A Quality Instrument for Effective Honors Program Review

Patricia Joanne Smith
University of Central Arkansas

OBJECTIVES OF THE STUDY

Although the number of honors programs and colleges has grown dramatically over the last twenty years to over a thousand programs nationally (Member List 2010, National Collegiate Honors Council), little has been done to develop consistency of standards in honors. In the interest of seeking consistency, I designed a research study to provide initial insights into assessable measures that a panel of honors administrators agree are meaningful for use in honors program reviews. The study analyzed the content validity of a set of empirically and conceptually derived survey items to facilitate the development of an instrument to assess and review honors programs. The primary research question guiding the study was framed to collect data on the professional judgments of a group of experts regarding the relevance and meaningfulness of the proposed survey items for the purpose of conducting honors program reviews.

To address the research question, it was necessary to draw upon the theoretical and practical experience of a panel of experts. Given the impassioned discussion of honors certification and assessment within the national honors education community during the time of this study, the selected method also needed to offer anonymity to the participants. The Delphi technique provided a means of establishing a panel of experts who remained anonymous throughout the study, even to one another, thus increasing the likelihood of dissenting opinions being expressed. According to Lang, "the Delphi was designed to optimize the use of group opinion whilst minimizing the adverse qualities of interacting groups" (3). The main purpose of the study was the production of an instrument generated through consensus. The successive iterations and controlled feedback that are characteristic of the Delphi method ensured that consensus or stability in panel members' responses was reached.

CONCEPTUAL FRAMEWORK

The results of a review of relevant literature on honors assessment and higher education certification, as well as the Basic Characteristics established by the National Collegiate Honors Council, were used to guide instrument development. As illustrated in Figure 1, the conceptual framework for the study took into account the panel's expert knowledge and administrative work experience in honors education.

METHODS

A review of the relevant literature led to construction of the initial instrument items. The literature review focused on assessment of honors education as well as certification of similar or related programs. The following sources provided the foundation for constructing the instrument items: the NCHC's Basic Characteristics of Fully Developed Honors Programs and Colleges; the nine characteristics identified by Tallent-Runnels et.al., as emerging most often in literature on K–12 gifted programs; and the criteria developed by the Council for the Advancement of Standards in Higher Education (CAS) for College Honor Societies, Undergraduate Research Programs, and Service-Learning Programs.

Following collection of demographic information, a survey consisting of 215 quantitative instrument items was distributed to respondents, who were asked to rate the relevance of each item for its inclusion in an instrument to conduct honors program reviews. The conceptual basis for the instrument

was shared with the expert panel members in the introductory email that was sent to potential participants.

A 4-point rating scale was used (see Figure 2) because it offered respondents no neutral mid-point, thereby reducing problematic analysis (Lynn). The 4-point rating scale also allowed me to collapse relevance ratings into

Figure 1: The Research Design for the Study

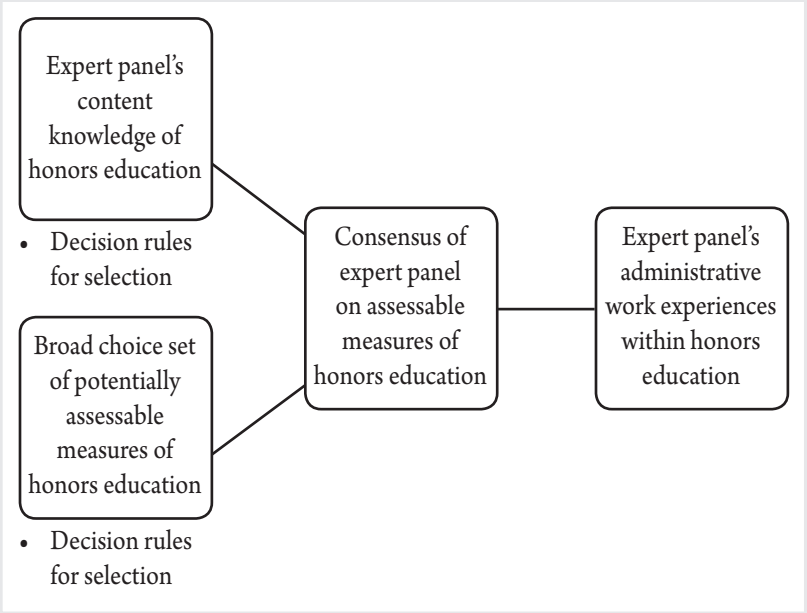

Figure 2: Example Quantitative Rating Scale Used for the Content Validity of Items

Example			
Item is not relevant 1	Item is only somewhat relevant 2	Item is relevant 3	Item is very relevant 4
Revision Suggestions:			

dichotomous categories for analysis (e.g., a 1 or 2 rating collapsed into a category labeled "less relevant" and a 3 or 4 rating collapsed into a "more relevant" category). Alternatively, the ratings could be treated as a Likert-type scale for analysis using descriptive statistics.

Selection of participants for the study was consistent with qualitative methodology. Expert panel members were selected using the purposive sampling approach based on their expertise in honors assessment, honors research, and/or national leadership related to honors education. Twenty-nine NCHC-recognized site visitors, twenty members of the NCHC Assessment and Evaluation Committee, twenty members of the Research Committee, and the Board of Directors were invited to participate. There was some overlap between these groups, but the target goal was to recruit approximately seventy experts.

DATA SOURCES

I sent each panel member an initial as well as follow-up email that introduced the topic, explained the nature of the Delphi method being used as well as the conceptual basis for the instrument, and included a link to an online survey. Participants were asked to avoid discussing their participation in the study in order to protect their anonymity as well as to avoid the influence of bias within the group.

A concurrent nested strategy for data collection was employed. This strategy is characterized by the simultaneous collection of quantitative data and narrative comments in one phase of data collection (Creswell). In this instance, both quantitative and qualitative survey items were completed simultaneously by members of the expert panel in two consecutive rounds. Specifically, a series of two surveys were sent electronically to each respondent with instructions to complete and return the survey. Following the first survey, a summary of that round was prepared in the form of histograms, and modifications to the survey instrument were made.

RESULTS

The results in this paper include summaries of the quantitative analysis of survey responses. Of the seventy experts invited to participate, a total of forty completed at least one of the two rounds, for a total response rate of 57%. The guiding research question for the study proposed to examine the level of agreement among experts about the relevance of a set of survey items

designed to create an instrument to conduct honors program reviews. The descriptive statistics analyzed included frequency, raw percentile agreement, measures of dispersion (e.g., standard deviation and range), mean, median, mode, and test statistics for normality and skewness (see Table 1; all Tables can be found in the Appendix).

Ten of the 116 items showed excellent agreement among experts, with all ratings (excluding missing values) marked as either relevant or very relevant. Measures of central tendency and dispersion for each item are presented in Table 2. Missing values were excluded from data analysis on a variable-by-variable basis.

To test for deviations from normality, the Shapiro-Wilk test ($p < 0.05$) was computed for each individual item (see Table 3). All items had significant *p*-values, indicating that individual item responses were not normally distributed. Skewness test statistics for each item, also displayed in Table 3, indicated that all but two items were negatively skewed (98%). These results suggest the importance of using the asymmetric confidence interval formulas proposed by Penfield and Miller and the inappropriateness of a typical symmetric confidence interval for item mean computations.

Inferential statistics for the content-relevance of the 116 survey items are presented in this section. Missing values were excluded on either a variable-by-variable or test-by-test basis, as appropriate, for all analyses presented in this section. Prior to calculating the Content Validity Index (CVI) for each item, inter-rater agreement was assessed to determine whether there were any participant outliers that should be excluded: this analysis is based on each panel member's total distance from the median, known also as Judge's Distance to the Median (JDM), and was used to identify aberrant raters. Once JDM was calculated for each participant, the z-score was used to determine whether a statistically significant difference existed among the raters. After the elimination of aberrant participants, a total of 32 participants remained.

The CVI (Table 5) represents the proportion of responses rated as a 3 (relevant) or a 4 (very relevant) by the experts. Polit, Beck, and Owen suggested that an item's CVI values should be 1.00 if the number of raters is 4 or less, 0.80 for panels of 5 or 6 members, and 0.75 for larger panels. Because I was attempting to reduce the number of items included in the program review instrument, I chose to use an even stricter CVI criterion of ≥ 0.90. Twenty-one items fell below the ≥ 0.90 criterion.

Of the 116 items, 108 met the strict criterion of achieving a lower-bound confidence interval of at least 3.0 and are noted with a single dagger (†) (see

Table 4). As seen in the Table 4, about half (48%) of the items that met the lower-bound 3.0 criterion also had confidence interval lengths indicating that the sample size was adequate to estimate the population mean with 95% confidence (e.g., Type I error rate of 0.05). An additional 52% met the 3.0 asymmetric confidence interval criterion but did not have confidence interval lengths equal to or less than the average length. The length for these items ranged from 0.44 to 0.51, which is only slightly wider than the 0.43 average length.

A total of 93 items met both the CVI criterion of ≥ 0.90 and the ≥ 3.0 criterion for the lower-bound asymmetric score confidence interval. Table 6 provides a summary of the content validity test results presented in this section with check marks to indicate whether each item met the different content validity criteria.

Quantitative data analysis of survey items was used to examine content validity index (CVI ≥ 0.90) and asymmetric confidence interval (CI ≥ 3.0) for all items. The first step in modifying the instrument was to examine items that could be eliminated. I wanted to avoid the creation of an instrument that might result in response fatigue and therefore used a more highly discriminating CVI of ≥ 0.90 rather than ≥ 0.80, as is widely used.

The first step to determine which items could be eliminated involved reviewing the quantitative content validity criteria. Six items failed to meet either criteria. Additionally, 17 items were marginal in meeting the content validity criteria. All 23 items were eliminated. The last step was to refine the instrument through any necessary reorganization of items using narrative comments. The end result was an instrument reduced to 93 items in 12 dimensions with a CVI of 0.94. Table 7 presents the revised instrument items, including benchmark dimensions.

SCHOLARLY SIGNIFICANCE

The goal of this study was to develop, refine, and establish the content validity of a comprehensive instrument to assess honors programs for the purpose of conducting program reviews. This study successfully established the content validity of 93 items constituting a much-needed instrument to conduct honors program reviews. At this time, no other measures have been published for this purpose.

This study represents the first systematic attempt to gain consensus from some of the prominent experts in the field of honors education, based on their experience and involvement in the national movement, about content validity

of a program review instrument. Several researchers have noted the value of using an expert panel, such as with the Delphi method, to establish content validity of an instrument (Lang; Spinelli; Tigelaar, et. al.). This study adds to the existing literature on content validity obtained through group consensus of an expert panel. Additionally, this study demonstrates the successful outcomes that can be achieved when an expert panel is thoughtfully selected and recruited to participate in validation of a survey or instrument.

This instrument offers a tool that can be used by honors programs to determine their strengths, weaknesses, and outcomes, allowing for effective assessment and evaluation and thereby establishing the program's relevance. Financial constraints partnered with societal pressures are increasing the demand for assessment and data-driven decisions at the institutional level. Honors programs have had no standardized way to declare their legitimacy or relevance, but, through data-driven assessment and a stronger system of program reviews, honors educators can begin taking steps to do so.

REFERENCES

Council for the Advancement of Standards in Higher Education. (2009). *CAS Self-Assessment Guide, 8th edition*. Washington, DC: authors.

Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approach*, 2nd Ed. Thousand Oaks, CA.: Sage Publications, Inc.

Lang, T. (1994). *An Overview of Four Methodologies.* Retrieved October 12, 2010. <http://www.futures.hawaii.edu/j7/Lang.html>.

Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research, 35*(6), 382–385. Retrieved from Ovid (00006199-198611000-00017)

Madden, J. (1994). What is an Honors College? *The National Honors Report*, XV (2), 35–40. Retrieved from <http://www.tntech.edu/honors/nhr>

National Collegiate Honors Council. (2010). Member List. Retrieved November 16, 2010. <http://nchchonors.org/members-area/member-institutions-4>

— (2010). Basic Characteristics of a Fully Developed Honors Program/College. Retrieved November 16, 2010. <http://nchchonors.org/basic-characteristics>

Penfield, R. D. & Miller, J. M. (2004). Improving Content Validation Studies Using an Asymmetric Confidence Interval for the Means of Expert Ratings. *Applied Measurement in Education, 17*(4), 359–370. Retrieved from ERIC (EJ682735)

Polit, D., Beck, C., and Owen, S. (2007). Is the CVI an Acceptable Indicator of Content Validity? Appraisal and Recommendations. *Research in Nursing and Health* 30(4): 459–467. Retrieved from CINAHL (2009643310)

Sederberg, P. (2005). Characteristics of the Contemporary Honors College: A Descriptive Analysis of a Survey of NCHC Member Colleges. *Journal of the National Collegiate Honors Council*, 6 (2), 121–136. Retrieved from <http://digitalcommons.unl.edu/nchcjournal/180>

Spinelli, T. (1983). The Delphi Decision-Making Process. *The Journal of Psychology,* 113(1), 73–80. Retrieved from Academic Search Complete (5187995)

Tallent-Runnels, M., Shaw, S., Thomas, J. (2007). Using Characteristics of K–12 Gifted Programs to Evaluate Honors Programs. *Journal of the National Collegiate Honors Council*, 8 (1), 61–76. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1038&context=nchcjournal>

Tigelaar, D., Dolmans, D., Wolfhagen, I., & Van Der Vleuten, C. (2004). The development and validation of a framework for teaching competencies in higher education. *Higher Education*, 48(2), 253–268. Retrieved from Education Research Complete (13697631)

The author may be contacted at

psmith@uca.edu.

APPENDIX

Tables

Table 1: Frequency and Percent of Experts' Ratings of Survey Items and Missing Data

Item	Rating Frequency (%)				
	Not Relevant	Somewhat Relevant	Relevant	Very Relevant	Missing
1	1 (2.9)	1 (2.9)	10 (28.6)	22 (6.29)	1 (2.9)
2	1 (2.9)	1 (2.9)	13 (37.1)	20 (57.1)	0 (0)
3	1 (2.9)	0 (0)	7 (20)	27 (77.1)	0 (0)
4	1 (2.9)	2 (5.7)	8 (22)	24 (68.6)	0 (0)
5	2 (5.7)	1 (2.9)	14 (40)	17 (48.6)	1 (2.9)
6	0 (0)	2 (5.7)	15 (42.9)	17 (48.6)	1 (2.9)
7	0 (0)	2 (5.7)	15 (42.9)	17 (48.6)	1 (2.9)
8	1 (2.9)	3 (8.6)	15 (42.9)	15 (42.9)	1 (2.9)
9	2 (5.7)	1 (2.9)	13 (37.1)	18 (51.4)	1 (2.9)
10	1 (2.9)	0 (0)	6 (17.1)	27 (77.1)	1 (2.9)
11	1 (2.9)	5 (14.3)	9 (25.7)	18 (51.4)	1 (2.9)
12	0 (0)	1 (2.9)	6 (17.1)	27 (77.1)	1 (2.9)
13	0 (0)	2 (5.7)	11 (31.4)	21 (60)	1 (2.9)
14	1 (2.9)	5 (14.3)	15 (42.9)	113 (37.1)	1 (2.9)
15	0 (0)	1 (2.9)	4 (11.4)	29 (82.9)	1 (2.9)
16	0 (0)	3 (8.6)	14 (40)	17 (48.6)	1 (2.9)
17	1 (2.9)	3 (8.6)	11 (31.4)	19 (54.3)	1 (2.9)
18	0 (0)	1 (2.9)	8 (22.9)	19 (54.3)	1 (2.9)
19	1 (2.9)	2 (5.7)	18 (51.4)	13 (37.1)	1 (2.9)
21	0 (0)	4 (11.4)	8 (22.9)	22 (62.9)	1 (1.9)
22	1 (2.9)	2 (5.7)	7 (20)	24 (68.6)	1 (2.9)
23	0 (0)	3 (8.6)	9 (25.7)	22 (62.9)	1 (2.9)
24	1 (2.9)	2 (5.7)	9 (25.7)	22 (62.9)	1 (2.9)
25	0 (0)	1 (2.9)	2 (5.7)	31 (88.6)	1 (2.9)
26	2 (5.7)	1 (2.9)	3 (8.6)	28 (80)	1 (2.9)
27	0 (0)	0 (0)	2 (5.7)	32 (91.4)	1 (2.9)

28	0 (0)	2 (5.7)	10 (28.6)	22 (62.9)	1 (2.9)
29	0 (0)	7 (20)	12 (34.3)	15 (42.9)	1 (2.9)
30	0 (0)	0 (0)	11 (31.4)	23 (65.7)	1 (1.9)
31	1 (2.9)	3 (8.6)	14 (40)	16 (45.7)	1 (2.9)
32	1 (2.9)	2 (5.7)	11 (31.4)	20 (57.1)	1 (2.9)
33	0 (0)	3 (8.6)	6 (17.1)	25 (71.4)	1 (2.9)
34	1 (2.9)	1 (2.9)	6 (17.1)	16 (74.3)	1 (2.9)
35	1 (2.9)	10 (28.6)	23 (65.7)	34 (97.1)	1 (2.9)
36	2 (5.7)	1 (2.9)	8 (22.9)	23 (65.7)	1 (2.9)
37	1 (2.9)	2 (5.7)	15 (42.9)	16 (45.7)	1 (2.9)
38	0 (0)	3 (8.6)	13 (37.1)	18 (51.4)	1 (2.9)
39	0 (0)	2 (5.7)	8 (22.9)	24 (68.6)	1 (2.9)
40	2 (5.7)	2 (5.7)	13 (37.1)	17 (48.6)	1 (2.9)
41	1 (2.9)	3 (8.6)	9 (25.7)	20 (57.1)	2 (5.7)
42	1 (2.9)	4 (11.4)	11 (31.4)	18 (51.4)	1 (2.9)
43	2 (5.7)	0 (0)	10 (28.6)	22 (62.9)	1 (2.9)
44	1 (2.9)	0 (0)	7 (20)	26 (74.3)	1 (2.9)
45	1 (2.9)	0 (0)	15 (42.9)	17 (48.6)	2 (5.7)
46	1 (2.9)	3 (8.6)	15 (42.9)	15 (42.9)	1 (2.9)
47	1 (2.9)	4 (11.4)	14 (40)	15 (42.9)	1 (2.9)
48	1 (2.9)	3 (8.6)	10 (28.6)	19 (54.3)	2 (5.7)
49	1 (2.9)	3 (8.6)	10 (28.6)	20 (57.1)	1 (2.9)
50	1 (2.9)	2 (5.7)	12 (34.3)	19 (54.3)	1 (2.9)
51	1 (2.9)	4 (11.4)	12 (34.3)	17 (48.6)	1 (2.9)
52	1 (2.9)	0 (0)	12 (34.3)	20 (57.1)	1 (2.9)
53	2 (5.7)	4 (11.4)	15 (42.9)	13 (37.1)	1 (2.9)
54	1 (2.9)	2 (5.7)	16 (45.7)	15 (42.9)	1 (2.9)
55	1 (2.9)	0 (0)	16 (45.7)	17 (48.6)	1 (2.9)
56	1 (2.9)	3 (8.6)	11 (31.4)	19 (54.3)	1 (2.9)
57	3 (8.6)	0 (0)	6 (17.1)	24 (68.6)	2 (5.7)
58	1 (2.9)	2 (5.7)	11 (31.4)	19 (54.3)	2 (5.7)
59	1 (2.9)	0 (0)	8 (22.9)	25 (71.4)	1 (2.9)
60	1 (2.9)	7 (20)	26 (74.3)	26 (74.3)	1 (2.9)
61	3 (8.6)	0 (0)	8 (22.9)	22 (62.9)	2 (5.7)

62	3 (8.6)	0 (0)	5 (14.3)	26 (74.3)	1 (2.9)
63	3 (8.6)	0 (0)	4 (11.4)	27 (77.1)	1 (2.9)
64	2 (5.7)	1 (2.9)	12 (34.3)	19 (54.3)	1 (2.9)
65	0 (0)	2 (5.7)	8 (22.9)	22 (62.9)	3 (8.6)
66	1 (2.9)	3 (8.6)	8 (22.9)	20 (57.1)	3 (8.6)
67	0 (0)	2 (5.7)	10 (28.6)	21 (60)	2 (5.7)
68	0 (0)	0 (0)	9 (25.7)	24 (68.6)	2 (5.7)
69	1 (2.9)	1 (2.9)	12 (34.3)	19 (54.3)	2 (5.7)
70	1 (2.9)	3 (8.6)	10 (28.6)	19 (54.3)	2 (5.7)
71	0 (0)	3 (8.6)	11 (31.4)	19 (54.3)	2 (5.7)
72	0 (0)	4 (11.4)	10 (28.6)	19 (54.3)	2 (5.7)
73	0 (0)	3 (8.6)	11 (31.4)	19 (54.3)	2 (5.7)
74	1 (2.9)	2 (5.7)	14 (40)	16 (45.7)	2 (5.7)
75	1 (2.9)	4 (11.4)	8 (22.9)	20 (57.1)	2 (5.7)
76	0 (0)	0 (0)	5 (14.3)	28 (80)	2 (5.7)
77	0 (0)	1 (2.9)	7 (20)	25 (71.4)	2 (5.7)
78	0 (0)	0 (0)	6 (17.1)	27 (77.1)	2 (5.7)
79	2 (5.7)	3 (8.6)	9 (25.7)	19 (54.3)	2 (5.7)
80	0 (0)	2 (5.7)	7 (20)	24 (68.6)	2 (5.7)
81	1 (2.9)	1 (2.9)	8 (22.9)	23 (65.)	2 (5.7)
82	1 (2.9)	3 (8.6)	11 (31.4)	18 (51.4)	2 (5.7)
83	1 (2.9)	2 (5.7)	11 (31.4)	19 (54.3)	2 (5.7)
84	0 (0)	0 (0)	4 (11.4)	29 (82.9)	2 (5.7)
85	1 (2.9)	0 (0)	9 (25.7)	22 (62.9)	3 (8.6)
86	0 (0)	2 (5.7)	8 (22.9)	23 (65.7)	2 (5.7)
87	0 (0)	1 (2.9)	5 (14.3)	27 (77.1)	2 (5.7)
88	0 (0)	0 (0)	7 (20)	26 (74.3)	2 (5.7)
89	0 (0)	3 (8.6)	7 (20)	24 (68.6)	2 (5.7)
90	0 (0)	3 (8.6)	11 (31.4)	19 (54.3)	2 (5.7)
91	0 (0)	0 (0)	8 (22.9)	24 (68.6)	3 (8.6)
92	1 (2.9)	2 (5.7)	7 (20)	22 (62.9)	3 (8.60
93	1 (2.9)	2 (5.7)	11 (31.4)	19 (54.3)	2 (5.7)
94	0 (0)	2 (5.7)	14 (40)	17 (48.6)	2 (5.7)
95	0 (0)	2 (5.7)	13 (37.1)	18 (51.4)	2 (5.7)

96	1 (2.9)	1 (2.9)	13 (37.1)	17 (48.6)	3 (8.6)
97	0 (0)	0 (0)	3 (8.6)	30 (85.7)	2 (5.7)
98	0 (0)	3 (8.6)	4 (11.4)	25 (71.4)	3 (8.6)
99	1 (2.9)	2 (5.7)	16 (45.7)	14 (40)	2 (5.7)
100	1 (2.9)	2 (5.7)	16 (45.7)	13 (37.1)	3 (8.6)
101	1 (2.9)	1 (2.9)	19 (54.3)	11 (31.4)	3 (8.6)
102	1 (2.0)	2 (5.7)	12 (34.3)	16 (45.7)	4 (11.4)
103	0 (0)	0 (0)	9 (25.7)	14 (68.6)	2 (5.7)
104	0 (0)	5 (14.3)	18 (51.4)	10 (28.6)	2 (5.7)
105	0 (0)	3 (8.6)	15 (42.9)	15 (42.9)	2 (5.7)
106	0 (0)	1 (2.9)	11 (31.4)	21 (60)	2 (5.7)
107	1 (2.9)	4 (11.4)	10 (28.6)	18 (51.4)	2 (5.7)
108	1 (2.9)	3 (8.6)	12 (34.3)	17 (48.6)	2 (5.7)
109	1 (2.9)	3 (8.6)	16 (45.7)	13 (37.1)	2 (5.7)
110	0 (0)	2 (5.7)	15 (42.9)	16 (45.7)	2 (5.7)
111	2 (5.7)	2 (5.7)	13 (37.1)	16 (45.7)	2 (5.7)
112	3 (8.6)	3 (8.6)	10 (28.6)	17 (48.6)	2 (5.7)
113	1 (2.9)	2 (5.7)	14 (40)	16 (45.7)	2 (5.7)
114	0 (0)	5 (14.3)	10 (28.6)	17 (48.6)	2 (5.7)
115	1 (2.9)	1 (2.9)	8 (22.9)	22 (62.9)	3 (8.6)
116	0 (0)	1 (2.9)	13 (37.1)	19 (54.3)	2 (5.7)

Note: Percent totals do not add up to 100, due to rounding.

Table 2: Descriptive Statistics-Mode, Median (Mdn), Mean (M), Standard Deviation (SD), and Range of Survey Item Responses

Item	Mode	Mdn	M	SD	Range
1	4	4	3.56	0.705	3
2	4	4	3.49	0.702	3
3	4	4	3.71	0.622	3
4	4	4	3.57	0.739	3
5	4	3.5	3.35	0.812	3
6	4	3.5	3.44	0.613	2
7	4	3.5	3.44	0.613	2
8	3	3	3.29	0.76	3
9	4	4	3.38	0.817	3
10	4	4	3.74	0.618	3
11	4	4	3.26	0.931	3
12	4	4	3.76	0.496	2
13	4	4	3.56	0.613	2
14	3	3	3.18	0.797	3
15	4	4	3.82	0.459	2
16	4	3.5	3.41	0.657	2
17	4	4	3.41	0.783	3
18	4	4	3.71	0.524	2
19	3	3	3.26	0.71	3
20	4	3.5	3.32	0.806	3
21	4	4	3.53	0.706	2
22	4	4	3.59	0.743	3
23	4	4	3.56	0.66	2
24	4	4	3.53	0.748	3
25	4	4	3.88	0.409	2
26	4	4	3.68	0.806	3
27	4	4	3.94	0.239	1
28	4	4	3.59	0.609	2
29	4	3	3.24	0.781	2
30	4	4	3.68	0.475	1

31	4	3	3.32	0.768	3
32	4	4	3.47	0.748	3
33	4	4	3.65	0.646	2
34	4	4	3.68	0.684	3
35	4	4	3.62	0.652	3
36	4	4	3.53	0.825	3
37	4	3	3.35	0.734	3
38	4	4	3.44	0.66	2
39	4	4	3.65	0.597	2
40	4	3.5	3.32	0.843	3
41	4	4	3.45	0.794	3
42	4	4	3.35	0.812	3
43	4	4	3.53	0.788	3
44	4	4	3.71	0.629	3
45	4	4	3.45	0.666	3
46	3	3	3.29	0.76	3
47	4	3	3.26	0.79	3
48	4	4	3.42	0.792	3
49	4	4	3.44	0.786	3
50	4	4	3.44	0.746	3
51	4	3.5	3.32	0.806	3
52	4	4	3.47	0.788	3
53	3	3	3.15	0.857	3
54	3	3	3.32	0.727	3
55	4	3.5	3.44	0.66	3
56	4	4	3.41	0.783	3
57	4	4	3.55	0.905	3
58	4	4	3.45	0.754	3
59	4	4	3.68	0.638	3
60	4	4	3.71	0.629	3
61	4	4	3.48	0.906	3
62	4	4	3.59	0.892	3
63	4	4	3.62	0.888	3
64	4	4	3.41	0.821	3

65	4	4	3.63	0.609	2
66	4	4	3.47	0.803	3
67	4	4	3.58	0.614	2
68	4	4	3.73	0.452	1
69	4	4	3.48	0.712	3
70	4	4	3.42	0.792	3
71	4	4	3.48	0.667	2
72	4	4	3.45	0.711	2
73	4	4	3.48	0.667	2
74	4	3	3.36	0.742	3
75	4	4	3.42	0.83	3
76	4	4	3.85	0.364	1
77	4	4	3.73	0.517	2
78	4	4	3.82	0.392	1
79	4	4	3.36	0.895	3
80	4	4	3.67	0.595	2
81	4	4	3.61	0.704	3
82	4	4	3.39	0.788	3
83	4	4	3.45	0.754	3
84	4	4	3.88	0.331	1
85	4	4	3.62	0.66	3
88	4	4	3.79	0.415	1
91	4	4	3.75	0.44	1
92	4	4	3.56	0.759	3
93	4	4	3.45	0.754	3
94	4	4	3.45	0.617	2
95	4	4	3.48	0.619	2
96	4	4	3.44	0.716	3
97	4	4	3.91	0.292	1
98	4	4	3.69	0.644	2
99	3	3	3.3	0.728	3
100	3	3	3.28	0.729	3
101	3	3	3.25	0.672	3
102	4	4	3.39	0.761	3

103	4	4	3.73	0.452	1
104	3	3	3.15	0.667	2
105	3	3	3.36	0.653	2
106	4	4	3.61	0.556	2
107	4	4	3.36	0.822	3
108	4	4	3.36	0.783	3
109	3	3	3.24	0.751	3
110	4	3	3.42	0.614	2
111	4	3	3.3	0.847	3
112	4	4	3.24	0.969	3
113	4	3	3.36	0.742	3
114	4	4	3.37	0.751	2
115	4	4	3.59	0.712	3
116	4	4	3.55	0.564	2

Note: *multiple modes exist, smallest is shown.

Table 3: Shapiro-Wilk (W) and Skewness Test Statistics for Normality

Item	W	p	Skewness
1	0.58	0.00	-1.84
2	0.74	0.00	-0.58
3	0.58	0.00	-0.95
4	0.67	0.00	-1.28
5	0.74	0.00	-1.34
6	0.63	0.00	-1.51
7	0.74	0.00	-0.89
8	0.78	0.00	-0.55
9	0.74	0.00	-1.34
10	0.50	0.00	-1.62
11	0.76	0.00	-0.95
12	0.52	0.00	-2.24
13	0.67	0.00	-1.25
14	0.78	0.00	-0.50
15	0.45	0.00	-2.74
16	0.74	0.00	-0.85
17	0.72	0.00	-1.45
18	0.63	0.00	-1.52
19	0.78	0.00	-0.25
20	0.82	0.00	-0.76
21	0.71	0.00	-1.08
22	0.63	0.00	-1.51
23	0.63	0.00	-1.51
24	0.74	0.00	-0.89
25	0.35	0.00	-3.44
26	0.54	0.00	-2.24
27	0.24	0.00	-4.47
28	0.72	0.00	-0.78
29	0.78	0.00	-0.50
30	0.61	0.00	-0.68
31	0.79	0.00	-1.10

32	0.72	0.00	-0.78
33	0.63	0.00	-1.51
34	0.58	0.00	-1.84
35	0.63	0.00	-0.44
36	0.66	0.00	-1.86
37	0.78	0.00	-0.40
38	0.74	0.00	-0.89
39	0.67	0.00	-1.25
40	0.72	0.00	-1.45
41	0.77	0.00	-0.70
42	0.78	0.00	-0.50
43	0.69	0.00	-1.67
44	0.54	0.00	-1.25
45	0.64	0.00	0.22
46	0.78	0.00	-0.40
47	0.78	0.00	-0.40
48	0.74	0.00	-0.89
49	0.71	0.00	-1.08
50	0.67	0.00	-1.25
51	0.77	0.00	-0.70
52	0.62	0.00	-2.19
53	0.80	0.00	-1.02
54	0.74	0.00	-0.21
55	0.64	0.00	0.00
56	0.74	0.00	-0.89
57	0.58	0.00	-2.07
58	0.76	0.00	-0.71
59	0.54	0.00	-1.25
60	0.54	0.00	-1.25
61	0.68	0.00	-1.67
62	0.58	0.00	-2.07
63	0.58	0.00	-2.07
64	0.75	0.00	-1.42
65	0.74	0.00	-0.89

66	0.76	0.00	-1.12
67	0.63	0.00	-1.52
68	0.54	0.00	-1.25
69	0.68	0.00	-1.82
70	0.75	0.00	-1.42
71	0.72	0.00	-0.78
72	0.77	0.00	-0.70
73	0.74	0.00	-0.89
74	0.76	0.00	-1.31
75	0.75	0.00	-1.32
76	0.43	0.00	-2.12
77	0.52	0.00	-2.24
78	0.43	0.00	-2.12
79	0.72	0.00	-1.13
80	0.63	0.00	-1.52
81	0.72	0.00	-1.55
82	0.79	0.00	-1.10
83	0.75	0.00	-1.32
84	0.50	0.00	-1.62
85	0.58	0.00	-2.42
86	0.58	0.00	-1.78
87	0.45	0.00	-2.74
88	0.50	0.00	-1.62
89	0.58	0.00	-1.84
90	0.74	0.00	-0.89
91	0.50	0.00	-1.62
92	0.66	0.00	-1.86
93	0.72	0.00	-1.45
94	0.76	0.00	-0.71
95	0.74	0.00	-0.89
96	0.75	0.00	-1.42
97	0.35	0.00	-2.89
98	0.62	0.00	-1.39
99	0.81	0.00	-0.95

100	0.81	0.00	-0.95
101	0.76	0.00	-1.10
102	0.81	0.00	-0.95
103	0.50	0.00	-1.62
104	0.81	0.00	-0.19
105	0.77	0.00	-0.55
106	0.63	0.00	-1.52
107	0.79	0.00	-0.85
108	0.71	0.00	-1.02
109	0.83	0.00	-0.70
110	0.78	0.00	-0.40
111	0.81	0.00	-0.99
112	0.79	0.00	-0.90
113	0.80	0.00	-1.02
114	0.78	0.00	-0.41
115	0.70	0.00	-1.69
116	0.74	0.00	-0.58

Table 4: Item Means and 95% Asymmetric Score Confidence Intervals (CI)

Item	n	M	95% CI		CI length		Total
			Lower	Upper	Below M	Above M	
1	31	3.58	3.33†	3.75	0.25	0.17	0.42‡
2	32	3.50	3.24†	3.68	0.26	0.18	0.45
3	32	3.69	3.46†	3.83	0.23	0.14	0.37‡
4	32	3.56	3.31†	3.73	0.25	0.17	0.42‡
5	32	3.31	3.03†	3.53	0.28	0.22	0.50
6	32	3.44	3.17†	3.63	0.27	0.20	0.47
7	32	3.44	3.17†	3.63	0.27	0.20	0.47
8	32	3.34	3.07†	3.56	0.28	0.21	0.49
9	32	3.38	3.10†	3.58	0.28	0.21	0.48
10	32	3.81	3.61†	3.91	0.20	0.10	0.30‡
11	32	3.31	3.03†	3.53	0.28	0.22	0.50
12	32	3.75	3.53†	3.87	0.22	0.12	0.34‡
13	32	3.53	3.27†	3.71	0.26	0.18	0.43‡
14	32	3.22	2.93	3.45	0.29	0.23	0.52
15	32	3.81	3.61†	3.91	0.20	0.10	0.30‡
16	32	3.38	3.10†	3.58	0.28	0.21	0.48
17	32	3.44	3.17†	3.63	0.27	0.20	0.47
18	32	3.69	3.46†	3.83	0.23	0.14	0.37‡
19	32	3.31	3.03†	3.53	0.28	0.22	0.50
20	32	3.28	3.00†	3.50	0.28	0.22	0.51
21	32	3.56	3.31†	3.73	0.25	0.17	0.42‡
22	32	3.66	3.42†	3.80	0.24	0.15	0.39‡
23	32	3.56	3.31†	3.73	0.25	0.17	0.42‡
24	32	3.59	3.35†	3.76	0.25	0.16	0.41‡
25	32	3.88	3.69†	3.95	0.18	0.08	0.26‡
26	32	3.66	3.42†	3.80	0.24	0.15	0.39‡
27	32	3.94	3.78†	3.98	0.16	0.05	0.20‡
28	32	3.56	3.31†	3.73	0.25	0.17	0.42‡
29	32	3.25	2.96	3.48	0.29	0.23	0.51
30	32	3.66	3.42†	3.80	0.24	0.15	0.39‡

31	32	3.34	3.07†	3.56	0.28	0.21	0.49
32	32	3.53	3.27†	3.71	0.26	0.18	0.43‡
33	32	3.69	3.46†	3.83	0.23	0.14	0.37‡
34	32	3.75	3.53†	3.87	0.22	0.12	0.34‡
35	32	3.69	3.46†	3.83	0.23	0.14	0.37‡
36	32	3.59	3.35†	3.76	0.25	0.16	0.41‡
37	32	3.41	3.13†	3.61	0.27	0.20	0.47
38	32	3.44	3.17†	3.63	0.27	0.20	0.47
39	32	3.69	3.46†	3.83	0.23	0.14	0.37‡
40	32	3.38	3.10†	3.58	0.28	0.21	0.48
41	31	3.52	3.25†	3.70	0.26	0.18	0.45
42	32	3.41	3.13†	3.61	0.27	0.20	0.47
43	32	3.59	3.35†	3.76	0.25	0.16	0.41‡
44	32	3.78	3.57†	3.89	0.21	0.11	0.32‡
45	31	3.52	3.25†	3.70	0.26	0.18	0.45
46	32	3.34	3.07†	3.56	0.28	0.21	0.49
47	32	3.31	3.03†	3.53	0.28	0.22	0.50
48	31	3.48	3.22†	3.67	0.27	0.19	0.46
49	32	3.50	3.24†	3.68	0.26	0.18	0.45
50	32	3.50	3.24†	3.68	0.26	0.18	0.45
51	32	3.38	3.10†	3.58	0.28	0.21	0.48
52	32	3.53	3.27†	3.71	0.26	0.18	0.43‡
53	32	3.19	2.90	3.42	0.29	0.24	0.53
54	32	3.38	3.10†	3.58	0.28	0.21	0.48
55	32	3.50	3.24†	3.68	0.26	0.18	0.45
56	32	3.47	3.20†	3.66	0.26	0.19	0.46
57	31	3.61	3.36†	3.77	0.25	0.16	0.41‡
58	31	3.52	3.25†	3.70	0.26	0.18	0.45
59	32	3.75	3.53†	3.87	0.22	0.12	0.34‡
60	32	3.78	3.57†	3.89	0.21	0.11	0.32‡
61	31	3.55	3.29†	3.72	0.26	0.18	0.44
62	32	3.66	3.42†	3.80	0.24	0.15	0.39‡
63	32	3.69	3.46†	3.83	0.23	0.14	0.37‡
64	32	3.47	3.20†	3.66	0.26	0.19	0.46

65	31	3.61	3.36†	3.77	0.25	0.16	0.41‡
66	31	3.45	3.18†	3.65	0.27	0.20	0.47
67	32	3.56	3.31†	3.73	0.25	0.17	0.42‡
68	32	3.72	3.49†	3.85	0.22	0.13	0.36‡
69	32	3.47	3.20†	3.66	0.26	0.19	0.46
70	32	3.41	3.13†	3.61	0.27	0.20	0.47
71	32	3.47	3.20†	3.66	0.26	0.19	0.46
72	32	3.44	3.17†	3.63	0.27	0.20	0.47
73	32	3.47	3.20†	3.66	0.26	0.19	0.46
74	32	3.34	3.07†	3.56	0.28	0.21	0.49
75	32	3.41	3.13†	3.61	0.27	0.20	0.47
76	32	3.84	3.65†	3.93	0.19	0.09	0.28‡
77	32	3.72	3.49†	3.85	0.22	0.13	0.36‡
78	32	3.81	3.61†	3.91	0.20	0.10	0.30‡
79	32	3.38	3.10†	3.58	0.28	0.21	0.48
80	32	3.66	3.42†	3.80	0.24	0.15	0.39‡
81	32	3.59	3.35†	3.76	0.25	0.16	0.41‡
82	32	3.38	3.10†	3.58	0.28	0.21	0.48
83	32	3.47	3.20†	3.66	0.26	0.19	0.46
84	32	3.88	3.69†	3.95	0.18	0.08	0.26‡
85	31	3.61	3.36†	3.77	0.25	0.16	0.41‡
86	32	3.63	3.38†	3.78	0.24	0.16	0.40‡
87	32	3.78	3.57†	3.89	0.21	0.11	0.32‡
88	32	3.78	3.57†	3.89	0.21	0.11	0.32‡
89	32	3.66	3.42†	3.80	0.24	0.15	0.39‡
90	32	3.47	3.20†	3.66	0.26	0.19	0.46
91	31	3.74	3.52†	3.87	0.22	0.13	0.35‡
92	31	3.55	3.29†	3.72	0.26	0.18	0.44
93	32	3.44	3.17†	3.63	0.27	0.20	0.47
94	32	3.44	3.17†	3.63	0.27	0.20	0.47
95	32	3.47	3.20†	3.66	0.26	0.19	0.46
96	31	3.42	3.14†	3.62	0.28	0.20	0.48
97	32	3.91	3.74†	3.97	0.17	0.06	0.23‡
98	31	3.68	3.44†	3.82	0.24	0.14	0.38‡

99	32	3.28	3.00†	3.50	0.28	0.22	0.51
100	31	3.26	2.97	3.49	0.29	0.23	0.52
101	31	3.26	2.97	3.49	0.29	0.23	0.52
102	30	3.37	3.08†	3.58	0.29	0.21	0.50
103	32	3.72	3.49†	3.85	0.22	0.13	0.36‡
104	32	3.16	2.87	3.40	0.29	0.24	0.53
105	32	3.34	3.07†	3.56	0.28	0.21	0.49
106	32	3.59	3.35†	3.76	0.25	0.16	0.41‡
107	32	3.34	3.07†	3.56	0.28	0.21	0.49
108	32	3.38	3.10†	3.58	0.28	0.21	0.48
109	32	3.22	2.93	3.45	0.29	0.23	0.52
110	32	3.41	3.13†	3.61	0.27	0.20	0.47
111	32	3.28	3.00†	3.50	0.28	0.22	0.51
112	32	3.22	2.93	3.45	0.29	0.23	0.52
113	32	3.34	3.07†	3.56	0.28	0.21	0.49
114	31	3.35	3.07†	3.57	0.28	0.21	0.50
115	31	3.58	3.33†	3.75	0.25	0.17	0.42‡
116	32	3.53	3.27†	3.71	0.26	0.18	0.43‡

Note: † Lower limit of confidence interval for the mean ≥ 3.0 criterion.
‡ Length of confidence interval ≤ 0.49 (the average length).

Table 5: Content Validity Index (CVI) Results and Exact Binomial Confidence Intervals (CIs)

Item	CVI	95% CI	
		Lower	Upper
1	93.6	.84	1.03
2	93.8	.85	1.03
3	96.9	.91	1.03
4	90.6	.80	1.01
5	90.6	.80	1.01
6	93.8	.85	1.03
7	93.8	.85	1.03
8	90.6	.80	1.01
9	90.6	.80	1.01
10	100	—	—
11	81.3	.67	.96
12	96.9	.91	1.03
13	93.8	.85	1.03
14	84.4	.71	.98
15	96.9	.91	1.03
16	90.6	.80	1.01
17	90.6	.80	1.01
18	96.9	.91	1.03
19	93.8	.85	1.03
20	84.4	.71	.98
21	90.6	.80	1.01
22	93.8	.85	1.03
23	90.6	.80	1.01
24	93.8	.85	1.03
25	96.9	.91	1.03
26	90.6	.80	1.01
27	100	—	—
28	93.8	.85	1.03
29	81.3	.67	.96
30	100	—	—

31	90.6	.80	1.01
32	93.8	.85	1.03
33	93.8	.85	1.03
34	96.9	.91	1.03
35	100	—	—
36	93.8	.85	1.03
37	93.8	.85	1.03
38	90.6	.80	1.01
39	96.9	.91	1.03
40	90.6	.80	1.01
41	90.3	.79	1.01
42	87.5	.75	1.00
43	96.9	.91	1.03
44	100	—	—
45	100	—	—
46	90.6	.80	1.01
47	87.5	.75	1.00
48	90.3	.79	1.01
49	90.6	.80	1.01
50	93.8	.85	1.03
51	87.5	.75	1.00
52	96.9	.91	1.03
53	84.4	.71	.98
54	93.8	.85	1.03
55	100	—	—
56	90.6	.80	1.01
57	93.6	.84	1.03
58	93.6	.84	1.03
59	100	—	—
60	100	—	—
61	93.6	.84	1.03
62	93.8	.85	1.03
63	93.8	.85	1.03
64	93.8	.85	1.03

65	93.6	.84	1.03
66	87.1	.75	1.00
67	93.8	.85	1.03
68	100	—	—
69	93.8	.85	1.03
70	87.5	.75	1.00
71	90.6	.80	1.01
72	87.5	.75	1.00
73	90.6	.80	1.01
74	90.6	.80	1.01
75	84.4	.71	.98
76	100	—	—
77	96.9	.91	1.03
78	100	—	—
79	84.4	.71	.98
80	93.8	.85	1.03
81	93.8	.85	1.03
82	87.5	.75	1.00
83	90.6	.80	1.01
84	100	—	—
85	96.8	.90	1.03
86	93.8	.85	1.03
87	96.9	.91	1.03
88	100	—	—
89	93.8	.85	1.03
90	90.6	.80	1.01
91	100	—	—
92	90.3	.79	1.01
93	90.6	.80	1.01
94	93.8	.85	1.03
95	93.8	.85	1.03
96	93.6	.84	1.03
97	100	—	—
98	90.3	.79	1.01

99	90.6	.80	1.01
100	90.3	.79	1.01
101	93.6	.84	1.03
102	90	.79	1.01
103	100	—	—
104	84.4	.71	.98
105	90.6	.80	1.01
106	96.9	.91	1.03
107	84.4	.71	.98
108	87.5	.75	1.00
109	87.5	.75	1.00
110	93.8	.85	1.03
111	87.5	.75	1.00
112	81.3	.67	.96
113	90.6	.80	1.01
114	83.9	.70	.98
115	93.6	.84	1.03
116	96.9	.91	1.03

Note: Where data is omitted (—), item is constant.

Table 6: Summary of Results for Content Validity Index (CVI) and Asymmetric Confidence Interval (CI) Criteria

Item	CVI ≥ .80	Lower Bound 95% CI ≥ 3.0
Mission and Objectives		
1	✓	✓
2	✓	✓
3	✓	✓
4	✓	✓
Program		
5	✓	✓
6	✓	✓
7	✓	✓
8	✓	✓
9	✓	✓
10	✓	✓
11		✓
12	✓	✓
13	✓	✓
14		
15	✓	✓
16	✓	✓
17	✓	✓
18	✓	✓
19	✓	✓
20		✓
21	✓	✓
Personnel		
22	✓	✓
23	✓	✓
24	✓	✓
25	✓	✓
26	✓	✓

27	✓	✓
28	✓	✓
29		
30	✓	✓
31	✓	✓
32	✓	✓
33	✓	✓
34	✓	✓
35	✓	✓
36	✓	✓
37	✓	✓
38	✓	✓
39	✓	✓
40	✓	✓
41	✓	✓
42		✓
43	✓	✓
44	✓	✓
45	✓	✓
46	✓	✓
47		✓
48	✓	✓
49	✓	✓
50	✓	✓
51		✓
52	✓	✓
53		
54	✓	✓
55	✓	✓
56	✓	✓
57	✓	✓
58	✓	✓

59	✓	✓
60	✓	✓
Legal and Ethical		
61	✓	✓
62	✓	✓
Equity and Access		
63	✓	✓
64	✓	✓
Diversity		
65	✓	✓
66		✓
Organization and Management		
67	✓	✓
68	✓	✓
69	✓	✓
70		✓
71	✓	✓
72		✓
73	✓	✓
74	✓	✓
75		✓
Student Services		
76	✓	✓
77	✓	✓
78	✓	✓
79		✓
80	✓	✓
81	✓	✓
82		✓
83	✓	✓
84	✓	✓

Curiculum and Scholarship		
85	✓	✓
86	✓	✓
87	✓	✓
88	✓	✓
89	✓	✓
90	✓	✓
91	✓	✓
Campus and External Relations		
92	✓	✓
93	✓	✓
94	✓	✓
95	✓	✓
96	✓	✓
Financial Resources		
97	✓	✓
98	✓	✓
99	✓	✓
100	✓	
Technology		
101	✓	
102	✓	✓
Facilities and Equipment		
103	✓	✓
104		
105	✓	✓
106	✓	✓
107		✓
108		✓
Assessment and Evaluation		
109		
110	✓	✓
111		✓

112		
113	✓	✓
114		✓
115	✓	✓
116	✓	✓

Note: ✓ indicates that the item met this criterion.

Table 7: Revised Instrument Items

Item	Items sorted into Benchmark Domains
Mission and Objectives Benchmarks	
1	HP develops, disseminates, and regularly reviews its mission and objectives.
2	HP implements its mission and objectives.
3	The mission statement is consistent with that of the host institution.
Program Benchmarks	
4	HP engages students in investigative and creative activity.
5	HP provides evidence of its impact on identified achievement of student learning and development outcomes.
6	HP is integrated into the life of the institution
7	HP is intentional and coherent
8	HP is responsive to needs of individuals, diverse and special populations, and relevant constituencies.
	HP Programs Include:
9	a) educational programming complementing the academic curriculum
10	b) faculty, staff, and administrators who are involved and interact with students.
11	HP creates an active learning environment supportive of scholarship and research
12	HP integrates research activities with professional and liberal education
13	HP promotes intellectual rigor and student intellectual growth and development
14	HP requires an appropriate report of the student's completed work
15	HP encourages research that is commensurate with practice in the disciplines.
16	HP is constructed to ensure intellectual rigor
17	HP provides professional development and support to faculty and staff.
18	HP provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.
19	HP chooses technology that facilitates student learning and development and reflects current best pedagogical practices.
Personnel Benchmarks	
20	Dean or Director reports directly to the chief academic officer of the institution

21	If unit head is Dean, serves as a full member of the Council of Deans if one exists
22	Dean or Director has a fulltime, 12-month appointment.
	HP Leaders:
23	a) articulate a vision and mission for the program
24	b) set goals and objectives based on the needs of the population and desired student learning and development outcomes
25	c) advocate for the program
26	d) promote campus environments that provide meaningful opportunities for student learning, development, and integration
27	e) advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
28	f) initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
29	g) apply effective practices to educational and administrative processes
30	h) prescribe and model ethical behavior
31	i) communicate effectively
32	j) manage financial resources, including planning, allocation, monitoring, and analysis
33	k) manage human resource processes including, recruitment, selection, development, supervision, performance planning, and evaluation
34	l) empower professional, support, and student staff to accept leadership opportunities
35	m) encourage and support scholarly contribution to the profession
36	n) develop and continuously improve programs and services in response to the changing needs of students and other populations and the evolving institutional priorities
	HP Staff Members:
37	a) represent the institution
38	b) model leadership principles
39	c) fairly assess student performance.
40	HP is staffed adequately with personnel qualified to accomplish the mission and goals.
41	Procedures are in place for staff selection, training, and evaluation.
42	HP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members.

	Staff Members, Student Leaders, Employees and Volunteers:
43	a) are carefully selected, trained, supervised, and evaluated
44	b) are educated on how and when to refer those in need of additional assistance to a qualified staff member
45	c) have access to a supervisor for assistance in making judgments
46	HP has adequate technical and support staff to accomplish the mission
47	HP staff members receive training on policies and procedures related to the use of technology to store or access student records and institutional data.
48	Salary levels and benefits are commensurate with those of comparable positions within the institution, similar institutions, and geographic area.
49	Position descriptions for all staff members are maintained.
50	Hiring and promotion practices are fair, inclusive, proactive, and non-discriminatory.
51	Regular performance planning and evaluation of staff members and leaders are conducted.
52	The honors program exercises considerable control over the selection of its faculty.
53	HP faculty are selected on basis of exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.
Legal and Ethical Benchmarks	
54	HP staff members comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals
55	HP staff members ensure that funds are managed in accordance with established institutional accounting procedures and fiscal policies.
Equity and Access Benchmarks	
56	HP provides services on a fair, equitable, and non-discriminatory basis.
57	HP includes outreach efforts to under-represented populations in membership recruitment activities.
58	HP nurtures environments that are welcoming to and bring together persons of diverse backgrounds
Organization and Management Benchmarks	
59	The honors program exercises considerable control over its organizational policies.
60	HP is managed effectively.

61	Websites are monitored to ensure currency, accuracy, appropriate references, and accessibility.
62	HP uses clear sources and channels of authority
63	HP uses systems of accountability and evaluation
64	HP uses processes for recognition and award.
Student Services Benchmarks	
65	HP exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors program may be by separate application.
66	HP clearly specifies the requirements needed for retention and satisfactory completion.
67	Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program.
68	HP emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.
69	HP provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.
70	Where the home university has a significant residential component, the HP offers substantial honors residential opportunities.
71	The distinction achieved by the completion of the HP requirements is publically announced and recorded, and methods may include announcement at commencement ceremonies, notations on the diploma and/or the student's final transcript, or other similar actions.
Curriculum & Scholarship Benchmarks	
72	HP offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves.
73	HP curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

74	HP requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.
75	HP curriculum is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.
76	HP serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.
77	HP curriculum offers significant course opportunities across all four years of study.
78	HP exercises considerable control over its curriculum.
Campus and External Relations Benchmarks	
79	The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.
80	Honors students are included in governance, serving on the advisory/ policy committee as well as constituting the group that governs the student association.
	HP Reaches Out to Relevant Individuals, Campus Offices, and External Agencies to:
81	a) establish, maintain, and promote effective relations
82	b) disseminate information about its own and other related programs and services
83	c) coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote achievement of student learning and development outcomes.
Financial Resources Benchmarks	
84	HP has adequate funding to accomplish its mission and goals.
85	HP demonstrates fiscal responsibility and cost-effectiveness consistent with institutional protocols.
86	An analysis of expenditures, external and internal resources, and impact on the campus community is completed before establishing funding priorities.

Facilities and Equipment Benchmarks	
87	HP has adequate facilities and equipment to support its mission and goals.
88	HP staff members have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities
89	HP facilities are located in a suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity.
Assessment and Evaluation Benchmarks	
90	HP conducts regular assessment and evaluations.
91	Data are collected from students and other relevant constituencies.
	Results of Program Evaluations Are Used to:
92	a) revise and improve the program
93	b) identify needs and interests in shaping direction