

State of the OSU Honors College

February 2020



Oregon State University
Honors College

Agenda

Progress in support of the HC Values

- ❖ Inclusive excellence is our foundation
- ❖ We work and grow together
- ❖ Experience that transcends boundaries
- ❖ This journey takes you further
- ❖ Making a difference takes work

Q&A



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Inclusive excellence is our foundation

We believe that innovation and accomplishment emerge from an environment that values, hears, and respects diverse voices and perspectives.

- *We seek to build an inclusive community that brings together diverse perspectives, backgrounds, and abilities.*



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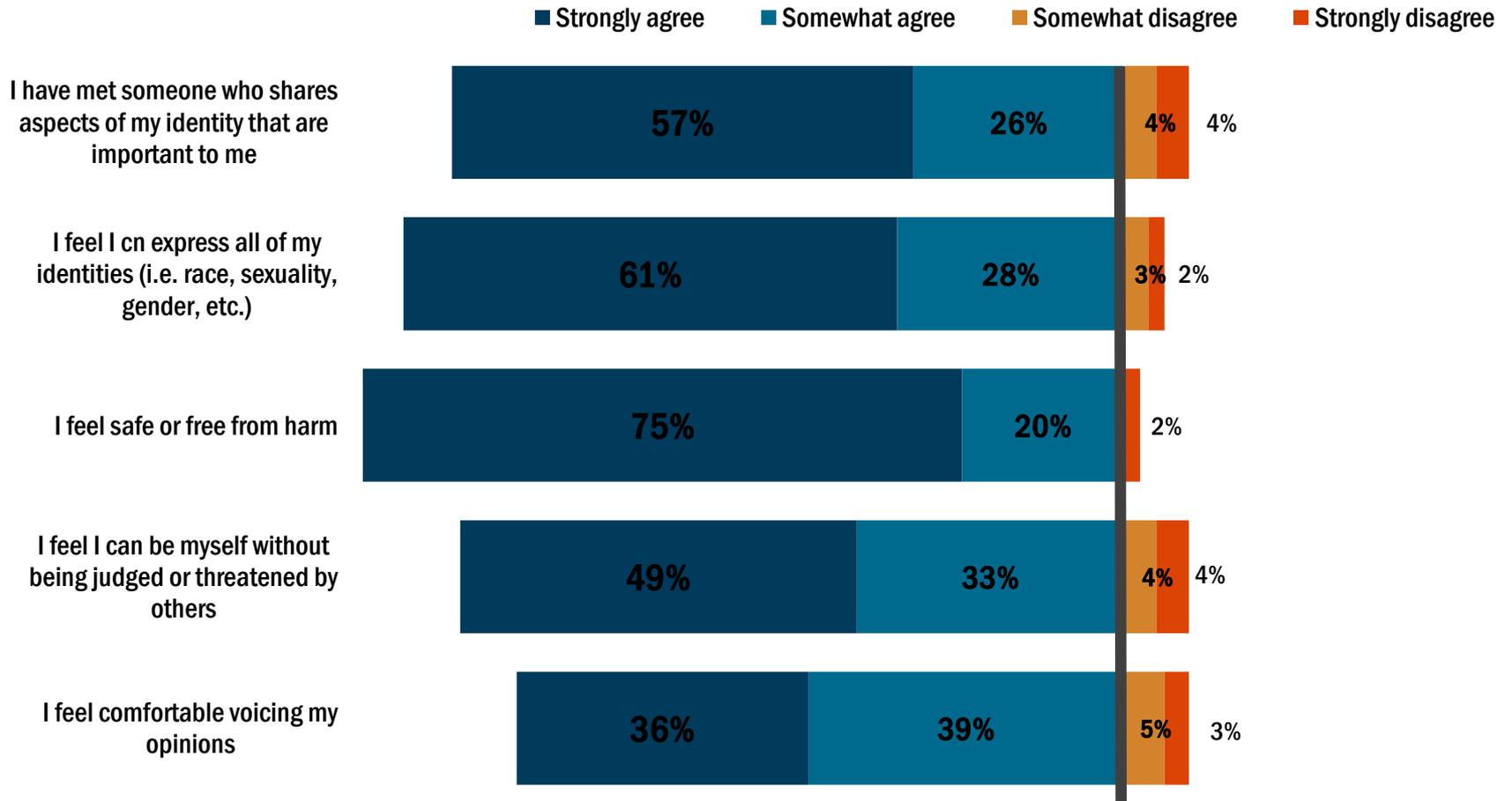
Inclusive excellence is our foundation

Two climate surveys were administered in AY2019 (SLUG survey and our annual HC survey)

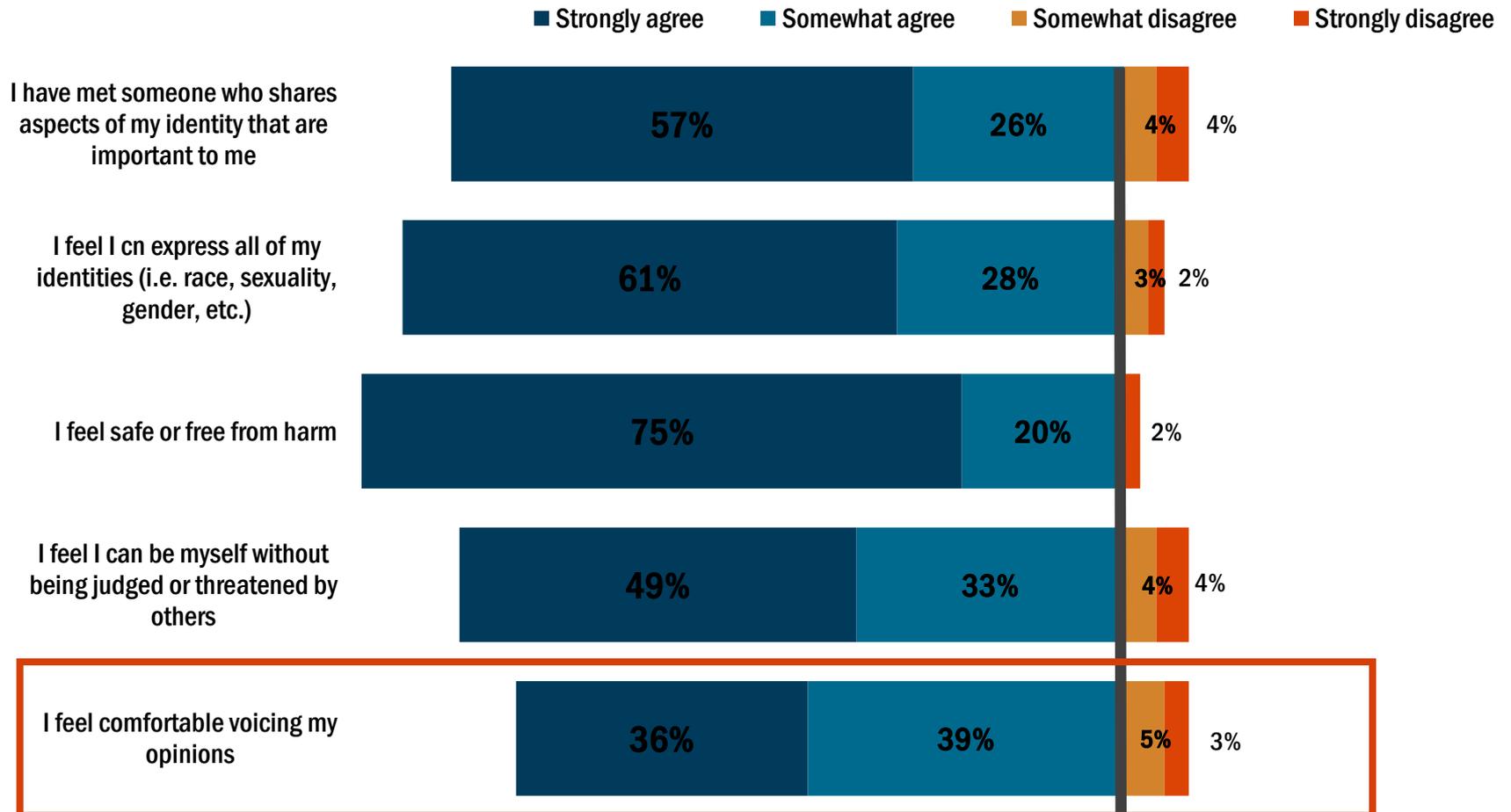
- 202 participants (14%) completed SLUG survey
- 437 participants (34%) completed annual HC survey



SLUG Climate Survey

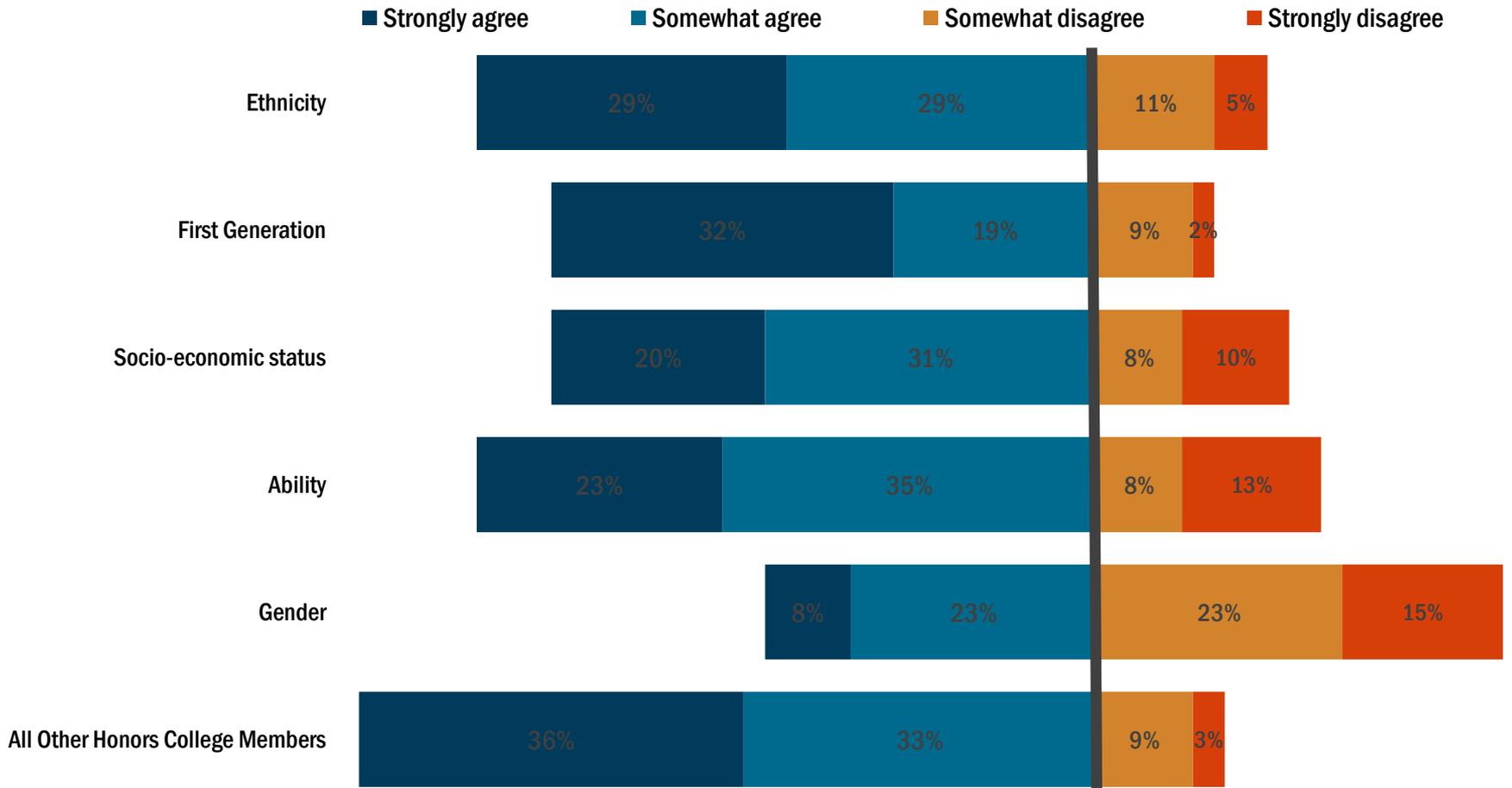


SLUG Survey - Climate



Rate the following statements...

I feel the Honors community is a place where I belong



Inclusive excellence is our foundation

HC students who drop the HC due to differential tuition costs (provides a measure of the effect of cost on a student's ability to remain in the college)

- Spring of 2018
 - 77% (89) of students cited costs as a major factor in decision to drop
 - 27% (8) of URM students cited cost as a major factor in decision to drop
- Spring of 2019:
 - 39% (70) of students cited costs as a major factor in decision to drop
 - 20% (13) of URM students cited cost as major factor in decision to drop.



We work and grow together

We strive to form an Honors College community that supports every individual in the authentic expression of their identity and in the pursuit of their personal, academic, and professional goals. We believe that individual and collective achievement go hand-in-hand.

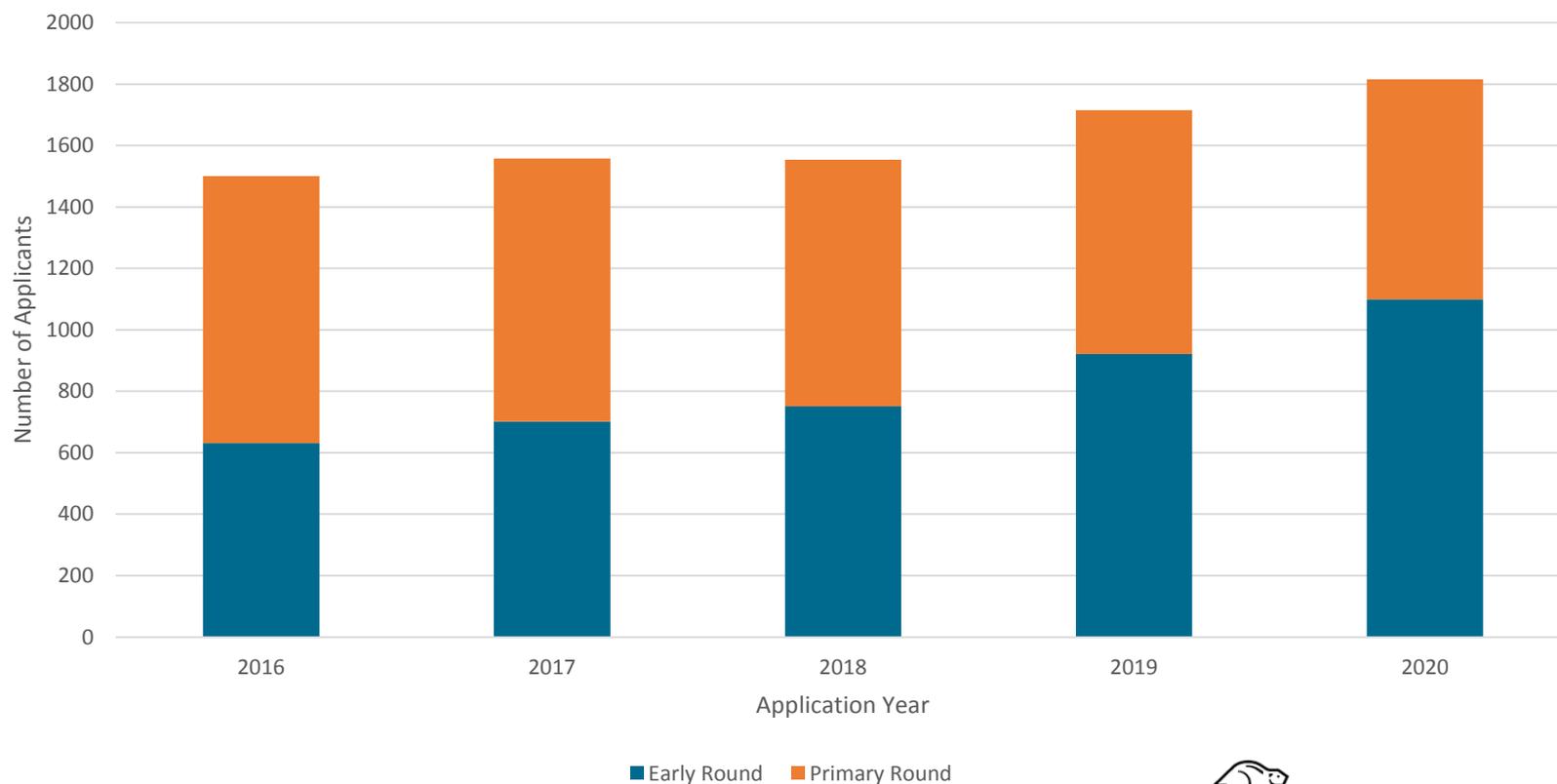
- *Team success emerges from a culture of individual respect, initiative, and development.*



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We work and grow together

Applications to the HC

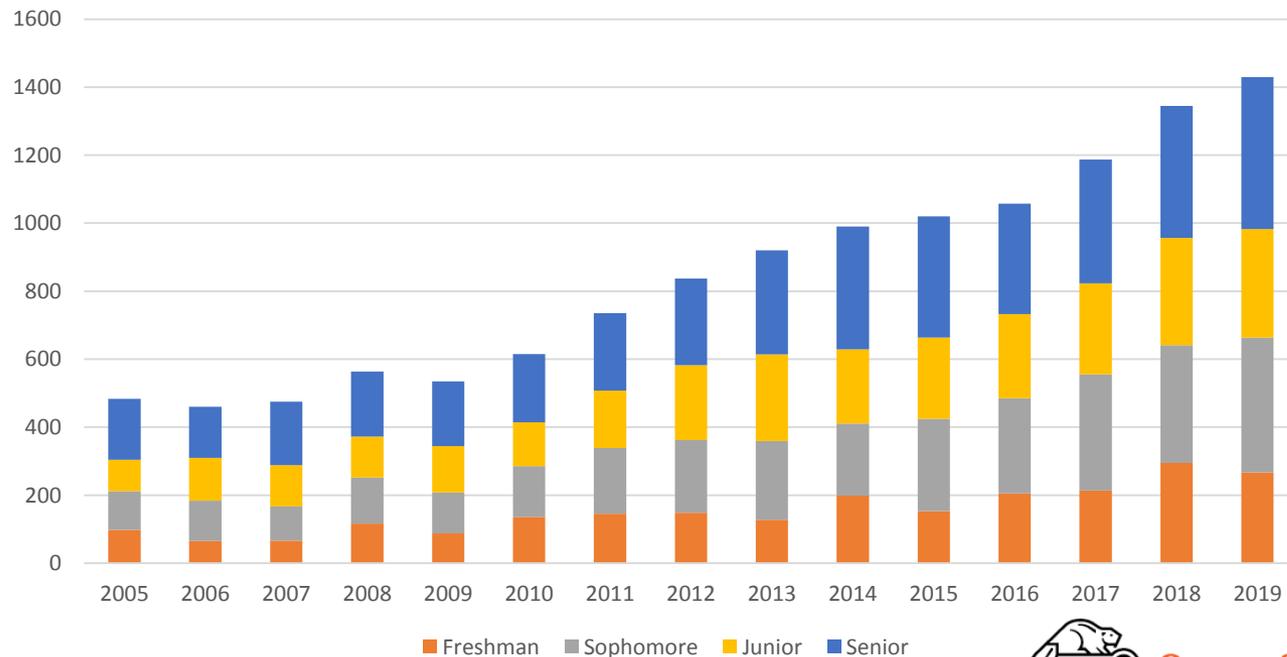


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We work and grow together

- The HC has grown significantly (57% growth since 2016)

Honors College Enrollment by Class Standing (Fall Institutional Research Data)



We work and grow together: Building a support network

25% (119/467) of the total admitted students in fall 2018 met in person with an HC academic advisor 3 or more times in their first six terms (201801-201903).

- Data does not include residence hall advising contacts, phone/Skype advising, email advising, or anyone who didn't swipe in.



We work and grow together: Satisfactory progress (GPA)

Fall 2019 total notices sent: 1375

Not making satisfactory progress, with status of:

- GPA Alert: 73 (5%)
- GPA Warning: 11 (0.8%)
- GPA Removal: 14 (1%)



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We work and grow together: Other measures under development

- Percentage of first-year students and percentage of transfer students participating in the Honors peer mentor program
- First-year Honors students living in an Honors living-learning community
- Track how incoming students goals are supported and how the goals change over their time in the HC



Experience that transcends boundaries

Solving today's problems and creating tomorrow's innovative breakthroughs requires thinking that combines deep expertise, cross-disciplinary and cross-cultural experience, and an openness to collaboration and new ideas.

- *We work as a team to realize our common vision of an extraordinary Honors College experience. Innovation and the limits of the possible will never be constrained by hierarchies, positional and organizational boundaries, or conventional thinking.*



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Experience that transcends boundaries

Events that include external partners

- AY2020: 61 stakeholders involved (Fall term only)
- AY2019: 168 stakeholders involved
- AY2018: 115 stakeholders involved

Honors co-curricular programming offered

- AY2020: 46 events/programs (Fall term only)
- AY2019: 116 events/programs
- AY2018: 90 events/programs



Experience that transcends boundaries: Scholarships to enable full participation

Percent of students with high and medium financial need who received an HC scholarship, except experiential learning

- 2015-2016: 16%
- 2016-2017: 26.5%
- 2017-2018: 24.9%
- 2018-2019: 29.2%*

*Does not include awards made from general education funds



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This journey takes you further

The honors degree is the culmination of a highly engaged experience that adds value and meaning to an undergraduate education. The honors experience provides skills and perspective that will serve students in their next step and beyond.

- *As a team, we uphold standards that challenge and support our students as they engage with community, curricula and research. Maintaining the integrity of the degree ensures students have the meaningful experience that gives the Honors Baccalaureate value.*



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This journey takes you further

- Coursework engagement—completing 1 or more honors credits in the first term of enrollment
 - Fall 2019 90% of all incoming students
- Coursework engagement—completing 15 HC credits by the end of the first six terms at OSU
 - AY2019: 60% (281/467) of total admitted students in 201801 completed 15 or more HC credits within their first six terms in the Honors College



This journey takes you further: Thesis progression

% of students, who have, in their first three terms (FY) or first term (TR), completed TheSIS Stage 1

- Fall 2019 FY: 32% Completed / 17% Partial Completion / 52% Not Yet Completed
- Fall 2019 TR: 68% Completed / 1% Partial Completion / 27% Not Yet Complete



This journey takes you further: Thesis progression

% of students, who have, in their first six terms (FY) or first three terms (TR), completed TheSIS Stage 2

- Fall 2019 FY: 30% Complete / 11% Partial Completion / 59% Not Yet Complete
- Fall 2019 TR: 59% Complete / 11% Partial Completion / 30% Not Yet Complete



This journey takes you further: Thesis progression

Students, who have, in their first 9 Terms, completed TheSIS Stage 3

- 2017: $71/311 = 23\%$
- 2016: $109/168 = 65\%$
- 2014/2015: $26/38 = 68\%$



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Making a difference takes work

Success is not accidental – it requires flexible thinking and accurate assessments of what works and what doesn't to relentlessly improve

- *As a team, we are committed to data-informed processes and thoughtful assessments of what needs to be kept, abandoned and improved.*



Making a difference takes work: Advisor engagement

Percent of students who engage with an HC advisor

- AY2016: 48% (1059)
- AY2017: 54% (1135)
- AY2018: 68% (1324)
- AY2019: 73% (1455)



Making a difference takes work: Student engagement

- Fall 2019: 61% of students were engaged in a fall activity (1st yr - 98%, 2nd yr - 38%, 3rd yr - 46%, 4th yr - 46%, 5/6th yr - 29%);
- Fall 2018: 68% of students were engaged in a fall activity (1st yr - 97%, 2nd yr - 53%, 3rd yr - 47%, 4th yr - 53%, 5/6th yr - 20%);
- Fall 2017: 63% of students were engaged in a fall activity (1st yr - 97%, 2nd yr - 42%, 3rd yr - 55%, 4th yr - 42%, 5/6th yr - 16%);



Making a difference takes work: Overall retention

Fall 2019

81% in good standing, 19% out of compliance

51 students informed of removal -- 58% GPA Warning and 50% GPA Removal **unable** to move into good standing; 85% of Thesis Warning **able** to move into good standing.

Fall 2018

83% in good standing, 17% out of compliance

52 students informed of removal -- 56% GPA Warning and 55% GPA Removal **unable** to move into good standing; 79% of Thesis Warning **able** to move into good standing.

Fall 2017

84% in good standing, 16% are out of compliance

28 students informed of removal -- 50% GPA Warning and 87% GPA Removal **unable** to move into good standing; 86% of Thesis Warning **able** to move into good standing.



Making a difference takes work -- Other measures under development

- Percentage of students within a given 6-year cohort earning HBA/HBS/HBFA degrees (to include general cohort / admit type / college / specific populations)



Questions/Discussion

