original outcomes?
- o How did the experiential nature of this learning opportunity contribute to your student learning outcomes?
- o Describe the impact, if any, of this work on the campus and/or community.
- o How did this work further your long-term personal and professional goals?
- o What were the social responsibilities and ethical considerations confronted in this work? How did you manage these?
- o In what ways is this work sustainable into the future? If applicable, how did you manage the long-term sustainability of this work?

- **Final Reflection**
  Must include:
  - o An assessment of the Student Learning Outcomes defined at the beginning of the semester.
    - o What do you learn?
    - o What do you have left to learn?
    - o Were you successful in meeting your learning outcomes?
    - o If you were to repeat the project, how would you restructure the project to strengthen your learning?
    - o what what the overall impact of the project, including challenges, accomplishments, set-backs, etc., encountered through the semester and a description of how each was handled (this should reflect the comments and notes made in semester blogs).
  - o An assessment of experiential learning
    - o How did your learning in this type of experience differ from that in a traditional class?
    - o How does experiential education further your learning goals?
  - o Community Engagement and Sustainability
    - o What was the community impact of this project?
    - o For project work, what are the prospects of sustaining this work into the future?
  - o Lifelong Academic and Professional Planning
    - o How did this work further your long-term personal and/or professional goals?
  - o Ethics and Social Responsibility
    - o What ethical and social responsibilities did you face (or could have faced) in this work?
    - o Were there ethical challenges in this work? How did you address these challenges?

The following rubric was initially developed in Spring 2020 for assessment Honors Senior Theses/Projects.

This rubric was revised by the Honors Steering Committee in 2020-2021 to include specific assessment of academic rigor, community impact, and personal reflection.

NOTE: the rubric is designed not only to codify minimum standards for the Honors Senior Thesis/Project, but also to define and identify exemplary work when students exceed (and potentially far exceed) minimum expectations. As a result, the minimum scores desired for assessment purposes may appear comparatively low.

<div align="center">HONORS SENIOR THESIS/PROJECT RUBRIC</div>

- Academic Rigor/Quality
    - 0: Poor. The impact of the work is negated by errors in judgment, grammar, presentation, methodology, structure, execution, etc.
    - 1: Fair: The work is generally persuasive, but undermined by errors in judgment, grammar, presentation, methodology, structure, execution, etc.
    - 2: Good: The work is persuasive and any errors in judgment, grammar, presentation, methodology, structure, execution, etc., are minimal and insignificant to the overall impact of the work.
    - 3: Excellent: The work is persuasive, adding an important contribution to the field recognized in the faculty review. **(Desired outcome, at minimum)**
    - 4: Exemplary: The work is persuasive, adding an important contribution to the field recognized by an independent, off-campus entity.
- Critical Thinking (including recognition of Ethics and Interdisciplinary Learning as appropriate)
    - 0: Absent. Principally reporting on the scholarship of others, the work provides little or no assessment, reflection upon, or independent conclusions.
    - 1: Minimal: Principally reporting on the scholarship of others, the conclusions presented are principally reporting those of others as well.
    - 2: Acceptable: The student provides independent conclusions and reflection on the scholarship considered. **(Desired outcome, at minimum)**
    - 3: Exceeds Expectations: The student not only draws independent conclusions from the scholarship considered, but outlines (or presents) 'next steps' for further query/exploration.
    - 4: Exemplary work: An independent, off-campus entity recognizes 'next steps' for further query/exploration based on the student's original contribution to the field.
- Interdisciplinary Learning
    - 0: Absent. The work is not interdisciplinary
    - 1: Minimal: The work draws principally on one discipline with implied relationships to other disciplines.
    - 2: Acceptable: The work draws principally on one discipline, but the student acknowledges how other disciplines inform the research, conclusions, and/or impact. **(Desired outcome, at minimum)**
    - 3: Exceeds Expectations: The work actively engages an interdisciplinary approach which the student acknowledges and describes in the work itself.
    - 4: Exemplary work: The work is recognized independently for the impact it has across multiple disciplines.

- Independent research/creativity/scholarship
    - o   0: Absent. The work summarizes the work of others without presenting independent research/creativity/scholarship.
    - o   1: Minimal: The work principally provides some independent analysis or application that builds on the work others.
    - o   2: Acceptable: Drawing inspiration or direction from the work of others, the student provides independent conclusions or original creative work that is an independent contribution to the field. **(Desired outcome, at minimum)**
    - o   3: Exceeds Expectations: The work is recognized in the immediate community in which it is created (i.e., on-campus conference presentation or other recognition) for the independent contribution it makes in the field.
    - o   4: Exemplary work: The student is recognized beyond the immediate community in which it is created (i.e., off-campus conference presentation or other recognition) for the independent contribution it makes in the field.
- Impact
    - o   0: Little or none. The scope of the work is limited to the student's classroom experience.
    - o   1: Minimal: The work is acknowledged within the campus and/or immediate community in which the work was accomplished.
    - o   2: Acceptable: The work demonstrates an impact and importance within the campus and/or immediate community in which the work was accomplished. **(Desired outcome, at minimum)**
    - o   3: Exceeds Expectations: The work demonstrates an impact and importance beyond the campus community and/or immediate community in which the work was accomplished.
    - o   4: Exemplary work: The work is recognized independently for its impact and importance beyond the campus and/ immediate community in which the work was accomplished.
- Personal Reflection (this may be provided as a separate statement from the work itself or portion of the thesis/project presentation)
    - o   0: None. The student provides no reflection on the work that connects the endeavor to their larger academic and/or professional/personal goals.
    - o   1: Minimal: The student provides minimal description of how the work connects to their larger academic and/or professional/personal goals.
    - o   2: Sufficient: The student describes the impact and potential of the work (including list of "next steps") as part of their lifelong academic and/or professional goals. **(Desired outcome, at minimum)**
    - o   3: Exceeds Expectations: The student describes plans *underway* for continuation of "next steps"
    - o   4: Exemplary Work: The work has been recognized independently outside of the classroom experience by an entity that is planned to collaborate with the student on continuing "next steps."

The following **Community Engagement Rubric** was designed and used in 2021-22 to assess the first of the CHL SLOs finalized in 2021-22:

1 (lowest)   From CHL classes and programs attended, students identify community engagement opportunities related to their academic and professional goals. (Supported in HONR 101)

2   Students initiate research into the community engagement opportunities they would like to pursue related to their academic and professional goals, and/or complete interviews with appropriate contacts they have identified. (Initiated in HONR 201)

3   Students participate in a community engagement experience led by a campus or community organization. (Supported in HONR 380)

4*   **Students initiate a community engagement experience, taking a leadership role with a campus or community organization. (Supported in HONR 310 and HONR 481)**

              * desired outcome, at minimum

5 (highest)   Students reflect upon the community engagement experience they led, analyzing its impact toward their academic and professional goals as well as the impact on the community and long-term sustainability. (Supported in HONR 481)