

**STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS**  
**2011-2012 Unit Action Plan – Year Two**

**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.

**Goal 1: Advance Academic Excellence**  
This *Unit Action Plan* Specifically Supports Commitments 1 and 7.

Plan for 2011-2012 This section due by April 1, 2011.				Report for 2011-2012 This section due by April 1, 2012.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
1.1 Provide creative and innovative learning environments	Number of innovative classroom experiences	Every Honors student will participate in at least three non-traditional classroom experiences each year.	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	Every Honors student participated in at least three non-traditional classroom experiences in 2011-2012. A. Completed. Held four joint sessions of the Freshman, Sophomore, and Junior Honors Seminars. Additionally, held three joint sessions of the Freshman and Junior Honors Seminars, reading a common text each time.  B. Completed. Experimented with several different approaches in the Senior Honors Seminar. One session two groups each read one of two related texts, and presented their findings to the other. One session began with prompt writings for the first thirty minutes followed by	Completed

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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
			Seminar	discussion, another reversed that (forty-five minutes discussion followed by thirty minutes individual writing). Another session featured a seminar based on students pre-selecting two short passages and copying those for group distribution (with no additional context or information). Others were conducted as standard group seminars.	
1.2 Strengthen curricular and co-curricular programs to enrich the overall student learning experience	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.	A. Hold four optional social events each semester  B. Hold one required cultural event each semester	Every Honors student participated in one cultural event each semester; an estimated 60 of 66 Honors students participated in at least two social events (it is an estimate since attendance is not taken at some social events). A. Completed. At least six optional social events were held each semester, from informal Game Nights and Movie Nights to the more organized Halloween Party, Valentines Party, and Honors-President's Leadership Class Olympics.  B. The Fall cultural event was the Maurice Meyer Lecture. 35 of 66 students met with the lecturer, Mouzon Biggs, before the Lecture. Most attended the lecture as well. Those who did not (because of class conflicts) were required to participate in a substitute cultural event. In the Spring the Honors Program attended the Tulsa Ballet's production of <i>Romeo and Juliet</i> , with 64 of 66 students present (one was studying in Wales, one other was excused and attended a substitute event).	Completed  Achieved

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**Goal 2: Strengthen Enrollment Management**  
This *Unit Action Plan* Specifically Supports Commitment 1.

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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
2.3 Involve all constituencies of the university in student recruitment and retention efforts	Cumulative GPA of Honors students	At least 90% of Honors students should achieve the required 3.25 GPA	Strengthen early-intervention system for students currently on probation or at risk of not making grades	Achieved. 63 of 66 students achieved the required 3.25 (95.5%); one graduated (with 3.08); two others are on probation (with a 3.24 and a 3.10 GPA, respectively). This is the fewest students on probation since the program began. Several students successfully emerged from Honors probation, including one who needed a 4.0 in the spring to stay in the Program (and did so). Director met with seven students on probation or thought to be at risk of not making grades during year. All students on probation were required to submit an essay detailing the circumstances of their performance, and their plan for improvement. Each then met with the Director to discuss their situation.	

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**Goal 3: Increase Diversity**  
This *Unit Action Plan* Specifically Supports Commitment 1 and 7.

Plan for 2011-2012 This section due by April 1, 2011.				Report for 2011-2012 This section due by April 1, 2012.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
3.1 Provide curricular and co-curricular experiences that increase student understanding of and appreciation for other cultures	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	A. Recruit at least ten Honors students for Summer 2012 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.	Achieved. 25 of 66 Honors students (38%) have participated as of Summer 2012, including 6 of 13 seniors. A. Eight Honors students participated in the Summer 2012 Studies-at-Large program in Scotland and Ireland. A slight drop was expected after so many participated last year. In 2011 sixteen Honors students completed the SAL program in London and Paris, while one other completed the SAL program in Montone, Italy. Four of the eight 2012 participants travelled the previous summer as well.  B. Two Honors students applied for the Washington Center, one of whom was selected; two Honors students applied for the Brad Henry International Scholars Program, one of whom was selected. Two Honors students each spent a semester in Wales in 2011-12 as Brad Henry Scholars.	Ongoing

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<p>3.4 Increase enrollment of minority populations</p>	<p>Enrollment demographics of Honors students and the student body</p>	<p>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.</p>	<p>A. Begin tracking personal demographics of Honors students (not just academic information)           B. Increase Honors recruitment of members of racial and ethnic minority groups</p>	<p><b>A. Honors Program Demographics</b></p> <table border="1" data-bbox="1163 272 1780 456"> <thead> <tr> <th>Gender</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>31</td> <td>58.5%</td> </tr> <tr> <td>Male</td> <td>22</td> <td>41.5%</td> </tr> <tr> <td>Total</td> <td>53</td> <td>100%</td> </tr> </tbody> </table> <p><i>Total Student Body Fall 2011: 62.3% Female and 37.7% Male</i></p> <table border="1" data-bbox="1163 548 1837 813"> <thead> <tr> <th>Race/Ethnicity*</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>1</td> <td>1.6%</td> </tr> <tr> <td>Black</td> <td>1</td> <td>1.6%</td> </tr> <tr> <td>Hispanic</td> <td>4</td> <td>6.3%</td> </tr> <tr> <td>Indian</td> <td>14</td> <td>21.9%</td> </tr> <tr> <td>White</td> <td>44</td> <td>68.8%</td> </tr> <tr> <td>International</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Total (Duplicated Count)</td> <td>64</td> <td>100%</td> </tr> </tbody> </table> <p>*Students may identify more than one race/ethnic category</p> <p>Achieved. Total Student Body Fall 2011: 38.4% minority compared to Honors 31.2% minority, so within 10%.</p>	Gender	Number	Percent	Female	31	58.5%	Male	22	41.5%	Total	53	100%	Race/Ethnicity*	Number	Percent	Asian	1	1.6%	Black	1	1.6%	Hispanic	4	6.3%	Indian	14	21.9%	White	44	68.8%	International	0	0%	Total (Duplicated Count)	64	100%	
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**Goal 6: Promote Community Engagement**  
 This *Unit Action Plan* Specifically Supports Commitments 3 & 7.

Plan for 2011-2012 This section due by April 1, 2011.				Report for 2011-2012 This section due by April 1, 2012.	
Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
6.2 Establish curricular and co-curricular opportunities for students to cultivate civic skills and strengthen social responsibility	Number of hours of service completed by Honors students	Every Honors student will complete at least 20 hours of service learning each semester	A. Provide at least three specific opportunities for community service and social engagement that are open to all Honors students  B. Require every Honors student to complete a paper reflecting on the relationship between their service and their education as a whole	In progress. 60 of 66 Honors students completed at least 20 hours of service learning both semesters, while 64 of 66 completed at least 20 hours in at least one semester. In total Honors students completed 2100 hours of documented service in 2011-12 (an average of 32 hours per student), with an estimated 200 hours of undocumented service.  A. Completed. Opportunities included the Susan G. Komen Race for the Cure, Martin Luther King, Jr. Day, Scholarship Auction, the Will Rogers Museum, two Red Cross Blood Drives, volunteering at Santa's Clausett, and ringing the Salvation Army Bell in December.  B. Completed. Papers were only moderately successful. Some students showed deep reflection on the relationship between service and education, others were more superficial. The burden on students and especially on staff of processing those papers exceeded their value.	In progress

**Budget Request Supplement for Academic Year 2012-2013**  
 Year Three – Strategic Planning Cycle

This section due by April 1, 2012.

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University Objective	Action for 2012-2013	Requested Resources				Estimated Cost
		Human	Financial	Physical/Capital	Other (e.g., Technology)	
Insert rows as needed						