

Honors College General Assembly

SOAR Analysis: Student and Faculty Comments

March 21, 2019

Strengths (green):

- Collaboration of people who want to make a difference; courses that expand my world perspective
- Free printing, Enhancement Scholarship, expanding the range of types of Honors courses available, smaller class sizes, open advising
- Great staff and faculty with open door policies
- Small class sizes, one-on-one learning with faculty, unique classes, easy to provide feedback, social and community service opportunities, community
- Working in/with Honors is to keep oneself challenged, to be open to discomforts and difference, to strive for excellence in education, community, and personal life; unique for diverse and interdisciplinary offerings and encouraged service
- Approachable faculty, unique curriculum; small class sizes encourage strong relationships
- Opportunities not available in other parts of campus, printing, close-knit group, hard-working students, leadership opportunities
- Valuable resources: free printing, class registration on the first day, space to quietly work on homework
- Honors first-year seminars have really built community among students
- Honors advisors working with students, scholarships, LLC, holding students to a higher standard
- Honors advising
- Scholarships, physical space, and academic opportunities are the most important Honors experience. Honors excels at integrating academic departments and student demographics into a trans-campus movement
- Free printing, small class size, Honors contract, professionals who work in the office, leadership classes
- Variety of classes provides a way to “get away” from my major and develop a broader “tool kit;” diversity of students in those courses is a way to make connections outside of just the people in my department; supportive of students taking charge of their education
- Class size and environment

Opportunities (blue):

- I think having slightly more structured curriculum required could help ALL Honors students excel academically; perhaps required seminars for each grade and a flexible capstone project
- Intellectual discussions/forums/presentations; opportunities to showcase students’ talents
- Innovating events

- Presence
- Connection with other students (particularly students who don't live in the dorms), out-of-classroom learning experiences with other students, infrastructure to connect students at different points along their educational journey
- There are not very many events that partner with other organizations and/or offices on campus (ODI, student success, SGA)
- Unified Honors community, interaction among Honors students, structured idea of Honors curriculum
- We could partner with the summer transition programs to get new students more familiar with Honors and more interested
- More options for Honors classes
- Smaller, more informal; social yet scholarly interactions and dialogue among student and faculty; utilize existing spaces around campus for activities, events, "cafes," etc. blending Honors students in dialogue with other majors, departments, etc. (library speak-ins or presentation, symposia; informal)
- Recognition for students: there aren't many in-between awards or recognition for current, high-achieving students; more of this would be a good way to make students feel valued
- More Honors students should be more involved and connected within Honors; maybe mandatory orientations or events
- Scholarships, study abroad/travel opportunities, wider range of classes (more variety), networking with community professionals
- More Engineering and Honors relationships/courses; wider range of leadership-styles taught
- First-year, class-wide engagement: it would be nice for students to have an experience freshman year shared by everyone; partnerships with leadership services could be helpful
- Strong community: the Honors community feels small and a bit like-minded; having a better, diverse, involved community would be great; partnering with other educational organizations (eg. ASL club, [something] clubs, public education, etc.)
- More conferences for research
- I would like to see some more Honors classes added for STEM courses
- A sense of community is not being fulfilled
- A bigger study space for just Honors students; connections with other colleges (such as social collaboration); bookshelves inside Honors college

Aspirations (orange):

- More STEM opportunities and collaborations like research, connected community where everyone feels welcome, merging/collaborating with other colleges/identities on campus
- Organized group volunteering; mentoring/tutoring within WSU or with community outreach
- Ways to share my knowledge with other people (particularly kids; science outreach is my passion)
- More involvement opportunities for students who live off campus

- As a college, volunteering for something in the community
- Engaged community with a shared goal for student success and active engagement from all students; Honors can provide students with opportunities not found elsewhere on campus
- Starting positive trends of community
- Reducing the amount of busy work in the classroom
- Being actively part of other organizations and going as a group to support different events; T-shirts; what kinds of philanthropy could we be involved in?
- Richer involvement around campus inviting/opening to various areas of current Honors majors; symposia seminar set-up: multiple faculty in dialogue and perspective with student groups/classes
- More diverse, better recruitment to current students/HS seniors, more applied learning, leadership opportunities
- Branching into graduate school, offering interdisciplinary ways to enhance graduate education
- High selectivity based on very holistic metrics; becoming a regional academic leader in undergraduate education
- Honors college can make a difference by creating a more meaningful college experience and continuing to help those passionate about learning and always taking things a step above average
- Scientific discoveries; making the world a better place

Results (pink):

- A (marked difference?) in quality between a regular WSU education and an Honors WSU education in favour of Honors
- High student participation and retention
- Overcoming challenging material/classes
- When students seek activities to further their passions
- Success when alumni give feedback that Honors made a difference in their WSU experience
- When each student has benefits from the college beyond unique classes
- My GPA
- Increased number of applicants already in college
- Feel challenged, some specific goals or coordination that come to occur or are achieved, social cohesion, sense of belonging with your cohorts/peers
- Helping students be well-rounded individuals; more classes requested by students
- When alumni give back to the program
- Retaining students through graduation
- Increased opportunities, increased quality of life, gaining knowledge that changed world perspectives
- How positive the conversations describing the Honors community in terms of how well students enjoyed their Honors courses

- There will always be room for improvement even if a level of success is achieved. Things like student success, opportunities, greater class offerings, and prestige on campus indicate good results
- When discussions take place before/after class about the why behind the textbook
- Students feel valued; students are succeeding; Honors courses offered in variety of areas for many students
- When we have received feedback on these areas that state needs are met or when we don't receive more feedback at all
- When students are asking questions in the classroom, unafraid of being judged
- I think a good measure of our success is the number of high-achieving students we can attract and retain in the college and their perceived satisfaction