

*Academic Report for 2017-2018*  
Honors College

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*Oregon State University*

The Honors College (HC) is at the center of the university's mission to bring the most engaged and high-potential students in the state and beyond to Oregon State and provide them with high-impact, transformative experiences in research, coursework, service, and global engagement. The HC pursues innovation in undergraduate education, leveraging the university's programmatic strengths. HC students are leaders on campus, and HC graduates are prepared to be leaders in Oregon and around the world.

## 1. Performance Indicators

- Fall enrollment in the Honors College grew for the eighth consecutive year, reaching 1187 students in 2017 according to Office of Institutional Research data. This represented a 12.3% growth in the college, which significantly outpaced the overall growth in the university's undergraduate population (2.0%). Greater than expected, the growth in honors potentially reflects the success of recruitment activities targeted at underrepresented colleges, and it serves as an encouraging prelude to concerted efforts to increase the student population by over 30% across the next four years. Honors students now represent 4.6% of the undergraduate student population at OSU.
- First-year retention rates and six-year graduation rates in the HC are high at 96.0% and 96.3%, respectively, even compared to the previous five-year averages of 95% and 88.6%, potentially reflecting the impact of first-year experience and student success and retention efforts made by the college over the last three years. The positive differences of 13.6% and 34.1% between HC retention and graduation rates and overall university rates are also slightly higher than the differences between the five-year averages of 13.2% and 23%.
- The percentage of U.S. minority students in the Honors College was 29.4% in 2017-2018, a historic high. However, the percentage of international students in the college has remained largely flat. Changes in admissions policy implemented in the 2017-2018 cycle have resulted in a larger representation of international students within the incoming class (see below).
- Applications increased by 5% in 2016-2017, resulting, in fall 2017, in the largest incoming class in the college's history – 459 new students. The acceptance rate of 61.5% was similar to preceding years, as was the 45% yield rate.

## 2. Teaching and Learning

- The Honors College is committed to **enhancing teaching and advising in ways that raise and equalize student success**. Advising is a central component of the honors experience, and in 2017-2018, the college took measures to increase the accessibility of honors advising appointments. Working in partnership with the Honors College Student Leadership Circle, the college invested in a custom-designed TimeTrade system that allows students to make advising appointments online. Implemented in the fall, after a summer pilot, the online system scheduled

the majority of honors advising appointments by spring term, resulting in a larger number of total appointments. During the same period, the HC restructured advising roles so that each academic advisor now has nearly half of their FTE devoted to a specific area essential to honors student success – first-year experience and coursework, early thesis stages, and GPA and later thesis stages. A fourth advising position, added in summer 2018, will have a special focus on student engagement and recruiting.

- The Honors College continued to utilize data gathered by tracking student progress in a Salesforce.com student lifecycle database. A primary component of our efforts to **enhance teaching and advising in ways that raise and equalize student success** and increase honors graduation and retention rates, Salesforce allows us to monitor student progress toward honors degree requirements and other success metrics. In 2017-2018, the college revised and simplified messaging and branding to improve student understanding of expectations and milestones.
- The Honors College expanded its peer-mentor program to include underrepresented minorities, first generation, transfer, rural, and out-of-state student populations in the fall of 2017. These groups often face significant transitional difficulties when entering OSU and the HC, and this program is a key piece of the college's efforts to **raise and equalize student success**. Of the 50 student pairs that participated, nearly all remained in the Honors College by the end of the year.
- The college continued to **promote responsible citizenship and global awareness among students** programmatically and culturally in 2017-2018. Once again, the Honors College Student Association collected more food than any other university student organization during the OSU Food Drive, with 7,947.36 pounds raised, breaking the record the HC set just last year. HC students participated in a variety of other service work during the year. Students dedicated 700 total hours to community service in a fall morning of service, 75 hours in winter and spring half days of service, and 480 hours during a winter service trip to Taos, New Mexico.
- As part of the Honor College's emphasis on **promoting responsible citizenship and global awareness among students**, the college selected five students for recognition at the 2018 Global Beavers Gala. This recognition was for current students who: 1) demonstrated global consciousness through their research, publications, volunteer work, philanthropy, or activism; 2) engaged in global mindedness through travel or learning new languages; and 3) embodied global citizenship through creation of an inclusive community on campus that welcomes all people regardless of their place of birth or socioeconomic status. Notably, over the past years, the Global Beavers Team has created a growing community of globally conscious students at OSU that now comprises about 400 members.
- As the Honors College works to provide transformative educational experiences in a variety of formats, 2017-2018 saw new investments in **online and hybrid-delivery education and the development of new pedagogical models**. The college offered its first hybrid honors course this year, AEC 250H: Introduction to Environmental Economics and Policy. A new partnership with Ecampus launched efforts to identify

- and develop a pilot set of honors colloquia to be offered fully online in the upcoming academic year. These colloquia will be taught by faculty from a variety of disciplines who have been successful in both honors and Ecampus formats in the past.
- **The development of new pedagogical models** in honors also involved the integration of new technologies into the classroom experience. In February, 2018, the Honors College was awarded a \$9,420.00 Learning Innovation Grant to fund the purchase of more than 30 two-in-one Chromebooks to be used by students participating in the short-term summer study abroad programs offered by the HC. These devices will allow the faculty teaching these courses to implement innovative on-site pedagogies and ensure that all students have access to the technology required for full engagement in those global learning experiences.
  - In partnership with Counseling and Psychological Services (CAPS), the Honors College **enhanced the comprehensive Healthy Campus Initiative** through the presentation of mental health programming for students throughout the year. One such program, “I am Resilient,” involved a night of sharing the pressures of higher education and discussing the importance of resiliency and positive mental wellness. A clinician from CAPS attended and shared resource information.
  - In fall 2017, the Honors College welcomed its first cohort of students at **OSU-Cascades**. These students have access to a full honors experience, which has been tailored to the Cascades campus. This includes honors colloquium and baccalaureate core course options, a student learning and lounge space, a dedicated honors area in the residence hall, priority registration, printing, honors academic advising, scholarship programs, and a variety of engagement opportunities.
  - As the college embarks on a new period of growth, staff has focused extensively on **recruiting diverse and high-achieving students**. In 2017-2018, the HC admissions process focused specifically on increasing the population of underrepresented groups in the college and improving follow-up with highly-recruited students. In order to increase the number of College of Business and College of Public Health and Human Sciences students in the HC – long underrepresented in honors – the Honors College partnered with those colleges to offer scholarships to selected students. The Honors College also introduced new Google Hangout sessions for admitted students as a way of reaching populations less likely to visit campus. Hosted by HC student ambassadors, about 50 prospective students participated in the online sessions.
  - The university’s support for students applying to nationally- and internationally-competitive scholarships is an increasingly key component of success in **recruiting diverse and high-achieving students**. In her third year building this role, the OSU Coordinator for Prestigious Scholarships served 460 individual students and many more students through outreach, class presentations, and group advising sessions. The Office of Prestigious Scholarships facilitated the nomination of over 100 students for national and international awards; many of these nominees are first-generation students, students from underrepresented populations, and students with high financial need. Twenty-nine students were awarded scholarships,

including seven Fulbright awards, 20 Gilman scholars, one Udall scholar, and one Goldwater scholar. Additionally, one student was a national finalist for both the Marshall Scholarship and the Schwarzman Scholars program, and one student was recognized with an honorable mention for the Goldwater Scholarship.

### 3. Research and Creative Work

- To **attract and retain exceptional faculty**, the college recognizes two Eminent Professors and an Eminent Mentor each year. Jadwiga Giebultowicz of the Department of Integrative Biology was named the 2018 HC Eminent Mentor, and Marisa Chappell from the School of History, Philosophy, and Religion and David McIntyre of the Department of Physics were named 2018 HC Eminent Professors.
- Although the Honors College consists of undergraduate students, the HC contributes to **increasing the quality, capacity, and impact of graduate programs** by sending a large percentage of honors students to graduate or professional schools. In order to help prepare these students, the college hosted a graduate school information session in May, 2018. During the information session, students learned about prestigious fellowships, professional school deadlines and examinations, and admissions processes. Due to the interest in this session, the presentation was recorded and made available online, and the workshop will be repeated in fall 2018.
- An Honors College-led team of faculty from history, religious studies, and student affairs received a competitive Endeavor Foundation grant in 2017-2018 to explore and expand the use of Reacting to the Past (RTTP), an innovative and high-impact pedagogical approach. The grant supported the team's travel to the RTTP winter conference at the University of Georgia, where they participated in RTTP experiences and planned a campus workshop. In **support of faculty entrepreneurship**, that workshop was offered in winter term to the full Oregon State community; based on its success, the team is planning a second workshop for fall 2018.
- The Honors College also worked to **support faculty entrepreneurship** by encouraging integration of experiential learning into honors courses through the Margaret E. and Thomas R. Meehan Course Development Grant program. In the 2018 cycle, grants were awarded to several honors courses with a social justice focus: a colloquium on race in Oregon, an ethnic studies course on the farmworker justice movement, and a humanitarian engineering course on social change. We were also able to support a colloquium on water security that will engage students in measuring water usage, building a simple water treatment system, and testing local water quality.
- The HC worked closely with the Undergraduate Research Coordinator and the Registrar's Office to streamline the process for honors students to receive transcript notation for their undergraduate research, one of our **initiatives focused on research and creative work**. Students who complete the honors thesis requirements also satisfy the requirements for transcript notation and will now

automatically receive that recognition without having to complete additional paperwork.

- In 2017-2018, the Honors College offered a variety of programs that **cultivate partnerships with industry and other external stakeholders** to connect students to careers and employers. Twenty percent of honors students participated in at least one career development activity in 2017-2018. Offerings included four tours of Oregon-based companies and fifteen career-focused presentations, as well as partnership events with the OSU Career Development Center.
- As a part of efforts to expand career-development opportunities for honors students, the college **cultivated partnerships with industry and other external stakeholders** to build a set of honors-specific internships. Successful honors internships with the Michigan Clinical Outcomes Research and Reporting Program at the University of Michigan and the Oregon State University Special Collections and Archives Research Center continued or were expanded in 2017-2018; a new agreement to establish an honors student internship at the OSU Center for the Humanities was established; and the college hosted professional connection lunches with the Eugene-area tech company CBT Nuggets and Corvallis company EChemion.

#### **4. Outreach and Engagement**

- Working in partnership with a member of the college development-advisory group, the Honors College Board of Regents, honors students and staff visited Rotary Clubs in Tualatin and Kaizer to build knowledge about honors students and programs and thereby **position OSU's outreach and engagement programs as vehicles for facilitating high-impact learning**. As a direct result of these presentations, two guests visited the college to meet with students and speak about their fields as a part of the "Dean and Friends" lunch series.
- The Honors College continued to **increase study abroad opportunities** by expanding and diversifying its suite of short-term study abroad options in 2017-2018. A new program on French culture and food based in Lyon and Paris; two new locations (Vietnam and Nepal) for the Building Homes and Hope service trip; and a new iteration of our London program with faculty from ethnic studies, graphic design, and history drew over 75 students, including over 20 incoming students, who participated in the London program as their first Honors College and OSU experience.
- In an effort to **engage alumni and other external partners** in ways that benefit the current student community, the college expanded its popular "Dean and Friends" lunch series in the 2017-2018 academic year. Small groups of honors students had 19 opportunities to have lunch with alumni and other college friends to discuss their professional paths and interests, five more than last year.
- The Honors College **engaged with alumni and other external partners** through its three external leadership groups – the Alumni Leadership Circle, the Parent Leadership Circle, and the Board of Regents. The Alumni Leadership Circle – which was created in 2016-2017 – had eleven active members this year. During quarterly

calls, this group prioritized increasing alumni involvement in giving and the development of mechanisms for alumni and students to build mentorship connections. Sixteen families signed onto the Parent Leadership Circle, which is comprised of current student families, resulting in \$30,000 in gifts to the college in 2017-2018. And the Board of Regents added two new members, reaching 15, the largest it has ever been.

- Another element of efforts to **engage alumni and other external partners** was the development of new opportunities for Honors College and Honors Program alumni to connect to one another. To this end, the college invested in an online book club opportunity beginning in January, 2018. Upon launch, 140 individuals registered to participate.
- Working with Parent Leadership Circle members, the college worked to **engage alumni and other external partners** by building early connections to students and their families through a series of summer send-off events held in August, 2017. Incoming students from a handful of high schools were invited with their families to interact with college leadership and current students at social events hosted by current parents. Fifty-two families attended these send-offs, and the college will expand offerings in summer, 2018. Then, in April, 2018, the college hosted its first spring reception for current-student families at the Oregon Historical Society in Portland, in conjunction with OSU150. This event, which featured a faculty and student panel speaking about the honors thesis, attracted 50 attendees, and the college will look to hold a similar opportunity next year.
- Honors College students engaged in **advancing economic and social progress in rural and urban areas in Oregon and beyond** through participation in service trips. In addition to the service work in the local community detailed above, over winter break, 12 honors students traveled to Taos, New Mexico and worked with Habitat for Humanity on building a house for a local family. The students learned about the local community, helped organize Habitat for Humanity's ReStore shop, spent time with the family who would occupy the home, and helped construct the house, learning skills on the job. Then, during spring break 2018, 23 honors students traveled to Nepal as part of the Honors College Building Homes & Hope International Service-Learning curriculum. This program includes a sequence of focused colloquia that culminate in an international service trip experience. Students worked in partnership with the Hands-On Institute of Nepal, venturing to the foothills of the Annapurna Mountain Range in the Himalayas to assist with building a community gathering place for the Dalit community of Aapshwara. The Dalit are considered "untouchable" in Nepali society — the lowest strata in their caste system. The Honors College presence helped elevate the community's status in addition to assisting with their needs.

## 5. Diversity and Inclusion

- The HC continued to recruit and admit international students directly and in partnership with INTO OSU. Eighteen international students, including 11 INTO

pathways students, were admitted to the HC for the 2017-2018 academic year. Twelve of the 18, including nine INTO pathways students, accepted HC admission and enrolled for fall term. In 2017-2018, in order to increase representation of this group within the honors community, the college partnered with the Office of International Admissions to open honors admission to OSU applicants still pending documentation.

- In 2017-18, HC admissions staff reached out to peer institutions and gathered information on their diversity recruitment practices. As a result of these conversations, the college will consider offering funded visits to admitted students from low income families. In addition, honors students, staff, and faculty will continue to work together on creating a college environment that is welcoming to all students.
- The Honors College partnered with the social justice minor to present “Read for a Better World: Building Community through Literature and Dialogue,” with funding provided by the National Collegiate Honors Council Portz Grant. This summer reading experience was designed to foster an inclusive sense of community and encourage participants to engage with faculty and other students in discussions of socialized biases, power and privilege, and equity. Social justice faculty led and facilitated discussions, which were held in fall term at the OSU Cultural Resource Centers.

## **6. Faculty and Staff Development and Support**

- The Honors College contracted Steve Shields, a specialist in mediation and communications, to work with the academic advisors, the associate dean, and the Honors College director for student success and engagement to clarify and refine college policies and interventions designed to support student success, retention, and satisfactory progress.
- The HC leadership team worked with consultant Dave Young to develop skills in project management and leadership during times of change, which the college is currently experiencing. Young led the group through a series of workshops that built a common language of project management and looked in depth at the current organizational landscape in the HC to build the groundwork for successful change implementation
- The HC leadership team also completed the final installments of the multiyear Optimizing Our Philanthropic Opportunity series hosted by the OSU Foundation. This series of six workshops began in December of 2015 and concluded in April of 2018. This year, the team built upon earlier sessions, further developing skills around donor cultivation, donor motivation, and generational differences and communication styles.
- To support faculty in designing or revising courses that align with best practices in honors pedagogy, the Honors College offers an annual faculty learning community. Ten faculty in fields varying from classics to distilled spirits participated in the

interdisciplinary discussions of activities and approaches over four weeks during the 2017-2018 year.

## 7. Resource stewardship

- According to OSU Foundation records, the Honors College raised over \$420,000 in the 2017-2018 fiscal year, an increase of nearly \$160,000 on the previous year, reflecting continued efforts to enhance resources through private philanthropy.
- Current Honors College students made concerted efforts to contribute directly to fundraising in support of scholarships for students with financial needs, holding a special 'Amazing Race' event in January, 2018 and selling t-shirts in support of the honors differential tuition scholarship.
- In line with a plan developed two years ago in consultation with HC students and stakeholders, the differential tuition associated with HC enrollment increased to \$500 per term (in fall, winter, and spring terms) in the 2017-2018 academic year (from \$431). To offset the impact of this change on students with high financial needs, the college has a differential tuition scholarship that covers either half or the full cost of the differential tuition for students with financial needs. In 2017-2018, 28 students received scholarships, selected from 112 applications. In order to provide additional resources as the college continues to build foundation funds in this area, the HC successfully petitioned to use a portion of its education and general budget in 2018-2019 for differential tuition scholarship awards. With this resource, the college expects to support a majority of the 102 applicants in the 2017-2018 cycle.
- Working in partnership with the Colleges of Engineering, Science, and Agricultural Sciences, the Honors College submitted an S-STEM grant application in winter 2018 to the National Science Foundation that would establish over \$700,000 in scholarships and create student success programs for honors students with very high financial needs.
- The Honors College has undertaken numerous process improvements to make sure students are being served in the most cost effective and efficient ways possible. The HC Salesforce student lifecycle application has provided a mechanism to support the growing honors student population without sacrificing individualized connection points. This system allows the proactive identification of students who need assistance and customization of student communications. Staff have streamlined Honors College community-building events so that they maintain their high-touch impact at reduced costs. Finally, through the HC's Memoranda of Understanding and open course proposal submission processes, the college has optimized course offerings in ways that insure sufficient course availability for students, while eliminating classes that are under-enrolled or filling them with students from outside the Honors College.