**Unit Name: Honors Program**

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| **Honors Program Mission**  The Rogers State University Honors Program supports the larger vision and mission of Rogers State University. The goal of the program is to cultivate excellence—excellence in academics, excellence in character, and excellence in service. The program challenges talented students to develop intellectual curiosity, intellectual rigor, independent reasoning, creative thinking, superior communication skills, strong leadership abilities, a system for ethical decision-making, and a desire for life-long learning. Students with strong academic records and motivation to excel personally and academically join with select faculty to form a university community that supports outstanding scholarship, personal growth, and service.  The Rogers State University Honors Program educates in a collaborative, experiential, learning-based environment of faculty and students. Graduates of the program act as agents of change in their academic, professional, and personal lives, cultivate the community approach to life and learning, hold lasting commitments to academic and social responsibility, integrate creative and critical thinking in diverse approaches to problem-solving, embrace the principles and practices of the life-long learner, value pluralism and informed civic discourse, and explore technology and information literacy as critical resources for life in the 21st Century. |
| **Goal 1: Advance Academic Excellence**  **This *Unit Action Plan* Specifically Supports Commitments 1, 2, and 4.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1. 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| 1.1 Provide creative and innovative learning environments | A. Hold joint sessions of the Freshman, Sophomore, and Junior Honors Seminars at least once each month  B. Experiment with different approaches in the Senior Honors Seminar | Number of innovative classroom experiences | Every Honors student will participate in at least three non-traditional classroom experiences each year. | Completed. Every Honors student participated in at least three non-traditional classroom experiences in 2014-2015. There was a bit less experimentation in 2014-2015 than in past years; these efforts should be expanded in 2015-2015.  A. Joint sessions of the Freshmen, Sophomore, and Junior Honors Seminars were held once each month.  B. Different approaches were used in the Senior Honors Seminar. One experiment made necessary by scheduling difficulties was holding two sessions each Monday (one at 12:15 and another at 4 p.m.). Having class twice in one day was taxing on students and faculty, and should not be repeated. Hopefully the new class schedule will alleviate the need. | Successfully completed, ongoing. |
| 1.2 Strengthen curricular and co-curricular programs to enrich the overall student learning experience | A. Hold four optional social events each semester  B. Hold one required cultural event each semester | Number of social and cultural opportunities for Honors students. | Every Honors student should participate in one cultural event and at least two social events each semester. | All Honors students participated in at least one cultural event and one social event each semester.  A. Completed. At least one social event was held each month. Fewer optional social nights were held this year (like informal Game Nights), and more required social nights were (including the Halloween Party, the Christmas Party, and the Olympics; all three were held jointly with the President’s Leadership Class).  B. Completed. The Fall cultural event was the Constitution Award Luncheon, which approximately 35 Honors students attended. The Spring cultural event was “An Evening with Neil Gaiman” at the Tulsa PAC. 38 of 70 students attended the talk, which was particularly meaningful as several classes were reading works by Gaiman that semester. The annual Spring visit to the Philbrook was cancelled due to scheduling difficulties, which meant fewer cultural opportunities than originally scheduled.  Partly because of these difficulties, greater emphasis was placed on the Honors Film Series. Each month the entire Honors Program watched and discussed a film. Seven films were shown in all, and attendance was required. Those who missed one of the films had to watch it on their own time and submit an essay. The film series was successful and will continue in future years. | Successfully completed, ongoing. |
| 1.2 Strengthen curricular and co-curricular programs to enrich the overall student learning experience | Recruit and advise students for the Honors minor. | Number of students enrolled in Honors minor. | At least 10% of Honors students should be enrolled in Honors minor. | Completed. Honors was the third most-popular minor among 2013-2014 graduates, with nine graduates (only Psychology and Sociology had more). Similarly, in 2014-2015, nine of the thirteen Honors graduates also completed the Honors minor. With the recent addition of double minors to the Bulletin, that number should increase in 2015-2016. Approximately 26 of the 70 current Honors students consider themselves to be minoring in Honors, though that does not necessarily match University statistics. | Successfully completed, ongoing. |
| 1.2 Strengthen curricular and co-curricular programs to enrich the overall student learning experience | Offer at least two courses per year specifically to serve Honors minor. | Number of courses offered for Honors minor. | At least two courses per year designated for the Honors minor (in addition to regular Honors offerings). | Completed. Several courses were offered specifically to serve the Honors minor: HONS 3123H Special Topics in Honors was offered twice: “Screen Life” was offered in the Spring Intersession (24 students enrolled), while “Arm Chair Travels: Great Britain” was taught in the regular Spring semester (9 students). Likewise, HONS 3133H, Honors Studies-at-Large was also offered twice: a New York City course was taught in the Spring (8 students), while a London course will be offered this summer (12 students). In the future at least one such course will be offered each semester (including the fall). | Successfully completed, ongoing. |
| 1.4 Provide effective faculty and staff development in support of intellectual, professional and personal development | Offer at least one faculty development activity focused on active learning in Honors, international, and other experiential settings. | Number of faculty participating in Honors faculty development activities. | At least five faculty per semester. | This did not happen, primarily because the Director of Academic Enrichment had too many other commitments during 2014-2015 (co-chairing the HLC Self-Study, meeting with the HLC Site Team Visit, chairing Faculty Senate, chairing the General Education Committee, co-chairing both the Assessment & Evaluation and Teaching & Learning Committees for the National Collegiate Honors Council, co-editing a new publication, co-editing another manuscript in development, serving on the new Budget Advisory Committee, leading the PLC as well as Honors, etc.). With the completion of at least half those items, the situation will be better in 2015-2016. The Director will make this a higher priority in 2015-2016, with help from the recently hired Assistant Director. | Did not happen, postponed to 2015-2016. |

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| **Goal 2: Strengthen Enrollment Management**  **This *Unit Action Plan* Specifically Supports Commitment 3.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1. 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| 2.3 Involve all constituencies of the university in student recruitment and retention efforts | Maintain early-intervention system for students currently on probation or at risk of not making grades | Cumulative GPA of Honors students | At least 90% of Honors students should achieve the required 3.25 GPA | Completed. 91.5% of Honors students (65 of 71) achieved the required 3.25 GPA for the fall semester, and 97.2% (69 of 71) maintained a cumulative GPA of 3.25. One of those two students is on probation pending spring grades, the other has completed his studies (see below).  Early-intervention system implemented and in progress. All students who were at or near the 3.25 threshold in a particular semester were alerted by email and met individually with the Director. All students on Honors Probation submitted a report on their academic performance as well as a plan for improvement, and had regular meetings throughout the semester. Two students were on probation entering 2014-2015; one of those was unable to meet the conditions for continuing presented to him. The second completed the fall semester unsuccessfully (reflected in the numbers above), and after exiting Honors completed his associate’s degree in the spring. | Successfully completed, ongoing. |
| 2.3 Involve all constituencies of the university in student recruitment and retention efforts | Strengthen Honors student advising in order to maximize four-year graduation rate | RSU Graduation Rate for Honors students | At least 75% of Honors students should graduate from RSU with their Bachelor’s degree within four years | Not completed. After five straight years of increasing the graduation rate for Honors, this year was a step back. 13 of 20 students (**65%**) completed their Bachelor’s degree within four years. Two others completed Associate degrees before leaving RSU, while the other five either transferred to another institution or dropped out along the way. Only fourteen of the twenty reached their senior year. That said, next year’s results look more promising, as 18 juniors are entering their senior year. It is also important to maintain high expectations and standards for Honors, even though that may lower the graduation rate. Three of the seven students who did not complete the Honors Program did so because they failed to make grades. | Unsuccessful, ongoing. |

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| **Goal 3: Increase Diversity**  **This *Unit Action Plan* Specifically Supports Commitment 1 and 4.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1. 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| 3.1 Provide curricular and co-curricular experiences that increase student understanding of and appreciation for other cultures | A. Recruit at least ten Honors students for Spring/Summer 2013 Studies-at-Large programs.  B. Encourage Honors students to apply for competitive programs (Washington Center and the Brad Henry International Scholars Program) and participate in other at-large opportunities. | Number of Honors students participating in Studies-at-Large opportunities, the Washington Center and the Brad Henry International Scholars Program | At least 30% of Honors students should participate in such experiences at some point in their college career | Completed. 21 of 70 (30%) have participated in at least one such experience, and many have participated in two or more. Of course, twenty of those students are also freshmen who have little or no opportunity to do so their first year.  A. Five Honors students (and three PLC students) participated in the Spring 2015 New York City Studies-at-Large course, and four Honors students (and eight PLC students) are participating in the Summer 2015 London course.  B. A record fourteen students applied for the Brad Henry Program, including five from Honors (applications for the Washington Center were postponed until 2015-2016). Two Honors students participated in the Washington Center program this spring, and one Honors student studied in Wales as the Brad Henry Scholar this spring. Additionally, four PLC students applied for the Brad Henry Program, and one was selected to be the 2015-2016 RSU representative. | Successfully completed, ongoing. |
| 3.4 Increase enrollment of minority populations | Continue Honors recruitment of members of racial and ethnic minority groups | Enrollment demographics of Honors students and the student body | Percentage of Honors students who are members of racial or ethnic minority groups will be within 10% of the percentage for the student body as a whole. | In Fall 2014 25.7% of Honors students were members of racial or ethnic minority groups, compared to approximately 38% of the RSU student body. This is slightly more than 10%. Meanwhile 71.4% of Honors students are female, a higher percentage than the RSU student body (62.6%). Notably, retention among males was an issue this year—the senior Honors class graduated nine of ten females, but only four of ten males. Recruitment and retention efforts of all groups continue.   |  |  |  | | --- | --- | --- | | **Gender** | **Number** | **Percent** | | Female | 50 | 71.4% | | Male | 20 | 28.6% | | Total | 70 | 100.0% | | Total Student Body Fall 2013: 62.6% Female and 37.4% Male. | | | | Ongoing |

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| **Goal 6: Promote Community Engagement**  **This *Unit Action Plan* Specifically Supports Commitment 2.** |

| **Plan for 2014-2015**  **This section due by June 2, 2014.** | | | | **Report for 2014-2015**  **This section due by June 1. 2015.** | |
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| **Objective** | **Action or Activity** | **Evaluation Measure** | **Performance Standard** | **Data/Findings** | **Status\*** |
| 6.2 Establish curricular and co-curricular opportunities for students to cultivate civic skills and strengthen social responsibility | A. Continue refinement of new service learning system, focusing on team-based student service projects  B. Require every Honors senior to complete a project report detailing the contributions of each team member | Number of hours of service completed by Honors students | Every Honors student will complete at least 20 hours of service learning each semester | In progress. Dr. Juliet Evusa is now the Assistant Director for Student Engagement, and is helping to organize these efforts.  A. Refinements continuing. Some students still struggling to completed service hours with their team, but all students completed at least 20 hours of service learning each semester.  B. In progress. Every senior submitted a report, but a few reported issues with tracking student participation. | Successfully completed, ongoing. |

\*Appropriate **Status**  descriptors include the following: Completed, Ongoing, In Progress, Rescheduled for next year, Action/Activity withdrawn, or Other. If Other, please briefly describe whether the action or activity is completed, will continue, or has been modified for the coming year.

**Budget Request Supplement for Academic Year 2014-2015**

**Year   
Year Five – Strategic Planning Cycle**

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| **This section due by June 2, 2014.** | | | | | | | **This section due by June 1, 2015** |
| **University Objective** | **Action for 2014-2015** | **Requested Resources** | | | | **Estimated Cost** | **Was the Budget Request Approved?** |
|  |  | **Human** | **Financial** | **(Enter Amount Approved)** | **Other (e.g., Technology** |  | **(Enter Amount Approved)** |
| Insert rows as needed |  |  |  |  |  |  |  |