

# Honors College

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## Self-Study Report

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Oregon State University  
Spring 2016

## **Table of Contents**

List of Figures.....	2
List of Tables.....	2
Introduction and Context	
Overview and History.....	3
Strategic Plan, 2014- 2019: Core Values, Mission, Strategic Priorities.....	4
Current Challenges.....	8
Goals for the Review.....	9
College Description and Inputs	
Admissions.....	11
Graduation Requirements.....	12
Learning Outcomes.....	14
Curriculum.....	14
Faculty.....	15
Curriculum Committee.....	17
Advising.....	17
Living Learning Community and Student Residence Options.....	17
Co-curricular Programming, Service Learning, and Global Opportunities....	18
Differential Tuition and Scholarships.....	20
Space and Utilization.....	21
College Outcomes and Impacts	
Retention and Graduation.....	22
Annual Assessment.....	22
Impacts.....	24
Appendices	
A. NCHC Basic Characteristics of a Fully Developed Honors Program.....	31
B. NCHC Basic Characteristics of a Fully Developed Honors College.....	34
C. Institutional Research Data on the HC.....	35
D. HC Course Evaluation Form.....	50
E. HC Admissions Data.....	52
F. Thesis Map and Thesis Courses.....	60
G. HC 408 Thesis Learn Syllabus.....	62
H. HC 408 Thesis Undertake Syllabus.....	71
I. HC 408 Thesis Graduate Syllabus.....	75
J. 2015-16 Course Offerings.....	77
K. Hill CV.....	93
L. PLC Characteristics of Honors Pedagogy.....	99
M. Average HC Student Retention by Residence: Fall 2011 - Present First-Year Cohort.....	100

## List of Figures

Figure 1: HC Organizational Chart.....	4
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## List of Tables

Table 1: HC Admission Rates.....	11
Table 2: HC Graduation Requirements.....	13
Table 3: HC Students Enrolled in ALS 199H.....	15
Table 4: HC Students Living in Honors Residence Halls.....	18
Table 5: HC Student Participation in Service Learning.....	19
Table 6: HC Students Studying Abroad.....	20
Table 7: HC Facilities.....	21
Table 8: HC Student Engagement in the Thesis Process.....	22
Table 9: HC Learning Outcome Assessment.....	22

# Introduction and Context

## Overview and History

The Faculty Senate created the Oregon State University Honors College in 1995 as a degree-granting authority within the University. Students who complete the Honors College graduation requirements receive Honors Bachelor of Science, Honors Bachelor of the Arts, and/or Honors Bachelor of Fine Arts degrees awarded jointly with the college(s) of the student's major(s). Over the last five years, the Honors College (HC) has nearly doubled in size, tracking with the growth of Oregon State's undergraduate student population; nearly 1000 students are currently enrolled, and the size is expected to stabilize between 1200-1300. Students must meet minimum GPA or test score requirements to apply to the HC, and admissions decisions are made through a competitive and holistic process. In order to graduate with the honors baccalaureate degree, students must complete 30 honors credits (or 15, if they enter as transfer students), maintain a cumulative GPA of at least 3.25, and defend and submit an honors thesis. First-year and continuing students have the option to live in the honors living-learning communities in West Hall or Sackett Hall. Throughout their time in the HC, students have priority registration as well as access to honors academic advising, student learning spaces, and a wide range of honors courses, co-curricular programs, activities, and experiences.

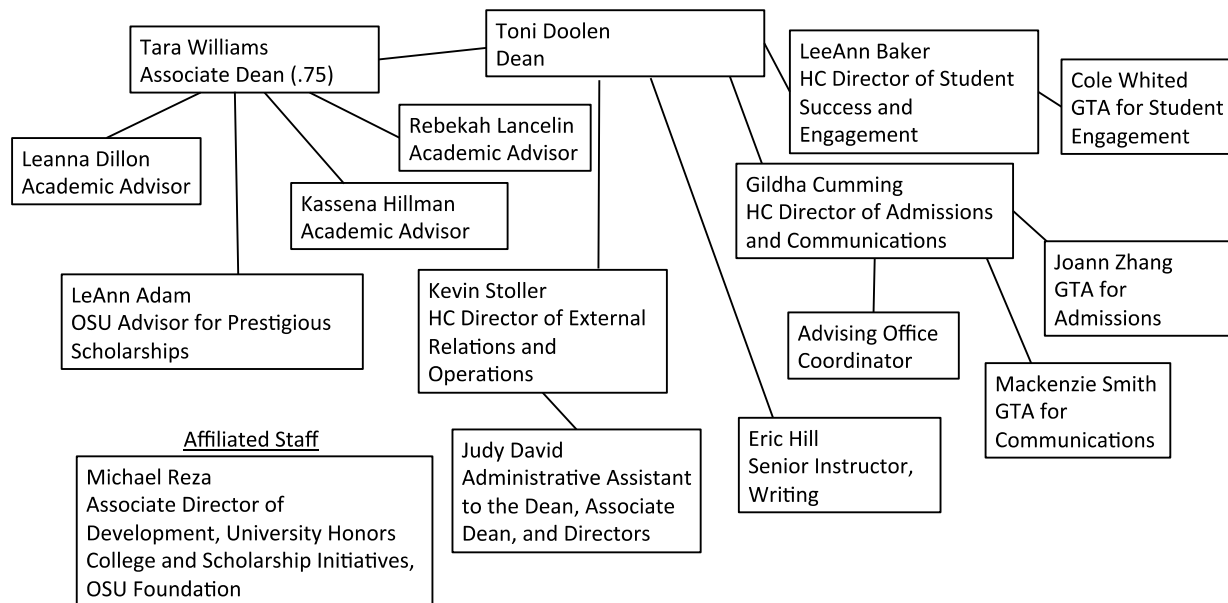
Joe Hendricks served as the first dean of the Honors College, from 1995-2008. He was followed by Dan Arp, from 2008-2012, and since 2012, Toni Doolen has led the HC. The staff also includes the associate dean (0.75 FTE), three directors (the Director of Operations and External Relations, the Director of Admissions and Communication, and the Director of Student Success and Engagement), three academic advisors, one administrative assistant, one advising office coordinator, one senior instructor, and three GTAs (focused on admissions, student engagement, and communications). The OSU Prestigious Scholarships Advisor is housed in the HC and reports to the HC associate dean, but serves all students at Oregon State. The Associate Director of Development for University Honors College and Scholarship Initiatives reports to the OSU Foundation and works closely with the HC on all fund development activities. See Figure 1 for the HC Organizational Chart.

The Honors College is supported and advised by several groups and committees. The Board of Regents is the development advisory group, comprised of distinguished alumni and friends who are committed to the mission and vision of the HC. The Curriculum Committee, chaired by the associate dean and including one student and four faculty members from different disciplines, assists the HC in shaping and delivering a challenging

and creative curriculum for students of all majors. The Student Leadership Circle has representatives from every undergraduate college at OSU, as well as other HC student groups and organizations; this group advises the dean and associate dean on various topics affecting students and their educational and social experiences in the HC, including high-level college strategy, program interventions, and curricular initiatives. The Student Association plans academic events, social gatherings, service projects, and trips. The college also has an Alumni Leadership Circle and a Parent Leadership Circle in support of development and engagement activities.

As this overview and the details that follow demonstrate, the Oregon State University Honors College meets the National Collegiate Honors Council's characteristics of fully developed honors programs and colleges (see Appendices A and B). The HC previously completed a self-study in 2001 but did not go through an external review. In preparing this self-study, we drew on all of the ongoing HC assessment projects as well as input from the HC staff, Curriculum Committee, and Student Leadership Circle.

**Figure 1: Oregon State University Honors College Organization Chart**



## Strategic Plan, 2014–2019: Core Values, Mission, and Strategic Priorities

The strategic plan that follows was developed and refined over the course of two years with input from internal and external stakeholders, including the full Honors College staff and the Board of Regents.

## Core Values

The Oregon State University Honors College is committed to three core values:

- **Engagement.** The Honors College will provide a transformative educational experience that compels involvement.
- **Inclusivity.** The complete Honors College experience will be available to and accessed fully by all Honors College students.
- **Diversity.** The Honors College will create a community of scholars, where all are welcomed, respected, and able to fully engage.

## Mission

At the Oregon State University Honors College, the most outstanding undergraduates in each of the University's academic colleges engage in unique curricular and co-curricular opportunities designed to help them explore their fields and evolve into creative thinkers whose world-class abilities are magnified by global perspectives. The Honors College curricular and co-curricular experiences are designed to create graduates who have the ability to engage in pursuits that create new knowledge and contribute to one or more scholarly areas of study and have the capacity to fully engage in meaningful dialog incorporating cross-disciplinary and multi-disciplinary perspectives.

Within this context, the mission of the Honors College is to

- Serve the needs and aspirations of high-achieving undergraduate students in the state of Oregon and the region;
- Provide a transformative educational experience through innovative curriculum, featuring individualized and engaged learning opportunities with talented and dedicated faculty and staff;
- Create a multifaceted honors experience, which includes a compelling residential experience and comprehensive co-curricular programming that provides leadership, service, and global learning opportunities; and
- Provide meaningful undergraduate research, scholarship, and creative work experiences, which leverage OSU's three Signature Areas of Distinction -- Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

## Strategic Priorities

After nearly two decades of growth, the Honors College is on the cusp of its next wave of development – the creation of a multifaceted honors experience that will be a beacon for high-achieving students in the state and beyond,

supporting their growth as campus and eventually world leaders. Building on our core values, we have identified the following strategic priorities to guide this development:

***Strategic Priority 1:***

***Expand experiential learning to provide Honors College students with transformative opportunities in research, leadership, service, and global learning.***

The Honors College is committed to providing experiential learning opportunities that make the world a classroom. Honors students will engage directly with contemporary challenges through both their honors coursework and honors co-curricular programming.

This strategic priority is in support of OSU's Strategic Plan 3.0, Goal 1: "Provide a transformative educational experience for all learners" and the associated strategy to "Make high-impact learning a hallmark of Oregon State undergraduate education, preparing students for responsible citizenship and global competitiveness." This strategic priority is also closely aligned with OSU's Strategic Plan 3.0, Goal 3: "Strengthen impact and reach throughout Oregon and beyond" and the associated strategy to "Increase the number of Oregon State students who participate in study abroad."

**Tactic:** In partnership with faculty and staff from academic colleges, academic affairs, and student affairs, develop and provide experiential learning opportunities related to research/scholarship/creative activity, leadership, service, and global learning through incentive programs, such as curriculum development grants and faculty mentoring programs.

***Strategic Priority 2:***

***Ensure that high-achieving students from all backgrounds, majors, and colleges choose the Oregon State University Honors College.***

High-achieving students are one of Oregon's and the region's greatest assets. Bringing high-achieving students to Oregon State University has a positive impact on the student body at the University and a positive, long-term impact on the state's economy. Because of their academic credentials and their demonstrated engagement outside of the classroom, students admitted to the Honors College are heavily recruited by other institutions. Competitive scholarship packages are critical in our ability to recruit high-achieving students.

This strategic priority is in support of OSU's Strategic Plan 3.0, Goal 1: "Provide a transformative educational experience for all learners" and with



the associated strategy to “Expand strategies to recruit diverse and high-achieving students.” This strategic priority is also in support of OSU’s Strategic Plan 3.0, Goal 2: “Demonstrate leadership in research, scholarship, and creativity while enhancing preeminence in the three signature areas of distinction” and the associated strategy to “Expand and cultivate trans-disciplinary research through partnerships with Oregon State, along with industry and national and international partners.”

**Tactic 1:** In partnership with the OSU Foundation and academic colleges, develop competitive recruitment scholarship packages to attract high-achieving students from all backgrounds, who are interested in the entire range of academic programs at OSU to apply to and select OSU.

**Tactic 2:** Expand outreach and recruitment efforts directed to underrepresented college populations, in partnership with academic colleges and the OSU Office of Admissions, and work to identify and mitigate barriers to application.

### *Strategic Priority 3:*

***Make the complete honors experience accessible to all Honors College students.***

Over 25% of current Honors College students have been identified as having high financial need, and 34% have high or medium financial need. These students will be forced to make difficult choices, e.g., paying the Honors College differential tuition or paying for books, food, and rent. Additionally, students with higher levels of financial need take on part-time employment and are also unable to fully participate in enriching curricular and co-curricular opportunities provided by the Honors College due to their need to work.

This strategic priority is in support of OSU’s Strategic Plan 3.0, Goal 1: “Provide a transformative educational experience for all learners” and the associated strategy to “Enhance an integrated learning environment that raises and equalizes retention and success of all learners.”

**Tactic 1:** In partnership with the OSU Foundation and academic colleges, develop Honors Tuition scholarships and expand Experiential Learning/Work scholarships.

**Tactic 2:** Create structures and programs that support access, engagement, and success for all Honors College students.



#### *Strategic Priority 4:*

***Grow Honors College enrollments in support of the university's high achiever enrollment goals.***

The Honors College will enroll approximately 1,100 students in the fall of 2016. As OSU's undergraduate enrollments grow to an estimated 25,000, we will grow the size of our incoming class each year to 350 to maintain a critical mass of Honors College students, representing 3% - 7% of the on-campus undergraduate population. In addition to meeting enrollment goals, the Honors College must substantially improve honors degree completion rates, which are historically and currently around 50%.

This strategic priority is in support of OSU's Strategic Plan 3.0, Goal 1: "Provide a transformative educational experience for all learners" and the associated strategy to "Enhance an integrated learning environment that raises and equalizes retention and success of all learners."

**Tactic:** In partnership with OSU Admissions, the High-Achieving Student Workgroup, the First Year Experience Taskforce, and academic colleges, develop goals for increasing non-resident enrollments in the Honors College and ensure consistency in honors first year programs, while customizing honors first-year experiences to increase degree completion rates.

#### *Strategic Priority 5:*

***Expand the Honors College living-learning community to create a comprehensive and compelling Honors College experience, which addresses the needs of all Honors College students.***

The current Honors College living-learning community serves approximately half of first-year honors students and less than 10% of returning students. There is evidence that Honors College degree completion and success in the honors community is strongly influenced by participating in Honors College living-learning communities. Additionally, common and dedicated space to enable connections between honors students, faculty, and the larger community is critical to building a sustainable community.

**Tactic:** In partnership with University Housing and Dining, develop a fully-integrated Honors College living-learning community, which will enable substantial integration of living-learning programming and which will house at least 75% of first year students and 25% of returning students.

### **Current Challenges**

Key challenges currently facing the Honors College are:

1. **Completion.** A 2014-15 National Collegiate Honors Council survey found the mean six-year honors completion rate to be 53.63%, with

a university graduation rate of 84.96%

(<http://nchchonors.org/research/ARC-Summary-Table-of-Selected-Variables.pdf>). The HC's statistics reflect a similar gap (Appendix C). A Director of Student Success and Engagement position was created in part to address these challenges and, beginning in 2014, we have implemented a more robust support structure for students working on the honors thesis. An HC staff work group also designed a system for tracking satisfactory progress and reaching out to students who are not meeting the established milestones; that system went into effect in fall 2015.

2. **Diversity, equity, and inclusion.** By many measures, the diversity of the HC student community is similar to that of the OSU student community as a whole. However, we would like to find ways to recruit and support more high-achieving students who are first generation, Pell eligible, and/or from underrepresented groups and integrate diversity and equity into our curriculum and programming in new ways.
3. **Differential tuition, course reimbursement, and fund development.** The HC uses a distributed faculty model, working with faculty across campus to deliver a substantial and varied set of honors courses. The Honors College charges students a differential tuition that is used to reimburse faculty and/or their units for this teaching. However, reimbursement rates have been unchanged for many years and levels of reimbursement had fallen well below the cost to the units of delivering these courses. The recently approved differential tuition increase (from \$341 per term to \$451 per term) will help to address this shortfall, but may create difficulties for students with substantial need; the HC is working to raise funds for additional scholarships and to determine a structure for a need-based differential tuition scholarship program by working with a group of current HC students.
4. **Visibility.** Recent market analysis indicated that the Honors College at Oregon State University was not a widely known or recognized option for high-achieving students. We have been working with Wieden+Kennedy, an advertising agency in Portland, to develop a stronger brand identity and new marketing materials that tell the HC story in more effective ways. We hope to build on this work to raise the visibility of the OSU Honors College, particularly in Oregon, and especially to students from underrepresented communities.

## Goals for the Review

We are seeking an overall evaluation of our curriculum, program, and operations that will highlight areas that are working well and areas that need additional focus and/or resourcing, and recommend strategies for improving

our impact. Within this larger context, we would be especially interested in feedback addressing these questions:

- How is the Honors College performing in terms of diversity, equity, and inclusion?
- What is the impact of the Honors College on the University and its academic colleges and programs?
- Where should the Honors College apply its resources to better serve students, OSU, and the state/region?

This input will be helpful not only in assessing our current model and revisiting our strategic plan, but also in designing potential extensions of the Honors College for OSU-Cascades and E-campus.

# College Description and Inputs

## Admissions

Admission to the Honors College is competitive. The majority of applicants are incoming first-year students and apply through the HC application, which is integrated into the OSU general application. Applicants must meet a minimum GPA (3.75 unweighted) or a minimum test score (1820 SAT or 27 ACT) requirement in order to be considered for admission. Applications are evaluated holistically by the HC Admissions Committee, which includes the Oregon State University director of admissions along with the dean, associate dean, and an HC academic advisor. Admission rates are summarized in Table 1; detailed statistics on applicants and admitted students are available in Appendix D.

Table 1: HC Admission Rates						
Year	Apps	Admits	Enrolled	% Admitted	% Rejected	% Enrolled (Yield)
2004	471	296	142	62.85%	37.15%	47.97%
2005	453	273	149	60.26%	39.74%	54.58%
2006	449	303	166	67.48%	32.52%	54.79%
2007	477	307	167	64.36%	35.64%	54.40%
2008	535	321	181	60.00%	40.00%	56.39%
2009	552	322	174	58.33%	41.67%	54.04%
2010	719	437	246	60.78%	39.22%	56.29%
2011	706	487	267	68.98%	31.02%	54.83%
2012	1006	541	287	53.78%	46.22%	53.05%
2013	2066	660	283	31.95%	68.05%	42.88%
2014	1669	763	343	45.72%	54.28%	44.95%

All applicants must write an essay designed to assess critical thinking and writing skills. The prompt for 2016 applicants reads as follows:

Note: The essay is an important part of your HC application and should represent your polished writing. While many college admissions essays invite you to share a personal story, the HC essay has a different focus: it asks you to demonstrate your critical thinking skills. In 450-500 words, provide your perspective on the issue raised in the prompt. You may choose to use personal examples as supporting evidence, but the essay as a whole should address the specific and substantive question(s) posed. In evaluating your response, we will consider your writing skills and ability to think deeply and creatively.

“We are all connected. To each other, biologically. To the earth, chemically. To the rest of the universe, atomically.” –Neil deGrasse Tyson, “Symphony of Science: We Are All Connected”

In the passage above, Tyson describes how humans and the world are linked in ways that are essential yet not necessarily obvious. For your essay, choose two things—objects, concepts, constructs, or phenomena—that may not always be associated with each other but do connect in a meaningful way. Write a response that 1) analyzes the detailed connection between those two things, and 2) explains how that connection is significant.

*Read all of the instructions above carefully before responding. Brainstorm potential connections that might not be obvious but could be meaningful—for instance, what does poetry have to do with cell phones? Social justice with dinosaurs? Finance with neurons? Rather than using one of these examples, however, identify an interesting connection of your own.*

The Honors College uses a panel of 12-14 readers, hired and trained annually, to evaluate admissions essays. At least two readers score each essay on a scale of 1-5; if the scores are more than one point apart, the essay receives a third review from a senior reader.

Students who are transferring to Oregon State from another institution can also apply to the HC, as can current OSU students who are not enrolled in the Honors College. These applicants must have at least a 3.5 cumulative University GPA and must complete the essay; they should also have at least two years remaining in their undergraduate studies at the time their enrollment in the HC begins, in order to allow enough time to complete the requirements for the Honors Associate track outlined in Table 2. Transfer applicants, like first-year applicants, are also evaluated holistically, with co-curricular and life experiences taken into consideration. Standardized test scores and high school GPAs are not used in the evaluation of transfer applications.

## Graduation Requirements

The Honors College offers two different tracks:

- Honors Scholar requires 30 HC credits. It is typically used for students who enter the HC in their first year.
- Honors Associate requires 15 HC credits. It is typically used for students who enter the HC after their first year.

Table 2: Honors College Graduation Requirements			
Honors Scholar		Honors Associate	
30 credits minimum (12 credits minimum upper division)		15 credits minimum (12 credits minimum upper division)	
Honors baccalaureate core courses	6 credits		
Honors colloquia	6 credits	Honors colloquia	6 credits
Honors electives	12 credits	Honors electives	6 credits
Thesis/Research/Projects	6 credits	Thesis/Research/Projects	3 credits
Bound thesis		Bound thesis	
<b>Minimum total 30 credits</b>		<b>Minimum total 15 credits</b>	

All Honors College students must also complete a thesis involving original research in a recognized scholarly field. Research is conducted under the mentorship of a tenured/tenure-track faculty member or senior instructor and is supported and assessed by this mentor and two other committee members, one of whom must also be a tenured/tenure-track faculty member or senior instructor at Oregon State. Students are not restricted to their major field(s) of study for their thesis; research can be completed in any academic area, provided the student can find a mentor who approves their topic and agrees to advise their work. After successfully defending the thesis, students submit a bound hard copy to the Honors College and an electronic copy to ScholarsArchive, the University's online repository.

We engage students in the thesis process early and provide a robust support structure organized around four key phases (see Appendices F-I). In order to make satisfactory progress toward the HC degree requirements, students must engage with the thesis process through each of these phases, meeting milestones established in consultation with an HC advisor.

The Honors College provides assistance in identifying mentors and topics through an annual series of six "matching receptions," at which students can meet potential thesis mentors and committee members and learn about current research at Oregon State. At each event, faculty from a particular college or division describe their research and opportunities for undergraduate involvement. The presentations are followed by an informal networking session where faculty and students can connect. In an online survey of 2014-15 faculty participants, 87% of the respondents rated these events "effective" or "very effective" in facilitating connections between faculty and honors students with shared interests.

## Learning Outcomes

The Honors College has established two learning outcomes describing the skills that HC students will develop through participation in HC courses and activities (including the honors thesis) by the time they graduate. The learning outcomes are posted on the HC website (<http://honors.oregonstate.edu/about>) in order to make them available to students and faculty.

**Scholarly inquiry** – As an HC graduate, you will have developed the ability to engage in pursuits that create new knowledge and contribute to one or more scholarly areas of study. This learning outcome includes the following elements:

1. Ability to choose a relevant and meaningful topic to study within a scholarly area
2. Ability to employ a sound approach in creating new knowledge within a scholarly area of study
3. Ability to synthesize and/or analyze results from a significant, self-directed, and open-ended project
4. Ability to find multiple sources of relevant information
5. Ability to evaluate the quality of information resources
6. Ability to write an honors thesis: a significant, self-directed, and open-ended project
7. Ability to present an honors thesis
8. Ability to defend an honors thesis

**Engaged inquiry** – As an HC graduate, you will have developed the capacity to fully engage in meaningful dialogue, which incorporates cross-disciplinary and multi-disciplinary perspectives. This learning outcome includes the following elements:

1. Ability to fully engage in meaningful conversations outside of your discipline
2. Capacity to demonstrate your understanding of diverse perspectives in conversations in the classroom and/or field settings
3. Ability to effectively communicate your unique disciplinary perspective to inform the learning of others

## Curriculum

Any course in the Oregon State University General Catalog can be offered in an honors version. These have the same learning outcomes as general enrollment sections, but have smaller enrollment caps and utilize pedagogical approaches focused on student engagement. Lower-division courses are typically capped at 20 students and upper-division courses at 12-15 students. There have been approximately 275 honors classes in each of the last two years (see Appendix J for 2015-16 offerings).



The Honors College curriculum includes four basic types of courses:

- Honors sections of baccalaureate core (i.e., general education) courses.
- Honors electives. These can be in any discipline, at any level, but the majority are upper-division major courses.
- Honors colloquia. These one- or two-credit seminars focus on special, often interdisciplinary, topics at a level that is accessible to students from all majors and backgrounds. They are discussion-based and experiential in their approach.
- Honors thesis courses. All students are required to take the one-hour Thesis: Start workshop led by the dean in one of their first three terms in the HC. The college also offers one-credit thesis courses for each of the three later phases of the thesis process (Thesis: Learn, Thesis: Undertake, and Thesis: Graduate); sections of each of these classes are offered every fall, winter, and spring terms. Students can complete each phase either independently or by completing the associated course; all of these steps are outlined in the Thesis Success In Stages (TheSIS) guide posted at <http://honors.oregonstate.edu/current/thesis>.

The associate dean oversees the curriculum, refreshing it annually in response to enrollment needs, student interest, and faculty course proposals. Most honors baccalaureate core courses are now arranged through Memoranda of Understanding (MOUs) with other academic units. This allows the HC to consistently and predictably offer a broad set of courses. Most electives and all colloquia are selected from course proposals submitted by individual faculty in response to an annual call for honors coursework.

The HC also participates in the University-wide initiative to offer First Year Experience courses with an FYE course under the number ALS 199H. As Table 3 shows, enrollment in this course has run between 11-15% of the cohort.

Table 3: HC Students Enrolled in ALS 199H			
Year	2013	2014	2015
Total first-year students in cohort	207	304	255
ALS 199H enrollment	23	34	39
% of cohort	11%	11%	15%

## Faculty

The Honors College utilizes a distributed faculty model, working with faculty in academic units across campus to offer a varied and flexible set of honors courses. The HC has one full-time senior instructor, Eric Hill, who teaches honors writing, colloquia, and thesis courses (curriculum vitae available in Appendix F). Other honors faculty come from different academic units, and

the HC compensates the faculty member (if the course is overload) or the unit (if the course is in-load) on a per-course basis.

All tenured/tenure-track faculty and senior instructors are automatically eligible to teach honors courses. Instructors or other well-qualified individuals from within or outside of the University can utilize a petition process to gain approval to teach in the HC. This process involves verifying that the petitioner's supervisor supports the addition to their workload and asking the Curriculum Committee member representing the same University division and one other experienced honors faculty member in a related discipline to review the petitioner's CV. Both reviewers provide feedback on whether the petitioner's qualifications and experience in research and pedagogy are appropriate to honors teaching and/or the mentoring of undergraduate scholars.

We offer various faculty development opportunities, including an orientation every fall for faculty new or returning to honors teaching and a professional learning community (PLC) that meets for multiple weeks over the course of one term each year. The first PLC developed the key characteristics of honors pedagogy that we now use in many of our faculty development events and conversations (Appendix G). The HC also offers the Margaret E. and Thomas R. Meehan Course Development Grants to support the incorporation of experiential learning components into new or revised honors courses. We define experiential learning as involving learners in direct experiences followed by focused reflection with the aims of increasing and integrating knowledge, developing skills, and connecting to the world in meaningful ways. The direct experiences may involve the active creation of art or knowledge, the practical application of skills to significant problems, and/or engaged learning with local and global communities and cultures.

Rewarding faculty for their contributions to honors education is a priority for the college, and we recognize two eminent professors each year, the HC Eminent Professor and the Sandy and Elva Sanders Eminent Professor. HC students also name an "Outstanding Professor" each spring, and beginning in spring 2016, we will introduce an award acknowledging outstanding mentorship of honors student research. Every June, the HC recognizes all honors faculty and the mentors of graduating students at our Honors Recognition Reception. In spring 2016, the HC will administer the first annual survey to all honors faculty and mentors in order to assess how helpful they find the resources and support structures we currently provide, solicit recommendations for new developments, and determine how many faculty are including experiential learning in their honors courses.

## Curriculum Committee

The HC Curriculum Committee, established in 2014, consists of four faculty members from the four divisions at Oregon State (Arts & Sciences, Engineering & Business, Earth Systems Science, and Health Sciences), as well as a student representative. Members serve staggered two-year terms, and the deans of the colleges are invited to nominate new committee members when a seat representing their division becomes available. The committee meets quarterly, convened by the associate dean, to advise on issues related to the HC curriculum and assist with assessment as needed. The faculty committee members also evaluate petitions from prospective HC instructors and mentors and participate in faculty development events and other curriculum-related initiatives.

## Advising

The Honors College has three full-time advisors, whose roles complement major advisors'. HC advisors work with students on course scheduling, career planning, internships, international opportunities, academic success goals, and scholarships, and other holistic and long-term topics. Same-day drop-in appointments are available for urgent issues, and students can also make 30-minute appointments throughout the year by stopping by or calling the HC advising office. Advisors also lead START orientation sessions for incoming students. In addition, they contribute to various HC projects and partner with honors faculty to co-teach one of the thesis courses, HC 408 Thesis: Undertake.

## Living-Learning Community and Student Residence Options

In partnership with University Housing and Dining Services, the Honors College offers two on-campus, honors-themed housing options. Honors students have priority in selecting rooms in the living-learning community (LLC) in West Hall and the HC wings of Sackett Hall, and a significant percentage of first-year students live in one of these facilities (see Table 4). The college hosts a range of activities and events in the LLC, including evening tutoring and advising hours. These services and opportunities are open to all HC students, regardless of where they live. West Hall features suite-style living, along with several lounges, computer labs, a dining hall, and a campus mail facility. Sackett Hall features walk-in closets, sleeping porches in double-occupancy rooms, an expansive main floor lounge, and study space. Continuing HC students have priority on campus in West Hall and off campus in The Gem apartment complex.

Table 4: HC Students Living in Honors Residence Halls					
	2011	2012	2013	2014	2015
Total in cohort living on campus	181	192	197	304	257
Number who live in McNary/West/Sackett*	120	134	170	190	210
% of cohort	66%	70%	86%	63%	81%

\*McNary was the Honors Residence Hall before 2012.

The LLC appears to have a positive impact on student retention; Appendix G shows that 92% of the students who lived in West Hall in 2012 were retained over four years, for example.

## Co-curricular Programming, Service Learning, and Global Opportunities

The Honors College offers students a variety of co-curricular and community-building programs. These opportunities begin as soon as students arrive on campus—all incoming students are invited to the HC New Student Induction. The Honors College also offers a series of book clubs, both for incoming first-year students over the summer and for current students throughout the year. These are opportunities for students to receive a free book to read and participate in a small group discussion led by an honors faculty member or University administrator, or, in some cases, to travel to Portland to hear a lecture by the book's author. In addition, the Honors College offers experiences that build on the learning happening in the classroom with excursions to explore careers (trip to Nike world headquarters), the arts (trip to the Eugene Opera), and sciences (trip to Hatfield Marine Science Center). Each term, several “Dean and Friends” lunches allow students to interact with various HC alumni and friends who discuss their career experiences.

The HC organizes several major events each term for the full HC student community, including the Fall BBQ, Spring Picnic, and Moms and Family Weekend Brunch and Talent Show. There are also student community trips each term (e.g., skiing, rafting, and camping), coordinated and planned by the University Honors College Student Association (UHCSA) and student trip coordinators. Beginning in fall 2015, the college established twice-quarterly Honors College Community Coffee (HC<sup>3</sup>) events as a way to promote community among HC students, faculty, and staff.

The Honors College also provides opportunities for students to participate in service learning (see Table 5). First-year students are invited to participate in a morning of service, partnering with several different projects around the community. In 2015–16, supported by an internal grant, the HC hired a civic engagement intern who planned return visits to three of the project sites later in the year, focusing on the theme of food insecurity. These new opportunities are intended to foster a long-term relationship between community partners and HC students and to deepen HC student learning

about food insecurity issues. Other service learning opportunities are integrated into the curriculum; the Building Homes and Hope colloquium series, for example, is taught by an experienced Habitat for Humanity trip leader and focuses on international service learning and team dynamics. The HC also offers several practica that focus on service learning under the course number HC 409.

<b>Table 5: HC Student Participation in Service Learning</b>										
<i><b>Enrolled in HC 409: Conversant, Peer Mentoring, Civic Engagement</b></i>										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Total in Cohort</b>	144	148	163	182	174	245	268	290	278	345
<b>Total # of Cohort to Enroll</b>	2	5	9	13	22	16	16	15	12	15
<b>% of Cohort</b>	1%	3%	6%	7%	13%	7%	6%	5%	4%	4%
<i><b>Enrolled in HC 407 Homes &amp; Hope</b></i>										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Total in Cohort</b>	144	148	163	182	174	245	268	290	278	345
<b>Total # of Cohort to Enroll</b>					5	2	16	18	11	20
<b>% of Cohort</b>					3%	1%	6%	6%	4%	6%
<i><b>Those who have participated in HC Service Opportunities (Morning of Service, MLK Day of Service, Fall into Service, etc.)</b></i>										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Total in Cohort</b>	144	148	163	182	174	245	268	290	278	345
<b>Total # in Cohort to participate</b>							1	2	97	87
<b>% of Cohort</b>							0%	1%	35%	25%

Students who take the Building Homes and Hope colloquia can also participate in an international service experience. Previous trips have been to Romania, where students worked on a Habitat for Humanity site, and Ethiopia, where students worked with the non-profit organization The Community Project: Ethiopia to build a school. This summer, the HC will expand its global offerings with a short-term study abroad program in London for incoming and continuing students led by four faculty from three different colleges. Participating students will earn Oregon State and honors credit in courses that use London as the classroom to explore medieval and early modern literature,

Isaac Newton's scientific legacy, and natural hazards engineering. HC students can also receive up to six honors credits by participating in any of the study abroad programs sponsored by Oregon State University. Table 6 summarizes HC student participation in global learning opportunities.

Table 6: HC Students Studying Abroad										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Total Enrolled in Cohort</b>	144	148	163	182	174	245	268	290	278	345
<b>Number Studying Abroad</b>	19	31	28	37	28	38	49	47	37	11
<b>% of Total</b>	13%	21%	17%	20%	16%	16%	18%	16%	13%	3%

## Differential Tuition and Scholarships

Honors College students are assessed differential tuition during each fall, winter, and spring term they are enrolled at Oregon State. Differential tuition is primarily used to fund the honors curriculum and is currently \$341/term. After consultations with student focus groups and discussions in open student forums, the HC proposed an increase in differential tuition to \$451/term in 2016-17, in order to maintain current course offerings and enrollment caps. This was recently approved by the OSU Board of Trustees.

HC differential tuition is taken into account in students' financial aid packages, and grants are available for students who are unable to pay the differential tuition in a specific term. In spring 2016, the HC convened a student work group to develop a model for a broader differential tuition scholarship program; the group will share their proposal(s) in a presentation to HC leadership and OSU Foundation representatives at the end of this term.

The HC offers a limited number of both merit scholarships and experiential learning awards. The majority of HC scholarships are for \$1,000, for one year, and they are awarded based on academic record, financial need, and/or special scholarship requirements. Students can apply for Honors Experience Scholarships of up to \$1,000 to support learning experiences outside of the classroom, including study abroad, research, internships, conference travel, and service learning. The DeLoach Work Scholarship program allows faculty members to hire undergraduates to work at tasks that materially enhance students' academic training and support the instructional, curricular, or outreach missions of the University. There are two DeLoach application cycles per year, and current levels of funding are around \$10,000 per cycle.

In 2015, Oregon State hired an advisor for prestigious scholarships to assist in developing applicants for nationally- and internationally-competitive

external awards. That office serves all high-achieving students at the university but is housed in the Honors College and reports to the Honors College associate dean. Although this office has not yet been operating for a full year, over 200 students have been advised, and there have already been positive results, including the following awards:

- Fulbright: 3
- Fulbright UK Summer Institute: 1
- Gilman: 15 (3 summer 2015; 8 fall 2015; 4 winter/spring 2016; 7 summer 2016)
- Truman: 1 finalist
- Goldwater: 3 honorable mentions
- Udall: 1
- DAAD RISE: 1

## Space and Utilization

In fall 2015, the HC moved into the new Learning Innovation Center (LInC). Four honors classrooms (two with a capacity of 24 and two seminar-style with a capacity of 16) and a dedicated student learning space (with computers, study and social spaces, lockers, and a kitchenette) are on the third floor. The administrative and advising offices are on the fourth floor. Table 7 summarizes the square footage of HC space in the LInC.

Table 7: HC Facilities		
Type (Room Number)	Size (sq. ft)	Occupancy (per room)
Classroom (LINC 343, 345)	764/769	24
Seminars (LINC 350, 360)	420/422	16
Conference rooms (LINC 444, 446)	359/427	16
Enclosed offices (15 total):		
LINC 436	348	1
LINC 440	215	1
LINC 443A	189	2
LINC 426, 428-435, 437-439	131-138	1
Student computing/study facility and kitchenette (LINC 323,324,326,330)	2696	24 computers & 50 (est)
Student study room (LINC 342)	164	8
Office reception/wait area (LINC 443, 450)	850	2 staff
Office work room (LINC 445)	415	n/a
Office storage rooms (LINC 323A, 445A)	190/60 (est)	n/a

Preliminary utilization numbers suggest that the larger classrooms are in use for an average of 23 hours per week and the seminar-style classrooms for an average of 12.35 hours per week. In winter 2016, the student computer lab saw an average of 147 logins and 127 unique users per day, with 792 total unique users—approximately 80% of the HC student population—over the term.



# College Outcomes and Impacts

## Retention and Graduation

As the data from Institutional Research shows (Appendix C), the Honors College has a high first-year retention rate both at Oregon State (90–98% over the last ten years) and within the HC (80–96% over the last ten years). The six-year graduation rate for those who entered as first-year students is also high at OSU (81–94%), but honors degree completion is lower (35–59%). Over the last three years, the six-year honors degree completion percentage has averaged just over 55%. Transfer student statistics vary more widely due to the small size of the population. Exit interviews show that cost of HC differential tuition and the challenge of thesis completion are the most widely cited reasons for withdrawing from the HC. We are working to ameliorate the first obstacle to HC completion by expanding scholarship resources and to address the second through the newly complete thesis support structure, which includes a more detailed thesis proposal form and a full suite of thesis courses (see Table 8 for levels of student engagement in the thesis process over time).

Table 8: HC Student Engagement in the Thesis Process										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Cohort	144	148	163	182	174	245	268	290	278	345
Thesis Process Participation	75	80	84	99	90	133	158	171	211	305
% of Students Participating	52%	54%	52%	54%	52%	54%	59%	59%	76%	88%

## Assessment

The HC administers its own course evaluations (Appendix D), and the associate dean reviews those each term to ensure that courses are following appropriate practices in honors pedagogy. We also assess the HC learning outcomes annually, as described in Table 9.

Table 9: HC Learning Outcome Assessment	
<i>Learning Outcome: Engaged Inquiry</i>	
Assessment measures	Exit survey completed by HC graduating seniors supplemented by annual survey sent to all HC students. Assessments completed by participants in specific events (e.g., HC Morning of Service, Summer Read Book Clubs, and the Curious Comedy and Opera programs).

<i>Benchmarks</i>	Benchmarks have not yet been set because we are still refining our measures/methods. Once we finalize those, the HC Curriculum Committee will help set appropriate benchmarks.
<i>Assessment results (2015)</i>	Responses to the exit survey were similar to previous years on these points. The majority of students rated their achievement of the three sub-outcomes of Engaged Inquiry as "very good." In their narrative responses, students most often credited the colloquia, small class sizes, range of honors coursework, and thesis process for their development of these skills. The pilot annual survey gave similar results, with students identifying colloquia and other honors courses as most helpful in developing their "engaged inquiry" skills. In the event assessments, students reported engaging in meaningful conversations outside of their discipline and linking concepts learned in class with out-of-class learning.
<i>Learning Outcome: Scholarly Inquiry</i>	
<i>Assessment measures</i>	Student Thesis Self-Assessment Survey & Thesis Committee Survey. Completed after students have defended their theses (usually in the senior year), these surveys ask the students, faculty mentors, and committee members to assess specific skills pertaining to scholarly inquiry.
<i>Benchmarks</i>	We have set a benchmark score of 5 ("very good") on a six-point scale for both surveys on the items rating a student's ability to: <ul style="list-style-type: none"> <li>• Synthesize and/or analyze results from a significant, self-directed, and open-ended project (Item 3)</li> <li>• Write an honors thesis (Item 6)</li> <li>• Present an honors thesis (Item 7)</li> <li>• Defend an honors thesis (Item 8)</li> </ul>
<i>Assessment results (2015)</i>	Mentors and committee members continue to rank the students' abilities highly. However, relative to last year, the gap between their rankings and the students' has widened: mentors' and committee members' average responses were above the benchmarks on items 3 (5.3 and 5.4, respectively), 6 (5.3 and 5.5), 7 (5.6 and 5.6), and 8 (5.5 and 5.6), but students' average self-assessments were below the benchmark on items 3 (4.7), 6 (4.8), and 8 (4.7).

In addition to the learning outcome assessments, the HC regularly and rigorously assesses the full honors experience. We collect survey responses from students after specific events and activities (e.g., START orientation, Summer Read experience, etc.), and we evaluate elements of the honors admissions process, including essay scores by college, gender, and race and ethnicity. The annual student survey, piloted in spring 2015 with a full version in preparation for spring 2016, is designed to measure overall student satisfaction and collect student input on several key areas, including curriculum, advising, and community. The pilot survey garnered over 260 responses, or nearly 30% of the HC student population.

## Impacts

The effects of the Honors College experience are difficult to measure or summarize quantitatively. The HC has partnered with two economics faculty who specialize in education to develop a longitudinal study of the impact of the honors education; however, that study is still in the data-gathering phase. In graduate exit interviews, students often indicate that the HC had a significant impact on their undergraduate education. The elements most frequently identified as important are the dedicated faculty, small classes, sense of community, and events and activities. Below are detailed testimonials from several alumni and current students, collected as part of the HC response to a national survey:

### Jessica Blank

*Class of 2016 – Bioengineering & Medical Humanities*

The Honors College at Oregon State University has proven to be one of the best experiences of my college career. Not only has the Honors College provided me with an extensive network of professional contacts, through alumni lunches and events, but there is also a strong sense of student community united by a common interest in success. The staff and faculty within the Honors College support this culture, and they have proven time and time again that they care about both my current success and the success I seek as a future physician within the field of oncology.

One of the things I am most thankful for is the support, both financial and personal, that I received when I decided to shadow in a hospital in Iringa, Tanzania for four weeks. I was awarded the Honors Experience Scholarship to help fund my trip. The time I spent within the hospital and in the surrounding community was the most life-altering and perspective-shifting that I have ever experienced. Although I have always been medically inclined, the knowledge that I brought back sparked my desire to bring better cancer care and knowledge to those outside and within the U.S. that lack resources and funding for proper diagnosis and treatment. Soon after this experience, I was awarded another scholarship to help fund my current research into finding new drugs to target multi-drug resistant tuberculosis, an issue prevalent in Africa and Eastern Europe. All of these experiences, combined with the social and academic support from faculty and peers, have led to my overall success as a student at Oregon State University, and I am confident, will lead me to success in the future as a student of medicine and an active participant of society.

## Dr. Jeremy Cutsforth-Gregory

*Class of 2005 – HBA Spanish & International Studies/HBS Biochemistry & Biophysics*

The University Honors College defined my experience at Oregon State University, allowed me to study abroad, and prepared me for a top-tier medical school.

One of my most memorable early college experiences was Honors Writing in the basement classroom of McNary Hall [a previous honors residence hall], the professor of which later led a group of UHC students on a three-week, history- and literature-laden trek through the British Isles and France. The UHC fosters learning well beyond the classroom in many ways. Later I spent a full year as an exchange student in Ecuador. I returned fluent in Spanish, and the policy of converting a generous percentage of foreign course credits to honors credits ensured that I remained on track for graduation.

The capstone thesis project for me meant several months of exciting basic science research in the NIH-funded laboratory of Distinguished Professor of Zoology Dr. Frank Moore (an interdisciplinary relationship fostered by another honors faculty member, Dr. Kevin Ahern, who was my advisor in Biochemistry/Biophysics). My undergraduate thesis was just the first step toward a career in academic medicine and certainly gave me a leg up when applying to the country's most competitive medical schools.

Now I am Chief Resident in Neurology at the Mayo Clinic in Rochester, Minnesota, and I credit the UHC for critical thinking and leadership skills that I use every day to treat patients and lead a cohort of extremely talented colleagues.

## Dr. Erin Haynes

*Class of 2004 – HBA Anthropology*

I began my undergraduate degree at a small elite liberal arts college on the East Coast. After two years, my financial aid dried up, and I decided to transfer to Oregon State University's Honors College in my home state. It turned out to be the best decision I have ever made. At the UHC, I had the same type of small, interesting courses taught by talented professors that I had come to appreciate at my liberal arts college. Moreover, though I was essentially attending a small college, I had all of the options and resources of a large research university at my disposal. I majored in anthropology, but I took honors courses in philosophy, business administration, botany, women's studies, and

engineering; traveled to a Shakespeare festival; and studied the history of the Colombia Gorge. The UHC was truly the best of all worlds, and it cost fully 85 percent less than my private school had.

After I graduated, I went on to earn my PhD in linguistics from the University of California, Berkeley. I attribute my ability to get into the graduate school of my choice to my experiences in the UHC. As a UHC student, I had opportunities to write and publish, including an honors thesis and a journal article. I was able to form close relationships with professors, who pushed me to apply to graduate school, helped me refine my applications, and wrote reference letters. Moreover, the fact that I had these opportunities at a fraction of the cost of a private university made a huge difference in my life. Not being burdened by a huge debt load has allowed me to make career choices based almost solely on my interests. I am now doing education research in Boston, Massachusetts, work that I love.

Cassandra Loren

*Class of 2013 – HBS Bioengineering*

I could not have asked for a better undergraduate experience than the one I received while attending the Oregon State University Honors College. The Honors College at Oregon State University combines the resources and opportunities available at a large research university with the benefits of a small community composed of intelligent students, engaged faculty, and attentive advisors. Through the Honors College, I had the opportunity to interact with motivated peers on a daily basis, build strong relationships with faculty members, and take advantage of other unique opportunities. For example, during my undergraduate education I volunteered in Romania with the Honors College through Habitat for Humanity. Working alongside my classmates and members of the local community in Cluj was one of the most memorable experiences of my college career. Additionally, while completing my honors thesis I developed a passion for research. As a part of my thesis experience, I spent every summer of college performing research in various engineering labs. My research resulted in my co-authorship on four publications in peer-reviewed journals, as well as the successful defense of my thesis. As a result of these research experiences, I now plan to pursue a career in academic medicine. The opportunities provided in and out of the classroom at Oregon State University Honors College made my undergraduate experience truly exceptional.

## Samuel Settelmeyer

*Class of 2013 – HBS Physics (Physics Education)*

From my first honors class during my freshman year to a group trip to Romania four years later, the Oregon State University Honors College (UHC) has provided me with countless opportunities.

The UHC is first and foremost a tightly knit community within the 25,000 plus students at Oregon State. I am still very good friends with people I met in the honors residence hall during my freshman year. Additionally, the UHC's unique class offerings have given us opportunities to interact in class settings over the years with students of diverse majors, gathered together to take honors classes of interest.

The UHC also provided me with many professional opportunities, the two most sizable being work as a Resident Assistant in the Honors College residence hall for two years and completing an undergraduate thesis. The first provided me with many lifelong friends, as well as invaluable experience. It also allowed me to further connect with UHC students and faculty. The second opportunity exposed me to education research, which will be invaluable as a future high school teacher. This exposure will both enable me to better educate my future students and interact in the academic educational field.

The UHC additionally supported me in interning in South Africa and the Dominican Republic, employed me for a period of time, and always welcomed me into the office space to get help or just talk. The Oregon State University Honors College provided me with an amazing four years. I truly cannot image my undergraduate career without it.

HC courses also offers significant benefits to faculty. They are encouraged to pilot new pedagogical approaches in the small classes of highly engaged students, and the HC is able to support flexible course scheduling, collaborative teaching arrangements, and interdisciplinary approaches that are not available in other areas of the University. Below are three testimonials from honors faculty in different disciplines (taken from the same survey mentioned above).

## Dr. Gary Ferngren

*Professor – School of History, Philosophy, & Religion*

As a professor of classical history for more than forty years at a land grant university, I've had the opportunity to teach a wide variety of students. One of my most satisfying experiences has been to teach in

the Honors College at Oregon State. The close personal contact between professors who enjoy a reputation for innovative teaching and intellectual engagement and undergraduate students offers a small-college experience that makes Honors College classes some of the best offered on a large campus.

For many years I've taught an honors seminar every quarter. One that has enjoyed some popularity is "God, Evil, and the Problem of Pain: An Introduction to C. S. Lewis." The format is discussion-based and allows students from a variety of perspectives to engage with Lewis's ideas. I encourage the open and free discussion of controversial ideas, provided that mutual respect is given to all points of view, and treat my students as intellectual equals. The class is one of the most personally rewarding that I've offered, and its continuing attraction attests to Lewis's ability to raise questions of perennial interest to successive generations of students.

Teaching small classes leads to opportunities for mentoring honors students. It also permits me opportunities to supervise honors theses. Each year I work with students who wish to pursue topics that they have explored initially in papers they wrote for honors seminars. As I look back on my career in teaching, I value the part that I have been able to play in helping honors students formulate their own intellectual trajectory. Many of those who have gone on to pursue graduate degrees have kept in touch or become personal friends, and I continue to follow their careers with interest.

## Dr. Brady Gibbons

*Associate Professor – School of Mechanical, Industrial, & Manufacturing Engineering*

The Honors College at OSU has given me an extraordinary opportunity to teach and mentor some amazing students. I am a professor of Materials Science in the school of Mechanical, Industrial, and Manufacturing Engineering. In our experimental laboratory, I've engaged with several UHC students as their thesis mentor. My most recent mentee's thesis resulted in a United States patent application submitted in collaboration with Hewlett-Packard, as well as two presentations at the annual Semiconductor Research Corporation's TECHCON national meeting. I've also sent students off to graduate schools such as the University of Wisconsin and North Carolina State University based on the work they completed during their honors thesis. These kinds of opportunities are an excellent indicator of the quality of the Honors College experience at Oregon State University. In the classroom I have had the privilege to teach small (<15) classes of



students with a great amount of individual attention. The interactivity of classes like these significantly enhances the learning experience. We, of course, touch on the primary learning objectives, but we also dedicate class time to talk about issues that are of contemporary interest – *e.g.*, renewable energy materials, advanced materials for structures, and materials for prosthetic devices. Honors classes offer the unique opportunity to tailor the lecture material to what the students are interested in based on what they’ve learned throughout the term. It’s an incredible opportunity to really engage them and get them excited about the material. I’ve discovered that the Honors College at OSU is not only great for the students, but it’s a fantastic opportunity for the professors to work with some incredible people!

Dr. Dave Kovac

*Instructor – Honors College International Service Learning*

The Honors College International Service-Learning program, “Building Homes and Hope,” is a sequence of focused colloquia that culminates in an international service project experience. This year, we’re heading to Ethiopia to continue working on a school, work-training center, and community gathering place. It is a broad-based effort of tying theories across several disciplines to real world practices and solutions.

Partnering with established non-profit organizations that have the capacity to respond to locally-identified and locally-defined needs, we dive into information from various sources and perspectives to help us personally prepare for meaningful engagement in a community-in-need. Through research, discussion, readings, and experience we come to recognize and appreciate the contributions of thoughtful international service that can be made as individuals and as part of a team.

For myself, this is wildly exciting. We’re not tourists passively observing some artifact at a distance. We’re training to get in that game! We not only explore the act of service, but why we serve, and what might be the outcome of our efforts. Our topics and discussions mirror the wide range of academic backgrounds represented in the college, leading to some wonderfully free-wheeling exchanges of ideas, opinions, experiences, and solutions. Now take those exchanges, move them overseas, and focus them on the myriad of issues revolving around poverty and we quickly begin to experience the complex interplay of a region’s culture, politics, history, and economy in shaping the lives of those less fortunate.

For those students who wish to incorporate a global sensibility into their studies, their career, or their lifestyle choices, “Building Homes and Hope” provides an academic, experiential, intellectual, and practical means of creating thoughtful, meaningful, and impactful contributions to our global society.

In 2014, the Public University Honors website named the Oregon State University Honors College one of the eleven “Best Value-Added Honors Programs.” This recognition suggests that the HC plays a key role in recruiting and retaining high-achieving students at Oregon State. The HC furthers the university’s land grant mission of serving the state by keeping high-achieving students within Oregon for their undergraduate studies, which significantly increases the likelihood that they will remain in the state following graduation, even if they go out of state for graduate or professional school.

## Appendix A: NCHC Basic Characteristics of a Fully Developed Honors Program

Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.
2. The program has a clear mandate from the institution's administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.
3. The honors director reports to the chief academic officer of the institution.
4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.
5. The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.
6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.
7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.
8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and

mentoring for able students, and support for the mission of honors education.

9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.
10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.
11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.
12. Honors students receive honors-related academic advising from qualified faculty and/or staff.
13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.
14. The program regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's [definition of honors education](#) and modes of honors learning, and as appropriate to the institution's culture and mission.
15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.

16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.
17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

Approved by the NCHC Executive Committee on March 4, 1994; amended by the NCHC Board of Directors on November 23, 2007; further amended by the NCHC Board of Directors on February 19, 2010; further amended by the NCHC Board of Directors on June 19, 2014.

## Appendix B: NCHC Basic Characteristics of a Fully Developed Honors College

The National Collegiate Honors Council has identified these best practices that are common to successful and fully developed honors colleges.

1. An honors college incorporates the relevant characteristics of a fully developed honors program.
2. The honors college exists as an equal collegiate unit within a multi-collegiate university structure.
3. The head of the honors college is a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans if one exists. The dean has a full-time, 12-month appointment.
4. The operational and staff budgets of honors colleges provide resources at least comparable to those of other collegiate units of equivalent size.
5. The honors college exercises increased coordination and control of departmental honors where the college has emerged out of a decentralized system.
6. The honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college may be by separate application.
7. The honors college exercises considerable control over its policies, curriculum, and selection of faculty.
8. The curriculum of the honors college offers significant course opportunities across all four years of study.
9. The curriculum of the honors college constitutes at least 20% of a student's degree program. The honors college requires an honors thesis or honors capstone project.
10. Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.
11. The distinction achieved by the completion of the honors college requirements is publically announced and recorded, and methods may include announcement at commencement ceremonies, notations on the diploma and/or the student's final transcript, or other similar actions.
12. Like other colleges within the university, the honors college may be involved in alumni affairs and development and may have an external advisory board.
13. The college regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's **definition of honors education** and modes of honors learning, and as appropriate to the institution's culture and mission.

Approved by the NCHC Executive Committee on June 25, 2005, and amended by the NCHC Board of Directors on February 19, 2010, further amended by the NCHC Board of Directors on June 19, 2014.

## Appendix C: Institutional Research Data on the HC

PROFILE:

University Honors College

### *Included major codes and historical notes:*

**University Honors College students were identified as such if they had any of the following:**

Primary or Secondary College Code: 18

Primary or Secondary Major Codes: 11, 12

Primary or Secondary Degree Sought Codes: HBA, HBFA, HBS

Students with a post baccalaureate, non-degree, or graduate status are not included.

### *Associated department(s)*



**FALL ENROLLMENT AT CENSUS**

Undergraduate class standing is based on earned credit level, regardless of admit type.

<b>Class Standing/Student Level</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Freshman	98	65	66	117	88	136	146	148	128	200
Sophomore	114	119	101	135	120	150	193	214	231	213
Junior	92	126	121	120	136	128	169	220	255	218
Senior	179	150	187	192	191	201	227	255	306	360
Post baccalaureate*	0	0	0	0	0	0	0	0	0	0
<i>Non degree undergraduate**</i>	0	0	0	0	0	0	0	0	0	0
<b>Total Undergraduate</b>	<b>483</b>	<b>460</b>	<b>475</b>	<b>564</b>	<b>535</b>	<b>615</b>	<b>735</b>	<b>837</b>	<b>920</b>	<b>991</b>
Masters	0	0	0	0	0	0	0	0	0	0
Doctoral/1st Professional	0	0	0	0	0	0	0	0	0	0
<i>Non degree graduate**</i>	0	0	0	0	0	0	0	0	0	0
<b>Total Graduate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\*includes students enrolled at graduate level in other programs, but seeking undergraduate degree in this program; \*\* includes INTO Pathways

<b>Total Enrollment</b>	<b>483</b>	<b>460</b>	<b>475</b>	<b>564</b>	<b>535</b>	<b>615</b>	<b>735</b>	<b>837</b>	<b>920</b>	<b>991</b>
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**% Undergraduate**

Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Degree seeking	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

<b>Student Primary Campus</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Corvallis	481	458	473	561	535	615	735	835	917	991
Cascades	2	1	1	1	0	0	0	2	2	0
Ecampus	0	1	1	2	0	0	0	0	1	0
Other/University Partner	0	0	0	0	0	0	0	0	0	0

<b>% Female</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Undergraduate	53%	56%	55%	57%	56%	54%	53%	51%	52%	51%
Graduate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Total</b>	<b>53%</b>	<b>56%</b>	<b>55%</b>	<b>57%</b>	<b>56%</b>	<b>54%</b>	<b>53%</b>	<b>51%</b>	<b>52%</b>	<b>51%</b>

<b>% Age 25 and older</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Undergraduate	1%	2%	2%	4%	3%	2%	2%	2%	2%	1%
Graduate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total	1%	2%	2%	4%	3%	2%	2%	2%	2%	1%

<b>Ethnic/International</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Undergraduate</b>										
American Indian/Alaskan Native	2	2	2	4	4	3	3	3	2	1
Asian/Pacific Islander	52	55	59	75	71	79	93	97	105	126
Black	0	2	1	1	0	2	2	4	7	8
Hispanic	7	11	13	26	23	28	28	31	38	49
Two or More Races	0	0	1	1	1	11	19	28	52	65
White	385	348	354	392	381	435	542	632	679	718
Declined to Respond/Missing	32	40	43	54	44	44	39	30	23	14
International	5	2	2	11	11	13	9	12	14	10
<b>% Minority</b>	<b>13%</b>	<b>15%</b>	<b>16%</b>	<b>19%</b>	<b>19%</b>	<b>20%</b>	<b>20%</b>	<b>19%</b>	<b>22%</b>	<b>25%</b>
<b>% URM</b>	<b>2%</b>	<b>3%</b>	<b>3%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>	<b>4%</b>	<b>5%</b>	<b>5%</b>	<b>6%</b>
<b>% International</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>	<b>1%</b>

<b>Graduate</b>										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0
Two or More Races	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0	0	0
Declined to Respond/Missing	0	0	0	0	0	0	0	0	0	0
International	0	0	0	0	0	0	0	0	0	0
<b>% Minority</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>% URM</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>% International</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

Degree Sought*	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Undergraduate</b>										
Bachelor of Arts	8	1	1	12	1	2	1	0	4	1
Honors Bachelor of Arts	59	67	80	80	90	91	87	103	84	80
Bachelor of Fine Arts (inc. HBFA)	3	4	3	5	4	3	2	3	4	3
Bachelor of Science	47	10	15	59	3	3	5	1	22	2
Honors Bachelor of Science	436	444	451	490	526	593	717	827	878	970
<b>Graduate</b>										
Master of Arts	0	0	0	0	0	0	0	0	0	0
Master of Science	0	0	0	0	0	0	0	0	0	0
Master Other (MPP,MPH,MNR,etc)	0	0	0	0	0	0	0	0	0	0
Doctoral (PHD,EDD)	0	0	0	0	0	0	0	0	0	0
Professional (DVM,PHARM D)	0	0	0	0	0	0	0	0	0	0

\* Duplicated counts for multiple majors

Oregon Fee Resident	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>Undergraduate</b>										
Resident	454	425	433	497	468	522	613	685	771	848
Non Resident	29	35	42	67	67	93	122	152	149	143
% Resident	94%	92%	91%	88%	87%	85%	83%	82%	84%	86%
<b>Graduate</b>										
Resident	0	0	0	0	0	0	0	0	0	0
Non Resident	0	0	0	0	0	0	0	0	0	0
% Resident	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

## EDUCATIONAL OUTCOMES

All gradable courses taken by program majors; summer to spring term

Academic Year Grade Point Average	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Freshman first-time enrolls	3.64	3.71	3.73	3.72	3.72	3.68	3.69	3.72	3.74	3.69
Transfer first-time enrolls	3.11	3.67	3.36	3.71	3.62	3.48	3.38	3.47	3.61	3.76
All enrolled undergraduates	3.65	3.63	3.64	3.64	3.64	3.66	3.62	3.63	3.63	3.62

Retained to second fall term or graduated before second fall term

1 Year Retention/Graduation Rate	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Entering fall cohort term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013

### First Time Freshmen

Cohort size	107	89	62	85	140	116	180	191	212	217
% Retained/graduated 1 year	94%	94%	92%	95%	90%	97%	97%	98%	95%	97%
Within college	93%	80%	89%	93%	88%	95%	96%	95%	87%	94%

### Transfer Students

Cohort size	8	7	8	9	18	9	11	9	16	27
% Retained/graduated 1 year	88%	86%	100%	100%	100%	100%	64%	78%	88%	93%
Within college	88%	57%	100%	100%	89%	89%	55%	56%	69%	78%

### Masters

Cohort size	0	0	0	0	0	0	0	0	0	0
% Retained/graduated 1 year	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

### Doctoral

Cohort size	0	0	0	0	0	0	0	0	0	0
% Retained/graduated 1 year	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Retained to third fall term or graduated before third fall term

<b>2 Year Retention/Graduation Rate</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Entering fall cohort term	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012

#### **First Time Freshmen**

Cohort size	116	107	89	62	85	140	116	180	191	212
<b>% Retained/graduated 2 year</b>	84%	92%	92%	89%	94%	82%	96%	94%	95%	92%

#### **Transfer Students**

Cohort size	4	8	7	8	9	18	9	11	9	16
<b>% Retained/graduated 2 year</b>	50%	88%	71%	88%	100%	89%	100%	73%	78%	81%

#### **Masters**

Cohort size	0	0	0	0	0	0	0	0	0	0
<b>% Retained/graduated 2 year</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

#### **Doctoral**

Cohort size	0	0	0	0	0	0	0	0	0	0
<b>% Retained/graduated 2 year</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

<b>Graduation Rate</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
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#### **First Time Freshmen 6 year rate**

Entering fall cohort term	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Cohort size	137	133	93	103	116	107	89	62	85	140
<b>% graduated within 6 years</b>	92%	81%	88%	88%	83%	87%	82%	85%	94%	83%
Within college	40%	35%	54%	52%	47%	58%	48%	55%	59%	53%

#### **Transfer Students 6 year rate**

Entering fall cohort term	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Cohort size	10	14	7	5	4	8	7	8	9	18
<b>% graduated within 6 years</b>	80%	79%	100%	40%	75%	88%	86%	100%	89%	83%
Within college	50%	21%	86%	20%	75%	13%	43%	38%	44%	61%

<b>Graduation Rate</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Masters 4 year rate</b>										
Entering fall cohort term	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Cohort size	0	0	0	0	0	0	0	0	0	0
% graduated within 4 years	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Doctoral 8 year rate</b>										
Entering fall cohort term	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Cohort size	0	0	0	0	0	0	0	0	0	0
% graduated within 8 years	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Academic year summer to spring</b>										
<b>Degrees Conferred</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Bachelor</b>										
Bachelor of Arts	0	0	0	0	0	0	0	0	0	0
Honors Bachelor of Arts	13	19	19	16	17	23	15	16	23	29
Bachelor of Fine Arts	1	1	0	1	1	1	1	0	0	1
Bachelor of Science	0	0	0	0	0	0	0	0	0	0
Honors Bachelor of Science	74	63	68	89	87	61	89	78	140	144
<b>Total Bachelor</b>	<b>88</b>	<b>83</b>	<b>87</b>	<b>106</b>	<b>105</b>	<b>85</b>	<b>105</b>	<b>94</b>	<b>163</b>	<b>174</b>
<b>Master</b>										
Master of Arts	0	0	0	0	0	0	0	0	0	0
Master of Science	0	0	0	0	0	0	0	0	0	0
Other (MPP, MAg, Med)	0	0	0	0	0	0	0	0	0	0
<b>Total Master</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Doctorate</b>										
Doctoral(PhD, EdD)	0	0	0	0	0	0	0	0	0	0
Professional(DVM, D PHARM)	0	0	0	0	0	0	0	0	0	0
<b>Total Doctorate</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Degrees Awarded</b>	<b>88</b>	<b>83</b>	<b>87</b>	<b>106</b>	<b>105</b>	<b>85</b>	<b>105</b>	<b>94</b>	<b>163</b>	<b>174</b>

**Academic year summer to spring**

<b>Median Time-to-degree</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Bachelor</b>										
All Bachelor's degrees	4.00	4.00	4.00	4.25	4.00	4.00	4.00	4.13	4.00	4.00
Began as first-time freshman	4.00	4.00	4.00	4.25	4.00	4.00	4.00	4.50	4.00	4.00
Began as transfer	3.00	3.00	2.75	3.75	3.00	3.25	4.00	3.00	3.50	3.00
Began as post-baccalaureate	-	-	-	-	-	-	-	-	-	-
<b>Master</b>										
Master of Arts	-	-	-	-	-	-	-	-	-	-
Master of Science	-	-	-	-	-	-	-	-	-	-
Other (MPP, MAg, Med)	-	-	-	-	-	-	-	-	-	-
<b>Doctorate</b>										
Doctoral(PhD, EdD)	-	-	-	-	-	-	-	-	-	-
Professional (DVM, D PHARM)	-	-	-	-	-	-	-	-	-	-

**Academic year summer to spring**

<b>Median OSU credits at graduation</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Bachelor</b>										
All Bachelor's degrees	197	197	198	197	194	192	197	193	191	196
Began as first-time freshman	197	199	198	198	196	195	197	195	194	197
Began as transfer	139	132	139	163	138	131	192	157	136	121
Began as post-baccalaureate	-	-	-	-	-	-	-	-	-	-
<b>Master</b>										
Master of Arts	-	-	-	-	-	-	-	-	-	-
Master of Science	-	-	-	-	-	-	-	-	-	-
Other (MPP, MAg, Med)	-	-	-	-	-	-	-	-	-	-
<b>Doctorate</b>										
Doctoral(PhD, EdD)	-	-	-	-	-	-	-	-	-	-
Professional (DVM, D PHARM)	-	-	-	-	-	-	-	-	-	-



## University Honors College Additional Data

### Success Statistics: Scholars

#### Academic Year Grade Point Average (All gradable courses taken by program majors; summer to spring term)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Freshman first-time enrolls	3.64	3.74	3.73	3.72	3.72	3.68	3.70	3.72	3.73	3.69
Transfer first-time enrolls	3.30	3.95	-	4.00	4.00	3.83	3.44	-	3.38	3.84
All enrolled undergraduates	3.65	3.63	3.66	3.66	3.68	3.67	3.63	3.64	3.63	3.62

#### 1 Year Retention/Graduation Rate (Retained to second fall term or graduated before second fall term)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Entering fall cohort term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013

#### First Time Freshmen

Cohort size	105	89	60	83	113	112	174	186	209	201
% Retained/graduated 1 year	95%	94%	92%	96%	89%	96%	98%	98%	95%	97%
Within college	93%	80%	88%	94%	87%	95%	96%	95%	87%	94%

#### Transfer Students

Cohort size	1	2	1	1	1	1	2	2	0	3
% Retained/graduated 1 year	0%	100%	100%	100%	100%	100%	100%	50%	0%	100%
Within college	0%	100%	100%	100%	0%	100%	100%	50%	0%	100%

#### 2 Year Retention/Graduation Rate (Retained to third fall term or graduated before third fall term)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Entering fall cohort term	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012

#### First Time Freshmen

Cohort size	115	105	89	60	83	113	112	174	186	209
% Retained/graduated 2 year	84%	92%	92%	88%	94%	85%	96%	95%	95%	92%

#### Transfer Students

Cohort size	0	1	2	1	1	1	1	2	2	0
% Retained/graduated 2 year	0%	0%	100%	100%	100%	100%	100%	100%	50%	0%

## University Honors College Additional Data

### Success Statistics: Scholars

#### Graduation Rate

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>First Time Freshmen 6 year rate</b>										
Entering fall cohort term	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Cohort size	132	132	90	98	115	105	89	60	83	113
% graduated within 6 years	92%	81%	88%	88%	83%	88%	82%	85%	94%	86%
Within college	39%	35%	52%	52%	47%	58%	48%	55%	58%	59%

#### Transfer Students 6 year rate

Entering fall cohort term	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Cohort size	6	1	2	0	0	1	2	1	1	1
% graduated within 6 years	83%	100%	100%	0%	0%	0%	100%	100%	100%	100%
Within college	33%	0%	100%	0%	0%	0%	100%	100%	100%	0%

#### Degrees Conferred (Academic year summer to spring)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Bachelor</b>										
Honors Bachelor of Arts	8	14	18	11	11	15	10	8	14	24
Honors Bachelor of Fine Arts	0	1	0	1	1	1	0	0	0	1
Honors Bachelor of Science	60	49	56	71	58	44	67	55	107	118
<b>Total Bachelor</b>	<b>68</b>	<b>64</b>	<b>74</b>	<b>83</b>	<b>70</b>	<b>60</b>	<b>77</b>	<b>63</b>	<b>121</b>	<b>143</b>

#### Median Time-to-degree (Academic year summer to spring)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Bachelor</b>										
All Bachelor's degrees	4.00	4.00	4.00	4.25	4.00	4.25	4.00	4.75	4.00	4.00
Began as first-time freshman	4.00	4.00	4.00	4.25	4.00	4.25	4.00	4.88	4.00	4.00
Began as transfer	4.75	-	-	4.25	5.25	4.00	15.50	3.00	-	4.00
Began as post-baccalaureate	-	-	-	-	-	-	-	-	-	-

## University Honors College Additional Data

### Success Statistics: Scholars

**Median OSU credits at graduation** (Academic year summer to spring)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Bachelor</b>										
All Bachelor's degrees	195	202	203	197	198	196	196	195	194	197
Began as first-time freshman	195	202	203	198	198	196	197	196	194	197
Began as transfer	184	-	-	190	141	121	192	159	-	198
Began as post-baccalaureate	-	-	-	-	-	-	-	-	-	-

## University Honors College Additional Data

### Success Statistics: Associates

#### Academic Year Grade Point Average (All gradable courses taken by program majors; summer to spring term)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Freshman first-time enrolls	-	2.93	3.97	3.74	3.87	3.73	3.66	3.82	3.83	3.75
Transfer first-time enrolls	3.04	3.63	3.36	3.69	3.57	3.39	3.36	3.47	3.64	3.71
All enrolled undergraduates	3.65	3.62	3.57	3.60	3.52	3.63	3.60	3.61	3.67	3.62

#### 1 Year Retention/Graduation Rate (Retained to second fall term or graduated before second fall term)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Entering fall cohort term	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>First Time Freshmen</b>										
Cohort size	2	0	2	2	27	4	6	5	3	16
% Retained/graduated 1 year	50%	0%	100%	50%	93%	100%	83%	100%	100%	100%
Within college	50%	0%	100%	50%	93%	100%	83%	100%	100%	100%

#### Transfer Students

Cohort size	7	5	7	8	17	8	9	7	16	24
% Retained/graduated 1 year	100%	80%	100%	100%	100%	100%	56%	86%	88%	92%
Within college	100%	40%	100%	100%	94%	88%	44%	57%	69%	75%

#### 2 Year Retention/Graduation Rate (Retained to third fall term or graduated before third fall term)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Entering fall cohort term	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>First Time Freshmen</b>										
Cohort size	1	2	0	2	2	27	4	6	5	3
% Retained/graduated 2 year	100%	50%	0%	100%	100%	70%	100%	67%	100%	67%
<b>Transfer Students</b>										
Cohort size	4	7	5	7	8	17	8	9	7	16
% Retained/graduated 2 year	50%	100%	60%	86%	100%	88%	100%	67%	86%	81%

## University Honors College Additional Data

### Success Statistics: Associates

#### Graduation Rate

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
<b>First Time Freshmen 6 year rate</b>										
Entering fall cohort term	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Cohort size	5	1	3	5	1	2	0	2	2	27
<b>% graduated within 6 years</b>	100%	100%	100%	100%	100%	50%	0%	100%	100%	70%
Within college	80%	100%	100%	60%	100%	50%	0%	50%	100%	26%

#### Transfer Students 6 year rate

Entering fall cohort term	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Cohort size	4	13	5	5	4	7	5	7	8	17
<b>% graduated within 6 years</b>	75%	77%	100%	40%	75%	100%	80%	100%	88%	82%
Within college	75%	23%	80%	20%	75%	14%	20%	29%	38%	65%

#### Degrees Conferred (Academic year summer to spring)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Bachelor</b>										
Honors Bachelor of Arts	5	5	1	5	6	8	5	8	9	5
Honors Bachelor of Fine Arts	1	0	0	0	0	0	1	0	0	0
Honors Bachelor of Science	14	14	12	18	29	17	22	23	33	26
<b>Total Bachelor</b>	<b>20</b>	<b>19</b>	<b>13</b>	<b>23</b>	<b>35</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>42</b>	<b>31</b>

#### Median Time-to-degree (Academic year summer to spring)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Bachelor</b>										
All Bachelor's degrees	4.00	4.00	4.00	4.00	4.00	4.00	4.38	4.00	4.00	4.00
Began as first-time freshman	4.00	4.50	4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.25
Began as transfer	3.00	3.00	2.75	2.38	3.00	3.00	4.00	3.00	3.50	3.00
Began as post-baccalaureate	-	-	-	-	-	-	-	-	-	-

## University Honors College Additional Data

### Success Statistics: Associates

**Median OSU credits at graduation** (Academic year summer to spring)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Bachelor</b>										
All Bachelor's degrees	202	186	177	197	178	185	205	187	184	180
Began as first-time freshman	202	197	179	205	185	189	218	188	194	191
Began as transfer	133	132	139	99	135	136	179	151	136	121
Began as post-baccalaureate	-	-	-	-	-	-	-	-	-	-

**University Honors College Additional Data**  
**Degrees Conferred for students who withdrew from UHC**

**Degrees Conferred (Academic year summer to spring)**

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Bachelor of Arts	10	11	7	4	6	4	6	7	8	12
Bachelor of Fine Arts	1	0	0	0	4	0	1	0	1	2
Bachelor of Science	51	40	42	68	48	60	82	77	65	86
Total Bachelor	62	51	49	72	58	64	89	84	74	100



Oregon State University  
Student Evaluation  
Honors College

Honors College Self-Study Report 50

Oregon State University  
Student Evaluation  
Honors College

<b>Please provide additional comments, as appropriate, in the space below each item.</b>		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Unable to Rate
5	My level of interest in the material studied in this course was high.	1	2	3	4	5	
6	Student interaction and participation were encouraged in this course.	1	2	3	4	5	
7	I would recommend that other students take this course with this professor.	1	2	3	4	5	
8	The number of hours needed to prepare properly for this course was appropriate.	1	2	3	4	5	
9	The grading procedures were adequately explained.	1	2	3	4	5	
10	The grading procedures were applied fairly.	1	2	3	4	5	
11	On the whole, and in comparison with other OSU courses, this was a valuable course, worthy of Honors credit.	1	2	3	4	5	
12	The professor was dedicated to teaching and Honors-level learning.	1	2	3	4	5	
13	I would recommend that this professor teach this course again for Honors.	1	2	3	4	5	

**Please complete Questions 1-12 of the Oregon State University Student Evaluation of Teaching**

## Appendix E: HC Admissions Data

Statistics on HC Applicants											
Year	Apps	% Male	% Female	% Citizen	% Non-Citizen	% Resident	% Non-Resident	Avg Incoming GPA	Avg OSU GPA	Avg SAT scores	Avg ACT Scores
2004	471	43.31%	56.26%	100.00%	0.00%	41.40%	58.60%	3.867	3.721		28.129
2005	453	42.38%	57.62%	100.00%	0.00%	87.86%	12.14%	3.865	3.604	2000	27.265
2006	449	42.32%	57.46%	100.00%	0.00%	83.74%	16.26%	3.876	3.673	1944	27.938
2007	477	46.33%	53.25%	100.00%	0.00%	82.81%	17.19%	3.879	3.625	1905	28.626
2008	535	46.17%	53.83%	99.44%	0.56%	77.57%	22.43%	3.865	3.666	1901	28.507
2009	552	44.93%	54.71%	99.46%	0.54%	13.95%	86.05%	3.857	3.723	1933	29.07
2010	719	45.90%	53.96%	98.61%	1.39%	44.37%	55.63%	3.846	3.73	1918	29.167
2011	706	48.73%	51.27%	98.44%	1.56%	47.88%	52.12%	3.832	3.633	1951	29.569
2012	1006	47.61%	52.39%	98.41%	1.59%	49.20%	50.80%	3.842	3.659	1941	29.29
2013	2066	46.18%	53.73%	99.03%	0.97%	38.92%	61.08%	3.792	3.652	1905	29.256
2014	1669	48.47%	51.41%	98.98%	1.02%	56.32%	43.68%	3.829	3.82	1929	29.299

Statistics on HC Admits												
Year	Apps	Admits	% Male	% Female	% Citizen	% Non-Citizen	% Resident	% Non-Resident	Avg Incoming GPA	Avg OSU GPA	Avg SAT scores	Avg ACT Scores
2004	471	296	41.22%	58.11%	100.00%	0.00%	40.88%	59.12%	3.97	3.8		30
2005	453	273	41.39%	58.61%	100.00%	0.00%	88.64%	11.36%	3.99	3.88		29
2006	449	303	40.92%	58.75%	100.00%	0.00%	82.18%	17.82%	3.99	3.73	2020	30
2007	477	307	43.65%	56.03%	100.00%	0.00%	81.43%	18.57%	3.99	3.75	1996	30
2008	535	321	47.04%	52.96%	99.38%	0.62%	77.57%	22.43%	3.98	3.81	2017	30
2009	552	322	43.79%	55.59%	99.07%	0.93%	15.22%	84.78%	3.95	3.86	2018	30
2010	719	437	45.31%	54.69%	99.08%	0.92%	44.62%	55.38%	3.93	3.87	1996	30
2011	706	487	47.84%	52.16%	98.56%	1.44%	49.90%	50.10%	3.93	3.85	2007	30
2012	1006	541	46.40%	53.60%	98.71%	1.29%	50.46%	49.54%	3.95	3.86	2027	31
2013	2066	660	42.12%	57.88%	98.79%	1.21%	43.03%	56.97%	3.96	3.86	2047	31
2014	1669	763	42.86%	57.14%	99.34%	0.66%	62.78%	37.22%	3.94	3.85	2032	31

HC Applicants: Race and Ethnicity											
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Applicants	471	453	449	477	535	552	719	706	1006	2066	1669
-	2	10	9	7	23	49	113	88	73	260	49
Alaskan Native	0	0	0	0	0	0	1	0	0	0	0
American Indian/Alaskan Native	2	4	0	1	1	0	2	5	2	9	9
Asian, Asian American	36	31	18	13	17	17	65	87	138	236	227
Asian - Asian Indian	0	1	5	6	5	9	1	1	0	0	0
Asian - Cambodian (Kampuchean)	0	0	1	1	1	0	1	0	0	0	0
Asian - Chinese	9	7	21	10	19	19	4	0	1	0	0
Asian - Filipino	1	1	0	1	1	6	3	1	0	0	0
Asian - Hmong	0	0	0	1	1	1	0	0	1	0	0
Asian - Indonesian	0	0	0	0	0	1	0	0	0	0	0
Asian - Japanese	2	2	2	8	8	4	1	1	0	0	0
Asian - Korean	1	2	5	13	12	0	2	0	0	0	0
Asian - Other	1	0	2	2	3	6	2	0	0	0	0
Asian - Pakistani	0	0	1	1	0	1	0	0	0	0	0
Asian - Thai	1	2	0	0	2	0	0	0	0	0	0
Asian - Vietnamese	1	3	5	2	8	7	2	0	0	0	0
Black, African Am,Non-Hispanic	2	2	2	5	3	1	4	7	7	14	18
Declined to Respond	22	18	45	48	32	9	24	13	12	32	15
Hispanic, H. American, Latino	8	7	8	6	3	0	11	16	17	34	10
Hispanic - Argentinean	0	1	0	0	2	0	0	0	1	4	7
Hispanic - Chicano	0	0	0	0	0	0	0	0	0	1	2
Hispanic - Colombian	0	0	0	1	0	0	0	1	1	0	3
Hispanic - Costa Rican	0	0	0	0	1	0	0	0	0	2	2
Hispanic - Cuban	0	0	0	0	0	0	0	0	1	4	5
Hispanic - Dominican	0	0	0	0	1	0	0	0	0	0	0

HC Applicants: Race and Ethnicity											
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Hispanic - Ecuadoran	0	0	0	0	0	0	0	0	0	0	2
Hispanic - Mexican	0	0	1	0	3	3	3	2	4	15	29
Hispanic - Mexican American	3	2	4	14	11	2	4	5	8	31	41
Hispanic - Other	0	0	1	0	2	0	0	0	2	4	1
Hispanic - Other Central Amer	0	0	0	0	2	1	0	0	2	6	7
Hispanic - Other South Americ	0	0	0	1	1	1	2	0	0	7	6
Hispanic - Puerto Rican	0	1	0	2	1	0	3	0	0	6	8
Hispanic - Spanish	0	0	0	0	3	0	2	1	3	14	12
Indian - Cherokee	0	1	0	1	1	1	0	0	0	0	0
Indian - Other	0	1	1	1	1	1	1	2	0	0	0
Indian - Umatilla	0	1	0	0	0	0	0	0	0	0	0
Indian - Wasco/Warm Springs	0	0	0	1	0	0	0	0	0	0	0
Indian - Yakama	0	0	0	0	1	0	0	0	0	0	0
Middle Eastern	0	0	1	0	1	1	1	1	0	0	0
Middle Eastern - Armenian	0	0	0	1	0	0	0	0	0	0	0
Middle Eastern - Azerbaijani	0	0	0	0	0	0	1	0	0	0	0
Middle Eastern - Iranian	0	0	0	1	0	0	0	0	0	0	0
Middle Eastern - Iraqi	1	0	0	0	0	0	0	0	0	0	0
Middle Eastern - Jordanian	0	0	1	0	0	0	2	0	0	0	0
Middle Eastern - Lebanese	0	0	0	0	0	0	1	0	0	0	0
Middle Eastern - Palestinian	0	0	1	0	1	0	0	0	0	0	0
Middle Eastern - Saudi	0	0	0	0	0	1	0	0	0	0	0
Middle Eastern - Syrian	0	0	0	0	0	1	0	0	0	0	0
Multiple Ethnics	0	0	1	2	2	0	2	4	16	28	44
North African	0	0	0	0	0	0	0	1	0	0	1
North African - Egyptian	1	0	0	0	0	0	0	0	0	0	0
North African - Moroccan	0	0	0	0	0	0	0	1	0	0	0

HC Applicants: Race and Ethnicity											
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Not Applicable	0	0	1	3	2	0	1	2	3	5	2
Other, None of the above	9	8	1	2	1	1	12	10	16	61	60
Pacific Islander, PI American	2	4	3	1	0	0	1	0	1	0	0
Pacific Islander - Guamanian	0	0	0	0	1	0	0	0	0	0	0
Pacific Islander - Hawaiian	0	1	1	1	0	0	0	0	0	0	0
Pacific Islander - Other	0	1	1	0	0	0	0	0	0	0	0
Pacific Islander - Samoan	0	1	0	0	0	0	0	0	0	0	0
Pacific Islander - Tongan	0	0	0	1	0	0	0	0	0	0	0
White, Euro Amer, Non-Hispanic	367	341	307	319	358	409	447	457	697	1293	1109

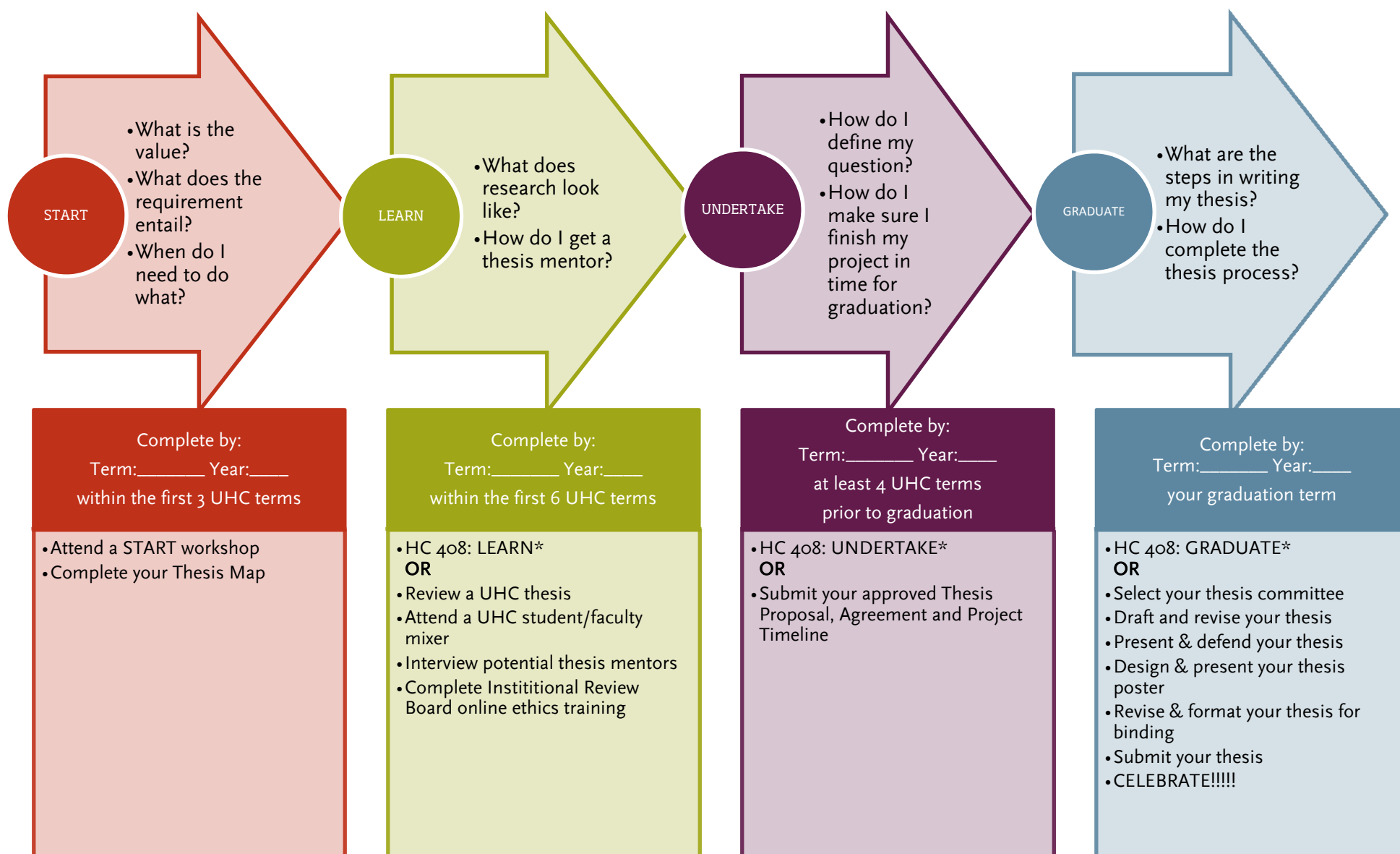


HC Admitted Students: Race and Ethnicity											
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total Applicants	471	453	449	477	535	552	719	706	1006	2066	1669
Total Admits	296	273	303	307	321	322	437	487	541	660	763
-	2	4	4	3	11	33	60	57	36	54	13
Alaskan Native	0	0	0	0	0	0	1	0	0	0	0
American Indian/Alaskan Native	1	2	0	0	1	0	2	4	1	4	5
Asian, Asian American	26	23	13	9	12	12	45	63	74	98	116
Asian - Asian Indian	0	0	4	6	4	5	0	0	0	0	0
Asian - Cambodian (Kampuchean)	0	0	0	1	0	0	0	0	0	0	0
Asian - Chinese	6	3	14	8	16	14	3	0	1	0	0
Asian - Filipino	0	1	0	1	0	2	2	1	0	0	0
Asian - Hmong	0	0	0	1	1	0	0	0	1	0	0
Asian - Indonesian	0	0	0	0	0	1	0	0	0	0	0
Asian - Japanese	2	2	2	2	4	2	1	1	0	0	0
Asian - Korean	1	0	3	9	7	0	1	0	0	0	0
Asian - Other	0	0	2	2	2	5	1	0	0	0	0
Asian - Pakistani	0	0	1	1	0	1	0	0	0	0	0
Asian - Thai	1	1	0	0	2	0	0	0	0	0	0
Asian - Vietnamese	0	2	3	1	5	6	1	0	0	0	0
Black, African Am, Non-Hispanic	0	1	2	3	1	0	4	5	5	6	11
Declined to Respond	12	10	34	30	22	4	14	10	6	9	7
Hispanic, H. American, Latino	5	6	4	5	1	0	8	12	8	11	5
Hispanic - Argentinean	0	1	0	0	0	0	0	0	0	2	4
Hispanic - Chicano	0	0	0	0	0	0	0	0	0	0	2
Hispanic - Colombian	0	0	0	1	0	0	0	1	0	0	0
Hispanic - Costa Rican	0	0	0	0	1	0	0	0	0	0	1
Hispanic - Cuban	0	0	0	0	0	0	0	0	1	1	4

HC Admitted Students: Race and Ethnicity											
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Hispanic - Dominican	0	0	0	0	1	0	0	0	0	0	0
Hispanic - Ecuadoran	0	0	0	0	0	0	0	0	0	0	1
Hispanic - Mexican	0	0	1	0	1	2	2	2	2	0	15
Hispanic - Mexican American	3	0	3	6	7	1	4	3	1	7	22
Hispanic - Other	0	0	1	0	1	0	0	0	1	0	0
Hispanic - Other Central Amer	0	0	0	0	1	1	0	0	2	1	0
Hispanic - Other South Americ	0	0	0	1	0	1	1	0	0	3	4
Hispanic - Puerto Rican	0	0	0	1	1	0	2	0	0	2	4
Hispanic - Spanish	0	0	0	0	3	0	2	0	3	3	8
Indian - Cherokee	0	0	0	0	1	1	0	0	0	0	0
Indian - Other	0	0	1	0	1	0	0	1	0	0	0
Indian - Yakama	0	0	0	0	1	0	0	0	0	0	0
Middle Eastern	0	0	1	0	1	1	0	1	0	0	0
Middle Eastern - Azerbaijani	0	0	0	0	0	0	1	0	0	0	0
Middle Eastern - Iranian	0	0	0	1	0	0	0	0	0	0	0
Middle Eastern - Iraqi	1	0	0	0	0	0	0	0	0	0	0
Middle Eastern - Palestinian	0	0	1	0	0	0	0	0	0	0	0
Multiple Ethnics	0	0	1	2	2	0	2	3	9	12	25
North African	0	0	0	0	0	0	0	0	0	0	1
North African - Egyptian	1	0	0	0	0	0	0	0	0	0	0
Not Applicable	0	0	1	2	2	0	0	2	2	1	1
Other, None of the above	5	4	1	2	1	0	8	8	11	29	32
Pacific Islander, PI American	1	3	3	0	0	0	0	0	0	0	0
Pacific Islander - Hawaiian	0	0	1	1	0	0	0	0	0	0	0
Pacific Islander - Samoan	0	1	0	0	0	0	0	0	0	0	0
Pacific Islander - Tongan	0	0	0	1	0	0	0	0	0	0	0
White, Euro Amer, Non-Hispanic	229	209	202	207	207	230	272	313	377	417	482



# Thesis Map



Submit your individualized Thesis Map at: [honors.oregonstate.edu/START](https://honors.oregonstate.edu/START) |

\* See reverse side for HC 408 course descriptions

# Thesis Courses

The UHC Thesis course curriculum is strongly recommended and can greatly impact the success of your thesis. Students who take HC 408 Thesis: LEARN, UNDERTAKE, and/or GRADUATE will have the guidance and expertise of course instructors to complete the required tasks. Any or all of the three HC 408 Thesis courses will count towards fulfilling your UHC thesis curriculum requirements. If you elect not to take these credit-bearing courses, you will rely on the information found in the TheSIS Guide, your mentor, and your UHC academic advisor to complete the required tasks.

## HC 408 Thesis: LEARN

- This course will guide you through the second stage of the Thesis Success in Stages (TheSIS) process, LEARN. In Thesis: LEARN, you will lay the groundwork for a successful thesis experience. You will focus on the value of the thesis, what it takes to successfully complete a thesis (e.g. identify a mentor, identify a topic, level of effort required, etc.), and you'll hear from students and faculty with experience in the thesis process. Thesis: LEARN will assist you in completing four tasks: 1) analyzing a completed thesis, 2) meeting with faculty to learn about research opportunities 3) interviewing faculty as potential mentors, and 4) completing online research ethics training. This class meets three times throughout the term.
- Prerequisite: TheSIS: START
- Graded: P/N
- Credits: 1 - Thesis/Research/Project

## HC 408 Thesis: UNDERTAKE

- This course will guide you through the third stage of the Thesis Success in Stages (TheSIS) process, UNDERTAKE. During Thesis: UNDERTAKE, you will select a thesis mentor, create a thesis statement, write a thesis proposal, and begin to develop a research plan. The course will require you to turn in a completed Thesis Proposal, Agreement & Timeline, signed by a thesis mentor, by the end of the term. This course meets twice throughout the term.
- Prerequisites: TheSIS: START and LEARN
- Graded: P/N
- Credits: 1 Thesis/Research/Project

## HC 408 Thesis: GRADUATE

- This course will guide you through the final stage of the Thesis Success in Stages (TheSIS) process, GRADUATE. In Thesis: GRADUATE, you will focus on drafting and revising the thesis, designing a successful poster, and preparing for the thesis defense. This course meets just three times throughout the term.
- Prerequisites: TheSIS: START, LEARN, and UNDERTAKE
- Graded: P/N
- Credits: 1 - Thesis/Research/Project

## Appendix G: HC 408 Thesis Learn Syllabus

### HC 408 Thesis: Learn Syllabus Spring 2016

**Thesis: Learn** is the second of four stages in **Thesis Success In Stages: TheSIS**. Completion of the first module of TheSIS, START, is required to receive credit for HC 408. Thesis: Learn will help you build a strong foundation for a successful thesis project. The module that follows this one, Thesis: UNDERTAKE, involves using this foundation to develop a project, select a thesis mentor, and complete a thesis proposal, agreement and timeline. The final module, Thesis: GRADUATE, takes you through the steps of completing your thesis project, including writing the thesis, presenting it to your thesis committee at a thesis defense, and displaying your work to the public at the Thesis Poster Fair.

#### Instructors:

Indira Rajagopal ([rajagopi@oregonstate.edu](mailto:rajagopi@oregonstate.edu))

LeeAnn Baker ([leeann.baker@oregonstate.edu](mailto:leeann.baker@oregonstate.edu))

Madison Olson ([olsonmad@oregonstate.edu](mailto:olsonmad@oregonstate.edu))

#### Teaching Assistant:

Lexi Welch ([welchlex@oregonstate.edu](mailto:welchlex@oregonstate.edu))

Tuesdays 1700-1850, KIDD 350, **April 12, April 26, & May 17**

1 Credit, CRN 54833, Graded P/N

Attendance and participation at all class meetings is required. A passing grade is earned by participating in class and completing out-of-class assignments as outlined. In the event that late work is received, an additional value-added assignment will be assigned.

Because of the nature of our class meetings we request that the classroom be a technology free space. Please refrain from using laptops, tablets, smartphones, and other electronic devices during class time to respect the instructors, panel guests, and your peers.

#### Learning Outcomes:

By participating in this class, you will:

1. Understand what is involved in identifying a thesis topic.
2. Understand what is involved in identifying a thesis advisor/mentor.
3. Learn about the specific requirements for completing a thesis.
4. Gain familiarity with tools and resources available to help in completing the thesis.

### **First Class Session Agenda (April 12th)**

- 1) Introductions and syllabus review
- 2) What are the steps in the thesis process?
- 3) What is a thesis?
- 4) What are the UHC Thesis requirements?
- 5) Description of assignments for next session

### **Second Class Session Agenda (April 26th)**

- 1) Discussion with students currently engaged in or finished with a thesis.
- 2) Report back on student interviews
- 3) Selecting a topic and a mentor
- 4) Description of assignment for next period

### **Third Class Period (May 17th)**

- 1) Faculty panels: thesis mentors
- 2) Report back on faculty interviews
- 3) Intellectual property: What you need to know
- 4) Next Steps

**Statement Regarding Students with Disabilities:** Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Link to [Statement of Expectations for Student Conduct](#) (Links to an external site.),



### Assignment #1

**Review a Completed Thesis.** Choose a completed UHC thesis online, available through the [Scholars Archive](#) or by viewing printed copies in the UHC thesis library by visiting the UHC advising office. Search for a topic area of interest to you, carefully reading the introduction and conclusion/results sections, and scanning the rest of the thesis. Then report on the thesis you reviewed using the detailed instructions below. Your assignment must be uploaded to Canvas by **the first class session** and be brought with you to class for discussion.

Scan the entire thesis and read the introduction and conclusion/results in full. Take a moment to also “View statistics” by clicking the link on the left side of the abstract page. Submit your answers to the following four questions in a single document. Submit your assignment by uploading to Canvas and bring it with you to the first class to discuss.

1. What is the title of the thesis, the name of the author, and the name of the thesis mentor?
2. What is the hypothesis of the thesis? Write a **one sentence** (no more) description of the argument or hypothesis of the thesis (or identify one sentence in the thesis that states the author’s argument or hypothesis). If the thesis does not seem to have an argument or hypothesis, your sentence should describe its central question or unifying theme.
3. Did anything surprise, impress, or confuse you about the thesis or the statistics reporting views and downloads? Explain. (One paragraph.)
4. If you could ask the author of the thesis one question, what would it be? Why would you ask this question? (One paragraph.)

## Assignment #2

1) **Interview a student** currently working on a thesis. Your assignment must be uploaded to Canvas by **the second class session**.

Choose a student from the list provided, and set up a meeting time (plan for about half an hour). Organize your conversation around the themes and questions listed below. Additionally, create and ask at least one question of your own. Your question can fit within one of the provided themes or explore a different topic (it's up to you), and you can ask it at any time. The questions below are meant to be a guide only; you are not obligated to ask all of these questions if doing so would impede the natural flow of the conversation or prevent you from discussing topics of greater interest to you. Explore each of the theme areas, but always keep in mind that this is an opportunity for you to ask *your* questions. After your interview, prepare a report that includes the following:

1. The name of your interviewee and the date of the interview.
2. One paragraph summaries of your conversation in each of the three theme areas (three paragraphs total).
3. The question you created and a brief (no more than three sentences) summary of the answer.
4. One paragraph reflecting your personal reactions to the interview. What was useful? Did any of the answers surprise you?

### Themes/Questions

#### Finding a project

- Please describe your project.
- What led you to this topic?
- What role did your mentor play in creating and/or focusing your thesis? Who or what else helped in the process of developing a topic?
- Has your project changed since you started? If so, in what ways? What or who has motivated these changes?

#### Finding a mentor

- How did you find your mentor?
- What aspects of your relationship with your mentor have you found to be the most useful and important in supporting your work (intellectual, mechanical, emotional, etc.)?
- What advice would you give someone looking for a mentor? What questions would you ask a prospective mentor? Are there any particular qualities you would look for?

#### Finding a path

- How did you get started on your project?
- What do you know now that you wish you had known at the beginning of the thesis process? In other words, do you have any additional advice for me?

And don't forget to ask at least one question of your own as well.

**2) Attend a UHC Student-Faculty Mixer.** UHC student-faculty mixers are excellent opportunities to connect with faculty members, learn about their research and potentially get involved in projects that could inform your own thesis. These events are intended to help you explore opportunities and make connections. However, you should plan to approach the mixer seriously, dressing well and being prepared to discuss research interests and/or academic background. Some faculty may even ask for a resume. Your attendance at a mixer event must be confirmed no later than **by the final class session**

To register to attend a student-faculty mixer visit:

[https://ife.qualtrics.com/form/SV\\_eg4VZmyUCXbqsYZ](https://ife.qualtrics.com/form/SV_eg4VZmyUCXbqsYZ)

### Assignment #3

1) **Interview a faculty member eligible to be a thesis mentor.** Your assignment must be uploaded to Canvas by **the final class session**

This task can be completed in groups (maximum of three group members) or individually. If working in a group, you must prepare and submit your own interview report, but you may collaborate on all other aspects of this task. Each group member is expected, though, to ask your interviewee at least one unique question.

Assistant professors, associate professors, professors, and senior instructors at Oregon State are all eligible to be thesis mentors. To set up an interview, contact a faculty member (by email, after class, in office hours) to schedule a time and place to meet and discuss the University Honors College senior thesis - plan for at least half an hour.

Before your conversation, learn some basic information about your interviewee (this should all be available online). You should, at a minimum:

- Learn your interviewee's specific field of research.
- Find out where s/he attended graduate school.
- Take a look at a recent publication, patent, creative work, etc. prepared by your interviewee; it is not necessary (or expected) that you understand what you look at, but this will help give you a sense of the kind of work your interviewee produces (and what a thesis written with your interviewee as a mentor might be like).

In the interview, use the themes and questions below to organize your conversation, and again create and ask at least one question of your own. As in the student interview, the specific questions listed are guides; explore each thematic area, but have the conversation that is most useful to you. After your interview, prepare a report that includes the following:

1. The name of your interviewee, the date of the interview, and if applicable, the names of your group members.
2. One paragraph summaries of your conversation in each of the theme areas.
3. The question you created and a brief (no more than three sentences) summary of the answer.
4. One paragraph reflecting your personal reactions to the interview. What was useful? What qualities do you think would be most helpful in a thesis mentor? Do you think your interviewee would be a good mentor?

#### Themes/Questions

The interviewee (draw on the material you learned in advance of the interview)

- How did you first get involved in [interviewee's field of research]?
- What experiences were important in your decision to pursue graduate work and an academic career? What led you to attend [interviewee's graduate school]?

The thesis

- What constitutes scholarly work for undergraduates in your field?
- What advice would you give a student developing an undergraduate thesis topic?
- How would you recommend I prepare myself now, in advance of working on the thesis, to make the process more fulfilling and more manageable?

The mentor

- Have you ever mentored a UHC student before?
- What qualities do you look for in a thesis student?
- In what ways do you think a mentor can help an undergraduate thesis writer?

And don't forget to ask your own question.

**2) Attend a Valley Library workshop or complete a Valley Library video tutorial.** The Valley Library hosts a number of workshops to help students become aware of library resources and to improve student research skills. UHC students are also allowed to enroll in the graduate workshops. In addition, the library has on-line video tutorials that are available, if you are unable to schedule one of the face to face workshops. After you attended report on your experience using the detailed instructions below. This assignment must be uploaded to Black Board (BB) by **final class session**

View the schedule of workshops at:

<http://guides.library.oregonstate.edu/Library-Workshops-for-Grad-Students-Faculty>

or

<http://osulibrary.oregonstate.edu/undergraduates>

or

Attend the Special Collections & Archival Research Center Workshop on **Tuesday, XXX XX at X:00pm** in the SCARC 5<sup>th</sup> floor of the Valley Library presented by the UHC/SCARC Student Archivist.

Attend a workshop.

Submit a document with the following information:

What was the title of the workshop you attended?

When was the workshop held?

Where was the workshop held?

Name three things you learned at/from the workshop

**3) Complete online ethics training.** Research institutions have oversight committees on campus to maintain vigilance over all research activity. In most cases, this included ethics training prior to participating in research. At Oregon State that office is the Institutional Research Board or (IRB). Completion of this training must be uploaded to Canvas by **the final class session**.

To complete the training:

1. Find a block of time in your schedule to complete it. It is estimated to take approximately 3 hours, but can be completed in several sessions.
2. Go to <http://oregonstate.edu/research/irb/online-ethics-training-educational-requirement> and select the CITI course.
3. On the CITI page,
  - a. click on “register” to create an account.
  - b. Affiliate your account with OSU so that your certificate of completion can be automatically forwarded to the appropriate office.
  - c. Enter your personal information
  - d. Create your username and password
  - e. Select Add a Course or Update Learner Groups
  - f. Review the curriculum options – Select Human Subjects Protection for either Social/Behavioral Research Investigators and Key Personnel or for Biomedical Researchers
  - g. complete curriculum as outlined
4. Once the training is finished, create a PDF of your certificate of completion and upload it to Canvas.

Date	Details	
Fri Apr 8, 2016	<a href="#">College of Liberal Arts Matching Reception</a>	4pm to 6pm
Tue Apr 12, 2016	<a href="#">Learn Session 1: Class Participation</a>	due by 5pm
	<a href="#">Review a Completed Thesis</a>	due by 5pm
Fri Apr 15, 2016	<a href="#">College of Business Matching Reception</a>	3pm to 5pm
Tue Apr 26, 2016	<a href="#">Attend a UHC Student - Faculty Mixer</a>	due by 5pm
	<a href="#">Interview a UHC Student</a>	due by 5pm
	<a href="#">Learn Session 2: Class Participation</a>	due by 5pm
Tue May 3, 2016	<a href="#">Special Collections &amp; Archival Research Center Workshop</a>	5pm to 6pm
Tue May 17, 2016	<a href="#">Attend a Valley Library Workshop or Complete a Video Tutorial</a>	due by 5pm
	<a href="#">Interview a Faculty Member Eligible to be a Thesis Mentor</a>	due by 5pm
	<a href="#">Learn Session 3: Class Participation</a>	due by 5pm
Tue May 31, 2016	<a href="#">Complete Online Ethics Training</a>	due by 5pm

Oregon State University | University Honors College | Spring 2016

**HC 408 Thesis: Undertake**  
**1 credit, P/N**  
**Weeks 3 & 6 Thursday, April 15 & Thursday, May 5**  
**4:00 p.m. to 5:50 p.m., LInC 343**

**Professor:**

Michael Burgett, PhD  
michael.burgett@oregonstate.edu

**Instructor:**

Rebekah Lancelin  
rebekah.lancelin@oregonstate.edu

To meet with either Dr. Burgett or Rebekah, individual appointments can be arranged via email.

**Prerequisite:** Students must have completed tasks for HC 408 START and LEARN in order to participate in this course.

**Course description:** Thesis: Undertake is the third of four stages of **Thesis Success In Stages (Thesis)**. The goals of this stage are to choose a thesis research area and a mentor, complete a thesis proposal and agreement, and decide on a timeline to begin your thesis research. The final stage, Thesis Graduate, takes you through the completion of your thesis project, its final composition, and defense to your thesis committee and its display to the public at the Thesis Poster Fair during spring term.

**Learning Outcomes:**

1. Discuss academic/professional research related to your thesis research area.
2. Summarize faculty member's perspective on your research plan.
3. Formulate thesis statement/question, approach/methodology, and expected outcomes.

**Grading:**

There are three possible grades in this course:

- **P** All assignments are completed on time. These assignments include your thesis proposal, agreement, and timeline approved and signed by your mentor.
- **I/N** Assignments are submitted but you do not yet have a mentor's approval on the above documents. A **P** can be earned when your mentor's signature is obtained by an agreed-upon date.
- **N** Assignments are not completed.

**Attendance and participation** at both class meetings is required. A passing grade is earned through class participation and completing assignments on time.

**Methods of Instruction/Course activities:**

This course includes the following methods of instruction and planned in-class activities:

- Lecture (by professor and instructor)
- Faculty discussions
- Class discussion as a whole and in small groups



## **Course requirements**

### **First Course Session Assignment**

**DUE:** Thursday, April 15 (completed by first class session in week 3)

#### **Literature summary**

1. Locate 3-5 pieces of peer-reviewed journal articles, conference proceedings, theses, dissertations, or books on the research area you are considering. Google Scholar or other publication search engines are available through the OSU library website.
2. Read as much of this material as you can and compose a paragraph for each one explaining its relevance to your research interests and what you have learned about the issues, methodologies, and challenges of research in this area. Below each paragraph list the bibliographical entry in the citation format common in your discipline (APA, Chicago, MLA, etc.).
3. Based on this review and work you might have completed previously, write down **three** different potential research questions or hypotheses that you think might prove beneficial for your project. These may take the form of open-ended questions or more formal hypotheses and be written in a few sentences or short paragraphs.
4. You may upload this assignment to Canvas no later than the first class session and/or you may submit a hard copy to your instructor during this class session.
5. Also, bring this material to class and a representative sample of hard copies of the scholarly work you have read. (For example, the abstract from a scholarly research article).

### **First Course Session Agenda:**

We will review the syllabus and course objectives and introduce ourselves. We will then determine who has selected a mentor and then discuss your preliminary ideas for finding a mentor and a manageable thesis topic. Tips for getting started on your proposal and how to refine research questions will also be shared. Many of you will be further along in this process than others, and your experience and advice may be helpful to others in the class. This will also be a chance for us to discuss the process of finding the other members of your thesis committee. In addition, reasons why the UHC thesis is the capstone of your honors degree will be considered. We will conclude by discussing the assignment for the second course meeting.

### **Between Class Sessions Assignment**

**DUE:** Friday, April 29 (completed the Friday BEFORE second class session in week 6)

#### **Draft thesis proposal**

Type up a draft thesis title and proposal. Consult

[http://honors.oregonstate.edu/sites/honors.oregonstate.edu/files/proposal\\_agreement\\_timeline\\_20141.pdf](http://honors.oregonstate.edu/sites/honors.oregonstate.edu/files/proposal_agreement_timeline_20141.pdf) for an example template. You should expect that the details of your proposal will change as a result of discussions with your mentor or committee members. Email your draft thesis proposal by 11:59 p.m. to Professor Burgett at [michael.burgett@oregonstate.edu](mailto:michael.burgett@oregonstate.edu). In addition, bring this draft the second class session.

The draft proposal should be no longer than one to two single-spaced pages and include:

1. Title
2. Introduction (issues, controversies in the field)
  - Thesis objective(s)
3. Thesis Statement
4. Research plan
5. Expected results and significance

### **Second class session agenda**

1. Research faculty discussion
2. Refine your proposal
3. Small group disciplinary specific discussions
4. Discuss a workable timeline

### **Third Course Session Assignment**

**DUE:** Thursday, May 5 (completed by the second class session in week 6)  
Mentor summary and initial thesis timeline

1. Once you have identified a potential mentor or committee member whose expertise is in your field of interest, do some research on their research by consulting their departmental website profiles and/or publication databases. Read one of their relevant publications to familiarize yourself with their work.
2. Schedule a meeting to discuss your thesis topic and research strategy with the faculty member and, if it is fruitful, decide whether to ask him/her to mentor your project. Agreement is more readily obtained if you are prepared (and enthusiastic). You might also ask the faculty member for advice on other scholarly literature, or on other potential committee members. After your meeting, type up a paragraph indicating what you have learned from this meeting and set out the next two or three steps of what will become your timeline.
3. You may upload this assignment to Canvas no later than the first class session and/or you may submit a hard copy to your instructor during this class session. It will be important to have your possible timeline accessible in class (either in hard copy or electronically).

### **Final Assignment**

**DUE:** Friday, June 10 (completed by 5pm on finals week)

#### **Completed thesis proposal**

1. Complete your thesis proposal draft and pass it by your mentor for a final revision.
2. Submit the final proposal, agreement, and timeline on [http://oregonstate.qualtrics.com/SE/?SID=SV\\_8cvnySnCY3bQnWt](http://oregonstate.qualtrics.com/SE/?SID=SV_8cvnySnCY3bQnWt)
3. Notify Rebekah by email when you have completed your submission.
4. If you have not yet identified a mentor, do not submit your materials online. Send them via email and indicate a date by which you plan to have found a mentor.

### **Statement Regarding Students with Disabilities**

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless requested by the student. The student, as a

legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](#) page.

**Student Evaluation of Courses:** The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via their ONID email from the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment. Student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

## HC 408 Thesis: Graduate

**Instructor:** Dr. Tara Williams ([tara.williams@oregonstate.edu](mailto:tara.williams@oregonstate.edu))

2-3:50pm (4/1, 4/15, and 4/29)  
LINC 343

1 Credit  
Graded P/N

Attendance and participation at all class meetings is required. A passing grade is earned by participating in class and completing out-of-class assignments as outlined. In the event that late work is received, an additional value-added assignment will be assigned.

**Thesis: Graduate** is the final of four modules in **Thesis Success In Stages: TheSIS**. The goals of Graduate are the completion of a thesis draft, the preparation for the thesis defense, and the design of a thesis poster. Students should enroll in Graduate when they have completed their research and are prepared to begin writing the thesis draft.

*Note that every class session includes a writing workshop in which we brainstorm, draft, or revise material for the thesis. You may do this work with paper and pen or with a laptop. If you prefer to work on a laptop, please bring your own or one from Valley Library (<http://osulibrary.oregonstate.edu/laptops>).*

### Learning Outcomes

In this class, you will:

1. Draft and revise your thesis
2. Create a design for your thesis poster
3. Prepare for your thesis defense

Preparing for the first class session
Before you come to the first class, schedule a preliminary discussion with your mentor about the thesis. How long do they expect it to be? How should it be organized? What citation style should be used? You may also find it helpful to review other theses they have mentored (and/or theses on similar topics). How would you describe the style of those theses? What sections do they include and what is the purpose of each section? Use the conversation with your mentor and your review of other theses to estimate how many pages/words you expect your complete draft to be. <b>Bring to class a) this estimate and b) a copy of your thesis proposal.</b>

### First Class Session Agenda

- 1) Syllabus overview and introductions
- 2) Overview of UHC thesis components
- 3) Getting started on your thesis
- 4) Writing workshop
- 5) Discussion of assignment for next class; scheduling your writing time

### Preparing for the second class session

Use OSU's Write365 (<http://write365.tac.oregonstate.edu/>) for **at least 10 days** between our first and second meetings. In your writing sessions, work on your first draft as outlined in your Individual Writing Plan from the first class session. Choose a one- to two-page section on which you would like feedback. **Submit your first draft on Canvas and bring to class TWO COPIES of the section for feedback.**

### Second Class Session Agenda

- 1) Tips for the writing process (planning, drafting, and revising)
- 2) Creating an effective thesis poster
- 3) Writing workshop
- 4) Discussion of assignment for next class; troubleshooting your writing process

### Preparing for the third class session

Use OSU's Write365 (<http://write365.tac.oregonstate.edu/>) again for **at least 5 days** between our second and third meetings. In your writing sessions, work on your second draft as outlined in your Individual Writing Plan. You will need to meet with your mentor to complete the final assignment, so you might want to schedule that meeting now (and offer to send them the current draft, if they would like to review it). **Submit your second draft on Canvas and explain briefly in the comments how it differs from your first draft.**

### Third Class Session Agenda

- 1) Preparing the examination copy
- 2) What to expect in the thesis defense
- 3) Discussing the thesis in your job search/grad school applications
- 4) Writing workshop
- 5) Discussion of final assignment

### Final Assignment (due by 5pm on Friday of Week 10)

Meet with your mentor to discuss your draft. Incorporating their feedback, create a third draft as outlined in your Individual Writing Plan. By 5pm on Friday of Week 10, submit the third draft on Canvas and explain briefly in the comments how it differs from your second draft, or send me an email ([tara.williams@oregonstate.edu](mailto:tara.williams@oregonstate.edu)) to let me know that you have submitted the bound version of your thesis to the UHC office.

## Appendix J: 2015–2016 Course Offerings

TERM	Course Number	Course Title	CRN	UHC CR	SEC	TYPE	Grade	DAY	START TIME	END TIME	UHC Category	BCC CATEGORY
Fall	ANS 121H	Introduction to Animal Science	16864	4	001	LEC	A-F	MWF	1000	1050	Bacc Core	Biological Sciences
Fall	ANS 121H	Introduction to Animal Science	16865		010	LAB	A-F	T	1400	1550	Bacc Core	Biological Sciences
Fall	ANTH 447H	Arctic Perspectives on Global Problems	20209	4	001	LEC	A-F	TR	1000	1150	Bacc Core	Cultural Diversity
Fall	BI 211H	Principles of Biology	17819	4	001	LEC	A-F	MWF & GRP MID	1300	1350	Bacc Core	Biological Sciences
Fall	BI 211H	Principles of Biology	13762		010	LAB	A-F	M	1400	1650	Bacc Core	Biological Sciences
Fall	BI 211H	Principles of Biology	14934		011	LAB	A-F	R	800	1050	Bacc Core	Biological Sciences
Fall	CH 231H	Honors General Chemistry	20785	4	001	LEC	A-F	MWF	1200	1250	Bacc Core	Physical Sciences
Fall	CH 231H	Honors General Chemistry	20787		010	REC	A-F	T	1100	1150	Bacc Core	Physical Sciences
Fall	CH 231H	Honors General Chemistry	20788		011	REC	A-F	R	1400	1450	Bacc Core	Physical Sciences
Fall	CH 261H	Laboratory for Honors General Chemistry	16859	1	010	LAB	A-F	T	1200	1450	Bacc Core	Physical Sciences
Fall	CH 261H	Laboratory for Honors General Chemistry	16860	1	011	LAB	A-F	R	1500	1750	Bacc Core	Physical Sciences
Fall	ENG 205H	Survey of British Literature: Restoration to the Romantic Era	20210	4	001	LEC	A-F	TR	1200	1350	Bacc Core	Literature & Arts; Western Culture
Fall	ENG 213H	Literature of the World: Middle East	17578	4	001	LEC	A-F	TR	1600	1750	Bacc Core	Cultural Diversity; Literature and the Arts
Fall	ES 353H	Environmental Racism	20211	4	001	LEC	A-F	TR	1000	1150	Bacc Core	Difference, Power, and Discrimination
Fall	HC 199	Honors Writing	11532	3	001	LEC	A-F	MWF	900	950	Bacc Core	Writing II
Fall	HC 199	Honors Writing	11533	3	002	LEC	A-F	TR	800	920	Bacc Core	Writing II
Fall	HC 199	Honors Writing	15817	3	003	LEC	A-F	TR	1000	1120	Bacc Core	Writing II
Fall	HST 210H	Religion in the United States	17585	4	001	LEC	A-F	TR	1000	1150	Bacc Core	Difference, Power, and Discrimination
Fall	MTH 251H	Differential Calculus	13069	4	001	LEC	A-F	MWF	800	920	Bacc Core	Mathematics
Fall	MTH 251H	Differential Calculus	19452	4	002	LEC	A-F	MWF	1000	1120	Bacc Core	Mathematics
Fall	MUS 102H	Music Appreciation II: Periods and Genres - Reggae: A History of Jamaican Music	16051	3	001	LEC	A-F	TR	1000	1120	Bacc Core	Literature and the Arts
Fall	PH 221H	Recitation for Physics 211	14493	1	001	REC	A-F	T	1100	1150	Bacc Core	Physical Sciences
Fall	PH 222H	Recitation for Physics 212	13071	1	001	REC	A-F	R	1100	1150	Bacc Core	Physical Sciences
Fall	PHL 210H	Religion in the United States	17586	4	001	LEC	A-F	TR	1000	1150	Bacc Core	Difference, Power, and Discrimination
Fall	PHL 443H	World Views and Environmental Values	20214	3	001	LEC	A-F	TR	1200	1320	Bacc Core	Contemporary Global Issues
Fall	PHL 444H	Biomedical Ethics	16868	4	001	LEC	A-F	MW	1000	1150	Bacc Core	Science, Technology and Society
Fall	REL 210H	Religion in the United States	20575	4	001	LEC	A-F	TR	1000	1150	Bacc Core	Difference, Power, and Discrimination

TERM	Course Number	Course Title	CRN	UHC CR	SEC	TYPE	Grade	DAY	START TIME	END TIME	UHC Category	BCC CATEGORY
Fall	WGSS 223H	Women: Self and Society	20216	3	001	LEC	A-F	TR	1200	1320	Bacc Core	DPD; Social Processes and Institutions
Fall	WGSS 235H	Women in World Cinema	20217	3	001	LEC	A-F	M	1600	1850	Bacc Core	Cultural Diversity

TERM	Course Number	Course Title	CRN	UHC CR	SEC	TYPE	Grade	DAY	START TIME	END TIME	UHC Category	BCC CATEGORY
Fall	ENGR 407H	Experiencing Engineering Research	17769	2	001	SEM	P/N	F	1000	1150	Colloquia	
Fall	HC 299	Building Homes and Hope: International Service Learning	17579	1	001	SEM	A-F	W	1500	1550	Colloquia	
Fall	HC 299	Farside Entomology	17053	2	002	SEM	A-F	W	1800	1950	Colloquia	
Fall	HC 299	Oregon Outback Tour	15260	2	003	SEM	P/N	W	1900	1950	Colloquia	
Fall	HC 299	Farside Entomology	19449	2	006	SEM	A-F	M	1800	1950	Colloquia	
Fall	HC 299	The History Games	20213	2	007	LEC	P/N	F	1400	1550	Colloquia	
Fall	HC 407	Race and Science	18902	2	001	SEM	P/N	R	1000	1150	Colloquia	
Fall	HC 407	Leadership and Positive Psychology	17580	2	003	SEM	P/N	W	1000	1150	Colloquia	
Fall	HC 407	God, Pain, and the Problem of Evil: An Introduction to C.S. Lewis	16999	2	004	SEM	P/N	M	1600	1750	Colloquia	
Fall	HC 407	The Science of Art – The Art of Science	17581	1	006	SEM	P/N	R	1000	1050	Colloquia	
Fall	HC 407	Crises, Catastrophes, and Cataclysms in Earth History	17582	1	008	SEM	P/N	T	1000	1050	Colloquia	
Fall	HC 407	The History of Aviation	17583	2	009	SEM	P/N	W	1800	1950	Colloquia	
Fall	HC 407	Translations	17770	2	010	SEM	P/N	TR	1300	1350	Colloquia	
Fall	HC 407	Robots and Romance: Science Fiction and the Erotic Imagination	18994	2	014	SEM	P/N	M	1600	1850	Colloquia	
Fall	HC 407	Bioresource Sciences	20400	2	015	SEM	A-F	TR	1600	1650	Colloquia	
Fall	HC 407	Soundscaping	20542	1	016	SEM	P/N	TR	1600	1750	Colloquia	
Fall	HC 407	Dawn of the Anthropocene	20744	1	017	SEM	P/N	R	1400	1450	Colloquia	
Fall	HC 407	Human Rights and Conflict	20942	1	018	SEM	P/N	T	1000	1150	Colloquia	
Fall	HST 299H	The History Games	21431	2	001	LEC	P/N	F	1400	1550	Colloquia	
Fall	OC 407H	Astrobiology	16246	2	001	SEM	A-F	TR	1300	1350	Colloquia	
Fall	PH 407H	Wart Hogs and Boa Constrictors: Topics in Science and Religion	15534	2	001	SEM	A-F	TR	1400	1450	Colloquia	



TERM	Course Number	Course Title	CRN	UHC CR	SEC	TYPE	Grade	DAY	START TIME	END TIME	UHC Category	BCC CATEGORY
Fall	ALS 199H	U-ENGAGE, Explore, Evolve with the UHC	18025	2	001	LEC	P/N	R	1700	1850	Elective/Thesis	
Fall	BB 314H	Cell and Molecular Biology	20739	1	001	LEC	A-F	TR	1400	1520	Elective	
Fall	BB 314H	Cell and Molecular Biology	20740		010	REC	A-F	R	1000	1050	Elective	
Fall	BI 314H	Cell and Molecular Biology	20734	1	001	LEC	A-F	TR	1400	1520	Elective	
Fall	BI 314H	Cell and Molecular Biology	20735		010	REC	A-F	R	1000	1050	Elective	
Fall	BI 401H	Research and Scholarship	12730	1	001	RES	A-F	M	1400	1650	Elective	
Fall	BI 401H	Research and Scholarship	14935	1	002	RES	A-F	R	800	1050	Elective	
Fall	BI 405H	BB/BI 314H Reading and Conference	20742	1	001	RES	A-F	R	1000	1050	Elective	
Fall	CBEE 101H	CHE, BIOE and ENVE Orientation	15758	2	001	LEC	A-F	M	1800	1850	Elective	
Fall	CBEE 101H	CHE, BIOE and ENVE Orientation	15759		010	REC	A-F	F	1500	1650	Elective	
Fall	CBEE 101H	CHE, BIOE and ENVE Orientation	15760		012	LAB	A-F	W	1500	1650	Elective	
Fall	CBEE 211H	Material Balances and Stoichiometry	19068		001	LEC	A-F	MF	1200	1250	Elective	
Fall	CBEE 211H	Material Balances and Stoichiometry	19069		010	REC	A-F	T	1400	1450	Elective	
Fall	CBEE 211H	Material Balances and Stoichiometry	19070	1	011	STD	A-F	W	1700	1750	Elective	
Fall	CH 361H	Experimental Chemistry I	13064	3	001	LEC	A-F	T	1300	1350	Elective	
Fall	CH 361H	Experimental Chemistry I	13066	3	002	LEC	A-F	W	1300	1350	Elective	
Fall	CH 361H	Experimental Chemistry I	13065		011	LAB	A-F	TR	T 1400-1650 &	R 1300-1650	Elective	
Fall	CH 361H	Experimental Chemistry I	13067		021	LAB	A-F	WF	W 1400-1650 &	F 1300-1650	Elective	
Fall	CH 461H	Experimental Chemistry II	13464	3	001	LEC	A-F	T	1300	1350	Elective	
Fall	CH 461H	Experimental Chemistry II	13494		010	LAB	A-F	TR	T 1400-1650 &	R 1300-1650	Elective	
Fall	CH 464H	Experimental Chemistry II	13068	3	001	LEC	A-F	M	1300	1350	Elective	
Fall	CH 464H	Experimental Chemistry II	13465		011	LAB	A-F	MW	M 1400-1650 &	W 1300-1650	Elective	
Fall	CHE 331H	Transport Phenomena I	19108	1	001	LEC	A-F	MWF	1100	1150	Elective	
Fall	CHE 331H	Transport Phenomena I	19109	1	010	REC	A-F	TR	1200	1250	Elective	
Fall	ENGR 211H	Statics	16937	3	001	LEC	A-F	MW	1300	1350	Elective	
Fall	ENGR 211H	Statics	18901		010	REC	A-F	F	800	950	Elective	
Fall	FIN 340H	Finance	16050	4	001	LEC	A-F	MW	800	950	Elective	

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Fall	H 364H	Drugs, Society and Human Behavior	16863	3	001	LEC	A-F	TR	1200	1320	Elective	
Fall	HC 409	PRAC/Civic Engagement	17828	1	005	PRAC	P/N	TBD			Elective	
Fall	HC 409	PRAC/Conversants	11838	1	007	PRAC	P/N	TBD			Elective	
Fall	ME 332H	Heat Transfer	20356	4	001	LEC	A-F	MW	800	950	Elective	
Fall	ME 382H	Introduction to Design	16866		001	LEC	A-F	MWF	1200	1250	Elective	
Fall	ME 382H	Introduction to Design	16867	1	010	LAB	A-F	F	1000	1150	Elective	
Fall	ME 430H	Systems Dynamics and Controls	17775	4	001	LEC	A-F	MW	1200	1350	Elective	
Fall	MTH 252H	Integral Calculus	18908	4	002	LEC	A-F	MWF	1000	1120	Elective	
Fall	MTH 254H	Vector Calculus I	13070	4	001	LEC	A-F	MWF	1400	1520	Elective	
Fall	MTH 254H	Vector Calculus I	15829	4	002	LEC	A-F	MWF	MF 900-950 &	W 0800 - 0950	Elective	
Fall	NE 332H	Heat Transfer	20549	4	001	LEC	A-F	MW	800	950	Elective	

TERM	Course Number	Course Title	CRN	UHC CR	SEC	TYPE	Grade	DAY	START TIME	END TIME	UHC Category	BCC CATEGORY
Fall	HC 408	Workshop THESIS: UNDERTAKE	17584	1	001	WS	P/N	R	1700	1850	Thesis/Research/Projects	
Fall	HC 408	Workshop THESIS: LEARN	15533	1	002	WS	P/N	R	1700	1850	Thesis/Research/Projects	
Fall	HC 408	Workshop THESIS: GRADUATE	20212	1	003	WS	P/N	F	1400	1550	Thesis/Research/Projects	

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Winter	ANTH 383H	Introduction to Medical Anthropology	39648	3	001	LEC	A-F	MWF	900	950	Bacc Core	Contemporary Global Issues
Winter	BA 465H	Systems Thinking and Practice	34266	4	001	LEC	A-F	TR	1000	1150	Bacc Core	Contemporary Global Issues
Winter	BI 212H	Principles of Biology	33097	4	001	LEC	A-F	MWF & GRP MID	1300	1350	Bacc Core	Biological Sciences
Winter	BI 212H	Principles of Biology	33098		010	LAB	A-F	M	1400	1650	Bacc Core	Biological Sciences
Winter	BI 212H	Principles of Biology	34272		020	LAB	A-F	R	800	1050	Bacc Core	Biological Sciences
Winter	CH 232H	General Chemistry	36420	4	001	LEC	A-F	MWF	1200	1250	Bacc Core	Physical Sciences
Winter	CH 232H	General Chemistry	36658		010	REC	A-F	T	1100	1150	Bacc Core	Physical Sciences
Winter	CH 232H	General Chemistry	36659		011	REC	A-F	R	1400	1450	Bacc Core	Physical Sciences
Winter	CH 262H	Laboratory for Chemistry 232H	36421	1	010	LAB	A-F	T	1200	1450	Bacc Core	Physical Sciences
Winter	CH 262H	Laboratory for Chemistry 232H	36422	1	011	LAB	A-F	R	1500	1750	Bacc Core	Physical Sciences
Winter	DHE 415H	Renewable Materials in the Modern Age	39626	3	001	LEC	A-F	T	1300	1350	Bacc Core	Science, Technology and Society
Winter	DHE 415H	Renewable Materials in the Modern Age	39628		010	LAB	A-F	T	1400	1550	Bacc Core	Science, Technology and Society
Winter	DHE 415H	Renewable Materials in the Modern Age	39630		020	STUDIO	A-F	R	1400	1550	Bacc Core	Science, Technology and Society
Winter	ENG 106H	Introduction to Poetry	39649	3	001	LEC	A-F	TR	1200	1320	Bacc Core	Literature and the Arts
Winter	ENG 275H	The Bible as Literature: "The Gospels as Creative Writing"	35522	4	001	LEC	A-F	MWF	1000	1050	Bacc Core	Literature and the Arts; Western Culture
Winter	HC 199	Honors Writing	33552	3	001	LEC	A-F	MWF	1000	1050	Bacc Core	Writing II
Winter	HC 199	Honors Writing	31412	3	002	LEC	A-F	TR	800	920	Bacc Core	Writing II
Winter	HC 199	Honors Writing	35523	3	004	LEC	A-F	TR	1000	1120	Bacc Core	Writing II
Winter	HDFS 447H	Families and Poverty	39636	4	001	LEC	A-F	TR	1000	1120	Bacc Core	Contemporary Global Issues
Winter	HST 317H	Why War	39650	4	001	LEC	A-F	TR	1400	1550	Bacc Core	Contemporary Global Issues
Winter	HST 385H	Arab-Israeli Conflict	39651	4	001	LEC	A-F	WF	1000	1150	Bacc Core	Contemporary Global Issues
Winter	HSTS 440H	History of Psychotherapy	36402	4	001	LEC	A-F	TR	1000	1150	Bacc Core	Science, Technology and Society
Winter	MUS 108H	World Music	39642	3	001	LEC	A-F	TR	1000	1120	Bacc Core	Cultural Diversity; Western Culture
Winter	PH 222H	Recitation for Physics 212	33946	1	001	REC	A-F	T	1100	1150	Bacc Core	Physical Sciences
Winter	PH 223H	Recitation for Physics 213	33945	1	001	REC	A-F	R	1100	1150	Bacc Core	Physical Sciences
Winter	TA 360H	Multicultural American Theatre	39652	3	001	LEC	A-F	TR	1230	1350	Bacc Core	Difference, Power, and Discrimination
Winter	WGSS 280H	Women Worldwide	37314	3	001	LEC	A-F	T	1600	1850	Bacc Core	Cultural Diversity

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Winter	WGSS 360H	Men and Masculinities in a Global Context	39644	3	001	LEC	A-F	TR	1200	1320	Bacc Core	Contemporary Global Issues
Winter	WSE 415H	Renewable Materials in the Modern Age	39627	3	001	LEC	A-F	T	1300	1350	Bacc Core	Science, Technology and Society
Winter	WSE 415H	Renewable Materials in the Modern Age	39629		010	LAB	A-F	T	1400	1550	Bacc Core	Science, Technology and Society
Winter	WSE 415H	Renewable Materials in the Modern Age	39631		020	STUDIO	A-F	R	1400	1550	Bacc Core	Science, Technology and Society

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Winter	BOT 499H	Poetry and Landscape	39624	1	001	SEM	P/N	T	1400	1550	Colloquia	
Winter	H 399H	Mental Health and Social Policy	37627	2	001	SEM	P/N	TR	1600	1650	Colloquia	
Winter	HC 299	Building Homes and Hope: International Service Learning	37309	1	001	SEM	A-F	W	1500	1550	Colloquia	
Winter	HC 407	Because It's There (and Looks Fun): Adventure, Survival, and Entertainment	39633	2	001	SEM	P/N	TR	1200	1320	Colloquia	
Winter	HC 407	Connecting the Arts and Sciences: A Short Exploration	39634	2	002	SEM	P/N	TR	1100	1150	Colloquia	
Winter	HC 407	God, Pain, and the Problem of Evil: An Introduction to C.S. Lewis	35165	2	003	SEM	P/N	M	1600	1750	Colloquia	
Winter	HC 407	Life - The Biosphere Through Space and Time	39635	2	004	SEM	A-F	T	1000	1150	Colloquia	
Winter	HC 407	Energy IQ: Resources, Responsibility, and Renewability	35524	2	005	SEM	A-F	MW	1300	1350	Colloquia	
Winter	HC 407	Science Journal Club	36394	2	006	SEM	A-F	TR	1600	1650	Colloquia	
Winter	HC 407	Sacred Places: Links to Ancient Astronomy	37312	1	011	SEM	P/N	T	1000	1050	Colloquia	
Winter	HC 407	The Science of Science Fiction	37313	1	012	SEM	P/N	R	1000	1050	Colloquia	
Winter	HC 407	Activism and Activist Communities	37669	2	015	SEM	P/N	R	1000	1150	Colloquia	
Winter	HC 407	Commodities to Cafes	38181	2	016	SEM	P/N	W	1400	1650	Colloquia	
Winter	HC 407	Writing about Music	38768	2	018	SEM	P/N	MW	1200	1250	Colloquia	
Winter	MB 299H	Microbes in the Media	39638	1	TBD	SEM	A-F	R	1500	1550	Colloquia	
Winter	ME 299H	Event of the Century: The Total Solar Eclipse		2			A-F	TR	1000	1150	Colloquia	
Winter	PH 407H	The Weird World of Quantum Mechanics	39643	1	TBD	SEM	A-F	F	1400	1450	Colloquia	
Winter	TCE 408H	Sundown Towns in Oregon		2	001	WS	A-F	T	1400	1550	Colloquia	

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Winter	BI 306H	Environmental Ecology	38600	3	1	LEC	A-F	TR	1000	1120	Elective	
Winter	BI 401H	Research and Scholarship	32674	1	001	RES	A-F	M	1400	1650	Elective	
Winter	BI 401H	Research and Scholarship	35807	1	002	RES	A-F	R	800	1050	Elective	
Winter	CBEE 102H	Engineering Problem Solving and Computations	36391		001	LEC	A-F	M	1700	1750	Elective	
Winter	CBEE 102H	Engineering Problem Solving and Computations	36392	2	010	LAB	A-F	TR	800	950	Elective	
Winter	CBEE 102H	Engineering Problem Solving and Computations	37711	2	020	LAB	A-F	TR	1000	1150	Elective	
Winter	CBEE 212H	Energy Balances	38174		001	LEC	A-F	MF	1100	1150	Elective	
Winter	CBEE 212H	Energy Balances	38175		010	REC	A-F	T	800	850	Elective	
Winter	CBEE 212H	Energy Balances	38176	1	020	STUDIO	A-F	R	1200	1250	Elective	
Winter	CH 362H	Experimental Chemistry I	33068	3	001	LEC	A-F	T	1300	1350	Elective	
Winter	CH 362H	Experimental Chemistry I	33070	3	002	LEC	A-F	W	1300	1350	Elective	
Winter	CH 362H	Experimental Chemistry I	33069		010	LAB	A-F	TR	T 1400 - 1650 &	R 1300 - 1650	Elective	
Winter	CH 362H	Experimental Chemistry I	33071		020	LAB	A-F	WF	W 1400 - 1650 &	F 1300 - 1650	Elective	
Winter	CH 462H	Experimental Chemistry II	33072	3	001	LEC	A-F	W	1300	1350	Elective	
Winter	CH 462H	Experimental Chemistry II	33073		010	LAB	A-F	WF	W 1400 - 1650 &	F 1300 - 1650	Elective	
Winter	CHE 332H	Transport Phenomena II	38834		001	LEC	A-F	MW & GRP MID	1700	1750	Elective	
Winter	CHE 332H	Transport Phenomena II	38833	1	010	STUDIO	A-F	TR	1200	1250	Elective	
Winter	CS 325H	Analysis of Algorithms	39625		001	LEC	A-F	TR	1600	1720	Elective	
Winter	ENGR 201H	Electrical Fundamentals I	38178	3	001	LEC	A-F	TR	1400	1450	Elective	
Winter	ENGR 201H	Electrical Fundamentals I	38179		010	LAB	A-F	R	800	950	Elective	
Winter	ENGR 212H	Dynamics	39632	3	001	LEC	A-F	MWF	1000	1050	Elective	
Winter	H 100H	Introduction to Public Health	38180	4	001	LEC	A-F	TR	1000	1150	Elective	
Winter	HC 409	PRAC/CONVERSANTS	31713	1	005	PRAC	P/N	TBD			Elective	
Winter	HC 409	PRAC/CIVIC ENGAGEMENT	37616	1	007	PRAC	P/N	TBD			Elective	
Winter	HST 432H	History of Sexuality	39637	4	001	LEC	A-F	TR	1200	1350	Elective	
Winter	ME 312H	Thermodynamics	39639	4	001	LEC	A-F	TR	1200	1350	Elective	
Winter	ME 317H	Intermediate Dynamics	37315	4	001	LEC	A-F	TR	1000	1150	Elective	

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Winter	ME 373H	Mechanical Engineering Methods	38186	3	001	LEC	A-F	TR	1000	1120	Elective	
Winter	ME 383H	Mechanical Component Design	39640		001	LEC	A-F	TR	830	950	Elective	
Winter	ME 383H	Mechanical Component Design	39641	1	010	LAB	A-F	W	1200	1350	Elective	
Winter	MTH 252H	Integral Calculus	33074	4	001	LEC	A-F	MWF	1000	1120	Elective	
Winter	MTH 252H	Integral Calculus	39274	4	002	LEC	A-F	MWF	MF 0800-0850 &	W 0800-0950	Elective	
Winter	MTH 254H	Vector Calculus I	35525	4	001	LEC	A-F	MWF	MW 1400-1450 &	F 1400-1550	Elective	
Winter	MTH 254H	Vector Calculus I	38187	4	002	LEC	A-F	MWF	830	950	Elective	
Winter	MTH 255H	Vector Calculus II	35167	4	001	LEC	A-F	MWF	MF 0900 - 0950 &	W 0800 - 0950	Elective	
Winter	MTH 256H	Applied Differential Equations	33075	4	001	LEC	A-F	MWF	900	950	Elective	
Winter	MTH 256H	Applied Differential Equations	38818		010	REC	A-F	T	900	950	Elective	
Winter	MTH 306H	Matrix and Power Series Methods	33105	4	001	LEC	A-F	MWF	1000	1120	Elective	



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Winter	BI 414H	Writing for the Biological Sciences	39623	2	001	SEM	A-F	TR	1600	1650	Thesis/Research/Projects	
Winter	HC 408	Workshop THESIS: LEARN	35166	1	001	WS	P/N	R	1700	1850	Thesis/Research/Projects	
Winter	HC 408	Workshop THESIS: UNDERTAKE	36574	1	002	WS	P/N	R	1700	1850	Thesis/Research/Projects	
Winter	HC 408	Workshop THESIS: GRADUATE	38799	1	003	WS	P/N	F	1400	1550	Thesis/Research/Projects	
Winter	Z 414H	Writing for the Biological Sciences	39645	2	001	SEM	A-F	TR	1600	1650	Thesis/Research/Projects	

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Spring	ANTH 313H	Peoples of the World: Latin America		3	001	LEC	A-F	TBD			Bacc Core	Cultural Diversity
Spring	BI 213H	Principles of Biology		4	001	LEC	A-F	MWF & GRP MID	1300	1350	Bacc Core	Biological Sciences
Spring	BI 213H	Principles of Biology			010	LAB	A-F	M	1400	1650	Bacc Core	Biological Sciences
Spring	BI 213H	Principles of Biology			020	LAB	A-F	W	1400	1650	Bacc Core	Biological Sciences
Spring	CH 233H	Honors General Chemistry		4	001	LEC	A-F	MWF	1200	1250	Bacc Core	Physical Sciences
Spring	CH 233H	Honors General Chemistry			010	REC	A-F	T	1100	1150	Bacc Core	Physical Sciences
Spring	CH 233H	Honors General Chemistry			011	REC	A-F	R	1400	1450	Bacc Core	Physical Sciences
Spring	CH 263H	Laboratory for CH 233H		1	010	LAB	A-F	T	1200	1450	Bacc Core	Physical Sciences
Spring	CH 263H	Laboratory for CH 233H		1	011	LAB	A-F	R	1500	1750	Bacc Core	Physical Sciences
Spring	ENG 254H	Survey of American Literature: 1900 - Present		4	TBD	LEC	A-F	TBD			Bacc Core	Literature and the Arts; Western Culture
Spring	FR 270H	France Today: Cultures Within and Beyond Its Borders		3	001	LEC	A-F	TBD			Bacc Core	Western Culture
Spring	GEO 335H	Intro to Water Science and Policy		3	001	LEC	A-F	TR	1500	1620	Bacc Core	Science, Technology and Society
Spring	HC 199	Honors Writing		3	001	LEC	A-F	MW	800	920	Bacc Core	Writing II
Spring	HC 199	Honors Writing		3	002	LEC	A-F	TR	800	920	Bacc Core	Writing II
Spring	HC 199	Honors Writing		3	003	LEC	A-F	TR	1000	1120	Bacc Core	Writing II
Spring	HST 105H	World History		3	001	LEC	A-F	TBD			Bacc Core	Cultural Diversity; Western Culture
Spring	MUS 102H	Music Appreciation II: A History of Rock and Roll		3	001	LEC	A-F	TR	1000	1120	Bacc Core	Literature and the Arts
Spring	PH 221H	Recitation for Physics 211		1	001	SEM	A-F	R	1100	1150	Bacc Core	Physical Sciences
Spring	PH 223H	Recitation for Physics 213		1	001	SEM	A-F	T	1100	1150	Bacc Core	Physical Sciences
Spring	PHL 160H	Quests for Meaning: World Religions		4	001	LEC	A-F	MW	1400	1540	Bacc Core	Cultural Diversity
Spring	PHL 444H	Biomedical Ethics		4	001	LEC	A-F	MW	1200	1340	Bacc Core	Science, Technology and Society
Spring	REL 160H	Quests for Meaning: World Religions		4	001	LEC	A-F	MW	1400	1540	Bacc Core	Cultural Diversity
Spring	WGSS 325H	Disney: Gender, Race, Empire		3	001	LEC	A-F	M	1600	1850	Bacc Core	Difference, Power, and Discrimination
Spring	WGSS 340H	Gender and Science		3	001	LEC	A-F	TBD			Bacc Core	Science, Technology and Society

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Spring	HC 299	History of Rock & Roll EMP Trip		1	TBD	SEM	P/N	TBD			Colloquia	
Spring	HC 299	Farside Entomology		2	TBD	SEM	A-F	W	1800	1950	Colloquia	
Spring	HC 299	Building Homes and Hope: International Service Learning		1	TBD	SEM	A-F	W	1500	1550	Colloquia	
Spring	HC 407	Technology and the Good Life		2	TBD	SEM	P/N	M	1400	1550	Colloquia	
Spring	HC 407	Film Censorship		1	TBD	SEM	P/N	T	1700	1850	Colloquia	
Spring	HC 407	Lives and Stories: Explorations in Biography & Autobiography		2	TBD	SEM	P/N	R	1000	1150	Colloquia	
Spring	HC 407	Historical Fictions and Fictional Histories		2	TBD	SEM	P/N	R	1600	1750	Colloquia	
Spring	HC 407	From Zombies to Preppers: America's Obsession with Apocalypse		2	TBD	SEM	P/N	TR	1200	1350	Colloquia	
Spring	HC 407	God, Pain, and the Problem of Evil: An Introduction to C.S. Lewis		2	TBD	SEM	P/N	M	1500	1650	Colloquia	
Spring	HC 407	Shakespeare via Ashland		1	TBD	SEM	P/N	T	1800	1850	Colloquia	
Spring	HC 407	Exploring History Through the Graphic Novel		2	TBD	SEM	P/N	M	1800	1950	Colloquia	
Spring	HC 407	Principles of Comparative Planetology		2	TBD	SEM	P/N	TR	1000	1050	Colloquia	
Spring	HC 407	Science, Aesthetics, and the Invention of Altered States		2	TBD	SEM	A-F	T	1200	1350	Colloquia	
Spring	HC 407	Plastics for Poets		2	TBD	SEM	A-F	MW	1300	1350	Colloquia	
Spring	HC 407	STEM Outreach as Service Learning - Community Outreach		2	TBD	SEM	P/N	R	1800	1950	Colloquia	
Spring	HC 407	Addiction in Today's World		2	TBD	SEM	P/N	TBD			Colloquia	
Spring	HC 407	Making Robust Decisions		2	TBD	SEM	P/N	MW	1600	1750	Colloquia	
Spring	HC 407	Exploring the Magic of Engineering Physics via Hands-On Service Learning		2	TBD	SEM	P/N	M	1600	1750	Colloquia	
Spring	HC 407	Experimental Fluid Dynamics in Nature		2	TBD	SEM	P/N	MW	900	950	Colloquia	
Spring	HC 407	Adapting to Global Interdependence		2	TBD		P/N	W	1000	1150	Colloquia	
Spring	PH 407H	Physics and Philosophy of Time		1	001	SEM	A-F	F	1400	1450	Colloquia	

TERM	Course Number	Course Title	CRN	UHC CR	SEC	TYPE	Grade	DAY	START TIME	END TIME	UHC Category	BCC CATEGORY
Spring	BA 260H	Introduction to Entrepreneurship		4	001	LEC	A-F	TBD			Elective	
Spring	BI 401H	Research and Scholarship		1	001	RES	A-F	M	1400	1650	Elective	
Spring	BI 401H	Research and Scholarship		1	002	RES	A-F	W	1400	1650	Elective	
Spring	CH 463H	Experimental Chemistry II		3	001	LEC	A-F	M	1300	1350	Elective	
Spring	CH 463H	Experimental Chemistry II			010	LAB	A-F	MW	M 1400 - 1650 &	W 1300- 1650	Elective	
Spring	CHE 333H	Transport Phenomena III			001	LEC	A-F	MW	1300	1350	Elective	
Spring	CHE 333H	Transport Phenomena III		1	010	STUDIO	A-F	TR	1200	1250	Elective	
Spring	ENGR 391H	Engineering Economics and Project Management		3	001	LEC	A-F	TR	830	950	Elective	
Spring	HC 409	PRAC/CONVERSANTS		1	007	PRAC	P/N	TBD			Elective	
Spring	HC 409	PRAC/CIVIC ENGAGEMENT		1	008	PRAC	P/N	TBD			Elective	
Spring	HC 499	Genes and Chemicals in Agriculture: Value and Risk – Exploration, Discussion and Active Learning		1	TBD	LEC	A-F	T	1500	1550	Elective	
Spring	MTH 254H	Vector Calculus I		4	001	LEC	A-F	MWF	1600	1720	Elective	
Spring	MTH 256H	Applied Differential Equations		4	001	LEC	A-F	MWF	1300	1350	Elective	
Spring	MTH 256H	Applied Differential Equations		4	010	REC	A-F	W	1200	1250	Elective	
Spring	MTH 306H	Matrix and Power Series Methods		4	001	LEC	A-F	MWF	1400	1450	Elective	
Spring	MTH 306H	Matrix and Power Series Methods		4	010	REC	A-F	W	1500	1500	Elective	
Spring	PSY 360H	Social Psychology		4	001	LEC	A-F	MW	1200	1350	Elective	
Spring	SOC 444H	Crime, Communities, Prisons, and Prevention		4	001	LEC	A-F	M	1700	2050	Elective	

TERM	Course Number	Course Title	CRN	UHC CR	SEC	TYPE	Grade	DAY	START TIME	END TIME	UHC Category	BCC CATEGORY
Spring	BI 415H	Biological Sciences Thesis		1	001			TBD			Thesis/Research/Projects	
Spring	HC 408	Workshop THESIS: UNDERTAKE		1	002	WS	P/N	R	1600	1750	Thesis/Research/Projects	
Spring	HC 408	Workshop THESIS: LEARN		1	003	WS	P/N	T	1700	1850	Thesis/Research/Projects	
Spring	HC 408	Workshop THESIS: GRADUATE		1	004	WS	P/N	F	1400	1550	Thesis/Research/Projects	
Spring	Z 415H	Biological Sciences Thesis		1	001			TBD			Thesis/Research/Projects	

### Curriculum Vitae

#### Education and Employment Information

1999	Rhetoric and Composition	M.A.	Oregon State University
1993	English	B.A.	University of Southern California
1997-2003	Corvallis, Oregon	Oregon State University Department of English	
2003-Present	Corvallis, Oregon Writing Instructor	Oregon State University–University Honors College	

#### Teaching, Advising and Other Assignments

##### Non-Credit Courses and Workshops

- Certificate of Teaching the Complicated Learner seminar, Optimind Training & Consulting (Landmark College) 2001 *Participant*
- University Honors Thesis Workshops 2003-2009 *Program Organizer*
  - Writing Strategies
  - Getting Started
  - The Defense
  - The Poster
  - Research Skills
- UHC Advanced Grammar Club 2005-2006 *Program Organizer*
- Difference Power Discrimination OSU 2007 *Participant*
- Safe Space Training 2007 *Participant*  
Sponsored by LGBT at OSU

#### Curriculum Development

Graduate Teaching Assistant Practicum and Orientation 2001 to 2003  
 Oregon State University–Department of English  
*Assistant Composition Coordinator/ Instructor*  
 Worked with Composition Coordinator to develop and implement the GTA Practicum and Orientation

Designed and taught the following colloquia for the UHC 2003-Present

- HC 299: ST/Analyzing Humor Spring 2004
- HC 399: ST/Writing about Music Spring 2004
- HC 299: ST/Writing about Images Fall 2005
- HC 299: ST/Pseudonyms Spring 2005
- HC 299: ST/Scavenger Hunt for Scholars Spring 2006
- HC 299: ST/Translations Fall 2008
- HC 299: ST/Effective Presentations Spring 2008
- HC 299: ST/Writing about Film Winter 2009

**Served as Liaison/Advisor to Graduate Teaching Assistants in the OSU Department of English as Assistant Composition Coordinator 2001 to 2003**

### **Collaborative/Group Efforts**

Introduction of Library Instruction into the Writing 121 Composition program in the OSU Department of English. Eric Hill, Paula McMillen, and Chris Anderson 2001

Development of the UHC Thesis courses and online module. Dan Arp, Kevin Ahern, Indira Rajagopal, and Eric Hill

UHC Student publication *The Chronicle*. Faculty Advisor 2003-2009

OSU Food Drive events to benefit Linn-Benton Food Share: YouTube with Eric Hill.  
Organized with students from McNary Hall 2005, 2007, 2009

## **SCHOLARSHIP AND CREATIVE ACTIVITY**

### ***Publications***

#### **Books**

- *Listen, Think, Speak: A Guide to Honors Writing*  
Kendall Hunt Publishing Company, 2014

#### **Refereed Publications**

- “Why teach research as a conversation in freshman composition courses?: A metaphor to help librarians and composition instructors develop a shared model.”  
Paula S. McMillen & Eric Hill *Research Strategies*, 20 (1/2), 3-22, Mar 2004.
- “Metaconversations: Ongoing discussions about teaching research writing.” Paula S. McMillen & Eric Hill. *Research Strategies*, 20(3), 122-134, 2005.

#### **Non-Refereed Publications**

- *Kingdom of Heaven* (DVD), historical and production notes. Directed by Ridley Scott. Produced by Charles de Lauzirika 2005.

- *La Mandrogola (The Mandrake)*. Commissioned translation of Niccolo Machiavelli's play. Directed by Charlotte Headrick. Oregon State University Withycombe Hall Lab Theater, 2005.
- "Ancient Cry." Translation of Giosu  Carducci. *The Eloquent Umbrella*: 2004.
- "Mira Mar." Translation of Giosu  Carducci. *The Eloquent Umbrella*: 2004.
- "Before San Guido." Translation of Giosu  Carducci. *The Eloquent Umbrella*: 2004.
- "Reading Between the Lines" and "Discovering Mushrooms," *Asking Questions: Instructor's Manual*, Simon and Schuster: 2000.
- "Hopi World View: A Cyclic Model of Balance & Duality," *Work in Progress*, Bedford/St. Martin's Press: 2001.
- "Nuff Said," *The Grindstone* (literary magazine), University of Southern California, 1993.
- "Visions of Veal," *Psycho Train* (literary magazine), Hyacinth House Publications, 1992.
- *Old Pets Long Since Dead* (short story collection), Wooden Bird Press, 1992.

## Conference Presentations

"Introducing Information Literacy to a Freshman Composition Program." Presenters: Paula McMillen, Bryan Miyagishima, Laurel Maughan, Ruth Vondracek & Eric Hill. Presentation at LOEX of the West, June 2002  
LOEX of the West, University of Oregon, Eugene, Oregon Friday June 28, 2002.

"Local Exigencies and New Synergies: Artifacts of Collaboration." Presenters: Anita Helle, Wayne Robertson, Vicki Tolar-Burton, & Eric Hill. Panel presentation at Writing Frontiers: New Synergies for Rhetoric and Composition (writing conference) in Portland, OR, May 1, 2004.

"Not just new packaging: Seeking better ways to integrate the research and writing processes." Presenters: Eric Hill & Paula McMillen. Presentation at Writing Frontiers: New Synergies for Rhetoric and Composition (writing conference) in Portland, OR, May 1, 2004.



“What’s a Conversational Model of Research Got to Do with Information Literacy?”  
Presenters: Paula McMillen & Eric Hill LOEX of the West, Boise State University,  
Boise, Idaho, June 4, 2004.

“Conversational Metaphor for teaching research writing.” Presenters: Paula  
McMillen & Eric Hill. Workshop, Hawaii International Conference on Arts &  
Humanities, Honolulu, Jan. 16, 2005.

“Research as conversation: A model for teaching research writing.” Presenters: Paula  
McMillen & Eric Hill. Presentation at Center for Teaching and Learning, Western  
Oregon University, May 13, 2005.

“Research as Conversation.” Presenters: Paula McMillen & Eric Hill.  
34th Annual Workshop on Instruction in Library Use (WILU). University of Guelph,  
Canada. Guelph (Ontario, Canada), May 19, 2005.

“Everything You Know is Wrong.” Presenter. President's Forum. Valley Library,  
Oregon State University. March 13, 2007.

“Ethics, Research, and Promotion of Knowledge.” Presenter. University Honors  
College Presidential Forum. January 31, 2007.

## **Service**

Oregon State University Department of English

Executive Committee	2002-2003
Composition Committee	2002-2003
Hiring Committee	2002-2003

Institutional Review Board at OSU 2005-2006

Mortar Board Advisor 2005-2006

University Honors College Hiring Committee	2010-2011
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## **Awards**

*University and Community Awards*

- University Honors College Outstanding Professor of the Year 2007
- Graduate Student Essay Contest for “Remembering Wings: Text as Map and  
Knowledge as Location in Ancient Rhetoric,” Department of English,  
Oregon State University, 1999

### *State and Regional Awards*

- Kay Snow Writing Award for “No-Well,” Willamette Writers Organization, Portland, Oregon, 1998

### *National and International Awards*

- Certificate of Italian as a Foreign Language, Università degli Studi di Pisa, Viareggio, Italy, July 1991
- Silver Award at Houston International Film Festival 1996 for the documentary *New Hope For Parkinson’s Disease: The Stereotactic Pallidotomy Technique* (for Road Trip Productions). Writer and Co-producer
- Silver Award the New Orleans International Film Festival 1995 for the documentary *New Hope For Parkinson’s Disease: The Stereotactic Pallidotomy Technique* (for Road Trip Productions). Writer and Co-producer

### **Professional Experience**

Line and Copy Editor for MacMillan Publishing, *Frommer’s America on Wheels*, New York, New York, 1995

Line and Copy Editor for Thermo Ekotek, Sacramento, California, 1995

Staff Writer and Producer for Road Trip Productions, Los Angeles, California, 1993-95

Paralegal for Lillick, McHose & Charles, Los Angeles, California, 1987-88

### **Performed Work**

#### Theater

*La Mandrogola (The Mandrake)*. Commissioned translation of Niccolo Machiavelli ‘s play. Oregon State University Withycombe Hall Lab Theater, 2005 (filmed).

*X & Y*. Author. Atticus Nighttime, Pasadena, California. 1993 (filmed).

*Out, Damned Spot*. Author. Atticus Nighttime, Pasadena, California, 1993 (filmed).

## Monologues/ Standup

*Coerced Confessions: Beating the System*, Random Gallery, Los Angeles, California, 1994 (recording).

*A Conceited Suggestion*, Dis Caf Boheme , Hollywood, California, 1993 (filmed).

*Reading the Dictionary*, Atticus Nighttime, Pasadena, California, 1993 (filmed).

*The Case for Global Euthanasia*, Dis Caf Boheme, Hollywood, California, 1992 (recording).

*An Evening of No Poetry*, Dis Caf Boheme, Hollywood, California, 1992 (recording).

*Drowning*, Atticus Nighttime, Pasadena, California. 1991 (film).

## Music

### Theater:

*The Hunger Artist* (Oasis Theater, Portland, 1995)

*Gumby Plays the Cello* (Knight's Bridge Theater, Pasadena, 1994)

*Rather Randy* (Knight's Bridge Theater, 1993)

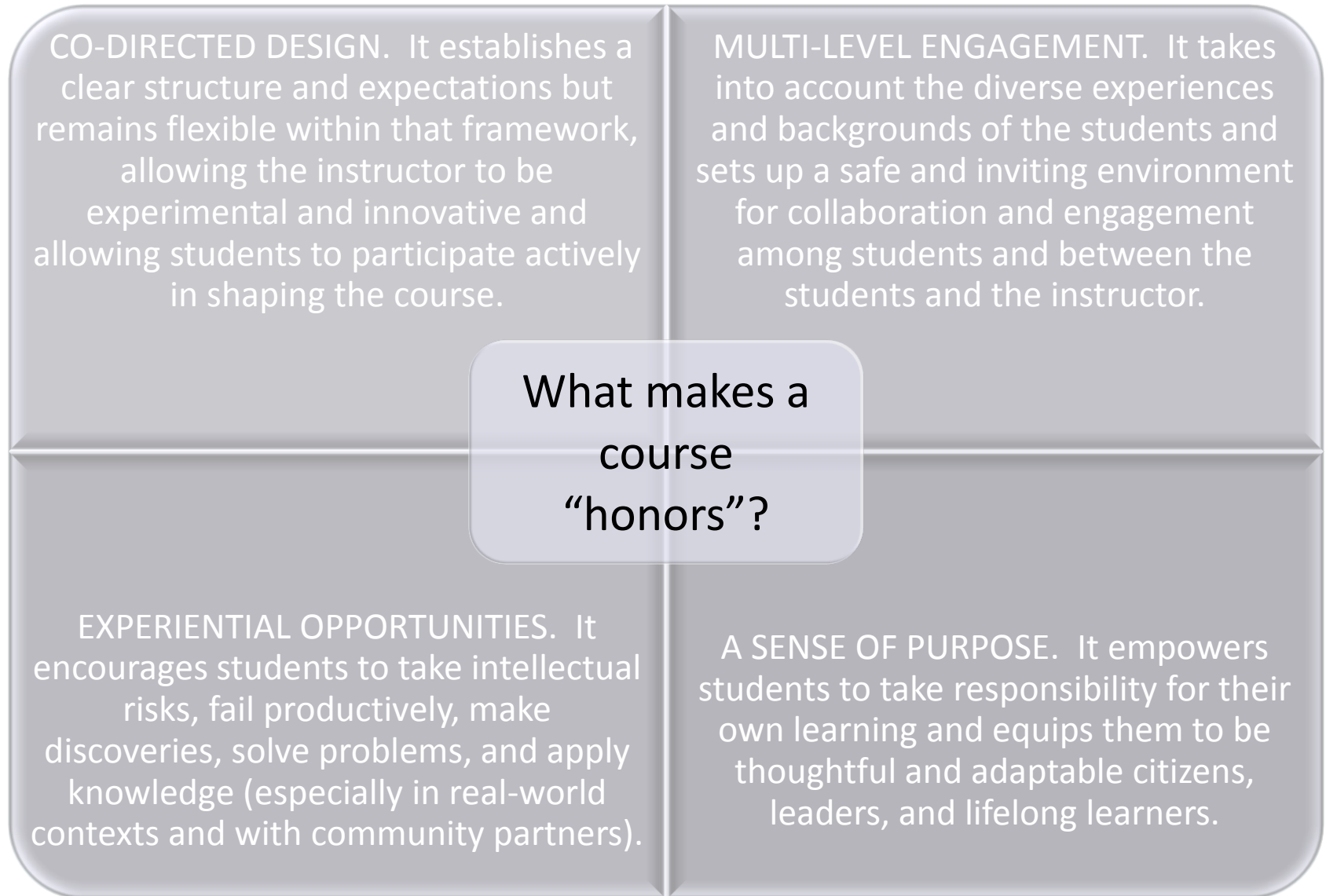
### CD (commercial release):

*The Anointed* – Self-loathing Productions 2009

*Scene Missing* (musician)— Thon Music (ASCAP) 2001

*Today was Different* (musician)—Thon Music (ASCAP) 1997

## Appendix L: PLC Characteristics of Honors Pedagogy



(a working definition developed by members of the Spring 2015  
Professional Learning Community on Honors Pedagogy )

## Appendix M: Average HC Student Retention by Residence: Fall 2011 – Present First-Year Cohort

Average HC Student Retention by Residence: Fall 2011 – Present First-Year Cohort												
UHDS Facility	Grand Total	Withdrew	% Retained in the UHC for 1st year	Withdrew	% Retained in the UHC for 2nd year	Withdrew	% Retained in the UHC for 3rd year	Withdrew	% Retained in the UHC for 4th year	Total Retained	Total Lost	% Retained overall
Off Campus	74	9	87%	4	82%	2	79%	1	78%	58	16	78%
Avery Lodge	4	0	100%	0	100%	1	75%	0	75%	3	1	75%
Azalea House	5	0	100%	0	100%	2	60%	0	60%	3	2	60%
Bloss Hall	18	1	91%	2	77%	4	59%	1	56%	10	8	56%
Buxton Hall	11	0	100%	0	100%	1	91%	0	91%	10	1	91%
Callahan Hall	22	0	100%	2	89%	0	89%	3	77%	17	5	77%
Cauthorn Hall	42	2	94%	6	79%	3	74%	0	74%	31	11	74%
Dixon Lodge	3	1	75%	2	0%	0	0%	0	0%	0	3	0%
Finley Hall	11	1	91%	0	91%	0	91%	0	91%	10	1	91%
Hawley Hall	8	1	86%	0	86%	0	86%	1	75%	6	2	75%
ILLC	2	0	100%	0	100%	0	100%	0	100%	2	0	100%
<b>McNary Hall</b>	<b>134</b>	<b>3</b>	<b>97%</b>	<b>11</b>	<b>87%</b>	<b>5</b>	<b>83%</b>	<b>21</b>	<b>70%</b>	<b>94</b>	<b>40</b>	<b>70%</b>
Oxford House	2	0	100%	1	50%	0	50%	0	50%	1	1	50%
Poling Hall	18	2	86%	3	71%	1	67%	0	67%	12	6	67%
Sackett Hall	18	3	75%	2	64%	2	56%	2	50%	9	9	50%
Tebeau Hall	2	0	100%	0	100%	0	100%	0	100%	2	0	100%
Weatherford Hall	23	1	95%	1	90%	0	90%	2	83%	19	4	83%
<b>West Hall</b>	<b>495</b>	<b>9</b>	<b>98%</b>	<b>11</b>	<b>96%</b>	<b>19</b>	<b>92%</b>	<b>0</b>	<b>92%</b>	<b>456</b>	<b>39</b>	<b>92%</b>
Wilson Hall	25	1	95%	1	90%	3	79%	1	76%	19	6	76%
<b>Grand Total</b>	<b>843</b>	<b>22</b>	<b>97%</b>	<b>27</b>	<b>93%</b>	<b>41</b>	<b>89%</b>	<b>31</b>	<b>85%</b>	<b>704</b>	<b>139</b>	<b>84%</b>