



Item: AS: A-2

COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Friday, December 6, 2019

**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 6C-8.015 adopted March 29, 2007, all academic degree programs in State universities 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 includes 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 head of the academic unit in consultation with the unit's faculty.
- 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.
- In addition to self-studies and external reviewer reports, action plans will be submitted to the Board of Trustees for approval.

Academic degree programs in the following departments were reviewed this year:

Wilkes Honors College BA/BS Liberal Arts and Science, Honors

IMPLEMENTATION PLAN/DATE

Academic Program Review summaries will be submitted to the BOG in November 2019 pending full Board approval.

FISCAL IMPLICATIONS

N/A

Supporting Documentation: 2019 Academic Program Reviews

Presented by: Dr. Timothy Steigenga, Interim Dean of The Harriet L. Wilkes Honors College

Phone: 561.799.8579



2019 Academic Program Review Summary

Wilkes Honors College

A. Degree Programs by Level

Bachelor's (BA): BA/BS Liberal Arts and Science, Honors CIP 24.0199

B. Mission and Purpose

The mission of the Wilkes Honors College is to educate students to the highest intellectual, experiential, and ethical levels, preparing them to thrive and contribute wisely to the general welfare of human society and the planet. Our vision is to be widely recognized as the nation's premier, public honors college with a diverse and flourishing student body of 800-1000 students involved in interdisciplinary cutting-edge research, community service, and intellectual engagement across the liberal arts and sciences.

Major Changes since the Previous Program Review

1. Hiring of new research-intensive faculty lines (including co-hires with HBOI, the College of Science, and the Brain Institute), a budget manager, and director of co-curricular activities and research putting us on track to double our extramural funding from 16/17 levels.
2. Hiring of a full admissions team and transferring that team under the leadership of Student Affairs and Enrollment Management (piloted use of the Common App). Fall 2019 was our largest class ever.
3. Inter-Campus Shuttle instituted for student travel between campuses has made it easier than ever for students to take classes in both Jupiter and Boca Raton.
4. Ties with Scripps and Max Planck strengthened (including MOU for the Max Planck Institute).
5. Website revamp and extensive social media campaigns for the college and campus instituted.
6. The Wilkes Honors College also received the top rating in a comprehensive study of 50 public university honors colleges and programs in *Inside Honors*.
7. Strategic Planning completed in summer 2017 and currently under implementation.

Strengths Listed by the 2019 Program Review Committee

1. Wilkes Honors College's Strong Sense of Identity and Mission.
2. Quality of Wilkes's Faculty.

3. Quality and Diversity of Wilkes Students.
4. Quality of Wilkes's Undergraduate Educational Program.
5. Wilkes's Research Productivity and Capability.
6. Administrative Leadership at Wilkes.

Challenges Identified by the 2019 Program Review Committee

1. Visibility of the Wilkes Honors College, both Locally and Nationally.
2. Growing Enrollments and Maintaining the Quality of the Wilkes Honors College Experience and Education.

Strategic Goals and Action Plans

Goal 1: To increase the national and local visibility of the Wilkes Honors College of Florida Atlantic University (WHC). We are poised to raise the profile of the college, campus, and the university in the coming years by participating in a branding of the campus as a center of excellence known for its pathway from a STEM high school (Max Planck Academy) to an all-honors curriculum at the lower division, and first-hand experience with interdisciplinary research, neuroscience, and data science at the upper division and graduate levels. The campaign will include enhancing our social media presence, pursuing new advertising in local media including a video advertising campaign and public radio spots, having our students showcase their research at CUR and other conferences, hosting the upcoming Florida Collegiate Honors Council Conference in 2020, and leveraging our alumni network to recruit out of state students. We will also expand our student attendance at conferences aimed at serving diverse students, including Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) and Annual Biomedical Research Conference for Minority Students (ABRCMS). Our goal is to make the *Wilkes Honors College of Florida Atlantic University* synonymous with the multiple and unique research partnerships, interdisciplinary curriculum, faculty mentoring, community engagement, and experiential learning opportunities available to our students here in Jupiter.

Goal 2: To double our 2017/2018 baseline extramural funding by 2023 by continuing to make targeted hires with pillars and other units while simultaneously servicing 800 students (including 50 entering annually from the Max Planck Academy) in our interdisciplinary curriculum. At 800 students, the college will reach critical mass for a healthy balance between research-intensive faculty and instructors with primary teaching responsibilities as well as balanced disciplinary representation across the sciences, humanities, and social sciences. We will also coordinate course offerings and cross-list select courses with other units to broaden curricular options.

Goal 3: To develop and pursue a curriculum and integration plan for Max Planck Academy students on campus in collaboration with other stakeholders. We have initiated monthly standing meetings with the CoS and MPA staff to discuss integration of the students into student life, research internships, and other co-curricular activities and to create flight plans for the MPA students in the premedical track in neuroscience and biology as well as plans for psychology and data science. We

submitted a data science minor and a data analytics concentration through the UUPC to service both WHC and MPA students and will make strategic hires in this area as the concentration grows. We are also planning curricular innovation to meet the needs of both the MPA students and our incoming freshman. A new initiative will include offering a minimum of four one-credit interdisciplinary co-taught classes during the 2020/2021 academic year and each year thereafter to provide an early experience with interdisciplinary problem solving and approaches to these first-year students. MPA students will also join WHC students during their first semester in the Honors College Forum, to introduce them to faculty and research opportunities on campus. We will continue to work together with Henderson High School, College of Science, Max Planck Florida, University Advising Services, and Student Affairs to develop a campus-wide curricular, research training, and student support plan to meet the needs of the incoming Max Planck Academy students. **An MOU outlining these collaborations between FAU High School, the Wilkes Honors College, the College of Science, and Office of the Provost was signed 8/8/2019.**

Goal 4: To improve retention and graduation rates. The WHC fall 2017 FTIC retention and progress rates were 84.7% and our fall 2014 four-year graduation was 60.8% (81.8% six-year graduation rate). We seek to improve our retention and progress rates to 90%, our four-year graduation rate to 75%, and our six-year graduation rate to 90% by implementing a variety of retention strategies. Beginning this fall, we will form an enrollment management and retention committee chaired by the associate dean. This committee will initiate standing bi-weekly meetings with key staff members from student affairs, academic affairs, housing, CAPS, and financial aid to track and assist students before they reach a crisis state or consider leaving FAU. The committee will provide recommendations for campus-based initiatives to further improve recruitment and retention. All first-year students will not only receive summer advising from a WHC faculty advisor, they will also have dinner and a one-on-one meeting prior to the first week of classes with their assigned faculty academic advisor. All faculty advisors will receive additional Starfish training to track advisees. In addition, for the first time in Fall 2019, UAS advisors will provide academic success coaching to WHC students and the WCH will pilot test peer advising coaches in conjunction with UAS. We are also revamping the first-year forum course to include mental health and wellness and other college success components and increasing first-year student access to our interdisciplinary co-taught courses. The faculty have also undergone student crisis assistance training and will continue to participate in ongoing professional development workshops aimed at improving faculty support for students. The faculty is also exploring group research projects and capstone experiences (non-thesis options) for students who are not on-track for timely completion of their honors thesis projects. We will also explore a BGS graduation option for the college. Finally, we will begin tracking our social mobility rates via Pell grant graduation rates and incorporate findings into our retention strategies.

Goal 5: To increase the number of prestige scholarship applications among students on the Jupiter campus. The WHC will implement an identification system that will incorporate faculty and staff input and student academic and research achievement for early identification of talented students who will be mentored in preparation of prestige scholarship applications. These students will be identified within their first two semesters on campus to allow for the full range of academic, research, and extracurricular development experiences in collaboration with the dean of undergraduate studies and OURI. Given the WHC's recent success with National Merit Scholar recruitment (with 11 in the incoming 2019 Fall cohort), we anticipate a significant increase in prestige scholarship applications from

our students. Our goal is to work closely with the new prestige scholarship committee **to generate a minimum of 25 applications for prestige scholarships from WHC students over the next five years.**

Goal 6: To promote pedagogical innovations across campus and the university. The WHC will increase pedagogical innovations while also expanding curricular STEM offerings by partnering with the College of Science in pursuing NSF, NIH, and HHMI funding for high-impact practices such as course-based undergraduate research experiences, learning communities, and a tiered student mentoring system. With increases in enrollment, we will need creative strategies for scaling up teaching and mentoring and conducting ongoing assessment of new strategies. As a small, flexible environment, the WHC offers an ideal environment for beta testing of novel pedagogical strategies. We will also explore the possibility of initiating a Teacher Training Program that would provide pedagogical training and classroom experience for Max Planck trainees who are seeking to build their classroom skills. The training program would offer professional development opportunities for faculty, postdoctoral, graduate and undergraduate students and would be an attractive component for training program grant proposals. As new teaching and training practices are proven in the WHC, they can be disseminated throughout the university in professional development opportunities provided in partnership with the Provost's Office Fellow for Leadership and Professional Development.

Goal 7: To select and pursue aspirational benchmark institutions. Our goal is to build upon the key performance indicators that contribute to FAU's overall ranking while growing our numbers to make a greater influence on that ranking. We propose the following models to benchmark our metrics: 1) a very high aspirational private college model (Harvey Mudd College) with an 8 to 1 student to faculty ratio; 2) a high aspirational private college model at a large public/private university (Schreyer College at Pennsylvania State); 3) a SUS peer institution of similar projected size that is currently ranked in the top 100 liberal arts colleges by U.S. News and World Report (New College of Florida) with a 10 to 1 student to faculty ratio. We aspire to raise our retention and graduation rates and our national reputation to the levels of the first two institutions while exceeding the endowment and graduations rates of the third. We will submit a profile again in 2020 for the next round of ratings by *Inside Honors* to maintain or improve upon our status as Florida's top-rated public honors college and one of the top-seven rated honors colleges in the country.

Goal 8: To implement a comprehensive 5-year hiring plan to meet enrollment growth, programmatic needs, and research productivity. Sustainable enrollment growth requires investment in additional faculty and staff to build and maintain the low student to faculty ratio necessary for a top-rated honors college (e.g., to maintain our top rating in *Inside Honors*). Modeling enrollment based on this year's incoming class and building to 800 students in fall 2024, we anticipate the need to hire additional tenure-track faculty members, full-time instructors, lab coordinators, and academic support staff members to accommodate growth.

FLORIDA ATLANTIC UNIVERSITY

Harriet L. Wilkes Honors College

Program Review

Presented by
Dr. Timothy Steigenga, Interim Dean



STAND
OUT

Board of Trustees
December, 2019

Our Vision

- Our vision is to be widely recognized as the nation's premier, public honors college with a diverse and flourishing student body of 800-1000 students involved in interdisciplinary cutting-edge research, community service, and intellectual engagement across the liberal arts and sciences.
- Our vision directly supports FAU's Strategic Plan, Race to Excellence by catering to high ability students, expanding undergraduate opportunities for discovery-based learning, promoting interactive, interdisciplinary teams of researchers and scholars, and engaging undergraduates in the community through internships and service.



Overview

2018-2019 Program Review: Conducted February 17-19, 2019

During the visit the team met with:

Committee Members

- Dr. Hallie Savage (National Collegiate Honors Council)
- Dr. Michael Reder (Connecticut College)
- Dr. Michael Horswell (Dean, Arts & Letters, FAU)

- WHC senior administrative leadership;
- Approximately two dozen WHC faculty members;
- WHC staff (including lab and support staff);
- Current WHC students and alumni;
- Members of the WHC Advisory Council;
- Leaders and staff from Admissions, Public Affairs, and Student Affairs
- Associate Provost and Provost;
- Assistant Vice President of Research
- Dean of Undergraduate Students
- Director of FAU Honors Program in Boca
- Assistant Dean of Undergraduate Research and Inquiry

Concentrations at Wilkes Honors College

American Studies

Anthropology

Art

Biological Anthropology

Biological Chemistry

Biology

Business

Chemistry

Computer Science and Engineering*

Data Analytics*

Economics

English Literature

Environmental Studies

History

Interdisciplinary Critical Theory

International Studies

Latin American Studies

Law and Society

Marine Biology

Mathematics

Mathematical Sciences

Medical Humanities

Neuroscience

Philosophy

Physics

Political Science

Psychology

Spanish

Women's Studies

Writing



Wilkes Honors College | Pathways



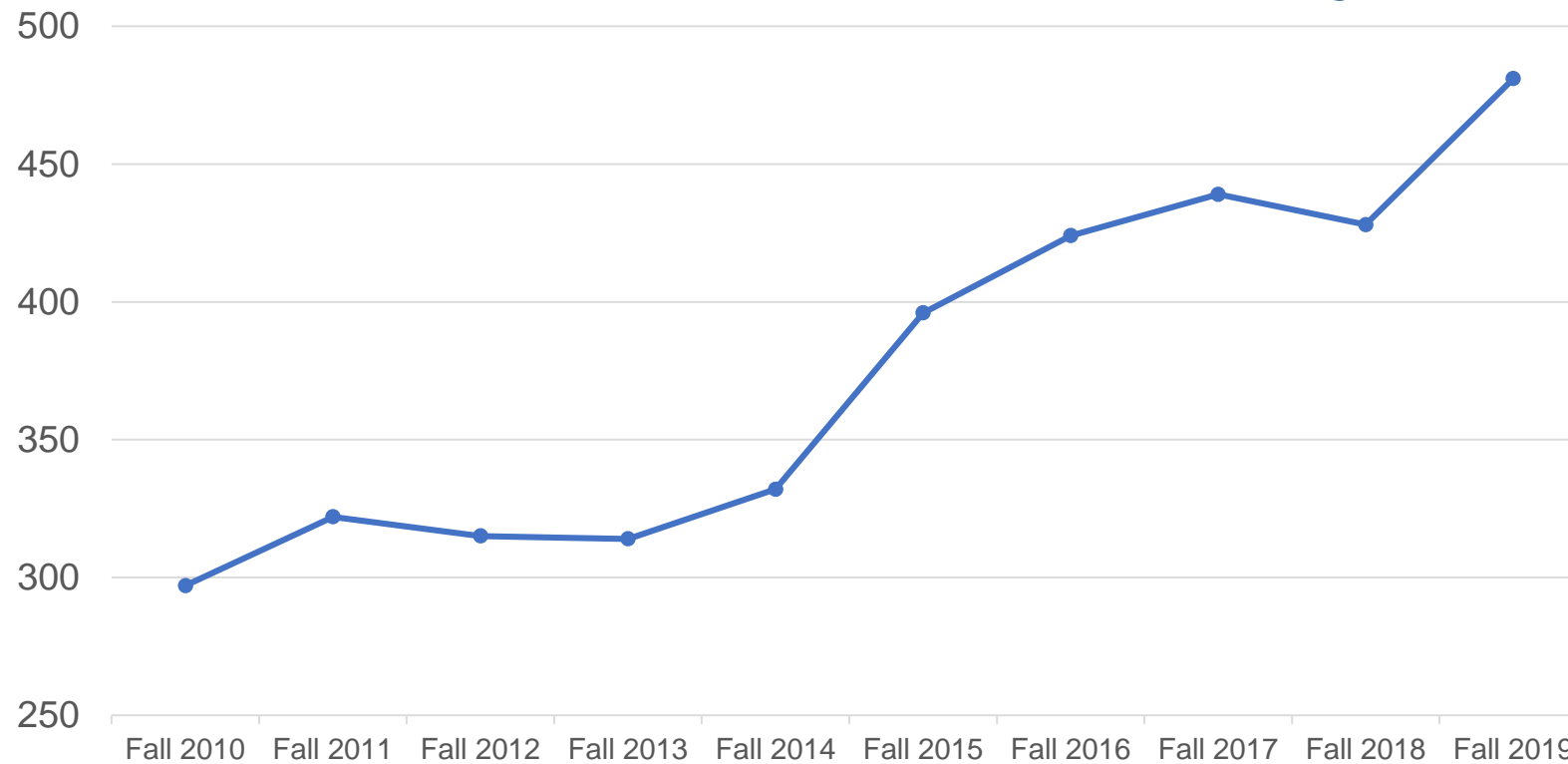
- **Business** (Business concentration; MBA Pathway)
- **Education** (M.Ed. and Certification for Secondary Education)
- **Engineering** (2 + 2 and 4 + 1)
- **Nursing** (1-year BSN as second degree)
- **History** (4+1 MA in History)
- **Medicine** (Wilkes Medical Scholars)



Enrollment Trends

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
297	322	315	314	332	396	424	439	428	481

Headcount & Enrollment: *Honors College*



Highlights of the 2019 Incoming Class

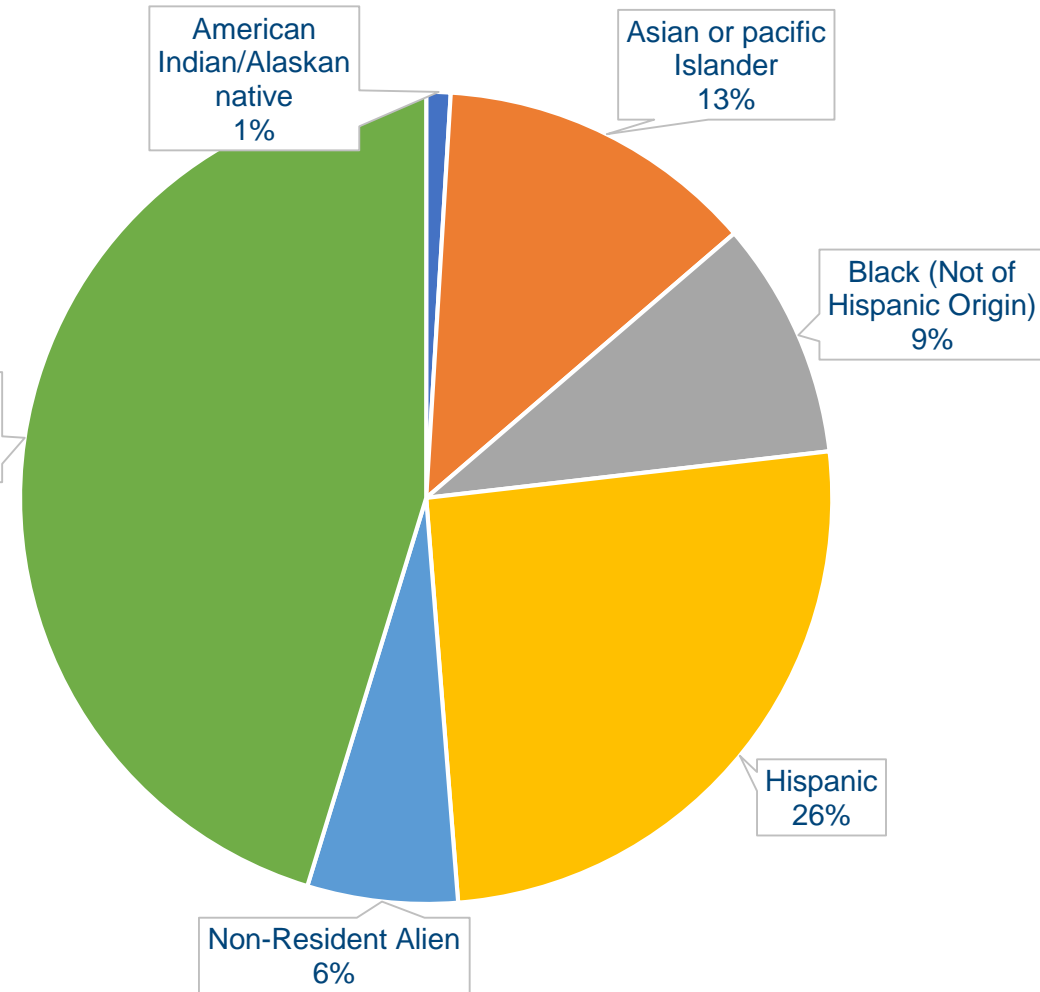
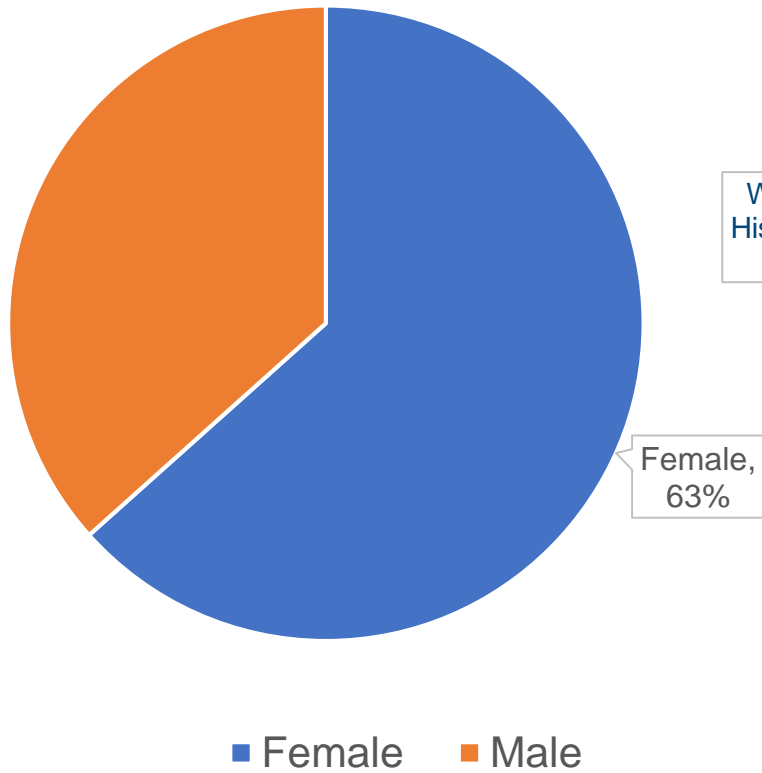
- 209 new students (171 FTIC)
- 11 National Merits in the class
- 55 of the students (41% of FTIC reporting) were in the top 10% of their class
- 103 of the students (61% of FTIC reporting) were in the top 25% of their class
- 1300 mean SAT and 29 mean ACT
- 6 Valedictorians
- 5 Salutatorians



Demographics

2018-2019 Honors College: Race/Ethnicity

2018-2019 Honors College: Gender



Degrees Awarded at the Wilkes Honors College

Degrees Awarded: Undergraduate

2016 – 2017:	75	
2017 – 2018:	86	
2018 – 2019:	103	37 % increase over 16/17



New CIP Code for Bachelor of Science

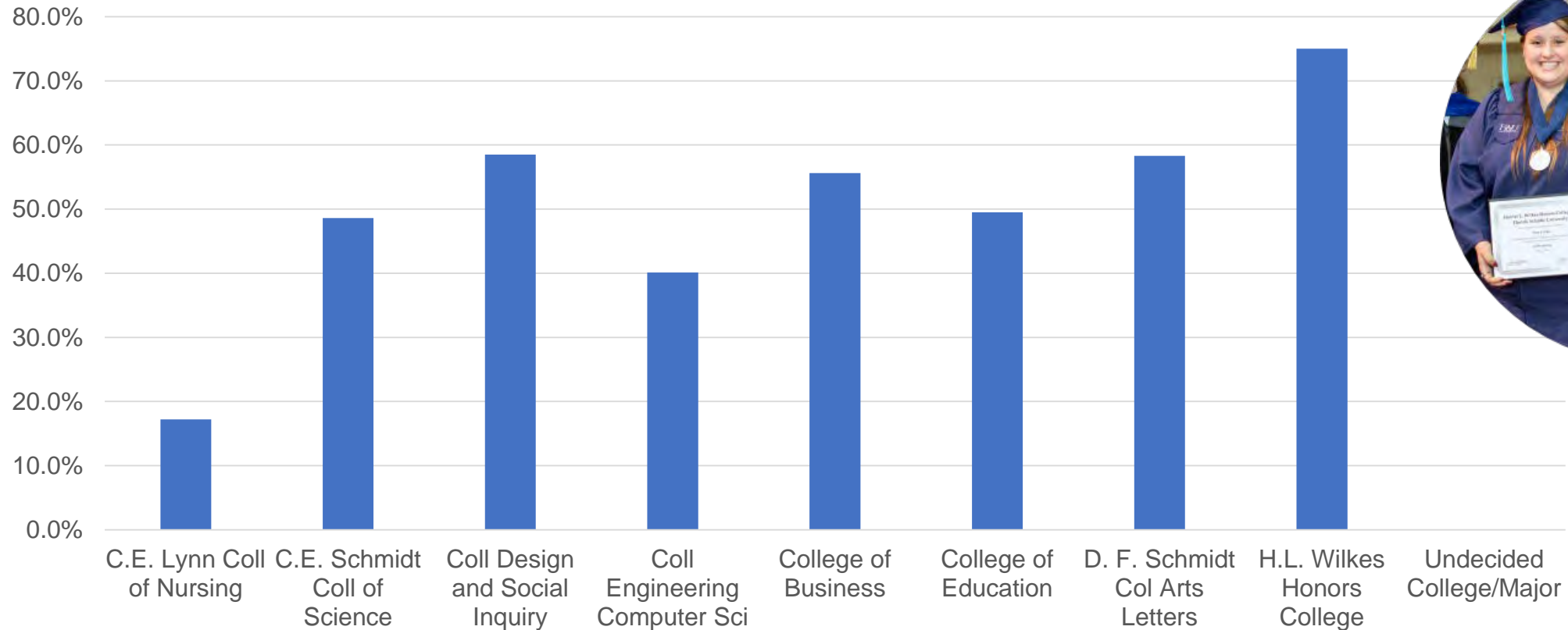
Degree in Physical and Biological

Sciences: *Anticipate awarding up to 50 new STEM degrees in Spring 2020 to be counted in the metrics*



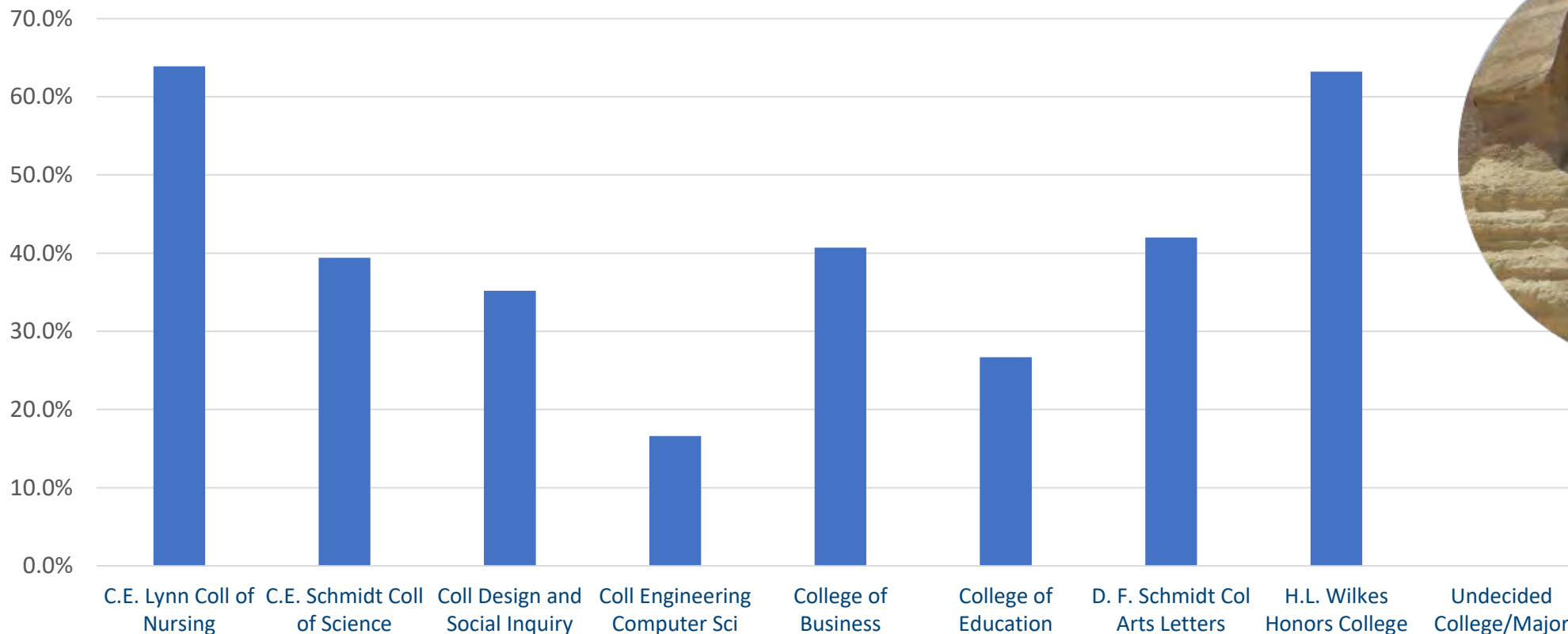
Six Year Graduation Rate: 75%

Fall 2013, 6 Year Graduation Rate



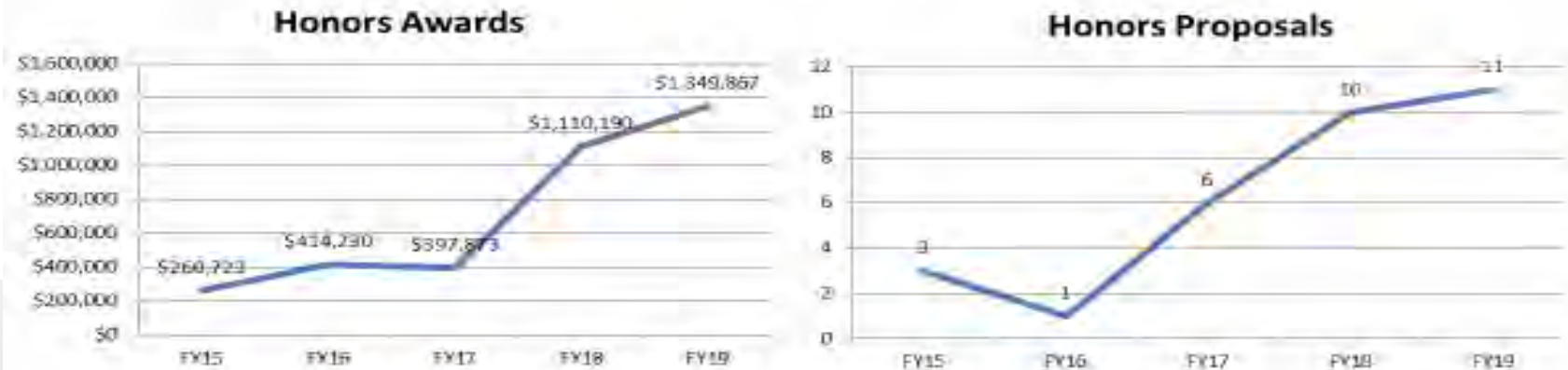
Four Year Graduate Rate: 63.2%

Fall 2015, 4 Year Graduation Rate



Trends on External Research Proposals and Awards

Trends - Honors



Research at Wilkes Honors College aligns with FAU's pillars

Undergraduate Research

- **Eighty-one peer-reviewed articles**, chapters, and books since 2004
- Over **1,000 Undergraduate Honors Theses** completed.
- Each year, we average **40-50 student internships at Max Planck and Scripps labs**



Graduate & Professional School Placement

Medical Schools:

Harvard, Cornell, Cleveland Clinic, Auburn, Howard, Michigan State, FSU, UF, USF, FIU, USF, U South Carolina, Chicago, Boston U, Rosalind Franklin, Georgetown, Tulane, SUNY, Vanderbilt, University of Miami

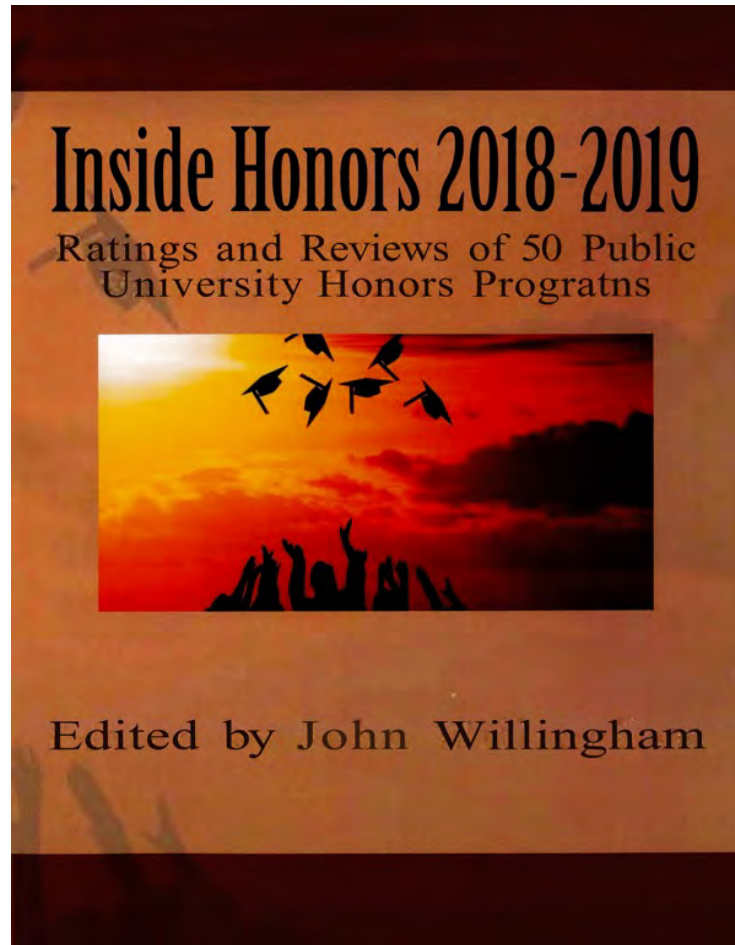
Law Schools:

U Alabama, American Univ, Boston College, Cardozo, Georgetown, George Mason, U Georgia, Hofstra, UF, FSU, U Miami, U Montana, Case Western, Pepperdine, Stetson, Vermont

Ph.D. Programs:

- **Biology:** Baylor, Boston University, Emory, U Miami, U Michigan, USC, UNC, U Kansas, U South Carolina, U Wisconsin, Purdue, U Hawaii
- **Chemistry:** Cal Tech, Cornell, M.I.T., Georgia Tech, U Iowa, U Michigan, Scripps-FL, U Washington, UC Berkeley, U Virginia
- **Mathematics:** U Nebraska, FSU, North Carolina St, Bowling Green
- **Psychology:** U Chicago, U Michigan, Univ of Virginia, William and Mary, George Washington, UNC-Charlotte, Tulane, U Wisconsin
- **History:** Howard, U Mississippi, U Heidelberg, U Leicester, London School of Economics
- **English/Rhetoric:** University of Durham (U.K.), Kings College (London), Minnesota, Syracuse, U Iowa, Sarah Lawrence, SUNY-Stonybrook, U Connecticut
- **Environmental Studies:** Yale
- **Other disciplines include:** Anthropology, Business, Economics, Education, Film/Media, Performing Arts, Political Science, Women's Studies

Wilkes Honors College Receives Top Rating!



One of only seven honors colleges nationwide to receive highest rating in *Inside Honors*!

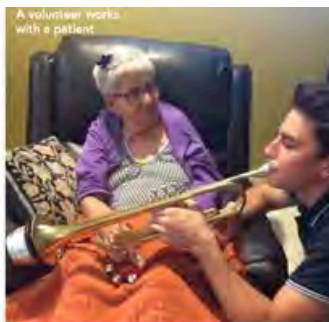


FAU Max
Planck
Academy to
start fall 2020

Highlights and Achievements



From front: Lauren Koff, Cristina Rodriguez and Carly, a session leader



A volunteer works with a patient.

BEAUTIFUL MINDS

A local nonprofit organization uses music to ease memory loss

BY ALYSSA FISHER

What started out as two college students brainstorming their theses has the potential to become a statewide program teaching memory-loss patients to play music.

That's the goal of Lauren Koff and Cristina Rodriguez, graduates of the Honors College at Florida Atlantic University—and the brains behind Mind&Melody. The nonprofit organization uses music to improve the lives of people suffering memory loss from strokes,

and physical stimulation.

In one-hour interactive sessions, a team of high school and college students, and the occasional professional musician, visit participating health facilities. They use a rhythm-matching game to teach patients, who are usually 65 and older, the basics of music theory. Throughout, volunteers play various instruments, such as the piano, cello and violin.

After a few sessions, the patients learn how to play the instruments. The team

his facility. He started playing "Moonlight Sonata"—the more he played, the more he remembered.

His wife teared up behind him. "That was the first session I got emotional," says Koff, 24. "I had to turn around and tell myself to get it together."

Many Mind&Melody sessions begin in the late afternoon, a "sundowning" period when many patients can become agitated. The first few sessions at a wellness center were difficult, Koff recalls: People were disinterested, checking their watches and asking for their loved ones at 4:45 p.m.

"But about two or three months in, a total paradigm shift happened," she says. "It would be 5:15 and no one would notice. They were reluctant to leave, hugging team members.

"It was beautiful—this is what we were meant to do."

VOLUNTEER AT MIND&MELODY

Koff and Rodriguez are looking for more staff to run the programs at these three facilities. Visit mindandmelody.org and be prepared for a hands-on interview.



“FAU Wilkes Honors College wins \$1 million Kenan matching grant”

“We are proud of the Kenan Social Engagement Program,” said Douglas Zinn, executive director of the William R. Kenan, Jr. Charitable Trust. “We look forward to following the extraordinary student leaders in the Harriet L. Wilkes Honors College, as they create social ventures that will impact the community and leave a legacy.”

“If we can just make people’s lives easier, or bring some joy, it’s worth it.” – Cristina Rodriguez

LIFE-METRICS MOBILE APP WINS FAU'S BUSINESS PLAN COMPETITION



Life-Metrics, an activity tracking mobile app, won first place and \$10,000 in prize money at the annual Florida Atlantic University [Business Plan Competition](#), recently hosted by FAU's [Adams Center for Entrepreneurship](#) and the [College of Business](#) at the [FAU Office Depot Center](#) on the Boca Raton campus.

Created by Wilkes Honors College student David Gorski, the Life-Metrics app platform establishes quantitative connections between health/usage data and psychological/physical well-being. By bringing together a wealth of data already available with cutting-edge machine learning, Life-Metrics aims to “create a world in which we all know precisely how our habits affect our lives.”

Additional Highlights and Achievements

Community Engagement Scholarships and Partnerships

- Students receive much needed scholarship funding that works as a retention tool
- Non Profit organization receives 180 hours of internship work from a bright and motivated young student
- Donors see the impact on the student but also on the non-profit they care about
- Students gain a lifelong appreciation for service, and bring that experience back into the classroom



Program Review Recommendations

- Increase the national and local visibility of the Wilkes Honors College of Florida Atlantic University
- Develop and pursue a curriculum and integration plan for Max Planck Academy students on the Jupiter campus
- Implement a comprehensive plan to meet enrollment growth, programmatic needs, and research productivity
- Improve graduation and retention rates as well as prestige scholarship applications to match those of aspirational benchmark institutions
- Promote and share pedagogical innovations across units



Highlights: Actions in Response to Review

- Expanded marketing campaigns and campus branding:
 - Expanded social media branding the campus as all-honors at the lower division
 - Hosting Florida Collegiate Honors Conference in Jupiter this year
- Curriculum developed and integration planned for the Max Planck Academy:
 - Flight plans in place for neuroscience, biology, psychology, and data science
 - MOU signed in August and recruiting is underway
- Incoming classes of approximately 200 per cohort will lead to a student body of 800 students by 2024:
 - New 165 bed residence hall coming online fall 2022
 - Common App and financial aid revamp now being utilized across the university
- Benchmarked ourselves against top private and public peers for retention and graduation metrics:
 - New retention taskforce and prestige scholarship committees formed
 - Soar in Four and Community Engagement programs implemented
- Pedagogical Innovations:
 - Pedagogical training and classroom experience for post-docs and graduate students
 - Exploring capstone and group research options for honors theses





“The entire review team is impressed with Wilkes: its strong sense of identity, the quality and diversity of its students and its educational programs (including its faculty), its research productivity and capacity, and its administrative leadership.”



HARRIET L. WILKES
WILKES HONORS COLLEGE
FLORIDA ATLANTIC UNIVERSITY™

A large graphic celebrating the 20th anniversary of Wilkes Honors College. It features a large blue '20' with a red outline. The '0' contains the Wilkes Honors College logo, which includes a torch and the text 'WILKES HONORS COLLEGE' and 'HONORS'. Below the '20' is the text 'TWENTY YEARS OF IMPACTING LIVES' and 'AND WE'RE JUST GETTING STARTED'.