



Item: AS: A-4

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Thursday, October 18, 2012

**SUBJECT: REQUEST FOR APPROVAL OF PROGRAM REVIEW - HARRIET L. WILKES
HONORS COLLEGE**

PROPOSED COMMITTEE ACTION

Request approval of program review for programs in the Harriet L. Wilkes Honors College.

BACKGROUND INFORMATION

Under Florida Board of Governors Regulation 8.015 adopted March 29, 2007, all academic degree programs in the State University System must be reviewed at least every seven years. Program reviews ensure that academic programs are administered and delivered effectively, efficiently, and consistent with FAU's mission and the Board of Governors' strategic priorities. The results of program reviews are expected to inform strategic planning, program development, and budgeting decisions at the university level, and when appropriate, at the state level.

Academic Program Review at FAU was modified in 2011-12 to include a pilot project aimed at making the process more effective and included a few additional steps:

- The self-study prepared by the program's department will be submitted to an independent review committee comprised of 2-5 individuals. The committee will include at least one external reviewer who will serve as a content expert in the discipline. Other members will include nominees of the provost, vice president for research and reps from the college's curriculum committee.
- The external reviewer will conduct a day and a half site-visit. A written report of the reviewer's findings will be submitted to the program's review committee.
- A summary of each program review will be submitted to the Board of Trustees for approval.

Academic program review summary reports are provided to the BOG through an electronic standardized template and include the following information: a description of the mission and purpose of the program, major changes from the last program review, findings (which include strengths and weaknesses), and recommendations. Student Learning Outcomes (formerly ALCs) for each department undergoing program review are submitted in conjunction with the program review summaries.

A complete set of documentation including each department's self-study, program review committee report, and summary can be accessed through the Division of Strategic Planning and Information Technology website at: <http://www.fau.edu/iea/programreview.php>

IMPLEMENTATION PLAN/DATE

Academic Program Review summaries will be submitted to the BOG in December 2012 pending full Board approval.

FISCAL IMPLICATIONS

N/A

Supporting Documentation:

2012 Academic Program Review Summaries

Presented by: Dr. Gitanjali Kaul, VP for Strategic Planning & IT

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ACADEMIC PROGRAM REVIEW COMMITTEE COMPOSITION AND REVIEW DATES							
College	Provost's Nominee	VP, Research's Nominee	Dean's Nominee(s)	Curriculum Committee Nominee(s)	External Reviewer (ER)	Site visit dates	
Christine E. Lynn College of Nursing							
	Ed Pratt , Dean of Undergraduate Studies	Kimberly A. Dunn , Director, School of Accounting, Col. of Bus.	Christine Williams , Prof., CoN	Nancey France , Assoc. Prof., CoN	Donna Hathaway , University of Tennessee Health Science Center, College of Nursing. Dr. Hathaway is well-known for her leadership and advocacy in creating innovative nursing education programs, building interprofessional experiences for students and faculty, and incorporating principles of quality improvement and patient safety in health professions education	Aug. 15-16	
Dorothy F. Schmidt College of Arts & Letters							
	Russ Ivy , Prof. & Chair, Col. Science; Paul Hart , Prof. & Assoc. Dean, CoB;	Javad Hashemi , Prof. & Chair, Col. Engineering; Khaled Sobhan , Assoc. Prof. Col. Engineering; David Wolgin , Prof. & Chair, Col. Science	Kenneth Keaton , Prof., Col. A&L	Nancy Poulson , Prof. Col. A&L	Communications & Multimedia Studies: Dr. G. Thomas Goodnight , Professor, University of Southern California, Annenberg School of Communications; Before joining Annenberg, he taught doctoral courses in Northwestern University's Rhetoric Program in Contemporary Rhetorical Theory, Criticism, Argumentation and the Public Sphere. Has been accorded career awards in Rhetoric & Communication Theory by NCA and was named among the top 5 scholars in argumentation of the last 50 years by the AFA. Languages, Linguistics & Comparative Literature: Dr. Donald Dyer , Chair of Modern Languages & Professor, Russian and Linguistics, University of Mississippi, Department of Modern Languages and has been teaching for the past 24 years. He obtained his B.A. in Russian (with Honors) from the University of North Carolina at Chapel Hill in 1980 and his M.A. (1982) and Ph.D. (1990) in Slavic Linguistics from the University of Chicago. Dr. Dyer teaches courses in Russian, Linguistics and Honors. His research interests include Slavic and Balkan linguistics, Bulgarian and the Romanian of Moldova, as well as languages in contact. He is currently editor of the the journal <i>Balkanistica</i> , co-editor of <i>Romace Monographs</i> and editor of the <i>Bulgarian Studies Association Newsletter</i> . Dr. Dyer also serves as co-director of the University's Chinese Language Flagship Program.	Sept. 5-7	
					English: Dr. Marta Caminero-Santangelo , Professor & Chair, English Department, University of Kansas. She has served as Chair of the English Dept. since 2009. Has substantial experience in Latino/a literature, a subfield in which FAU plans to develop in the coming years. History: Dr. Kenneth W. Goings , Professor, The Ohio State University. Specialist in African-American History. Taught at a small liberal arts college and two major universities (including FAU) before being hired at OSU	Aug. 27-28	
					Jewish Studies: Dr. Jean Cahon , Snr. Lecturer in Philosophy & Director of Judaic Studies, John Hopkins University. She has published in Spinoza, modern Jewish philosophy and Marx. Her research interests include Philosophy of Religion and Philosophy of History	Sept. 4-5	
					Philosophy: Dr. Linda Martin-Alcoff , Professor, Hunter College & CUNY Graduate Center. Has a distinguished record as a philosophy of public note, holding a wide array of disciplinary offices and receipt of multiple disciplinary honors. Knows a good deal about the way philosophy is developing as a discipline in the US.	Aug. 30-31	
					Interdisciplinary Studies: Arts & Humanities: Dr. John Kelsay , Chair & Associate Dean, FSU. He focuses on religious ethics, particularly in relation to the Islamic and Christian traditions. His current work deals with religion and politics. Dr. Kelsay serves as editor of <i>Soundings: An Interdisciplinary Journal</i> , as well as Director of FSU's Center for Humanities and Society	Sept. 13-14	
Harriet L. Wilkes Honors							
	Janet Cramer	N/A	Mark Tunick	Kevin Lanning	Dr. George Mariz , Professor of History and Director of the Honors Program Western Washington University. He holds bachelor's, master's and doctorate degrees from the University of Missouri, Columbia. His interests are in European intellectual history and the history of religion, particularly the Protestant clergy. He began teaching at Western as an associate professor of history in 1976 and became the director of the Honors Program in 1987.	Sept. 6-7	



2012 Academic Program Review Summary

Harriet L. Wilkes Honors College

Part 1: Overview

A. Degree Programs by Level

Bachelor's (BA): Liberal Arts and Sciences (with traditional or individualized area of concentration)

B. Mission and Purpose

The purpose of the Wilkes Honors College is to offer students a liberal arts and sciences education of the highest intellectual and scholarly standard providing a challenging, yet affordable, learning experience equal to that of the most selective colleges and universities. Small class size, rigorous requirements, and an emphasis on interdisciplinary study anchor a community of dedicated faculty and a talented, diverse student body. The College values its special responsibility of public service, and recognizes that this responsibility extends not only to the people of Florida but also to the nation, the global community, and the natural environment.

C. Major changes since the last program review

This is the second program review for the Wilkes Honors College, which opened in the Fall of 1999. The first program review was conducted in 2005.

The 2005 Program review identified some concerns. One concern was student retention: the report noted that in 2001, the Honors College retained 76% of its freshman FTIC students to the sophomore year, which was higher than the 71% retention figure for FAU at large but lower than we would like. As a result of that report, a great deal of effort was placed into student retention, including a better explanation of the Wilkes Honors College experience to potential students, an increased level of student service, and quicker response to student needs and interest. Those efforts have been quite successful. In 2007, persistence from freshman to sophomore year for Honors College FTICs was 91% and in 2008 (the last date for which numbers are available through the IEA retention tool), the figure was 86%.

The 2005 program review also identified faculty retention as a concern: from 2002-2005 the Honors College lost 8 faculty members. From 2005-2011 the Honors College lost 7 faculty members with one other transferring to the Boca campus. Because of budget challenges facing the SUS and FAU in particular, we have not been able to address ongoing salary concerns, but we have taken measures such as lightening the service load of non-tenured faculty and making counter-offers to faculty members who have received written offers from other institutions.

A further concern noted in the 2005 program review was that the average value of scholarships offered to students has decreased since the College's creation while the cost of tuition and room/board has increased. Unfortunately this remains a concern, as will be discussed below.

Finally, the 2005 program review noted the ongoing difficulty of recruiting students and providing housing. In response, the Honors College has significantly changed its method of recruiting. The Director of Admissions for FAU now oversees Honors College admission, and the entire recruiting staff for FAU recruits for the Honors College, rather than in past years when we had our own director and recruiting staff. We retain a necessary presence on the Jupiter campus, but the hope is that this new approach will expose more students to the Honors College. We also revised our housing policy to make it less of an economic deterrent to prospective students. In the past all students were required to live on campus freshman through senior year unless they had a medical exemption or exemption based on age or marriage. Our new policy, implemented in 2010, now requires students to live on campus only for their freshman and sophomore years.

Other significant changes since the previous program review include additions to our curricular offerings. The Honors College now offers concentrations in Business, Interdisciplinary Critical Theory, Transdisciplinary Visual Arts, and Minors in Ethics, and Interdisciplinary Theory of Knowledge. With the opening of a Medical School at FAU the Honors College and the College of Medicine developed the Wilkes Medical Scholars Program, which allows high school seniors to be admitted to the Honors College and complete their B.A. and medical degree in 7 years. The Honors College expanded its Pathways programs, which now include pathways in nursing, education, business, and engineering.

Some of these revisions have been made to help situate the College to be in a stronger position to recruit students without requiring significant expansion of resources that are unlikely to be available in the near future. For example, a study of the tentative major of high school students who made contact with the Honors College since its inception (1999-2011) indicated that the top 7 most popular tentative majors were:

Premed	5628
Biology	2709
Business	2653
Psychology	2082
Engineering	2061
Undecided	2053
Law	1721

In the past we have had to tell prospective students interested in Business or Engineering that they cannot undertake their studies at the Honors College and must go to the Boca campus of FAU. We suspect that many of these high ability students ended up at another university. With the adoption of a Business concentration that has students take 5 to 6 courses in the College of Business and the rest of their coursework at the Honors College, we hope to attract a good number of these students to FAU. Similarly, with a new pathway with the College of Engineering, students can receive an AA degree from the Honors College and seamlessly transfer to the College of Engineering, with their math and physics honors coursework counting towards their engineering degree.

Another significant development in expanding honors options at FAU overall is that the Honors College has recently opened sections of its courses to non-honors students and has made efforts to cross list several of its courses with cognate departments at the Boca campus, to increase the opportunity for non-Honors College students to take our courses. With support from the university's president and provost, as well as endorsement by an institution-wide taskforce during the summer of 2011, this type of permeability is likely to expand in the future.

Part 2: Findings

A. Strengths

- The College fully meets its mission and serves as bench mark against which other existing and aspiring colleges can measure themselves with regard to the standards established by the National Collegiate Honors Council's *Basic Characteristics of a Fully Developed Honors College*.
- Strong student body
- Faculty enthusiasm, commitment, and degree of academic involvement with students
- Genuine sense of community and energy manifested by students, faculty, and staff
- Students did not view distance to the main campus and the full array of student life opportunities (such as Greek organizations and intercollegiate sports) as a disadvantage.
- Strong advisory board
- Students, and alumni, note a very high degree of satisfaction with regard to:
 - High academic rigor and faculty expectations
 - Interdisciplinary focus
 - Intellectually vibrant atmosphere
 - Opportunity to engage with faculty and faculty mentorship
 - Opportunity to prepare a thesis and get work published
 - Staff involvement in the life of the college and its students
 - Small size and close knit environment of the college community
 - Educational opportunities equivalent to those provided in the best colleges
 - Leadership opportunities

B. Weaknesses

- Physical distance between the Jupiter and Boca Raton campuses adds a layer of complexity in ensuring clear communications, understanding, and coordination between college and university administration.
- Enrollment numbers and coordination of recruitment efforts
- Preserving the liberal arts foundation of the college while capitalizing on scientific linkages and opportunities provided by the proximity and interactions with private partners – Max Planck, Scripps, and others.
- Reduction in faculty lines (10%) and resulting heavier workloads on remaining faculty.
- Perception by WHC faculty that their unique contributions to the College are not recognized in promotion and tenure.
- Continuing budget reductions and declining funding for student scholarships

C. Recommendations

- Initiatives that involve travel between campuses must be carefully planned to maximize time and effort.
- Utilize electronic meeting format when possible to reduce logistical problems.
- Identify and implement new strategies to enhance marketing and recruitment initiatives to targeted students, including non-resident students.
- Include WHC students in admissions/recruitment initiatives.
- Expand faculty contacts between the Jupiter and Boca Raton campuses.
- Recognize the unique contributions that Wilkes faculty make to the College and the University in the reward structure, especially in promotion and tenure.
- The College must continue to look for ways to maintain and enhance its level of financial support for students.