# DEAN / COLLEGE OVERVIEW

## College Name: The Dorothy and Bill Cohen Honors College

## Section 1: Leadership Overview

Dean Name: Kimberly Engber

Preferred to be called by: Kimberly

Spouse/Partner name if appropriate: Jay Pfeiffer

How Long in Dean Position: 6 years

How Long at University: 12.5 years

Degrees (University & Program):

- PhD.: The Graduate Center of the City University of New York – English, certificate in Women's & Gender Studies
- Masters: GC- CUNY (en route to Ph.D.) - English
- Undergrad: Kenyon College—English

Why did you come to Wichita State? To serve as an assistant professor of American literature; strong teaching department with a master's program; small city with an airport; closer to family in Kansas City and Indiana.

**Senior Leaders**

Name: Trish Gandu

Title & Responsibilities: Assistant Director, Scholarships and Outreach

- Recruitment: manage communication and marketing, events, campus visits, high school outreach, Honors Ambassadors student group
- Scholarships: manage incoming student scholarships - marketing,event management, records management and audit
- Koch Scholar program
- National Student Exchange program

Name: Jessica Raburn

Title & Responsibilities: Assistant Director, Academic Advisor

- Academic advising: manage all advising and processes, communication, materials, degree planning, student success, and student records
- Current, transfer, and returning adult student recruitment visits
- Graduation audit
- Summer Research Institute (NSF KS-LSAMP grant sub-award) advisor
- WHEAT student organization advisor

| | |
|---|---|
| | Name: Chelsea Redger-Marquardt (.5 FTE in Honors)<br><br>Title & Responsibilities: Director, Honors Service Learning and Leadership Academy (and Assistant Teaching Professor, Applied Studies)<br>• Design and manage new Leadership academy<br>• Increase academic service-learning in Honors<br>• Serve as Faculty Fellow with Academic Affairs to increase academic service-learning across campus |

## Section 2: College Overview

1. Year College Founded:
   - 2013 - College founded (1957 - Honors program founded; 1978 - named Emory Lindquist Honors Program)

2. Who Are Your Peer Institutions (at the College level) and why?
   a. Michigan Tech, Pavlis Honors College
      1. Public research university with enterprise and innovation focus
      2. Multiple honors pathway programs
      3. Applied learning
   b. New Mexico State University, William Conroy Honors College
      1. WSU Institutional Peer
      2. Multiple tracks for graduating with honors: certificate earned for coursework, University Honors earned for coursework and capstone
   c. Wright State University
      1. WSU Institutional Peer
      2. Multiple honors distinctions including University Honors, Departmental Honors, and General Studies Honors
      3. Charged with advising for national scholarships and fellowships

3. Who are your Aspirational Institutions (at the College level)? Why and what would it take to achieve parity?
   a. University of Oregon
      1. Admission model
   b. The City University of New York, Macauley Honors College
      1. In top 10 Honors Colleges
      2. Urban-serving institution
      3. Full in-state tuition due to highly selective admission
      4. Peer mentorship
   c. University of Houston
      1. Research University
      2. Multiple honors options within large college
      3. Strong, interesting minors programs, e.g., Rhetoric and Medical Narratives
      4. Large enrollment, growth managed with core course requirement
   d. University of Colorado, Colorado Springs
      1. Emphasis on global community
      2. Clear articulation of core values and appreciation for scholarly discourse
      3. Honors portfolio
      4. Small cohort model
   e. Arizona State University
      1. High # of students receiving Fulbright scholarship 2018-19

These institutions each represent excellence in a different aspect relevant to the current WSU Honors model.

- University of Oregon articulates a strong set of values, advertising that their admissions process considers the whole student experience from work and family to academic and community experience. The two major urban universities – CUNY and Houston—engage directly with their respective cities. Students in the Macauley Honors College take a core course that connects them to New York history and present.
- Houston is the model for interdisciplinary Honors minors, particularly a minor that puts the humanities in dialogue with medical studies.
- Colorado Springs emphasizes rigor and contribution to a global community and requires a portfolio intended to "showcase student's understanding of one or more complex systems."
- Finally, Arizona State University serves as an aspirational program primarily because of its ability to demonstrate academic rigor and global awareness through graduation outcomes. ASU is consistently among the top producers of student Fulbright awards. 53 student Fulbright applicants from ASU yielded 21 awards in 2018-19, competitive with the top producer of student Fulbrights: Brown University with 106 applicants yielding 35 awards.

To achieve parity with these programs, we need:

- Honors admissions application system with capacity for multi-media uploads and multiple evaluators
- Faculty teaching Honors as part of regular load
- Faculty release or reward structure for undergraduate student research, innovation, and community projects
- Eportfolio system
- Increased mentorship for national scholarship applications (faculty and staff training and time)

4. Faculty Profile – Current Academic Year

**Note:** Honors currently has one assistant teaching professor (.5 FTE Honors and .5 FTE College of Applied Studies). Each semester, approximately 60 faculty members teach Honors College seminars (7-8), department honors course sections (~40), or mentor honors option agreements (25+ individual students who are turning a regular course into an honors course by adding depth or breadth to the course assignments).

| Title | Number and Percent Male | Number and Percent Female | Number and Percent Who are Not White |
|---|---|---|---|
| Professor | | | |
| Associate Professor | | | |
| Assistant Professor | | | |
| TOTAL Tenure/TT | | | |
| Non-Tenure/TT | 0 - 0% | 1 - 100% | 0 - 0% |
| GRAND TOTAL | 0 | .5 FTE | 0 |

5. List the degrees offered by the college.

| DEGREE NAME | # Students in Fall AY2018-19 | # Students in Fall AY2019-20 | # of Credit Hours Required for Graduation |
|---|---|---|---|
| Honors Baccalaureate | 5 | 6 | 120 total |

***See also Appendix A Honors Academic Programs for curriculum information sheets and undergraduate research program reports.***

6. **COLLEGE MISSION**:
   What is the Mission of your College (currently) and would you modify it? How and why?

   - We aim to challenge ambitious students to develop their talents to create a better future. The founding College Charter urges students, faculty, and staff to uphold four pillars to form an **innovative, intellectual, professional**, and **transformative** community.

   - The mission statement above is on our mission/governance webpage, but it is not well known. Students more often say that Honors at Wichita State is about "more meaningful work." This concept of meaningful work has had the most resonance in recent years. Several respondents to a recent feedback survey expressed the mission in terms of values and outcomes. One respondent thinks of Honors as aiming "to produce students that excel in the areas of critical thinking, problem-solving, and leadership in order to prepare them to be outstanding citizens." Another thinks of Honors "as a place for students and faculty to engage in non-traditional learning, to explore issues, and to seek solutions from a variety of disciplinary approaches."

   - Survey responses and recent student and faculty council discussions also suggest that, rather than modifying the mission right now, we need to work with our various constituent groups (students, faculty, alumni) to articulate current values and outcomes such as inclusion, cultural awareness, or collaboration that motivate Honors work and unify our Honors community. We then need to communicate these outcomes more effectively within Honors, across the campus, and to regional and national communities.

7. **UNIVERSITY MISSION**:
   - What do you believe is the Mission of the University? To be an essential economic, cultural, and educational driver in the region, state, and beyond.

   - How does your College contribute? Challenging ambitious students and serving as a laboratory for faculty to experiment with curriculum and interdisciplinary collaboration aligns with the university mission to improve the region economically, culturally, and educationally. We aim to prepare students to be leaders in their fields of study and in the community. We aim to expand students' horizon, to expose them to local needs and global opportunities. Attracting highly motivated students to Kansas also supports the university mission to grow opportunities in this region and state. We expect some of these students will stay in Wichita and contribute to the health and growth of our community. We expect others will leave Kansas and contribute nationally and globally.

   - Do you think the majority of the faculty in your College are supportive of the mission and feel actively part of the mission? I think faculy engaged in Honors respond to the vision to be a global leader in applied learning. The university mission is broad enough to encompass most faculty activity, but it hasn't motivated faculty/staff and defined the university's identity as much as the vision has.

   - Would you modify the mission? No, but I would like to do more to ensure that community engagement and intellectual histories are celebrated as innovative work central to the university mission.

   - *One survey respondent expressed the mission of the university and college* in terms that resonate for me: "For WSU, the mission is to offer educational opportunities for all (almost all) and be an economic driver for the student as well as the community. We have low admission standards to WSU and that is intentional and a good thing. We offer people a chance. Our mission from the very beginning has been to serve the community (the community has expanded over time from Wichita to Kansas and now we are beginning to

think nationally and globally). We do this educationally and by working with businesses via partnerships, research and excellent student interns. Honors contributes to the mission of the university by supporting undergraduate research, of course, but more importantly by offering students a platform to do more. Our students self-select into Honors because they are interested in the more. More knowledge, more internships, more majors, more minors, seeking out the connections between fields of study, they want to explore the world and we offer them a way to do so. I do support the mission of the university."

8. **STRENGTHS:** What are the strengths of the College?
    - **Recruitment** of incoming first-year students has been strong since the formation of the college and particularly strong in the past two years.
        - Enrollment grew 100% in 2014 (the college's first year ) and continues to increase each year.
        - Applications have increased more than 100% from 202 for fall 2017 to 420 for fall 2019.
        - Enrollment of Hispanic students increased 72.7% from 44 in fall 2018 to 76 in fall 2019. Hispanic students are 11.1% of the total Honors student population.

    - **Scholarship funding** has increased from approximately $27,000 to approximately $600,000 annually since the formation of the college through a combination of reallocated university funds ($200,000) and fund raising from corporate and private donors ($400,000).
        - ~200 incoming and ~250 current students awarded each year
        - ~$90,000 of this total supports applied learning including study abroad, research, conference travel, National Student Exchange, and unpaid nonprofit or public sector internships
        - Scholarship funding will increase to $660,000 by 2021 due to a second Cohen gift pledge to fund scholarships for underserved students including under-represented minority (American Indian/Alaskan Native, Black non-Hispanic, Hawaiian & Hispanic), first generation, & students from low income families (family income 125% or less of the poverty level based on family size).

    - **Flexibility:** We offer multiple paths to earn an honors distinction on the transcript or diploma. Faculty expanded the traditional honors model by creating upper-division interdisciplinary tracks in leadership and law and public policy – not available at the undergraduate level at the time the college was formed—to meet the needs of transfer students as well as incoming first-year students. They also proposed an Honors Baccalaureate degree, a self-designed interdisciplinary degree that requires students to work closely with faculty mentors to create their own course of study leading to a thesis or capstone project.

    - **Developmental Advising**: A dedicated honors advisor supports the flexible honors curriculum and honors values with developmental advising. Honors advising goes beyond transactional advising such as course selection to engage students in conversation about their short-term and long-term goals as well as interests outside the major.

    - **Active and Collaborative Learning**: Faculty who created the college concept intended Honors to benefit students by offering more active, applied, and independent learning opportunities. This meant preserving some traditional academic elements of the existing program such as small discussion and project-based seminars as well as a research requirement. The majority of students fulfill this research requirement with a collaborative research seminar that emphasizes research conceptualization and facilitates interdisciplinary group research culminating in research, project, or business plans.

- **Research pathway programs** have increased through collaboration among Honors, Academic Affairs, College of Engineering, College of Applied Studies and STEM faculty. New programs hosted by the Honors College and designed specifically to develop self-efficacy and STEM identity in first-year and underserved minority students include a first-year research experience program (FYRE) that currently serves 15 students and a National Science Foundation – Kansas Louis Stokes Alliance for Minority Participation grant sub-award that funds up to 10 student to attend a summer research institute for incoming first-year and transfer students. These programs are open to all students by application, and are intended not only to increase critical pathways to STEM majors but also to increase pathways to Honors by creating an additional access point and more personal invitation.

- **Student-Centered Place.** The recent survey along with small focus groups in 2018-19 indicate that the Honors student experience is strong because of dedicated staff and faculty who listen to student needs. The new Shocker Hall expansion gives Honors more of a physical presence on campus and gives students a front door and 24/7 study space.

- *Or, as one survey respondent put it*, the Honors College strengths are: "The people, scholarships, and opportunities it offers. Also it is one of the only places you can get free printing."

9. **NEEDS/WEAKNESSES**:
   What are the weaknesses and/or needs of the College and how can the new President help you and your faculty to overcome these issues?
   - **Overload Teaching**: The majority of faculty who teach honors courses are teaching an overload. Adoption of the UNISCOPE model for tenure and promotion has helped create a reward structure for scholarship of teaching and service, and it is hoped that this will lead to more faculty teaching honors as part of their regular teaching load as well as developing more honors experiences in the majors.

     - *As one survey respondent expresses it:* "Diversification and responsiveness to courses and curricular organization could also be stronger - perhaps through required symposia, issue-based seminars (as approached from various disciplines and researchers), and increased incentives for course development. I think the President can help by promoting, funding, and supporting student projects ("greening" the College, campus improvement or event initiatives, increased community spaces for learning-living community and Honors students outside of that, etc). Also by challenging or pressing for more flexible faculty support in teaching across colleges and working interdisciplinarily - perhaps changing the structures of Colleges and Departments funding and budgeting while ensuring all programs are sufficiently appointed for transdisciplinary and discipline-specific educational opportunities."

     <u>Needs/Opportunities</u>:
     - *Endorsement*: Honors can do more to recognize Honors-affiliated faculty in qualitative ways and encourage colleges deans and departments to recognize honors work as well.
     - *Metrics*: Make Honors teaching and collaboration a priority. Visible university-wide qualtitative and quantitative measures of success for faculty and departments engaged in cross-disciplinary, collaborative, and undergraduate research work that doesn't always result in increased majors or publication also would help.
     - *Funding*:
       - Encourage departments and colleges to allocate funding/faculty to departmental honors courses. Honors foundation funds can help with salary or faculty development to offset costs for smaller classes and labs.
       - Identify additional funding or sponsorship for student projects.

- **Diversity and inclusion** has been a focus of recent discussions in Honors. We have not developed targeted recruitment strategies for underserved, continuing, transfer, returning adult, and international students, and enrollment numbers reflect this. The Student Council has examined this issue along with data regarding admissions and scholarship awards and is working on a proposal for more a comprehensive admissions review and values-based messaging based in part on the University of Oregon model.

  Needs/Opportunities
  - *Endorsement*: We anticipate that Presidential support for a qualitative honors admissions model will encourage additional support from faculty and the Office of Admissions. We need support for the concept as well as staff support through such concrete work as scoring essays and transcripts.
  - *Funding*: We'd also like to consider ways to optimize our current application system(s) developed in house, potentially increasing cost to link more directly to the existing Admissions application and/or scholarship systems.

- **Intellectual Community**. Honors aims to build intellectual community. We have increased course offerings somewhat over the past few years to meet this goal. Our approach to community building outside of individual classes has varied, however, as we continued in a start-up mode and focused substantial energy on recruitment.

  We need to create more opportunities for students to form intellectual community in honors as well as across campus and have considered: 1. An overnight Honors retreat open to all incoming students free of charge that would include peer leaders and faculty; 2. An interdisciplinary colloquium required of all Honors students; 3. A community service requirement with group community service events; and 4. An Honors portfolio that also creates a virtual forum/community or a requires a final presentation at an Honors showcase each year.

***See also Appendix B College Feedback Survey 2019 for additional responses that inform answers to #6-9 above.***

10. **ACADEMIC PROGRAMS**:
    Would you change, rebrand or add/remove any academic programs within the College? Why and detail? How would it affect enrollment as well as the student experience? What would be needed to make your suggested changes?

    **Strengthen Honors brand identity and academic program outcomes**
    - Embrace Honors as an intellectual tradition of active learning that supports innovation across the curriculum.
    - Rename the current Honors General Interdisciplinary Track to Design-Your-Own Interdisciplinary Honors track.
    - Require Honors thesis or eportfolio.
    - Design a new targeted web and digital marketing campaign to promote flexible Honors curriculum, undergraduate research and applied learning opportunities, and integrated learning outcomes.

    *Clearer Meaning*: Stronger brand identity for Honors should begin with renaming one of the current general track option. According to the Honors academic advisor, referring to the ability to "Design Your Own" track gets the student's attention. It also communicates the essence of this curriculum option and advances one of the core Honors practices: studying an intersection of ideas in greater depth or breadth based on the student's interests.

*Stronger Appeal*: Some flexibility in Honors for students to choose how to challenge themselves is attractive for returning adult as well as traditional students who often are already thinking about problems or areas of inquiry that cross disciplines. The student takes the lead in creating the interdisciplinary track and will make decisions about what to include in the final portfolio.

This renaming along with a new targeted marketing campaign that promotes this option and promotes student research and applied learning funding opportunities is anticipated to increase the number of current and transfer students interested in Honors and may lead more students to take a course or two beyond the required 120 credit hours.

Extensive messaging about not taking "unnecessary" electives can too often overwhelm the positive message that students who are willing to take on more meaningful and independent work expand their career capacity. Experiences beyond the major or basic general education requirements offer students integrative learning and critical skill development to support effective job searches, graduate school applications, and community leadership.

*Change Process.* This curriculum change proposal requires Honors Faculty Council approval, and the approval process would include consultation with the Honors Student Council.

- Needs: Eportfolio system

11. **FACILITIES**:
How are your facilities (classrooms, research facilities, labs etc)? How can they be improved and what benefits would each specific suggestion provide? Are there any accreditation concerns due to facilities?

The recent extension to Shocker Hall meets many student needs for gathering space. If college enrollment continues to increase and additional faculty are engaged, faculty work space such as shared office spaces would be valuable. Lecturers teaching part time in honors do not have a good space to hold office hours in the current Honors College space.

More boldly, I agree with this idea from a survey respondent: "Honors College dorm with collaboration, office and classroom spaces. I envision faculty in residence and more opportunities for faculty to interact with Honors students as well as Honors students interacting with one another. The students would have their Honors experience in common but be bringing their experiences from all over the university under one roof. This would be an added value for students in the Honors College and I think would also be a draw for more faculty to become involved in Honors."

12. **STUDENT RECRUITMENT**: Provide your current strategic plan for undergraduate and graduate recruitment and any recommendations you have that would help support enrollment growth in your college? This includes full-time, part-time, transfers, DE, veterans, older learners and certificate micro-credential programs as well as partnering with other units on campus. Include suggestions for marketing, spatially diverse recruiters, systems and incentives as well as prioritization of programs and resulting institutional needs to support growth. How can the new President help you and the faculty?

Recruitment Overview

Cohen Honors College staff, faculty, and student ambassadors participate throughout the year in many of the recruitment activities hosted by the Office of Admissions. The college partners with Admissions to host an honors-specific open house each fall. In addition, Honors provides materials for the Admissions communication system throughout the year. During the spring, as students are making their final college admission decisions, we communicate monthly with accepted Honors students about fall events and opportunities.

Our recruitment has focused on high school juniors and seniors within our region, but we have plans for more targeted recruitment of current, transfer, and returning adult students as well as more personal recruitment in local high schools and Western Kansas.

Honors Yield: Approximately 64% of students accepted to Honors enroll each fall.

| Recruitment Activity | Overall Yield to Enrollment at WSU Fall 2019 (not Honors specific except where noted) |
|---|---|
| Campus visits | 54% |
| Discover WSU programs (includes Oklahoma City, Dodge City, Hutchinson, Tulsa, Topeka, Overland Park, Salina and Kansas City, MO) | 61% |
| Shocker Honor Scholars Receptions | 40% |
| W-S-You Day | 94% |
| Honors in Action* | 84% |

*An Honors-specific event. Admissions and Honors partner each year to plan and manage this event.

*See also Appendix C College Schedule and Communication Plan*

## Recruitment and Enrollment Goals

- 800 Honors College members by fall 2020
- 8% increase in Honors applications
- 10% increase in applications from underserved minority and first-generation students
- Increase underserved minority students in Honors from 20% to 30%
- Increase first-generation students in Honors from 28% to 35%
- Engage 20 students in summer and first-year research including 10 underserved minority students engaged in summer research
- Faculty council endorses new qualitative admissions process

## Current Strategies and Tactics

1. **Increase number of applications to Honors** and increase diversity of applicants through continued participation in Office of Admissions events and continued strong partnership with Admissions to host one targeted honors recruitment event and increase targeted outreach.

    - Honors College staff, faculty, and/or student ambassadors participate in 28 recruitment events and 15 orientations each year.
    - 34 campus visitors met with the assistant director or another staff member from July 2018 through May 2019, a 100% increase over campus visitors to Honors in 2017-18.
    - 15 emails with honors information and student profiles created by our assistant director reached 4261 honors-eligible prospective high school students, transfer students, and parents through the Office of Admissions Recruit system in 2018-19.
    - 3140 students and 1330 parents received an invitation postcard and/or email in August 2019 to attend the Honors Open House organized jointly each year by the Office of Admissions and Honors.

    Additional Outreach Plans:

    - *Develop new recruitment messages and materials*. As we transition to a more qualitative admissions model, we will emphasize honors values rather than minimum test scores and grade point average. In addition, we know we need to make undergraduate research pathways more visible to prospective students. We also have considered developing dual language materials to communicate more effectively with families.
    - *Test and refine new targeted print and digital media recruitment materials* that highlight curriculum options such as leadership, law and public policy, the self-designed honors track and Honors Baccalaureate degree.

- *Increase visits to local public and Western Kansas high schools* including student ambassadors and faculty who direct summer and first-year research programs.

2. **Increase outreach to transfer and adult learners** through increased personal connections and development of targeted marketing strategy, materials, and curriculum connections.

   We focus on personal relationships in recruiting transfer and adult learners. The academic advisor or another staff member attends Community College Advisor Luncheons and Community College Day at WSU. These events offer face-to-face interactions with advisors who are working with community college students who may be considering WSU and guiding them in transferring to four-year institutions. Honors also staffs a table at Transfer Orientation to meet transfer students who have chosen WSU but likely not Honors. Networking with Jenna Randall in the Office of Adult Learning has produced several referrals of returning adult and WSU Tech transfer students. Our relationship with Hutchinson Community College's (HCC) Honors Director, Ryan Diehl, has led to several students transferring from their program to ours.

   Additional Outreach Plans: Targeted invitation is key to increasing participation in Honors among all students including transfer, adult, and veteran learners.

   - *Build more relationships with community college honors programs in Kansas and in Shocker cities*. The Honors staff and faculty would like to make time to travel to community colleges for lunch and conversation to learn more about their programs. The information gathered would help us develop effective targeted recruitment as well as curriculum connections.

   - *Personalize website*. The website serves as the primary way to learn more about and join Honors, and the current invitation to join is general. Individual web pages for transfer, adult learners and veterans with current student profiles would make it more clear that these students are welcome. Messaging for each group will have significant overlap, but creating three separate pages may serve as a more personalized invitation. This also may help with search optimization. A search for "transfer" would then pull up the Honors Transfer page, for example.

     - *For Transfer Students in Honors*: Emphasize Departmental Honors, Research Opportunities, & Design-Your-Own Honors Interdisciplinary Track. Transfer students often want to graduate by a set date they already know or know within a semester on either side. Highlight Applied Learning and Undergraduate Research with examples for multiple colleges and majors and links with detailed explanations to make it easy to plan an Honors experience within a shortened timeframe.
     - *For Veterans in Honors:* Emphasize Departmental Honors & Honors Leadership Track. Consult with the Veterans Center and a focus group of students to learn about key areas of interest and messaging related to the opportunity to go deeper into a field of study or extend leadership experience through Honors.
     - *For Adult Learners in Honors*: Emphasize Applied Learning, Undergraduate Research, Study Abroad and Travel Seminars, with funding available by application for the Cohen Enhancement Scholarship or Undergraduate Research and Creative Activity grants. Returning adult students who recently have been referred to or have sought out Honors are "all in" but practical. They made the choice to leave one life behind for another and want the most from their time at WSU. General study through the Emory Lindquist Honors Scholar Track is the most natural fit for students near the beginning of their degree and provides a gateway to further Honors study.

   Each page also would include concrete benefits: 24/7 study area with free coffee and access to restroom, priority registration, free printing, additional optional advisor to help you navigate the WSU system and talk with you about concepts outside of your major area.

**Needs:**

- Graduate student stipend and tuition waiver for assistance with coordination of additional outreach and development of targeted digital and video marketing materials would move these initiatives forward more quickly and effectively. (Support for transportation, materials, and other incidental Honors recruitment costs is available through current grant and foundation funds.)

## RECRUITMENT AND RETENTION SCHOLARSHIPS

Below are yearly comparisons of scholarships awarded through the Cohen Honors College. In spring 2019, we requested demographic data for all application submitted since the creation of the Koch Scholarship program. The Office of Financial Aid has requested reports be created so colleges can pull information related to underserved and financial need more readily with the intent for reports to be ready by spring 2020.

*See also attached Koch Scholars and Cohen Enhancement Scholarship end-of-year reports.*

### Scholarship Awards 2018-2019

| | Total Students Awarded | Total Amount Awarded |
|---|---|---|
| Koch Scholars | 36 | $279,375 |
| McGregor Scholars | 4 | $26,000 |
| Honors Merit | 399 | $194,000 |
| Cohen Enhancement | 30 | $94,280 |

### McGregor Scholarship Application Yearly Comparison

| Application Term | Total Apps |
|---|---|
| Fall 2016 | 80 |
| Fall 2017 | 127 |
| Fall 2018 | 173 |
| Fall 2019 | 277 |
| Fall 2020 | 283 |

### Koch Scholars Application Yearly Comparison

| Application Term | Business | Engineering | Total Apps** |
|---|---|---|---|
| Fall 2015 | 9 | 25 | 34 |
| Fall 2016 | 17 | 65 | 82 |
| Fall 2017 | 15 | 64 | 79 |
| Fall 2018 | 28 | 88 | 116 |
| Fall 2019 | 9 | 37 | 46** |
| Fall 2020 | 15 | 48 | 63 |

## Koch Scholars Application Demographics

| | Year of Fall Semester | | | | |
|---|---|---|---|---|---|
| **Race/Ethnicity** | **2015** | **2016** | **2017** | **2018** | **2019**** |
| Total | 34 | 82 | 79 | 116 | 46 |
| American Ind & Alaskan Native | 0 | 1 | 1 | 1 | 0 |
| Asian non-Hispanic | 1 | 4 | 5 | 7 | 3 |
| Black non-Hispanic | 2 | 2 | 0 | 4 | 1 |
| Hawaiian | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 1 | 2 | 6 | 4 | 3 |
| White non-Hispanic | 27 | 67 | 61 | 96 | 34 |
| multiple race non-Hispanic | 0 | 4 | 1 | 2 | 4 |
| missing | 3 | 2 | 5 | 2 | 0 |
| International | 0 | 0 | 0 | 0 | 1 |
| | | | | | |
| | **Year of Fall Semester** | | | | |
| **Sex Type** | **2015** | **2016** | **2017** | **2018** | **2019**** |
| Total | 34 | 82 | 79 | 116 | 46 |
| Male | 26 | 54 | 59 | 77 | 35 |
| Female | 8 | 28 | 20 | 39 | 11 |
| | | | | | |
| | **Year of Fall Semester** | | | | |
| **Residency** | **2015** | **2016** | **2017** | **2018** | **2019**** |
| Total | 34 | 82 | 79 | 116 | 46 |
| Resident | 27 | 57 | 45 | 85 | 35 |
| Non-Resident | 7 | 25 | 34 | 34 | 10 |
| International | 0 | 0 | 0 | 0 | 1 |
| | | | | | |
| | **Year of Fall Semester** | | | | |
| **First Generation** | **2015** | **2016** | **2017** | **2018** | **2019**** |
| Total | 34 | 82 | 79 | 116 | 46 |
| No | 22 | 57 | 67 | 89 | 38 |
| Yes | 12 | 25 | 18 | 27 | 8 |
| | | | | | |
| | **Year of Fall Semester** | | | | |
| **Underserved*** | **2015** | **2016** | **2017** | **2018** | **2019**** |
| Total | 34 | 82 | 79 | 116 | 46 |
| No | 20 | 57 | 56 | 83 | 36 |
| Yes | 14 | 25 | 23 | 33 | 10 |
| | | | | | |
| | **Year of Fall Semester** | | | | |
| **On ANY Financial Aid*** | **2015** | **2016** | **2017** | **2018** | **2019**** |
| Total | 34 | 82 | 79 | 116 | 46 |
| No | 9 | 57 | 27 | 41 | 17 |
| Yes | 25 | 25 | 52 | 75 | 29 |

*Underserved includes under-represented minority (American Indian/Alaskan Native, Black non-Hispanic, Hawaiian & Hispanic), first generation, & students from low income families (family income 125% or less of the poverty level based on family size); financial aid includes loans, grants, scholarships & work-study

**Changed to allowing more limited "preferred" majors to be considered for Koch Scholarship awards in Fall 2019. As specified in the guidelines, preferred and nonpreferred majors are determined by Koch Industries.

13. **What are the 2-3 "big and bold" ideas for your college?**
    a. How would they bring positive regional and national attention to the college?
    b. Excite donors to want to support your ideas with time and money?
    c. Best prepare our students and provide a great value for their investment?
    d. Leverage the expertise of our faculty and partners?
    e. Make Wichita State University a desired destination for prospective students and external partners
    f. Tell me if you have presented these ideas in the past and the response?
    g. What would it take to make the ideas reality and how long to implement and any barriers?

- **Lead for Tomorrow - Leadership Academy**
  Honors students have big dreams and ask big questions that don't fit neatly into disciplinary models and majors. They want to leave a legacy. We want to support these ambitions by connecting leadership development more intentionally to curriculum.

  We are in the initial design stages for a leadership academy tentatively titled "Lead for Tomorrow." This will engage students via the social change model of leadership development combined with a topic seminar, collaborative courses, or service-learning (Komives, 2016). Goals of the program include: meaningful problem/solution-based learning and global/community understanding that engages faculty and students in upholding the Cohen's dedication to educating citizens through informed leadership and community involvement.

  This initiative is funded for up to 15 students through the first Cohen gift. We would like to support many more students and make this a signature program that supports students to make real change in their communities. The pilot can be implemented in 2021.

  Komives, S. R. (2016). *Leadership for a better world: Understanding the social change model of leadership development*. John Wiley & Sons.

- **Office of Undergraduate Research with an expanded First-Year Research Experience program** to provide more coordinated, visible pathways for all students and resources for faculty.

- **Honors Living-Learning Center.** A student-centered residence hall whose residents take classes, manage student groups, organize community engagement, teach or co-teach classes, run a café – much like the Collins Living-Learning Center at Indiana University "home to creative scholars who are passionate about a sustainable future." Open to undergraduate students in any major and throughout their college career.

  This idea has not been proposed before although I have talked with our current Director of Housing and Residence Life about the possibility of an Honors residence hall. He has experience with this from his time at the University of Utah. We don't currently have donors who would fund buildings, but it would elevate our program and could be extremely fun.

  ***See also Appendix D Budget 5-year Plan.***

## MARKETING

14. Please provide your College social media accounts such as Twitter, Facebook etc.
    - Twitter handle: @CohenHonors_WSU
    - Twitter followers: 631 (following 278)
    - Facebook: Cohen Honors College @lindquistghost

    ***See also Appendix E Social Media and Communications Report.***

15. How are you marketing the strengths of the college and individual departments to peers? Also, do you have marketing concerns?

    The students are our strength. They are driven and they do interesting things. Student participation in regional and national conferences demonstrates the quality of WSU Honors to peers.

    We work to keep our marketing up to date with student profiles and relevant media formats such as video, but we can use additional staff or student help with this as well as with website design and maintenance.

    Across campus and in our college, we can increase our recognition of innovation in the social sciences and humanities to make it clear to students who are interested in these disciplines that we are a destination for them and to our peer institutions that we have high quality educational opportunities across disciplines.

## PARTNERING W/ KANSAS SISTER INSTITUTIONS

16. Please provide any examples of successful partnering with other Kansas system universities and community colleges on academic programs. What made them successful? What are other opportunities with the focus on:
    a. Student success and affordability
    b. Creating new and innovative programs that support our industry and communities
    c. Drivers for increased enrollment
    d. Elevate the profile of Wichita State University

    **Current Partnerships with other Kansas system universities**

- **Great Plains Honors Council Conference**
  Coordinator: Trish Gandu, Assistant Director, Cohen Honors College
  Co-coordinator: Ryan Diehl, Director, Honors Program, Hutchinson Community College

Wichita State and Hutchinson Community College (HCC) are partnering to host the annual Great Plains Honors Council Conference in March 2020. This conference typically draws 400 or more students, directors, and faculty from across Kansas, Texas, Oklahoma, and Arkansas. The HCC honors program sends the most transfer students to WSU Honors. The conference will give even more HCC students the opportunity to visit campus and meet WSU faculty, staff, and students. It will increase awareness of WSU among community college students along the I-35 corridor in Oklahoma and Texas.

- **NSF - Kansas - Louis M. Stokes Alliance for Minority Participation Grant Sub-award**
  Principal Investigator: Jan Twomey, Associate Dean, College of Engineering
  Co-PI: Kimberly Engber, Dean, Cohen Honors College

The Cohen Honors College and College of Engineering partner with Kansas State and affiliated community colleges to increase pathways to STEM majors for minority students through a sub-award of the KS-LSAMP grant. Honors offers a Summer Research Institute each June for a cohort of approximately ten incoming first-year and transfer students. In addition, Honors and Engineering each offer 4 stipends of up to $4000 for students pursuing faculty-mentored research.

The Louis Stokes Alliance for Minority Participation is a National Science Foundation program that assists colleges and universities in diversifying the workforce entering science, technology, engineering and math (STEM) fields, in part, by supporting institutions' efforts to increase the numbers of students that successfully complete baccalaureate degrees in these fields. The LSAMP program takes a comprehensive approach to student development and retention. Particular emphasis is placed on transforming undergraduate STEM education through innovative, evidence-

based recruitment and retention strategies, and relevant educational experiences in support of racial and ethnic groups historically underrepresented in STEM disciplines.

The Kansas Louis Stokes Alliance for Minority Participation (KS-LSAMP) promotes recruitment and retention programs throughout Kansas in support of increasing the success of underrepresented minority students (URMs) in STEM fields. The Kansas LSAMP includes the following institutions:

- Barton Community College (Great Bend, KS)
- Dodge City Community College (Dodge City, KS)
- Donnelly College (Kansas City, KS)
- Garden City Community College (Garden City, KS)
- Kansas State University (Manhattan, KS)
- Seward County Community College/Area Technical School (Liberal, KS)
- Wichita State University (Wichita, KS)

These institutions work together to implement specialized activities for students at critical junctures in their careers such as high school to college and the transition from two-year to four-year institutions.

**Other Partnership Opportunities**

- **Law Pathway Programs with University of Kansas and Washburn University**

The Honors College and College of Arts and Sciences have taken first steps to establish accelerated law programs (3+3 programs) with the University of Kansas and Washburn University. The College of Fine Arts also is interested in law pathway programs, particularly for BA students.

These programs would be coordinated by a faculty coordinator and would engage students in mentorship and programming related to law study and legal careers. One model would grant students pre-admission to law school at the time of admission to WSU. Law school admission would be secured provided they maintain good academic standing and receive a threshold score on the LSAT. Students could opt out at any time.

These programs build on our existing successful pre-law curriculum, advising, and student organization that hosts mock law classes and recruitment visits from regional law schools. We anticipate these more intentional programs and connections will increase student preparation for law school and reduce time to the degree, increasing student success and affordability. In addition, we anticipate small increases in enrollment in the humanities, social sciences, and arts from students who are interested in these majors but are looking for a clear professional career path.

In addition, we envision engaging more susbstantively with alumni in legal careers. College advisory boards already include many attorneys interested in supporting student success. Some interest has been expressed in creating a clinic program for 3rd-year law students on our campus to serve the Fairmount neighborhood, an expensive but exciting idea that might engage donor interest.

## Section 2: Productivity-College Level

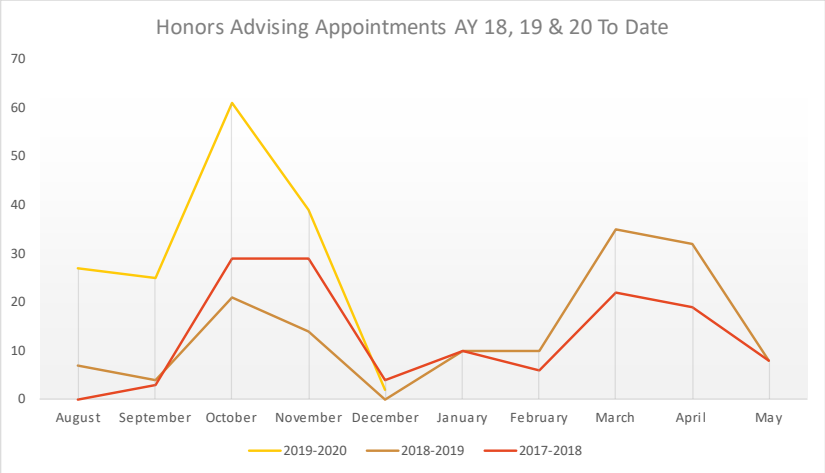
17. What is the typical faculty teaching load / academic year for Tenure/Tenure Track? And, what is the $ amount for a course buy-out?
    a. Honors does not have Tenure/Tenure Track faculty. Faculty who teach a 3-credit Honors seminar receive $4000 overload pay, or $4000 is transferred to the department if the faculty teaches the seminar in load.

18. What is the typical faculty teaching load / academic year for Fixed Term Faculty?
    a. 4/4

19. What is the faculty expectation for teaching, research and service by percent?
    a. Teaching % 70
    b. Research % 10
    c. Service % 20

20. What is the ratio of Academic Advisors to students ie. average case load.

    680:1




21. Productivity-College Level

    ***See also Appendix F Honors Profile – data provided by the Office of Planning and Analysis.***

    Data in the table below is from WSU Reporting.

    Credit hours produced includes HNRS college seminars, WSUN college first-year seminars, and department H courses. Department H course enrollment numbers will be included in other academic college reporting.

    Student Headcount includes all students who are members of the Honors College. They have the HNRS attribute on their student record. These students will be included in other academic college reporting with the exception of the 6 students who are Honors Baccalaureate majors.

| | Fall 2017 | | Fall 2018 | | Fall 2019 | |
|---|---|---|---|---|---|---|
| | UG | Grad | UG | Grad | UG | Grad |
| Credit Hours Produced | 265 | | 302 | | 337 | |
| **Total** Credit Hours Produced | | | | | | |
| # Students In-Person FT | 631 | | 601 | | 685 | |
| # Student DE FT | | | | | | |
| # Part Time (in person + DE) | | | | | | |
| TOTAL STUDENT HEADCOUNT | 631 | | 601 | | 685 | |

DE=Distance Education FT=Full-Time

**STUDENT SUCCESS**:
What is the most recent 4-year and 6-year graduation rate for your College?

- 4-year rate = 29%
- 6-year rate = 87.1%

What are the enrollment and SCH production goals for each of the next 3 years?

- AY 20-21 750 enrollment and 350 SCH Fall 2020
- AY 21-22 800 enrollment and 400 SCH Fall 2020
- AY 22-23 800 enrollment and 500 SCH Fall 2020

22. Student Profile

| Title | Number and Percent Male | Number and Percent Female | Number and Percent Out-of-State |
|---|---|---|---|
| **Full Time in Person** | | | |
| Undergraduate | 317 - 46.3% | 368 - 53.7% | 147- 21.5% |
| Graduate | | | |
| **Full Time Distance Ed** | | | |
| Undergraduate | | | |
| Graduate | | | |
| **Part-Time** | | | |
| Undergraduate | | | |
| Graduate | | | |
| GRAND TOTAL | 317 - 46.3% | 368 - 53.7% | 147- 21.5% |

## Section 2: Productivity-Department Level

***Not Applicable – Honors College and Department productivity are combined in the college level information above and in the attached Honors Profile data.***

23. Please list all the centers/institutes located in your college and their focus:

Campus-wide programs housed in Honors are listed below. Honors does not house centers or institutes.

***See also Appendix A Honors Academic Programs for more detailed undergraduate research program reports.***

Undergraduate Research and Creative Activities (URCA) Grants Program

Coordinator: Erin LeBegue

**URCA Grants Program Overview**

The URCA grants program funds up to 20 students each year and seeks to partner across campus to provide research and creative activity opportunities to all undergraduate students. This initiative was started in 2012 by the President and housed within Honors but is open to all students.

Grants of up to $1000 support students pursuing faculty-mentored research or creative activity. Grants support materials and travel. Funds do not support student stipends. Students submit a grant proposal with a budget for review by a faculty committee.

## URCA Grants Program 2012-2019 – By the Numbers

| | | | | | |
|---|---|---|---|---|---|
| Totals | 111 Students | 27 Majors | 57 Faculty Mentors | 21 Faculty Departments | $103,248.43 Awarded |

## First-Year Research Experience (FYRE) Program

Faculty Director: Dr. Moriah Beck, Associate Professor, Chemistry
Teaching Faculty: varies each year

### FYRE Program Overview

FYRE is an applied learning program designed to connect first-year students with authentic hands-on research experiences in a variety of STEM-related disciplines. FYRE is housed in the Cohen Honors College but open to all students by competitive application. Students selected for the FYRE program enroll in an introductory research seminar course that exposes them to research methods and are matched with research positions in WSU labs actively involved in scholarly STEM research. FYRE students will be better prepared for advanced careers in STEM fields and will develop important skills in critical thinking and problem-solving that can be applied to careers outside of research.

### FYRE Pilot Year 2018-19 Outcomes

- 2 spring 2019 FYRE students were awarded undergraduate research awards from K-INBRE to continue their research over the summer and fall semesters.
- Sid Pathak won 1st place in the "Invent for the Planet 2019" competition with his FYRE project in aerospace engineering.

### FYRE Year Two 2019-20 – By the Numbers

Year Two students begin lab research in Spring 2020 and enroll in a 1-credit introductory research and professional development seminar with Dr. Beck.

| | |
|---|---|
| Applications | 30 |
| Accepted into Labs | 16 |
| First-Generation | 50% |
| Underrepresented Minority (Hispanic, African American, and/or American Indian) | 50% |
| Female | 9 |

| Lab | # of Students |
|---|---|
| Biological Sciences | 1 |
| Human Performance Studies | 2 |
| Chemistry | 4 (3 biochemistry) |
| Computer Engineering | 1 |
| Mechanical Engineering | 1 |
| Biomedical Engineering | 3 |
| Aerospace Engineering | 4 |

## Summer Research Institute (SRI) in FYRE Program

Faculty Director: Dr. Heidi Bell, Assistant Professor, Human Performance Studies
Teaching Faculty: Dr. Gary Brooking, Chair, Engineering Technology
Advisor: Jessi Raburn

The Summer Research Institute engages incoming students interested in STEM majors in a small group research project from conceptualization to data collection and presentation. Students live in Shocker Hall for four days, participate in team-building activities, and tour labs across campus to

gain an understanding of the range of opportunities for student research. SRI faculty meet with students again early in the fall semester, and the students are advised by the Honors academic advisor. All of these elements are designed to work together to: foster transition into the first semester of college, create a supportive cohort, and mentor students throughout their college career to maximize their research opportunities on campus and off.

SRI in FYRE Applications and Admissions Demographic Information 2019

| | Applications to Program | | | | Accepted for Admission | | | | Completed Program | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Black | Hispanic | Native American / Alaskan | Non-URM | Black | Hispanic | Native American / Alaskan | Non-URM | Black | Hispanic | Native American /Alaskan | Non-URM |
| **Summer Research Program** | 0 | 7 | 1 | 7 | 0 | 3 | 1 | 4 | 0 | 3 | 1 | 4 |

## Service-Learning and Leadership Programs

Honors offers academic credit for service-learning and leadership experiences designed and led by the Office of Student Involvement in the Division of Student Affairs including Emerging, Evolving, and Engaging Leaders; Leadershape; Summer Leadership Institute; and Alternative Spring Breaks programs. Students are not required to enroll for academic credit to participate in these programs, but any student may register to earn credit with approval from Student Involvement.

## National Student Exchange (NSE)

Coordinator: Trish Gandu

### NSE Program Overview

National Student Exchange (NSE) provides WSU students the opportunity to study at another institution for a semester or year and only pay WSU tuition. There are nearly 200 schools that are part of the NSE consortium. NSE allows students to broaden their educational perspective, gain personal growth, live and experience different geographic and cultural settings and much more. NSE is housed in Honors but open to all WSU students.

### NSE Program – By the Numbers

*2018-19*

- 6 WSU students were placed.
- Locations included: Prairie View A&M University (Texas); Northern Arizona University; Bridgewater State University (Massachusetts); University of Montana

*2019-20*

- 6 WSU students were placed.
- Locations include: University of South Carolina Columbia; Bishop's University (Canada); Northern Arizona University; University of Oregon; Stony Brook University (New York).
- 5 students were placed at WSU and are currently attending.

### NSE Program Outcomes

When students were asked about their NSE experience, responses included:

- "I have a better understanding of diversity, connections with other students in the USA & International students and studying/working in a different setting." – *Luz Aguirre, Bridgewater State University, spring 2019*

- "I learned a lot about myself! I love adventure and trying new things. I learned my strong suits and places I lack along with gaining independence and growing character. My favorite thing about this wonderful opportunity was being able to try a different setting, something I've never seen or have been used too. The outcome of my experience was phenomenal! I recommend everyone to take risk and give NSE a chance! Beautiful opportunity." – *Carrington Allen, Prairie View A&M University, fall 2018 & spring 2019*
- "I gained more confidence and a lot of new adventures. I also learned to appreciate warmer weather a lot more! This was one of the best semesters I've had, and though the process and settling was scary at first it was a lot of fun! I'm glad I went with a close friend, I know we have made memories that will last a lifetime." – *Tiffany Nold, University of Montana, spring 2019*
- "I gained a lot of fun memories and friendships from this experience. I also learned to be much more independent. I have never seen mountains before this trip. I loved hiking but the elevation took a long time to get used to. National student exchange was a wonderful adventure!" – *Ashley Carpenter, University of Montana, spring 2019*

24. Please list all student clubs/organizations in your college and their focus:

    a. **WSU Honors Events and Activities Team (WHEAT)** pursues a mission to make a difference on campus and within their community by organizing community service and social events, giving students leadership experience and opportunities to network and build friendships. WHEAT is a fiscally self-sufficient student group funded via sales of Cohen Honors College t-shirts. The t-shirts serve a dual purpose of fund raising and creating a sense of shared identity among Honors students. Funds support monthly Board Games and Nacho Nights and the annual Night of the Colleges, a formal dinner with faculty from all the colleges offering students the opportunity to build relationships with faculty outside of the classroom. In addition to social events, WHEAT offers multiple opportunities for students to serve the community including arts & crafts projects for the Wesley Children's Hospital and holiday cards for local nursing home residents.

    b. **Honors Ambassadors**: Incoming and current Honors students apply to represent the Honors College at various events and activities throughout the year and share their experience as an Honors student. There are 30 ambassadors currently. During the 2018-2019 academic year, Honors Ambassadors participated in 29 events/activities and volunteered more than 90 hours.

    c. **Honors College Student Council:** In the words of the Student Council on the webpage, "As an Honors Student, you have a voice in the governance of the Honors College in the form of the Honors Student Council. The Student Council seeks to use its constitutional influence to improve the student experience, and represent student interests. According to the bylaws of the Honors College, the Student Council is one half of the College's governing body, the University Honors Council. The other half is comprised of the Honors Faculty Council. The University Honors Council as a whole advises the Dean."

    Your Student Council is committed to amplifying the student perspective in college governance, and finding innovative ways to make being an Honors Student that much better."

    d. **First-Year Honors Advisory Board:** The First-Year Honors Advisory Board advises the Honors Student Council on issues facing first-year students and creates an event to welcome incoming students to the Honors College. An elected member of this board will sit on the student council as First-Year Representative. Multiple students serve on this board.

    e. **Honors Living-Learning Community:** Up to 40 students live on a floor in Shocker Hall with a thematic Resident Assistant who organizes LLC activities. RA activities this year have

included: get to know Honors resources session, volunteering at Tanganyika Wildlife Park, and a bowling night at Shocker Grill and Lanes with Honors faculty. The Honors College has hosted monthly meet-ups, inviting a different Honors staff or faculty member to the Honors LLC floor each month for casual conversation around social activities. A monthly LLC newsletter highlights upcoming activities and features a faculty and staff member profile.

25. What are some of the fun/important events your college will host during Spring Semester? When and where are they? How can the President support?

    - **February 14th 11am-1pm Koch Scholars Lunch at the Marcus Welcome Center** recognizes students who have been selected to receive the Koch Scholarship. Faculty, staff and administration from WSU are invited as well as representatives from Koch Industries. Provost will give welcome remarks in President's absence. President may send comments to be given by the Provost as part of his welcome.

    - **March 20th-22nd Great Plains Honors Council conference** co-hosted with Hutchinson Community College. The President is invited to give the welcome address with the President of HCC on March 20th at **Century II downtown** and to attend student presentations throughout the weekend.

    - **March 28th Advisory Board and Alumni Reception for incoming Honors students and families** in the **Shocker Hall Honors College** student lounge. Planned to coincide with WS-YOU day, this new event is intended to foster alumni/student connections. The President is invited to attend. We will update the President's office as soon as a final time and location are determined.

    - **April 3rd 5-7pm Night of the Colleges** hosted by the WHEAT student organization. **Location TBD**. The President is invited to attend.

    - **April 10th 3:30-4:30pm *or* May 1st 10-11am Undergraduate Research and Creative Activity grants reception** for all winners of the student URCA grants in 2019-20. Faculty mentors talk briefly about each student's research and present a certificate. **Location TBD.** The President is invited to attend and giving remarks. We will update the President's office as soon as a final date, time, and location are determined.

    - **May 15th 10am-12pm Honors End-of-Year celebration breakfast at the Marcus Welcome Center** recognizes graduating senior and their families as well as current students who have earned the Honors Community Award for community service hours during the academic year. The President is invited to attend.

26. Do you have an external College Advisory Council? Please list the members and affiliations.

    The external Cohen Honors College Advisory Board first convened April 22, 2016 with 9 alumni and 2 honorary members. The board meets at least twice per year to advise the Dean and helps develop student mentorship and opportunities throughout the year.

    *Advisory Board Members 2019-20*

    - James Blakemore
        - WSU '07 Chemistry, Spanish
        - Assistant Professor, Chemistry, University of Kansas - Lawrence, KS
    - Michael Jones
        - WSU '86 Political Science, Economics
        - Partner, Martin Pringle - Wichita, KS

- Christopher McHugh
    - WSU '97 Marketing
    - Attorney, Joseph Hollander & Craft - Kansas City, KS
- Sharon Iorio
    - Dean emerita, College of Education, and Professor emerita, Communication
    - Wichita, KS
- Eric Melgren (Board Chair Emeritus)
    - WSU '79, History
    - Judge, U.S. District Court - Wichita, KS
- Rebecca Morgan
    - WSU '74 Economics
    - Owner, Fulcrum Consulting, Inc - Cleveland, OH
- William Pate
    - WSU '97 Psychology
    - Owner Ad Hoc Analytics LLC - Washington D.C.
- Joy Vann-Hamilton
    - WSU '87 Psychology
    - Owner, Cum Laude Educational Consultants – Lees Summit, MO
- Joan Wagner (Board Chair)
    - WSU '99 Mechanical Engineering
    - Senior Manage, Engineered Product Line, Boeing Distribution Services
- Chris Wettig
    - WSU '86 Accountancy
    - Chief Financial Officer, Legends Senior Living - Wichita, KS
- Dorothy and Bill Cohen (Honorary Members)

Appendix A: Honors Academic Programs

- Emory Lindquist Honors Scholar track
- Honors Leadership track
- Honors Law and Public Policy track
- Honors Interdisciplinary track
- University Honors Minor
- Honors Baccalaureate
- Undergraduate Research and Creative Activity programs

# EMORY LINDQUIST HONORS SCHOLAR TRACK

EXPLORE COURSEWORK THROUGH AN HONORS LENS ENHANCED WITH RESEARCH.

**The Emory Lindquist Honors Scholar Track is designed for incoming first-year students. However, it is open to all Honors students. Those who complete the program requirements earn a transcript designation.**

## Learn how to:

- Understand how scholars and professionals think about problems
- Become a more independent and critical thinker
- Consider the consequences of ideas for others and for society
- Work collaboratively in diverse groups

*Transform how you approach your education. Do more meaningful work!*

## Requirements:

- 12 credit hours
- HNRS-prefix General Education seminar
- Honors Research: HNRS 485 or HNRS 486
- Honors courses of your choice

## Benefits:

- Small class sizes
- Interactive, discussion-based classes
- Specialized advising
- Honors community

***"Emory K. Lindquist is remembered as a gifted teacher and scholar, as an ardent supporter of the University Honors Program that bears his name, and as the eighth president of the University."***

**- 1992 INDUCTION OF LINDQUIST HALL**

## Who was Emory Lindquist?

Emory Lindquist was a scholar of the highest caliber. After receiving his first bachelor's degree, Lindquist won a Rhodes Scholarship to the University of Oxford. He was also a writer who wrote about many historical events and figures. From 1953 to 1978, he served as a professor at Wichita State University. During this time, he also served as dean and president of the university from 1963 to 1968. While here, Lindquist was an advocate for Honors.

Wichita State University

***(316) 978-3375 | wichita.edu/honors |***

The Dorothy and Bill Cohen Honors College

# LEADERSHIP TRACK

DEVELOP CONTEMPORARY LEADERSHIP SKILLS TO WORK EFFECTIVELY IN DIVERSE GROUPS AND CONTRIBUTE TO YOUR PROFESSION AND COMMUNITY.

**The Interdisciplinary Honors Leadership Track culminates in an internship, study abroad or service-learning experience. Ideally, you will intern with a leader in your area of interest. Students who complete this program also can apply to earn the leadership certificate from the WSU Institute for Innovation.**

## Learn How to:

- Identify leadership theories and concepts
- Differentiate leadership practices
- Identify cultural strengths and differences through a leadership framework
- Develop leadership skills based on personal strengths and professional interests

## Popular Courses:

- Alt. Break: Service Leadership (HNRS 306G)
- Leadership in Self and Society (HP 408H)
- Leading and Motivating (MGMT 462H)

## Popular Applied Learning:

- Honors Internship (HNRS 481N)
- Alt. Break: Service Leadership (HNRS 306G)

## Alternative Breaks

Honors offers credit for study and travel with the Office of Student Involvement's Alternative Breaks program. Alternative Breaks are an immersive way to learn about social and cultural issues throughout communities. Alternative Break trips allow students to build upon their civic leadership, to empower themselves and the communities they are working with to advance social justice.

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The Dorothy and Bill Cohen Honors College

# Requirements:
**12 credit hours**

## Core Course (3 credit hours):

- Survey of Leadership (HNRS 351) **OR**
- Leading and Motivating (MGMT 462H) **OR**
- Choose 3 (1 credit hour each):
  - → Emerging Leaders (HNRS 310S)
  - → Evolving Leaders (HNRS 310R)
  - → Engaging Leaders (HNRS 310Q)
  - → Leadershape (HNRS 310V)

## Directed Electives (6 credit hours)

## Applied Learning (3 credit hours):

- Alt. Break: Service Leadership (HNRS 306G)*
- Travel Seminar (HNRS 398)*
- Internship (HNRS 481N)*

## Directed Electives:

- → The Engineer as Leader (ENGR 501H)*
- → The Bioethics (PHIL 327H)
- → Contemporary Ethics (PHIL 341H)
- → The Presidency (POLS 315H)
- → Leading and Motivating (MGMT 462H)*
- → Leadership in Self and Society (HP 408H)
- → Leadership Challenge (HNRS 152F)
- → Leadership in Self and Society (PSY 413H)
- → Emerging Leaders (HNRS 310S)
- → Evolving Leaders (HNRS 310R)
- → Engaging Leaders (HNRS 310Q)
- → Leadershape (HNRS 310V)
- → Alt. Break: Service Leadership (HNRS 306G)*
- → Leading for Change in an Unpredictable World (HNRS 406B)
- → Leadership for Innovation (ID 506H)

* May count towards Engineer of 2020 requirement - see Engineering academic advisor.

**If you would like to speak with an Honors advisor, please email *honors@wichita.edu* to set up an appointment.**

**MARIBEL SANCHEZ**
*Business Management Major*

***"I owe this class [Alternative Spring Break] and the entire experience so much credit for allowing me to step out of my comfort zone and learn more about issues I didn't know about before."***

# LAW & PUBLIC POLICY TRACK

CREATE A COURSE OF STUDY TO EXPLORE BOTH THEORY AND APPLICATION OF LEGAL AND POLICY STUDIES.

**The Law and Public Policy Track is designed for students who are considering careers in law or public policy. Students who complete the requirements for this track earn a transcript designation.**

## Learn How to:

- View law, politics and public affairs from a variety of perspectives
- Apply your knowledge of law and public policy to create real-world solutions
- Prepare for a wide range of career options such as law, lobbying, journalism, campaigning and the nonprofit sector

*"This track enables faculty-student collaboration that benefits both parties. Two students who worked on and presented a paper with me now work in United States Senate offices."*

**NEAL ALLEN, PH.D.**
*Faculty Coordinator, Law and Public Policy Track*

## Who is Dr. Neal Allen?

Dr. Neal Allen fills many roles at Wichita State, serving as the chair of political science, Washington and Topeka Internship Coordinator, and leading the Law and Public Policy Track. Dr. Allen has a BA in political science from DePauw University as well as an MA and Ph.D. in political science from UT Austin. He has authored numerous peer-reviewed articles and book chapters related to his field and has been invited to speak as a guest expert. Dr. Allen is also a member of the University Press of Kansas Editorial Board.

Wichita State University

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The Dorothy and Bill Cohen Honors College

# Requirements:
**12 credit hours**

### Core course (3 credit hours):

- Survey of Law/Public Policy (HNRS 352)

### Theory Elective (3 credit hours)

### Applied Elective (3 credit hours)

### Applied Learning (3 credit hours):

- Travel Seminar (HNRS 398)
- Internship (HNRS 481)

## Popular courses:

- Criminal Law (CJ 315)
- Civil Liberties (POLS 356)
- Legal Environment of Business (BLAW 431)
- Law in American Society (HIST 599W)
- Honors Travel Seminar (HNRS 398)
- Honors Internship (HNRS 481N)

### Theory Electives:

- Political Theory and Philosophy (POLS 232)
- Philosophy of Law (PHIL 311H)
- Political Philosophy (PHIL 313)
- US Constitutional History to 1865 (HIST 517)
- US Constitutional History after 1865 (HIST 518)
- Law in American Society (HIST 599W)
- Law and Modern American Civil Rights (HIST 599AA)

### Applied Electives:

- Perspectives on Social Welfare (SCWK 300)
- Criminal Law (CJ 315)
- Criminal Procedure (CJ 320)
- Civil Liberties (POLS 356)
- Supreme Court (POLS 357)
- Legal Environment of Business (BLAW 431)
- Urban Sociology (SOC 534)

Only one POLS course may be counted towards the Law and Public Policy Track.
Accepted substitutions in political science and history vary by semester. Please visit with the Honors Academic Advisor to explore.

**If you would like to speak with an Honors advisor, please email *honors@wichita.edu* to set up an appointment.**

# HONORS GENERAL INTERDISCIPLINARY TRACK

CURATE AN INTERDISCIPLINARY CURRICULUM THAT EXPANDS YOUR KNOWLEDGE ON A TOPIC OF INTEREST.

**The Honors General Interdisciplinary track allows a student to design their own track by bringing two subjects of study together to create something unique. These tracks consist of upper division honors courses combined with an applied learning experience in which the student brings their two subjects together in a real-world application. All students who complete the Honors General Interdisciplinary track requirements earn a transcript designation.**

## Learn How To:

- View your core focus from a variety of perspectives
- Apply your knowledge to real world solutions
- Prepare for a wide range of career option in your field
- Identify relative theories and concepts
- Develop skills based on personal strengths and professional interests

## Requirements:

- Core Course (3 credit hours)
- Electives (6 credit hours)
- Applied Learning (3 credit hours)

*"Currating Narrative in the Arts"*
*I was able to complete an internship with a local non-profit, Harvester Arts. That led to further partnerships with organizations, which opened doors that allowed me to complete an extensive individual research project and curate an exhibition with local artists at a gallery in Wichita.*

**CARTER BRYANT**
*Art History*

## The honors general interdisciplinary track is commonly referred to as the "design your own" track. Examples of tracks designed by students:

Clinical Anatomy & Cancer, Cultural Awareness in Nursing, Ethnomusicology, Fiction & Film, Leadership & Communication in Healthcare, Neurobiology, Nonprofit Management, Psychology & Nursing, Relationship of the Mind & Body, Religion & Psychology in Education

Wichita State University

*(316) 978-3375 | wichita.edu/honors |*

The Dorothy and Bill Cohen Honors College

# UNIVERSITY HONORS MINOR

ENHANCE YOUR COURSEWORK WITH INTERDISCIPLINARY KNOWLEDGE AND RESEARCH.

**The University Honors Minor combines general education and research-based learning with interdisciplinary study and application with the goal of preparing students for graduate study and professional success. Students who complete the University Honors Minor earn transcript and diploma designations.**

## Learn How To:

- Understand how scholars and professionals think about problems
- Become a more independent and critical thinker
- Consider the consequences of ideas for others and for society
- Work collaboratively in diverse groups
- View your core focus from a variety of perspectives
- Apply your knowledge to real-world solutions
- Prepare for a wide range of career options in your field
- Develop skills based on personal strengths and professional interests

## Requirements:

- Emory Lindquist Honors Scholar Track (12 credit hours)
- Honors Interdisciplinary Track (12 credit hours)
  - Honors General Interdisciplinary Track (designed by the student)
  - Law and Public Policy Track
  - Leadership Track

*"I love my honors minor because it lets me combine everything that I want. I can build the minor that best works for me and my future."*

**SKYLAR RUSSELL**
*Biomedical Engineering Major*

**To learn more about the two tracks that make up the University Honors Minor, you can speak with the Honors Academic Advisor.**

Wichita State University

*(316) 978-3375 | wichita.edu/honors |*

The Dorothy and Bill Cohen Honors College

# HONORS BACCALAUREATE

ENGAGE IN A RIGOUROUS ACADEMIC EXPERIENCE THAT IS PERSONALLY CURATED TO YOUR DIVERSE INTERESTS.

**Ambitious students with a range of interests and talents who are considering further academic study, a law degree, a medical degree or entrepreneurial fields are encouraged to pursue the Honors Baccalaureate, a rigorous interdisciplinary degree designed with approval from two or three faculty mentors and the Honors dean.**

## Learn How To:

- Approach new problems from an interdisciplinary lens
- Use your critical thinking for diverse subjects
- Apply your interdisciplinary knowledge to create solutions
- Prepare for multiple career options
- Create a timeline for personal research or creative activities

## Requirements:

- General Education
- Emory Lindquist Honors Scholar Track
- Honors Interdisciplinary Track
- 36 credit hours of concentration coursework
- Thesis

***"The Honors Baccalaureate degree program develops students not only academically but professionally, and it helps students articulate - and then attain - exactly what it is that they are hoping to gain from their undergraduate careers."***

**SIERRA BAUMAN**

*Honors Baccaluareate Major with concentrations in Linguistics and Communication Sciences and Disorders*

## Creating an Honors Thesis

Guided by a faculty thesis supervisor, each Honors student must design a study or creative project that presents opportunities to experience rich and significant intellectual challenges. The project may propose a hypothesis, review relevant literatures, conduct research, perform analyses, test and measure results, draw conclusions, create works of art, write computer code, work mathematical proofs, and so on, as the thesis supervisor deems suitable. The thesis synthesizes knowledge and skills acquired over the course of the student's undergraduate career. It must be a substantive piece of work that reflects the student's interests and expertise and meets established standards of excellence within the thesis supervisor's discipline.

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The Dorothy and Bill Cohen Honors College

*"The Undergraduate Research & Creative Activities Grant (URCA) helped me extend access to the communities surrounding Wichita State University that have been historically underrepresented and marginalized to actively play a role in how their community will be shaped moving forward. I was drawn to the project because it involved making a difference beyond putting a beautiful picture out into the world."*

## DALE SMALL

*Art History*

*Art director for the Horizontes Project*

### What does it mean to be an URCA grant recipient?

**To be an URCA grant recipient, you must have a clear focus, sound methodology, contribute to the field, and discuss the potential impact of your work. You work with a mentor who can oversee your project and assist you with questions that come up during the research process.**

Undergraduate research opportunities allow **all students** to engage in exploration, embrace problem-solving, develop critical thinking, implement strategy and processes, promote dissemination of work and learn grant writing.

### Cohen Enhancement Scholarship

*Cohen Enhancement Scholarships support Honors scholars in activities such as undergraduate research or creative activity, study abroad, National Student Exchange, service learning, unpaid internships in nonprofits or the public sector, and attending national or regional conferences.*

For more information, please visit ***wichita.edu/undergradresearch*** or email ***undergraduateresearch@wichita.edu***

# UNDERGRADUATE RESEARCH OPPORTUNITIES

**Stimulate active learning through an applied process with faculty mentors, Honors and non-Honors students**

The Dorothy and Bill Cohen Honors College

Wichita State University

## SUMMER RESEARCH INSTITUTE

*Open to first-year students of all majors*

- SRI offers incoming first-year students the opportunity to spend a week engaged in research-focused academic sessions and collaborating in a faculty member's research laboratory. Students can go on to participate in FYRE and other research opportunities.

*The Summer Research Institute is hosted by Wichita State University's Dorothy and Bill Cohen Honors College and Cassat Regional Institute on Aging. SRI is a part of the National Science Foundation (NSF) Kansas Louis Stokes Alliances for Minority Participation (KS-LSAMP) program.*

## FIRST-YEAR RESEARCH EXPERIENCE

*Open to first-year students of all majors*

- FYRE is designed to connect first-year students with research experiences in a variety of STEM disciplines. Once selected, students enroll in an introductory research seminar course and will be matched with research positions in WSU labs.

***"FYRE is a great pathway for freshmen who plan on doing STEM research throughout their college career. It partners the student with a willing professor and allows them to build a strong relationship together. While working in a research lab, students gain skills and attributes that are pertinent and meaningful for life after graduation."***

**SHAMIR KHAN**
*Biochemistry*

## UNDERGRADUATE RESEARCH AND CREATIVE ACTIVITIES

*Open to sophomores, juniors and seniors of all majors*

- Sophomores, juniors and seniors with a minimum 2.5 GPA can receive URCA grants of up to $1,000 to support collaborative student and faculty research. Students will present their projects at the Undergraduate Research and Creative Activities Forum in the spring.

***"With the URCA grant, I could afford the materials needed for my research, and afford travel to present my completed research at a national conference for professionals in my field."***

**LUCY COOK**
*Communication Sciences and Disorders*

*The Undergraduate Research and Creative Activity Forum (URCAF) provides an opportunity for undergraduate students to present their scholarly and creative activity to a faculty, student and community audience, while competing for cash awards.*

**For more information, please visit *wichita.edu/undergradresearch* or email *undergraduateresearch@wichita.edu***

**Undergraduate Research and Creative Activities (URCA) Grants Program Report**
Erin LeBegue, Coordinator

Program Overview

The URCA grants program funds up to 20 students each year and seeks to partner across campus to provide research and creative activity opportunities to all undergraduate students. This initiative was started in 2012 by the President and housed within Honors but is open to all students.

Grants of up to $1000 support students pursuing faculty-mentored research or creative activity. Grants support materials and travel. Funds do not support student stipends. Students submit a grant proposal with a budget for review by a faculty committee.

| | | | | | |
|---|---|---|---|---|---|
| **Totals** | **111 Students** | **27 Majors** | **57 Faculty Mentors** | **21 Faculty Departments** | **$103,248.43 Awarded** |

Strategies and Tactics 2019-20

1. Increase pathways and student awareness of undergraduate research opportunities.
    - Create content for 2020 advertising campaign.
    - Create easy-access webpage with research opportunities from across campus.
    - Organize research info sessions and program tables at orientation and RSC org events.
2. Increase pathways and student awareness of available funding for undergraduate research.
    - Create an easily-accessible list of funding opportunities available through the Honors College, Departments, and other sources.
3. Create long-term strategy for expanding research programs into non-STEM areas.
    - Identify model programs at other institutions.
    - Create partnerships with departments on campus.
    - Identify grant opportunities for non-STEM research that could be used for programs.
4. Collect and utilize student feedback regarding Undergraduate Research and Creative Activities Grants Program.
    - Create an URCA exit survey for students to describe their experiences and offer feedback.
5. Increase faculty involvement in/awareness of undergraduate research opportunities.
    - Send targeted emails to faculty and departments introducing applicable programs and funding.

Data Details 2012-2019

| Academic Year | Students | Student Majors | Faculty Mentors | Faculty Departments | Total Funds Awarded |
|---|---|---|---|---|---|
| 2012-2013 | 8 | 7 | 8 | 4 | $7,689.00 |
| 2013-2014 | 19 | 10 | 15 | 8 | $17,204.00 |
| 2014-2015 | 22 | 13 | 18 | 12 | $21,207.44 |
| 2015-2016 | 23 | 11 | 20 | 11 | $19,174.90 |
| 2016-2017 | 10 | 5 | 8 | 5 | $9,991.09 |
| 2017-2018 | 17 | 9 | 10 | 7 | $16,762.00 |
| 2018-2019 | 12 | 9 | 10 | 8 | $11,220.00 |

| Academic Year | Students | Student Majors | Faculty Mentors | Faculty Departments | Total Funds Awarded |
|---|---|---|---|---|---|
| 2012-2013 | 8 | **7 Total Majors**<br>1 Biological Sciences<br>1 Communications<br>1 Communication Sciences and Disorders<br>1 Computer Science<br>1 Education - Biology<br>1 Nursing<br>2 Psychology | 8 | **4 Total Departments**<br>2 Biological Sciences<br>1 Chemistry<br>2 Communication Sciences and Disorders<br>3 Psychology | $7,689.00 |
| 2013-2014 | 19 | **10 Total**<br>1 Aerospace Engineering<br>2 Anthropology<br>1 Chemistry<br>1 Communication Sciences and Disorders<br>1 Computer Engineering<br>1 Creative Writing<br>1 Criminal Justice<br>1 Studio Art<br>9 Psychology<br>1 Social Work | 15 | **8 Total**<br>1 Aerospace Engineering<br>2 Anthropology<br>1 Art, Design and Creative Industries<br>1 Chemistry<br>2 Communication Sciences and Disorders<br>1 Political Science<br>6 Psychology<br>1 Social Work | $17,204.00 |
| 2014-2015 | 22 | **13 Total**<br>1 Aerospace Engineering<br>1 Anthropology<br>2 Biological Sciences<br>2 Biomedical Engineering<br>1 Chemistry<br>2 Communication Sciences and Disorders<br>1 Geology<br>1 Industrial Engineering<br>1 Manufacturing Engineering<br>3 Mechanical Engineering<br>4 Psychology<br>1 Sociology<br>2 Studio Art | 18 | **12 Total**<br>1 Aerospace Engineering<br>1 Anthropology<br>2 Biological Sciences<br>2 Biomedical Engineering<br>1 Chemistry<br>2 Communication Sciences and Disorders<br>1 Geology<br>1 Industrial Engineering<br>1 Mechanical Engineering<br>2 Psychology<br>2 Sociology<br>2 Studio Art | $21,207.44 |
| 2015-2016 | 23 | **11 Total**<br>2 Biological Sciences<br>2 Aerospace Engineering<br>1 Biochemistry<br>3 Biomedical Engineering<br>2 Chemistry<br>2 Communication Sciences and Disorders | 20 | **11 Total**<br>1 Aerospace Engineering<br>2 Art and Design<br>2 Biological Sciences<br>1 Biomedical Engineering<br>2 Chemistry<br>2 Communication Sciences and Disorders<br>1 Computer Science | $19,174.90 |

| | | | | | |
|---|---|---|---|---|---|
| | | 1 Computer Engineering<br>4 Mechanical Engineering<br>2 Political Science<br>2 Psychology<br>2 Studio Art | | 3 Mechanical Engineering<br>1 Philosophy<br>2 Political Science<br>3 Psychology | |
| 2016-2017 | 10 | **5 Total**<br>3 Aerospace Engineering<br>1 Biological Sciences<br>1 English<br>2 Mechanical Engineering<br>3 Psychology | 8 | **5 Total**<br>2 Aerospace Engineering<br>1 Chemistry<br>1 English<br>1 Mechanical Engineering<br>3 Psychology | $9,991.09 |
| 2017-2018 | 17 | **9 Total**<br>3 Aerospace Engineering<br>1 Art History<br>1 Computer Engineering<br>1 Field Major – Biological Sciences and Biochemistry<br>1 Honors Baccalaureate<br>2 Mechanical Engineering<br>1 Medical Laboratory Sciences<br>5 Psychology<br>2 Studio Art | 10 | **7 Total**<br>1 Aerospace Engineering<br>1 Art, Design, and Creative Industries<br>1 Biological Sciences<br>1 Chemistry<br>2 Mechanical Engineering<br>1 Medical Laboratory Sciences<br>3 Psychology | $16,762.00 |
| 2018-2019 | 12 | **9 Total**<br>1 Aerospace Engineering<br>1 Biological Sciences<br>1 Chemistry<br>2 Communication Sciences and Disorders<br>1 Engineering Technology<br>1 Finance<br>2 Honors Baccalaureate<br>2 Mechanical Engineering<br>1 Psychology | 10 | **8 Total**<br>2 Chemistry<br>1 CLES<br>1 Communication Sciences and Disorders<br>1 Human Performance Studies<br>2 Mechanical Engineering<br>1 Performing Arts<br>1 Philosophy<br>1 Psychology | $11,220.00 |

WICHITA STATE UNIVERSITY

# FIRST-YEAR RESEARCH EXPERIENCE (FYRE) PROGRAM REPORT 2019

**Faculty Director:** Dr. Moriah Beck, Associate Professor, Chemistry

*Open to all students pursuing STEM majors or with significant interest in STEM majors*
*Coordinated by the Dorothy and Bill Cohen Honors College with support from the Helen Clay Frick Foundation*

## FYRE PROGRAM OVERVIEW

FYRE is an applied learning program designed to connect first-year students with authentic hands-on research experiences in a variety of STEM-related disciplines. FYRE is housed in the Cohen Honors College but open to all student by competitive application.

Students selected for the FYRE program enroll in an introductory research seminar course that exposes them to research methods and are matched with research positions in WSU labs actively involved in scholarly STEM research. FYRE students will be better prepared for advanced careers in STEM fields and will develop important skills in critical thinking and problem-solving that can be applied to careers outside of research.

## YEAR TWO 2019-20

Year Two students begin lab research in Spring 2020 and enroll in a 1-credit introductory research and professional development seminar with Dr. Beck.

| | |
|---|---|
| Applications | 30 |
| Accepted into Labs | 16 |
| First-Generation | 50% |
| Underrepresented Minority (Hispanic, African American, and/or American Indian) | 50% |
| Female | 9 |

| **Lab** | **# of Students** |
|---|---|
| Biological Sciences | 1 |
| Human Performance Studies | 2 |
| Chemistry | 4<br>(3 biochemistry) |
| Computer Engineering | 1 |
| Mechanical Engineering | 1 |
| Biomedical Engineering | 3 |
| Aerospace Engineering | 4 |

## PILOT YEAR 2018-19 OUTCOMES

- Two of the spring 2019 FYRE students were awarded undergraduate research awards from K-INBRE to continue their research over the summer and fall semesters.
- Sid Pathak won 1st place in the "Invent for the Planet 2019" competition with his aerospace engineering project.

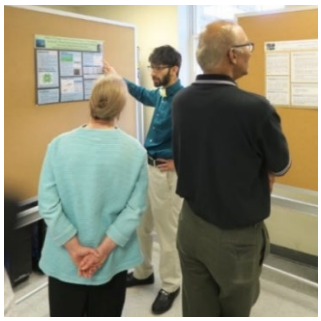
**Undergraduate Research Student Self-Assessment (URSSA)**

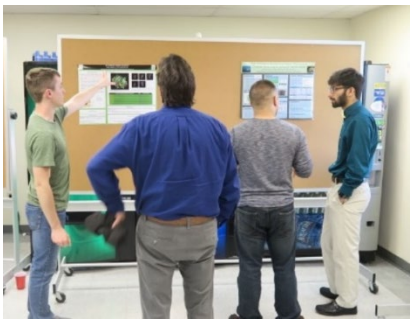
Analysis of the Undergraduate Research Student Self-Assessment (URSSA) which includes multiple-choice and open-ended items that focus on students' gains from undergraduate research indicate that the FYRE 2019 researcher gains were significant in the following areas:

- Skills such as lab work and communication
- Conceptual knowledge and linkages in their field
- Deeper understanding of the intellectual and practical work of science
- Growth in confidence and adoption of the identity of scientist
- Preparation for a career or graduate school in science
- Greater clarity in understanding what career or educational path students might wish to pursue.

**Question: How did your research experience influence your thinking about future career and graduate school plans? Please explain.**

- "I was able to interact with many people in similar fields and see what their experiences were like (professors, grad students, undergrad seniors), and then see if I could see myself in the same position. Talking to professors who specialize in different types of chemistry also helped me to narrow down what I find interesting."
- "I was never big on graduate school or PhDs because my goal was to enter the industry as quick as possible. As an engineer, I don't stand much to gain from masters or PhDs as I would if I entered academia. This has however been a good learning experience about what further education would be like."
- "It really didn't, since my career path and graduate school plans have mostly stayed the same. Although, it did *shift my research goals* a little when I found out that Mechanobiology basically lays the ground works for tissue engineering, which is what I want to pursue."
- "My research experience did not change my future career plans, it only *reinforced* my decision."
- "My research was in the field of Human Factors Psychology, which I did not think of as a career path for me originally. *Now, I consider it as an option*, but I would still prefer to go into counseling above all. "
- "By working and collaborating with a multitude of people across disciplines, I'd say my research has influenced me in a way that *makes me more aware of the different paths after/during my undergraduate studies. I definitely want to pursue research more*."
- "Before doing research, I never even considered going to graduate school. I have honestly given it some thought, but I remain unsure if I want to completely change my career path."

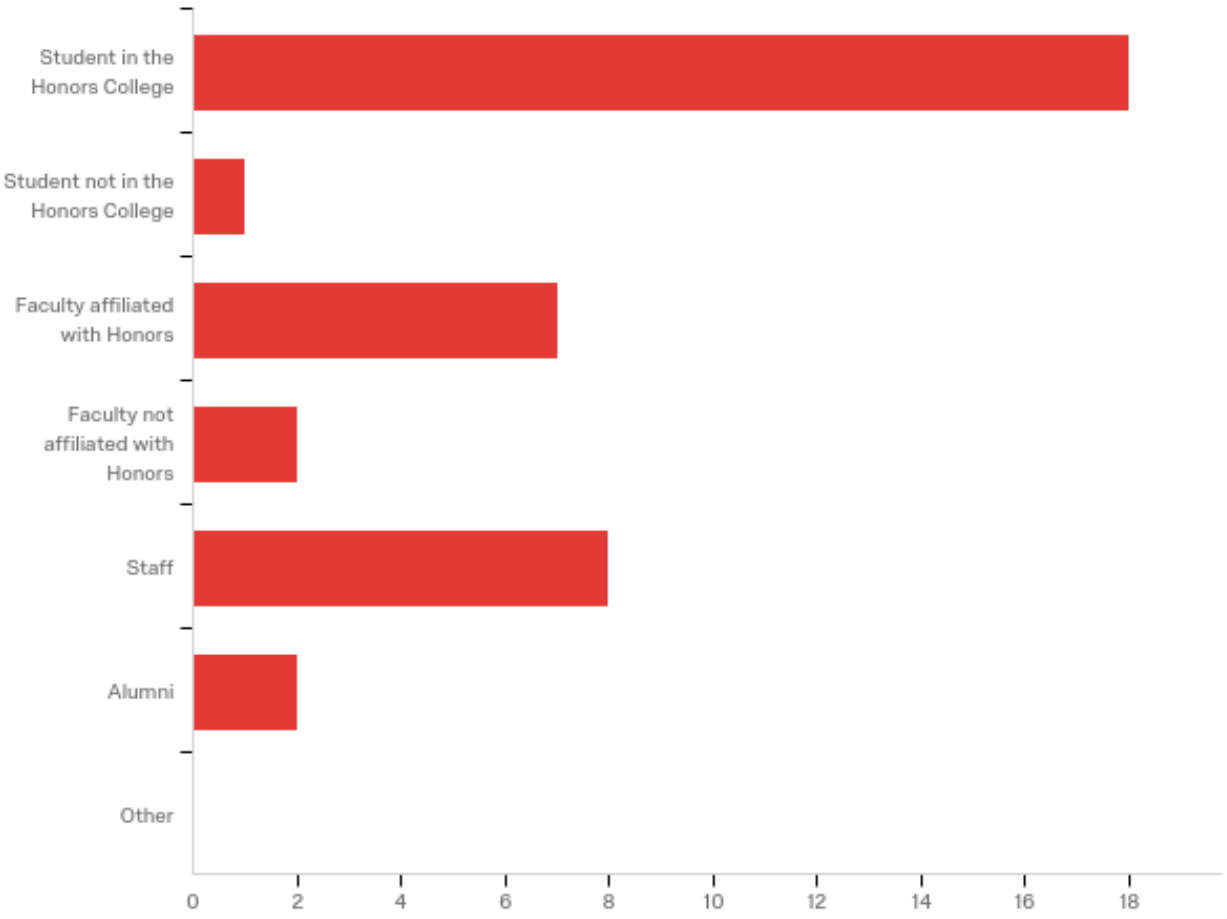




## Appendix B: Cohen Honors College Feedback Survey

**December 24th 2019, 11:16 am MST**

### Q2 - Identifier




| # | Answer | % | Count |
|---|---|---|---|
| 1 | Student in the Honors College | 47.37% | 18 |
| 2 | Student not in the Honors College | 2.63% | 1 |
| 3 | Faculty affiliated with Honors | 18.42% | 7 |
| 4 | Faculty not affiliated with Honors | 5.26% | 2 |
| 5 | Staff | 21.05% | 8 |
| 6 | Alumni | 5.26% | 2 |
| 7 | Other | 0.00% | 0 |
| | Total | 100% | 38 |

## Q3 - College Mission

| College Mission |
| --- |
| To provide hard working students with the resources needed to succeed. |
| inspire the highest type of academics |
| I believe this is the current mission statement of the Honors College: "The Cohen Honors College at Wichita State challenges ambitious students in any major to build a better future through rigorous classes, problem solving across disciplines, independent and collaborative research, and community service," but am uncertain as it is not on the "Mission and Governance" page (only goals stated there). I agree with this statement, but even more with the preamble of the Charter and its emphases: "students and faculty who value the life of the mind, the execution of good work for its own sake, and the common threads uniting every discipline; who share a passion for rigor over ease, for creativity over uniformity, for debate over compliance, for inquiry over recitation, for knowledge over ignorance, for wisdom over conceit; and who aspire to enlivened minds, to connected understanding, to professional collegiality, to innovative collaboration, to inspired action, to distinguished service, to enriched lives, and to self-determination" although some attention to affect and embodiment might enhance it. The challenges of interdisciplinarity (wholistic thinking), engagement in a diverse community of inquiry, rigorous scholarship, and striving toward rich, curious, and adventurous human lives seems to me to get at what I consider the heart of "more meaningful work" in distinction to training, schooling, or vocational\|professional goals. |
| Without looking, I'm not sure what the Honors College mission currently is. I see it as providing a deeper, more intimate and meaningful experience for Honors students. I think of the Honors College as fostering critical and strategic thinking plus creative problem solving. |
| As far as I'm aware, the Honors Program has several objectives: 1) To be a social club for good students (and especially those living in Shocker Hall). 2) To pad the resumes of ambitious students. 3) To provide a small number of interesting courses for first and second year honors students (open also to upperclassmen), classes which give Honors a slight but consistent academic presence and also, perhaps, give students a chance to sample fields of study that they have not previously explored. 4) To exist as evidence that WSU values academic excellence, thus to encourage more and better students to enroll. 6) To encourage donations from alumni and others who would like to think that they are supporting excellence in higher education. Probably most or all of the objectives listed above are inevitable, given the nature of this university, and I doubt that they need to be changed. I believe, however, that some of these objectives could be enhanced, for the benefit of all concerned: 1) The (attempted) social cohesion of the Honors Program is surely a good thing, both for the program itself and for the university, which needs to develop a more distinct social/academic identity. Much effort is currently going into strengthening this social identity, but I think the program could also be improved by giving more emphasis to various aspects of thinking. By this I mean, for example, a) Political thinking, local, national and global. Are students really too busy to care about the world they live in? True, it might be necessary, at first, to reward students for attending talks, discussing and so forth--perhaps being included in something like a class trip to Topeka, Washington. Obviously, bringing in guest speakers would have to be part of this. b) Thinking about the arts and sciences. Again, guest speakers, of whom there have been precious few, of late. But also, beyond a chess club, and gaming, what about interest groups (astronomy, science fiction, post-apocalyptic novels, jazz/punk-rap--and so on). In fact, too little attention is given to music, I think, on a campus with a pretty good music program. 2) The academic part of the program certainly needs to acquire a center of gravity before it can grow much. Currently, the courses offered are pretty random--good ones as far as I can tell, and they probably appeal to the enthusiasm of freshmen and sophomores; but upperclassmen who put their honors courses off almost until graduation may well be sitting through these classes merely because they need the credits, not for any intrinsic reason. How to develop an academic purpose for these courses? a) It might be possible to adopt a common themes, or themes, for the period of a year or more. Conventions are organized with such common ideas in mind; perhaps it helps a little with developing sessions and soliciting papers. Indeed, courses are often designed around |

a theme, and I think it helps students think about the content, and get interested in it. An example? How about something like "Carrots and Sticks: The Dynamics of Threat and Promise"? b) It's hard to get teachers for the Honors Program--they're already too busy in their own departments. But clearly, honors courses would benefit from a larger honors faculty. Currently, faculty not employed in a department are paid $4000 per course. Are full-time faculty paid the same? Perhaps they should be. And why should Honors have to go begging? Perhaps there could be a quota--each dept. having to contribute one teacher (i.e., one course) per year to honors teaching. c) The emphasis on STEM is all too present in WSU policy, and that may be having an effect on honors thinking. If Honors is to represent a kind of social/academic core for the university, that core needs to find a balance: the social sciences and humanities need to have more weight--more teachers, more classes, more guest speakers . . . and yes, more foreign study, more opportunities for apprenticeships, more grants. And so on.

Honors college aims to help thriving students with high ambitions reach their goals. I wouldn't change this at all.

The Honors College seeks to challenge students through both their disciplines and interdisciplinary success with an eye to future while honoring the past.

Personal growth through interdisciplinary and rigorous education. I dont think I would modify it.

Develop human talent to be productive in society

The mission of the honors college is to refine its members by allowing them to assume greater responsibility while at the same time aiding them to become strong academics and future professionals. I would modify it by allowing honors students to accept "easy routes" through university given their already proven capabilities. This will allow them to grow in whatever way they please without the interference of common academic anxieties (too many credit hours; pressure to accept internship or employment).

The Honors College has a mission to better each student and give them a home environment to work well together and enjoy their time more.

The mission of the Honors College is to produce students that excel in the areas of critical thinking, problem-solving, and leadership in order to prepare them to be outstanding citizens. I would not change that mission, as I think it is a noble one.

I think the mission of the Honors College is to provide a more vigorous and personalized education.

the mission of the honors college is to provide an elite learning environment for individuals that excel in their academics. I would not modify it

The mission of the honors college is “more meaningful work” and to me that’s the perfect description. It challenges while still being a manageable addition to your major!

The mission of the Honors college is to have more meaningful work. I dont know that I would call the work meaningful, but it was more in depth.

To work with ambitious students to make their education more meaningful and make them one step above their peers when applying for jobs. I believe that it is too long. Also, I had to look it up because I had never heard the mission, so it needs to be more advertised and promoted.

From my perspective, the Honors College is a huge gateway for students that are driven by inspiration to become more intellectually involved with fellow students and faculty. I would not change the mission whatsoever.

The Honors College gives students the opportunity to go beyond the basic college educational experience and make it their own. The Honors College gives academically driven students a chance to use their minds in ways that a traditional experience may not give them. It also instills a sense of community within the students there. I do not think there is much I would modify there, the Honors College has helped me navigate my first semester here.

the Cohen Honors College aims to benefit the university, students, faculty, and the city of Wichita by attracting high-achieving and highly motivated students and leading them to contribute to academic, creative, and civic communities.

Don't know

To recruit high achieving students to WSU and the Honors College by offering a more personalized and flexible approach to enhancing a student’s educational experience. To provide students the opportunity to connect with

faculty and fellow students through smaller class sizes, research experiences, etc. and to support students in exploring experiences outside the classroom. Also, to allow faculty to explore their interests and create unique courses outside their current course offerings.

The current mission (simplified) is to attract high achieving students to WSU (recruitment is inescapable in our current environment and the stress of lower numbers of students will hit every school across the nation in the upcoming decade), to give our students a personalized atmosphere within the larger university, a platform to explore ideas above and beyond the norm, a closer connection to faculty to offer them support, offer faculty the opportunity to explore their intellectual interests by offering unique small sized classes and a connection to students outside of their major, to give students via coursework, personalized attention and connection to faculty a better foundation for their future careers and intellectual lives than would otherwise be offered. In addition, the college supports expanded opportunities for the entire university by supporting research and offering access to seminar courses.

I think of the Honors College as a place for students and faculty to engage in non-traditional learning, to explore issues, and to seek solutions from a variety of disciplinary approaches. More meaningful work. I would not necessarily modify the mission, but I do think that there are ways that we can continue to spread the message. Especially among the faculty. For new faculty, I am not sure how they would learn about proposing a course, what kinds of courses are needed/welcomed, and how they might go about making these learning opportunities a reality for our students.

Provide a curriculum that helps students get into an affluent graduate program.

Today lacks prestige and merit, with how ran with the current leadership. Average students, faculty, and staff don't see or are able to see the benefit of such an organization. It should be led by the elite, not just someone's buddy or friend as it is today. It should push to stand above the rest here at WSU.

First, you need to restore the name of honors: The Emory Lindquist HOnors Program. To name it after Mr and Mrs MOneyBAgs, tells us all immediately that you are not serious about honors. Too BAd. Probably illegal. Certainly anti-EDUCATION.

To create a space of belonging and academic challenge for students with exceptional minds. I would say that the mission is partially filled because the courses offered have traditionally not been geared towards students in social science disciplines. While there are courses that seem to fit with engineering and philosophy majors, for example, there were never enough that I was interested in in the social sciences to complete the program with. I took a couple of honors courses, but then there weren't any more that were in my field or area of interest. Although I am earning a Ph.D. now, I was not able to be challenged academically in my coursework as much as I could have been if additional honors courses were offered in sociology, psychology, women's studies, writing, etc. The space felt pretty male-occupied at the time when I was in it. I would also say that the types of social activities that occurred in the program wouldn't have been of interest to me. The gaming clubs that were formed, for example, would not have been of interest. I was involved in Greek life on campus, but actually wanted to be a part of the honors college too because I did feel academically challenged by my peers there. There wasn't a lot of in-between honors kids. It was like they were either totally committed and that was their friend group or you fell out of the program. Most of my friends in student ambassador society dropped out of the program because of this reason. I wanted a mix of friends and social interactions, but that wasn't necessarily promoted at the time. This was before Dr. Engber's time, but I think part of the legacy still lives on amongst the students.

I think the current mission is to do more meaningful work. I stand behind this meaning and see it applied in my Honors classes. For me, it means to do everything with an academic spirit of curiosity and intention, so that everything you do has a positive impact on this campus, country, and world.

The mission of the Honors College is to help students achieve personal growth through academics, service, and community. I don't think I would modify it.

I didn't even know the Honors college existed when I was a student. Now as a staff member, I know they exist but know very little about them. I'd guess the mission was to challenge students academically?

## Q4 - University Mission

| University Mission |
| --- |
| The Honors College provides multiple resources such as free printing, white boards, computers, and multiple study rooms. |
| wu shock |
| I BELIEVE the Mission of the University (according to its activities and proposals of the past years) is to corporatize and instrumentalize education in order to and move toward a for-profit training\|skilling\|placement organization. I hope Honors contributes to this through forms of resistance and disruption - and providing alternative focuses of learning, inquiry, curiosity, and passion - as stated in the Charter - good work, rigor, creativity, knowledge, collegiality, etc - "for its own sake" - not primarily as means to capital, professional or vocational ends. I do not support what I believe the university mission to be (in praxis). I do not have essential problems with the university's proclaimed mission: "The mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good." |
| The university's mission is to be an educational, economic and cultural driver for south central Kansas. I think Honors contributes to this mission by continuing down the path of the existing programs it already has and considering new initiatives as needs arise/evolve. From LLCs to Cohen Enhancement Fellowships to seminars, I see all of those as contributing to the mission. |
| I believe the University aims to do the same thing as the Honors college by enriching us with knowledge to pursue our futures and dreams. Honors college takes it just a step further by providing more resources to promising students with high ambition. I fully support this. |
| Mission of WSU is continue its role in benefiting the greater metropolitan area while empowering students to influence the world. |
| My personal belief is that the mission of the university should be to prepare a diverse student population educationally for their respective careers after graduation. In doing that, I think that the mission can Branch out into being an economic driver for the state. I think honors contributes to this by providing that interdisciplinary aspect to better prepare students for their careers and to facilitate more in depth and conversations about the topics discussed. Overall, I support the university's mission. |
| Provide opportunity to all to allow people to become life long learners |
| The mission of the university is to allow students to grow in knowledge and wisdom while preparing them for professional work. |
| The mission of the university is to give everyone on campus the best possible opportunity to advance their lives. The Honors College provides a great opportunity to the students to advance themselves. |
| The mission of the University is to educate students in the most effective way possible to prepare them for their careers. I think the Honors College contributes to that by ensuring that their students are well rounded with soft skills as well as the hard skills required for some jobs. I support the university mission, just not always the way in which they implement them. |
| I believe the mission of the university is to promote and celebrate diversity. Honors contributes by providing a more personal relationship and education to each student. |
| the mission of the university is to provide a place for students both nationally and internationally to be able to acquire an education at the same time as sports, clubs and organization. honors contributes as one of those organizations. I do support the mission |
| I believe the university's mission is success through applied learning. The honors college gives us more unique opportunities to have practical applications of the theoretical things we learn. |
| The mission of the university is to profit. Their goal is to nickle and dime students to death. They keep spending ridiculous amounts of our tuition dollars to partner with outside companies that cater purely to engineering |

students and no one else, rather than improving the older part of campus and the colleges that need it more. Not a single bit of the innovation campus has done a thing for me.

The mission of WSU to provide education and help Kansas with employment, economy and the better good. Honors is able to provide an extra layer of education and a more highly educated workforce, even with the same level of degrees as their peers. I support the WSU mission, but it needs to be changed to more than Kansas since there is such a large international population that are here for school.

I believe Wichita State is built on the idea that the future is ours to change. Wichita State University promotes innovation in every way possible. Whether it be in technology, the arts, diversity, or business. I fully support the mission. The Honors College acts as a host for all of those students to collaborate with one another.

WSU wants to give students a diverse and solid academic journey. They strive to produce Shockers who can thrive in all settings and understand all people. I think that Honors contributes to this by giving students a place to belong to that not only gives them an academic challenge, but an opportunity to make their college experience their own.

The mission of Wichita State University is to be an essential educational, cultural and economic driver for Kansas and the greater public good.

Don't know

The WSU mission is to offer educational opportunities for all students (traditional, returning adult, international, etc.); to equip students with the knowledge, skills and experiences needed to enter the workforce prepared to contribute to their organization/company and society; to explore and understand the needs of Kansas and the region to make sure we are developing our students for the jobs to come. Honors supports the university mission by allowing students to go beyond their degree choice and expand upon their knowledge. Students want to do "more meaningful work" and Honors offers them the opportunity. I do support the university mission.

For WSU, the mission is to offer educational opportunities for all (almost all) and be an economic driver for the student as well as the community. We have low admission standards to WSU and that is intentional and a good thing. We offer people a chance. Our mission from the very beginning has been to serve the community (the community has expanded over time from Wichita to Kansas and now we are beginning to think nationally and globally). We do this educationally and by working with businesses via partnerships, research and excellent student interns. Honors contributes to the mission of the university by supporting undergraduate research, of course, but more importantly by offering students a platform to do more. Our students self-select into Honors because they are interested in the more. More knowledge, more internships, more majors, more minors, seeking out the connections between fields of study, they want to explore the world and we offer them a way to do so. I do support the mission of the university.

I always believe a university should be for the public good of the community. I think WSU is working hard to do that but needs to broaden the scope of community to include more than just certain industries. I think stronger partnerships with local schools would be a great first step. I think Honors asks students the difficult questions and expands students worldview.

For students to get experience in their field of study while attending school and work with community to improve quality of life in Wichita. Don't know how honors contributes. Yes, I support the university mission.

By providing an innovative curriculum and promoting engagement with students and resources, to help the students achieve their fullest potential and shape the Wichita State environment to its fullest potential, in meeting the needs of the future. .

Education It used to--creative, interdisciplinary, volunteer committed teachers.

I think the university's mission should be to uplift individuals and give them an opportunity to advance their minds, emotional IQ, careers, etc. I think the honors college does help uplift individuals' minds, but I don't know how much is done socially beyond freshman year. I also would love to make more connections among graduates of the program and current students. I missed that element as a student - what were grads doing? What was the next step for graduate school applications? It could have been a better support for me in preparing for graduate school and the application process.

The mission of any university is to provide education to people in pursuit of a degree. Wichita State tends to focus on applied learning in tandem with education. Honors provides a lot of applied and service learning opportunities and fits in well with the University Mission. I think the University as a whole could focus more on academic rigor and making sure that all students are prepared for employment right out of college, rather than getting people to a degree when they don't have the experience to have one.

The mission of the university is to become an economic driver for Kansas and an integral part of the community. I have no idea how Honors contributes. I support the university mission 100%.

## Q5 - STRENGTHS: What are the strengths of the Honors College?

| STRENGTHS: What are the strengths of the Honors College? |
| --- |
| The amount of resources available. |
| free printing, early enrollment, scholarship |
| Strengths of the Honors College include diverse multi-disciplinary faculty and students; seminar-style learning with smaller class-sizes for flexibility, depth, and experimental learning environments for variety of learning styles. More rigorous grading and requirements should result in more investment and effort in those electing to participate, as well as heightened challenges of inquiry and complexity. As an interdisciplinary college coursework and curriculum may be able to provide more responsive, creative, innovative, and wholistic educational opportunities than content- or skills-based disciplinary or professional curricular tracks. A learning and living community hopefully has the strength again of diversity of majors and interests that should prompt richer forms of inquiry and creative discovery. The passion and expertise of its interdisciplinary governing bodies and administration. |
| Support for the students through scholarships and fellowships seems to be strong, plus the opportunities that exist for undergraduate research. Students also seem to be able to pick and choose ways in which they want to engage with the college, ranging from LLCs to classes to the honors baccalaureate to other activities; I think students appreciate that there isn't only one or two approaches to an Honors experience, rather that they can engage how they see the college benefiting them the most. The new addition to the college also adds to a positive experience for the students. |
| Integrity, resources, help, availability. |
| Strengths include its flexibility of structure and governance. Faculty and students who are realistic yet aspirational in their view of their disciplines. Interdisciplinary opportunities strengthened by discipline specific excellence. |
| Faculty/staff, interdisciplinary classes offered, open to new approaches. |
| Community, amenities |
| It gives free printing, it gives a great environment to work, and it is well appreciated. |
| The number of classes available that not only contribute to certain degrees, but also allow for students to take classes that would not normally be introduced in their major. This allows for students to have a broader understanding of the world and its workings before entering it. |
| The strengths of the Honors College include community, collaboration, and opportunity. |
| the strengths are there is a good studying environment in the shocker hall honors college |
| The people, scholarships, and opportunities it offers. Also it is one of the only places you can get free printing |

Free printing! Priority enrollment!

Small class sizes. Scholarship opportunities.

Allowing students to do an honors contract for courses so they are not taking classes they don't want to take.

The Honors College does not favor any student over another. That is vital for keeping everyone on a positive path through college.

Kind and helpful staff, diversity in class selection, fantastic facilities

Faculty creativity in offering courses that challenge students.

None

The people. Honors has an open door and invites students to interact with not only one another but staff and faculty. Students receive individualized attention and encouragement every step of the way. There is a sense of community in Honors. Another strength is the smaller class sizes and the discussion based and hands-on learning approach. Students can get to know the professors and other students in the classroom. The Cohen Enhancement Scholarship is a tremendous advantage and opportunity for students to receive monetary support while participating in an applied learning experience outside the classroom. It allows them to expand on their educational experience and continue growing as a person.

People. Our greatest strength will always be the people in the Honors College. The students are excellent, smart, creative and overall just nice people. The students draw in the faculty because the faculty want to work with them. Honors attracts faculty who are exceptionally engaged in the educational process and have a true passion for it. We have a great staff who are passionate about our students and truly care about them as people. I feel that we all believe that we are offering a benefit for our students both academically and emotionally by providing both types of spaces. These come together to create a physical and psychological space for our students where they can feel a little bit sheltered within a setting of 15,000+ people and increases their ability to take risks such as research, study abroad, internships, classes outside of their major because they are very much seen as individuals here.

Reputation within the university Students that are a part of the college Faculty partnerships

Provides curriculums that are customized for outstanding students.

Currently the strengths appear to be underutilized and not managed well. Needs NEW leadership

You can do creative educational programs.  So long as you have that offensive name pushing out the Emory Lindquist Honors Program, I think you not seriously counter your major interest in Money. It is offensive on other programs and buildings, but they did not have to remover the name of Lindquist.

They have an awesome dean.  She takes time to get to know students personally.  She is able to successfully advocate for resources that they need.  Their space is also neat on campus now.  They also get exposure to really high level material that other undergraduates don't get to access.  It is almost like taking graduate-level courses as an undergraduate in terms of the content presented.  You get to really study professors' areas of research and expertise in those courses.

It is a strength that it exists.

The Honors college is really good about providing great classes, flexibility, and outstanding faculty and teachers.

Opportunities for exceptional students to feel a part of WSU.

The strength of the Honors College is that it is completely student-focused. Current policies and any changes made are focused on how they affect students, not how well the faculty likes them.

They challenge students and develop leadership?

## Q6 - Needs/Weaknesses

| Needs/Weaknesses |
| --- |
| There should be more computers available so that printing does not take so long. |
| need more scholarship money |
| Strengthening community feeling and collegial involvement among students diversified by majors and interests is not an easy task. I do not believe we have found key elements for fostering this to the degree it is possible. Even survey results (such as this one) and College-wide assemblies\|events draw too small a percentage of persons actually affiliated with Honors. Diversification and responsiveness to courses and curricular organization could also be stronger - perhaps through required symposia, issue-based seminars (as approached from various disciplines and researchers), and increased incentives for course development. I think the President can help by promoting\|funding\|supporting student projects ("greening" the College, campus improvement or event initiatives, increased community spaces for learning-living community and Honors students outside of that, etc). Also by challenging or pressing for more flexible faculty support in teaching across colleges and working interdisciplinarily - perhaps changing the structures of Colleges and Departments funding and budgeting while ensuring all programs are sufficiently appointed for transdisciplinary and discipline-specific educational opportunities. More activities and opportunities without more agents and experts and support doesn't work. I'm not sure how richer community and collegiality can occur - consistent involvement of more of the student body with one another's learning and living experiences... |
| Perhaps there could be more distinction for the Honors experience, in terms of unique experiences, trips, fellowships and more that are available to Honors students only (or at least Honors students and current students considering Honors so that they know what the experience might be like). There should be more diversity from the Koch Scholars cohorts. It seems heavily weighted toward White students/males. |
| There could be organized volunteer events by the Honors College as a whole. |
| With the opportunities come needs for structure; the challenge is how to generate and operate additional opportunities for students with limited funding and personnel to support. The other challenge is how to maintain flexibility if the structure becomes too large to be meaningful. Nimbleness is a key strength for this honors college. |
| I'm not exactly sure how to phrase this well or if it would be feasible to do, but as an honors student doing the Emory Lindquist track, honors seems like more of a side project rather than part of my main education. I enjoy the honors community that I am in and experience, but it seems very separate from my major classes. I wish there was a way to further incorporate the honors curriculum into major classes. I know there is an honors aerospace track, however I'm not sure how connected it is to the honors college and community. |
| Does not offer a "college-changing" experience. It is seen by many as a decoration to the multi-layered university cake. |
| Make it a more friendly environment with both a study part and a communicative part because right now it almost seems like a library with everyone always being so quiet. |
| One of the weaknesses of the honors college is visibility. We often go unnoticed by the rest of the campus, and many students cannot come up with a benefit of joining besides "more work", which is untrue. The new President can help to give us some much-needed press and attention from both within the university and outside of it. |
| I think the Honors College should provide more information on facilities and services provided to the students. I also think there should be more Honors opportunities at the beginning of the semester where students can become more familiar with each other along with staff that work in the Honors College. |
| the honors college should offer more honors level courses |

A larger variety of classes offered.

They need their own building.

Courses, like research capstone, that are not relevant to all students. My graduate program does not even have a research portion and neither has my undergraduate, so irrelevant to my education.

The new President can assist the mission of The Honors College by helping students and faculty make it a more prestigious part of campus.

More computers! There are only two that are available for printing and students are always using them for needs other than printing which is inconvenient for the others students who utilize it.

I think that there needs to be more examples of what Honors can look like for students who may not be pursuing a degree like engineering or business. As a student in the College of Applied Studies, it sometimes seems like we are left out of honors curriculum and there is not much there that can contribute to us. I also think that there should be more scholarship opportunities for honors students that may not have gotten a large scholarship as an incoming freshman. I think there should be honors scholarships that we can apply for yearly that could possibly cover things like books, or more tuition. We work so hard academically that I think we should not have to have a massive financial obligation to the university, but have an opportunity to use our strong academics each year to help lighten our tuition load.

None

Money is of course always going to be a challenge and will impact what and how much can be done. As the number of students in Honors grows, the ability to offer more Honors classes and have more faculty engaged in Honors is important. Students are joining the Honors College because they want the experience Honors provides and if Honors continues to grow, more engagement from the campus community is necessary. Honors needs the President and the administrations support and encouragement for more involvement from faculty. That of course sparks conversations about course load but there needs to be more conversation about where Honors is prioritized. Another weakness is diversity in the Honors College. In comparison to the university, Honors has a less diverse student body. Students need and want to be around students who are not like them, who come from different backgrounds and socio-economic status, who have different experiences, etc. so they can continue to be challenged and have a broader learning experience. Another weakness or challenge on the horizon is in 2025, the number of students graduating high school hits its peak. There isn't necessarily anything anyone can do about this but being mindful of this is important. Recruitment will become more and more competitive and having an Honors College is an added benefit and value for students.

Money, faculty engagement across the university and diversity. I would first like to acknowledge that money is a serious struggle across the entire university. However, I do believe that an investment in the Honors College would be wise. The number of students entering college is dropping because of lower birth rates eighteen years prior and an investment in a college education is being increasingly questioned by the populace, WSU needs to be competitive with other universities who have invested and grown their honors colleges and programs. We will be competing with universities with more robust course offerings, travel experiences included, dedicated building(s) and large staffs. In the future, if not now, an honors college/program will be just as important as updated dorms, social activities, and a great gym facility. Our college isn't in the place where it needs an entire building (yet) but additional staff and faculty would allow us to offer more to our students, retain them to honors and WSU, as well as attract them to WSU in the first place. We have some of the best faculty at WSU engaged in Honors and we are slowly expanding our reach. However, there are excellent faculty at WSU who are not engaged in Honors and we need to draw more of them in. A clear message of the value of teaching in honors from the new president would be wonderful. Adoption of the Uniscope model was definitely a step forward for honors as it allows faculty to get "credit" for the work they do in honors. We have less diversity in the Honors College than the University as a whole and I see that as a problem. The Honors Student Council is currently exploring the issue and I'm hopeful that progress will be made.

Infrastructure and staffing Faculty development and training Ability to implement high impact programming with over-extended students

Not sure what school is like for Honors College students.

Currently the strengths appear to be underutilized and not managed well. Needs NEW leadership where the students are pushed to higher standards to make a change not only in themselves but the environment they cultivate, as they make the footprint on the future.

Add courses in Other Countries, Other Histories, Other Perspectives, OTHER ARTS.Other Mathematical Systems, Other Religions, Other Literatures--in short, add Education. One program for sure meets the high standards that a University should meet: Fine Arts, Especially music.

I think honors needs to have an image that it is not just for typical "nerds." Smart Greeks, smart cheerleaders, smart engineers, smart writers, etc. all can be a part of the honors college. That means looking hard at the courses offered and who they appeal to. Do they just appeal to engineers and philosophy majors? I would go through every possible major on campus and think about which courses they would complete for the program. Do they have enough soft science courses that interest those groups of students?

My impression is that there are not very many dedicated Honors Classes. I have not checked lately, but when my child was here a few years ago, there were only a few Honors classes, and to complete the rest of the required hours, he would have to work with professors to turn "regular" classes into Honors classes by adding assignments, etc. That is not really an honors class, and is more work than most students want to take on. When I was a student here years ago, there were many Honors offerings, and I completed many of my gen eds by taking the Honors version of those classes. There is a different atmosphere and quality of discussion when all in the class have higher expectations.

As the Honors college grows, it is getting harder to maintain a sense of close-knit community, so it might be nice to have more all-college seminars or professional networking events with just Honors students and alumni.

I know very little about the Honors College - other than what occasionally comes out on WSU Today.

The Honors College needs more class offerings, and I think the President could help this by making sure all Departments are adequately staffed. Many professors don't want to take on an Honors class because they have too many teaching commitments already.

No idea, but why do you need an advisor to force students to have multiple advising appointments? What does the Honors college actually do?

## Q7 - Bold idea

Bold idea

There should be more computers available.

Revamping Honors degree|program tracks to focus on depth and breadth of learning experiences rather than accomodating vocational|professional worker-production, skilling, or schooling. Developing humans|citizens with widely challenged perspectives and fuller exposure to the diversity and history of human experience. Professional and graduate school education can hone and refine more particularized knowledge or skills for those who desire to pursue narrower aspects of society and cultural activities. Providing educational exposures and experience such as this would impact every aspect of the students' lives and effect (perhaps) more student activism and involvement across campus, generate awareness|attention|change at university levels, empower citizens to think, act, and reflect on and in society and global issues regardless of roles or subjectifications - ultimately enabling world-changers rather than world-progressors? Expanded Honors College community spaces and campus involvement: gardens? theater? meeting|forum space - where College members can invent and create spaces they want and invite others across campus into engagement|interaction. Also Honors students involving themselves across campus - switching up where they study, projects in other colleges|departments, events in various spaces (libraries, CAC, Engineering buildings, Museums, and so on) so the community is more aware of

what they do and care about and so that they are more aware of what other members of the community are doing|being? I don't know - need more thought...

Many teachers, while doing well in teaching in the classroom, do not grade on a timely schedule. If there was a way Honors College could push for a change in that, it would be wonderful.

Big-Bold idea-- Either easier access to current maker-spaces, or honors having it's own messy MAKER-SPACE that is flexible and has supplies for expression and learning.

Incorporating the honors curriculum into the courses/curriculum within each major. So each honors student could be in an honors track within their major.

Every graduate has career opportunities to make immediate impact to the corporations in this region

Partner the honors college with industry leaders/companies/employers. The honors college should nurture creativity. Academics are important but can be overwhelming for some. The honors college should feel like a place where brilliant students can brainstorm and have access to resources that make their ideas physically possible. Not everyone can make room for passion when they are muddled with heavy classes, work, and club activities.

Honors college should be able to take trips. These trips would go to random places and they would learn about something but it would be a good chance to just enjoy being with fellow members and get to know each other.

I want the Honors College to get rid of the ACT/GPA requirement on its application. It would allow for a larger influx of minority students and represent the idea that we already believe; there is no such thing as "set intelligence". Anyone who is willing to work and learn is worthy of being an honors student, and we should not just confine our definition of "honors" to students who have been privileged enough to score well on the ACT or have a high GPA. Honors are more than just producing academic success, it is about teaching students how to be better citizens and leaders.

I think it would be awesome for the Honors College to expand into helping people get the soft skills business ask for.

They need their own building and to increase the honors scholarship if possible. $500 a year does not cover the cost of the 3 credit hours it costs to remain in the honors college. I end up spending more money on the course than the scholarship is worth. I might as well take easier courses to get my elective credit.

Allow Honors students to create their own curriculum with guidelines so they can actually take courses they are interested in and will help them in their career.

I strongly believe campus research is a super important part of a university that is focused on innovation. The Honors College needs to begin funding undergraduate research in many more ways, no matter the cost.

I don't know

Honors College dorm with collaboration, office and classroom spaces. I envision faculty in residence and more opportunities for faculty to interact with Honors students as well as Honors students interacting with one another. The students would have their Honors experience in common but be bringing their experiences from all over the university under one roof. This would be an added value for students in the Honors College and I think would also be a draw for more faculty to become involved in Honors.

I would like to see the University Honors Minor become the norm with our graduating students. This would allow them to have the foundation of the Scholar Track with its research component allow with more specific study in the student's area of interest and the applied learning requirement. In a perfect world, many of our students would complete the University Honors Minor along with Departmental Honors within their major. These combined experiences would offer them a great foundation for starting their careers. Additional Departmental Honors would be needed. This would increase faculty workload but also give them a chance to mentor students in research or an applied learning experience. It would increase college workload but increase student connection to the college via a deeper investment, it would increase credit hour production for the university and the reach of our students into the community through applied learning and hopefully increase undergraduate researchers.
My second idea is that we need more group travel experiences. Many programs take their students to other cities or states as a group. While expensive it would offer a great group bonding experience along with a cultural and academic component. To start, City as Text within Wichita would be comparatively cheap and could be offered as

a First Year Seminar taught by Jay Price. Faculty who led these classes or experiences would benefit from the connection to the students and the experiences themselves. Getting out of the classroom and into the world would increase our students capacity for global thinking and cultural competency thus increasing their impact on the world during and after graduation.

Thought Seminars or Current Events Seminars- I would love to see a program or a course that its entire purpose was to discuss what is currently happening in our community, state, country, and world. I think the ability to have discourse with civility is a really tough thing for many people, our students especially. I would be really cool to bring in some community leaders to be a part of these conversations. Creating students who can communicate, listen with the goal of understanding, and shifting some of the dominant narratives that might not be grounded in truth but instead in societal stigma would have a positive impact on the kinds of students- leaders that we would be helping to create. One that is kinder, more thoughtful, and more aware.

Publicize more what honors students are involved in while attending WSU and how being in the Honors College provides advantages for students.

Bring in new leadership, ground up and develop with the mindset of each area of expertise is to push them to their potential. WSU isn't rated in the top 25 universities, on ANY survey. So this new president will you do something to lead us there with your decisions. Revamp the processes and this is where it starts to set the university apart. Start interviewing industry leaders, after all that's what students want, JOBS, and find out what they are needing in their industries to set them apart, then make plans to achieve those needs through your decisions Mr. President.

It would be neat to have courses taught by outside faculty remotely online. Can we hire a faculty member from Stanford to teach or guest teach a course to our students? How about someone working at NASA? What about a local author who could teach a course on publishing?

More applied research opportunities for students; and incentives for jointing the honors program - how are students recognized?

Getting rid of the minimum GPA/ACT requirement for admission to the college is something I support. This would help to diversify the college, and let students know that Honors values potential, not numbers that are indicative of one's socioeconomic status. This would send the message that intelligence is not measured by salary, and could change the way students and the University view politics and other pressing issues.

No idea

## Appendix C: Cohen Honors College Schedule - Events and Deadlines

TRAVEL/CONFERENCE RECRUITMENT/SCHOLARSHIPS RESEARCH PROCEDURAL STUDENT EVENT SERVICE-LEARNING/LEADERSHIP ADVISING GOVERNANCE

| August-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Fall Welcome Tables | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clash of the Colleges | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Honors Induction Ceremony | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LLC Welcome Dinner | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Honors Application Deadline for Fall | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SSC Appointment Campaign (GPA) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| September-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Koch Scholars Picnic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring 2020 Course Schedule Due | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| University Honors College Council | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| October-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Honors in Action | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Black & Yellow Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FYRE Application Deadline | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WHEAT - Halloween Party | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| November-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Honors Scholarship and Priority Consideration Application Deadline - High School Seniors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| National Collegiate Honors Council Conference - New Orleans | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Koch Scholarship Interviews (coordinated with Distinguished Scholarship Invitational) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | November-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Kansas Honors Connection Conference - Emporia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| External Advisory Board Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | December-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| McGregor Interviews | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collaborative Research Showcases | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Commencement - hand out coins | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | January-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Summer Course Schedule Due | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall Course Schedule Due | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Springfest - TBD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bright Futures innovation student award nomination due | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Town Hall - Faculty | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Town Hall - Students - tentative | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | February-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Black & Yellow Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summer Research (SRI) peer mentor app deadline | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outstanding Cohen Honors Student app deadline | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| University Honors College Council Meeting | |
| College General Assembly - tentative | |

| | March-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| National Student Exchange Conference | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pi Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Great Plains Honors Council Conference - WSU/HCC hosting on WSU campus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| W-S-YOU Day - matriculation event | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SRI Participant Application Due | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advisory Board Alumni Reception for New Students at W-S-YOU Day - in progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Faculty Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | April-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Black & Yellow Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduation Celebration (Koch scholars) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Council Meeting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| University Honors College Council Retreat | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | May-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| First-Year Research (FYRE) Poster Presentation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| End of Year Celebration (all Honors students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | June-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **EVENT** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Summer Research Institute | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

## Appendix C: Cohen Honors College Communication Plan/Calendar

DEAN ASST to DEAN RECRUITMENT RESEARCH Admin Specialist ADVISING SERVICE-LEARNING/LEADERSHIP

| TYPE | EVENT | August-19 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Email | Welcome from Advisor (to SRs/Trans) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Advisory Board Fall message and meeting reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Induction reminder and parking information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SSC | SSC Appointment Campaign - GPA (current students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Newsletter | Honors option agreement reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mail | Invitation to Honors in Action open house (SRs) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | UG Research Grants (URCA) - Request for Research Opportunities (to Faculty) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Newsletter | Leadership Academy information (current students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Send final spring course schedule (to all teaching faculty, copy dean and advisor) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| TYPE | EVENT | September-19 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Email/Newsletter | First-Year Research (FYRE) application reminder (faculty director to current students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blast/WSU Today | First-Year Research (FYRE) application information (faculty director to current students and faculty) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Newsletter | Honors Baccalaureate thesis deadlines | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Newsletter | Enhancement Scholarship deadline reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | URCA Committee - scheduling | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WSU TV | URCA Advertisement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blast/WSU Today | URCA slide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Eligible for Honors (SRs/Tran) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Email | Remind to apply for Honors & Scholarships (SRs) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Request for RSVP (to Advisory Board members) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Newsletter | Research Presentation Opportunities - KHCC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | October-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| TYPE | EVENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Newsletter | Enhancement Scholarship deadline reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Update | Registration Information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Newsletter | Honors Graduation Information (graduating seniors) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WSU TV | URCA slide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Eligible for Koch/McGregor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Request to confirm classes for fall schedule building (to potential teaching faculty) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | November-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| TYPE | EVENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| Email/Newsletter | Honors Baccalaureate thesis deadlines | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mail | Admissions and Honors merit scholarship decision letters | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Notify Selected for McGregor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Notify Not selected for McGregor | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Thank you for McGregor app | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WSU TV | URCA slide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blast/WSU Today | URCA Reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Newsletter | Research Presentation Opportunities - GPHCC and NCHC (current students and faculty) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Newsletter | College coin and stole reminder (graduating seniors) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Eligible for Honors (SRs/Tran | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Eligible for McGregor (parents of SRs & SRs) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Eligible for Koch (parents of SRs) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Eligible for Honors (Trans) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Notify for Koch selection | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Notify not selected for Koch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Email | Thank you for Koch app |
| Email | Benefits of joining (SRs who marked interested) |
| Email/Newsletter | Outstanding Student Award (graduating seniors) applications open |

| TYPE | EVENT | December-19 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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| Mail | New Admissions decision letters | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Newsletter/Blast/ WSU Today | List of Honors graduates | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Graduate Survey | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Dismissals/Good Standing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blast/WSU Today | Day @ Capitol | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Notify NOT selected Koch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Phone | Notify SELECTED for Koch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| TYPE | EVENT | January-20 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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| SSC system | Appointment Campaign (probation) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| WSU TV | URCA Slide | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blast/WSU Today | URCA Reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Newsletter | Research Presentation Opportunities - GPHCC and NCHC (current students and faculty) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Eligible for Honors (to SRs/Trans) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/newsletter | Outstanding Student Award (graduating seniors) application deadline reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Newsletter | Honors Graduation Information (graduating seniors) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Newsletter | Honors option agreement reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Send final fall class schedule (to all teaching faculty, copy dean and advisor) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Advisory Board New Year message and spring meeting reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Eligible for Honors (current students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|---|
| Email/Newsletter | Town Hall reminder (current students and faculty) |
| Email | Welcome and General Information from Dean (to fall SRs/Trans) |

**February-20**

| TYPE | EVENT |
|---|---|
| Newsletter | Honors option agreement reminder |
| Email/Newsletter | Honors Baccalaureate thesis deadlines |
| Newsletter | Enhancement Scholarship deadline reminder |

**February-20**

| TYPE | EVENT |
|---|---|
| Email | Advisory Board Spring Mtg reminder |
| WSU TV | URCA Slide |
| Email | Eligible for Honors (to transfers) |

**March-20**

| TYPE | EVENT |
|---|---|
| Email | SRI, First-Year Research, and General Information (to incoming SRs/Trans) |
| Email | Request for RSVP (to Advisory Board members) |
| Email/Newsletter | Student Council Application/Nomination Information (current students) |
| Newsletter | Registration Information |
| Email/Newsletter | Invitation to End of Year Ceremony |
| Postcard | Invitation to End of Year - Graduating Seniors |
| Email | Reminder to submit to present for URCAF (to student grant winners and faculty mentors) |
| Email | Advisory Board gathering reminder and parking information etc. |
| Email | Eligible for Honors (SRs/Tran) |
| Email | Benefits of joining/interested (Trans) |
| Email | Apply HNRS Ambassadors (SRs/Transfers/HNRS students) |

**April-20**

| TYPE | EVENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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| Email/Newsletter | College coin and stole reminder (graduating seniors) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Invite to Induction (to SRs/Trans) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Apply HNRS Ambassadors remind (SRs/current students) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Request to confirm classes for spring schedule building (to potential teaching faculty) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email/Newsletter | End of Year Ceremony reminder (graduates and community award winners) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**April-20**

| TYPE | EVENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Email/Newsletter | Student Council selection reminder | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Newsletter | Leadership Academy information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**May-20**

| TYPE | EVENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Email | Graduate Survey | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**June-20**

| TYPE | EVENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Postcard | Invite to Induction (to SRs/Trans) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**July-20**

| TYPE | EVENT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Email | Induction RSVP Reminder (to SRs/Trans) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Interested in Honors (SRs) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Email | Interested in Honors (Trans) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Appendix D: Five Year Budget Planning for Enhancements - Cohen Honors College**

**Instructions: Enter fte (faculty & staff) & cost estimates for any given fiscal year for each of the 4 cost dimensions & provide brief project description below the table. Note: For faculty/staff dimensions the fte is for new lines or temporary hires, but for example, cost may exist when fte is 0 in cases like an increased stipend for a current line to expand enrollment, etc.**

| | Fiscal Year | | | | |
|---|---|---|---|---|---|
| Project Dimensions: | 2021 | 2022 | 2023 | 2024 | 2025 |
| **Project 1** | | | | | |
| Faculty: fte | 1 | 1 | 1 | 1 | 1 |
| cost | $65,000 | $65,000 | $65,975 | $65,975 | $66,965 |
| Staff: fte | | | | | |
| cost | | | | | |
| OOE | 4000 | 4000 | 5000 | 5000 | 5000 |
| Other* | | | | | |
| **Project 2** | | | | | |
| Faculty: fte | 0.5 | 1 | 1 | 1 | 1 |
| cost | $60,000 | $120,000 | $120,000 | $120,000 | $120,000 |
| Staff: fte | | | | | |
| cost | | | | | |
| OOE | 5000 | 5000 | 5000 | 5000 | 5000 |
| Other* | | | | | |
| **Project 3** | | | | | |
| Faculty: fte | | 0.5 | 1 | 1 | 1 |
| cost | | 20000 | 40000 | 40000 | 40000 |
| Staff: fte | 1 | 1 | 1 | 1 | 1 |
| cost | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 |
| OOE: | | | | | |
| Other* | | | | | |
| **Project 4** | | | | | |
| Faculty: fte | | 1 | 1 | 1 | 1 |
| cost | | 55000 | 55000 | 55825 | 55825 |
| Staff: fte | | | | | |
| cost | | | | | |
| OOE: | | | | | |
| Other* | | | | | |
| *Other cost as appropriate. | | | | | |
| **Project 5** | | | | | |
| Faculty: fte | | | 1 | 1 | 1 |
| cost | | | 55000 | 55000 | 55825 |
| Staff: fte | | | | | |
| cost | | | | | |
| OOE: | | | | | |
| Other* | | | | | |
| *Other cost as appropriate. | | | | | |
| **Project 6** | | | | | |
| Faculty: fte | | | | | |
| cost | | | | | |
| Staff: fte | | | | | |
| cost | | | | | |
| OOE | 2000 | 2000 | 2000 | 2000 | 2000 |
| Other* | | | | | |

**Project Descriptions (e.g., add faculty line in x program to support enrollment growth):**

**Project 1**

**Honors Research Faculty and Director of Undergraduate Research and Competitive Scholarships**: This tenure or non-tenure track faculty position will design, teach, and assess Honors research courses; serve as an Honors advisor; direct campus-wide undergraduate research grants and programs including the first-year research experience program (FYRE), and oversee student recruitment and mentorship for nationally competitive post-graduate scholarship applications. OOE costs are estimates and will include poster printing for FYRE, food for receptions, faculty development, student workshops. 1.5 COL added each two years.

**Project 2**

**Honors Faculty:** These tenture-track or non-tenure track teaching professor positions are planned to be shared across colleges with .25 to .5 FTE in Honors; 24 credit teaching load including at least 6 credits in the Honors College; developing and teaching department honors courses; facilitating honors course and program development across the partner college; serving as a College Honors advisor. Some funding is available through the Cohen Faculty and Graduate Fellows foundation fund.

**Project 3**

**Graduate Assistants**: New graduate assistant positions (4 at .50 fte) are planned to support Honors advising, recruitment programs, leadership, and inquiry-based science labs, and the new Honors science track. Some funding for graduate teaching assistants (listed in the faculty line) is available through Cohen Faculty and Graduate Fellows foundation fund.

**Project 4**

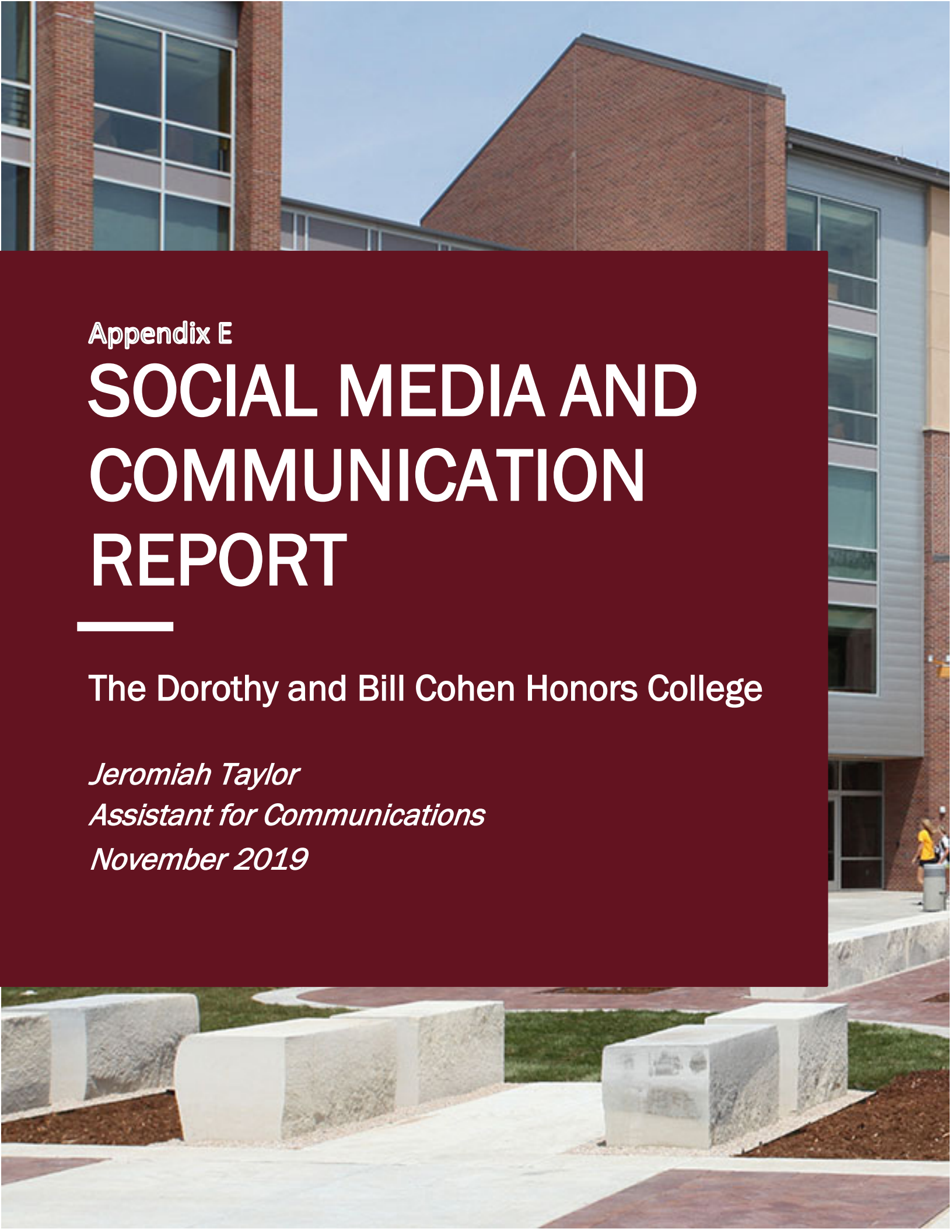
**Honors Faculty and Director of the Honors Leadership Academy**: This tenure or non-tenure track faculty position will teach Honors leadership courses, design and teach Honors seminars; serve as an Honors advisor; and serve as administrative and academic director of the Honors leadership academy. Some funding is available through the Cohen Leadership Academy foundation fund to support this intensive interdisciplinary academic and co-curricular program, including funding for 10-15 tuition scholarships for academic oursework, faculty overloads, and programming costs. 1.5 COL added each two years.

**Project 5**

**Honors Research Faculty and Assistant/Associate Director of the Office of Undergraduate Research and Nationally Competitive Scholarships**: This tenure or non-tenure faculty position will teach Honors research courses; serve as an Honors advisor; support the Honors Baccalaureate degree program and Honors thesis development across campus, and assist the exsiting director to create and sustain an office that supports and promotes campus-wide undergraduate research and nationally competitive scholarship applications. 1.5 COL added each two years.

**Project 6**

**Campus-wide Scholarship System**: possible college contribution required to new $10000 scholarship application system.



Appendix E

# SOCIAL MEDIA AND COMMUNICATION REPORT

The Dorothy and Bill Cohen Honors College

*Jeromiah Taylor*
*Assistant for Communications*
*November 2019*

# Honors Social Media

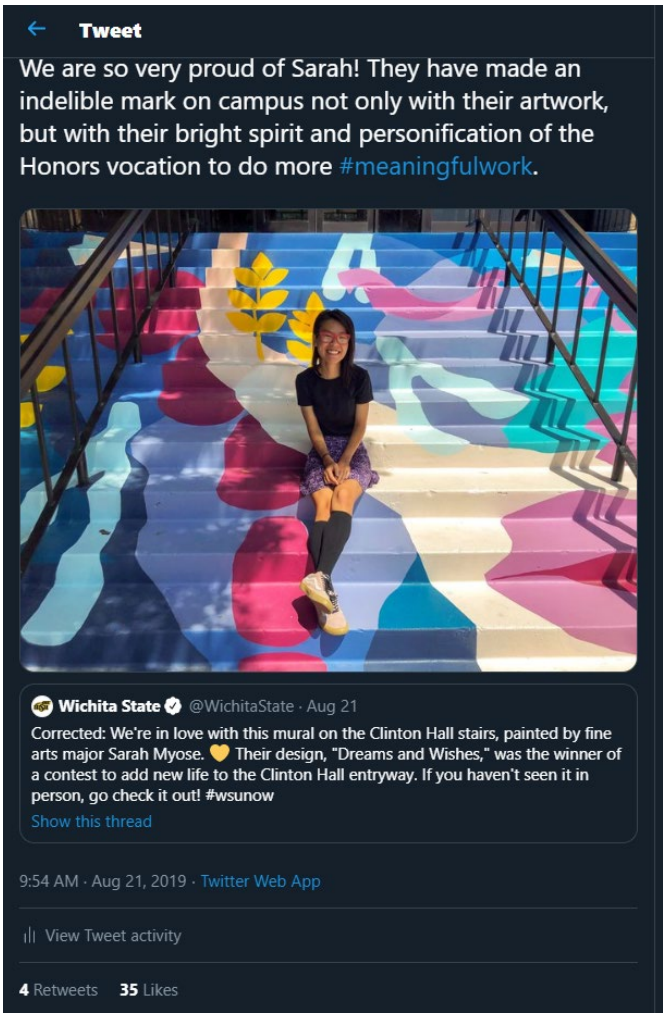
## GENERAL ACCOUNT INFORMATION

Primary social media engagement is through Twitter managed by the Assistant for Communications

- Twitter handle: @CohenHonors_WSU
- Twitter followers: 631 (following 278)

Secondary social media engagement is through Facebook with multiple staff contributors.

- Cohen Honors College @lindquistghost




## SOCIAL MEDIA STRATEGY IN HONORS

*What Twitter does for Honors*

- Free exposure to wide audience.
- Convey Honors brand (innovative, professional, intellectual).
- Facilitates relationships across campus and beyond.
- Disseminates information broadly across college audience.

*How Twitter does this for Honors*

- Curated portrayals of student, faculty, and organizational accomplishments, developments, and resources.
- Interactions, mutual followers, and "shout outs."
- Twitter takeovers by Honors Ambassadors.

*Honors College Voice*

- Professional
- First person plural
- Approachable but not informal or pandering
- Tinged with warmth, not overly familiar

# Email Communication in Honors

## CURRENT HONORS EMAILS

- *Weekly Update*
  - Published via website and then emailed to honors listserv every Friday.
  - Geared toward honors students and faculty.
  - Communicates short term information relevant primarily to honors students and faculty as well as information about office procedures.
- *Alumni Newsletter*
  - Published and distributed via constant contact once per semester.
  - Sent to alumni mailing list compiled from registrar and alumni association.
  - Meant to engage alumni in life of college.
- *LLC Newsletter*
  - Created in publisher and emailed to LLC members.
  - Intended solely for LLC readership.
  - Designed to encourage student involvement with the college.

## WHAT EMAIL DOES FOR HONORS

- *Weekly Update*
  - Allows college to communicate directly to members regularly.
  - Communicates functional information that is not appropriate for curated social media use.
  - Reaches a large audience that the college can alter, track, and record.

- *Alumni Newsletter*
    - Allows College to manage an alumni contact list.
    - Communicates major take-aways that are of interest to alumni.
    - Communicates avenues for alumni participation with the college.
- *LLC Newsletter*
    - Introduces students to college faculty, staff, and continuing students.
    - Communicates vital resources for academic success, retention and advising.
    - Reminds students of important dates.

## EMAIL ENGAGEMENT

- *Weekly Update*
    - Story listing page views up 33% in past 28 days.
    - Past four week page view average 58.5.
- *Alumni Newsletter*
    - 6% open rate or 53 unique views.
    - 4% click rate.

## HOW TO SUBSCRIBE/VIEW

- Weekly Update
    - Visit www.wichita.honors/edu and click on the “Weekly Update” button. To subscribe, email honors@wichita.edu requesting to be added to the weekly update listserv.
- Alumni Newsletter

  Email honorsassistant@wichita.edu requesting to be added to the alumni mailing list.

# Appendix F: Honors Student Profile

(includes Honors College majors and students flagged as honors in other colleges)

| Selected Demographics | Year of Fall Census | | | | | 1 yr year chg 2019-2018 | | 5 yr change 2019-2015 | |
|---|---|---|---|---|---|---|---|---|---|
| Dimensions: | 2015 | 2016 | 2017 | 2018 | 2019 | diff | % chg | diff | % chg |
| Headcount | 506 | 561 | 631 | 601 | 685 | 84 | 14.0% | 179 | 35.4% |
| % female | 54.7% | 56.3% | 55.3% | 54.1% | 53.7% | | | | |
| % first generation | 31.6% | 29.1% | 27.9% | 28.5% | 28.3% | | | | |
| % underserved* | 40.7% | 39.4% | 38.2% | 36.9% | 37.2% | | | | |
| % military related | 3.6% | 3.4% | 4.6% | 4.2% | 3.6% | | | | |
| Race/Ethnicity: | | | | | | | | | |
| % underrepresented minorities* | 12.1% | 12.3% | 12.5% | 10.6% | 14.2% | | | | |
| Amer Ind & Alaskan Native | 4 | 3 | 4 | 4 | 4 | 0 | 0.0% | 0 | 0.0% |
| Asian non-Hispanic | 46 | 51 | 52 | 36 | 41 | 5 | 13.9% | -5 | -10.9% |
| Black non-Hispanic | 14 | 19 | 20 | 15 | 16 | 1 | 6.7% | 2 | 14.3% |
| Hawaiian | 0 | 1 | 1 | 1 | 1 | 0 | 0.0% | 1 | n/a |
| Hispanic | 43 | 46 | 54 | 44 | 76 | 32 | 72.7% | 33 | 76.7% |
| White non-Hispanic | 347 | 382 | 434 | 450 | 491 | 41 | 9.1% | 144 | 41.5% |
| multiple race non-Hispanic | 33 | 40 | 44 | 32 | 35 | 3 | 9.4% | 2 | 6.1% |
| missing | 8 | 12 | 13 | 13 | 17 | 4 | 30.8% | 9 | 112.5% |
| International | 11 | 7 | 9 | 6 | 4 | -2 | -33.3% | -7 | -63.6% |
| | 100% | 100% | 100% | 100% | 100% | | | | |
| Amer Ind & Alaskan Native | 0.8% | 0.5% | 0.6% | 0.7% | 0.6% | | | | |
| Asian non-Hispanic | 9.1% | 9.1% | 8.2% | 6.0% | 6.0% | | | | |
| Black non-Hispanic | 2.8% | 3.4% | 3.2% | 2.5% | 2.3% | | | | |
| Hawaiian | 0.0% | 0.2% | 0.2% | 0.2% | 0.1% | | | | |
| Hispanic | 8.5% | 8.2% | 8.6% | 7.3% | 11.1% | | | | |
| White non-Hispanic | 68.6% | 68.1% | 68.8% | 74.9% | 71.7% | | | | |
| multiple race non-Hispanic | 6.5% | 7.1% | 7.0% | 5.3% | 5.1% | | | | |
| missing | 1.6% | 2.1% | 2.1% | 2.2% | 2.5% | | | | |
| International | 2.2% | 1.2% | 1.4% | 1.0% | 0.6% | | | | |
| Family income quintiles (fafsa on file): | | | | | | | | | |
| % low income* | 13.6% | 14.0% | 13.1% | 9.9% | 10.5% | | | | |
| top 20% | 149 | 163 | 174 | 188 | 235 | 47 | 25.0% | 86 | 57.7% |
| 4th 20% | 93 | 103 | 130 | 125 | 147 | 22 | 17.6% | 54 | 58.1% |
| 3rd 20% | 70 | 66 | 70 | 73 | 86 | 13 | 17.8% | 16 | 22.9% |
| 2nd 20% | 34 | 34 | 46 | 37 | 44 | 7 | 18.9% | 10 | 29.4% |
| bottom 20% | 23 | 34 | 38 | 22 | 29 | 7 | 31.8% | 6 | 26.1% |
| | 100% | 100% | 100% | 100% | 100% | | | | |
| top 20% | 40.4% | 40.8% | 38.0% | 42.2% | 43.4% | | | | |
| 4th 20% | 25.2% | 25.8% | 28.4% | 28.1% | 27.2% | | | | |
| 3rd 20% | 19.0% | 16.5% | 15.3% | 16.4% | 15.9% | | | | |
| 2nd 20% | 9.2% | 8.5% | 10.0% | 8.3% | 8.1% | | | | |
| bottom 20% | 6.2% | 8.5% | 8.3% | 4.9% | 5.4% | | | | |
| Residency status: | | | | | | | | | |
| resident | 459 | 491 | 527 | 475 | 534 | 59 | 12.4% | 75 | 16.3% |
| non-resident | 37 | 63 | 95 | 120 | 147 | 27 | 22.5% | 110 | 297.3% |
| international | 10 | 7 | 9 | 6 | 4 | -2 | -33.3% | -6 | -60.0% |
| | 100% | 100% | 100% | 100% | 100% | | | | |
| resident | 90.7% | 87.5% | 83.5% | 79.0% | 78.0% | | | | |
| non-resident | 7.3% | 11.2% | 15.1% | 20.0% | 21.5% | | | | |
| international | 2.0% | 1.2% | 1.4% | 1.0% | 0.6% | | | | |

*underserved includes underrepresented minorities, first generation and low income; underrepresented minorities include American Indian, Alaskan Native, Black non-His[panic, Hawaiian & Hispanic; low income are families whose income is 125 of or below poverty controlling for family size.

| Selected Demographics | Year of Fall Census | | | | | 1 yr year chg 2019-2018 | | 5 yr change 2019-2015 | |
|---|---|---|---|---|---|---|---|---|---|
| Dimensions: | 2015 | 2016 | 2017 | 2018 | 2019 | diff | % chg | diff | % chg |
| Headcount | 506 | 561 | 631 | 601 | 685 | 84 | 14.0% | 179 | 35.4% |
| Origins of Residence: | | | | | | | | | |
| KS Sedgwick | 271 | 293 | 301 | 235 | 253 | 18 | 7.7% | -18 | -6.6% |
| KS MSA w/o Sedgwick | 66 | 74 | 77 | 83 | 85 | 2 | 2.4% | 19 | 28.8% |
| KS (southeast exc MSA & Sedg) | 17 | 18 | 28 | 39 | 45 | 6 | 15.4% | 28 | 164.7% |
| KS (northeast) | 68 | 75 | 86 | 87 | 111 | 24 | 27.6% | 43 | 63.2% |
| KS (northwest) | 7 | 4 | 2 | 3 | 7 | 4 | 133.3% | 0 | 0.0% |
| KS (southwest) | 19 | 23 | 26 | 24 | 25 | 1 | 4.2% | 6 | 31.6% |
| Missouri | 8 | 12 | 30 | 34 | 41 | 7 | 20.6% | 33 | 412.5% |
| Nebraska | 4 | 6 | 7 | 11 | 15 | 4 | 36.4% | 11 | 275.0% |
| Colorado | 4 | 4 | 6 | 3 | 3 | 0 | 0.0% | -1 | -25.0% |
| Oklahoma | 5 | 8 | 15 | 29 | 33 | 4 | 13.8% | 28 | 560.0% |
| Texas | 2 | 6 | 5 | 6 | 15 | 9 | 150.0% | 13 | 650.0% |
| non surrounding states | 12 | 24 | 29 | 32 | 36 | 4 | 12.5% | 24 | 200.0% |
| international | 23 | 14 | 19 | 15 | 16 | 1 | 6.7% | -7 | -30.4% |
| | 100% | 100% | 100% | 100% | 100% | | | | |
| KS Sedgwick | 53.6% | 52.2% | 47.7% | 39.1% | 36.9% | | | | |
| KS MSA w/o Sedgwick | 13.0% | 13.2% | 12.2% | 13.8% | 12.4% | | | | |
| KS (southeast exc MSA & Sedg) | 3.4% | 3.2% | 4.4% | 6.5% | 6.6% | | | | |
| KS (northeast) | 13.4% | 13.4% | 13.6% | 14.5% | 16.2% | | | | |
| KS (northwest) | 1.4% | 0.7% | 0.3% | 0.5% | 1.0% | | | | |
| KS (southwest) | 3.8% | 4.1% | 4.1% | 4.0% | 3.6% | | | | |
| Missouri | 1.6% | 2.1% | 4.8% | 5.7% | 6.0% | | | | |
| Nebraska | 0.8% | 1.1% | 1.1% | 1.8% | 2.2% | | | | |
| Colorado | 0.8% | 0.7% | 1.0% | 0.5% | 0.4% | | | | |
| Oklahoma | 1.0% | 1.4% | 2.4% | 4.8% | 4.8% | | | | |
| Texas | 0.4% | 1.1% | 0.8% | 1.0% | 2.2% | | | | |
| non surrounding states | 2.4% | 4.3% | 4.6% | 5.3% | 5.3% | | | | |
| international | 4.5% | 2.5% | 3.0% | 2.5% | 2.3% | | | | |
| | | | | | | | | | |
| Selected Academics | | | | | | | | | |
| ACT(SAT) | 26.9 | 27.4 | 27.7 | 28.3 | 28.2 | | | | |
| INC score* | 79.5 | 80.8 | 82.6 | 83.9 | 82.9 | | | | |
| APAP* | 4.0% | 3.5% | 3.0% | 2.5% | 2.2% | | | | |
| % remedial need | 10.1% | 8.4% | 7.3% | 6.8% | 8.2% | | | | |
| | | | | | | | | | |
| new students | 130 | 132 | 144 | 194 | 246 | 52 | 26.8% | 116 | 89.2% |
| returning | 25.7% | 23.5% | 22.8% | 32.3% | 35.9% | | | | |
| Student Class: | | | | | | | | | |
| freshmen | 134 | 124 | 127 | 167 | 211 | 44 | 26.3% | 77 | 57.5% |
| sophomore | 171 | 155 | 147 | 135 | 174 | 39 | 28.9% | 3 | 1.8% |
| junior | 111 | 155 | 157 | 136 | 129 | -7 | -5.1% | 18 | 16.2% |
| senior | 90 | 127 | 200 | 163 | 171 | 8 | 4.9% | 81 | 90.0% |
| | 100% | 100% | 100% | 100% | 100% | | | | |
| freshmen | 26.5% | 22.1% | 20.1% | 27.8% | 30.8% | | | | |
| sophomore | 33.8% | 27.6% | 23.3% | 22.5% | 25.4% | | | | |
| junior | 21.9% | 27.6% | 24.9% | 22.6% | 18.8% | | | | |
| senior | 17.8% | 22.6% | 31.7% | 27.1% | 25.0% | | | | |

*INC score standardized composite of ACT(SAT), HS gpa & HS percentile rescaled to a 0-100 centile with 100 being high, students with scores under 25 are 3 times more likely to be on probation; APAP application probability to be on probation their 1st year.

Selected Academics

| Dimensions: | Year of Fall Census 2015 | 2016 | 2017 | 2018 | 2019 | 1 yr year chg 2019-2018 diff | % chg | 5 yr change 2019-2015 diff | % chg |
|---|---|---|---|---|---|---|---|---|---|
| College of Major: | 506 | 561 | 631 | 601 | 685 | 84 | 14.0% | 179 | 35.4% |
| Business | 76 | 98 | 89 | 76 | 70 | -6 | -7.9% | -6 | -7.9% |
| Applied Studies | 40 | 38 | 47 | 49 | 62 | 13 | 26.5% | 22 | 55.0% |
| Engineering | 149 | 170 | 219 | 234 | 280 | 46 | 19.7% | 131 | 87.9% |
| Fine Arts | 18 | 24 | 30 | 38 | 47 | 9 | 23.7% | 29 | 161.1% |
| Health Professions | 52 | 59 | 74 | 58 | 58 | 0 | 0.0% | 6 | 11.5% |
| LAS Humanities | 19 | 20 | 20 | 16 | 18 | 2 | 12.5% | -1 | -5.3% |
| LAS Nat Sci and Math | 64 | 62 | 51 | 43 | 49 | 6 | 14.0% | -15 | -23.4% |
| LAS Social Sciences | 63 | 67 | 80 | 67 | 83 | 16 | 23.9% | 20 | 31.7% |
| LAS Other* | 24 | 21 | 19 | 15 | 15 | 0 | 0.0% | -9 | -37.5% |
| Other College Units | 1 | 2 | 2 | 5 | 3 | -2 | -40.0% | 2 | 200.0% |
| | 100% | 100% | 100% | 100% | 100% | | | | |
| Business | 15.0% | 17.5% | 14.1% | 12.6% | 10.2% | | | | |
| Applied Studies | 7.9% | 6.8% | 7.4% | 8.2% | 9.1% | | | | |
| Engineering | 29.4% | 30.3% | 34.7% | 38.9% | 40.9% | | | | |
| Fine Arts | 3.6% | 4.3% | 4.8% | 6.3% | 6.9% | | | | |
| Health Professions | 10.3% | 10.5% | 11.7% | 9.7% | 8.5% | | | | |
| LAS Humanities | 3.8% | 3.6% | 3.2% | 2.7% | 2.6% | | | | |
| LAS Nat Sci and Math | 12.6% | 11.1% | 8.1% | 7.2% | 7.2% | | | | |
| LAS Social Sciences | 12.5% | 11.9% | 12.7% | 11.1% | 12.1% | | | | |
| LAS Other* | 4.7% | 3.7% | 3.0% | 2.5% | 2.2% | | | | |
| Other College Units | 0.2% | 0.4% | 0.3% | 0.8% | 0.4% | | | | |
| Academic status and performance | | | | | | | | | |
| enroll hours (mean) | 14.1 | 14.6 | 14.5 | 14.8 | 14.9 | | | | |
| % full time | 94.7% | 97.3% | 95.6% | 97.0% | 98.0% | | | | |
| cumulative gpa | 3.56 | 3.57 | 3.60 | 3.69 | 3.69 | | | | |
| WSU intuitional gpa | 3.47 | 3.47 | 3.52 | 3.62 | 3.62 | | | | |
| % on current probation | 0.4% | 1.6% | 0.3% | 0.0% | 0.4% | | | | |
| % w probation history | 3.4% | 3.6% | 3.2% | 2.5% | 1.0% | | | | |

Degree Outcomes (either honors majors or honor students in other college majors)

| | Academic Year (fall-spring-summer sequence) 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Bachelor Degrees | 23 | 28 | 48 | 98 | 82 |

| **Graduation Rates **** | Cohort Starting Year (Fall Census) as Junior 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| **2 Year Junior Rate (4 year proxy)** | | | | | |
| University | 19.6% | 21.4% | 20.2% | 21.0% | 22.8% |
| Honors related | 14.3% | 50.0% | 22.2% | 25.8% | 29.0% |
| **4 Year Junior Rates (6 year proxy)** | | | | | |
| University | 56.9% | 58.6% | 58.8% | 59.5% | 61.9% |
| Honors related | 78.6% | 94.4% | 77.8% | 80.6% | 87.1% |

** proxy graduation rates: given that traditional First-Time-In-College students are not numerous enough to allow program-level gradation rates, that many programs do not have starting freshmen or sophomores, and that major migration normally occurs in the first two years, juniors are used as a starting cohort to create 2 & 4 year outcomes (serves as proxies for 4 & 6 year graduation rates) to evaluate program level outcomes.

Wichita State University

# Koch Scholars *End-of-Year Update*

*2018-2019*

The Koch Scholars Program serves students majoring in fields within business and engineering who are members of the Dorothy and Bill Cohen Honors College. Koch Scholars demonstrate academic excellence and intellectual curiosity.

Current Koch Scholars

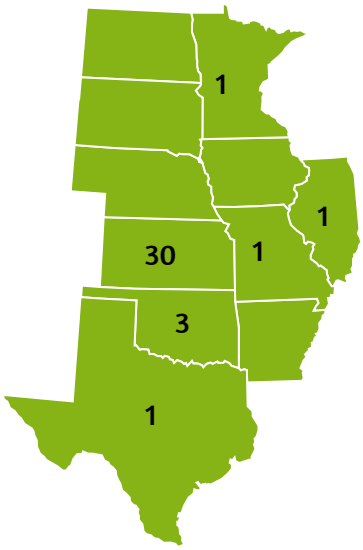
**37**

11 business | 26 engineering

## 8 Graduates

The inaugural class of Koch Scholars completed the program this spring. Seven have accepted full-time positions with the following companies:
Burns & McDonnell Engineering | Deloitte LLP | Hallmark Headquarters | MKEC
INVISTA at Koch Industries | Textron Aviation

Home states




## Seniors Reflect on the Impact of the Program

"This program has been a truly life changing endeavor. I've been able to form friendships with an entire community of scholars and truly become very active on campus."
- *Colton Russell, electrical engineering, University Honors Minor*

"Being a Koch Scholar allowed me to focus on my studies and getting involved instead of having to be worried about working to pay for college. It also allowed me to gain valuable networking experience with Koch Industries, which helped me secure an internship as well as understand what corporations are looking for in an intern/employee early on in college. This gave me a great advantage when applying to internships as well as understanding how what I learned in school would apply to future jobs."
- *Courtney Grosch, marketing & economics, University Honors Minor*

"The biggest thing for me is it pushed me out of my comfort zone. I'm not an overly social or talkative person, but when attending events with the other scholars, or potential scholars and their families, I tried to push myself out of my shell and stay conversational. If not for this scholarship, I likely wouldn't have attended nearly as many things, or seen so many different aspects of other people in the process."
- *Morgan Jarrett, computer engineering & creative writing, Emory Lindquist Honors Scholar*

## Applied Learning

**21** Have worked or are working in a position related to their area of study

**7** Had or currently do have an internship or coop with Koch Industries

Some of the other companies include:
The Golf Warehouse | Integra Technologies | NetApp | MKEC
Frontier Wealth Management | Alyss Analytics | IMA Wealth
Textron Aviation | National Institute for Aviation Research

Aidan Jude, King's College London

Courtney Grosch, China with the W. Frank Barton School of Business student run consulting group, Barton International Group

# Campus Involvement

Koch Scholars are actively involved on-campus as members and leaders in a variety of student organizations including:

- Fraternities & Sororities
- Student Government Association
- Student Ambassador Society
- Barton International Group
- Ambassador for Diversity & Inclusion
- Honors College Student Council
- National Society of Black Engineers
- Society of Women Engineers
- St. Paul Catholic Student Center
- American Society of Mechanical Engineers
- Society for Human Resource Management
- Model United Nations
- Spectrum
- Bass Fishing Team
- Christian Challenge
- Community Service Board
- Interfraternity Council
- ACE Engineering Mentor

# Building Community

**650+**

hours of community service

Activities offered throughout the year strengthen relationships between the Scholars and with staff from Koch Industries.

Picnic | Volunteering at the Kansas Food Bank | Game Night at Shocker Grill & Lanes | Movie Night
End-of-year & Senior Celebration at Fuzzy's Taco Shop | Koch Scholars Day at Koch Industries

## Student Feedback

- 100 % felt the activities offered were helpful in strengthening connections with fellow Koch Scholars
- 90% felt the activities provided an opportunity to connect with and get to know Koch Industries employees

# New! Mentor Program

Incoming Koch Scholars were assigned an upperclass Koch Scholar to be their mentor for their first year on campus. We started the fall semester with a kick-off lunch in Shocker Dining.

**75%**

**of mentors & mentees felt expectations were met**

What MENTEES expected to gain from their experience:

- Learn from someone who has taken courses I would be taking
- Someone to help me make the transition and teach me a few things they wish they would have known when first in college
- Insight on what is really important to focus on during the first year
- Another friend on campus I could rely on for help or go to for advice
- Tips and tricks to navigating college

What MENTORS expected to gain from their experience:

- Meet some of the younger Koch Scholars and help with their transition
- Friendship and growth
- Create relationships with new Scholars

# Looking Forward

10 students were selected for the 2019 class of Koch Scholars. They were honored at a luncheon in February and then spent the afternoon at Koch Industries They toured the facilities and learned from some current employees about their roles. These 10 students will join us on campus this fall.

Kenneth Brown, Saint Thomas Aquinas High School
Cameron Gillespie, Raymore-Peculiar R-li High School
Dakota Matthews, McAlester High School
Theresa Maus, Bishop Carroll Catholic High School
Jessica Orchard, Northeast Magnet School
Jessica Sharp, Valley Center High School
Ryan Walter, Homeschool
Jennifer Weddle, Homeschool
Colter Wright, Sublette High School
Kourtney Zwiener, Andover Central High School