

**Academic Affairs**  
**The Dorothy and Bill Cohen Honors College**  
**Strategic College Goals for AY 2019-20**  
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**NOTABLE TRENDS IN HONORS**

Benchmarking analysis reveals certain trends of note. By far the most common model among benchmarked institutions is the Breadth and Enduring Questions model, followed by the Research and Creative Scholarship model. This is an understandable choice for smaller institutions, as the former mode of learning requires the least intensive faculty or budget investments. The major resource needs are faculty to teach honors seminars or serve as advisors on thesis projects. Allowing students greater freedom to take courses in an interdisciplinary fashion is a relatively minimal expense, and thesis projects in these programs are far less rigorous than in honors programs that center around such deliverables. None of the benchmarked institutions utilize the Great Books curriculum.

*-from **Models, Trends, and Opportunities in Honors Education** Hanover Research ©2018*

**Our Educational Model**

The Cohen Honors College curriculum and co-curricular activities correspond most closely to the Breadth and Enduring questions model of Honors education, offering a range of seminar and department honors courses with opportunities and financial support for engagement in research and creative scholarship, service learning, and other kinds of applied learning but no common requirement to complete a sustained, complex research or creative project. We are many things to many people, and this was part of the original aim of the college. Faculty recognized the university's diverse student population and success with first-generation and transfer students. They wanted to build a model that would provide multiple points of access, a flexible curriculum that encourages faculty to experiment, supports students to design an educational track to fit their aspirations and aligns with the university mission, vision, and values.

**Our Successes This Year**

In academic year 2018-19, Honors was successful in the areas of recruitment, curriculum development – particularly in the sciences, alumni engagement, and evaluating and improving advising and retention initiatives. This success is reflected in:

- 408 applications to date for 2019-20, a 9% increase over applications for 2018-19 and a 54% increase in applications over the past five years; anticipated enrollment of 695 students in Honors in 2019-20.
- 75 first-year students including all members of the honors living learning community enrolled in an honors first-year seminar in fall 2018, substantial revisions to the honors leadership track and university honors minor approved, new interdisciplinary honors science track and minor proposal approved, new inquiry-based general chemistry honors lab offered in spring 2019.
- 10 students successfully completed the pilot First-Year Research Experience program coordinated by Moriah Beck and funded by a grant from the Helen Clay Frick Foundation.
- 10-member external advisory board became a giving board with 100% participation and increased engagement in tactical and strategic planning.
- 8% increase in Honors advising appointments; 31% of struggling students contacted via SSC Campaign made advising appointments.
- 8 incoming students including 4 underrepresented minority students participated in the Summer Research Institute coordinated by Heidi Bell, supported by NSF KS-LSAMP grant subaward and additional funding from the Cassat Regional Institute on Aging and the Helen Clay Frick Foundation.
- 7 of 8 Koch Scholars in the first graduating class accepted a fulltime job prior to graduation.
- Our 1 Honors Baccalaureate graduate accepted a position through Americorps with Storytime in the Fairmount neighborhood for 2019-20.
- Construction began to create a front door and expanded student space thanks to partnership with the university and the WSU Foundation and Honors College Student Council deliberation and approval of a \$ 50 per semester student program fee.
- The Honors College Student Council engaged in substantive discussion, data analysis, and proposal for changes to increase diversity of Honors College student membership. They presented information and ideas to the Faculty Council and Advisory Board in spring 2019.

“If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.”  
 Henry David Thoreau [Walden](#)

Strategic College Goals for AY 2019-20	Action (Work) Plan	Expected Outcomes
<p>STRATEGIC ENROLLMENT MANAGEMENT</p> <p><b>Advance a college culture that values diversity and builds intellectual and professional community</b></p>	<p><b>Increase faculty engagement in Honors</b></p> <ul style="list-style-type: none"> <li>• Offer an Honors teaching panel;</li> <li>• Evaluate and develop first-year Honors student experience model</li> <li>• Increase outreach to departments/chairs by attending chairs meetings in all colleges/library</li> </ul> <p><b>Increase Honors enrollment and diversity of Honors applicants</b></p> <ul style="list-style-type: none"> <li>• Partner with Admissions to host fall recruitment event, attend all roadshows, update marketing and website messages to include new curriculum options and materials in Spanish and Vietnamese</li> <li>• Develop student and faculty experience videos for marketing and recruitment</li> <li>• Research and develop a qualitative application and admissions process in consultation with the Honors College Student Council and Advisory Board</li> <li>• Evaluate/improve Honors merit scholarship program</li> </ul>	<ul style="list-style-type: none"> <li>○ 800 Honors College members by fall 2020</li> <li>○ 10% increase in Honors advising appointments</li> <li>○ Faculty council endorses new qualitative admissions process</li> <li>○ 8% increase in Honors applications</li> <li>○ 10% increase in applications from underserved minority and first-generation in college students</li> <li>○ Increase percentage of underrepresented minority students in Honors from 20% to 30%</li> <li>○ Increase percentage of first-generation students in Honors from 28% to 35%</li> </ul>
<p>STRATEGIC ENROLLMENT MANAGEMENT through FUNDRAISING and OUTREACH</p> <p><b>Contribute to Honors student success and retention initiatives through substantive alumni and community engagement</b></p>	<p><b>Improve student services and increase student engagement in the new Honors College space</b></p> <ul style="list-style-type: none"> <li>• Increase number of computers in student lounge</li> <li>• Evaluate and improve Honors advising environment and information</li> <li>• Assess Honors retention and develop retention goals and strategies</li> <li>• Evaluate and improve the quality of College activities including student organization, advising, first-year seminar, and Living Learning Community activities to support academic success</li> <li>• Partner with departments and offices across campus to host speakers, professional development, and academic social events</li> </ul>	<ul style="list-style-type: none"> <li>○ Number of graduates with an Honors distinction will be equal to or better than 60 or 27% of the number of students admitted</li> <li>○ Advisory Board will complete tactical and strategic reports to inform college strategy, bring in new ideas from the community</li> <li>○ 400 students and faculty attend the Great Plains Honors Council Conference hosted on the WSU campus in collaboration with Hutchinson Community College</li> </ul>

	<p><b>Increase and improve alumni and community outreach</b></p> <ul style="list-style-type: none"> <li>• Engage Honors College Advisory Board in tactical and strategic working groups</li> <li>• Increase engagement in regional Honors community</li> <li>• Attend the National Minorities in Honors Conference</li> </ul>	<ul style="list-style-type: none"> <li>○ Up to 10 students, faculty, and staff attend the National Minorities in Honors Conference and report on best practices</li> </ul>
<p>CAREER READINESS APPLIED LEARNING AND RESEARCH</p> <p><b>Engage all Honors students and faculty in complex problem-solving and reflection through high-quality applied learning and research experiences</b></p>	<p><b>Increase inquiry-based learning by strengthening Honors student research and transition to college programs</b></p> <ul style="list-style-type: none"> <li>• Implement and evaluate new Honors science labs and interdisciplinary science track in partnership with Fairmount College of Liberal Arts and Sciences</li> <li>• Continue development of first-year programs</li> <li>• Increase applications for Summer Research Institute and First-Year Research by developing additional recruitment materials, promoting the programs at admissions events, partnering with other offices and programs on campus in partnership with the College of Applied Studies, College of Engineering, and the Fairmount College of Liberal Arts and Sciences</li> </ul> <p><b>Increase awareness of Honors Baccalaureate</b></p> <ul style="list-style-type: none"> <li>• Offer 2 information sessions including H.B. alumni</li> </ul> <p><b>Increase quantity and quality of Honors applied learning experiences</b></p> <ul style="list-style-type: none"> <li>• Evaluate, improve, and increase service learning and leadership opportunities in Honors in collaboration with the College of Applied Studies and Student Affairs</li> <li>• Develop outcomes for Honors applied learning courses</li> <li>• Evaluate outcomes of Cohen Enhancement Scholarship program</li> <li>• Evaluate outcomes of Koch Scholars programming</li> <li>• Develop honors concentration in the new Bachelor of Applied Sciences degree housed in the College of Applied Sciences</li> </ul>	<ul style="list-style-type: none"> <li>○ 20 students engage in summer and first-year research including 10 underserved minority students engaged in summer research</li> <li>○ 3 students complete an Honors Baccalaureate thesis or capstone project; 10 H.B. majors by fall 2020</li> <li>○ 100% of Koch Scholars graduate in 4 years; 90% accept a fulltime job prior to graduation</li> </ul>

**APPENDIX**

<b>Cohen Honors College Applications 2015-2019</b>					
	<b>AY 2015-16</b>	<b>AY 2016-17</b>	<b>AY 2017-18</b>	<b>AY 2018-19</b>	<b>AY 2019-20</b>
<b>Total</b>	<b>221</b>	<b>220</b>	<b>213</b>	<b>363</b>	<b>408*</b>
American Indian and Alaskan Native	3	0	1	1	
Asian	13	17	12	22	
Black	10	7	4	15	
Hawaiian	1	1	0	1	
Hispanic	11	13	21	32	
White non-Hispanic	163	166	157	268	
Multiple race	14	9	9	15	
Missing	5	5	8	7	
International	1	2	1	2	

<b>Cohen Honors College Membership June 2019</b>		
<b>Retention and Recruitment Summary</b>		
<b>Category</b>	<b>Number of Students</b>	<b>Notes</b>
<b>Anticipated College Members Fall 2019</b>	<b>695</b>	
Total Current College Members	430	as of 6.14.19
Members in Good Standing	349	
Members on Probation	81	
Members Dismissed	99	
Honors Graduates 2018-19	59	
Total New Honors Admits for Fall 2019	408	as of 6.14.19
Anticipated 65% Admission Yield	265	Based on average 70% yield over past two years, accounting for increased regional diversity