AN UPDATE ON
THE HONORS COLLEGE
AND THE REPORT OF THE
HONORS COLLEGE TASK
FORCE

Dennis Savaiano
Interim Dean and
Professor of Nutrition Science
HONORS LEARNING COMMUNITIES

- 2008-present Agriculture (33)
- 2002- present Engineering (127)
- 2006-2009 Consumer & Family Sciences
- 2005-present Liberal Arts (26)
- 2008-present Management (39)
- 2006-present Science (52)
- 2005- present University Honors Program, Lyceum (76)
- 2007-present Undergraduate Studies (25)

=364
‘A Position Paper on the Creation of a “Scholars Program” at Purdue University’

by

George M. Bodner

Department of Chemistry

Circulated for discussion: 26 August 1991
Higher:
- semester grade indices
- cumulative grade indices
- graduation rates
- lower voluntary withdrawal rates
...than non-participants.
NEW SYNERGIES – launching tomorrow’s leaders

“Provide exceptional students with enhanced educational opportunities through an expanded university honors program and accelerated learning options”
“It seems that the time may be right, given the support of the senior administration and the success of the UHP, for the program to become a truly university-wide honors college.”

Report of the Purdue University Honors Program External Review
September 30 – October 1, 2009
VISION FOR HONORS AT PURDUE*

• Single visible honors college
• A new highly visible opportunity to keep IN students in IN and bring new students to Purdue
• Students dually enrolled in academic college
• Residential learning environment
• Leadership, scholarship, community foci
• 2000 +/- students
• Holistic, diverse and increases profile
• Focused effort on success in postgraduate scholarship competitions
• Fundraising success

*UHSS Task Force Spring 2011
TRUSTEES APPROVAL AND EXPECTATIONS

JULY 2011

• Timeline: Fall 2013 entrance of first class
• Profile will enhance Purdue
• Residential integration with academics
• Leadership, scholarship, community foci
• Visibility
• Recruitment
• Improved graduation rates
Faculty:
51 from all academic colleges and libraries

Staff:
28 from 18 different units

Students:
13 from 5 colleges
1. Complement the academic colleges
2. Be diverse
3. Build student leadership, scholarship and engagement
4. Integrate residential, co-curricular and curricular learning opportunities
5. Promote innovative learning approaches
6. Enhance student profile
Task Force Working Groups

- Curricula
  - Jeff Karpicke, Psychological Sciences
- Faculty appointment/involvement
  - John Cushman, Earth and Atmospheric Sciences
- Post-graduate opportunities
  - Riall Nolan, Anthropology
- Recruitment and admissions
  - Rosalee Clawson, Political Science
- Residential and co-curricular activities
  - Vicki Simpson, Nursing
- Undergraduate scholarships
  - Barbara Dixon, CLA
HC TASK FORCE KEY RECOMMENDATIONS

• Holistic admissions review coupled with college presidential scholarship review
• Supplemental student award for scholarship, leadership, citizenship activities
• Common curricular framework with discipline-based and interdisciplinary honors courses/options
• First year seminar/common course
• Significant capstone/thesis requirement
• Residential co-curricular model
• Faculty governance
HOLISTIC ADMISSIONS REVIEW

• Students first admitted to discipline and then considered for Honors College admission.

• Coupled with college presidential scholarship review.

• Recruit high-ability students who have leadership potential and an interest in social responsibility.

• Academic colleges will play a central role in the recruitment and admissions.

• Robust outreach and recruitment activities to cultivate a diverse set of high-ability prospective students.

• Trustee and Presidential scholarships should not be connected to acceptance into, or continuation in, the Honors College.

• Students who have completed no more than 4 semesters may apply for transfer admission to the Honors College.
CURRICULA

- First year Honors College introductory seminar/course common to all Honors students
- Minimum of one advanced 3 credit HC course
- Minimum of nine credits of honors coursework in the department or college
- Minimum of ‘B’ in all honors coursework
- Three ‘points’ of leadership activities
- Three ‘points’ of engagement activities
- Significant thesis/public scholarly activity
- Thirty credits/points total
EXPERIENTIAL LEARNING AWARD FUNDS

- Travel to research seminars
- Study abroad
- Thesis/capstone project work
- Experiential learning opportunities
- $3000 per student recommended
- Contingent upon remaining in Honors College
RESIDENTIAL CO-CURRICULAR MODEL

• Build community
• Co-curricular programming
• Using the residence halls to enhance student academic success
• Physical space that integrates learning
• Faculty and staff on site
• Leadership and engagement programming
• Experiential learning
PEER UNIFIED HONORS COLLEGES/PROGRAMS

- Indiana
- Iowa
- Michigan
- Michigan State
- Minnesota
- Ohio State
- Penn State

- Arizona State
- Georgia Tech
- Nebraska
- Oregon
- UT Austin
- plus many more
CU Honors and Sustainability Hall
COLORADO LIFE ZONES

Each of Colorado’s life zones is located in relation to elevation. As elevation changes, vegetation changes due to the atmospheric pressure. The wide range of elevations in Colorado create several distinct life zones with specific characteristics.

FOOTHILLS LIFE ZONE
ELEVATION OF 5,500 TO 8,000 FEET ABOVE SEA LEVEL

CLIMATE:

FLORA:

FAUNA:
Ball State University
Honors College

POST GRADUATE SCHOLARSHIPS

• We are behind our peers

• Needs
  • A culture of encouragement
  • Faculty involvement
  • Readily available information
  • Information sessions
  • Individual counseling
  • Workshops on application and writing

• Focus on success with a single opportunity—Fulbright
# Scholarship History

<table>
<thead>
<tr>
<th></th>
<th>RHODES (most recent award year)</th>
<th>MARSHALL (most recent award year)</th>
<th>CHURCHILL (most recent award year)</th>
<th>FULBRIGHT *1993-present</th>
</tr>
</thead>
</table>
Mentor Groups

Reaching out to former scholarship recipients and finalists to form a mentoring group for student applicants.

Planning to identifying faculty who have applied for or won these awards to mentor, or serve on campus selection committees.

Communication

New website http://www.purdue.edu/niso

Created a presence on Twitter to reach students

Newsletter for faculty, staff to launch this month
NISO Goals

Create a campus scholarship culture.

Strengthen the network of faculty, advisors and staff who will mentor applicants.

Increase the number of competitive applications submitted by Purdue undergraduates.

Increase communication with the campus community of our students’ scholarship successes.
PROPOSED HC FACULTY GOVERNANCE

• One faculty member elected/appointed from each Academic College.

• A maximum of six at-large faculty members elected/appointed by Educational Policy Committee of the Faculty Senate to constitute broad and inclusive representation from nominations obtained by the Honors College.

• Three year rotating terms with one third turnover each year. No more than two consecutive terms allowed.

• The HC Faculty Governance Committee will advise the Dean, act as a Curriculum Committee and be a communication interface between the HC, the Faculty Senate and the Academic Colleges.
NEXT STEPS IN CURRICULUM DEVELOPMENT

• Share report with College leadership - S 2012

• Solicit input campus-wide - S 2012

• Establish a faculty governance committee – F 2012

• Governance committee to accept or modify recommendations of the Task Force
http://www.purdue.edu/provost/honors/info/HonorsCollegeUpdate.shtml
Develop space management strategies for a residential college model

Recommendations due March, 2012
HONORS RESIDENTIAL SPACE TASK FORCE

Co-chairs:
Barb Frazee, Executive Director, University Residences
Catharine Patrone, Assistant Director, Honors College

Members:
- Emily Allen, Liberal Arts Honors Director, Associate Professor, English
- Leigh Anderson, Undergraduate student, psychology
- Amy Boyle, Human Resources Manager, Housing and Food Services
- Jessica Carducci, Undergraduate student, computer graphics technology
- Mae Christiansen, Undergraduate student, education
- Tim Gennett, Director of Physical Facilities, Housing and Food Services
- Sherry Hardebeck, Assistant to the Dean, Honors College
- Mark Harlan, Undergraduate student, engineering

Ex-Officio:
Beth McCuskey, Associate Vice President, HFS
Dennis Savaiano, Interim Dean, Honors College

- Lynn Horngren, Director of Undergraduate Education and Advising, Science
- Elizabeth Hudson, Undergraduate student, Professional writing
- PK Imbrie, Engineering Honors Director, Associate Professor, Engineering Education
- Sean McDowell, Undergraduate student, engineering
- Luke Poole, Undergraduate student, psychology
- Jonathan Pfluger, Undergraduate student, engineering
- Julie Talz, Director of Residential Life
- Elizabeth Williams, Undergraduate student, speech language and hearing sciences
- Merri Anne Wright, Housing Assignments Coordinator
• Connect curricular and co-curricular learning opportunities.
• Beginning in Fall 2013, house 500-600 students with the goal of housing up to 1,000 students by Fall 2017.
• A variety of room types, allowing for move-up options for sophomores through seniors.
• A facility (or facilities) that provides a sense of presence for the Honors College.
• Space for Honors Offices.
• Classroom/Programming space.
• Space to support a Faculty in Residence program.
Lessons Learned

• Integrate residential life and academics
  • Be efficient, not redundant
• Build strong partnerships with Academic Colleges
• Be holistic in admissions
• Students can be great mentors
• Fundraising opportunities are substantial
• Facilities matter
• Location matters
### HONORS COLLEGE TIMELINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2011</td>
<td>Board of Trustees approval</td>
</tr>
<tr>
<td>F</td>
<td>2011</td>
<td>HC Task Force</td>
</tr>
<tr>
<td>S</td>
<td>2012</td>
<td>Senate/Campus review of governance</td>
</tr>
<tr>
<td>S</td>
<td>2012</td>
<td>Facilities plan</td>
</tr>
<tr>
<td>S</td>
<td>2012</td>
<td>Communications plan</td>
</tr>
<tr>
<td>S</td>
<td>2012</td>
<td>Recruiting begins</td>
</tr>
<tr>
<td>F</td>
<td>2012</td>
<td>Faculty governance</td>
</tr>
<tr>
<td>F</td>
<td>2012</td>
<td>Honors moves to residence halls</td>
</tr>
<tr>
<td>F</td>
<td>2012</td>
<td>Common Learning Communities</td>
</tr>
<tr>
<td>F</td>
<td>2013</td>
<td>First year class</td>
</tr>
</tbody>
</table>
What role does Undergraduate Research play in our students learning and engagement?

• Increases in student retention rates (Nagda et al. 1998)

• Research students are twice as likely to graduate and five times more likely to go on to graduate school (Summers and Hrabowski (Science, 2006)

• Increased personal development, growth of self-confidence, independence of work and thought, and a sense of accomplishment (Lopatto 2006)

• Top high school students view research experiences as an essential element when deciding on enrollment (US News and World Report)

• Research experiences inspire students to select STEM careers (Science (2009) Russell, Hancock, and McCulloug)

• More successful careers after graduation (Kremmer, J. F., & Bringle, R. G. (1990))
“Captivated by the excitement and the rewards of the research mission, research universities have not seriously attempted to think through what that mission might mean for undergraduates... (and have) undergraduate programs (that are) sideshows to the main event.”

The Boyer Commission Report REINVENTING UNDERGRADUATE EDUCATION: A Blueprint for America’s Research Universities

“break out of the tired old teaching versus research debate and define in more creative ways what it means to be a scholar.” Scholarship Reconsidered- Boyer
Enrollment database initiated - artifact

"Real " Undergrad Research trend

31% increase in undergraduate research enrollment since 2004

Enrollment data suggests ~ 30% of Purdue undergraduates participate in undergraduate research before graduating

(2,300 students [2011] x 4.8 years to diploma)/39,000 students

(OSU~22%, Nebraska~26%, Caltech 80-85%)
Research occurs across all schools at Purdue, but primarily in STEM.

- Research course codes are not uniformly used—possibly under counting.
- Summer and international research experience not counted (~250 students per year).
Who is doing Undergraduate Research at Purdue?

Undergraduate Researchers at Purdue are demographically similar to the general student population.

However, proportionately more underrepresented students do take advantage of research opportunities at Purdue.

(e.g. Native American 0.43% of students but 0.76% of undergrad researchers= 77% increase over enrollment)
There is a vibrant Undergraduate Research (UR) occurring at Purdue. Better than many of our peers.

UR has been nearly invisible until the last few years

- Purdue Undergraduate Research Symposium (2005)
- *Makers All* campaign
- Journal of Purdue Undergraduate Research
- Still a long way to go – showcase our students and faculty

UR has essentially occurred “organically” – passionate faculty and students.

A focused UR strategic plan that is effectively implemented could position Purdue as a leader in UR.

Full white paper and presentation on UR will be available this April (Prof Greg Michalski – Provost Fellow for Undergraduate Research)
HONORS COLLEGE OPPORTUNITIES

• Increase the student opportunity for and visibility of Honors at Purdue.
• Unify and streamline current honors programs.
• Grow honors from 1200 to 2000.
• Increase the Purdue profile.
• Increase graduation rates.
• Build a residential college model.
• Provide resources and incentives for innovative curricula changes.
• Enhance revenue with more multi-year residents.
• Develop a new fundraising opportunity.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Impacted Score</th>
<th>Initial Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT critical reading</td>
<td>+26</td>
<td>581</td>
</tr>
<tr>
<td>SAT Math</td>
<td>+21</td>
<td>627</td>
</tr>
<tr>
<td>SAT Writing</td>
<td>+22</td>
<td>569</td>
</tr>
<tr>
<td>ACT Composite</td>
<td>+2</td>
<td>28</td>
</tr>
<tr>
<td>High School GPA</td>
<td>+0.06</td>
<td>3.61</td>
</tr>
<tr>
<td>High School Rank</td>
<td>+2</td>
<td>83</td>
</tr>
</tbody>
</table>

- Graduation rates
  - 4 year: +4% 44%
  - 6 year: +2% 73%
ADVANCEMENT OPPORTUNITIES

- Named College
- Scholarships
- Named certificates and programs
- Named facilities
- Endowed faculty/staff
ADVANCEMENT SUCCESSES

• U Arkansas  $300M Walton gift
• Penn State  $ 55M Schreyer gift
  • $100M goal met in current campaign
• Arizona State  $ 10M Barrett gift
• Indiana  $ 13M Hutton gift
• U Miss  $ 5.4M Barksdale gift
• Miss State  $ 10M Shackhouls gift
STATUS OF HONORS AT PURDUE

- Agriculture
- Engineering
- Health and Human Sciences
- Liberal Arts
- Science (departmental)
- University Honors Program
- A total of approx 1200 students (4%)
Arizona State
   IU
   IUPUI
Michigan
Ohio State
Penn State
## ASU/PU Award Comparison

**Barrett, The Honors College at Arizona State**

<table>
<thead>
<tr>
<th>Year</th>
<th>Goldwater</th>
<th>Marshall</th>
<th>Fulbright</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>2009</td>
<td>3</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>2007</td>
<td>2</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>2006</td>
<td>4</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>2005</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

**Purdue University**

<table>
<thead>
<tr>
<th>Year</th>
<th>Goldwater</th>
<th>Marshall</th>
<th>Fulbright</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1</td>
<td>None</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2006</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2005</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Questions?