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# Creating a Fresh Start for the GV Honors Experience

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CREATING A FRESH START FOR THE



HONORS EXPERIENCE

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# Meet Team ASAP

## Our Group Members

Logan Wieber: Logan is a Junior at GVSU. He is majoring in Criminal Justice, and joined the Frederick Meijer Honors College in 2015. He assumed the position of Chief Team Lead for our group. A fun fact about Logan is that he loves basketball.

Adam Anderson: Adam is a Sophomore at GVSU. He is majoring in Accounting and Finance with a minor in Spanish, and has been a part of the Frederick Meijer Honors College since his freshman year in 2016. He assumed the position of Deputy Team Lead for our group and he is planning on working as an accountant after graduating in 2020. A fun fact about Adam is that he works at a movie theater so he brought in a lot of food for our class from his work.

Riese Bierlein: Riese is a Senior at GVSU. He is majoring in Physical Education and Health, and joined the Fredrick Meijer Honors College in 2014. He assumed the position of Chief Presentation Officer for our group and will be a high school teacher and missionary after graduation in 2019. A fun fact about Riese is that he likes to spend his free time climbing mountains and seeking His truth.

Jinah Bak: Jinah is a Sophomore at GVSU. She is majoring in Product Design and Manufacturing Engineering, and has been a part of the Fredrick Meijer Honors College since 2016. She assumed the position of Chief Aesthetic Officer for our group and hopes to graduate by 2021. A fun fact about Jinah is that she hates celery.

Tessa Martin: Tessa is a Sophomore at GVSU. She is majoring in Cellular and Molecular Biology with a minor in Applied Statistics, and joined the Frederick Meijer Honors College in 2016. A Fun fact about Tessa is that she likes to swing dance.

Katarina Zomer: Katie is a Junior at GVSU. She is majoring in International Relations and French, and joined the Frederick Meijer Honors College in 2016. A fun fact about Katie is that she speaks five languages and was born in Budapest, Hungary.

# Opening Statement

Dear Reader,

Thank you for your interest in our team, The ASAP, and our work with the Grand Valley State University Frederik Meijer Honors College. At the time of undertaking the task of reimagining the current Honors College curriculum, we explored the current sentiments of stakeholders, unfulfilled needs, and how other colleges have provided solutions to these needs. Our hope is that you, whoever you may be, become inspired and that ideas from our final prototype become a reality in the Honors College curriculum.

The team working on this project consisted of 6 members, all introduced on the page prior. Each member took charge of the tasks within the project most suited to their personality and strengths while simultaneously targeting desired areas of personal growth. This method resulted in a system where work was distributed well and all members contributed to the end product in the way best suited to them. We believe that the solution that we have come up with will benefit all stakeholders involved and provide a better and more useful learning experience for future Honors College students.

As a team, we are proud of the accomplishments made toward the common goal of creating a better Honors College at Grand Valley State University. We hope that in this project our passion and best efforts are evident throughout and that our efforts are found valuable when a new Honors College curriculum is implemented.

Thank You,

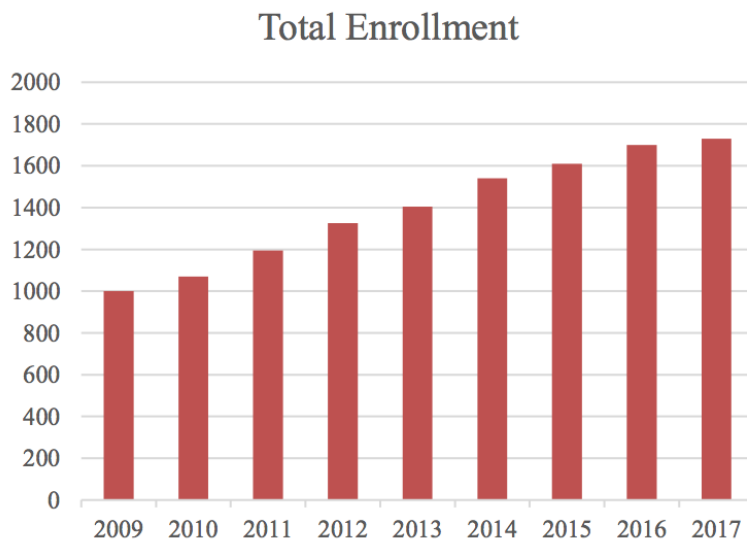
Team ASAP

# Design Brief

## BACKGROUND

The Frederik Meijer Honors College (FMHC) is positioned as an alternative general education program within Grand Valley State University that seeks to form a community of motivated students who desire to be academically challenged. The FMHC proudly offers a foundational interdisciplinary sequence for over 420 Honors freshman students annually to fulfill their general education requirements (Chamberlain 2017). These 12-credit year-long courses introduce students to the liberal arts philosophy, and the Honors College pace and class environment, while offering the students a connection with the Honors Community. Along with this sequence course, during their Honors College tenure students are required to complete one culture class, one writing class, one mathematical class, two social science classes, two natural science classes, a junior seminar, and an individually determined senior project (Frederick [n.d.]). Besides the general credit requirements, students have the opportunity to study abroad, present at the Undergraduate Research Fair, and pursue research and other fellowships.

Currently, there are over 1700 students enrolled in Grand Valley’s Frederik Meijer Honors College (Chamberlain 2017). That number has grown steadily every year since its debut in 2009, according to the July 2017 Frederik Meijer Honors College Annual Report Executive Summary (Figure 1).



Over 5% of the 2017 incoming freshmen stated that they were coming to GVSU because of the Frederik Meijer Honors College. These students stated that they came to the Honors College for three reasons: the program (with its Honors-specific curriculum and exceptional faculty), the friendly and nurturing environment, and the outstanding facilities (Chamberlain 2017).

Figure 1. FMHC Enrollment from 2009 – 2017

To foster this sense of inclusion and higher learning, the Honors College caps the size of classes at eighteen students so as to incite open discussion and strong relationships between students and professors as well as student to student. If more students desire to be in the class, it is at the discretion of the faculty. To promote this sense of inclusion between faculty and students, the Glenn A. Niemeyer Living and Learning Center – the physical heart of the Honors College program – was designed to centralize the offices of professors and Honors staff so that students can easily access professors and advisers (Figure 2). Niemeyer and Holton-Hooker are also home to the Honors student dormitories. Here, students who chose this living option – can find and build a community of likeminded individuals to form friendships and support each other during their time in the Honors College.

Figure 2. Aerial photo of the Glenn A. Niemeyer (left) and Holton-Hooker (right) Living & Learning Centers



The Honors College also works hard to create many opportunities to accomplish the mission of the Honors College, which "is to inspire and empower motivated students to be intellectually curious lifelong learners who make positive contributions to their local and global communities, and serve as capable leaders and active global citizens" (Gilles 2018). For example, The Frederik Meijer Lecture Series, which are open to all students, highlights national and international presenters that focus on issues of leadership, innovation, and entrepreneurship. As well, there is the Frederik Meijer Office of Fellowships that aids students in finding internships, scholarships, fellowships, and other opportunities for funding alternative experiences. Despite such positive opportunities for continued learning and fostering of intelligence, issues with the Frederick Meijer Honors College's curriculum and overarching educational goals have been brought to the forefront by an audit conducted by the National Collegiate Honors Council (Hiskes 2018). The NCHC observed that the Honors College should 1) refocus its curriculum so that it does not limit transfer and "late bloomer students" access to the Honors program, 2) integrate more active learning strategies, and 3) revise the student learning outcomes and assessment plan (NCHCL Hiskes 2018). For the Honors College to continue to flourish and grow, it is necessary that the program re-define its curriculum in order to retain current students and attract potential students. Therefore, our team will use the design-



thinking process to create a better curriculum, and make the Frederick Meijer Honors College the best it can be while leading Honors students to cherish their experience.

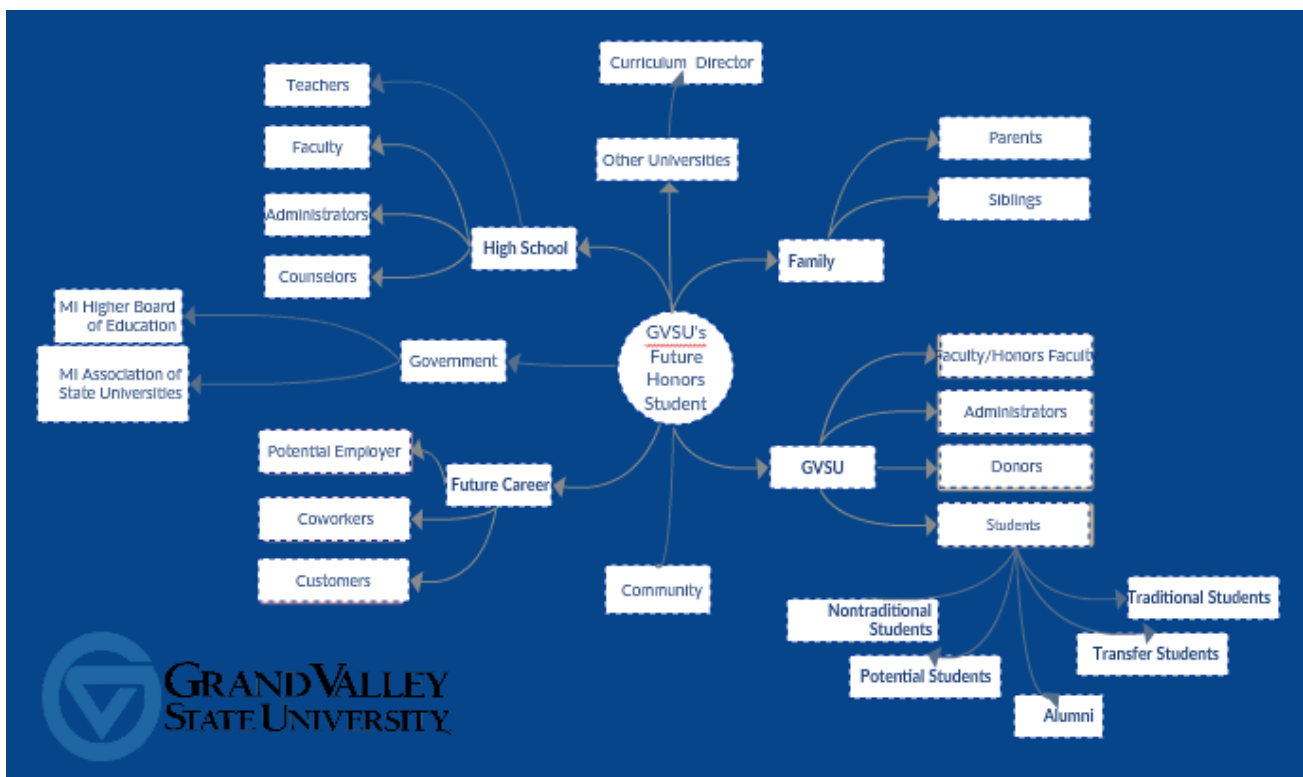
## **PROBLEM STATEMENT**

While the Frederik Meijer Honors College is rich in community and proudly produces students with critical thinking skills, strong literacy, and communication skills, and many other qualities, there is an opportunity to implement change in the program so that the Honors College curriculum is even more fulfilling. Our team recognizes this and is challenged with designing a curriculum that can be built into the current vision of the FMHC and fulfills the university requirements, while also igniting the students' passion to learn and create. We understand that the currently rigid and highly structured Honors curriculum forces students to choose between giving up transfer credits or Advanced Placement credits to become an Honors College student, or not becoming an Honors College student at all due to curriculum and credit obstacles. **We will create a liberal arts curriculum that prepares students for success in the real world while also challenging them as life-long learners.** There will be unique class options for Honors students to choose from to meet all requirements of the curriculum which will be applicable to a student's area of study and passions. This will create a more desirable curriculum for incoming freshmen and transfer students because it will accommodate AP credits and transfer credits in a more meaningful way. Our goal is to not only surpass the university requirements and design Honors curriculum that delights and inspires Honors students, but to make the Frederik Meijer Honors College experience something students will remember for the rest of their lives.

## **ECOSYSTEM**

The first step of our design thinking process is to determine who we are designing for and who might be impacted. Figure 3 is a graphic that shows the ecosystem of stakeholders that could be impacted by changes to the FMHC curriculum. We discovered, after drafting a stakeholder map, that many people will be affected by a change to Honors curriculum. We have decided that first and foremost we are designing for the Frederik Meijer Honors students. Directly related to the student is the students' family. Parents want to know their child is getting a good education and need to understand how the Honors College could be beneficial to their child. Siblings will also be affected because if an older sibling is a proud member of the College, they could act as a direct representative for recruitment of their younger sibling and their friends. Of course, Grand Valley, as a whole, will be impacted by the new curriculum. Faculty, both Honors and non-Honors will be impacted by the potential inclusiveness of the program, and so will students from the entire University. Freshmen, transfer, and current students will benefit from a reimagined curriculum that aids them in achieving their desired educational goals. The administration of the Honors College will be greatly affected as well, as they will need to develop means to assess if the new curriculum is achieving intended outcomes for the students

while abiding to university student learning objectives. Another perspective that could be impacted is the community. It is recognized that Frederik Meijer Honors College alumni are leaders in their communities and jobs, creating positive impact and change. The community in which present and future Honors students reside, needs to continue to gain capable individuals who can think creatively and be innovators and problem solvers. Other groups that we are designing for or that might be champions for our efforts to redesign the Honors curriculum could include the Michigan Higher Board of Education, Michigan Association of State Universities, and the National Honors College Board. Additionally, these curriculum changes could influence or be impacted by other universities and the progress or discoveries in curriculum development that they have pioneered. This new reimagined Honors curriculum will impact many different people and stakeholders for a variety of reasons. Most of all, we aim to create a program that



benefits the student and makes him or her a proud member of the Frederik Meijer Honors College.

Figure 3. Stakeholder map

## RESEARCH METHODS

We will utilize design thinking methodology to approach our challenge of reimagining the Honors curriculum. The design thinking process, including six steps - Define, Empathize, Re-define, Ideate, Prototype, Test - will allow us to gain empathy with our stakeholders over the

course of the semester, develop unique solutions, and ultimately design a prototype concept. We will follow the process as described in *Creative Confidence* by Tom and David Kelley, and by learning from experienced design thinkers through our design thinking class. We are also provided direct contact with one of our stakeholders Dr. Gilles, Interim Director of the Honors College. As our key collaborator in the project, he is able to define and describe constraints and expectations. Additionally, we will have faculty members to assist with the assessment and feasibility of our ideas and prototypes, as well as a number of guest speakers that provide insightful information curriculum, their personal experiences, and on the workings of the innovation process. The goal of our primary research is to empathize with a diverse representation of Honors students to create a program they can be proud to be a part of. Primary research will include interviews with faculty, students (both Honors and non-Honors), faculty, as well as other Honors colleges. Collecting this qualitative data will help us gain empathy with the people for whom we are designing.

Secondary research resources will include the Frederick Meijer Honors College Annual Reports, the results of the recent audit by the National Collegiate Honors Council, and articles selected through our research on other Honors colleges. The analysis of these documents will help give us direction on where to concentrate to maximize our innovation potential for reimagining the Honors curriculum.

## **CONSTRAINTS**

In order to better the Frederik Meijer Honors College curriculum and experience, Team ASAP must identify and take several constraints into consideration while innovating. The major constraints given to us by our collaborator Dr. Gilles, were to maintain the Honors student learning objectives, but most importantly the student learning objectives of Grand Valley State University (Gilles 2018). Those are as follows: collaboration, critical thinking, ethical reasoning, information literacy, integration, oral communication, problem solving, quantitative literacy, and written communication. "These nine goals must be embedded within whatever Honors-specific student learning outcomes we adopt" said Dr. Gilles when presenting our design challenge's constraints (personal communication, January 17, 2018). These targeted skills for development are goals from the university general education program and greatly valued by Grand Valley administration, faculty, and students. We are completely free from any other restrictions of the university general education program besides being sure we can instill these outcomes in students through completing the Honors College curriculum. We also want to respect the hard work and time that current students have put into completing the Honors College curriculum. Thus, we want to create a curriculum that respects those students and through a curriculum transition, does not burden them with taking additional classes to complete their Honors requirements. Additionally, these classes must be taken at Grand Valley State University and not at a different university or location. Therefore, we will not be able to implement any new

innovations that would require the use of different building, or new floor plan changes such as a classroom addition. We also recognize that a constraint for our team is the short, 15-week time frame to complete the design thinking process.

## **OUTCOMES**

Once the Frederik Meijer Honors College's curriculum is reimagined, all Honors students and faculty will be able to explain how the new curriculum is different than the university general education program, as well as be able to demonstrate how the goal of creating well rounded, innovative students is achieved. Our vision is to implement a curriculum that is deliberate in giving students knowledge and experiences that they can bring to their future careers, lives, and community while ensuring that their time at Grand Valley is enjoyable and engaging. Honors College students will not view their Honors College courses as just another requirement, but as an engaging opportunity to enhance themselves and their undergraduate degrees while forming life-long relationships. We will make the Honors College accessible to every eligible student who wants to be challenged throughout their time at Grand Valley and create an environment where their experience at the FMHC is more pleasant and enjoyable rather than just a mad rush to ensure that all the required courses are taken. The program will be so worthwhile that students will want to put their Honors College experience at the top of their resume. The new curriculum will be something all Honors students can be proud of, alumni, future and present alike!

# Stakeholder Map

A stakeholder map is a visual representation of all individuals and/or groups that are affected by the current problem statement; in our case, the task of reimagining the Grand Valley Honors College curriculum. When first creating our map, we compiled a list of affected parties. The client, or who we are designing for, is represented as the focus in the center of the map. Thus, at the core of our map are Grand Valley State University's future Frederick Meijer Honors College students. We then made connections and related all other stakeholders to the students, and each other. We ultimately grouped the stakeholders into six categories: family, GVSU, community, future career, government, high school, and other universities. With this foundation, we were able to place all of our listed stakeholders into a category and identify even more stakeholders.

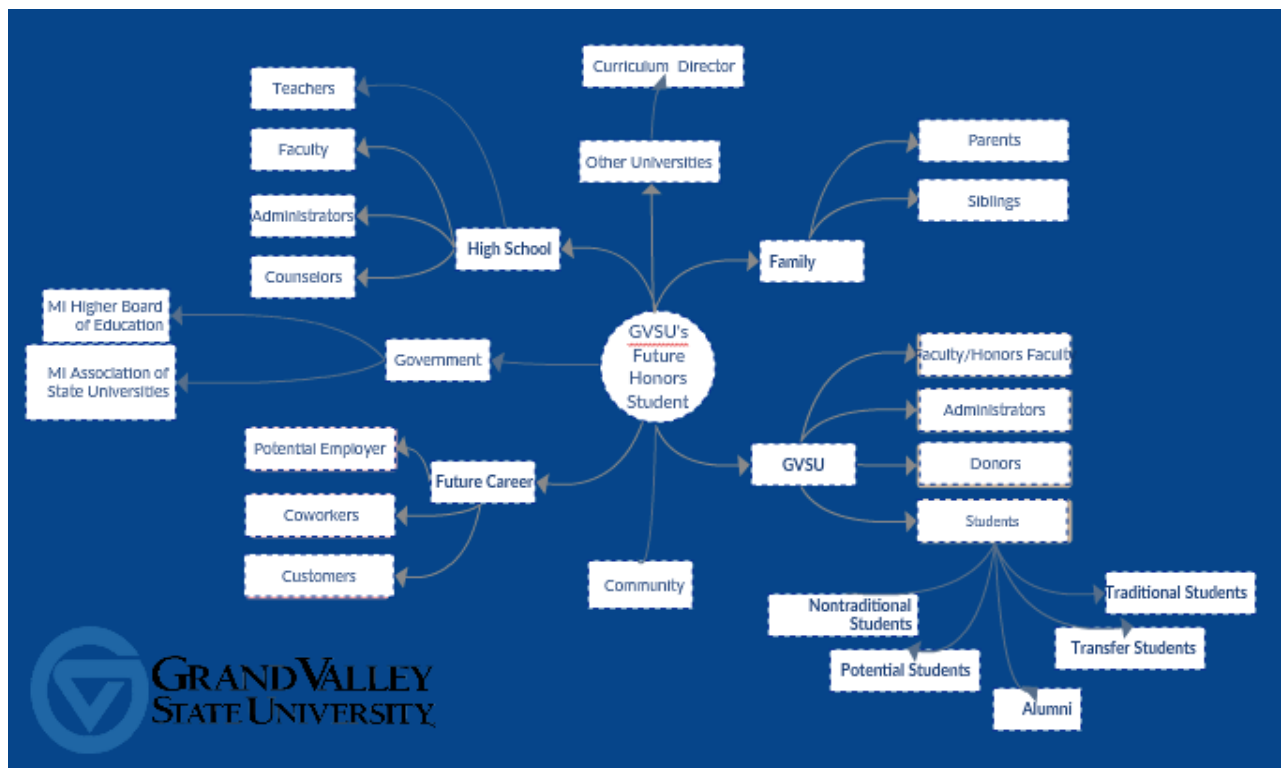


Figure 4: Team ASAP Stakeholder Map



# Collaborator Debriefs

## WHY A DEBRIEF?

Collaborator debriefs are a critical part of the Design Thinking process because they allow the team to inform and summarize their current findings for critique and evaluation by collaborators and stakeholders. In collaborator debriefs, our team - presents current status to an audience of collaborators and stakeholders, who in turn provide incredibly useful, real-time feedback. There were three collaborator debriefs throughout the semester, placed at key transition points in our design process. 1) gut check on current insights from our research, 2) top innovations, and 3) top two prototype concepts, helping us derive a top – final – prototype concept.

## COLLABORATOR DEBRIEF #1

Debrief 1 Articulating and Revising the Initial Vision	
<b>Design Challenge Debrief</b>	<p><b>Team Problem Statement</b> We will reimagine the current curriculum to make it more pleasant, appealing, and inclusive to all students so that there is not a mad rush to ensure that all the needed courses are taken. We will also make it flexible and malleable so that each student can pursue classes that interest him or her while becoming innovative and well-rounded students.</p> <p><b>Key insights from stakeholder interviews, observations and research</b></p> <ul style="list-style-type: none"> <li>• Students understand the importance of seminars and sequences; however, they would like seminars/sequences that are equal in difficulty. Students feel that over the years, the courses have fallen off track from where they started.</li> <li>• Employers have expressed an interest in pushing for second language requirements.</li> <li>• Employers have expressed interest in community service and leadership/extracurricular requirements to help widen students’ world viewpoints and knowledge on current issues.</li> </ul> <p><b>Two questions for the Collaborators</b> **See Below**</p>
<b>Questions for the Collaborators</b>	<ol style="list-style-type: none"> <li>1. What aspects/requirements do you think an Honors curriculum should incorporate to better prepare students for the real-world after graduation?</li> <li>2. Do you believe that requiring decided students to take classes from each discipline even if they are not related to their career path is important?</li> </ol>

3. How are leadership requirements vital to post-graduation success?
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1. Debrief Feedback Capture What's Meaningful to Advance Effective Innovation	
<b>Instructor</b>	<ul style="list-style-type: none"> <li>• Does a second language requirement include computer coding?</li> <li>• Relook at the idea of a second language requirement rather than a cultural competency course</li> </ul>
<b>Class</b>	<ul style="list-style-type: none"> <li>• Students do not feel FMHC is an enriching experience               <ul style="list-style-type: none"> <li>○ Should be enthusiastic about FMHC that you can be proud of</li> </ul> </li> <li>• Employers value cultural competency (diversity)</li> <li>• Focus more on personal growth of the student               <ul style="list-style-type: none"> <li>○ Will allow them to understand themselves and realize what they are good at</li> <li>○ Create a confident student</li> </ul> </li> </ul>
<b>Collaborator</b>	<ul style="list-style-type: none"> <li>• Separate “Students Views About Employers” and “Employers Views Regarding Students”</li> <li>• Institutional Integrity; students remember what they were promised vs. what they experience.</li> <li>• 10 years ago, sequence faculty engaged in Course Corrections, maybe it’s time for another one</li> <li>• What is it that makes courses/learning pleasant for students               <ul style="list-style-type: none"> <li>○ Application</li> <li>○ Immersion (case studies)</li> </ul> </li> <li>• Leadership skills = skills you need to be a successful professional               <ul style="list-style-type: none"> <li>○ Respect, empathy, collaboration, communication, etc.</li> </ul> </li> <li>• Leadership is a process, not a trait. Find a way to engage in the process</li> <li>• Pull out LLL from being separate and integrate it. Don’t separate Living, Learning, and Leading</li> </ul>
<b>Other Stakeholder(s)</b>	<p>Other stakeholders to connect with:</p> <ul style="list-style-type: none"> <li>• Provost</li> <li>• Other employers</li> </ul>

2. Post-Debrief Reflections Integrate the Feedback & Ideate Next Steps	
<b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team’s current insights?	<ol style="list-style-type: none"> <li>1. They requested that we define our terms more thoroughly and seek deeper meaning for our insights.</li> <li>2. Some of the collaborators seemed interested by our insight at first, however, their mindset seemed to quickly change and we were met with resistance.</li> </ol>



	<p>3. After providing further insight and definitions, it seemed as though some of their feedback aligned with a justification for the current curriculum, opposed to a critical idea for change.</p>
<p><b>CONVERGE:</b> How did the feedback <i>align</i> with and enhance the team’s current insights?</p>	<ol style="list-style-type: none"> <li>1. The feedback seemed to support our current insights that employers or colleagues are looking for people who possess information that is outside of their “field of expertise.”</li> <li>2. Their concern of the line between “humanities” and real world applicable information affirmed our belief that there is information that can be implicitly or explicitly beneficial to a graduate student and the distinction may not always be clear.</li> <li>3. The idea of cultural competency desirability seemed to resonate with our collaborators and they provided a couple examples of what this could look like in the community around us.</li> </ol>
<p><b>APPLY:</b> How can you <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>1. We can use the information gained to better prepare for further interviews and debriefs by specifically defining the words that we choose to use as this seemed to be a big talking point for our presentation.</li> <li>2. We can shift our focus slightly from looking at leadership as a learned skill to it being the culmination of all the interpersonal and intrapersonal skills that students learn through many disciplines.</li> <li>3. Present insights in a way that shows who the insight is from as disregarding this can lead to ambiguity (Ex. Desirable traits from students or employer’s viewpoints).</li> </ol>
<p><b>ACT:</b> What are your next steps?</p>	<ol style="list-style-type: none"> <li>1. We will update our insights to incorporate the viewpoint and this will affect our insight groupings.</li> <li>2. We will update or add some interview questions to include definitions of key terms and the experience with cultural competency.</li> <li>3. We will focus our research to include ways that leadership ability is improved both inside and outside of a classroom environment.</li> </ol>

## COLLABORATOR DEBRIEF #2

Debrief 2 Telling the Story	
<b>Design Challenge Debrief</b>	<p><b>Team Problem Statement</b> We will reimagine the current curriculum to make it more pleasant, appealing, and inclusive to all students while also making it flexible and malleable so that each student can pursue classes of interest while becoming innovative and well-rounded students.</p> <p><b>Top 3 “needs” statements</b></p> <ol style="list-style-type: none"> <li>1. Employers need students to know a second language to stay competitive in a growing and complex world.</li> <li>2. Employers need employees with a global perspective and the ability to empathize with others in order to solve problems and create change.</li> <li>3. Students need classes that appear to have an application in their future career in order to feel like the classes are worth the time and effort.</li> </ol> <p><b>Top 5 Innovations</b></p> <ul style="list-style-type: none"> <li>• Create a second language requirement which could include computer coding.</li> <li>• Create an Internship or Volunteerism requirement to help students experience the world outside of campus and develop their cultural competency.</li> <li>• Create a course that requires students to engage with the community to increase their empathy for current world issue.</li> <li>• Create structured four-year plan options to ease the stress on students and keep them engaged with the Honors College community every year.</li> <li>• Develop a second-year sequence/seminar in order to lessen the time requirement of the freshman sequence and allow for a broader education experience.</li> </ul> <p><b>Two questions for the Collaborator(s)</b> **See Below**</p>
<b>Questions for the Collaborators</b>	<ol style="list-style-type: none"> <li>1. How do you think the communication level would be in students when comparing those who took a traditional second language and those who opted for computer coding? Do you believe it would benefit the student to allow this to count for this requirement?</li> <li>2. To what extent do you believe it would be beneficial to require internships/volunteerism/community engagement or ultimately should this be an individual initiative to be taken by the student?</li> <li>3. Do you feel that there is a period of disconnection between the student and the Honors College after their freshmen sequence and do you feel it is the school's job to actively pull the students into the community or is that a student's obligation to promote their own involvement?</li> </ol>

#### 4. Debrief Feedback

##### Capture What's Meaningful to Advance Effective Innovation

<b>Instructor</b>	<ul style="list-style-type: none"> <li>• There is a disconnect between the professors and faculty that have real world experience and those who are "academics"</li> <li>• The professors, while expressing their motives for teaching Honors courses, focused on their personal benefits over those of the students.</li> </ul>
<b>Class</b>	<ul style="list-style-type: none"> <li>• A student expressed that learning a second language should not be a requirement as some students struggle with language learning.</li> <li>• AP credits and transfer student issues were not addressed in our 4-year plan innovation.</li> </ul>
<b>Collaborator</b>	<ul style="list-style-type: none"> <li>• The 4-year plan that we had discussed was not thought out enough.</li> <li>• One collaborator posed that volunteerism should not be required, the others agreed with him.</li> <li>• The collaborators did not believe that computer coding should count as a second language. The collaborators did not see the importance of future employable skills like students and potential employers.</li> <li>• The collaborators did not seem convinced that there was an inconsistent effort from professors in their Honors courses.</li> </ul>

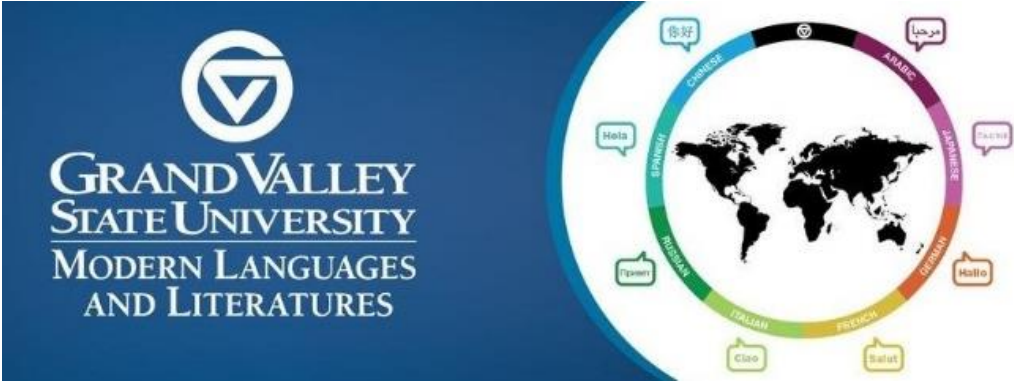
#### 5. Post-Debrief Reflections


##### Integrate the Feedback & Ideate Next Steps

<b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team's current insights?	<ol style="list-style-type: none"> <li>1. We realized that our innovations did not necessarily help or include transfer students and AP credits.</li> <li>2. The collaborators didn't seem to understand the importance of employer opinions or future employability to students.</li> <li>3. Both students and collaborators expressed that a second language requirement should not be fulfilled by computer coding proficiency.</li> <li>4. Some students expressed that a second language could be harder for some students and that this should not be a requirement.</li> </ol>
<b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team's current insights?	<ol style="list-style-type: none"> <li>1. All groups shared an insight that employees need to be culturally competent in order to be more competitive for employment during their careers.</li> <li>2. A second language requirement was well received as an innovation by the collaborators, while students were conflicted about this aspect.</li> <li>3. The collaborators agreed that community involvement and volunteerism helps a student gain cultural understanding and gain experience in the world.</li> </ol>
<b>APPLY:</b> How can you <i>use</i> the	<ol style="list-style-type: none"> <li>1. The feedback provided can help us redefine our problem statement as it currently does not best represent our goals.</li> </ol>

<p>feedback provided?</p>	<ol style="list-style-type: none"> <li>2. We will use the feedback to sharpen our needs statements and tie this back to our problem statement.</li> <li>3. We need to refine and unify our ideas of the 4-year plan proposed in our innovation.</li> </ol>
<p><b>ACT:</b> What are your next steps?</p>	<ol style="list-style-type: none"> <li>1. Communicate with other teams to help spark new ideas and work around some of our innovative sticking points.</li> <li>2. Revise questions in order to further refine our innovations and gain new insights.</li> <li>3. Conduct interviews with more faculty and stakeholders who are not GVSU students.</li> </ol>

## COLLABORATOR DEBRIEF #3

Debrief 3 Telling the Story	
<p><b>Design Challenge Debrief</b></p>	<p><b>Team Problem Statement</b></p> <p>We will create a liberal arts curriculum that prepares students for success in the real world while also challenging them as life-long learners.</p> <p><b>Top two prototype concepts:</b></p> <ol style="list-style-type: none"> <li>4. A second language requirement that includes a proficiency examination and a civilization class requirement. Upon entering the Honors College, students would take a language proficiency examination that would place them in a language class. Within that class, students would learn the language while also learning about the related civilization through the discovery of the country's cuisine, literature, traditions, and history.</li> <li>5. A four-year plan that includes an Honors class each year; there will be a Live.Learn.Lead. in the first year (which includes a job shadow and community service), a sophomore sequence (with less credits than the current freshman sequence), a junior seminar, and senior project.</li> </ol> <p><b>Two questions for the Collaborator(s)</b> **See Below**</p>
<p><b>Summary Illustration</b></p>	<p><b>Second language requirement</b></p>  <p>The illustration features the Grand Valley State University logo on the left, which includes a stylized 'G' and 'V' inside a circle, with the text 'GRAND VALLEY STATE UNIVERSITY MODERN LANGUAGES AND LITERATURES' below it. To the right is a circular diagram with a world map in the center. The map is surrounded by a ring of colored segments, each representing a language: Chinese (red), Arabic (orange), Spanish (yellow), Russian (green), Italian (light green), French (blue), German (dark blue), and Japanese (purple). Each segment is accompanied by a small speech bubble containing the word 'Hello' in that language: 你好 (Chinese), مرحبا (Arabic), Hola (Spanish), Привет (Russian), Ciao (Italian), Salut (French), Hallo (German), and Hello (Japanese).</p>

	<p><b>Four year plan</b></p> 
<p><b>Questions for the Collaborators</b></p>	<ol style="list-style-type: none"> <li>1. What were your thoughts on the prototypes? What has been your experience in second language proficiency, and how has this helped your career?</li> <li>2. In your opinion, would a second language proficiency be more effective than more cultural competency experiences or vice-versa?</li> <li>3. Which of the two prototypes would you prioritize to put into action?</li> <li>4. How do you think the students would have a better academic experience in the Honors College if these prototypes were put into place?</li> </ol>

<p align="center"><b>1. Debrief Feedback</b>  <b>Capture What's Meaningful to Advance Effective Innovation</b></p>	
<p><b>Instructor</b></p>	<ul style="list-style-type: none"> <li>• A secondary language might not be as effective as learning cultural competency, or being exposed to the history, culture, and traditions of the civilization. <ul style="list-style-type: none"> <li>○ Ex: create a German class where you learn about the cuisine and German terms used in the culinary world.</li> </ul> </li> <li>• We need to explore more deeply into our final prototype and make sure to be able to trace where our innovations came from in our problem and need statements.</li> <li>• We were also reminded us that we need to be able to explain what liberal arts means to our team, and how our innovations are tied to a liberal arts education and GVSU's students learning objectives.</li> </ul>
<p><b>Class</b></p>	<ul style="list-style-type: none"> <li>• Students are worried about the language requirement as many feel that not all students are capable or desire to study a language.</li> <li>• A student brought up the idea of zero credit classes where an Honors student has to sign up for some of these classes as a requirement of being in the FMHC. These zero credit classes would then be used to</li> </ul>

	do community service or other such things without paying for the course.
<b>Collaborator</b>	<ul style="list-style-type: none"> <li>• The collaborators wondered who would facilitate the four-year plan throughout the four years. Would there be advisors or counselors to support the student along the way?</li> <li>• Some wondered how our plan would apply to transfer students.</li> <li>• One collaborator wanted further explanations on how we would maintain a liberal arts curriculum. <ul style="list-style-type: none"> <li>○ In the freshman seminars would we separate decided and undecided students so that decided students could continue on their ‘non-liberal arts’ path?</li> </ul> </li> <li>• The collaborators wanted us to delve deeper into the technical credit side of the four-year prototype (the number of credits, how transfer and AP credits would transfer in).</li> <li>• There was some confusion on whether our innovations were liberal arts or not.</li> </ul>
<b>Other Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>• Robyn Toth <ul style="list-style-type: none"> <li>○ Contact her to learn about the number of freshman students who have proficiency in foreign language.</li> </ul> </li> </ul>

<b>2. Post-Debrief Reflections</b>	
<b>Integrate the Feedback &amp; Ideate Next Steps</b>	
<b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team’s current insights?	<ol style="list-style-type: none"> <li>1. Collaborators had a hard time seeing the interdisciplinary aspects of our prototypes.</li> <li>2. Collaborators still did not really like the second language requirement due to already packed schedules.</li> <li>3. Collaborators questioned how the SLOs fit into our prototypes.</li> <li>4. Collaborators questioned how transfer students would fit into the program.</li> <li>5. Collaborators questioned how credits would be assessed in our prototype.</li> </ol>
<b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team’s current insights?	<ol style="list-style-type: none"> <li>1. Collaborators liked the idea of allowing students to get real-world experience.</li> <li>2. Collaborators liked the idea of having decided and undecided students together to help with mentoring each other.</li> <li>3. Collaborators liked that we still included a senior project and had a clear, concise plan.</li> <li>4. Collaborators saw the benefits to getting first year students involved with all of the assistance FMHC has to offer.</li> <li>5. Collaborators suggested we utilize zero credit courses as they may be beneficial to our prototype.</li> </ol>
<b>APPLY:</b> How can you <i>use</i> the	<ol style="list-style-type: none"> <li>1. We can consider utilizing zero credit courses to make our prototypes more interdisciplinary.</li> </ol>

feedback provided?	2. We can talk to Robyn Toth to see how many enrolling students already have foreign language proficiency to see if it would be beneficial.
<b>ACT:</b> What are your next steps?	<ol style="list-style-type: none"> <li>1. Fit zero credit courses into the second year to gain interdisciplinary and community involvement aspects to our innovations.</li> <li>2. Revisit the GSVU SLOs to see how our prototypes fit into them.</li> <li>3. Talk to Robyn Toth about the range of majors and foreign language proficiency in FMHC.</li> </ol>



# Top 5 Innovations

## INNOVATION 1: The Addition of a Foreign/Secondary Language Course

The first innovation addresses the need for a foreign or secondary language requirement (Figure 6). Various universities across the nation, such as Clark Honors College, Washington State University, and University of Nevada, Las Vegas, have incorporated a foreign language requirement into their Honors College courses. Some of our stakeholders also saw the importance of secondary language knowledge. We interviewed businessmen that stated that one of the biggest qualities they desire in future employees is multi-language ability. Professors and students have also supported the desire for language learning stating that it would give students insight into different cultures and further develop their understanding of language and grammar. Therefore, we will create a secondary/foreign language requirement, which will include computer coding. Our research shows that a language requirement will help students develop greater problem solving, critical thinking, and communication skills, helping them to be better prepared for the workforce.

FMHC students will be required to study one of the various languages that Grand Valley State University offers for a minimum of two semesters. Thus, students will be required to learn one of the following languages: Arabic, Chinese, French, German, Ancient Greek, Italian, Latin, Japanese, Russia, Spanish, or American Sign language. Students will not be allowed to place out of doing a University language class as language learning in a University setting is vastly different than that of high school and requires more involvement and understanding of not only the language but also the culture. However, if the student has taken a language in high school or via AP, then they will be eligible to take a standard placement test. This placement test will then indicate what level course the student will be required to take - to fulfill the two semester Honors College secondary/foreign language requirement.

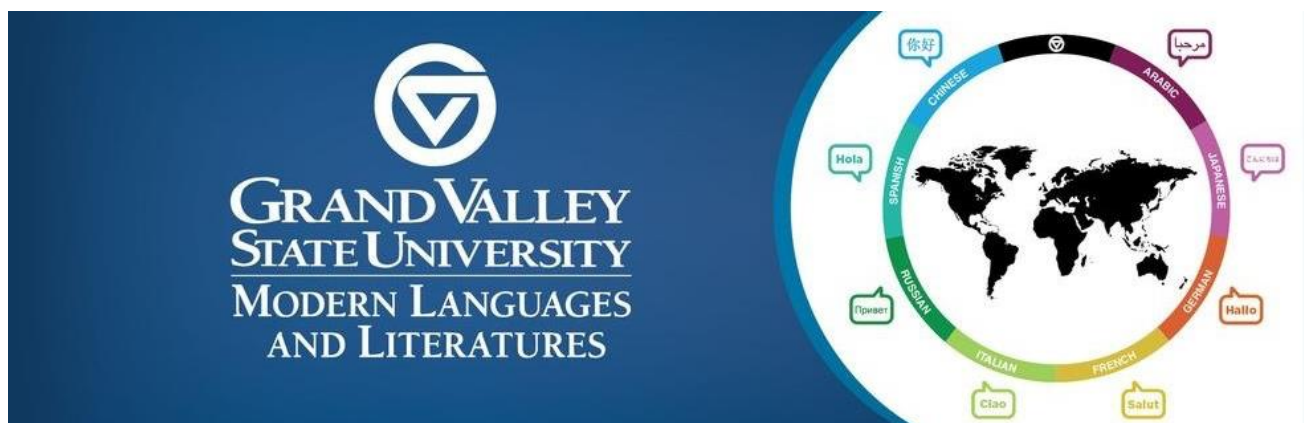


Figure 6: GVSU's Modern Languages and Literatures Logo

## **INNOVATION 2: Incorporate a Job Shadowing Opportunity into the Live.Learn.Lead Seminar**

One of the difficulties presented after interviewing with Honors College students was they felt that the Freshman seminars were a waste of time and not useful to their college career. However, we recognize the importance of having a course that eases the transition from high school to college level education. We also realize that many students start their college journey as undecided students and then struggle to find a degree that fits their personal interests and mission. Therefore, in order to help the undecided Honors students in finding their passions and strengthen the Honors Colleges relationship with the community, we will create a course requirement that gives students the exposure to multiple careers. Thus, our second innovation will be to design the Freshman Live.Learn.Lead sequence as “job shadowing,” requiring students to engage with the community to increase their empathy for current world issues, gain exposure to different careers, and start their journey of being life-long learners (Figure 7). Adding a job shadowing course would create an opportunity to explore their community and different jobs. By adding this job-shadowing requirement to the Live.Learn.Lead course students will be provided with tangible, real-world experiences which will help them learn more about themselves and their possible future majors. Corollary benefits include, student engagement in the community, learning about different careers, and their efforts spread the word about the Honors College, enhancing its reputation for outstanding and engaged students.



Figure 7: Visual Example of a Job Shadow

### INNOVATION 3: Four Year Plan

Currently in the Frederik Meijer Honors College, there are only three semesters of required involvement with the college in the form of enrolled classes. This includes two semesters of the freshman sequence and the junior seminar. Insights gained from interviews with Honors students found that many students believe the curriculum should better reward AP credits. Our research also found universities with curriculums that adapt to incoming freshman AP credits or recognize dual enrollment credits. Those curriculums were successful and of great advantage because they were adaptable to each individual.

Therefore, we will create a structured four-year plan option for freshmen to ease the stress of navigating the Honors curriculum requirements (Figure 8). The idea for a four-year plan is to help all students stay engaged with the Honors College for at least four years. It will include one class each year, but not always 3-4 credit classes. We would like to implement possible one credit classes within the Honors College for students who do not need as many credits, as well as letting students explore different types of classes. This less “credit rigid” innovation will be more flexible for students who transfer or have AP credits coming in, which will make it more inclusive and appealing to all students. This structure will also allow students to explore other interests like an art class or an exercise class for example. This would allow students to stay engaged every year of their college career or even each semester depending on what they choose to take in parallel with classes for their major disciplines.



Figure 8: College Board Logo and Four-Year Plan Visual

### INNOVATION Four: 2<sup>nd</sup> Year Seminar

Throughout our interviews with many current FMHC students, the insight that some freshman sequences were much harder than others was a common occurrence. To address this lack of uniformity, we will develop a second-year sequence or seminar to lessen the credit requirement of the freshman sequence and allow for a broader overall educational experience (Figure 9). This second-year seminar will support professors in lessening the work load in the first year knowing that students would continue to be academically challenged the next year.

This second-year course can range be from 1-4 credits to provide students a break from their major discipline classes or give them a credit boost if they require more credits. The second-year seminar can be career oriented to give students opportunity as sophomores to see how they fit in their chosen profession. This will allow students time to explore or change majors or solidify their choice in major. These classes can also be completely unrelated to students' majors, allowing them to explore other passions or try out different fields. Having just one class in a different field could broaden their experience while not wasting a lot of credit hours on something they might choose is not for them. Overall, a second-year sequence or seminar would allow students to take the credits they need and explore different career options or learn more about their own field of study.



Figure 9: An Honors professor working with students

## **INNOVATION 5: Internship/Volunteer Requirement**

While conducting many different interviews with Honors and non-Honors students, it was brought to our attention that some students desired a hands-on experience in their field however did not have any way of doing so due to their lack of resources and connections. Team ASAP will develop an internship or a type of volunteerism requirement to help students experience the world outside of campus and develop their cultural competency. The Fredrick Meijer Honors College will provide connections and “match make” for students to have these opportunities through partnership with different businesses and organizations outside of the academic institution that will allow students to easily access information and have guidance on how to get involved. The student can complete the requirement at any time during their four years at Grand Valley.



Figure 10: Grand Valley Business Internship Program Logo

# Top 2 Prototypes

## **PROTOTYPE CONCEPT INNOVATION #1: Secondary Language Course**

Our first prototype concept is the addition of a secondary or foreign language requirement. Here we seek to equip Honors College students with a tangible skill that is beneficial to their everyday lives and their future careers. Through synthesis and integration of multiple research articles and personal interviews, we learned that many students expressed that they were not confident in articulating beneficial skills that the FMHC experience is giving them and questioned the value of the Honors learning experience beyond being a statement on their resumes. Through synthesis and integration of interviews with the Grand Rapids and Grand Valley Community, we also learned that businessmen believe that one of the desired qualities in future employees is language ability, cultural understanding, and empathy. We designed to fill this gap, and believe that a language requirement will develop student problem solving, critical thinking, and communication skills, successfully preparing them for work with the real-world, as well as using their advanced language skills to communicate with a vast number of individuals and communities.

This prototype concept will require students to learn one of the eleven languages offered at GVSU for a maximum of two semesters. Thus, students will be required to learn one of the following languages: Arabic, Chinese, French, German, Ancient Greek, Italian, Latin, Japanese, Russia, Spanish, or sign language. If the student desires to continue their language learning to higher levels they may do so. If the student has taken a language in high school or via AP, then they will be eligible to take a standard placement test. Students will not be allowed to place out of a language class as language learning in a University setting is vastly different than that of high school and requires more involvement and understanding of not only the language but also the culture. Instead, this placement test will indicate what level course the student would take. If the student places into a 102 or higher-level language class, they must take that class. If they pass that course with a C+ or higher, they will get credit for that one class and all the preceding classes, thereby fulfilling the two semesters Honors College secondary/foreign language course and gaining language and communication skills that can be utilized for the rest of their lives.



Figure 11: GVSU's Modern Languages and Literatures Logo

## PROTOTYPE CONCEPT INNOVATION #2: Four Year Plan

Currently in the Frederik Meijer Honors College, there are only three semesters of required involvement with the college in the form of enrolled classes. This includes two semesters of the freshman sequence and the junior seminar. Insights gained from interviews with Honors students found that many students believe the curriculum should more effectively recognize and reward high school Advanced Placement (AP) credits. Our secondary research also found that there are universities with curriculums that adapt more effectively to incoming freshman AP credits or dual enrollment credits. Those curriculums were successful and of great advantage because they were adaptable to each individual student. Therefore, we will create a structured four-year plan option for freshmen to ease the stress of navigating the Honors curriculum requirements (Figure 2). The idea for a four-year plan is to help all students stay engaged with the Honors College for at least four years. It will include one class each year, but not always 3-4 credit classes. This would allow students to stay engaged every year of their college career or even each semester depending on what they choose to take along with classes for their major disciplines. The structure students will follow would be a Live.Learn.Lead class freshman year, 1-credit sophomore interdisciplinary courses, a junior seminar, and a senior project. While similar things currently exist in the Honors College, this will be a reimagined plan. The Live.Learn.Lead will be a more career based course that provides students with job shadow opportunities or volunteer opportunities with a mentor to guide students in finding careers that they enjoy. The sophomore year students will be required to take various 1-credit courses from disciplines across fields (this will create a liberal arts learning environment). Each course will fall under one of the following categories: foreign language/culture, hard science, arts, history, math, and social science. Every category but the foreign language/culture course can be fulfilled through transfer or AP credit. The junior seminar will be a collaborative class allowing for more interdisciplinary interaction among students with different majors. Finally, the senior project will be less open ended and more guidance will be provided. It will be encouraged to have the senior project be part of the student's major, providing a way to showcase the entirety of the students learning at GVSU.



Figure 12: Four Year Plan



# Final Prototype

## **FINAL PROTOTYPE CONCEPT: Modified Four Year Plan**

Currently in the Frederik Meijer Honors College, there are only four semesters of required involvement with the college; this includes two semesters of the freshman sequence, the junior seminar, and the senior project. Insights gained from interviews with Honors students revealed that many students believe the curriculum should better reward those with AP credits and better incorporate transfer students. In parallel, our secondary research found universities that have adaptable curriculums for incoming freshman with AP credits or dual enrollment credits, and more readily allowed transfer students to become involved in their Honors College. Those curriculums were reported to be very successful and of great advantage because they were adaptable to the individual student. Furthermore, our research showed that students in general drop out of programs at the highest rate in their second year, the year that is currently the most disengaged part of a GVSU Honors College student's academic career. Therefore, we will create a structured four-year plan option for students to ease the stress of navigating the Honors curriculum requirements (Figure 2). The idea for a four-year plan is to help all students stay engaged with the Honors College for at least four years. It will include at least one class each of four years, but not always 3-4 credit classes. This would allow students to stay engaged every year of their college career or even each semester depending on what they choose to take along with classes for their major disciplines. The structure students would follow is sequential in order. A Live Learn Lead class, taken place before all other classes, freshman year for traditional students, would help transition students into college life, assist in self-exploration, involve students in both the Honors College and local communities, and assist the students in career exploration through reflection and job shadowing activities. A series of "flash courses" would take place in the second year, this would include a class from 6 categories (math, foreign culture, arts, hard science, social science, and history). These credits could be fulfilled by transfer credits or AP credits. The junior seminar would be centered on group work and problem solving. Finally, a senior project would remain as an opportunity for students to use the skills they've learned and apply them to a project. Additionally, there will be the incorporation of a 0 credit "senior project workshop" in which students will learn what options are available to them, how the process works, and how to draft a proposal.

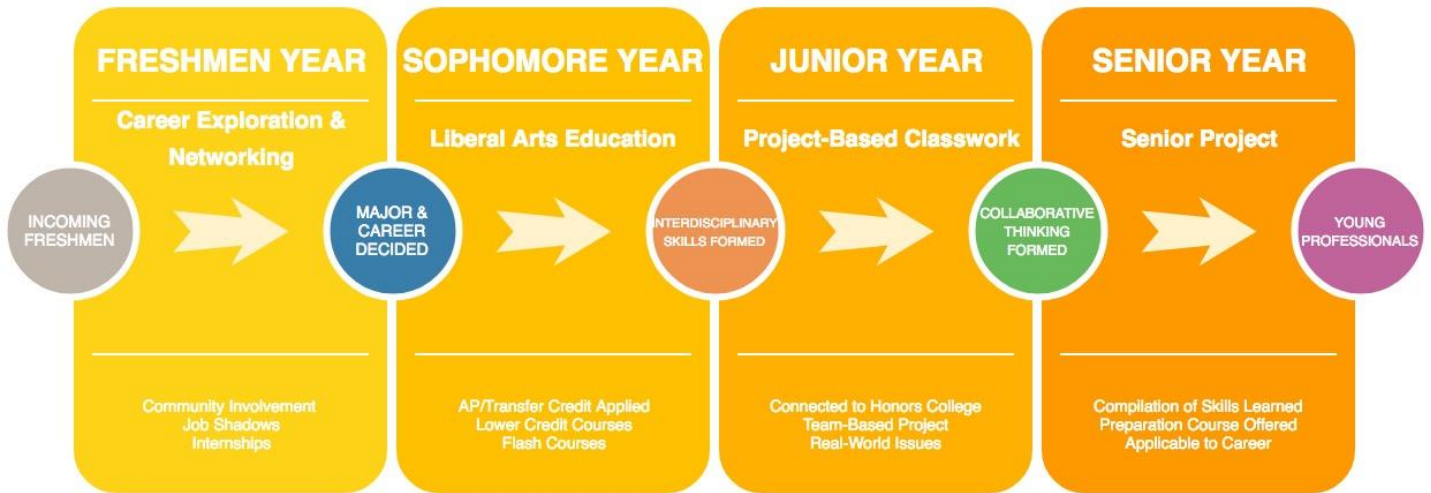


Figure 11: The final prototype: A Modified Four Year Plan

# Video Link

**VIEW OUR VIDEO HERE:**

<https://drive.google.com/drive/u/0/folders/1bB7lxFlkCMj6XCGVyAcOkiK3HvHWfc3o>



# Presentation



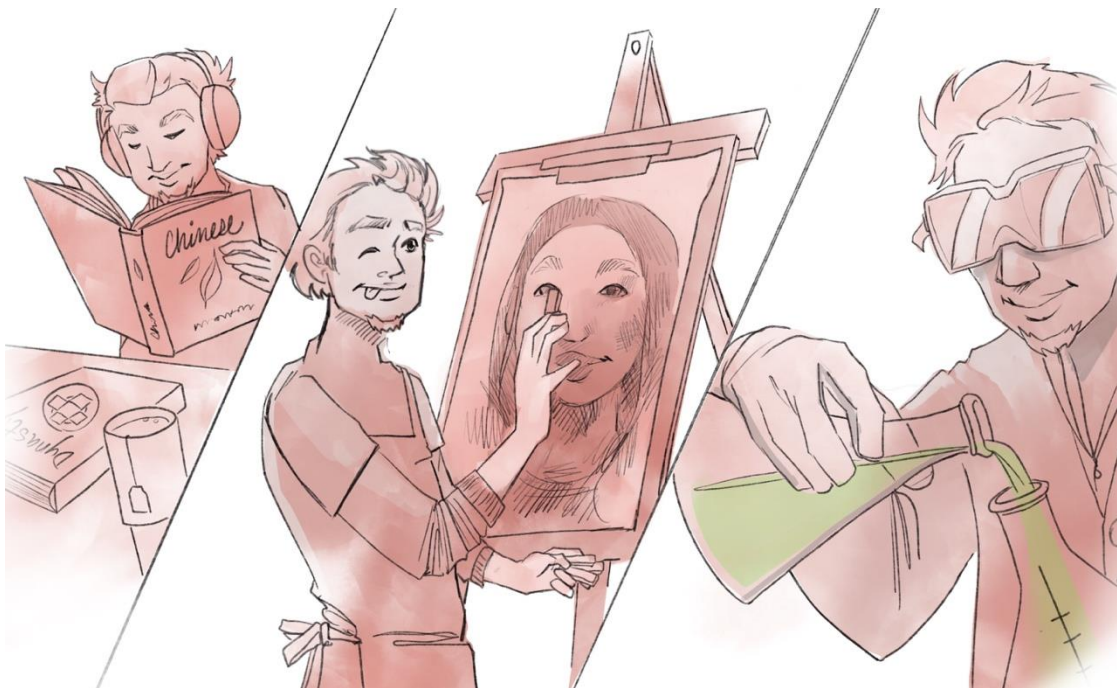
Bobby is a timid and scared incoming freshman at Grand Valley and he decides to join the FMHC.



During his first year, he gets involved in his community and has a job shadow experience where he learns that he likes business.



He now has a better understanding of what he wants to do and feels like he is part of the community.



After this, Bobby takes his flash courses. Thankfully, he came into college with two AP credits and was able to use them at the FMHC. Thus, he only takes four flash courses where he learns about art, math, biology, and Spanish culture.



He then learns about team work and collaboration during his 3<sup>rd</sup> year seminar when solves a real-world problem.



During his 4<sup>th</sup> year, Bobby takes a zero credit senior project course that helps him learn about the senior project process. Then, during his senior project, Bobby is able to target employee satisfaction in the workforce.



Now, as Bobby graduates from GVSU, he is prepared to tackle the obstacles after college and act as a life-long learner

# Presentation Feedback

<b>Call to Action</b> <b>Envisioning the Future</b>	
<b>Brief Description of How Your Presentation was Received</b>	Our presentation was well received. The stakeholders asked good questions to further understand our prototype, and we were able to answer and further discuss how our prototype would work.
<b>What was the Teams Specific Call-to-Action</b>	We strived to not only educate the stakeholders and all attendees of our Four Year Plan Innovation, but strongly encouraged them to implement our innovation for the future Honors College Curriculum. We desired that the stakeholders saw our vision, agreed to it, and were willing to endorse and help implement it.
<b>Attendee Questions</b>	<ol style="list-style-type: none"> <li>1. How would this accommodate transfer students?</li> <li>2. What you keep the same in the Honors College as of right now?</li> </ol>
<b>Innovation Symposium Feedback</b> <b>Capture What's Meaningful to Advance your Innovation</b>	
<b>Verbal Feedback</b>	The stakeholders really liked our flash course idea. Dean Hiskes was very enthusiastic about expanding with the current pop-up courses and turning them into something like flash courses.
<b>Written Feedback</b>	<p>"Flash courses are a great way to give students low risk opportunity to explore and stretch."</p> <p>"Formalize partnership with high schools, community colleges so that incoming students know which classes will transfer into FMHC."</p> <p>"Amazing job in sharing what you heard, helping us empathize and connecting it to your solution."</p> <p>"How do 4-5 week flash courses play out in a 16 week semester? Explore feasibility at GVSU."</p> <p>"Be careful to balance need with availability."</p>
<b>Visual Feedback</b>	The stakeholders really enjoyed our video and liked the storyboard illustrations.
<b>Post-Symposium Reflections</b> <b>Integrate the Feedback &amp; Offer Final Recommendations</b>	



<p><b>DIVERGE:</b> How did the feedback provided <i>deviate</i> from your team's current recommendations?</p>	<ol style="list-style-type: none"> <li>1. Our zero credit crash course focused on senior projects was critiqued in how feasible it would be and how would we get students to enroll.</li> <li>2. It was suggested that the senior project crash course not be required; "it can be better not to hand hold."</li> <li>3. Community involvement was critiqued because it would "require a lot of work for GVSU faculty/staff and stakeholders."</li> </ol>
<p><b>CONVERGE:</b> How did the feedback provided <i>align</i> with and enhance the team's innovation?</p>	<ol style="list-style-type: none"> <li>6. The current pop-up courses on current events could play a huge role in implementing our flash courses.</li> <li>7. D-school course "Designing Your Life" is being thought of as a possible course at GVSU, could be part of our Live Learn Lead series.</li> </ol>
<p><b>SYNTHESIZE:</b> How can others <i>use</i> the feedback provided?</p>	<ol style="list-style-type: none"> <li>1. We can use the feedback that we were given to modify our current innovations, such as our zero credit idea. We could change this into a one credit "workshop" to help resolve the critique of how to get students to enroll.</li> <li>2. Instead of community involvement we could do fun in-class activities that can educate students on different areas.</li> </ol>
<p><b>RECOMMEND:</b> What next steps does your team recommend to stakeholders?</p>	<ol style="list-style-type: none"> <li>1. Think about how feasible it would be to implement our four year plan.</li> <li>2. Consider the benefits of the plan, and how that could potentially change the future of the FMHC.</li> <li>3. Imagine how much more effective and simple this new plan will be for the curriculum!</li> </ol>

# Concluding Statement

Thus, as you can see, this vision for the Honors College creates a great opportunity for the Honors College to form students to be well-rounded life-long learners that will go out into the real-world and be thankful for being a Grand Valley State University graduate. Students will be able to see the value in their education as they go through their four years experiencing the community around them and being able to implement and see value in obtaining a liberal arts education. This enhanced course curriculum plan will create relationships, representation, retention, and will be relevant to Honors College students. The job shadowing and community volunteer work will create a GV Honors College voice and visibility in the career world and throughout the community while also positively representing the FMHC and attracting many to see what we are all about. The increased collaboration and volunteer work, and one Honors course per year keeps active engagement within Honors College which stimulates friendship and community interaction amongst students and teachers, and will prevent dropouts from occurring. Most importantly, this curriculum plan is relevant; the attractive job shadowing will focus students, will be applicable to major success, and will draw otherwise uninterested students into the FMHC program.

Thank you for being a part of this journey to innovate and we encourage you to strongly consider supporting the amazing potential this vision has to profoundly impact the success of the Frederick Meijer Honors College and the lives of the students who are a part of it!

Warmest Regards,

Logan Wieber

Adam Anderson

Riese Bierlein

Jinah Bak

Tessa Martin

Katarina Zomer

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# Appendices

Dialogue Summaries

Research Bibliographies

## INTERVIEW #1

Stakeholder Group/Location: Current Honors Student/Niemeyer Living Center
Estimated Age: X 20-30 ____ 30-40 ____ 40-50 ____ 50+
Gender: Female
Primary Goal of this Opportunity: <p>The primary of goal of this interview was to gain the insight of what current FMHC students, who are currently experiencing the curriculum, and see what they like as well as suggestions they have to improve the curriculum.</p>
How does conducting this work reflect on your team problem statement? <p>Our team problem statement is focusing on current and future FMHC students. We hope to create a curriculum that only current students can be proud of now and post-graduation, but also one that will benefit future students.</p>
Summary of Research: <p>She is a second year Junior in Grand Valley’s Honors Program. As a biology major with a pre-veterinary emphasis and a business minor, she feels that the current Honors curriculum does not truly benefit her in terms of her future career goals. She feels that the Honors curriculum could be improved by adding or changing sequences so that they apply to more majors and more widely applicable, as opposed to some of the current sequences. In addition, she does not truly understand the purpose of Live. Learn. Lead. She feels that, due to how inconsistent they are in regard to their content, they appear to solely be a credit filler with no true purpose.</p>
Important insights: <ul style="list-style-type: none"><li>• Would like a more collaborative, critical-thinking based curriculum</li><li>• Would like it if FMHC courses were more similar in work-load and difficulty</li><li>• Increased difficulty led to her being a more focused student – benefit</li></ul>
Dialogue Questions and Response: <p><b>Q:</b> “What are some ways that we can get more people to know about the Honors College and make incoming freshman feel more welcome?”</p> <p><b>A:</b> “I don’t know how, but the curriculum and requirements and sequences need to be explained in a different way. I was beyond confused and when I volunteer with prospective students they never understand Honors. I think more people would know about Honors if we presented that when GVSU is presented to prospective students. Like, a representative from Honors goes to college fairs and things like that.”</p>

<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <p>She suggested asking about junior seminars and Honors projects. She feels that these courses could be very beneficial, if they were more transparent. She stated that she still does not truly what they are, what to expect, or their purpose.</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes – via text or email</p>
<p>Three more connections this stakeholder provided:</p> <ul style="list-style-type: none"><li>• Current Honors Junior, education major</li><li>• Allied Health Sciences major</li><li>• Honors/Non-Honors Professor</li></ul>
<p>Possible next-steps:</p> <ul style="list-style-type: none"><li>• Reach out to her contacts in Niemeyer LLC</li><li>• Update questions to match suggestions</li><li>• Research other Honors curriculums in Michigan</li></ul>

## INTERVIEW #2

Stakeholder Group/Location: Over the phone
Estimated Age: <u>  X  </u> 20-30 <u>      </u> 30-40 <u>      </u> 40-50 <u>      </u> 50+
Gender: Male
<p>Primary Goal of this Opportunity:</p> <p>To gain insight on the experience of being in the Honors college as well as thoughts on the current curriculum.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>The ASAP problem statement says that we want to make the new curriculum engaging and inclusive of all majors. Interviewing different stakeholders offers us the chance to gain empathy and knowledge on how others view the current Honors curriculum.</p>
<p>Summary of Research:</p> <p>The interviewee is a third year Honors student who transferred into the Honors program during his second year. He is currently a BMS major and when asked about how his Honors courses were, he expressed distaste for the amount of “busy work” consisting of a lot of papers and reading assignments given. He feels as though lessening the amount of time consuming work could allow for more time on other ways of learning that better helped him learn. He explains how he feels that his Honors sequence helped him to become more creative and think critically. He also thinks that incorporating more Honors sections for general majors would be nice to have so that students are learning things pertaining to their majors.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>● He feels as though the Honors College helped him to think critically and to be creative</li> <li>● He feels like there is a lot of busy work when it comes to his Honors courses</li> <li>● He wishes that there were more options for the Honors courses that align with the variety of different majors</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How could the Honors college change their curriculum to best prepare you for a future career?</p> <p><b>A:</b> “Somehow incorporating major classes into the Honors curriculum, instead of it being for just gen ed. stuff. Or offer more Honors sections for the different majors”</p> <p><b>Q:</b> Can you tell me how you have experienced both strengths and weaknesses in your Honors college experience?</p>



<p><b>A:</b> “There’s a ton of busy work that is totally irrelevant and I’m probably not going to remember most of it. The whole thing with Honors I feel like they push a bunch of work on you, there’s like 6 books and 10 papers, so instead of doing a lot of work like that, make it less work and make it more relevant. Like put more thought into it. For strengths, I would say all of the options, like my junior seminar is medical controversies and it is very relevant to what I’m studying.”</p> <p><b>Q:</b> What are a few things that you would like to get out of being an Honors Student, and how do you see these benefitting you after graduation?</p> <p><b>A:</b> “Probably the most important thing that I got out of being in Honors is learning how to think critically and design thinking honestly.</p> <p><b>Q:</b> Can you tell me about how your Honors courses have differed from your non-Honors courses?</p> <p><b>A:</b> “My Honors classes have had just a bunch of busy work that’s irrelevant and I am probably not going to remember all of it.”</p> <p><b>Q:</b> What are some ways that we can get more people to know about the honors college and welcome incoming freshman?</p> <p><b>A:</b> “Maybe just market it more, I didn’t hear anything about the Honors college freshman year and had I heard about it earlier I definitely would have applied. If it was put on the application page I think that would help new students to know about it.”</p>
<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <p>“The Honors vs. general education, since it’s a big part of the curriculum.”</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes, the interviewee would like to be contacted over text.</p>
<p>Three more connections this stakeholder provided:</p> <ul style="list-style-type: none"> <li>● Did not provide any connections</li> <li>● N/A</li> <li>● N/A</li> </ul>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>● Revise questions based on interview feedback</li> <li>● Interview faculty for new insights</li> </ul>

### INTERVIEW #3

Stakeholder Group/Location: Previous Honors College student/ Off campus
Estimated Age: ____ 20-30 <u>x</u> 30-40 ____ 40-50 ____ 50+
Gender: Female
Primary Goal of this Opportunity: <p>Gain empathy with our stakeholders, in this case, a third year, previous FMHC student. To learn her thoughts on the current curriculum and Honors College experience as a whole, and discover why she quit the Honors College.</p>
How does conducting this work reflect on your team problem statement? <ul style="list-style-type: none"><li>• Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Doing this work ensures that we get real input and insights from actual students we are catering to as we create a new curriculum.</li></ul>
Summary of Research: <p>The interviewee is a third year political science major who previously attended the Frederick Meijer Honors College in her freshman year, but decided to discontinue her studies in the Honors college for the remainder of her studies at Grand Valley. Although she felt that the Honors College did a fair job at advancing her education, or rather accelerating it due to her sequence Latin American Civilization, in addition to it looking nice on her resume, Carly did not believe the FMHC best suited her academic needs. Some of the critiques of the HC that she gave concerning her experiences were issues such as too high and narrow of standards for writing, lack of person-ability and approachability of certain professors, and material that could not be tied into her studies outside of the Honors College. While she was not a huge fan of her experience due to a poor and non-relatable professor and decided that this was not the best route for academic needs, she wishes for the Honors College to make positive changes and for it to be advertised more.</p>
Important insights: <ul style="list-style-type: none"><li>• “One of the best things about the Honors College was that my sequence took care of a lot of my gen eds.”</li><li>• The writing was the biggest problem as it was very specific, and that wasn’t applicable to any other classes or professors. The criticism wasn’t very helpful.</li><li>• The content of her Honors sequence was not particularly relevant nor helpful to any of her other course she has taken at Grand Valley.</li><li>• More information regarding the curriculum and process of the HC is desired, as well as increased availability of mentors and approachability of professors.</li></ul>

<ul style="list-style-type: none"> <li>• FMHC was challenging, somewhat rewarding, but ultimately did not benefit her studies as a political science major past her sequence so she quit.</li> </ul>
<p>Dialogue Questions and Response:</p> <ul style="list-style-type: none"> <li>• When asked what are some ways that we can get more people to know about the Honors College and welcome incoming freshman:  “I toured GV in 8th grade, and they didn’t even mention the Honors College. I had to search the website for it to find out about it...”</li> </ul> <p>Additionally, she said, “It needs to be advertised more; even word of mouth would be helpful. To help incoming freshman, the mentors need to be more accessible. Freshman aren’t always brave enough to ask all the questions they have.”</p> <p>She ultimately just wished there would be more information put out there so people could know about the FMHC.</p>
<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <ul style="list-style-type: none"> <li>• After stating that she did not think we missed asking her any important questions and that we “did just fine” in interviewing her, she wanted to reiterate that she does not feel the Honors College is for everybody and that her Honors College sequence professor ruined her FMHC experience overall.</li> </ul>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <ul style="list-style-type: none"> <li>• Yes- by text message or phone call</li> </ul>
<p>Three more connections this stakeholder provided:</p> <ul style="list-style-type: none"> <li>• Current 3<sup>rd</sup> Year Honors student</li> <li>• Current Honors Student</li> <li>• Normal student, possibly Honors</li> <li>• Current Honors student</li> </ul>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Talk to faculty and more students to keep gaining empathy</li> <li>• Update questions to add ideas that came up today that might be important to get other’s input</li> <li>• Speak to group regarding success of interviews thus far and see if revisions are needed to dialogue script or interview approach overall</li> </ul>

## INTERVIEW #4

Stakeholder Group/Location: Honors College students/ Holton-Hooker LLC
Estimated Age: <input checked="" type="checkbox"/> 20-30 <input type="checkbox"/> 30-40 <input type="checkbox"/> 40-50 <input type="checkbox"/> 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <ul style="list-style-type: none"> <li>Gain empathy with our stakeholders, in this case, a first year FMHC student. To learn her thoughts on the current curriculum and Honors College experience as a whole.</li> </ul>
<p>How does conducting this work reflect on your team problem statement?</p> <ul style="list-style-type: none"> <li>Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Doing this work ensures that we get real input and insights from actual students we are catering to as we create a new curriculum.</li> </ul>
<p>Summary of Research:</p> <ul style="list-style-type: none"> <li>She is a first year Honors student living in Holton-Hooker LLC. As a statistics major and math minor, she feels the Honors requirements and classes are not applicable to her interests. She recognizes the need for the interdisciplinary classes for our liberal arts education, but wished she could gain those skills like writing and collaboration through classes she was more interested in. This goes along with our problem statement; that we will make a new curriculum that appeals to all students and make it malleable to their education requirements, like obtaining the student learning objectives, while allowing students to take classes that apply to their majors and interests. She also expressed gratitude for the skills she has gained so far like better collaborative skills and writing skills, something she feels is not fostered as much in non-Honors classes.</li> </ul>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>Wished Honors requirements could be more relevant to passions and major</li> <li>Gained a sense of community from Honors classes with open dialogue and communication among students and professors, dissimilar to non-Honors classes</li> <li>Believes being in the Honors College will benefit her in networking and making the right connections</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How could the Honors College change their curriculum to best prepare you for your future career?</p> <p><b>A:</b> "Personally, I don't know if the honors curriculum was best for me since I'm studying math." She feels they need to incorporate more major oriented studies. "Rather than learning about wars that I don't care about or topics irrelevant to my</p>

studies, I would rather learn more about relevant topics such as the history of math."

**Q:** Can you tell me how you have experienced both strengths and weaknesses in your Honors College experience?

**A:** "I formed a community in my classes". Writing has improved and reading increased. Live Learn Lead was full of busy work and events, some valuable, some not. There were some helpful events like the major fair.

**Q:** What are a few things that you would like to get out of being an Honors Student, and how do you see these benefitting you after graduation?

**A:** "I think networking, and having the Honors College will help me make the right connections, and become a better communicator in speaking and writing through presentations and things." Feels the program will make her a more well-rounded person. "I will be able to deal with coworkers better and have better ideas how to problem solve." Group projects have really helped since she hasn't had group work outside of the Honors curriculum.

**Q:** Can you tell me how your Honors classes differ from your non-Honors courses?

**A:** "I know everybody in the Honors courses and feel more comfortable speaking with other people." More team-oriented activities. "I have a good relationship with Honors professors, have developed more connections, and this is different than my regular classes."

**Q:** What are some ways to get more people to know about the Honors College and welcome incoming freshman in?

**A:** "Advertising more will help to make the honors college bigger, having an ad on the homepage for Grand Valley. Going to schools in surrounding areas will cause more awareness. Honors College wasn't mentioned by school recruiters. Learned about it from a friend through word of mouth."

Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"

- She wanted us to know that she feels her Live Learn Lead was not very useful and felt like a lot of busy work. The events she was required to go to were interesting, but she felt like she could not absorb the information she wanted to because of the "busy work" assigned for it. She also felt like all sequences should be worth the same amount of credits.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

- Yes- by text message

Three more connections this stakeholder provided:

- Another Honors College freshman

Possible next-steps:

- Talk to faculty and more students to keep gaining empathy
- Update questions to add ideas that came up today that might be important to get other's input

## INTERVIEW #5

Stakeholder Group/Location: Non-Honors College Grand Valley Faculty
Estimated Age: ____ 20-30 ____ 30-40 <u> X </u> 40-50 ____ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>The primary goal of this interview was to gain the insight of what non-Honors College Grand Valley Faculty know about the FMHC, what they like about the College, and listen to their suggestions about what could be done to improve the FMHC.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our team problem statement is to focus on current and future FMHC students and figure out what curriculum changes are needed to better the program and their experience. We are also aiming to make the FMHC more of a community within Grand Valley. Thus, being able to see the point of view of non-Honors College Grand Valley Faculty, who have curriculum experience and are a part of GVSU, would benefit Honors College students.</p>
<p>Summary of Research:</p> <p>The interviewee is a modern language professor with Grand Valley's French language department. As a long-standing professor with Grand Valley they have known about FMHC, but have never necessarily felt involved or encouraged to be involved with the Honors College. They find that keeping the class sizes small and relationships with professors strong are key to keeping the Honors College strong. They would also say that setting up classrooms in non-traditional layouts help keep students engaged, and there should also be trips. They think it would also be beneficial to include more language, linguistics, and civilization classes; having that international connection is vital in today's world.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• Thinks including language, linguistics, and/or civilization classes would be beneficial</li> <li>• Is willing to interact with the Honors College and possibly be a professor</li> <li>• Need to cater to the needs and desires of its students</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> What do you believe are advantages to enrolling and graduating as an Honors student? What are disadvantages? Why?</p> <p><b>A:</b> "The most obvious advantage of enrolling and graduating as an Honors student is that a student is able to put on their resume that they are an Honors</p>

student. That name should set students apart from one another. Being an Honors student would also mean that they have experienced more difficult classes and are able to think critically, analyze, and write well. A disadvantage of being an Honors student is that they are then expected to be better at everything, and it is possible that they were not taught about cultures or different world ideas.”

**Q:** How do you believe your teaching style is beneficial to students? Would your teaching style be beneficial to Honors students? Have you ever thought about teaching Honors?

**A:** “I attempt to be very open and friendly to my students, thus I usually have good relationships with my students. I also try to keep my class sizes to 20 students or less and always move the classroom around so that it fits the subject better, thus we have more of an intimate space and students tend to be more willing to talk and interact with the rest of the class. We also have summer faculty-led study abroad programs that I go on, and really try to get my students to participate on. Usually these groups are quite small, we have fun, and create a good relationship by exploring France together. My teaching style might benefit Honors students; having small classes, trips, and non-traditionally laid out classroom environments could work. I am a language professor and the Honors College does not have language classes, so I am not able to work with Honors. I also do not have the time.”

**Q:** Tell me about your professional interactions with Honors faculty? Is this similar to the relationships you have with the relationships you have with GVSU faculty outside of the Honors College? Would there be anything you would change?

**A:** “I have not had much interaction with Honors faculty. There is one professor who works with the Honors College, David Eick, he is a good friend. Besides, David, I do not know any Honors faculty. It would be good to make the Honors College friendlier and open to non-Honors faculty, but at the same time I am a language professor so we naturally do not have much interaction with the Honors College. However, if I could be more involved, I would.”

**Q:** What can you tell me about your personal opinion of the current Honors College curriculum? Can you describe when you had an opportunity to engage with curriculum like you are describing?

**A:** “It would be wonderful to have language and linguistic classes available at the Honors College. This would give students an ‘international’ connection.”

**Q:** What should be the heart and soul of the Frederick Meijer Honors College, and how can this be projected throughout GV and the country?

**A:** “The heart and soul of the FMHC should be its students [she hopes it is]; it should cater to the needs and desires of the students. They should also integrate



<p>more international learning as the world is globalized and there are connections everywhere.”</p>
<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <p>N/A</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes. Email would be the best mode of contact.</p>
<p>Three more connections this stakeholder provided:</p> <ul style="list-style-type: none"> <li>• Non-Honors Professors</li> </ul>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Talk to more faculty (Honors and not) to keep gaining empathy and insight</li> <li>• Update questions so that they would cater more to the insights of non-Honors faculty</li> <li>• Look into whether other Honors Colleges have included linguistic and language courses to their curriculum</li> </ul>

## INTERVIEW #6

Stakeholder Group/Location: Faculty/Mackinac Hall Spanish Department
Estimated Age: ____ 20-30 ____ 30-40 ____ 40-50 ___x_ 50+
Gender: Female
Primary Goal of this Opportunity: <p>To gain empathy with a new stakeholder, today was a faculty who teaches a sequence as well as other non-Honors courses. We wanted to hear about her experience having Honors students vs non-Honors and experiences of teaching Honors and non-Honors.</p>
How does conducting this work reflect on your team problem statement? <p>Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Conducting this work reflects on our problem statement because we are trying to gather empathy and insights from all types of stakeholders who will be affected, not only students. We are attempting to gain the professors perspective and see how their insight can aid us in accomplishing our team goals.</p>
Summary of Research: <p>The interviewee is the head of the Spanish Department at Grand Valley State University as well as a professor for the Freshman Honors Sequence called European Civilization. When asking them questions regarding their opinions on the current state of the Honors College, they stated they very much like the program and believe it is great for any student who wishes to be a part of it. They believe it makes the student more whole and well rounded, and that it meets the criteria for liberal education and increases reading and writing skills. They have always enjoyed working in the Honors program and it is refreshing for her to have this experience. The heart and soul of the Honors College, according to the interviewee, should be a liberal education that blends humanities and sciences, bringing the different fields together to show their commonalities, and showing the common search for knowledge. She does not have hardly any criticism of the curriculum whatsoever.</p>
Important insights: <ul style="list-style-type: none"><li>• They think the heart and soul should be a liberal education blending humanities and sciences. It should be a melting of the two together. This also makes it interdisciplinary.</li><li>• They believe that the Honors students are more willing to interact with professors compared to general student population. "I have more interaction with my Honors students. It's easier to develop relationships in Honors program."</li></ul>

- Junior seminars are great, senior projects are very good, interdisciplinary is a great focus. I like the sequences, it is good for students to see the different interdisciplinary look at a particular subject.
- Those of us in the Honors program (professors) are a community that share same view of student welfare and success as the priority.

Dialogue Questions and Response:

**Q:** What do you believe are advantages to enrolling and graduating as an Honors student? What are disadvantages? Why?

**A:** “As a student, some advantages are that you can combine gen ed. courses, so it helps to streamline the program. Another advantage is that you have a chance to work with professors, especially in your first freshman sequence when you work with professors who specialize in different disciplines, and the smaller group helps the student to get more feedback from professors. They also treasure your (the student’s) opinion. There can as well be an interchange of ideas. Sometimes a disadvantage could be that it seems the professor can be hovering over the student too much. I think also the community is important, and that in the freshman sequence its cool to see relationships develop between students and to see how the student makes the Honors community their own community over time. I think many kids should try to enroll in the Honors program. The Program give students the chance to do more creative work.”

**Q:** Are there any other disadvantages?

**A:** “Sometimes we expect much more out of Honors students and expect them to do the work and do it well. While this is a disadvantage, it can also help the student because sometimes having that much faith in a student can help them to succeed even more. Students can live up to the high expectations.”

**Q:** How does teaching in the Honors College differ from your experience teaching non-Honors classes at GVSU or another university? How do you believe this teaching style is beneficial to the Honors student?

**A:** “The major style difference is that I have the opportunity to team teach. We work together to make a class that’s logical and to make two different disciplines blend well. Although it’s a challenge, we find better ways to make this work efficiently. Does that make sense? I think that Honors students are more willing to interact with professors compared to general student population. I have more interaction with my Honors students. It’s easier to develop relationships in Honors program. In smaller classes, I am fortunate enough to develop relationships with students outside of the classroom as well.”

**Q:** Tell me about your professional interactions with GVSU faculty outside of the Honors College? Is this similar to the relationships you have with Honors faculty? How might the relations between honors faculty and non-Honors be improved?

**A:** “I guess I see those of us that teach in Honors program as a community in which we share student welfare and success as number one priority. Maybe it’s

different because we professors have many different disciplines, so the students are our commonality. Everything we do we try to make the program better for the Honors students. In my own Spanish department, because its more discipline oriented for Spanish, we want the best for the students, but it is all coming from the same discipline. We look at the student success from the point of view of our discipline. We want to help with language and cultural knowledge. All the things we want to help students with comes from a similar background. Whereas, in the Honors College it is a little broader.”

**Q:** What can you tell me about your personal opinion of the current Honors College curriculum?

**A:** “In general, I do like the curriculum. I like the junior seminars and that the seniors can do a senior project. I like the fact it is interdisciplinary. I have no complaints about the curriculum. The way it works is pretty good.”

**Q:** What do you think about sequences?

**A:** “I like the sequences. It is good for students to see that type of interdisciplinary look at different subjects. The fact that they are getting a basis in humanities and reading things they would never read in a normal education. Although it may not always seem practical, it makes the student a more well-rounded person and enhances their reading, writing, and more.”

**Q:** What should be the heart and soul of the Frederick Meijer Honors College, and how can this be projected throughout GV and the country?

**A:** “I think it should be a liberal education blending humanities and sciences. It should be a melting of the two together. It should be the heart that beats. This also makes it interdisciplinary. It is art and sciences contributing to education. Our world is divided into all of the disciplines going their own ways, but they are all one. Bringing the different fields together to show their commonalities, and showing the common search for knowledge.”

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

- She did not have any other comments or questions, other than mentioning that she very much enjoys the Honors program and wishes for many different students to try it out and see if it is for them.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

- Yes- through email and in person communication

Three more connections this stakeholder provided:

- Professor of History
- Professor of Spanish Language and Literature
- Professor of History

Possible next-steps:

- Talk to faculty and more students to keep gaining empathy
- Update questions to add ideas that came up today that might be important to get input from others

## INTERVIEW #7

Stakeholder Group/Location: Niemeyer Learning and Living Center
Estimated Age: ____ 20-30 <u>X</u> 30-40 ____ 40-50 ____ 50+
Gender: Male
<p>Primary Goal of this Opportunity:</p> <p>To gain insight from an Honors faculty member by listening to their perspectives and experiences of the Honors College.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>The ASAP problem statement says that we want to make the new curriculum engaging and inclusive of all majors. Interviewing different stakeholders offers us the chance to gain empathy and knowledge on how others view the current Honors curriculum.</p>
<p>Summary of Research:</p> <p>The interviewee is a current Honors faculty member who teaches the Honors sequence <i>Food for Thought</i>, with a field of study in social and environmental impacts of food systems, from production to consumption; urban greening. She explains how we as Honors students have a huge advantage graduating as an Honors student because it will set us apart from all of the other graduates. She feels as though it would be beneficial to separate Honors from gen ed and to figure out a way to continue the Honors experience for all four years. She also thinks that explaining the purpose of the activities and lectures taught would help Honors students to learn better, if they understood why they were learning that material.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• The interviewee feels as though having discussion as part of a class is really beneficial to the student's learning</li> <li>• The interviewee feels as though the Honors curriculum is really tied to gen ed and would like to see that changed</li> <li>• The interviewee sees a benefit in educating students on why they are learning what they are learning, and how they can apply the lessons to their future career</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> What do you believe are advantages to enrolling and graduating as an Honors student? What are disadvantages? Why?</p> <p><b>A:</b> "So I think that you have a huge advantage as an Honors student that we don't really talk about much. And that is, for many jobs a college degree is required and there are so many college graduates. It's really, really hard to set yourself apart from every other college graduate. So, I think that being an Honors student, if you can learn to leverage that and talk about it then it can set</p>

you apart. The disadvantage is that the workload does tend to be higher, and until that point, you don't really get to see that there's a tangible benefit to it. So, I think that we need to do a better job of talking about how you are getting this Honors experience to set yourself apart, even though you are having a heavier workload, and you may not be getting as high of grades if you were talking non-Honors courses, which some students really see as a draw back. But, at the end of the day very few people care about what your GPA is."

**Q:** How does teaching in the Honors College differ from your experience teaching non-Honors classes at GVSU or another university? How do you believe this teaching style is beneficial to the Honors student?

**A:** "Every year I teach classes that are non-Honors and I've noticed that Honors students are much more willing to talk in class, whereas students in non-Honors classes it's like pulling teeth to get people to talk. In Honors, I can come to class with a set of discussion questions prepared and we may not get through all of them because you guys are so full of your own ideas, I don't really even have to look at my questions to guide it. It happens naturally in the classroom, whereas in my non-Honors class I'll get maybe a one sentence response to the discussion questions so I really have to design the style of teaching differently. I think that students learn a lot more from discussion, the students don't recognize all the time that they are learning more from discussion. The reason why they are learning more from discussion is because they are generating the information and knowledge from their own thoughts, rather than me telling them something to think. It's so beneficial whenever you generate the information yourself, you tend to remember it better."

**Q:** Tell me about your professional interactions with GVSU faculty outside of the Honors College? Is this similar to the relationships you have with Honors faculty? How might the relations between Honors faculty and non-Honors be improved?

**A:** "Well I am on the Brooks College Curriculum Committee, one of the divisions of the university. They review all of the proposals for new classes and programs. I am the only Honors faculty on there so any Honors course has to go there and be approved by them. I'm also the chair of the sustainable agriculture project advisory council. That's a collection of faculty across the university who are interested in the student farm. It's about teaching the application and skills that they are learning in their classes. We do interact in a different way, and part of it is because our interest areas are all so different. Finding common ground to collaborate is difficult."

**Q:** What can you tell me about your personal opinion of the current Honors College curriculum? Can you describe when you had an opportunity to engage with the curriculum like you are describing?

**A:** "Well, we have been really tied to gen ed. in the past. If you look at the advising sheets it's all based on 'how do you fulfill your gen ed. credits?' We also have to assess each class based off the gen ed. goals and that means that

<p>whenever we have Food for Thought for example, instead of thinking of it as a cohesive course, we have to really think of it as three segregated classes and what are the things that you're learning in each section. Have I been able to engage with the curriculum that isn't gen ed. focused no, not really. So, I don't know what we're going to do."</p> <p><b>Q:</b> What should be the heart and soul of the Frederick Meijer Honors College, and how can this be projected throughout GV and the country?</p> <p><b>A:</b> "Well I think that we should continue to focus on cohorts which is like a loaded term in itself because the nursing program has a cohort so there's so many students that go through the program together. So that's not exactly what I mean but, I wish that we could continue to have these sequences where you're doing the same thing with like 19 Honors students every year, even if you're now technically a junior in your second year, you're still doing things with other people who are at the same depth of their career in their academics.</p>
<p>Stakeholder response to "what is the one thing I didn't ask you that you think I should have?"</p> <p>N/A</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes, the interviewee would like to be contacted over text.</p>
<p>Three more connections this stakeholder provided:</p> <ul style="list-style-type: none"> <li>● Professor in Public Health</li> <li>● N/A</li> <li>● N/A</li> </ul>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>● Revise questions based on interview feedback</li> <li>● Interview more Honors students for new insights</li> </ul>



## INTERVIEW #8

Stakeholder Group/Location: Faculty/ LMH Anthropology Department
Estimated Age: ____ 20-30 ____ 30-40 <u>x</u> 40-50 ____ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>To gain empathy with a new stakeholder, today was a faculty who teaches a sequence as well as other non-Honors courses. We wanted to hear about their experience having Honors students vs non-Honors and experiences of teaching Honors and non-Honors.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Conducting this work reflects on our problem statement because we are trying to gather empathy and insights from all types of stakeholders who will be affected, not only students.</p>
<p>Summary of Research:</p> <p>The biggest thing we took away from this interview is the difference professors feel in having Honors versus non-Honors students in classes. The interviewee said they can plan classes differently because in Honors they use more discussion based methods and rely on their broader perspectives to have important discussions about real world events that can tie into the class. They said the motivated, self-starter attitude of Honors students allows her to challenge them in their coursework. She does not have a lot of experience in the Honors curriculum as a whole so it was not very informative on that spectrum, but it was very helpful to hear how professors approach their Honors and non-Honors classes differently. Even though they are not super involved in the Honors College, besides their one class, she recognizes the advantages students gain from being in the Honors College.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>● At the heart of the Honors College should be rigorous courses for motivated students</li> <li>● Enjoys teaching their Honors classes because the students are motivated and self-starters</li> <li>● Recognizes advantages to being in the Honors College, more opportunities for students, more concern for student success.</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> What are advantages and disadvantages to being in and graduating from the Honors College?</p>

**A:** “Honors is better resourced, has better facilities, more staff dedicated to sharing opportunities with students: fellowship opportunities for example. There is a “level of concern for students not necessarily given to all students at GVSU.” No disadvantages in their experience.”

**Q:** How does teaching in Honors differ from teaching non-Honors?

**A:** “Smaller class sizes allow for more discussion based classes and writing. Honors students “tend to be worldlier”, more well-rounded individuals. As for their teaching style differing, they are more likely to use discussion based since Honors students are more “dependable to engage in the discussion.””

**Q:** Can you tell me about your interactions with faculty with outside of the Honors College?

**A:** “She has conversations day to day with faculty from her department, but hardly any interaction with other Honors professors. They have one contact in Honors College because they shared research interests, became friends before they were an Honors faculty member. “Not a lot of regular interaction.””

**Q:** What can you tell me about your personal opinion on the current Honors curriculum?

**A:** “How the overall curriculum fits together I can’t say, I know that for anthropology, the sequence is really nice.... Really nice for giving a broad overview of the discipline.”

**Q:** What do you believe should be at the heart of the Honors College? Do you think this is attained?

**A:** ““Rigorous academics comes to mind first, the idea that Honors College students are really smart and need to be challenged, that because they’re motivated and self-starters that having opportunity for them to follow their own passions and agendas is important.” From their perspective, that there is a lot of conversation in how to structure classes and how students will get the most and what they need out of it.”

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

- She stated that teaching an Honors class has been “extremely enjoyable because Honors students bring in a different perspective”. They said they are good critical thinkers and good readers.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

- Yes- email

Three more connections this stakeholder provided:

- |  |
|--|
| <ul style="list-style-type: none"><li>● Geology Honors professor who works closely with Haiti study abroad program</li><li>● Another anthropology professor</li></ul>                                |
| Possible next-steps: <ul style="list-style-type: none"><li>● Reach out to new contacts given in past two interviews</li><li>● Continue to move around our stakeholder map and gain empathy</li></ul> |

## INTERVIEW #9

Stakeholder Group/Location: Honors College students/ Phone Interview
Estimated Age: ___ 20-30 <u>x</u> ___ 30-40 ___ 40-50 ___ 50+
Gender: Male
Primary Goal of this Opportunity:  Gain empathy with our stakeholders, in this case, a fourth year FMHC student. To learn his thoughts on the current curriculum and Honors College experience as a whole.
How does conducting this work reflect on your team problem statement?  Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Doing this work ensures that we get real input and insights from actual students we are designing for as we create a new curriculum.
Summary of Research:  He is a fourth year Honors College student who is a Computing and Information Systems major at Grand Valley State University. Just this year he has taken a Junior Seminar course and is currently doing his senior project for the FMHC. Overall, he would like to see Grand Valley place more emphasis on getting out into the working world at a young age. Instead of just class experience, more shadowing opportunities could enhance post graduate employability and experience. Additionally, this student wishes for the freshman Honors sequence to be more spread out in terms of received credits and to not have a sophomore gap year. Despite the fact he made many valuable friendships and had close interactions with professors and fellow students, this person does not feel that the FMHC has strongly influenced the course of his collegiate nor professional career in the long run and hope to see the program become more diverse in classes offered and culturally.
Important insights: <ul style="list-style-type: none"><li>• When asked why he originally applied for the Honors College, “Ultimately it was just a bullet point to put on my resume.”</li><li>• Honors course are much more personable, and the people from my sequence that I still see to this day are pretty cool. There’s a lot more discussion and interaction that you can get from your professor in the Honors College.</li><li>• Grand Valley could place more emphasis on getting out into the working world at a young age.</li><li>• Strengths is that it helps writing skill and brings together other people in your sequences to have close relationships. To be blunt, there wasn’t a huge number of positives. It was just kind of there.</li></ul>

Dialogue Questions and Response:

**Q:** How could the Honors College change their curriculum to best prepare you for a future career?

**A:** “In a broader sense, Grand Valley could place more emphasis on getting out into the working world at a young age. When people I know graduate, it doesn’t seem they get a career they are very pleased with. Class work is good, but maybe you should shadow someone who is in specific career. I took my junior seminar class my senior year in the fall. Maybe they should make a concerted effort to spread out the credits throughout the year rather than have 6 credits in one semester for freshman Honors sequence. I don’t know how much of a help it was (the Honors College). It’d be cool to look back after 4 years and find things very beneficial, but I can’t say it was for me.”

**Q:** Can you tell me how you have experienced both strengths and weaknesses in the curriculum of your Honors College experience?

**A:** “Strengths is that it helps writing skill and brings together other people in your sequences to have close relationships. To be blunt, there wasn’t a huge number of positives. It was just kind of there. It hasn’t especially shaped my collegiate or professional career. I have made a couple of friendships, but it hasn’t influenced me collegiately or professionally. I do not even think about the Honors College often at all. A negative would be I’d like to see more interdisciplinary efforts and to incorporate more major oriented disciplines. There could maybe be one Honors computer science class or Honors exercise science course.”

**Q:** When deciding to join the Honors College, what were a few things you wanted to get out of being an Honors student, and how did you see these benefitting you after graduation?

**A:** “I mean, I knew that this was one way I could separate myself from the pile of other students for internships and job opportunities. The living environment was also an encouraging idea. I guess I saw it as getting my foot in the door. I knew it would add some rigor to the workload and increase my skills, but I didn’t even think about the skills that I thought I would accumulate. Ultimately it was just a bullet point to put on my resume.”

**Q:** Can you tell me about how your Honors courses have differed from your non-Honors courses?

**A:** “I would definitely say the difference is the amount of writing that they entail. Honors course are much more personable, and the people from my sequence that I still see to this day are pretty cool. There’s a lot more discussion and interaction that you can get from your professor in the Honors College. Sometimes I find typical courses are more interesting, but that has to do with the topic and content of the course not necessarily the Honors College. The subject of interest definitely matters in terms of personal enjoyment.”

<p><b>Q:</b> What are some ways that we can get more people to know about the Honors College and welcome incoming freshman as well?</p> <p><b>A:</b> “I think to get the word out to more people would consist of marketing. You could tell the parents, and make sure they are aware of the benefits. When you appeal to the kids, make sure they know this will help them get their foot in the door and set them apart from the rest of the candidates applying jobs. Also, you could voice all of the positive things the Honors course offers. It’s been such a long time since freshman year. I almost feel like, the level of engagement facilitated by the Honors College was fine, and personally even too much. It’s such an abrupt transition to college sometimes, and it’s pretty difficult to get used to college. Maybe get mentors to stay in touch more and commit to long term relationships with the students they are helping. Having people more willing to step out in the Honors College and not stay in their bubble would help students transition better. Get people who are more diverse and encourage mentors to go out of their way to engage in activities with others. My mentor would just play video games, and I did not feel very attached to him. If they would’ve tried to form a better relationship I would’ve maybe had a better experience.”</p>
<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <p>“Nope, you covered it all.”</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>No, they did not wish to be contacted again.</p>
<p>For Dialogue: Three more connections this stakeholder provided contact information for four more Honors College students.</p> <p>N/A</p>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Talk to faculty and more students to keep gaining empathy</li> <li>• Update questions to add ideas that came up today that might be important to get other’s input</li> </ul>

## INTERVIEW #10

Stakeholder Group/Location: Current Honors Student/Niemeyer Living Center
Estimated Age: X 20-30 ____ 30-40 ____ 40-50 ____ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>The primary of goal of this interview was to gain the insight of what current FMHC students, who are currently experiencing the curriculum, and see what they like as well as suggestions they have to improve the curriculum.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our team problem statement is focusing on current and future FMHC students. We hope to create a curriculum that only current students can be proud of now and post-graduation, but also one that will benefit future students.</p>
<p>Summary of Research:</p> <p>She is a second year Junior in Grand Valley’s Honors Program. She is an Allied Health Sciences major with Sociology and Human Rights minors and is attaining a certificate in Medical Humanities. After graduation, she hopes to become a physician assistant at a local hospital. Due to her career being focused heavily in the sciences, she feels that the Honors curriculum does not provide adequate preparation for her future career. She would like to see the Honors College add classes to the curriculum that relate to more majors specifically (i.e. Criminal Justice, BMS, Accounting). She feels that as of current, the Honors College’s curriculum is solely focused on attaining general education requirements as opposed to better preparing students for their future careers.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• Would like FMHC to incorporate in more real-world feel to the curriculum.</li> <li>• Would like FMHC to revisit the Honor’s art requirement.</li> <li>• Addition of classes relating to more majors would be beneficial.</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How could the Honors College change their curriculum to best prepare you for a future career?</p> <p><b>A:</b> “The Honors College should try to encompass a broader, more real-world feel when it comes to their curriculum. I understand the desire to have a liberal arts education, but I personally didn’t feel as if my Honors art class was beneficial to my education at all. I think that if the Honors College was able to direct classes towards people with specific majors to fulfill the requirements, students would be much more interested in completing their Honors classes. To me, being a science major and taking no classes within the Honors College that relate to science is a</p>

little frustrating because I think those classes would be more beneficial to my education.”

**Q:** Can you tell me how you have experienced both strengths and weaknesses in your Honors College experiences?

**A:** “I’ve always been a strong writer, but I feel like my Honors classes truly helped me to learn how to become a professional writer. My Honors classes also made me have to become better with regards to time management, especially my sequence. The weakness in my Honors College experience is mainly that I didn’t get any “real world” education.”

**Q:** What are a few things that you would like to get out of being an Honors Student, and how do you see these benefitting you after graduation?

**A:** “I don’t necessarily see there being a benefit to be an Honors Student, except to have “Honors Student” on my transcript when I graduate. However, I hope that being in the Honors College will give me more connections than my other professors may not be able to give me. My Honors professors have, more so than other professors, helped me to broaden my field of study and incorporate minors for my college career.”

**Q:** Can you tell me about how your Honors courses have differed from your non-Honors courses?

**A:** “The expectations in my Honors courses were much more rigorous than my non-Honors courses. I felt as if my Honors professors expected more from me than any other professors and felt that I should be even more prepared than I would usually be for my courses.”

**Q:** What are some ways that we can get more people to know about the Honors College and make incoming freshman feel more welcome?

**A:** “I think that the Honors College is already very welcoming, and something that I really enjoyed when I was still a high school student was getting an email from Dr. J inviting me to apply to the Honors College. Having that personal touch from Dr. J when I applied to be an Honors student made me feel as if I already had a place here, so I think that Dr. Gilles should continue something along those lines, as it made me feel comfortable before I’d even visited Honors.”

**Q:** Were there any questions that you feel I should have asked you?

**A:** “Not that I can think of, any responses I wanted to give were covered in the questions.”

**Q:** Who else should we talk to? (i.e. Faculty, Profs, other students, etc.)

**A:** “Honors advisors and general curriculum advisors that don’t know about Honors. As a student, it is extremely frustrating that Honors advisors will only discuss Honors, and major advisors will only discuss general curriculum. It would



<p>solve a lot of issues if both types of advisors could help students with both aspects of their education.”</p>
<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <p>She stated that the prompts provided allowed her to provide the responses she was hoping to get across. She did want to make it clear that she, like several peers, are confused about the senior projects and would like increased clarity in reference to them. She also stated that having a senior project and major capstones seemed repetitive.</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes – via text or email</p>
<p>Three more connections this stakeholder provided:</p> <ul style="list-style-type: none"> <li>• Current Honors Junior, accounting major</li> <li>• Current Honors Junior, pre-nursing major</li> <li>• Non-Honors Senior residing in Niemeyer LLC, hospitality and tourism management major</li> </ul>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Reach out to her contacts in Niemeyer LLC, especially non-Honors students to expand on the socialization within the LLC.</li> <li>• Update questions to match suggestions – follow up with senior project leads</li> <li>• Research other Honors curriculums in Michigan</li> </ul>

## INTERVIEW #11

Stakeholder Group/Location: Current Honors Student/Niemeyer Living Center
Estimated Age: X 20-30 ____ 30-40 ____ 40-50 ____ 50+
Gender: Male
<p>Primary Goal of this Opportunity:</p> <p>The primary of goal of this interview was to gain the insight of what current FMHC students, who are currently experiencing the curriculum, and see what they like as well as suggestions they have to improve the curriculum.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our team problem statement is focusing on current and future FMHC students. We hope to create a curriculum that only current students can be proud of now and post-graduation, but also one that will benefit future students.</p>
<p>Summary of Research:</p> <p>He is a second year Junior within the Honors College majoring in Accounting and minoring in Criminal Justice. He hopes to one day work with federal law enforcement possibly investigating financial crimes. Throughout the interview, he pointed out that he felt that current Honors curriculum did not help him in his field of study. He felt that it was clear that the curriculum was focused around general education as opposed to career preparation. He suggested, in order to combat this problem, FMHC could have various different curriculum paths relating to various fields of study (i.e. a Medical path, Business path, and a Criminal Justice path). He stated that by doing so, FMHC would have clear benefits, to both students and employers, as opposed to just more difficult general education classes.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• Field related curriculum paths prepare students for real-world work.</li> <li>• Personalized communication from Director makes freshman feel welcome.</li> <li>• Real-world network opportunities are extremely important.</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How could the Honors College change their curriculum to best prepare you for a future career?</p> <p><b>A:</b> “While it is difficult to tailor curriculum to each individual student, they could specify curriculums to broad programs like Medical Field/Sciences, Business/Accounting, Criminal Justice, Teaching, and others. This would allow students to take more relevant Honors courses. They could also coordinate with other departments to advertise recruiting events, or host recruiting events tailored to Honors students.”</p>

**Q:** Can you tell me how you have experienced both strengths and weaknesses in your Honors College experiences?

**A:** “Strengths have been very clear from the beginning. The sequences are an effective way to enroll and fulfill general education requirements. However, beyond that, some requirements actually slow progression, for example, the art requirement for me. I would have rather taken a non-Honors art class that would have been more enjoyable. A possible solution, in this case, would be offering more art classes or offering students the option to take a non-Honors course for the fulfillment.”

**Q:** What are a few things that you would like to get out of being an Honors Student, and how do you see these benefitting you after graduation?

**A:** “The network connections along with the prestige of “Honors” on my resume, transcript, and degree will help further my career and make me stand out. Additionally, the curriculum does diversify students “platforms of understanding and discussion.”

**Q:** Can you tell me about how your Honors courses have differed from your non-Honors courses?

**A:** “The biggest difference between my Honors and non-Honors courses has been the amount of writing. For all of my Honors courses, I have done substantially more writing. While the intellectual challenge posed may or may not be greater, the writing requirements are astronomically greater.”

**Q:** What are some ways that we can get more people to know about the Honors College and make incoming freshman feel more welcome?

**A:** “I think the incoming freshman feel very welcomed, as did I. I think Dr. Gillis should uphold Dr. J’s habit of personally inviting students to apply to Honors and then giving personalized feedback on their Honors applications.”

**Q:** Were there any questions that you feel I should have asked you?

**A:** “I felt the questions asked were very thorough. Maybe specifically ask about writing and SWS classes.”

**Q:** Who else should we talk to? (i.e. Faculty, Profs, other students, etc.)

**A:** “I think professors in general are good candidates for discussion along with Honors advisors.”

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

He suggested focusing on the increase in writing and SWS related courses. He felt that even though the writing requirements of Honors were astronomically greater than those of non-Honors, the educational value of the increase in writing did not match the work.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes – via text or email

Three more connections this stakeholder provided:

- Current Honors Sophomore, criminal justice major
- Current Honors Junior, criminal justice major
- Current Honors Junior, criminal justice major

Possible next-steps:

- Research the difference in writing requirements
- Research the possibility for multiple curriculum paths
- Attempt to contact non-Honors students

## INTERVIEW #12

Stakeholder Group/Location: Over the phone
Estimated Age: <input checked="" type="checkbox"/> 20-30 <input type="checkbox"/> 30-40 <input type="checkbox"/> 40-50 <input type="checkbox"/> 50+
Gender: Male
<p>Primary Goal of this Opportunity:</p> <p>To gain insight on the experience of being in the Honors College as well as thoughts on the current curriculum.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>The ASAP problem statement says that we want to make the new curriculum engaging and inclusive of all majors. Interviewing different stakeholders offers us the chance to gain empathy and knowledge on how others view the current Honors curriculum.</p>
<p>Summary of Research:</p> <p>The interviewee is a second year Honors student who is currently a BMS major. When asked about how her Honors courses were, she expressed a desire for sequences that were more career focused, so that it could help students figure out what they want to do. She enjoys how the Honors College helped her to become more well-rounded because the sequences give a look into a topic that a student wouldn't normally have considered taking a class in. She decided to enroll in the Honors College because it was something different and she wanted a different experience than the typical freshman. She also expressed contentment in the smaller class sizes, as well as the connections that she's made.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>● She feels as though the sequences should be more career related</li> <li>● She enjoys the collaboration and discussion part of her Honors classes</li> <li>● She feels like she didn't get to experience a wider array of subjects</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How could the Honors College change their curriculum to best prepare you for a future career?</p> <p><b>A:</b> "I feel like it'd be best if they offered sequences that were more career related. Now I feel like sequences are topic related and not really career geared. So, if they offered more variety, that might help students, especially those who are struggling with what they want to do. Sometimes the sequences don't help you figure that out, and that's an important part of college."</p> <p><b>Q:</b> Can you tell me how you have experienced both strengths and weaknesses in your Honors College experience?</p>

**A:** “I feel like strengths, because your sequence gives you like a look into a topic you might not have considered taking a class in and you kind of just have to roll with it, no matter if you like it or not, and so then you become more well-rounded in your knowledge and stuff. I like how the Honors College is more about collaboration and talking about things versus just random assignments, so it’s like you actually understand what you’re talking about. And then weakness, I feel like I didn’t get to experience a wider array of subjects. So, like if I were to take an issue, a history, an SWS, then I could take topics and a bunch of different stuff instead of one big thing that now I know a bunch about. I could get to know like a little bit about a variety of things.”

**Q:** What are a few things that you would like to get out of being an Honors Student, and how do you see these benefitting you after graduation?

**A:** “Well like you do the Honors College because it’s something different, like not even that it’s Honors, it’s just a different experience than most freshman have. I feel like that’s what I wanted, something a little more on the scholarly side. Also, smaller class sizes, you really get to know a group of people and I feel like that connection that you make is really important for when you are a freshman. Like having a group on students, you see regularly is like that transition from high school to college. So, I guess like connections that I got out of it were really good.”

**Q:** Can you tell me about how your Honors courses have differed from your non-Honors courses?

**A:** “So far for me, since I am biomed, my Honors courses have been like the only classes that require me to write papers and do readings, I have yet to read a book in another class. So, I guess Honors kind of made you do more like liberal education stuff where you are expanding everything you’re doing. Versus like a regular class just focuses on, here’s the content of this class, here’s what we care about in this class, here’s what you’ll be tested on. Honors is more like; how can we apply it. It makes you think outside of it.”

**Q:** What are some ways that we can get more people to know about the Honors College and welcome incoming freshman?

**A:** “I feel like, well in my high school, we would have days where colleges would come to campus. So, when they send representatives, they should send someone from the Honors College, just so they can talk about it more I guess, because a lot of the time people are like, I didn’t even really know that the Honors College was even an option for me. When they are scheduling a tour, if you could have the option to check the Honors College. Just more information online and in person.”

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

“I don’t think so.”

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes, the interviewee would like to be contacted over text.

Three more connections this stakeholder provided:

- An Honors advisor

Possible next-steps:

- Revise questions based on interview feedback
- Interview faculty for new insights

## INTERVIEW #13

Stakeholder Group/Location: Non-Honors Student / Niemeyer
Estimated Age: <input checked="" type="checkbox"/> 20-30 <input type="checkbox"/> 30-40 <input type="checkbox"/> 40-50 <input type="checkbox"/> 50+
Gender: Male
<p>Primary Goal of this Opportunity:</p> <p>To gain empathy and understand the situation and mindset of our stakeholders, in this case a student who was accepted into the Honors College and decided not to take the opportunity.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Through this interview we are able to further understand the factors that draw students into the Honors College and those that decrease their interest.</p>
<p>Summary of Research:</p> <p>He is a second-year engineering student here at Grand Valley State University and was the Salutatorian from his high school. Entering his freshman year, he applied to the Honors College, was accepted, attended the orientation for the program but decided not to take this option. He didn't, and still doesn't, see the appeal of the Honors College program overall, although he did share some positive opinions on this pathway. While living with Honors College students both years, he has partaken in conversations about the curriculum and has expressed why this would not be appealing to him. The negative aspects for him included the lack of consistency in rigor in the freshman sequences, a lack of communication of the benefits of being part of the Honors College, and the increase in needed time for schoolwork.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• There was no clarity in the benefits of the Honors College experience to him or his high school classmates.</li> <li>• There is an inconsistent level of rigor in the freshman sequences.</li> <li>• The decrease in credit hours for the Honors College program in comparison to the General Education program was an attractive aspect of the program.</li> </ul>
<p>Dialogue Questions and Response</p> <p><b>Q:</b> How could the Honors College change their curriculum to best prepare you for a future career?</p> <p><b>A:</b> "I think that the thing that both the general education program and the Honors College program lack an aspect of real world application. I'm an engineering</p>



major and I don't think that the Honors program really helps me with any co-op experiences or anything like that. To me it just seems like it's just a harder general education program that I don't see benefiting me significantly in my future career."

**Q:** Can you tell me how you have experienced both strengths and weaknesses in yours (or others') Honors College experiences?

**A:** "From what I heard from everybody that I was living with last year, it sounded like the classes were really uneven and some of them were really hard and almost impossible to get a good grade in while others it was a really easy A. From my own experiences, I only really had the Honors College orientation but I don't think that it showed the Honors College in a favorable light. The only thing that I really understood to be beneficial was the course requirements taking up less time than the Gen Eds but there were a lot more bad things that I saw. The curriculum seemed much harder. I'm not afraid of challenging myself academically, but I didn't want to overwhelm myself and I think the added difficulty wouldn't have helped me that much."

**Q:** What are some ways that we can get more people to know about the Honors College and make incoming freshman feel more welcome?

**A:** "I honestly think that incoming students, and myself now, don't really see the benefit of partaking in the Honors College program. I guess that it will say that I graduated with Honors on my transcript but I don't think that that matters to anybody after college and it is kind of a waste of time. If you want people to get into the program you need to make sure that they know the benefits of being in the Honors College and actually have some facts to back this up. I, and I'm guessing a lot of prospective Honors College students are very analytical and are kind of critical of things and having an indisputable list of benefits to the program would help."

What is the one thing I didn't ask you that you think I should have?

"I think the most important part of a curriculum is the opinion that the current students have on it. Maybe a question like, 'Would you recommend the Honors College to an incoming freshman and why?'"

If we have any further questions for you, would you like to be contacted further? If so, what is your preferred method of communication?

"Yes, contact via email will be acceptable."

Three more connections this stakeholder provided:

No further contacts were acquired.

Possible next-steps:

- Reach out to prospective students to gain their opinion on the Honors College.

- Research the factors that drive students to attend specific colleges or take certain courses.

## INTERVIEW #14

Stakeholder Group/Location: Honors College Senior/ Kirkhof Center
Estimated Age: <input checked="" type="checkbox"/> 20-30 <input type="checkbox"/> 30-40 <input type="checkbox"/> 40-50 <input type="checkbox"/> 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>The primary goal of this interview is to gain empathy from stakeholders. In this case, we are gaining thoughts and insights into their experience and the FMHC curriculum from an Honors College senior.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>In our team problem statements, we stated that we want to make the new curriculum appealing and inclusive to all students and majors. Doing this work gives us information and an insight into the current Honors curriculum, while also giving us the chance to hear a student's perspective and their desires.</p>
<p>Summary of Research:</p> <p>She is a fourth year Honors College student who is an International Business and Marketing double major with a minor in French. She has completed all of the required curriculum minus the senior project as she is currently working on it. Overall, she would like to see the FMHC change their curriculum to become more diverse, as she believes there are multiple negatives. One of her largest problems with the FMHC is the large number of credits required. She feels that for many students, the 12-credit freshman seminar and all the other requirements thereafter make it difficult for students with demanding majors to experiment with other courses that might spark their interest and are not related to their degrees. She feels like the Honors College has not benefited her at all, as the name is no longer important to employers and is less desired than an internship/work experience.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• She did not feel like the freshman seminar was beneficial. Rather she believed that it hindered her from exploring other fields of study and was not relatable to her education or future.</li> <li>• She would like to see more courses that have real-world applications.</li> <li>• Create a course outline that would help students with many credits explore other fields and subjects without needing to go longer than four years.</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How could the Honors College change their curriculum to best prepare you for a future career?</p> <p><b>A:</b> "I definitely feel like my experience with the FMHC has had its ups and downs. I do not feel like being an Honors student benefited me at all when it came</p>

to my internship this past summer, and I do not think that having “Honors College” on my resume will make a difference in my future careers. When I had my internship this past summer, no one asked me about my experience at the Honors College and I didn’t really have anything about my experience that I wanted to bring up in my interview. I also am a double major and had little room in my credits to explore classes that did not relate to my degrees. Thus, it would be beneficial if we could reduce the credit requirement and offer more diverse classes that I could take rather than an economics class or computer science class. I also think it would be beneficial to give us a real-world work experience as an intern or fellow.”

**Q:** Can you tell me how you have experienced both strengths and weaknesses in your Honors College experience?

**A:** “My Honors courses made me time manage a lot, but at the same time, I had to time manage for all my classes. I enjoyed my art class and what I learned from that. I did not like my freshman seminar and I feel like my senior project is just a credit that I need to get taken care of and is very hard. I also think that the FMHC needs to have different living centers or more activities or something because I felt ostracized from other students and did not get many friends.”

**Q:** What are a few things that you would like to get out of being an Honors student, and how do you see these benefitting you after graduation?

**A:** “I would love to get a work/internship experience out of being an Honors student. That would give me a step up in my future careers or in interviews. I guess I also enjoy the fact that I get “Honors College” on my resume, but I do not think that it benefits me in interviews.”

**Q:** Can you tell me about how your Honors courses have differed from your non-Honors courses?

**A:** “My non-Honors courses were a lot more rigorous and interesting. My Honors classes were just busy work and took a lot of time, and I do not really see any benefit from taking them besides the fact that I can now handle a lot of work. I think my freshman seminar was just busy work and it wasn’t interesting. Then I felt like in order to make sure I graduate on time, I needed to be able to take classes that satisfied both my major and Honors College requirements. In my various Honors courses, it didn’t feel like there was much structure and they felt like a waste of time. My normal classes sometimes had the same feeling that the professors just wanted to get the class done, but at the same time the work was interesting and beneficial to me.”

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

She stated that we should have incorporated questions specific to classes such as the freshman seminar and the senior project. Both courses are very important to

<p>the FMHC experience, thus she feels like they could be tweaked to be more beneficial rather than stressful and annoying.</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes - email</p>
<p>Three more connections this stakeholder provided:</p> <ul style="list-style-type: none"> <li>• Honors College Alumni attending graduate school in Germany</li> <li>• Honors College Senior, International Business major</li> <li>• Non-Honors College Junior, debated applying to FMHC but decided against it</li> </ul>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Figure out how we could possibly redesign the freshman seminar so that is worth less credits.</li> <li>• Possibly revise the problem statement to focus about freshman seminar, senior project, and real-world experience.</li> <li>• Discuss with administrators their opinion of reducing the number of credits needed to graduate with the FMHC.</li> </ul>

## INTERVIEW #15

Stakeholder Group/Location: Honors College students/ Library Interview
Estimated Age: ___ 20-30 <u>x</u> ___ 30-40 ___ 40-50 ___ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>Gain empathy with our stakeholders, in this case, a fourth year FMHC student. To learn his thoughts on the current curriculum and Honors College experience as a whole.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Doing this work ensures that we get real input and insights from actual students we are catering to as we create a new curriculum.</p>
<p>Summary of Research:</p> <p>She is a third year Honors student who is studying Physical Therapy and has studied abroad in Ghana, taking both her junior seminar and doing her senior project all while studying overseas. Overall, she is a huge fan of her experience in the Honors College program even though she did not particularly enjoy her live. Learn. lead. She finds that she is able to network better, have more personal relationships with students and professors, and be more academically challenged in the Honors curriculum. She sees her studies in the HC as beneficial to future employment due to the experience she has gained in addition to the prestige that follows being an Honors student. She wishes there would be more opportunities for future career preparation, but other than that she had mostly positive input and a great overall experience that has propelled her studies here at GV.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• I wanted to be able to network better with the students around me.</li> <li>• Honors course are much more personable, and I am still best friends with people from my Honors sequence and Live. Learn. Lead.</li> <li>• I wanted to be challenged academically. I've always been a high achiever and I wanted to be challenged in my work. Projects, writing, talking, and interviewing gave me a more dynamic education.</li> <li>• There aren't enough opportunities for future career preparation.</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How could the Honors College change their curriculum to best prepare you for a future career?</p>

**A:** “My experience was that I took social product innovation and that cleared most of my gen eds. I didn’t have to take a history or writing. Future Honors students will hate me for saying this, but I just think that there should be more job fair, interview prep, more resume building opportunities, HC students are high achievers but they need more guidance.”

**Q:** Can you tell me how you have experienced both strengths and weaknesses in the curriculum of your Honors College experience?

**A:** “I felt like everything was very well structured. Strengths are that you can get a lot of one on one help from the professors from not only office hours but in class as well. Professors are very willing to help out because there were few enough students and they could give their undivided attention. I also get really close with my classmates, like some of them are still my best friends to this day. We shared common thoughts, skills, and values. Weaknesses would be that there aren’t enough opportunities for future career preparation. I had a super amazing experience but I know some other students thought that their experience was dry, not very dynamic, did not give a broad perspective on things. Sequences could be boring.”

**Q:** When deciding to join the Honors College, what were a few things you wanted to get out of being an Honors student, and how did you see these benefitting you after graduation?

**A:** “I wanted that small classroom environment so that I could really work with the professors and understand what I was learning. I wanted to get the help I needed without just feeling like a number. I felt the HC would help me network better with other people. I needed a smaller classroom. I looked forward to making tighter friendships and relationships. I wanted to be challenged academically. I’ve always been a high achiever and I wanted to be challenged in my work. Projects, writing, talking, and interviewing gave me a more dynamic education. I liked GV and wanted to graduate with Honors so it would look good to employers.”

**Q:** Can you tell me about how your Honors courses have differed from your non-Honors courses?

**A:** “Class size, relationship with professor, higher caliber of student you work with because they care and are intellectually curious.”

**Q:** What are some ways that we can get more people to know about the Honors College and welcome incoming freshman as well?

**A:** “I don’t know if GV sends representatives to school, but they should make it more of a thing. Maybe tours should include information provided about the HC. I don’t know, more advertisement, word of mouth. Posters and such, and websites and what not.”

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

<p>“Nope, you did a great job.</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes, they were willing to speak with me again if I had questions in the future.</p>
<p>Three more connections this stakeholder provided:</p> <p>N/A</p>
<p>Possible next-steps:</p> <ul style="list-style-type: none"><li>• Talk to faculty and more students to keep gaining empathy</li><li>• Update questions to add ideas that came up today that might be important to get other’s input</li></ul>



## INTERVIEW #16

Stakeholder Group/Location: Honors College students/ Phone Interview
Estimated Age: ___ 20-30 <u>x</u> ___ 30-40 ___ 40-50 ___ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>Gain empathy with our stakeholders, in this case, a fourth year FMHC student. To learn his thoughts on the current curriculum and Honors College experience as a whole.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Doing this work ensures that we get real input and insights from actual students we are catering to as we create a new curriculum.</p>
<p>Summary of Research:</p> <p>She is a second year Honors student who is studying Art at Grand Valley State University and has taken both a freshman sequence and a Live.Learn.Lead. class. She originally joined the FMHC to have an integrated, intellectually stimulating, and well-rounded education that could help her gain new perspectives on the world and give her an advantage in her future career as an artist and see the world in a different light. Something she wishes is to have more labs incorporated in the Honors course as well as an increase in art courses, or anything that is more major oriented for students. Additionally, personalizing advising staff and having a more personal peer mentor program would ensure success of incoming freshman. She finds sequences extremely beneficial for her studies, and that the HC has included projects, writing, social skills, and interviewing to give her a more dynamic education. She would like to be able to improve the Live. Learn. Lead. and choose a better course. Lastly, she wishes the Honors College could have a more relaxed environment and reduce stress, while also maximizing collaborative and creative thinking skills.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• I really like the idea of having labs.</li> <li>• There should be HC art courses.</li> <li>• Personalizing advising staff to best fit student's career pathways. I wanted to be challenged academically. I've always been a high achiever and I wanted to be challenged in my work. Projects, writing, talking, and interviewing gave me a more dynamic education.</li> <li>• There aren't enough opportunities for future career preparation.</li> <li>• Sequences really helped take care of gen eds to free up art studies.</li> </ul>

- I wanted a challenging, stimulating, well rounded education.

Dialogue Questions and Response:

**Q:** How could the Honors College change their curriculum to best prepare you for a future career?

**A:** “I personally benefit a lot from having a lab incorporated into my classes. It makes the class more, I don’t know. It was easier to soak in and understand the material when you could physically interact with what you are learning. I really like the idea of having labs. There should be HC art courses. Personalizing advising staff to best fit student’s career pathways.”

**Q:** Can you tell me how you have experienced both strengths and weaknesses in the curriculum of your Honors College experience?

**A:** “Strengths are having a sequence freshman year. It made my freshman year and even my studies now because it got rid of all of my general education requirements. It helped me make room for art classes and such. Some drawbacks would be not having the opportunity to choose your Live. Learn. Lead. class. Some people have yoga and food and stuff, and I’d like to have more fun and get more of a choice.”

**Q:** When deciding to join the Honors College, what were a few things you wanted to get out of being an Honors student, and how did you see these benefitting you after graduation?

**A:** “I signed up for the HC because I’m always looking for a challenge and I thought that it would be more intellectually stimulating. It makes you think in more profound sense than typical gen eds. I saw it as being very beneficial because I thought it would be a more well-rounded education. It is giving me a broader expansive knowledge of the world and education. With my class European music, a class I never thought I would take, I now have that knowledge and it is cool to have. I think this will benefit me post-graduation because, let’s see, it’s given me more tools to view what people from varying work places and majors see. Overall it is a more well-rounded approach and introduces me to other friends and other students outside of my major.”

**Q:** Can you tell me about how your Honors courses have differed from your non-Honors courses?

**A:** “So my non-Honors courses are all art courses. It’s, I guess, a very different approach to education. One is a classroom setting, and the other is a group setting. In HC, you sit at desks in an orderly fashion, but in art you sit in couches and it is more laid back in a sense. I think HC class could benefit from more relaxed environment due to more free thinking and less stress and more building off of each to enhance creative thinking and have better ideas. I like the idea of cooperation and relaxation.”

<p><b>Q:</b> What are some ways that we can get more people to know about the Honors College and welcome incoming freshman as well?</p> <p><b>A:</b> “I had to apply for the HC while I was applying for GV, so I didn’t have an understanding of what the community would be like or the experience would entail. The university should detail more about the process of the HC, and it can be talked about more on tours in the University. Peer mentoring in a big brother big sister fashion would be very beneficial. I know advisors are there but they need to be more involved.”</p>
<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <p>“Nope, you did a great job!</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes, they were definitely willing to help out with any future questions</p>
<p>Three more connections this stakeholder provided:</p> <ul style="list-style-type: none"> <li>• Honors Student</li> <li>• Honors Student</li> </ul>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Talk to faculty and more students to keep gaining empathy</li> <li>• Update questions to add ideas that came up today that might be important to get other’s input and dig deeper into our innovations</li> </ul>

## INTERVIEW #17

Stakeholder Group/Location: Current Honors Student/Niemeyer Living Center
Estimated Age: X 20-30 ____ 30-40 ____ 40-50 ____ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>The primary of goal of this interview was to gain insights into what current FMHC students, who are currently experiencing the curriculum, believe and see what they like as well as suggestions they have to improve the curriculum.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our team problem statement is focusing on current and future FMHC students. We hope to create a curriculum that only current students can be proud of now and post-graduation, but also one that will benefit future students.</p>
<p>Summary of Research:</p> <p>She is a second year Junior within the Honors College majoring in English Literature and Language and minoring in Writing. This interview was much different than ones I have had with students in the past; she seemed to be pleased with the current Honors curriculum. One of the suggestions she made was in regard to implementing an internship requirement. She felt that an internship requirement, within the students' field of study, would help students with career preparation and networking. She also stated that she would like to receive better multitasking and research skills through the Honors curriculum. She stated that she felt these skills were crucial in her post-graduation, career success.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• Internship requirement for career preparation.</li> <li>• Curriculum geared towards developing research and multitasking skills.</li> <li>• Senior Project helps develop independence in students.</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How could the Honors College change their curriculum to best prepare you for a future career?</p> <p><b>A:</b> "I don't think that there's anything else that the Honors College could change, unless they made students participate in an internship or work study that relates to their major, but I'm not sure how that would work."</p> <p><b>Q:</b> Can you tell me how you have experienced both strengths and weaknesses in your Honors College experiences?</p> <p><b>A:</b> "As an Honors student, I have definitely felt more prepared to handle other classes after taking the freshmen sequence. The Honors community is also very</p>

tight-knit which is good for all of those in the group, but a weakness when trying to relate to other non-Honors students.”

**Q:** What are a few things that you would like to get out of being an Honors Student, and how do you see these benefitting you after graduation?

**A:** “I would like to get multitasking and research skills from being an Honors student. These skills would benefit me in any career path that I choose, and I feel like I have already gained these skills from the sequence. These skills will also develop more in the Junior Seminar and Senior Project. I think being able to do an independent study such as the Senior Project really helps students be independent, which is also beneficial in careers after graduation.”

**Q:** Can you tell me about how your Honors courses have differed from your non-Honors courses?

**A:** “The Honors courses that I have taken have definitely been more strenuous than other classes that I have taken. The workload is more, but the subject of the class is more all-encompassing than other classes. Studying one topic and how it relates to all subjects gave me a richer understanding of what we discussed, especially in the Honors sequence.”

**Q:** What are some ways that we can get more people to know about the Honors College and make incoming freshman feel more welcome?

**A:** “I didn’t know about the Honors College until the scholarship competition, so maybe promoting the Honors College in the acceptance letter that students receive would be beneficial. I think the Honors College does a good job of making freshmen feel welcome, especially during Welcome Days and the Overnight Orientations.”

**Q:** Were there any questions that you feel I should have asked you?

**A:** “No.”

**Q:** Who else should we talk to? (i.e. Faculty, Profs, other students, etc.)

**A:** “I think that you should continue talking to other students since the curriculum mostly affects their future. I do also believe that professors would be good people to interview also.”

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

She did not have any suggestions for other questions to ask.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

Yes – via text, email, or in person.

Three more connections this stakeholder provided:

- Current Honors Senior, accounting major
- Current Honors Junior, business management major
- Current Honors Junior, unknown major

Possible next-steps:

- Develop a plan for internship requirements
- Evolve Senior Projects to develop multitasking skills
- Research how curriculum can help recruit new students

## INTERVIEW #18

Stakeholder Group/Location: Current Honors Student
Estimated Age: X 20-30 ____ 30-40 ____ 40-50 ____ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>The primary of goal of this interview was to gain insights into what current FMHC students, who are currently experiencing the curriculum, believe and see what they like as well as suggestions they have to improve the curriculum.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our team problem statement is focusing on current and future FMHC students. We hope to create a curriculum that only current students can be proud of now and post-graduation, but also one that will benefit future students.</p>
<p>Summary of Research:</p> <p>She is a first year Sophomore within the Honors College majoring in Allied Health Sciences with a pre-physician assistant track. Throughout the interview, one of the key points she noted was how great the difference in sequence workload was. She stated that, through her experience, it seemed like some sequences work twice as hard for others, but for the same amount of credit. One of the key aspects she like about the current Honors curriculum was the fact that it promoted collaboration with other students. She suggested that, in a new curriculum, collaboration is not just allowed, but required.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• Revamp and curriculum check the sequences.</li> <li>• Increase and require collaboration in courses.</li> <li>• Promote the revamped curriculum more to recruit future students.</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How could the Honors College change their curriculum to best prepare you for a future career?</p> <p><b>A:</b> “The workload in different sequences that account for the same amount of credits differ greatly, in my experience. For instance, my sequence technically did the work for two SWS courses with the amount of papers written, but technically only one counted. If there was some way for sequences to have the option to collaborate would also create for a unique experience.”</p> <p><b>Q:</b> Can you tell me how you have experienced both strengths and weaknesses in your Honors College experiences?</p>

**A:** “Through being in the Honors College, I have learned how to better manage my time. The courses within the Honors curriculum are challenging, especially the year-long sequence, on top of the major specific classes. Specifically, within the History of Science sequence, the curriculum revealed my weakness in paper writing. The specific professor for one of my sequence classes is a tough grader and assigned us in depth topics for each paper written.”

**Q:** When you initially applied to the Frederick Meijer Honors College, what were your reasons for doing so? How did you think the Honors College would benefit your success at Grand Valley and for your future career?

**A:** “When I applied for the Honors College, I actually had no idea that it had even existed. When I came for my tour, I had seen a pamphlet for it and decided to apply because I had challenged myself with difficult courses in high school so why not in college. Plus, I wanted to see if it was even a possibility for me to get accepted. Once I got accepted, I looked into it more and realized that it was a great way to challenge myself, combine most of my gen eds., and possibly help with my future applications to PA schools. The College has definitely challenged me in my academic’s way more than what I had expected. It had also opened my eyes to subject matter that I had not covered in my high school career, but has allowed me to become a more well-rounded student.”

**Q:** Can you tell me about how your Honors courses have differed from your non-Honors courses?

**A:** “There is more motivation in the class as a whole, which benefits the class as a whole. People get their work done, but also collaborate with each other to do so. Because the material is much harder, it has been essential for me to find friends in the class and collaborate with them for assignments and papers. The difficult material also kind of forces the student to go the professor’s office hours, which has benefited me because it allows me to create a better student to professor relationship. The professor goes more in depth with the material instead of it being just another lecture and another group of students.”

**Q:** What are ways that the FMHC can be more well-known and well-renowned?

**A:** “By encouraging more opportunities outside of the classroom, it would allow for a greater impact outside of the community. One thing that the Honors College stressed in their sequence work was the amount of activities outside of the classroom. Personally, I am in my second semester and I have done nothing but classroom work. If the professors went out with the students to do some work outside of the classroom, there might be more of an interest for the students to do so.”

**Q:** Were there any questions that you feel I should have asked you?

**A:** “No.”

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”



She did not have any suggestions for other questions to ask.
Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?  Yes – via text, email, or in person.
Three more connections this stakeholder provided:  N/A
Possible next-steps: <ul style="list-style-type: none"><li>• Re-examine and revamp current sequences.</li><li>• Research collaboration requirements in courses.</li><li>• Examine how curriculum can help recruit new students</li></ul>

## INTERVIEW #19

Stakeholder Group/Location: Honors College students/ Phone Interview with Kendra
Estimated Age: ___ 20-30 <u>X</u> 30-40 ___ 40-50 ___ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>Gain empathy with our stakeholders, in this case, a fourth year FMHC student. To learn her thoughts on the current curriculum and Honors College experience as a whole.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Doing this work ensures that we get real input and insights from actual students we are catering to as we create a new curriculum.</p>
<p>Summary of Research:</p> <p>The interviewee is a 22 year old senior who is majoring in Studio Art, also known as Graphic Design. Overall, this student was a very big fan of the small classroom sizes in Honors, housing that was private and full of an environment with like-minded and ambitious people, and classes that provoked much worldly thought and great discussion. However, she felt that the work load was bit excessive and often felt like busy work. In order to make an impact on the community and better prepare the students for future careers, there should be more emphasis placed on volunteer work, community events, and outreach. Also, an idea of hers was to contribute to the Laker Effect Marketing Campaign, making the Honors College more well-known.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• Strengths is that the FMHC has very relevant classes for their social sciences and sciences.</li> <li>• Thinking was stretched</li> <li>• weaknesses I lost 16 credits of AP classes that didn't count because they were covered in the FMHC curriculum</li> <li>• I liked the small feel of the Honors College, since I came from a small school. The class sizes made me feel more comfortable</li> <li>• The pros would have to be the amount of discussion and relevancy to current world issues makes Honors classes seem more applicable than my other classes.</li> <li>• The workload can be a bit excessive. Some classes had reading assignments that felt like busy work.</li> </ul>

- More volunteer work and community events/outreach could help. It would also contribute to the Laker Effect marketing campaign-which could help Honors become more well-known.

Dialogue Questions and Response:

**Q:** What are specific strengths and weaknesses about the Honors College that you have personally experienced?

**A:** “Strengths is that the FMHC has very relevant classes for their social sciences and sciences. I loved Terrorism, World Water Issues and the Holocaust because of the discussions and the ways my thinking was stretched! However, some weaknesses. I lost 16 credits of AP classes that didn’t count because they were covered in the FMHC curriculum.”

**Q:** When you initially applied to the Frederick Meijer Honors College, what were your reasons for doing so? How did you think the Honors College would benefit your success at Grand Valley and for your future career? Has this success happen according to how you envisioned it?

**A:** “I liked the small feel of the Honors College, since I came from a small school. The class sizes made me feel more comfortable. I also liked the housing and the idea of studying and living with like-minded academic people. I think Honors has helped my time management, thinking in different perspectives, and being a leader as I’m seeing now that I’m close to graduating. I thought initially it would just help with staying up on my schooling.”

**Q:** How have your Honors courses differed from your regular courses at GV? What are pros and cons to these differences?

**A:** “The pros would have to be the amount of discussion and relevancy to current world issues makes Honors classes seem more applicable than my other classes. But the cons include things like the fact the workload can be a bit excessive. Some classes had reading assignments that felt like busy work.”

**Q:** If there could be any changes or additions made to the HC curriculum that would better prepare you for your future career, life experience, or community involvement, what changes would you make or like to see take place for the future of the FMHC?

**A:** “I feel like having more career prep skills added to the curriculum might be helpful. Especially since talking about Honors in an interview or at a networking event can be challenging.”

**Q:** How can the Honors College make an impact around GV, the Grand Rapids community, and professionals in the work place? What are ways that the FMHC can be more well-known and well- renowned?

<p><b>A:</b> “Ummm... More volunteer work and community events/outreach could help. It would also contribute to the Laker Effect marketing campaign-which could help Honors become more well-known.”</p>
<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <p>“Not that I can think of at this moment.”</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes, they were willing to speak with me again if I had questions in the future.</p>
<p>Three more connections this stakeholder provided:</p> <p>N/A</p>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Talk to faculty and more students to keep gaining empathy</li> <li>• Seek out incoming Grand Valley or college students in general</li> <li>• Speak to parents</li> <li>• Continue to develop new dialogue questions</li> </ul>

## INTERVIEW #20

Stakeholder Group/Location: Honors College students/ Phone Interview with Lauren
Estimated Age: <input checked="" type="checkbox"/> 20-30 <input type="checkbox"/> 30-40 <input type="checkbox"/> 40-50 <input type="checkbox"/> 50+
Gender: Female
Primary Goal of this Opportunity: <p>Gain empathy with our stakeholders, in this case, a fourth year FMHC student. To learn her thoughts on the current curriculum and Honors College experience as a whole.</p>
How does conducting this work reflect on your team problem statement? <p>Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Doing this work ensures that we get real input and insights from actual students we are catering to as we create a new curriculum.</p>
Summary of Research: <p>The interviewee is an 18 year old freshman who is a nursing major, and believes she has benefitted a lot from the exceptional faculty offered in the Honors College. Additionally, the academic environment provided in the FMHC is very conducive to a rich community more than her typical classes. Some of the things this student wishes to see is more personal one on one involvement or professor mentoring of the students so that faculty/student relationships can be developed and new perspectives gained. In addition, she would like for incoming freshman to not be as isolated in terms of their living centers and to rather be more integrated in typical freshman housing to form better relationships with the Grand Valley community. Lastly, she believes that both students and professors alike really care about education, not just grades. This means that students are more passionate, opinionated and hard working. This is a pro because in her eyes because she has a greater understanding of how people think and a view of the world.</p>
Important insights: <ul style="list-style-type: none"><li>• I have learned so much more in my sequence than I have in other classes and the academic environment provides much more community than others.</li><li>• I think it would be extremely beneficial if there were an option for an Honors faculty mentor alongside the student mentor program.</li><li>• I thought that being in Honors would benefit my success at Grand Valley because it would better prepare me for my future.</li><li>• Coming into the Honors program, I already had a love for understanding other cultures, but now I have gained a broader perspective and respect for other cultures.</li></ul>

- The difficulty of Honors sequences can vary a lot, especially when it comes to reading and writing.
- FMHC relies too much on email for communication to students. I think having Honors professors announcing events and activities would be beneficial.

Dialogue Questions and Response:

**Q:** What are specific strengths and weaknesses about the Honors College that you have personally experienced?

**A:** “Through my experience in the Honors College I have benefited from the quality of faculty. I have learned so much more in my sequence than I have in other classes and the academic environment provides much more community than others. I have built relationships with my classmates and professors in all of my Honors classes, but it is much more difficult to do so in other classes. I believe one of the weaknesses is the lack of Honors professors that I have gotten to know. I think it would be extremely beneficial if there were an option for an Honors faculty mentor alongside the student mentor program. The faculty can offer academic advice and perspective that students simply cannot.”

**Q:** When you initially applied to the Frederick Meijer Honors College, what were your reasons for doing so? How did you think the Honors College would benefit your success at Grand Valley and for your future career? Has this success happen according to how you envisioned it?

**A:** “When I applied for the Honors College, I did it to stretch myself academically and because it looks good on a resume. I also really value having classmates that will push me to be a better student, which I knew the Honors College would provide. I thought that it would benefit my success at Grand Valley because it would better prepare me for my future. It has better prepared me for my future, but not in the ways that I thought. Coming into the Honors program, I already had a love for understanding other cultures, but now I have gained a broader perspective and respect for other cultures. It is my career/life goal to live in a third world country serving as a medical missionary and the Honors program has equipped me very well to do this in a respectful and culturally sensitive way.”

**Q:** How has your Honors courses differed from your regular courses at GV? What are pros and cons to these differences?

**A:** “The students and professors alike really care about education, not just grades. This means that students are more passionate, opinionated and hard working. This is a pro because I have a greater understanding of how people think and view the world. The expectations for performance in the class are much higher, which has benefitted me, but can also cause a lot of unnecessary stress. There have also been a lot of students pursuing careers in healthcare in my Honors classes and I really appreciated how my professors surveyed the interests of the class and taught, often offering a medical perspective. My sequence professor even brought in a guest lecturer who was a doctor in Ghana.”

<p><b>Q:</b> If there could be any changes or additions made to the HC curriculum that would better prepare you for your future career, life experience, or community involvement, what changes would you make or like to see take place for the future of the FMHC?</p> <p><b>A:</b> “The difficulty of Honors sequences can vary a lot, especially when it comes to reading and writing. I also think it would be beneficial if we talked more about how what we learn applies to our current society or how it impacts us personally.”</p> <p><b>Q:</b> How can the Honors College make an impact around GV, the Grand Rapids community, and professionals in the work place? What are ways that the FMHC can be more well-known and well- renowned?</p> <p><b>A:</b> “I think that Honors students should be encouraged to live in regular freshman housing. This allows people who are different from each other to live in the same space and allows Honors students to share their experiences with non-Honors students. Word of mouth can be a powerful tool for spreading the word about the program. I also think that FMHC relies on email too heavily for communication. The majority of students will not attend an event just because it arrives in their inbox. I think having Honors professors announcing events and activities would be beneficial.”</p>
<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <p>“None.”</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>Yes, they were willing to speak with me again if I had questions in the future.</p>
<p>For Dialogue: Three more connections this stakeholder provided:</p> <p>N/A</p>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Talk to faculty and more students to keep gaining empathy</li> <li>• Seek out incoming Grand Valley or college students in general</li> <li>• Speak to parents</li> <li>• Continue to develop new dialogue questions</li> </ul>

## INTERVIEW #21

Stakeholder Group/Location: Honors College students/ Phone Interview w/ Emily
Estimated Age: ___ 20-30 <u>x</u> 30-40 ___ 40-50 ___ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>Gain empathy with our stakeholders, in this case, a fourth year FMHC student, to learn his thoughts on the current curriculum and Honors College experience as a whole.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our problem statement says the ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Doing this work ensures that we get real input and insights from actual students we are catering to as we create a new curriculum. We are also getting feedback on our top two prototype concepts to determine whether or not they should be continued or revised.</p>
<p>Summary of Research:</p> <p>The interviewee is a second year Honors student who is studying Nursing and has studied abroad in Ghana, taking both her junior seminar and doing her senior project all while studying overseas. Overall, she is a huge fan of her experience in the Honors College program even though she did not particularly enjoy her Live.Learn.Lead. This interview was a follow-up interview to see her views on the top two prototype concepts we developed. Concerning the secondary language proficiency requirement, she is in favor of it as learning a second language would make the person better-rounded, helps to learn about your own language, and makes the individual more culturally competent while also relating to other people. She believes learning a second language would encourage more culturally diverse knowledge and improve relations with minorities around campus possibly, or create more diverse student integration. While this student loves the idea of job shadowing and community volunteering for Live.Learn.Lead due to the fact it would help people build character, get them a step in the real work place, and more, she desired to keep the freshman sequence as she found it very beneficial in skills practice, forming relationships, and getting ahead in her studies at Grand Valley.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• With the use of technology and the way that business is growing internationally, it is valuable for this reason, to be competent and credible in other cultures</li> <li>• Pros are that learning a second language would make the person better-rounded, helps one to learn about your own language, and makes the individual more culturally competent while also relating to other people</li> <li>• Because GV is primarily white, it is important that we gain an understanding of many other cultures due to the fact the work force will be full of people from</li> </ul>



different backgrounds and we as students need to get acclimated to a culturally diverse environment

- Shadowing should be built in to the Honors College and provide transportation and other services to accommodate the students (the interviewee liked shadowing and community volunteering)
- The interviewee liked having a sequence as a freshman because the experience helped them to form a ton of connections and friendships (in response to making sequences sophomore year)

Dialogue Questions and Response:

**\*\*\*Reads First Prototype Concept\*\*\***

**Q:** How important is it for you to learn a second language? Why or why not? And how could you see it benefiting your future career?

**A:** “I think it’s very important. With technology and the way that business is growing internationally, it is valuable for this reason, to be competent and credible. In health care, it is valuable because people from different cultural background can come in, and you can start to understand their cultural background, values, and be able to communicate with them. For me, I want to do medical missions so I can see a language being very valuable while I’m in other countries even if I only know Spanish, because that can be used in many countries.”

**Q:** What is your opinion of the Honors College requiring a proficiency in a second language requirement as well as a civilization requirement in attempts to make the student employable and culturally competent? Please tell me the pros and cons to this potential requirement.

**A:** “Pros are that learning a second language would make the person better-rounded, helps to learn about your own language, and makes the individual more culturally competent while also relating to other people. A con might be that not everybody has a desire to pursue another language and they won’t give a big effort, which will waste everybody’s time and energy.”

**Q:** What are ways speaking a second language might impact the culture of the Honors College and bring about diversity at Grand Valley as a whole?

**A:** “It is a good thing. Because GV is primarily white, it is important that we gain an understanding of many other cultures due to the fact the work force will be full of people from different back grounds and we as students need to get acclimated to this type of environment. Maybe minority groups will be brought together and integrated in the white culture at Grand Valley. It would also create an interest in learning about language and cultures of fellow friends and peers, which stimulates intellectual curiosity and growth.”

**\*\*\*Reads Second Prototype Concept\*\*\***

**Q:** Do you like the idea of a job shadow and community service as a part of the 4 year Honors College plan? Why or why not?

**A:** “Yes, I really do because, um, I personally have changed my major lot of times and job shadowing and volunteer work has helped me with my decision of what I want to do. I believe the shadowing should be built in to the Honors College and provide transportation and other services to accommodate the students. It would help people build character and would be worthwhile. Also, it could do an amazing job representing Grand Valley in a great light. As students, we tend to be egocentric, so it would be nice to step outside and give time to other people.”

**Q:** How important is it for the Honors College to get involved in the real-world community, have more employment connections, and have local and global impact? Why do you believe this?

**A:** “Very important because it helps better prepare them to be leaders in the workforce.”

**Q:** How might a 4 year plan be beneficial for Honors students or how might it be a hindrance to them?

**A:** “It could be a hindrance because it makes the student pressured to finish their degree in four years, and what if it’s not what you’re supposed to do in the long run? I like schedules being laid out but I feel like GV already does a nice job of providing that.”

**Q:** What is your personal opinion of having a Live.Learn.Lead during the freshman year while having the sequence as a sophomore? Please tell me positives and negatives of this idea?

**A:** “I don’t like that idea. I really don’t. I liked having a sequence as a freshman because I formed a ton of connections and friendships, and it, I don’t know. It just helped me apply myself a little bit better. As a freshman, my sequence was dynamic and provided cool perspectives and topics.”

**Q:** Are there any last critiques or advice you could give us on these potential innovation prototypes to improve the Honors College curriculum?

**A:** “No. But I’ll think about it and get back to you.”

Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”

“No, there’s nothing I can think of now but I’ll think about it and get back to you.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

No, they did not wish to be contacted again.

For Dialogue: Three more connections this stakeholder provided:

- Honors Student
- Honors Student
- Honors Student

Possible next-steps:

- Talk to faculty and more students to keep gaining empathy
- Update questions to add ideas that came up today that might be important to get other's input
- Develop other questions pertinent to changing prototype concepts

## INTERVIEW #22

Stakeholder Group/Location: Current Honors Student/Niemeyer Living Center
Estimated Age: X 20-30 ____ 30-40 ____ 40-50 ____ 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>The primary of goal of this interview was to gain the insight of current FMHC students, who are currently experiencing the curriculum, to see what they like as well as suggestions they have to improve the curriculum.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our team problem statement is focusing on current and future FMHC students. We hope to create a curriculum that only current students can be proud of now and post-graduation, but also one that will benefit future students.</p>
<p>Summary of Research:</p> <p>The interviewee is a second year Junior in Grand Valley’s Honors Program who has been previously interviewed. As a biology major with a pre-veterinary emphasis and a business minor, she feels that, while beneficial, her already packed schedule does not allow for the addition of a second language. She agrees that a second language is crucial due to the growing diversity of the United States, however, her major is already extremely credit heavy and she does not believe it is feasible to schedule in a second language, become proficient, succeed in her major, and still graduate in four years. She did like the idea of requiring some form of job shadowing. She felt that it was simple addition that would help students find the right path for them.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• Likes the idea of requiring job shadowing/internships</li> <li>• Difficult for some majors to require a second language</li> <li>• Second language may work if the proficiency requirement is re-examined</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How important is it for you to learn a second language? Why or why not? And how could you see it benefiting your future career?</p> <p><b>A:</b> “I would like to learn a second language, but it is not my top priority while pursuing my undergraduate degree because I do not have enough space in my schedule. However, I think that learning a second language would benefit me for years to come, as it would allow me to better connect with clients that predominantly speak another language!”</p> <p><b>Q:</b> What is your opinion of the Honors College requiring a proficiency in a second language requirement as well as a civilization requirement in attempts to</p>

make the student employable and culturally competent? Please tell me the pros and cons to this potential requirement.

**A:** “I think that this is a really good idea, and it definitely achieves the goal of creating diverse learners that can contribute to the society. I think that in order to fully understand or even empathize with a culture other than your own, you must be able to fully immerse yourself in that culture, which would not be possible without first learning the language of that culture. The only con that I can think of for this requirement would be fitting this curriculum into students’ schedules, as learning an entire language would require far more than one class.”

**Q:** What are ways speaking a second language might impact the culture of the Honors College and bring about diversity at Grand Valley as a whole?

**A:** “I think that if Honors students were required to speak another language, students and visitors from other countries would feel more comfortable when at Grand Valley, as they would have someone that can communicate with them in a familiar way.”

**Q:** Do you like the idea of a job shadow and community service as a part of the 4-year Honors College plan? Why or why not?

**A:** “Yes, I like the idea of job shadowing because it forces students to get relevant experience within their major or future career and provides students with the ability to decide whether or not they truly like their major decision. However, I think that this requirement may overlap with certain majors that already require an internship, such as engineering. Also, I think that community service should be required for all Honors students because it helps to uphold the Honors goal of creating diverse, involved learners. Every student can gain some sort of experience or world perspective through any type of regular volunteering.”

**Q:** How important is it for the Honors College to get involved in the real-world community, have more employment connections, and have local and global impact? Why do you believe this?

**A:** “I think that Honors students should have a greater understanding of various cultures and belief systems as a result of the diverse class load that students are required to take. I also believe that Honors students have a unique desire to succeed, and this drive, along with the unique knowledge obtained throughout the Honors curriculum could result in amazing impacts throughout the local communities and even larger scales.”

**Q:** How might a 4-year plan be beneficial for Honors students or how might it be a hindrance to them

**A:** “I think that a 4-year plan is beneficial for Honors students because it allows them to keep up with their non-Honors peers and feel like they are living a somewhat normal college experience. I think that any program longer than 4 years would be too long for Honors students, as many students plan on pursuing some type of higher degree and want to start their careers as soon as possible. However,

I think that a program shorter than 4 years would be too short, because along with a more involved course-load, Honors students would also have to mature much faster than traditional students.”

**Q:** What is your personal opinion of having a Live.Learn.Lead during the freshman year while having the sequence as a sophomore? Please tell me positives and negatives of this idea?

**A:** “I personally do not like this idea, I think that taking a majority of the general education requirements during the same year allows Honors students to excel within their programs, and even get a head start. The only positive that I can see for this idea would be reducing the stress that freshman feel during their first year.”

**Q:** Are there any last critiques or advice you could give us on these potential innovation prototypes to improve the Honors College curriculum?

**A:** “I would like to see a wider variety of sequences that better relate to science/medical students.”

“What is the one thing I didn’t ask you that you think I should have?”

She was interested as to what our plan was for Senior Projects and Junior Seminars and wished that we asked for her feedback on those.

Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?

“Ummm, no. Just kidding, of course you can text me!”

For Dialogue: Three more connections this stakeholder provided:

\*\*Not asked, final interviews\*\*

Possible next-steps:

- Create a new requirement that involves second languages
- Examine the requirements of various majors
- Expand on internship ideas

## INTERVIEW #23

Stakeholder Group/Location: Current Honors Student/Niemeyer Living Center
Estimated Age: X 20-30 ____ 30-40 ____ 40-50 ____ 50+
Gender: Female
Primary Goal of this Opportunity: <p>The primary of goal of this interview was to gain the insight of current FMHC students, who are currently experiencing the curriculum, to see what they like as well as suggestions they have to improve the curriculum.</p>
How does conducting this work reflect on your team problem statement? <p>Our team problem statement is focusing on current and future FMHC students. We hope to create a curriculum that only current students can be proud of now and post-graduation, but also one that will benefit future students.</p>
Summary of Research: <p>This interviewee is currently a second year Junior in Grand Valley’s Honors Program. As a double major in Criminal Justice and Classics, she also feels that, while beneficial, her already packed schedule does not allow for the addition of a second language. She also questioned the way we would define “proficient.” She did like the idea of engaging with the community and cultural competency. She also liked the idea of requiring some form of job shadowing. She felt that this would not only help students network in their respective fields but could also be beneficial to students who are un-decided on a major.</p>
Important insights: <ul style="list-style-type: none"><li>• Questioned the idea of requiring a different language</li><li>• Loved idea of community engagement</li><li>• Agreed with real-world job exposure</li></ul>
Description of Observations: <p>This stakeholder was informally interviewed in a FMHC classroom after the two different prototype concepts we designed as a team were explained.</p> <p>After being explained what the various prototype concepts were, she showed extreme interest in our plans for the Senior Project. She immediately wanted to assure that we were planning on keeping “the concept the same” of students being free to do whatever they’d like, using it as a creative opportunity. This was extremely important to her as she felt it allowed students the ability to express themselves and show “how interdisciplinary you can be” and “how to show that you didn’t just focus on one thing, like your major.”</p> <p>After discussing the Senior Project, she wanted to address our plans for a second language requirement. She pointed out that anyone with a BA degree already has</p>

<p>to attain a 200 level or higher proficiency and that those with a BS degree do not usually have time in their schedules for a second language.</p> <p>She also commented on how she believed that cultural competency was more important than a second language requirement. She felt that it would be more beneficial to get students engaged with their community so that they could better empathize with the different cultures and issues within their own community. She thought that this would be more beneficial than taking a grammar heavy course.</p> <p>She also felt that this would go along with a job shadow/internship requirement. She suggested that this would be a great freshman, full year course where students could engage and empathize with their community first, before bringing these experiences to a local employer during an internship. This would not only help the student with cultural competency but would also allow the student to pass this new-found competency along to local organizations, all while networking within their respective field.</p>
<p>“What is the one thing I didn’t ask you that you think I should have?”</p> <p>She was interested as to what our plan was for Senior Projects and would have liked to be able to engage a little more with that.</p>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <p>“Absolutely you can text me! I’m super interested in this!”</p>
<p>For Dialogue: Three more connections this stakeholder provided:</p> <p>**Not asked, final interviews**</p>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Examine a full year course as suggested</li> <li>• Examine the requirements of various majors/degrees to avoid doubling up</li> <li>• Reexamine the second language requirement idea.</li> </ul>



## INTERVIEW #24

Stakeholder Group/Location: Niemeyer Living and Learning Center
Estimated Age: <input checked="" type="checkbox"/> 20-30 <input type="checkbox"/> 30-40 <input type="checkbox"/> 40-50 <input type="checkbox"/> 50+
Gender: Female
<p>Primary Goal of this Opportunity:</p> <p>Gain empathy with our stakeholders, in this case, a second year FMHC student, to learn their thoughts on our two innovation prototypes.</p>
<p>How does conducting this work reflect on your team problem statement?</p> <p>Our problem statement says: Team ASAP wants to make the new curriculum appealing and inclusive to all students and majors. Doing this work ensures that we get real input and insights from actual students we are designing for as we create a new curriculum.</p>
<p>Summary of Research:</p> <p>The person interviewed is an Honors College sophomore and a declared chemistry major. She was a little skeptical of a required second language proficiency because in her field it is not as necessary to be successful as well as requiring more credits seems hard to do for credit heavy majors like chemistry. She was more interested in the four-year plan and how it would help make career connections as well as maybe combining the senior project with majors' capstones. She feels the sequence and the Live.Learn.Lead should be switched and keep the freshman sequence in the first year and then do the career oriented course sophomore year when people are more decided on majors.</p>
<p>Important insights:</p> <ul style="list-style-type: none"> <li>• Thinks sequence should stay in freshman year and have Live.Learn.Lead with job shadow opportunities sophomore year.</li> <li>• Can understand why a second language competency would be beneficial but does not think it is as necessary in every major.</li> <li>• Would like to see the Honors senior project be able to be combined with major capstone.</li> </ul>
<p>Dialogue Questions and Response:</p> <p><b>Q:</b> How important is it for you to learn a second language? Why or why not? And how could you see it benefiting your future career?</p> <p><b>A:</b> "For me, it's not important for my major (chemistry), but I can see how it would be beneficial if you worked in a big company where you have to interact with other people. I don't see myself working that type of setting, but I can see how it would be beneficial for others."</p>

**Q:** What is your opinion of the Honors College requiring a proficiency in a second language requirement as well as a civilization requirement in attempts to make the student employable and culturally competent? Please tell me the pros and cons to this potential requirement.

**A:** “I feel like the civilization wouldn’t matter as much, the proficiency is more important in my opinion. Just because I feel like it’s easier to understand a culture by being exposed to it rather than learning about it in a class. Being exposed to it would be easier if you just focused on the language, so you could communicate and even go there.”

**Q:** What are ways speaking a second language might impact the culture of the Honors College and bring about diversity at Grand Valley as a whole?

**A:** “It would encourage conversation about other cultures, but I don’t think it would directly affect the people that come to the HC, but it might affect the atmosphere and mindset of the students.”

**Q:** Do you like the idea of a job shadow and community service as a part of the 4 year Honors College plan? Why or why not?

**A:** “I like the idea of it but I don’t know about a freshman coming in to do a job shadow. I think all the job stuff would be more beneficial sophomore year when you have a little more experience.”

**Q:** How important is it for the Honors College to get involved in the real world community, have more employment connections, and have local and global impact? Why do you believe this?

**A:** “It definitely helps to have employer connections because it helps us and forms a good reputation for the Honors College. It would make it seem more valuable to be an Honors student since you’d have more opportunities.”

**Q:** How might a 4 year plan be beneficial for Honors students or how might it be a hindrance to them?

**A:** “It’s kind of hard to say because my own major has a lot of career prep that might overlap, so it would be hard to fit it all in. But it’d be beneficial to have a structure to it, to kind of guide you in developing your college experience as well as preparing for a career. A freshman sequence is good to start in Honors and make friends, then sophomore year would be good to have the job shadow, then junior year would be to get up your credits. Having a senior project that could work their capstone for their major would be better.”

**Q:** What is your personal opinion of having a Live.Learn.Lead during the freshman year while having the sequence as a sophomore? Please tell me positives and negatives of this idea?

We discussed this in depth above, so we did not spend time on this question.

<p><b>Q:</b> Are there any last critiques or advice you could give us on these potential innovation prototypes to improve the Honors College curriculum?</p> <p><b>A:</b> “I think just like I said, have the sequence stay in freshman year to let students come in and make friends and get a feel for Honors, then have the career help and community service more in sophomore year.”</p>
<p>Stakeholder response to “what is the one thing I didn’t ask you that you think I should have?”</p> <ul style="list-style-type: none"> <li>• She wanted us to know that the second language would be beneficial, but having it required could turn people away especially credit heavy majors.</li> </ul>
<p>Will this stakeholder agree to reconnect for further inquiry? How do they want to be contacted?</p> <ul style="list-style-type: none"> <li>• Yes- by text message</li> </ul>
<p>Three more connections this stakeholder provided:</p> <ul style="list-style-type: none"> <li>• Honors College sophomores</li> </ul>
<p>Possible next-steps:</p> <ul style="list-style-type: none"> <li>• Revise prototype concepts and consider changes suggested.</li> <li>• Possibly conduct more interviews with finalized prototype to get more opinions.</li> </ul>

# RESEARCH BIBLIOGRAPHIES

## #1

<p>Citation:</p> <p>Ruffalo Noel Levitz (2017). 2017 national freshman motivation to complete college report. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieve from <a href="http://RuffaloNL.com/MotivationtoFinish">RuffaloNL.com/MotivationtoFinish</a></p>
<p>Reason for including this source in your work:</p> <p>To correctly redesign the Honors College curriculum, we need to gain an understanding of the mindset of incoming freshman students. Furthermore, we need to know what they think is needed for them to succeed in college. This report is directed at people who help to design a student's experience at college.</p>
<p>Main argument:</p> <p>For incoming first year students at a college or university, there are different circumstances and mindsets that improve or worsen the experience and outcome of college. These all fall into 3 categories: Academic, Social, and Financial barriers or opportunities. Since some of these may be more prevalent in certain segments of the student population, understanding these differences allow others to better assist students in their journey.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ The percentage of students who intend on completing college is much higher than those who graduate due to many factors.</li><li>❖ Many students do not come to college academically prepared for the increased workload.</li><li>❖ Although students appear socially comfortable, they are still looking for institutional direction for opportunities to engage socially</li><li>❖ Only 48% of freshman have the financial resources to finish college and this causes students to allocate energy away from their education.</li><li>❖ Colleges should develop a first- through fourth-term college completion plan.</li></ul>
<p>Evidence:</p> <p>“95% of today's entering freshmen report being “strongly dedicated to finishing college,” yet only 58% finish at four-year private institutions, only 37% finish at four-year public institutions, and only 22% finish at two-year public institutions.”</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none"><li>• “Identify areas in which certain populations of students have unique needs and address these as early as possible”</li></ul>

- “Inclinations toward being social can lead to high levels of engagement but can also be a distraction from focusing on academic success.”
- Pay attention to your second-year students, too, where double-digit attrition still occurs.

Attrition – In this context it is referring to the level at which students drop out of college

**Strengths:**

- This publication has a ton of data in it, so we could find a lot of connections.
- The key summaries at the end of each page are very helpful.
- The report uses a lot of infographics, so it is easy to visualize.

**Weaknesses:**

- This has a ton of data, so it is easy to miss something and could possibly be confusing.
- The data concerns all entering freshman and doesn't make a distinction between those entering honors programs and those who aren't.

**Connections:**

- ❖ We need to make sure that we are factoring the situation of freshman students to make sure that it is helpful to the students and university.
- ❖ Plans for all 4 years could be helpful in keeping attrition rates lower.
- ❖ Most students would like to talk to an upperclassman for guidance, so we can implement this into the curriculum??

**Questions/Concerns:**

- ❖ Some of the statistics that were presented here were shocking, and I found them hard to believe from my experiences. What other realities could we be missing and possibly gain through empathizing with other students?
- ❖ How can we incorporate a social aspect to the curriculum to best fit the needs of students?
- ❖ How can we make sure that lapses in education are filled in through the curriculum?

## #2

Citation: Bottoms, B. L., & Gutgold, N. D. (2016). Introduction. <i>HONORS in Higher Education (HHE)</i> , 1(1).	
Reason for including this source in your work: The paper is written by an array of authors from several different backgrounds. The main focus of the paper is to analyze current practices in Honor programs and how they accommodate the needs of Honors students.	
Main argument: The main argument of this paper is that Honors Colleges need to analyze what programs work and what programs do not. It is a collage of several papers that each analyze a different aspect of Honors program. The main segment for this Bibliography (VA Tech) focuses on the use of first-year seminars.	
Important ideas: <ul style="list-style-type: none"><li>❖ First-year seminars ease the stress of transition for students.</li><li>❖ First-year seminars lead to higher academic achievement.</li><li>❖ Seminars can emphasize active, collaborative learning.</li><li>❖ Seminars can lead to deeper personal relationships.</li></ul>	
Evidence: “In Spring 2015, we received so many more applications than in previous years...” “Furthermore, a large percentage of the Fall 2015 are sophomores who applied because they enjoyed FHS so much as freshmen.”	
Notable quotes, terms, and concepts “We believe that Honors exists in the freedom students achieve when they take control of their education.” “If boundaries remind us that our journey has a destination, openness reminds us that there are many ways to reach the end.” “By developing familiarity with university resources, connections with others in the academic community, self-knowledge, and a pro-active approach to education, students are more likely to have a successful and satisfying college experience.”	
Strengths: Is a real-world example of how a University improved their Honors curriculum within the past 2 years.	Weaknesses: Only focuses on the benefits of first-year seminars and does not expand on other curricular improvements.

Connections:

- ❖ STAs engage in peer education is by performing peer observations which lead to a more open, collaborative learning environment.
- ❖ Grading is based on Pass/Fail, which gives Honors students the incentive they need to succeed, while eliminating grades which they could fixate on; thus, closing the open learning environment.
- ❖ Assignments focus on self-reflection which allow for real-world, applicable, self-improvement.

Questions/Concerns:

- ❖ Do students feel that they are wasting money on STAs instead of Doctorate, full-time, professors?
- ❖ How does VA Tech assure that all first-year seminars are equal? (Unlike current sequences/Live. Learn. Lead.).

### #3

<p>Citation:</p> <p>National Collegiate Honors Council. “Basic Characteristics of a Fully Developed Honors Program.” <a href="https://www.nchchonors.org/uploaded/NCHC_FILES/Program_Review/NCHC_Basic_Characteristics.pdf">https://www.nchchonors.org/uploaded/NCHC_FILES/Program_Review/NCHC_Basic_Characteristics.pdf</a></p>
<p>Reason for including this source in your work:</p> <p>It comes straight from the NCHC, people who will critique our program each year once it is in place.</p>
<p>Main argument:</p> <p>The main argument for this piece is what it takes to be a fully developed Honors program, not just for the students, but for the whole university. It lists requirements of the Honors College should fulfill to be successful. It focuses on the whole program from curriculum to faculty, and what is needed by each to be a successful Honors College.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ Honors curriculum should be no less than 15% of students’ undergrad work</li><li>❖ Curriculum should meet the needs of the student using classes and programs to give them good resources</li><li>❖ The program should be able to satisfy general education requirements and disciplinary requirements</li><li>❖ It should be designed for the student and have a clear mission for what it wants to achieve by completion</li></ul>
<p>Evidence:</p> <ol style="list-style-type: none"><li>1. Begins by stating that “the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.” (1)</li><li>2. “The Honors Program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate student it serves.” (1)</li></ol> <p>These examples show the main argument, that the Honors College is designed for the student and this list is compiled of what they found is successful.</p>
<p>Notable quotes, terms, and concepts:</p> <ol style="list-style-type: none"><li>1. “The program emphasizes active learning and participatory education by offering students to participate in regional and national conferences, Honors semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.” (2)</li></ol>



<ul style="list-style-type: none"> <li>• This shows the expectations of the program and how it needs to serve the students.</li> </ul> <p>2. “The Honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experimental learning opportunities, undergraduate research opportunities, or other independent study options” (1)</p> <ul style="list-style-type: none"> <li>• This also shows how the new curriculum must in the end guarantee the student learning outcomes to be achieved through completion. To do this many different options will be available for students to give them a unique learning experience.</li> </ul> <p>3. “The program has a clear mandate...in the form of a mission statement or charter document that includes the objectives and responsibilities of honors...” (1)</p> <ul style="list-style-type: none"> <li>• This is something we have already, now we just need to make sure that we create a curriculum that fulfills the mission statement and obtains the SLOs.</li> </ul>	
<p>Strengths:</p> <p>Provides almost a checklist of what a successful Honors program includes.</p>	<p>Weaknesses:</p> <p>Does not solely focus on curriculum like our problem statement does.</p>
<p>Connections:</p> <ul style="list-style-type: none"> <li>❖ It addresses specific needs of an Honors curriculum, so that will be a great starting point for us</li> <li>❖ It gives us attainable goals for our new curriculum given by the NCHC who is one of our stakeholders</li> <li>❖ As well as providing specific needs, it gives us free reign to design our new curriculum how we want, as long as it follows the guidelines.</li> </ul>	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> <li>❖ This research also talks a significant amount about the staff and faculty of the Honors program and their role. This is something that we cannot control in our reimagining of the curriculum.</li> <li>❖ It also talks about the admission requirements needed to be a fully developed Honors program, this is another aspect we do not have control over, so we just need to focus on making the curriculum the best and most beneficial we can for the students.</li> </ul>	

## #4

<p>Citation:</p> <p>Loftus, Margaret. "Public College Honors Programs Give Students VIP Treatment." US News, U.S. News &amp; World Report L.P., 15 Sept. 2015, <a href="http://www.usnews.com/education/best-colleges/articles/2015/09/15/public-college-honors-programs-give-students-vip-treatment">www.usnews.com/education/best-colleges/articles/2015/09/15/public-college-honors-programs-give-students-vip-treatment</a></p>
<p>Reason for including this source in your work:</p> <p>This article discusses some of the things that different Honors Colleges are doing to attract top students to their universities. Some of these ideas may serve as inspiration for our brainstorming. Furthermore, it allows us to gain a glimpse into the mindset of incoming, high-achieving, freshman.</p>
<p>Main argument:</p> <p>The main point of this article is that colleges are making the experience distinct and rewarding for their Honors College students. This allows the public universities to attract top high school students to them instead of prestigious private schools. With the rising prices of private colleges, this article seems to be hinting that Honors Colleges at public universities are a better value than prestigious private colleges.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ Honors Colleges attract top talent from prestigious high schools by offering a financial benefit through granting special scholarships if admitted into the Honors College program.</li><li>❖ Some Honors Colleges give special attention to their Honors students to provide a superior learning experience.</li><li>❖ Other Honors Colleges do not give special attention to their Honors students and invite and encourage all students to take part in the Honors College classes and activities.</li></ul>
<p>Evidence:</p> <p>"With tuition at top-tier schools pushing \$50,000 a year, competitive applicants – and their parents – are taking a long second look at Honors Colleges at public universities."</p> <p>"Honors students typically benefit from the same sort of special attention and rigorous academics as their counterparts at elite schools, but with such large-university attractions such as competitive sports teams, hundreds of student organizations, and a greater range of course offerings and majors."</p>
<p>Notable quotes, terms, and concepts:</p>

“At Hutton, students who wish to graduate with a general Honors notation are required to take at least 21 credits of Honors courses, in which they must maintain a 3.4 GPA, and they must have an overall 3.4 at graduation.”

“South Carolina expects all freshmen to live in an Honors residence hall. Students earn at least 45 honors credits, complete two "beyond the classroom" requirements such as undergraduate research or study abroad, and wrap up with a senior thesis project.”

“Pitt invites all undergraduate students to participate in Honors classes, assuming they've taken any prerequisites and have a 3.25 GPA.”

**Strengths:**

- Discussed are many ways that Honors Colleges make the experience rewarding to their students.
- Provides us with specific cases that we can explore further.

**Weaknesses:**

- This article doesn't go too in-depth into full curriculum, instead it gives different aspects of many.
- Not all discussed directly pertains to curriculum.

**Connections:**

- ❖ There is a wide range in required Honors credits.
- ❖ Some colleges require outside engagements (community service, research, study abroad).
- ❖ Some programs offer Honors College “field trips”.

**Questions/Concerns:**

- ❖ I don't know if we could mandate any study abroad in our curriculum because of our project constraints.
- ❖ We will need to do more research on what percentage of Honors curriculum as part of a whole is the best practice.

## #5

<p>Citation:</p> <p>Nachbar, Stuart. "The Pros and Cons of Honors Colleges." The College Solution, 22 Feb. 2013, <a href="http://www.thecollegesolution.com/the-pros-and-cons-of-honors-colleges/">www.thecollegesolution.com/the-pros-and-cons-of-honors-colleges/</a>.</p>
<p>Reason for including this source in your work:</p> <p>This article is relevant to our project because it can allow us to further improve on some of the Honors College strengths. It will also point out the downside of Honors Colleges in general and allow for us to work around these weaknesses.</p>
<p>Main argument:</p> <p>There are positive and negative aspects to join an Honors College at a university instead of attending a private university or college. The decision of which way is more beneficial depends on the specific goals and situations of the individual students.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ Students may get the equivalent of an education at a smaller private school for much less money.</li><li>❖ Honors College requirements can be used as a springboard into your future career or aid in gaining admissions to a graduate program.</li><li>❖ Honors College students can be seen as a "privileged class" and begin to be resented by the larger student population.</li></ul>
<p>Evidence:</p> <p>"Honors credentials, including excellent grades and a promising thesis, can be an excellent springboard into graduate work or law school or medical school. Admissions committees look most favorably upon the applicants with the strongest academic credentials."</p> <p>"Not all courses at a larger school will be Honors courses. Honors work would be combined with traditional large lecture courses in the first two years. If a student's preference is to have no lecture courses, they would be better off at a smaller school."</p>
<p>Notable quotes, terms, and concepts:</p> <p>"Students have no problem with classmates receiving full scholarships, per se, but they expect those people to be thankful and to earn them every day they are on campus. Those who work hard and get along with people attract respect. Those who are lazy and arrogant breed resentment."</p> <p>"The better programs allow students to apply for admission during or after the freshman year. They offer a second chance to people who were not offered admission the first time."</p>

<p>Strengths:</p> <ul style="list-style-type: none"> <li>-There are many generalizations of what make Honors Colleges unique.</li> <li>-The list is very broad.</li> </ul>	<p>Weaknesses:</p> <ul style="list-style-type: none"> <li>-There is no real data to back this up, at least none cited.</li> <li>-This could just be a perspective of one person on Honors Colleges.</li> <li>-There are not specific cases stated in the examples</li> </ul>
<p>Connections:</p> <ul style="list-style-type: none"> <li>❖ The better programs allow students to apply for admission during or after the freshman year.</li> <li>❖ Honors credentials, including excellent grades and a promising thesis, can be an excellent springboard into graduate work or law school or medical school.</li> </ul>	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> <li>❖ Are there any of these negative aspects of Honors Colleges that we would be able to fix within our project constraints?</li> <li>❖ Most of the positive and negative aspects of Honors Colleges that are stated are outside of curriculum and thus are not relevant to our design challenge.</li> </ul>	

## #6

<p>Citation:</p> <p>Coleman, David, and Katie Patton. (2016). Rethinking Honors Curriculum in Light of the AP/IB/Dual Enrollment Challenge: Innovation and Curricular Flexibility. Journal: 13-17. <a href="https://files.eric.ed.gov/fulltext/EJ1132108.pdf">https://files.eric.ed.gov/fulltext/EJ1132108.pdf</a></p>
<p>Reason for including this source in your work:</p> <p>This paper analyses the current practices in Honors programs and how Eastern Kentucky University Honors College accommodate Honors freshman that arrive on campus with AP, IB, and/or Dual Enrollment credits.</p>
<p>Main argument:</p> <p>Eastern Kentucky University's Honors College found that they needed to find a way to exempt students from elements of their general education honors courses for which they had AP, IB, and/or Dual Enrollment credits. Despite the worries about the quality of information learned from the college credits earned in high school, Honors Colleges should create a curriculum that accepts AP, IB, and/or Dual Enrollment credits. This new setup attracts more prospective students and incites faculty involvement.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ It is important to create an "Honors Flex" curriculum that accepts and gives credit for AP, IB, and/or Dual Enrollment credits.</li><li>❖ They created a general education replacement Honors curriculum that incorporated the College's student learning outcomes.</li><li>❖ Incoming freshman Honors students arrived on campus an average of 20.8 earned college credits.</li><li>❖ In this new curriculum, they only kept a first-year seminar and a capstone two-semester Honors Thesis sequence.</li></ul>
<p>Evidence:</p> <p>"The greatest advantage of this system is its adaptability to individual curricular needs...this setup is attractive to our average incoming Honors student."</p> <p>"Our team-taught "Honors Flex" curriculum is playing an especially powerful role on our campus in releasing and focusing faculty energies in this way. The Flex curriculum also attracts Honors course proposals from faculty in a far wider range of departments across campus than did our previous curriculum..."</p>
<p>Notable quotes, terms, and concepts:</p> <p>"Students in the "Honors Flex" curriculum customarily take three interdisciplinary seminars during their time with us, using them as needed to cover General Education elements not already fulfilled by their AP/IB/Dual Enrollment coursework. This setup is</p>

<p>attractive to our average incoming Honors student, who enters with 21 hours of our required 30 hours of general education credit already completed.”</p> <p>“The Flex curriculum also attracts Honors course proposals from faculty in a far wider range of departments across campus than did our previous curriculum, which relied disproportionately on three specific departments (English, Philosophy, and History).”</p> <p>“One trend that we did not foresee when we designed the curriculum is that the General Education requirements students are least likely to bring with them are Arts and Diversity of Perspectives; these, then, are the courses (HON 307W and HON 320W) that are by far our highest enrollers.”</p>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>- It incites more faculty involvement</li> <li>- It attracts students</li> <li>- It is a system that can adapt to individual curricular needs</li> </ul>	<p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>- The information learned during AP, IB, and/or Dual Enrollment courses may not be at a college quality level</li> <li>- It does not address the issue of students who come into college with fifty or more credits</li> </ul>
<p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>❖ It gives us some ideas about possible curriculum changes for students with AP, IB, and/or Dual Enrollment credit</li> <li>❖ We need to see if creating a curriculum for students who have 50 or more credits when coming into college is something we would be interested in including</li> <li>❖ It addresses specific needs of our Honors College curriculum, so it is a great insight for us</li> </ul>	
<p><b>Questions/Concerns:</b></p> <ul style="list-style-type: none"> <li>❖ It may lead to a lot of work and/or paperwork for the Honors advisors if each student were to need an individual course plan.</li> <li>❖ Is this a curriculum change that would work at Grand Valley? We would have to make sure that these courses would incorporate the student learning objectives.</li> </ul>	

## #7

<p>Citation:</p> <p>Vega-Mendoza, Mariana, et al. "The Impact of Late, Non-Balanced Bilingualism on Cognitive Performance." <i>Cognition</i>, Elsevier, 14 Jan. 2015, <a href="http://www.sciencedirect.com/science/article/pii/S0010027714002881">www.sciencedirect.com/science/article/pii/S0010027714002881</a>.</p>
<p>Reason for including this source in your work:</p> <p>In previous interviews and articles read, we have noticed that cultural and language competency have been desirable traits in students. The question that this study will attempt to address is whether bilingualism is advantageous to a higher level of monolingualism.</p>
<p>Main argument:</p> <p>There are advantages to both monolingualism and bilingualism. The difference between these is hypothesized to be a result from the additional function of switching between languages when facing cognitive tasks. Although studies conducted on those who learned their second language in their early childhood show a greater level of advantage to bilingualism, if the subjects acquire a new language skill in late childhood or early adulthood, there is no conclusive evidence to conclude advantage in either direction.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ There seemed to be no statistical difference between English-only speakers and English speakers with their second language of Spanish in the comprehension and recognition of the English language when tested.</li><li>❖ A student's performance in a test that measured inhibition and task switching ability and the bilingual students showed a significant advantage over the English-only students once a L2 level of Spanish proficiency (measured in the 4<sup>th</sup> year of higher education) had been attained.</li><li>❖ In a test that measured a students' Verbal Fluency, nonlinguistic students outperformed bilingual students by the 4<sup>th</sup> year of university.</li><li>❖ Both groups of students showed comparable improvements in ability from the 1<sup>st</sup> to the 4<sup>th</sup> year in college, however the different nature of the learnings affected the ways their cognitive function was improved.</li></ul>
<p>Evidence:</p> <p>"All groups performed equally in Y1 but a bilingual advantage appeared in Y4, by which time the bilingual group reached a considerable level of proficiency, as witnessed by significant improvement in accuracy of their L2 responses on PNV. ETS is a complex task requiring two different processes: inhibition and switching."</p> <p>"While there was no difference between mono- and bilinguals in Y1, in Y4 the monolinguals outperformed the bilinguals. Since the monolingual group consisted mainly</p>



of literature students, this reverse pattern might well reflect four years of intensive engagement with English language in reading, writing and speaking.”

Notable quotes, terms, and concepts:

“Most research has been devoted to “classical” bilingualism: a simultaneous or early consecutive childhood acquisition and balanced command of two or more languages. It remains unclear to what extent bilingualism effects can also be detected in individuals who acquire their second language in late childhood or adulthood without reaching native-like proficiency.”

“In the linguistic domain, bilinguals show a disadvantage compared to monolinguals in reaction time and accuracy in lexical access tasks such as picture naming attributed to either parallel activation of words from different languages and the necessity to inhibit competing non-target items or to a reduced-frequency of use of each of the bilingual’s language”

“We suggest that the potential effects of bilingualism on cognition can be positive (e.g. selective attention) as well as negative (e.g. increased speed of lexical access). Some may occur early in the acquisition of L2 or even predate it as a cognitive marker (e.g. ETD), others seem to appear only when reaching considerable levels of L2 proficiency (ETS). More research is needed to explore these differences in more detail. So far, it seems that the cognitive effects of learning L2 in adulthood are not radically different from those of learning one in childhood: a result of considerable interest and relevance to millions of adult L2 learners worldwide.”

ETS- Elevator Task with Switching

ETD- Elevator Task with Distraction

VF- Verbal Fluency

Strengths:

- There are many objective measures in this study and the participant pool seems to be selected in a scientific manner.
- The report is written in a way to avoid assumptions and only look at the results of the study to draw conclusions.

Weaknesses:

- The text is very lengthy and has a lot of complex language.
- There was no conclusion as to which method of language learning provides the most benefit to a student’s cognitive ability.

Connections:

- ❖ Maybe the knowledge of another language is not as important as previously discussed.
- ❖ The in-depth learning of the English learning can have a similar benefit to students as a second language.

- ❖ The effects of early acquisition of a second language and late acquisition seem to be very similar and thus, it is still worth a student's time to peruse this knowledge.

Questions/Concerns:

- ❖ Are there ways we can incorporate a higher level of English proficiency into the curriculum if a second language is not viable?
- ❖ Do we need to do more research on if a person's perception of value in language knowledge has more of an effect on success than actual cognitive performance increase?
- ❖ Do we need to do more research on this topic in general to fully understand the complexities or would our time be better spent researching other topics?

## #8

<p>Citation:</p> <p>Gervais, Leah. "Why Study Abroad Is More Important Than Ever." The Huffington Post, TheHuffingtonPost.com, 4 Oct. 2016, <a href="http://www.huffingtonpost.com/entry/why-study-abroad-is-more-important-than-ever_us_57ac8ebde4b091a07ef8a115">www.huffingtonpost.com/entry/why-study-abroad-is-more-important-than-ever_us_57ac8ebde4b091a07ef8a115</a>.</p>
<p>Reason for including this source in your work:</p> <p>In the past week, through our speed interview process, we gained a strong insight into the importance of cultural competency. We have also seen through previous research that some Honors Colleges have required study abroad experiences. Through this we should be able to identify the useful experiences gained while studying abroad and possibly understand how this is applicable in life after college.</p>
<p>Main argument:</p> <p>In recent years, the study abroad experienced has been seen or stereotyped by some as a time to party, shop, and relax. This article argues that studying abroad has much more to offer than this such as cultural understanding and providing a new perspective on their academic experience back at home. Furthermore, this article serves as a guide to students who are going to study abroad that will help the student to benefit as much as they can while they are in another culture.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ Students, if they spend their time involving themselves in the culture and community, will have an increased ability to confront global issues in our everchanging world.</li><li>❖ While abroad, students who take the opportunity to document their experiences in a blog will have a useful platform for when they search for an internship or job.</li><li>❖ Students can gain the ability to properly converse in a new language with locals and this can be useful later in their career or personal lives.</li></ul>
<p>Evidence:</p> <p>"If we, as millennials, have any hope of addressing and conquering the issues our world is facing, we must have a deeper appreciation for other cultures. This is why studying abroad is such a powerful tool."</p>
<p>Notable quotes, terms, and concepts:</p> <p>"The relaxed tone of curriculum mixed with a newfound sense of freedom has resulted in a stereotype of what it means to study abroad. The words are now met with ideas of partying, traveling, shopping, and relaxing."</p> <p>"Students should spend their time immersing themselves in their local culture and meeting people."</p>

<p>“It’s time for this stereotype to be challenged.”</p>	
<p><b>Strengths:</b></p> <p>-The writing style is very simple and easy to understand due to the plain language used.</p>	<p><b>Weaknesses:</b></p> <p>-There was nothing cited in this article and thus it is possible that some points are just an opinion.</p> <p>-Many things in the article are centered on “what to do while studying abroad” and doesn’t directly address the benefits of studying abroad in general.</p>
<p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>❖ If study abroad is integrated as a part of the new curriculum, it seems that there may be a need for further requirements pertaining to how the time is spent.</li> <li>❖ Blog posts about their experiences could be a good way to create a check for an Honors College to assess if the student is meeting the learning objectives.</li> <li>❖ Study abroad can help the student learn a foreign language at an accelerated pace and could negate an additional requirement for language learning.</li> </ul>	
<p><b>Questions/Concerns:</b></p> <ul style="list-style-type: none"> <li>❖ Could the Honors College require students to take an extra step to fully immerse themselves into the culture or community?</li> <li>❖ If study abroad was required, this would add additional credit hours to the honors college curriculum and possibly be a deterrent to some students who do not want to study abroad.</li> </ul>	

## #9

<p>Citation:</p> <p>Heard, C. A. (2005). The Harte Honors curriculum: a special program at Stillman College. <i>Journal of the Alabama Academy of Science</i>, 76(1), 69+. Retrieved from <a href="http://link.galegroup.com/apps/doc/A135759747/ITOF?u=lom_gvalleysu&amp;sid=ITOF&amp;xid=d1ec5067">http://link.galegroup.com/apps/doc/A135759747/ITOF?u=lom_gvalleysu&amp;sid=ITOF&amp;xid=d1ec5067</a></p>
<p>Reason for including this source in your work:</p> <p>This source is included as it analyzes the positives and negatives of a separate Honors program. I chose to include this source due to its uniqueness as the college analyzed is smaller, predominately black, liberal arts college. This unique college could not only help FMHC with the curriculum but could also help increase the diversity of the Honors College.</p>
<p>Main argument:</p> <p>The main argument of this source is to analyze the curriculum at the Harte Honors College at Stillman College and to provide the positives and negatives of their established curriculum.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>• A curriculum like Harte’s creates scholars, researchers, artists, leaders, and top-notch citizens who will better the future of society.</li><li>• Harte’s staff, composed of experts in their field with several awards and recognitions, provide an excellent education for their students.</li><li>• Harte’s yearly seminars create a curriculum in which the student never feels disconnected from the program.</li><li>• A variety of social, cultural, and civic events and experiences widen the students’ world viewpoints.</li></ul>
<p>Evidence:</p> <p>Harte utilizes Honors courses such as logic, leadership, computer literacy, and public speaking, which help provide students with real world skills they can use post-graduation.</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none"><li>• “Honors seminars are: The Scholar (Freshmen), The Researcher (Sophomores), The Artist (Juniors), The Leader (Juniors), and The Citizen (Seniors).”</li><li>• “Thirty-four credit hours consist of the following courses: religion, English, public speaking, mathematics, physical science, computer literacy, biology, world civilization, and health.”</li><li>• “All Harte Honors General Education requirements (54 credit hours) including all Harte Honors courses; a major consisting of a minimum of 30 credit hours; the</li></ul>

<p>Sophomore-Junior Examination; Senior Thesis; Senior Departmental Examination; a graduate or professional school entrance examination; and Harte Honors cultural and enrichment activities.”</p>	
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• The article provides an in-depth view of the colleges courses and their effects.</li> </ul>	<p>Weaknesses:</p> <ul style="list-style-type: none"> <li>• The article does not provide details on what Harte students would like changed/improved.</li> </ul>
<p>Connections:</p> <ul style="list-style-type: none"> <li>• This article provides ideas on courses and requirements for a curriculum that is designed <i>for</i> the student, like we are striving for.</li> <li>• This article provides ideas of extracurricular activities Harte requires of their students that help widen their world viewpoints.</li> <li>• This article provides an example of a curriculum with requires a second language (Latin).</li> </ul>	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> <li>• How can we create a curriculum that provides students with real-world skills for post-graduation?</li> <li>• We determined that a second language is vital for students, what about computer literacy?</li> </ul>	

## #10

<p>Citation:</p> <p>Malecha, Katelynn, and Anne Dahlman. 2017. Honors Students' Perceptions of Language Requirement as Part of a Global Literacy Competency". Honors in Practice. 1-21. <a href="https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1264&amp;context=nchchip">https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1264&amp;context=nchchip</a></p>
<p>Reason for including this source in your work:</p> <p>In previous interviews, we have noticed that foreign language competency has been desired by employers. This journal analyzes Minnesota State University Honors student's perceptions of having language requirements at their Honors College while also explaining the reasons for why there is a language and global citizenship requirement.</p>
<p>Main argument:</p> <p>The MSU Honors students enjoy and understand the purpose of having a language global citizenship competency requirement. Even though the program is challenging and has aspects that might need to be edited, 100% of students believe that is it important to know languages and cultures so that they can work with people from various cultures and backgrounds in their future professions.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ Language requirement as part of the global citizenship credit requirement.</li><li>❖ The program stakeholders think that the language requirement is helping students understand language-culture connections.</li><li>❖ A majority of students understand and agree with the decision to have language requirements.</li><li>❖ Language support and an increase in cultural events for students are needed.</li></ul>
<p>Evidence:</p> <p>“Language plays a key role in the global citizenship competency requirement, with all students in the program required to learn a second language. Students can demonstrate this competency in multiple ways: by taking classes, by personal study, by studying abroad, or by a combination thereof. English may count towards this goal if the student's native language is not English.”</p> <p>“The data are encouraging: a great majority of students (84%) agree that knowing a second language helps them better understand other cultures, indicating that they see the philosophical connection between knowing a second language and being culturally more competent.”</p>
<p>Notable quotes, terms, and concepts:</p> <p>“a great majority of students (84%) agree that knowing a second language helps them better understand other cultures.”</p>

“While students understand the importance of knowing a second language in better understanding cultures, they are less certain about what these exact connections are and how to pursue activities that support these connections.”

“Students clearly understand the purpose of the global citizenship competency (94%) and what is expected of them in relation to the competency requirement (92%). In addition, students overwhelmingly agree with the values associated with the global citizenship competency, namely that it is important to be able to work with people from various cultures and backgrounds in their future profession (100%).”

**Strengths:**

- Able to work with people from various cultures and backgrounds in future professions
- Important knowledge in today’s global world
- The report is written in an analysis and data driven way

**Weaknesses:**

- Students were unsure on how they would be able to navigate the global citizenship component when they did not study abroad (it is a different experience)
- There needs to be more activities or professional support in regard to language learning
- There is no overarching conclusion on solutions for their program

**Connections:**

- ❖ The importance of global citizenship competency is important; however, language inclusion may be too difficult.
- ❖ Students are interested in learning about languages and cultures because it is a benefit to have for future employment.
- ❖ Language and cultural competency makes them a well-rounded and global student.

**Questions/Concerns:**

- ❖ How would we incorporate language learning into the Honors curriculum? What outlines of curriculum goals would have to be made?
- ❖ What would the cost of such a curriculum change be?
- ❖ Is this more beneficial than hands on job training/experience, such as internships or fellowships?



## #11

<p>Citation:</p> <p>Fisher, C. (2017, Apr 16). Benefits of the honors college curriculum. <i>University Wire</i> Retrieved from <a href="http://search.proquest.com.ezproxy.gvsu.edu/docview/1888571931?accountid=39473">http://search.proquest.com.ezproxy.gvsu.edu/docview/1888571931?accountid=39473</a></p>
<p>Reason for including this source in your work:</p> <ul style="list-style-type: none"><li>❖ This source was included because it is written by an FMHC student about the current general education system in place, and how the Honors curriculum is different, and in her opinion better. It was chosen because it is a perspective on the current system in place.</li></ul>
<p>Main argument:</p> <ul style="list-style-type: none"><li>❖ The author is an Honors student and believes she gained the learning objectives of critical thinking and making connections from class to real world problems from her freshman sequence, something others would not in non-Honors gen eds. She also thinks that all students, Honors and non-Honors, should have the option to do the interdisciplinary sequence or the general education path.</li></ul>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ Students agree that gen eds are not interesting if not applicable to major, and therefore struggle to apply themselves.</li><li>❖ The credits gained in gen eds can be fulfilled by the sequence and other skills like critical thinking and intellectual curiosity are also learned.</li><li>❖ Students feel gen ed classes are mostly busy work and memorization.</li><li>❖ Author feels that interdisciplinary sequences should be offered to students regardless of GPA or ACT scores.</li></ul>
<p>Evidence:</p> <ul style="list-style-type: none"><li>❖ Evidence that supports the author's argument that all students should have classes like Honors classes is that she talked to other students to hear their thoughts on the current gen ed system versus the Honors curriculum. One student believes "that their general education courses are busy work and would benefit from a Frederik Meijer Honors College style education; an education based in critical thinking rather than memorization." The author strongly believes that the current Honors curriculum would be beneficial for all students because "taking general education courses does not directly introduce students to critical thinking skills and making connections, it only gives them introductory information about a given discipline."</li></ul>
<p>Notable quotes, terms, and concepts:</p> <p>"I learned the same information they did and was learning to connect the information to my own major (journalism), making this class much more valuable to my education."</p> <ul style="list-style-type: none"><li>❖ This quote shows her appreciation for her Honors sequence compared to what her peers were taking for the same credits.</li></ul>

“There is no reason why classes that emphasize critical thinking should not be available to students outside the Honors College.”

- ❖ The author feels that all general education classes or introductory classes should be as beneficial as Honors courses, and the type of interdisciplinary approach should not be strictly Honors.

“The interdisciplinary nature of these courses and their basis in critical thinking help Honors students become well-rounded and educated professionals and citizens. For this reason, these courses should not be exclusively available to Honors students, they should be integrated into the general education curriculum.”

- ❖ It would be curious to ask if the author would want to integrate Honors and non-Honors courses by students or just offer the classes for all students. It would be interesting to find opinions on mixing Honors and non-Honors courses.

Strengths:

Gives us a perspective of an Honors student who advocates for the current curriculum and gives perspective of non-Honors students.

Weaknesses:

We are changing the current curriculum, so insights about it being good are not as applicable, but still useful.

Connections:

- ❖ This article looks at the current system and how students appreciate it, helps us pick out what we want to continue.
- ❖ It allows us to understand what students want in their classes and curriculum.
- ❖ Students want classes that are intriguing to passions and apply to majors, we knew this according to our problem statement, but know it is reaffirmed by real students.

Questions/Concerns:

- ❖ This source only raises the concern that some people might miss the current curriculum once we implement a new one.
- ❖ Asks the question: would people want integrated classes of Honors and non-Honors students in Honors type classes?

## #12

<p>Citation:</p> <p>Leichliter, Marie E. <i>Creating Opportunities for Peer Leadership in Honors Education</i>. 2013, files.eric.ed.gov/fulltext/EJ1080703.pdf</p>
<p>Reason for including this source in your work:</p> <ul style="list-style-type: none"><li>❖ This source was included because it is about the leadership opportunities in another university's Honors Colleges. Students interviewed by the ASAP expressed interest in more enriching opportunities in something like leadership.</li></ul>
<p>Main argument:</p> <ul style="list-style-type: none"><li>❖ The author's purpose is to exemplify the leadership programs in the West Virginia University Honors College. They discuss the different programs available for all levels of Honors students and the benefits they hold for the leaders as well as the involved students.</li></ul>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ An Honors College should give a unique academic experience and prepare students for life after graduation.</li><li>❖ Leadership is important for innovative thinkers in any field, developing these skills is a main objective of WVU Honors College.</li><li>❖ Leadership programs "cultivate peer leadership". Programs include co-mentors, Honors hall peer leaders, Honors College ambassadors, high school delegates, and Honors hall community organization</li></ul>
<p>Evidence:</p> <ul style="list-style-type: none"><li>❖ Evidence that supports the author's argument that these leadership programs are vital to an Honors student success is that "a peer leadership program provides students an opportunity to "assist in the development of other students' leadership skills, knowledge, or abilities" while honing their own proficiency". This shows how the programs positively affect both the leader and the peers under their leadership. Leadership programs also have the ability to create a fulfilling college experience because "a strong peer leader program has the potential to create an environment where peers can maximize their abilities to create change and, by taking action, can have a measurable impact on school climate and peer relationships".</li></ul>
<p>Notable quotes, terms, and concepts:</p> <p>"Providing intentional, rigorous, and intellectually challenging educational opportunities for students to develop leadership skills is arguably a core mission of honors programs and colleges..."</p> <ul style="list-style-type: none"><li>❖ This quote shows the author's recognition that the university has an obligation to the students and providing these leadership options helps in satisfying the objectives of graduating with Honors.</li></ul>

“Both the courses and the co-curricular activities at the West Virginia University Honors College are designed to encourage students to become independent, creative, and self-motivated learners.”

- ❖ This shows the purpose behind the programs and what they accomplish.

“The Honors College has a number of peer-led programs designed to provide opportunities for students to develop, refine, and practice their leadership, communication, and critical thinking skills.”

- ❖ This quote again supports the argument that leadership programs are vital to an Honors student college experience.

Strengths:

Gives us ideas of leadership programs and the benefits they can bring to enrich students experience.

Weaknesses:

We might not be able to implement so many new programs along with the new curriculum.

Connections:

- ❖ This source gives us a lot of ideas on how to make the Honors program more enriching, something a lot of student expressed interest in.
- ❖ These programs make students who will be employable because they are self-starters and motivated.
- ❖ Another notable point is that one program offered is an actual one credit class taught by co-mentors for freshman about adjusting to college, includes discussion-based classes and collaborative learning.

Questions/Concerns:

- ❖ This source has many good ideas about leadership building programs, but we are not sure how many new programs we could introduce with the new curriculum.

## #13

<p>Citation:</p> <p>Kelly, Sean K. "Assessing success in Honors: getting beyond graduation rates." <i>Journal of the National Collegiate Honors Council</i>, no. 2, 2013, p. 25+. <i>Academic OneFile</i>, <a href="http://link.galegroup.com.ezproxy.gvsu.edu/apps/doc/A352850032/AONE?u=lom_gvalleysu&amp;sid=AONE&amp;xid=fda9641b">http://link.galegroup.com.ezproxy.gvsu.edu/apps/doc/A352850032/AONE?u=lom_gvalleysu&amp;sid=AONE&amp;xid=fda9641b</a>. Accessed 11 Mar. 2018.</p>
<p>Reason for including this source in your work:</p> <p>I included this source because it discusses the needs of an Honors College beyond having a high graduation rate. It looks at what a student needs from his/her experience in the Honors College.</p>
<p>Main argument:</p> <p>The main argument of this article is that an Honors College should craft students who have something to show for their experience in the college, something tangible to put on resumes that also provided them with deep learning and new skills. Examples were service projects, research, and study abroad.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ High graduation rates do not always mean success.</li><li>❖ Honors College administration should be able to demonstrate how Honors students had higher satisfaction rates than non-Honors.</li><li>❖ There should be options for students to transfer into the Honors College after their first year.</li><li>❖ For students who leave or cannot keep up academically there should be a grace period and ease transition out of the college.</li></ul>
<p>Evidence:</p> <ul style="list-style-type: none"><li>❖ "Students engaged in such practices learn more and are more satisfied with their chosen university."</li></ul> <p>This supports the implementation of HIPs in the curriculum.</p> <ul style="list-style-type: none"><li>❖ "...Honors should specifically link one or more HIPs to each class/ touch in the curriculum, guaranteeing that students who enter Honors, regardless of their ultimate retention, experience multiple HIPs in their college years."</li></ul> <p>This shows how it will be guaranteed that students experience the HIPs and thus have a higher satisfaction and deeper learning.</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none"><li>❖ "first-year seminars, common intellectual experiences, learning communities, service learning, undergraduate research, study abroad, and other experiences with diversity, internships, and capstone courses and projects"</li></ul>

These are examples of high impact learning opportunities that would be beneficial to Honors students.

- ❖ “A high-impact curriculum should demand tangible outcomes that both the students themselves and also outsiders can easily identify as significant, the kinds of outcomes that students can place on resumes or can reference in graduate school applications and job interviews.”

This argues the significance of HIPs in a curriculum, the curriculum focuses on outcomes, not just a rigorous academic experience.

- ❖ “Both Honors graduates and former Honors students would have (1) higher participation in campus activities and university sponsored programs, (2) more individual accomplishments related to their university experience, (3) higher satisfaction with their university experience, and (4) higher retention rates than their non-Honors peers.”

This is summarizing the benefits of HIPs (high impact) in the Honors College curriculum both during school and beyond.

Strengths:

Gives us a lot of insights of the benefits of high impact educational practices.

Weaknesses:

How much of these practices will we be allowed to implement in the new curriculum?

Connections:

- ❖ “Honors courses are known for their innovative pedagogy and have a long history of embedding practices like study abroad and service learning in the curriculum.”
- ❖ These extra experiences are referred to as high-impact educational practices (HIPs).
- ❖ Having these experiences increases student satisfaction with the Honors College and increases tangible objectives gained while in the college to put on resumes and market for getting jobs after college.

Questions/Concerns:

- ❖ What will we be allowed to implement in terms of new high impact education practices at FMHC?
- ❖ How could HIPs be integrated without it costing more?
- ❖ What are the experiences that you have had that cause you to learn the most?

## #14

<p>Citation:</p> <p>Scott, Richard Ira, and Philip L. Frana. "Honors 2025: the Future of the Honors College." <i>Honors in Practice</i>, vol. 4, 2008, p. 29+. <i>Academic OneFile</i>, <a href="http://link.galegroup.com.ezproxy.gvsu.edu/apps/doc/A179978329/AONE?u=lom_gvalleysu&amp;sid=AONE&amp;xid=eaa3dfb5">http://link.galegroup.com.ezproxy.gvsu.edu/apps/doc/A179978329/AONE?u=lom_gvalleysu&amp;sid=AONE&amp;xid=eaa3dfb5</a>. Accessed 11 Mar. 2018.</p>
<p>Reason for including this source in your work:</p> <p>I included this source because it discusses the future of Honors Colleges. We are working to change the future of the FMHC.</p>
<p>Main argument:</p> <p>Honors Colleges are moving away from just being academically rigorous, but putting emphasis on critical thinking, collaboration, and problem solving. To do this, curriculums are implementing more project-based courses as opposed to lecture based. The future of Honors Colleges looks like more deep learning hands on involvement to create a liberal arts education crafted for motivated, engaged learners.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>❖ Honors Colleges are longer just about transmitting knowledge of the past, but can use the past to teach for today</li><li>❖ Citizenship and leadership of students are outcomes from the new curriculum</li><li>❖ The future of Honors Colleges includes requiring internships, team projects, joint thesis, study abroad, and intra-national service.</li></ul>
<p>Evidence:</p> <ul style="list-style-type: none"><li>❖ “What emerges is the ability to solve real-world problems collaboratively and creatively, grounded in scholarly undertaking that compares and contrasts wisdom traditions and disciplinary methodologies. The goal is to develop citizen-scholars...”</li></ul> <p>Talking about the outcomes of a new Honors curriculum based on a new mission of being a place for students to practice scholarship and citizenship.</p> <ul style="list-style-type: none"><li>❖ “We believe that the curriculum of the future will be mostly project-oriented. Honors online communities will be powerful workspaces for students and faculty members to share ideas and develop these projects.”</li></ul> <p>This is a prediction of the authors about how the curriculum will change in the future.</p>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none"><li>❖ “...the curriculum from one Honors College to the next will come to resemble an integrative approach, with stand-alone, interdisciplinary courses and increasing emphasis on student-generated content as students mature each succeeding year, rather than a distributive approach.”</li></ul>

<p>Explains the new approach needed by Honors Colleges to adapt to the mission of creating citizen scholars.</p> <ul style="list-style-type: none"> <li>❖ “Such a curriculum employs strategies, structures, and technologies of disintermediation: the practice of student-to-student collaboration taking place without constant intervention and oversight by an instructor.”</li> </ul> <p>The courses should be interactive and the professors should guide and help, but let students work collaboratively mainly.</p> <ul style="list-style-type: none"> <li>❖ “Service learning will proliferate, complete with more emphasis on extramural evaluation of students' work.”</li> </ul> <p>This is a hypothesis about where Honors Colleges’ curriculum is headed in the next decade.</p>	
<p>Strengths:</p> <p>Helps outline the needs of the College as time goes on and we update its curriculum.</p>	<p>Weaknesses:</p> <p>We do know a lot of what this article mentions in terms of needing hands on experience, not always lecture based.</p>
<p>Connections:</p> <ul style="list-style-type: none"> <li>❖ Gives direction for the types of courses we want in a new curriculum.</li> <li>❖ Predicts faculty will deemphasize professor centrality and they can work across courses to allow for more interdisciplinary interaction.</li> <li>❖ Points out the oncoming challenge is defining the skills we want students to learn.</li> </ul>	
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> <li>❖ What does the future of the Honors College look like for current classes? Do they get replaced or revamped?</li> </ul>	



## #15

<p>Citation:</p> <p>Goodstein, Lynne, and Patricia Szarek. "They come but do they finish? Program completion for Honors students at a major public university, 1998-2010." <i>Journal of the National Collegiate Honors Council</i>, no. 2, 2013, p.85+. <i>Academic OneFile</i></p>
<p>Reason for including this source in your work:</p> <p>This source was included because it is about finding a way to get more students to finish through with the Honors program. Every student has concerns of completing their Honors courses for graduation, therefore this source is helpful in explaining different ways to accomplish that and ensure that students stay in the Honors College rather than drop out.</p>
<p>Main argument:</p> <p>The author's purpose is to raise awareness that Honors programs and colleges have started to become its own separate brand and that they are increasingly becoming an enrollment tool to recruit high-achieving students to public universities.</p>
<p>Important ideas:</p> <ul style="list-style-type: none"><li>• The presence of high-achieving students has a positive impact on the overall level of student success</li><li>• Many students aren't taking full advantage of their Honors College experience</li><li>• This issue can be improved in a short amount of time if we focus on the quality of the Honors College and the admissions criteria</li></ul>
<p>Evidence:</p> <ul style="list-style-type: none"><li>• "Recruiting more students with strong academic backgrounds results in higher average scores on these critical institutional metrics for the entering freshman class."</li><li>• "Of the 113 honors students in Cosgrove's study, only 30, or 27%, completed program requirements (47)."</li><li>• "High dropout or failure rates suggest that a program may (a) not select the students best-suited for its offerings, (b) not offer sufficiently attractive curricular and co-curricular elements to keep students engaged in Honors, (c) require too much from students, or (d) all of the above."</li></ul>
<p>Notable quotes, terms, and concepts:</p> <ul style="list-style-type: none"><li>• "As other researchers have shown, positive outcomes in student retention and graduation are linked to the input measure of high school <b>academic achievement</b>" (Astin; Beecher and Fisher; Smith Edminster and Sullivan)</li><li>• "...program completion rates can be improved quickly, most likely through attention to program quality, changes in admissions criteria, or both"</li></ul>

<ul style="list-style-type: none"> <li>• “The researchers propose that strengthening the program quality and encouraging students to engage fully in the program's curriculum and activities motivated them to fulfill the requirements--starting with sophomore Honors.</li> </ul>	
<p><b>Strengths:</b></p> <p>Gives us ideas of how to better improve our curriculum to allow for the students to become successful in completing their courses.</p>	<p><b>Weaknesses:</b></p> <p>We don't know if these changes will make a tremendous difference in increasing the completion rate for Honors.</p>
<p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• This source gives us insights as to why students may choose to opt out or are unable to complete the Honors program</li> <li>• This source gives us ideas on how we might be able to increase the completion rate for Honors and help students to utilize the resources that they have</li> <li>• We will be able to improve the Honors students experience by finding out ways to get them more involved in the Honors College</li> </ul>	
<p><b>Questions/Concerns:</b></p> <ul style="list-style-type: none"> <li>• How might we get students to take full advantage of their membership in the Honors program so that they have a higher chance in being successful?</li> </ul>	