

**STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS**  
**2013 - 2014 Unit Action Plan – Year Four**

**Unit Name: Honors Program**

**Honors Program Mission**

The Rogers State University Honors Program supports the larger vision and mission of Rogers State University. The program aspires to challenge 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 specific mission of the Rogers State University Honors Program is to provide an education in a collaborative, experiential, learning-based environment of faculty and students and to produce graduates of the program who 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.

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**Goal 1: Advance Academic Excellence**  
 This *Unit Action Plan* Specifically Supports Commitments 1 and 2.

Plan for 2013-2014 This section due by May 17, 2013.				Report for 2013-2014 This section due by May 1, 2014.	
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.	Every Honors student participated in at least three non-traditional classroom experiences in 2013-2014. A. Completed. Additionally, the Freshman and Junior Honors Seminars met together for five weeks over the course of the semester, and completed joint group projects. B. Completed. Experimented with several different approaches in the Senior Honors Seminar. Some sessions began with papers by particular students who then led discussion; other sessions began with discussion followed by in-class writing. Should do more to vary the approach in 2014-15.	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.	Every Honors student participated in one cultural event and one social event each semester.  A. Completed. At least one optional social event was held each month, from informal Game Nights and Movie Nights to the more organized Halloween Party and Honors-President's Leadership Class Olympics.  B. Completed. The Fall cultural event was a performance of Legally Blonde at the Tulsa Theatre, which featured an Honors Program alumnus (Cristen Burdell); approximately 40 of 72 attended. Also, 16 students attended the Constitution Award Luncheon. The Spring cultural event was the Maurice Meyer Lecture. At least 60 of 72 students attended the lecture. Finally, at least 62 of 72 students toured the Philbrook Museum in our final cultural event of the Spring. Those who could not make any of these events (because of class or work conflicts) were required to participate in a substitute cultural event.  Finally, a new program (which is both cultural and social) was implemented: the Honors Film Series. Each month the entire Honors Program watched and discussed a film. Eight films were shown in all,	Successfully completed, ongoing.

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				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 a tremendous success and will continue in future years.	
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. At least 25 of 72 students have indicated an Honors minor. Additionally, applications for the Honors minor indicated the need for a double-minoring system at RSU. Such a system was approved by Academic Council in 2013-14, so that beginning in Fall 2014 all students (including Honors students) will be able to double minor.	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. Two courses were offered specifically to serve the Honors minor: HONS 3123H Special Topics in Honors (Adaptation) was offered in the Spring Intersession, and HONS 3133H Honors Studies-at-Large in Spain was offered in the Summer Intersession. Both courses were successful, but in the future it would be helpful to offer at least one course in a regular semester (fall or spring).	Successfully completed, ongoing.

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

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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. 93.6% of Honors students (68 of 73) achieved the required 3.25 GPA. Additionally, an amazing 8 seniors achieved a perfect 4.0, graduating Summa Cum Laude. 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. Of the three students on Honors Probation entering 2013-14, two students continue to struggle and remain on probation for 2014, while the third student successfully emerged from probation for 2014.	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	Completed. 18 of 21 seniors graduated with their Bachelor's degrees (85.7%); 1 was exited from the Honors Program in Spring 2013 after two years on Probation; 2 will graduate in Fall 2014 (so four and a half years rather than four). Additionally, one student from the Fall 2009 incoming class completed her requirements and graduated successfully after five years.	Successfully completed, ongoing.

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

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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 2014 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. 28 of 73 Honors students (38%) have participated in such experiences. Seven of those have participated in two experiences, and four students have participated in three such experiences. A. Ten Honors students (and five PLC students) participated in the Summer 2014 Studies-at-Large Spain course ( B. One Honors student represented RSU at Wales in the Spring semester, and one Honors student represented RSU at the Washington Center in the summer. In the 2013-14 application process, several Honors students applied for the Washington Center and Wales programs for next year. An Honors student was selected to be the Wales scholar, and two Honors students were selected for Washington Center internships for next year. Finally, two Honors students studied in Montone as part of the Italy 2014 Studies-at-Large course.	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.	According to the latest demographic report, in Fall 2013 24.1% of Honors students were members of racial or ethnic minority groups, compared to 35.2% of the RSU student body. This is slightly more than 10%. Meanwhile 62.5% of Honors students are female, almost exactly the same percentage as the RSU student body (62.6%). Recruitment efforts of all groups continue.  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Gender</th> <th style="text-align: center;">Number</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td style="text-align: center;">45</td> <td style="text-align: center;">62.5%</td> </tr> <tr> <td>Male</td> <td style="text-align: center;">27</td> <td style="text-align: center;">37.5%</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">72</td> <td style="text-align: center;">100.0%</td> </tr> </tbody> </table> Total Student Body Fall 2013: 62.6% Female and 37.4% Male.	Gender	Number	Percent	Female	45	62.5%	Male	27	37.5%	Total	72	100.0%	Ongoing
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				<table border="1"> <thead> <tr> <th>Race/Ethnicity*</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>2</td> <td>2.4%</td> </tr> <tr> <td>Black</td> <td>1</td> <td>1.2%</td> </tr> <tr> <td>Hawaiian</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>3</td> <td>3.6%</td> </tr> <tr> <td>Indian</td> <td>14</td> <td>16.9%</td> </tr> <tr> <td>White</td> <td>63</td> <td>75.9%</td> </tr> <tr> <td>International</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td><b>Total (Duplicated Count)</b></td> <td><b>83</b></td> <td><b>100.0%</b></td> </tr> </tbody> </table> <p>*Students may identify more than one race/ethnicity.</p> <p>Total Student Body Fall 2013: 35.2% minority compared to Honors 24.1% minority.</p>	Race/Ethnicity*	Number	Percent	Asian	2	2.4%	Black	1	1.2%	Hawaiian	0	0.0%	Hispanic	3	3.6%	Indian	14	16.9%	White	63	75.9%	International	0	0.0%	<b>Total (Duplicated Count)</b>	<b>83</b>	<b>100.0%</b>	
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**Goal 6: Promote Community Engagement**  
 This *Unit Action Plan* Specifically Supports Commitment 2.

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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. 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.

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**Budget Request Supplement for Academic Year 2013-2014**  
 Year Three – Strategic Planning Cycle

This section due by May 17, 2013.							This section due by May 1, 2014
University Objective	Action for 2013-2014	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							