Core Values
Oregon State’s University Honors College is committed to three core values:

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

Mission
At Oregon State’s 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 University 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, which incorporates cross-disciplinary and multi-disciplinary perspectives.

Within this context, the mission of the University 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 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 University 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 students with transformative opportunities in research, leadership, service, and global learning.*
The University 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 through Honors co-curricular programming.

Tactic In partnership with faculty from the academic colleges, develop experiential learning opportunities related to research, leadership, service, and global learning through incentive programs, such as curriculum development grants, faculty mentoring programs, and partnerships with centralized student success resources.

KPIs: % of students participating in two or more experiential learning opportunities. % of students completing theses. % of students enrolled in thesis or project credits. % of Honors courses, including an experiential learning component. Experiential Development Grant $’s awarded annually.

Strategic Priority 2: Ensure that high-achieving students from all majors and colleges choose Oregon State’s 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 University Honors College are heavily recruited by other institutions. Competitive scholarship packages are critical in our ability to recruit high-achieving students.

Tactic: In partnership with the OSU Foundation and academic colleges, develop competitive recruitment scholarship packages to attract high-achieving students from all academic colleges to apply to and select OSU.

KPIs: Representativeness of applicant pool, relative to college size. $/student/college. % of students enrolled/college/offer made.

Strategic Priority 3: Make the complete Honors experience accessible to all Honors students.

Over 25% of current University Honors College students have been identified as having high financial need, and 34% have high or medium financial need. These Honors students will be forced to make difficult choices, e.g., paying the University 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 University Honors College due to their need to work.

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

KPIs: % of students with high financial need receiving Tuition scholarships. % of total UHC students receiving Experiential Learning and Work Scholarships.

Strategic Priority 4: Grow University Honors College enrollments in support of the State’s 40/40/20 goal and the University’s high achiever enrollment goals.

The University Honors College will enroll approximately 1,100 students in the Fall of 2014. As OSU’s undergraduate enrollments grow to an estimated 25,000, we will grow the size of our incoming class each year from its current level of 300 to 350 to maintain a critical mass of Honors students, representing 3% - 7% of the on-campus undergraduate population. In addition to meeting
enrollment goals, the University Honors College must substantially improve Honors degree completion rates, which are historically and currently around 50%.

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

KPIs: Total size of UHC. % of students earning HBA, HBS, and HBFA. % of high-achieving students with UHC admissions offers enrolling at OSU. % of out-of-state students. % of students achieving thesis milestones on schedule. % of students by admission year, enrolled in Honors coursework. % of students participating in Honors co-curricular programming.

Strategic Priority 5: Expand the Honors living-learning community to create a comprehensive and compelling University Honors College experience, which addresses the needs of all Honors students.

The current Honors living-learning community serves approximately half of first year, Honors students and less than 10% of returning students. There is evidence that Honors degree completion and success in the Honors community is strongly influenced by participating in Honors 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 to develop a fully-integrated Honors living-learning community, which will enable substantial integration of living and learning programming and which will house at least 75% of first year students and provide an Honors living-learning option for 25% of returning students.

KPIs: % of first-year Honors students living in the Honors living-learning community. % of returning students in Honors living-learning housing options. Number of Honors programs integrated/year in living-learning communities. Attendance at programs hosted in Honors living-learning facilities.