

STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS
2012-2013 Unit Action Plan – Year Three

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 2012-2013 This section due by May 4, 2012.				Report for 2012-2013 This section due by April 1, 2013.	
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 Seminar	Every Honors student participated in at least three non-traditional classroom experiences in 2012-2013. A. Completed. Additionally, the Freshman and Junior Honors Seminars met together for a full month. B. Completed. Experimented with several different approaches in the Senior Honors Seminar. Two sessions 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 discussion, another reversed that (forty-five minutes discussion followed by thirty minutes individual writing). Others were conducted as standard group seminars. A blended component was also included, but was less successful and should not be repeated.	Successfully completed, ongoing.

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Objective	Evaluation Measure	Performance Standard	Action	Data/Findings	Status
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 71 Honors students participated in at least one social events (it is an estimate since attendance is not taken at some social events). Social attendance was down slightly, but cultural participation was higher than usual—the Honors Program held more cultural events and fewer social events than originally planned. 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 the Maurice Meyer Lecture. At least 67 of 71 students attended the lecture. Those who did not (because of class conflicts) were required to participate in a substitute cultural event. Approximately 40 of 71 also attended a screening of <i>The Hobbit</i> in the fall. In the Spring the Honors Program attended the Constitution Day Lecture (those with class conflicts attended a substitute event). Finally, at least 62 of 71 students toured the Philbrook Museum in our final cultural event of the Spring.	Successfully completed, ongoing.
1.2 Strengthen curricular and co-curricular programs to enrich the overall student learning experience	Number of students enrolled in Honors minor.	At least 10% of Honors students should be enrolled in Honors minor.	A. Implement Honors minor (if approved by OU Regents and OSRHE). B. Offer at least two courses per year to serve Honors minor.	Completed. In 2012-13, 24 of 71 Honors students chose the Honors minor. A. Implemented. Approved by OU Regents and OSRHE in summer 2012. Began advising students in Fall 2012. Completed many change of minor forms. Additionally, proposed addition of a Double Minor option to RSU Bulletin to service students who wanted to pursue Honors as a second minor; proposal approved by Academic Council. B. Completed. By time minor was approved it was too late to offer a fall class, but offered two courses in Spring: Honors Study-at-Large (in New York City) and Honors Special Topics (Native American Literature).	Successfully completed, ongoing.

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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	94% of Honors students achieved the required 3.25 cumulative GPA for 2012-13. 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. One student on Honors Probation failed to improve and exited the program; two emerged successfully from Probation; three others are on Probation for 2013-2014.	Successfully completed, ongoing.

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

Plan for 2012-2013 This section due by May 4, 2012.				Report for 2012-2013 This section due by April 1, 2013.	
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 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.	Completed. 25 of 71 Honors students (35%) have participated in such experiences. Eight of those have participated in two experiences, and five students have participated in three such experiences. A. Ten Honors students participated in the first-ever Spring Honors Studies-at-Large course (to New York City). Eight Honors students (and one PLC student) participated in the Summer 2013 Studies-at-Large Italy course. B. One Honors student represented RSU at Wales in the Fall semester, and one Honors student represented RSU at the Washington Center in the summer. A third student completed a special two-week inauguration course through the Washington Center. In the 2012-13 application process, one Honors student each applied (and was selected) for the Washington Center and Wales programs for 2013-14. Finally, one Honors student is participating in the Peru Studies-at-Large course in summer 2013.	Successfully completed, ongoing.

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3.4 Increase enrollment of minority populations	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.	Continue Honors recruitment of members of racial and ethnic minority groups	<p>Completed. Honors student diversity within 10% of overall student body, as shown in the chart below.</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>Number</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>40</td> <td>56.34%</td> </tr> <tr> <td>Male</td> <td>31</td> <td>43.66%</td> </tr> <tr> <td>Total</td> <td>71</td> <td>100.00%</td> </tr> </tbody> </table> <p>Total Student Body Fall 2012: 62.5% Female and 37.5% Male.</p> <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>2.38%</td> </tr> <tr> <td>Black</td> <td>1</td> <td>1.19%</td> </tr> <tr> <td>Hispanic</td> <td>4</td> <td>4.76%</td> </tr> <tr> <td>Indian</td> <td>17</td> <td>20.24%</td> </tr> <tr> <td>White</td> <td>60</td> <td>71.43%</td> </tr> <tr> <td>International</td> <td>0</td> <td>0.00%</td> </tr> <tr> <td>Total (Duplicated Count)</td> <td>84</td> <td>100.00%</td> </tr> </tbody> </table> <p>*Students may identify more than one race/ethnicity.</p> <p>Total Student Body Fall 2012: 34% minority compared to Honors 28.57% minority.</p>	Gender	Number	Percent	Female	40	56.34%	Male	31	43.66%	Total	71	100.00%	Race/Ethnicity*	Number	Percent	Asian	2	2.38%	Black	1	1.19%	Hispanic	4	4.76%	Indian	17	20.24%	White	60	71.43%	International	0	0.00%	Total (Duplicated Count)	84	100.00%	Successfully completed, ongoing.
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Goal 6: Promote Community Engagement
 This *Unit Action Plan* Specifically Supports Commitments 3 & 7.

Plan for 2012-2013 This section due by May 4, 2012.				Report for 2012-2013 This section due by April 1, 2013.	
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. Implement 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	In progress. A. System implemented, but still some bugs to work out. Some students struggled to complete hours through their team due to logistical difficulties. A few seniors reported problems coordinating their teams while completing two capstone projects (degree and Honors). B. In progress. Every senior submitted a report, but a few reported issues with tracking student participation.	Ongoing

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

This section due by April 1, 2012.						
University Objective	Action for 2012-2013	Requested Resources				Estimated Cost
		Human	Financial	Physical/Capital	Other (e.g., Technology)	

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Insert rows as needed						