

Florida Atlantic University Wilkes Honors College

FBOG ACADEMIC PROGRAM REVIEW

Dr. Nancy Poulson, Interim Dean

March 29, 2005

In compliance with the Florida Board of Governors request for cyclic review of all academic programs in state universities, this cover memorandum to the Wilkes Honors College 2004-2005 Performance Review provides summary program review reports for items 2, 3, 11, and 12 of the Chancellor's Policy Directive of August 11, 2004.

Item 2: Review Responses to recommendations from previous reviews.

This is the first program review for the Wilkes Honors College, which opened in the Fall of 1999.

Item 3: Identify teaching, research, service, and other program goals/objectives, including expected outputs and outcomes. Specifically, identify and publicize expected student learning outcomes in the areas of content knowledge and skills, communication skills, and critical thinking skills. Expected student learning outcomes for baccalaureate degree programs shall be included in Academic Learning Compacts, as mandated by the Florida Board of Governors.

The Wilkes Honors College Assessment Plan for the Bachelor of Arts in the Liberal Arts and Sciences for 2004-05 identifies expected learning outcomes in the areas of content knowledge and skills, communication skills, and critical thinking skills (see Appendix D, pp. 32-35). These outcomes are tied to honors theses which each Wilkes Honors College student produces as a requirement for graduation. The honors thesis is the culmination of the students' four years of education, and the curriculum at the College is designed to prepare students for the thesis. Preparation for the thesis involves extensive mentoring of students by faculty with whom they have worked on an ongoing basis. One objective of the College is to reach a student to tenure-earning-faculty ratio of 10:1 to facilitate this mentoring.

The College has identified additional strategic goals and objectives. To promote access to and production of degrees and diversity, the College seeks to matriculate 150 students per year with a proportion of underrepresented minorities comparable to or better than similar academic institutions such as New College, and to increase the number of female and underrepresented minority faculty. To promote the goal of meeting statewide professional and workforce needs, we seek to increase the number of Wilkes Honors College graduates accepted into professional and postgraduate programs or private or public sector positions. To promote the goal of building world class academic programs and research capacity, we seek to increase tenure-earning faculty lines to reach and maintain a 10:1 student:tenure-earning faculty ratio that will also facilitate the successful fulfillment of the academic learning compacts, which mandate that the College train

students to conduct original research; and to retain outstanding faculty by facilitating faculty development. A related goal is to take advantage of the Honors College's position, fairly unique among liberal arts colleges, as a part of a large state university with considerable resources, by promoting collaborations between faculty and students at the Honors College, and faculty from other units of FAU. Finally, to promote the goal of meeting community needs, the Honors College seeks to increase the number of speaking events and community programs, and expand the internship opportunities for students.

Item 11: Identify strengths, weaknesses, opportunities, and threats (SWOTs) that support or impede achievement of program goals.

Strengths:

The greatest strength of the Wilkes Honors College is that it distinguishes itself from virtually all other honors programs and Honors Colleges in the nation by providing its own faculty housed in the College, and by offering students the ability to take all 120 credits in their degree program within the Honors College while they reside on campus. It is one of only four true 4-year Honors Colleges in the nation, the others being the University of Minnesota at Morris (www.morris.umn.edu), St. Mary's College of Maryland (www.smcm.edu), and New College of Florida (www.ncf.edu), all of which are selective public liberal arts colleges with fewer than 2,000 students and which, because of their similar characteristics, constitute our peer institution comparative set when evaluating student retention. A comparison of the characteristics of honors programs and honors colleges in the state of Florida reveals that only the Wilkes Honors College and New College of Florida offer complete honors coursework over four years taught by faculty whose teaching assignment is dedicated entirely to honors courses (see http://www.fau.edu/divdept/honcol/Honors_options_FL_universities.pdf). This places the Wilkes Honors College at the cutting edge of honors education, where it stands as a model to which honors programs around the nation aspire. The College itself aspires to be among the most distinguished small liberal arts colleges in the nation.

Specific related strengths are:

- Innovative curriculum that combines both a distinctive liberal arts Core as well as concentrations that allow focused study in a number of specific areas in the humanities, social sciences, natural sciences, and mathematics, and that includes an internship or study abroad requirement, honors thesis, and interdisciplinary team-taught courses. The Honors College also emphasizes environmental and international studies both by requiring students to take at least one elective in each area, and by offering interdisciplinary concentrations in each area.
- Close student-faculty interaction and mentoring:
 - student: tenure-earning faculty ratio in 2003-04 of 13:1 (see Appendix E: WHC Faculty to Student Ratios, p. 36)
 - standard class size averages 16
 - 137 one-on-one tutorials (directed independent studies or thesis supervision) offered in Fall and Spring of 2003-04 (see Appendix F: WHC Course Data, p. 37)

- Nearly 80% of all courses are taught by tenure-earning faculty (see Appendix G: % courses taught by tenure-line faculty, p. 38)
- Quality of the full-time faculty: of the 29 faculty present in 2004-05, 28 have Ph.D.'s and the other is expected this spring. Their graduate institutions are Brown, Univ. of Chicago, Cornell, Emory, Georgia Tech, Illinois at Urbana-Champaign, FSU, Indiana, Kent State, Penn, Stanford, SUNY-Stonybrook, UC Berkeley (4), UC Davis, Univ of Nebraska-Lincoln (2), UNC at Chapel-Hill (2), Univ of South Florida, Univ of Texas-Austin, Univ of Washington, Univ of Wisconsin, Virginia Tech (2), and Yale (2).
- Student accomplishments:
 - Honors College graduates have been accepted to or attend law school, medical school, and graduate programs in areas such as Chemistry, Rhetoric, Comparative Literature, English, Psychology, Mathematics, Neuropsychology, and Political Science.
 - Honors College graduates have been accepted into or attend graduate programs at Cal Tech, Case Western, FAU, FSU, Georgetown, Georgia Tech, M.I.T., Tulane, University of Florida, University of Chicago, University of Durham (England), University of Miami, University of Michigan, University of Minnesota, University of Nebraska, University of the West Indies, and University of Wisconsin. Other students went directly to work, be it for businesses such as banks and investment firms, the healthcare industry, nonprofits, or for government.
 - 16 students who matriculated at the Honors College, 12 of whom graduated from the Honors College, enrolled in graduate programs at FAU (See Appendix H: WHC Students Enrolled in Graduate Programs at FAU, p. 39). In other words, 13% of Honors College graduates have continued with graduate work at FAU.
 - 4 publications co-authored by students and Honors College faculty in peer-reviewed scholarly or scientific journals (see http://www.fau.edu/divdept/honcol/Student-faculty_publications.html)

Weaknesses:

- Student retention and graduation rates

No long-term retention figures are available yet for the College, which has been open only for six years. The data that are available show that retention from freshmen to sophomore year for FTIC ('First Time in College') students is higher than it is for FAU at large. 90% of the incoming Honors College FTIC's in 1999 persisted in their second year, compared to 75% of FTIC's entering in 1999 at FAU as a whole; for the 2000 cohort this figure was 88% for the Honors College, compared to 75% for FAU as a whole; however, the figure dropped for the 2001 Honors College cohort to 76%, which still compares favorably to the figure of 71% for the 2001 cohort at FAU as a whole.¹ The figure is

¹ Figures from FAU's IEA retention tool. Note that persist means remain at FAU; the IEA data do not indicate how many Honors College students may have persisted at FAU but left the Honors College.

comparable to that for New College of Florida (75% for 2003), but a trend of decreasing freshmen retention in successive years would be a matter of concern.²

It is too early to track graduation rates with confidence, but available data appear to suggest a rate approaching 50%. Of the 81 students entering in 1999-2000, 33 have graduated and one student is still active, representing a likely 42% graduation rate. 7 of these students transferred to the Boca campus and received bachelors there, bringing the FAU graduation rate up to 51%. Of the 94 students entering in 2000-2001, 38 have graduated, and 3 are still active, suggesting a likely graduation rate of 44%. 5 students in this cohort transferred to Boca and received bachelors, bringing the FAU graduation rate up to 49% (See Appendix I: WHC Student Outcomes, p. 40). The 6-year graduation rates for the comparative cohort of selective public liberal arts colleges with fewer than 2000 students is higher, ranging from 51-75%.³ One peer institution, New College, reports a 6-year graduation rate in 2003 of 74%; however its figures for earlier years are lower. Its 6-year graduation rate for the 1991-1992 cohort is 56%. The graduation rate for the Honors College's initial cohort is not far from what one might expect for an institution in its first years.

There are a number of reasons retention of first-year students may have declined in successive years and that graduation figures may be lower than those of our comparative set. In 2001-02 and 2002-03, total faculty lines at the Honors College were stagnant at 28, and in 2003-2004 they rose only to 29. (In 2004-05 faculty lines increased to 37—see Appendix L: Faculty Index, pp. 43-44). Because enrollment expanded at a time that faculty lines did not increase correspondingly, course offerings were limited and class size of courses taken by freshmen and sophomores in pre-med tracks were significantly higher than the average class size of all other courses at the Honors College. While the average standard class size in 2003-04 was 16, the typical experience for the freshmen pre-Med student was very different: in Fall 2003 their average class size was 46, and in Spring 2004 it was 36. A majority of the courses such students were likely to take were taught by non-tenure earning faculty (See Appendix J: Pre-Med Class Size, p. 41).

A number of students have left because they have not been able to succeed in a highly competitive and challenging environment. The average GPA of students who did not return to the Honors College in Spring 2005 was 2.28, and 14 of these 36 students had GPA's under 2.0 (See Appendix K: WHC Non-Returning Students, p. 42). It is hoped that as admissions selectivity continues to increase, more students will be better prepared for the challenges of the Honors College curriculum.

- Faculty and staff retention:

Between 2002-2005 the Honors College lost 8 faculty members. As of 2004 the Honors College has hired a total of 39 faculty, so the figure of 8 represents 21% of historic faculty hires at the College (See Appendix L: Faculty Index, pp. 43-44). There are a number of reasons faculty have left the College. Faculty have left for personal reasons, because they received more lucrative salary offers elsewhere, and some faculty were

² Data on retention from freshmen to sophomore year for the other 2 colleges in our comparative set are not restricted to FTIC freshmen: St. Mary's College of Maryland: 85% (for all full-time students); University of Minnesota-Morris: 77% (for all full-time students). Retention data from The Education Trust, "College Results online"; and "New College of Florida Fact Book."

³ St. Mary's College of Maryland: 75.1%; University of Minnesota-Morris: 51.2% (from Education Trust "College Results online", for 2003); New College of Florida: 74% for 1997 cohort (from "New College of Florida Fact Book," 2003-2004).

unlikely to be successful in the tenure process here. With the freeze in hirings, faculty morale was low in part because an increasing workload was shared by the same number of faculty. The Honors College attracts very talented faculty who often receive multiple job offers and can readily find positions elsewhere. Of the 8 faculty who left, 7 sought to remain in a faculty position and all 7 were successful.

Staff are essential to the smooth running of all aspects of the College. Staff turnover has been a problem, attributable in part to low salaries and to staff being overburdened.

Opportunities:

- Scripps-Florida collaborations

A compelling opportunity for the Honors College is interaction with Scripps-Florida, which has its temporary headquarters on the Jupiter campus. We have already had success placing undergraduates concentrating in the sciences in graduate programs, and with the opportunity for students to assist in research labs at Scripps, they should continue to be prepared to compete for positions in leading graduate programs. In addition, potential collaboration between Honors College faculty and Scripps scientists is an exciting prospect. At the same time, the Honors College wants to continue to balance the offerings and resources in the sciences with those in the arts, humanities, and social sciences, to fulfill our mission of providing an outstanding liberal arts and sciences education and of developing the qualities of a free and responsible citizen (see "Mission and Guiding Principles," pp. 8-9).

- Collaborations with other units of FAU

One feature that sets the Honors College apart from other selective liberal arts colleges is that it is part of a large state university. This enables students, faculty and staff to benefit from the expertise of over a thousand faculty. While the distance between the Honors College and the main campus at FAU is a barrier to day-to-day interactions, overcoming this barrier can create opportunities both for students and faculty. There is significant interaction already. For example, an Honors College faculty member has taught a graduate course in mathematics on the Boca campus and Honors College faculty have served on dissertation committees for FAU graduate students; Honors College faculty participate with other FAU faculty in academic programs such as the Latin American Studies and the Women's Studies certificates, and on university committees; and Honors College students participate in programs with other students at FAU such as the Spanish Honors Society, Study Abroad programs, and student government activities. Many other opportunities can be explored.

Threats:

- Competition for potential donors from Scripps-Florida

While Scripps-Florida represents a tremendous opportunity for the College, it is important to recognize and prepare for the potential threat it also poses, in that its development effort will draw on similar potential sources of funding that the Honors College seeks to court. The success of the Honors College in attracting top-flight students depends on our offering attractive scholarships. From its inception to the Spring semester of 2005, the Honors College has provided nearly \$4.5 million in academic scholarships to its students, with the awards for 2004-2005 totaling \$1,071,432. The average award provided to students in 1999-2000 was \$4,045; this figure has decreased to \$3,156 in

2004-2005, while costs for room and board have steadily increased (See Appendix M: WHC Academic scholarship payouts and room/board costs, p. 45).

- Competition with honors programs that market themselves as Honors Colleges

As costs go up and scholarships decrease, it becomes increasingly difficult for the Honors College to attract top students, especially in a more competitive market. As noted under 'Strengths', the Honors College is one of only 4 true 4-year Honors Colleges in the nation that house its own faculty and offer all coursework in the degree as honors courses. However, numerous colleges and universities are branding themselves as Honors Colleges even though they do not offer these features. The Honors College's goals connected with production of degrees hinge on attracting a strong applicant pool, and it is imperative that the College market itself effectively to counter the aggressive advertising of honors programs around the country and compete for top students.

- Insufficient housing to support our students for four years, needed to maintain our living-learning community; and insufficient facility space for offices and labs

All Honors College students are required to live on campus all four years, with a few exceptions (e.g., married students or students 26 or older). The residential requirement is an essential feature of the liberal arts education the College offers. The requirement can be sustained as enrollment grows only with sufficient housing. The College's two existing residence halls have a total capacity of 292 students, with the remaining students housed at a local apartment complex about two miles from campus. Without sufficient housing, the residency requirement would need to be waived for a large number of students, and this could dissolve the sense of community and the bonds formed between students and between students and faculty.

In addition, laboratory space and offices for faculty and staff are becoming scarce and will be in even greater demand as we continue to expand our faculty.

- Increasing trend of using non-tenure line instructors

The Wilkes Honors College has made increasing use of non-tenure line instructors (see Appendix G: % courses taught by tenure-line faculty, p. 38). While some adjuncts have been superlative teachers, reliance on non-permanent instructors works against the Honors College's mission of providing a living-learning community that lasts through the students' 4-year career. The Honors College curriculum has been developed to provide students with the critical thinking and communication skills and content knowledge that enables them to write an honors thesis, the culmination of their 4-year program. Success depends on students having access to faculty over several years through a sustained mentoring process essential to the carrying out of the Academic Learning Compact.

Item 12: Generate recommendations based on review findings.

- Continue growth in faculty lines to ensure sufficient programmatic offerings and maintenance of a small student to tenure-earning faculty ratio, in order to retain and graduate students, retain faculty, and fulfill the College's Academic Learning Compact.
- Ensure the building of sufficient residential living space at a cost affordable to students, with ancillary space to support living-learning community activities; and provide Honors College faculty offices and lab spaces in the FAU/Scripps joint facility when Scripps scientists vacate it.
- Aggressively seek internship opportunities for our students with Scripps-Florida scientists and support the hire and retention of faculty who can maintain a research program that opens avenues of collaboration with Scripps-Florida scientists, while also preserving a balance among the sciences, arts, humanities, and social sciences. When Scripps scientists vacate the joint FAU/Scripps facility and plans are made for expanding FAU's science offerings on the MacArthur campus, adopt plans based in part on their ability to promote collaborations with Honors College faculty and students.
- Offer extra sections of large freshmen pre-med courses and use tenure-earning faculty to teach these sections.
- Increase staffing positions and provide salary increases for existing staff where possible.
- Attract top students by focusing on development efforts that will support offering attractive scholarships for students, by keeping room/board costs competitive, and by increasing marketing efforts to make clear to prospective students the Honors College's distinctive status as a true 4-year Honors College.

Florida Atlantic University Wilkes Honors College

COLLEGE PERFORMANCE REVIEW

Dr. Nancy Poulson, Interim Dean

March 29, 2005

This College Performance Review of the Wilkes Honors College, required by the Florida Atlantic University (FAU) Board of Trustees (BOT), is compliant with the guidelines and procedures of the BOT, included here as Appendix A (p. 16) and Appendix B (pp. 17-18).

According to BOT guidelines, the FAU Office of Institutional Effectiveness and Analysis (IEA) is to prepare annually a report of College Dashboard Indicators (CDIs) that provide program performance data for the past three years. CDIs for the Wilkes Honors College for 2003-2004 are included here as Appendix C (pp. 19-31). The accompanying Program Assessment Plan appears in Appendix D (pp. 32-35).

BOT guidelines also require that the Dean of the College review the CDIs and Program Assessment Reports and submit to the Provost an overall assessment of the College's performance. These performance assessments are provided herein.

WILKES HONORS COLLEGE OVERVIEW

MISSION

The purpose of the Wilkes Honors College is to offer students a liberal arts and sciences education of the highest intellectual and scholarly standard. As a public institution, we open our doors to those seeking 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. We value our special responsibility of public service, and recognize that this responsibility extends not only to the people of Florida but also to the nation, the global community, and the natural environment.

GUIDING PRINCIPLES

- To offer a liberal arts and sciences education of the highest quality
- To attract outstanding students from a wide array of backgrounds
- To build a dedicated and diverse faculty recognized for its excellence in teaching and research
- To link teaching, research, and service in order to convey, expand, and apply knowledge
- To promote breadth of knowledge, encourage depth of understanding, and bridge disciplinary divides
- To respect differences and recognize their educational value
- To cultivate critical thinking in the classroom and beyond
- To introduce students to the challenge of original research and discovery
- To produce global citizens through international, area, and environmental studies

The Harriet L. Wilkes Honors College of Florida Atlantic University opened in the Fall of 1999 and is the first public honors institution in the nation to be built from the ground up. Its pioneering interdisciplinary curriculum, with a strong emphasis on international and environmental studies, and on preparing students for the completion of a senior honors thesis, is positioning FAU's Wilkes Honors College as Florida's premier selective public institution for the 21st century. Its intellectual foundation is a belief that a liberal arts education is the best preparation for a full and productive life.

The Wilkes Honors College is dedicated exclusively to undergraduate education, and offers a Bachelor of Arts degree in Liberal Arts and Sciences (our original CIP 24.0104 was changed to CIP 24.0199 in the summer of 2003). The B.A. program is designed to develop the qualities of a free and responsible citizen, one who can reason clearly, read critically and analytically, argue persuasively in speech and writing, and contribute to society in fundamental and innovative ways. Students choose areas of concentration from the humanities, the social sciences, and the natural sciences, or design their own with faculty supervision. By providing broad intellectual training in the arts and sciences and specialized study in an area of concentration, the Wilkes Honors College prepares its students for graduate and professional schools such as education, law and medicine, as well as for careers in business, science, and government.

The Wilkes Honors College provides an atmosphere conducive to the highest quality liberal arts education. Students are required to live on campus to facilitate a living-learning community. One-on-one learning that culminates in the student producing an honors thesis, as well as small class size and affordable state tuition makes the experience of the Wilkes Honors College student unlike the typical experience of the undergraduate at other state universities. Unlike honors programs in which a minority of courses taken by students are honors courses, and in which faculty are assigned primarily to a department outside of the honors program and teach a minority of courses as honors courses, at the Wilkes Honors College at least 85% of a student's courses are honors courses, and faculty have their primary assignment and are tenured in the Honors College. This allows an ongoing relation between student and faculty that culminates in the writing of the honors thesis, which is the focal point of the College's Academic Learning Compact.

The integration of the John D. MacArthur campus into the Abacoa community offers an ideal setting for both informal and formal education, an educational opportunity usually found only in small private colleges.

The College is known for excellent instruction and for strong student advising. Faculty provide instruction for 90% of lecture/seminar courses in the College (Appendix C, Section I.A3, p. 22), and in 2003-04 nearly 80% of all classes were taught by tenure-earning faculty (Appendix G, p. 38). Average class size is approximately 16. In 2003-04 there were 26 tenure-line faculty present, and with visiting faculty and lab instructors/coordinators, the number of non-adjunct faculty present was 33.

The Wilkes Honors College does not have departments. There are two chairs to supervise faculty and programs, with one chair covering the arts, humanities, and natural sciences; and the other chair covering the social sciences and mathematics. The information in this overview provides context for review of program performance in the sections that follow and important benchmarks for the continuing growth and development of the college as we work toward our long-range goals of approximately 500 students and 50 faculty.

WILKES HONORS COLLEGE PROGRAM ASSESSMENT REPORTS

The academic program in the College has a comprehensive set of goals, learning outcomes, and assessment procedures encompassing the principles of continuous quality improvement and supportive of institutional and College missions, goals, and objectives. Student learning at the undergraduate level, faculty research, and service are addressed. These efforts comply with the University's assessment requirements.

In 2000, the College identified three areas of annual assessment: writing proficiency, foreign language proficiency and mathematics proficiency. The College Coordinators for Improvement and Assessment in each of these areas worked with the Chairs to improve assessment plans and procedures and to translate outcomes into program improvements. In 2004 the College, working with Dr. Tom Pusateri, the Assessment Director in the Office of Institutional Effectiveness & Analysis, reformulated its assessment goals, aligning the new goals with the Academic Learning Compact (see Appendix D, pp. 32-35).

ENROLLMENT TRENDS

By the standards of the National Collegiate Honors Council, the numbers of students enrolled would rank the FAU Wilkes Honors College as "mid-sized." Headcount in Fall 2004 was 363, continuing a trend of increased enrollment since the opening of the College in 1999. Total annualized undergraduate FTE production at the Wilkes Honors College has increased 21% over the past two years. When the college reaches full build-out within the next several years, we anticipate having approximately 500 undergraduate students. The quality of our incoming class continues to improve as word spreads about the College, leading to an increased number of applications. Since its opening, 94 Honors College students have graduated; 43 baccalaureate degrees were granted in 2003-04. 80% of Honors College students enter as freshman and 20% enter as transfers. Fewer than 2% of students come to the Honors College as transfers from other units at FAU (See Appendix

N: WHC Matriculant information, p. 46), while nearly 15% of Honors College students transfer to other colleges at FAU (See Appendix I: WHC Student Outcomes, p. 40).

STUDENT DIVERSITY

The College has a strong record of enrolling a diverse group of students. Of the 348 degree-seeking students enrolled during the 2003-2004 academic year, 19% were minorities (See Appendix C, Section I.A5, p. 23). These figures for minorities are above national averages for honors.

STUDENT SATISFACTION

College results from surveys of Student Perception of Teaching and of Satisfaction with Courses, Instruction, and Advising (Appendix C, Section I.D, p. 28) are substantially above the overall results for the University. In the measure of overall rating of instructor for 2003-04, the College mean on a scale of 1 as excellent to 5 as poor is 1.5, which compares favorably to the University mean of 1.7. Results of the Student Satisfaction Survey, while drawing on a limited sample, also show a response substantially more positive relative to results for the University as a whole. On a scale of 1=poor to 4=Excellent, students rate quality of courses at the Honors College at 3.5, compared to 3.0 for the University overall. Similar favorable results are seen for quality of instructors and of advising by faculty.

FUNDED RESEARCH

The Wilkes Honors College expects to contribute toward the University's targets in funded research and achievement of Carnegie classification as Doctoral/Research University – Extensive. Reported sponsored research expenditures for 2003-04 were the highest ever for the College, at \$173,748 (Appendix C, Section B.7., p. 29; and Appendix O, p. 47), nearly a four-fold increase over the previous year. It is important to note that this figure does not include several grants received by Honors College faculty that were not routed through the Division of Sponsored Research and are not reflected in the Dashboard Indicators for research productivity (Appendix C, Sections B.7., p. 29, and Section C.7., p. 30). These grants are listed in the narrative sections headed 'Funded Research' for each Division. In addition, the College received a grant from the State Department to support a visiting Fulbright Scholar-in-Residence in Islamic studies.

CREATIVE AND SCHOLARLY ACTIVITIES

All programs of the College are very actively involved in creative and scholarly activities, including development of courses and curricula, publication of journal and conference articles, authoring of books and book chapters, and presentations of work at conferences and colloquia. Presentations at professional meetings or conferences have increased significantly compared to the previous years, and on average each faculty published nearly two peer-reviewed publications in 2003-04. Additional information is provided in Section II of the CDIs (Appendix C, pp. 29-30).

SERVICE

The College's faculty have been generous with the time they have devoted to both the College and University governance, and to service in the community and the profession. As a newly established College, our faculty have participated in an extraordinary amount of College service that was required as they formulated College bylaws, College Promotion and Tenure guidelines, proposed new courses, conducted numerous faculty searches,

among other duties. Service to the profession includes items such as review of professional books, journal articles, and research proposals; editorial positions with professional publishers; service with advisory groups and panels; and service as an officer or speaker for professional societies. Now that a good deal of the early work of development has been in good measure accomplished, and with the addition of new faculty that has allowed work to be distributed among a larger number, the average service load is reversing from the steady trend of increased service loads observed in the past several years. Still, the service burden remains significant. Additional information is available in Section III of the CDIs (Appendix C, p. 31).

WILKES HONORS COLLEGE PERFORMANCE REVIEWS

BOT Guidelines require that the Dean of the College provide the Provost an overall assessment of the College's performance. These evaluations, based upon detailed performance data from the CDIs (Appendix C, pp. 19-31) are presented in this section. They are based primarily upon productivity and are broken down into three divisions: Social Sciences and Mathematics, Arts and Humanities, and Natural Sciences. Ratings for Enrollments/Degrees Granted, Funded Research, and Student Satisfaction are for the College as a whole. Ratings for Scholarly Activities and Service are for each division. Breakdowns of productivity by division are provided in Appendix O: WHC Research and Service Productivity (2003-04)(p. 47). It should be noted that the division of faculty into 'Social Sciences and Mathematics', 'Arts and Humanities', and 'Natural Sciences' is in some cases arbitrary, e.g. History is grouped under Social Sciences rather than Humanities, and Psychology is counted under Social Sciences rather than Natural Sciences.

SOCIAL SCIENCES AND MATHEMATICS

In the performance review period of 2003-04 there were 12 tenure-earning faculty present in the Social Sciences and Mathematics: 3 in mathematics and 9 in the social sciences (2 historians, 2 political scientists, 1 anthropologist, 1 in sociology/women's studies, 1 in environmental studies, and 2 psychologists). Since 2003-04 the Honors College has added faculty in Economics, Political Science, Mathematics, Asian Studies, and Anthropology, and faculty lines in Psychology and Economics.

FUNDED RESEARCH

Faculty members in the social sciences and mathematics have been active in applying for and receiving grants, and have participated in interdisciplinary grants. In addition to the funding support registered in FAU's IEA data (Appendix O, p. 47), a political science faculty administered an additional \$44,500 in grant funds as co-principal investigator on a Ford Foundation Grant administered through the University of Florida Foundation. It should be noted that because the Wilkes Honors College is exclusively an undergraduate unit, there are no graduate programs for which extramural grants are sought.

CREATIVE AND SCHOLARLY ACTIVITIES

Faculty in the social sciences and mathematics are very actively involved in scholarly activities, including development of courses and curricula, publication of journal and conference articles, authoring of books and book chapters, and presentations of seminars and colloquia. In 2003-2004, faculty in this division produced 2 books, 11 peer-reviewed publications, 8 other publications, and made 26 presentations at professional meetings or conferences.

SERVICE

Faculty in the social sciences and mathematics have, on average, served on nearly four College and University committees a year, which more than makes up for a deficit in the number of positions in which they served as editor or referees for professional publications this program period.

| DEAN'S EVALUATION OF PERFORMANCE Social Science and Mathematics S=Satisfactory U=Unsatisfactory | |
|--|-----------|
| Item | UG |
| Enrollments/Degrees Granted | S |
| Student Satisfaction | S |
| Funded Research | S |
| Scholarly Activities | S |
| Service | S+ |

ARTS AND HUMANITIES

In the performance review period of 2003-04 there were 7 tenure-earning faculty present in the Arts and Humanities: 2 in English, 2 in Foreign Languages, 1 in Philosophy, 1 in Art, and 1 in Composition. Since 2003-04, the Honors College has added faculty in Philosophy, English, and a faculty line in Art History.

FUNDED RESEARCH

FAU's IEA data record no externally funded grants from faculty in the arts and humanities in 2003-04. However one English professor received a prestigious \$5,700 Folger Shakespeare Library Research Fellowship, and the studio art professor received a significant \$7,500 fellowship for visual and media artists. It should be noted that because the Wilkes Honors College is exclusively an undergraduate unit, there are no graduate

programs for which extramural grants are sought. In addition, the Arts and Humanities areas traditionally do not have access to major extramural grants.

CREATIVE AND SCHOLARLY ACTIVITIES

Faculty in the arts and humanities are very actively involved in scholarly activities, including development of courses and curricula, publication of journal and conference articles, and presentations of seminars and colloquia. The 7 faculty published 1 book, 10 refereed articles, and made 8 presentations at professional meetings and conferences. In addition, our studio art professor had 4 productions/exhibitions.

SERVICE

Faculty in the humanities served, on average, on 5 department, college, or university committees each, which is above the already high average for the College as a whole.

| DEAN'S EVALUATION OF PERFORMANCE Arts and Humanities S=Satisfactory U=Unsatisfactory | |
|---|----|
| Item | UG |
| Enrollments/Degrees Granted | S |
| Student Satisfaction | S |
| Funded Research | S |
| Scholarly Activities | S |
| Service | S+ |

NATURAL SCIENCES

In the performance review period of 2003-04 there were 7 tenure-earning faculty present in the Natural Sciences: 3 chemists, 1 physicist, and 3 biologists. Since 2003-04 the Honors College has added 1 faculty line in Chemistry and 1 faculty line in Biology.

FUNDED RESEARCH

Faculty members in the natural sciences have been very active in applying for and receiving grants. The biology faculty were particularly successful in securing sponsored research grants reported in the Dashboard Indicators (See Appendix O, p. 47). In addition, a chemistry faculty member received an \$1,875 educational grant, and a biologist received a Fulbright Grant of \$37,700. It should be noted that because the Wilkes Honors College is exclusively an undergraduate unit, there are no graduate programs for which extramural grants are sought.

CREATIVE AND SCHOLARLY ACTIVITIES

Faculty in the natural sciences are very actively involved in scholarly activities, including development of courses and curricula, publication of journal and conference articles, authoring of books and book chapters, and presentations of seminars and colloquia. The seven faculty collectively produced one book, twenty-two peer-reviewed publications, and presented 17 papers at professional conferences.

SERVICE

Faculty in the natural sciences served on substantially fewer college and university committees than did other faculty in the College, but still averaged over 2 committees per faculty. Most of the faculty in the natural sciences served either as editor or referee for professional journals.

| DEAN'S EVALUATION OF PERFORMANCE Natural Sciences S=Satisfactory U=Unsatisfactory | |
|--|-----------|
| Item | UG |
| Enrollments/Degrees Granted | S |
| Student Satisfaction | S |
| Funded Research | S |
| Scholarly Activities | S |
| Service | S |

Appendix A.

Florida Atlantic University Departmental Performance Review - Guidelines and Procedures

PURPOSE

Under policies adopted by the FAU Board of Trustees, each academic department within the university shall participate in an ongoing performance review process. The purpose of this process is to ascertain that the department's programs of teaching, research, and service are performing at a satisfactory level, and through the process of self-examination, to assist the department in continuing improvement. The process is intended to avoid requiring extensive preparation of material by the department, being based instead on the department's assessment goals and outcomes and quantitative data that are readily available in the university's data systems.

PROCESS

Annually, a report containing Departmental Dashboard Indicators and Goal Assessments and Outcomes shall be prepared by the Office of Institutional Effectiveness and Analysis (IEA) providing, for each department, the data shown in Attachment 1a for the past three years. The dean of the college shall review this report with the department and submit to the provost an overall assessment of the department's performance, including an evaluation of whether the department has performed at an acceptable level in instruction, research (which includes creative and scholarly activities as appropriate to each department), and service.

If the provost determines that a department's performance falls below an acceptable level in any of the three areas, the dean shall be required to recommend immediate steps for improvement to the department and to the provost. If a department's performance falls below an acceptable level for two years out of any three-year period, the department shall be required to develop an action plan for improvement during the following year and submit it for approval by the dean and provost.

The action plan shall identify the shortcomings to be addressed and propose concrete measures to be taken over the next three years to remedy them. In preparing the action plan, the department may be required by the provost to involve external consultants if necessary and appropriate. The action plan shall take account of the department's strengths and weaknesses, the university's long-range plan, the current national status of the discipline, enrollment trends in the discipline, and the budgetary constraints faced by the college and university.

The Florida Board of Governors has issued an Academic Program Review Policy Guideline (#PG 04.08.11) , requiring cyclic review of all academic programs in state universities at least every seven years. Each Spring, the department designated for Program Review, will present their report to the FAU Board of Trustees prior to submission to the Florida Board of Governors.

Appendix B.

Departmental Performance Review Report Data

(Note: Data may be modified or refined, depending on developments in university data systems)

I. Instruction

- A. Assessment goals and outcomes for each degree program
- B. Input data
 - 1. Faculty headcount, person years and FTE devoted to instruction
 - a. Tenured and tenure-earning faculty
 - b. Non-tenure earning faculty
 - c. Research faculty
 - d. Adjuncts
 - e. Graduate assistants
 - 2. Instructional faculty and adjuncts by gender and ethnicity
 - 3. Average course section size and percent of sections taught by faculty
 - 4. Number of majors in each degree program enrolled by:
 - a. level
 - b. gender and ethnicity
- C. Productivity data
 - 1. Annualized FTE produced by level
 - 2. FTE produced by majors within department and by majors outside of department or college
 - 3. Degrees awarded by each degree program
- D. Efficiency data
 - 1. FTE produced at each level, per instructional person-year
 - 2. Degrees awarded at each level, per faculty instructional person-year
- E. Effectiveness data
 - 1. Overall rating of instructor by students on Student Perception of Teaching (SPOT) overall effectiveness question (Item 8)
 - 2. Mean rating of satisfaction with instruction and advising in program, from Student Satisfaction Survey

II. Research, Creative and Scholarly Activities

- A. Assessment goals and outcomes for research
- B. Input data
 - 1. Faculty person years and FTE devoted to research, creative and scholarly activities
- C. Productivity data
 - 1. Books
 - 2. Other peer-reviewed publications
 - 3. All other publications
 - 4. Presentations at professional meetings or conferences
 - 5. Productions/Performances/Exhibitions
 - 6. Grant proposals submitted
 - 7. Externally-funded research expenditures
- D. Efficiency data
 - 1. Books per faculty member

2. Other peer-reviewed publications per faculty member
3. All other publications per faculty member
4. Presentations at professional meetings or conferences per faculty member
5. Productions/Performances/Exhibitions per faculty member
6. Grant proposals submitted per faculty member
7. Externally-funded research expenditures per faculty member

III. Service

- A. Assessment goals and outcomes for service
- B. Productivity data
 1. Faculty memberships on department, college and university committees
 2. Faculty memberships on community and professional committees
 3. Faculty serving as editors or referees for professional publications
- C. Efficiency data
 1. Faculty memberships on department, college and university committees per faculty member
 2. Faculty memberships on community and professional committees per faculty member
 3. Faculty serving as editors or referees for professional publications per faculty member

Approved by the Committee on Academic and Student Affairs, 7/24/02

Approved by the FAU Board of Trustees, 10/16/02

Revised to reflect Florida Board of Governors Academic Program Review Policy Guideline (August 2004) and FAU data refinements and modifications, 2/2005

Appendix C: College Dashboard Indicators
2004-2005 Program Review
Honors College
 Prepared by IEA

I Instruction

Input Data

A 1 Headcount, Person Years and FTE -- Overall and Devoted To Instruction
Honors College

| | | Honors College | | | College Total | University Total | |
|--|--|-------------------------------------|-----------|-----------|---------------|------------------|-------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 | |
| Tenured & tenure-earning faculty | Professor, Assoc Professor, Asst Professor | Total Headcount | 27 | 24 | 26 | 26 | 673 |
| | | Total Person-Years | 24.7 | 23.1 | 23.0 | 23.0 | 569.2 |
| | | Person-Years Devoted To Instruction | 16.6 | 15.3 | 14.7 | 14.7 | 334.3 |
| | | Total FTE | 32.9 | 30.8 | 30.7 | 30.7 | 758.9 |
| | | FTE Devoted to Instruction | 22.1 | 20.4 | 19.6 | 19.6 | 445.7 |
| Non-tenure-earning faculty | Instructors, Lecturers, Visiting Faculty | Total Headcount | 1 | 4 | 5 | 5 | 208 |
| | | Total Person-Years | 0.8 | 3.0 | 3.5 | 3.5 | 152.6 |
| | | Person-Years Devoted To Instruction | 0.8 | 3.0 | 3.2 | 3.2 | 112.3 |
| | | Total FTE | 1.1 | 4.0 | 4.7 | 4.7 | 203.4 |
| | | FTE Devoted to Instruction | 1.1 | 4.0 | 4.2 | 4.2 | 149.7 |
| Other personnel paid on faculty pay plan | Scholar/ Scientist/ Engineer, Research Assoc, Assoc In, Asst In, Postdoc Assoc | Total Headcount | | | | | 86 |
| | | Total Person-Years | | | | | 60.4 |
| | | Person-Years Devoted To Instruction | | | | | 3.6 |
| | | Total FTE | | | | | 80.6 |
| | | FTE Devoted to Instruction | | | | | 4.8 |
| Adjuncts | | Total Headcount | 8 | 14 | 11 | 11 | 951 |
| | | Total Person-Years | 0.8 | 1.5 | 2.1 | 2.1 | 166.9 |
| | | Person-Years Devoted To Instruction | 0.8 | 1.5 | 2.1 | 2.1 | 149.6 |
| | | Total FTE | 1.1 | 2.0 | 2.8 | 2.8 | 222.5 |
| | | FTE Devoted to Instruction | 1.1 | 2.0 | 2.8 | 2.8 | 199.5 |
| Graduate Assistants | | Total Headcount | | | | | 888 |
| | | Total Person-Years | | | | | 244.1 |
| | | Person-Years Devoted To Instruction | | | | | 158.3 |
| | | Total FTE | | | | | 325.5 |
| | | FTE Devoted to Instruction | | | | | 211.1 |

| | Honors College | | | College Total | University Total |
|-------|-------------------------------------|-----------|-----------|---------------|------------------|
| | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Other | Total Headcount | 2 | 3 | 3 | 67 |
| | Total Person-Years | 0.3 | 0.2 | 0.4 | 8.6 |
| | Person-Years Devoted To Instruction | 0.3 | 0.2 | 0.4 | 5.6 |
| | Total FTE | 0.4 | 0.2 | 0.5 | 11.5 |
| | FTE Devoted to Instruction | 0.4 | 0.2 | 0.5 | 7.5 |
| | Total | 38 | 45 | 45 | 2,873 |
| Total | Total Headcount | 38 | 45 | 45 | 2,873 |
| | Total Person-Years | 26.6 | 27.8 | 29.0 | 1,201.7 |
| | Person-Years Devoted To Instruction | 18.5 | 20.0 | 20.3 | 763.7 |
| | Total FTE | 35.5 | 37.1 | 38.6 | 1,602.3 |
| | FTE Devoted to Instruction | 24.7 | 26.7 | 27.1 | 1,018.3 |

Source: Instruction and Research File
 Report includes summer, fall and spring semester data
 Faculty headcounts are unduplicated within year; faculty with appointments in multiple departments are counted in the department where they devoted most effort.
 Adjuncts and Grad Assistants are counted in each department where they had an appointment.
 Person-year= 1 person working full time for one year
 1.00 FTE = .75 person-years

**A 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Honors College**

| Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning) | | Honors College | | | College Total | University Total |
|---|--------|----------------|-----------|-----------|---------------|------------------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| American Indian/Alaskan Native | Female | | | | | 2 |
| | Male | | | | | 2 |
| | Total | | | | | 4 |
| Asian or Pacific Islander | Female | | | | | 17 |
| | Male | | | 1 | 1 | 59 |
| | Total | | | 1 | 1 | 76 |
| Black (Not of Hispanic Origin) | Female | 1 | 1 | 1 | 1 | 21 |
| | Male | | | | | 16 |
| | Total | 1 | 1 | 1 | 1 | 37 |
| Hispanic | Female | 1 | 1 | 1 | 1 | 20 |
| | Male | 1 | 1 | 1 | 1 | 24 |
| | Total | 2 | 2 | 2 | 2 | 44 |
| White (Not of Hispanic Origin) | Female | 9 | 8 | 7 | 7 | 253 |
| | Male | 14 | 16 | 18 | 18 | 390 |
| | Total | 23 | 24 | 25 | 25 | 643 |
| Non-Resident Alien | Female | | | 1 | 1 | 9 |
| | Male | 2 | 1 | 1 | 1 | 33 |
| | Total | 2 | 1 | 2 | 2 | 42 |
| Total | Female | 11 | 10 | 10 | 10 | 322 |
| | Male | 17 | 18 | 21 | 21 | 524 |
| | Total | 28 | 28 | 31 | 31 | 846 |

Source: Instruction and Research File
Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

**A 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Honors College**

| Adjuncts | | Honors College | | | College Total | University Total |
|--------------------------------|--------|----------------|-----------|-----------|---------------|------------------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| American Indian/Alaskan Native | Male | | | | | 1 |
| | Total | | | | | 1 |
| Asian or Pacific Islander | Female | 1 | 1 | | | 9 |
| | Male | | | | | 12 |
| | Total | 1 | 1 | | | 21 |
| Black (Not of Hispanic Origin) | Female | | | | | 25 |
| | Male | | | | | 18 |
| | Total | | | | | 43 |
| Hispanic | Female | | 1 | 1 | 1 | 32 |
| | Male | | | | | 24 |
| | Total | | 1 | 1 | 1 | 56 |
| White (Not of Hispanic Origin) | Female | 2 | 7 | 6 | 6 | 348 |
| | Male | 5 | 3 | 3 | 3 | 379 |
| | Total | 7 | 10 | 9 | 9 | 727 |
| Non-Resident Alien | Female | | | 1 | 1 | 12 |
| | Male | | 1 | | | 14 |
| | Total | | 1 | 1 | 1 | 26 |
| Total | Female | 3 | 9 | 8 | 8 | 426 |
| | Male | 5 | 4 | 3 | 3 | 448 |
| | Total | 8 | 13 | 11 | 11 | 874 |

Source: Instruction and Research File

**A 3 Average Course Section Size and Percent of Sections Taught By Faculty
Honors College**

| Course Level | Type | | | Honors College | | | College Total | University Total |
|---------------|--------------------|-------------------------|------------------------|----------------|-----------|-----------|---------------|------------------|
| | | | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Undergraduate | Lecture/Seminar | Sections Offered | # | 175 | 190 | 188 | 188 | 4,864 |
| | | | # Enrolled | 2,673 | 2,628 | 3,082 | 3,082 | 149,026 |
| | | | Avg Section Enrollment | 15.2 | 13.8 | 16.3 | 16.3 | 30.6 |
| | | Sections Faculty-Taught | # | 165 | 172 | 169 | 169 | 3,008 |
| | | | % | 94.3 | 90.5 | 89.9 | 89.9 | 61.8 |
| | Lab | Sections Offered | # | 19 | 18 | 23 | 23 | 742 |
| | | | # Enrolled | 268 | 266 | 384 | 384 | 12,159 |
| | | | Avg Section Enrollment | 14.1 | 14.7 | 16.6 | 16.6 | 16.3 |
| | | Sections Faculty-Taught | # | 19 | 12 | 13 | 13 | 198 |
| | | | % | 100.0 | 66.7 | 56.5 | 56.5 | 26.7 |
| | Discussion | Sections Offered | # | | | | | 108 |
| | | | # Enrolled | | | | | 2,449 |
| | | | Avg Section Enrollment | | | | | 22.6 |
| | | Sections Faculty-Taught | # | | | | | 1 |
| | | | % | | | | | 0.9 |
| | Other Course Types | Sections Offered | # | 44 | 89 | 127 | 127 | 1,280 |
| | | | # Enrolled | 109 | 191 | 274 | 274 | 6,606 |
| | | | Avg Section Enrollment | 2.4 | 2.1 | 2.1 | 2.1 | 5.1 |
| | | Sections Faculty-Taught | # | 42 | 88 | 125 | 125 | 1,077 |
| | | | % | 95.5 | 98.9 | 98.4 | 98.4 | 84.1 |
| Graduate | Lecture/Seminar | Sections Offered | # | | | | | 1,408 |
| | | | # Enrolled | | | | | 17,921 |
| | | | Avg Section Enrollment | | | | | 12.7 |
| | | Sections Faculty-Taught | # | | | | | 1,077 |
| | | | % | | | | | 76.5 |
| | Lab | Sections Offered | # | | | | | 31 |
| | | | # Enrolled | | | | | 207 |
| | | | Avg Section Enrollment | | | | | 6.6 |
| | | Sections Faculty-Taught | # | | | | | 21 |
| | | | % | | | | | 67.7 |
| | Other Course Types | Sections Offered | # | | | | | 1,266 |
| | | | # Enrolled | | | | | 3,736 |
| | | | Avg Section Enrollment | | | | | 2.9 |
| | | Sections Faculty-Taught | # | | | | | 1,206 |
| | | | % | | | | | 95.3 |

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.
Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

**A 4 Majors Enrolled By Level (Annual Headcount)
Honors College (Program CIP: 240199)**

| | Honors College | | | College Total | University Total |
|--------------------|----------------|------------|------------|---------------|------------------|
| | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Bachelors | 253 | 280 | 348 | 348 | 23,261 |
| Masters/Specialist | | | | | 3,814 |
| Doctoral | | | | | 640 |
| Unclassified | | | | | 6,539 |
| Total | 253 | 280 | 348 | 348 | 34,254 |

Source: Student Data Course File
 Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
 Students enrolled in more than one term during the year are included in the level of their latest term.

**A 5 Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Honors College (Program CIP: 240199)**

| | | Honors College | | | College Total | University Total | |
|---------------|--------------------------------|----------------|--------------|------------|---------------|------------------|---------------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 | |
| Undergraduate | Female | | | | | 10 | |
| | | Male | | | | | 5 |
| | | | Total | | | | |
| | American Indian/Alaskan Native | Female | 2 | 2 | 3 | 3 | 62 |
| | | Male | | | | | 26 |
| | | Total | 2 | 2 | 3 | 3 | 88 |
| | Asian or Pacific Islander | Female | 3 | 4 | 10 | 10 | 620 |
| | | Male | 2 | 2 | 6 | 6 | 406 |
| | | Total | 5 | 6 | 16 | 16 | 1,026 |
| | Black (Not of Hispanic Origin) | Female | 10 | 9 | 10 | 10 | 2,823 |
| | | Male | 4 | 6 | 5 | 5 | 1,492 |
| | | Total | 14 | 15 | 15 | 15 | 4,315 |
| | Hispanic | Female | 18 | 17 | 24 | 24 | 2,113 |
| | | Male | 4 | 5 | 8 | 8 | 1,305 |
| | | Total | 22 | 22 | 32 | 32 | 3,418 |
| | White (Not of Hispanic Origin) | Female | 133 | 136 | 165 | 165 | 8,043 |
| | | Male | 60 | 81 | 97 | 97 | 5,187 |
| | | Total | 193 | 217 | 262 | 262 | 13,230 |
| | Non-Resident Alien | Female | 8 | 7 | 11 | 11 | 568 |
| | | Male | 9 | 11 | 9 | 9 | 601 |
| | | Total | 17 | 18 | 20 | 20 | 1,169 |
| | Total | Female | 174 | 175 | 223 | 223 | 14,239 |
| | | Male | 79 | 105 | 125 | 125 | 9,022 |
| Total | | 253 | 280 | 348 | 348 | 23,261 | |

| | | Honors College | | | College Total | University Total |
|--------------|--------------------------------|----------------|-----------|-----------|---------------|------------------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Graduate | American Indian/Alaskan Native | Female | | | | 2 |
| | | Male | | | | 7 |
| | | Total | | | | 9 |
| | Asian or Pacific Islander | Female | | | | 5 |
| | | Male | | | | 4 |
| | | Total | | | | 9 |
| | Black (Not of Hispanic Origin) | Female | | | | 91 |
| | | Male | | | | 87 |
| | | Total | | | | 178 |
| | Hispanic | Female | | | | 317 |
| | | Male | | | | 128 |
| | | Total | | | | 445 |
| | White (Not of Hispanic Origin) | Female | | | | 259 |
| | | Male | | | | 163 |
| | | Total | | | | 422 |
| | Non-Resident Alien | Female | | | | 1,809 |
| | | Male | | | | 1,095 |
| | | Total | | | | 2,904 |
| Total | Female | | | | 202 | |
| | Male | | | | 285 | |
| | Total | | | | 487 | |
| Unclassified | American Indian/Alaskan Native | Female | | | | 2,685 |
| | | Male | | | | 1,769 |
| | | Total | | | | 4,454 |
| | Asian or Pacific Islander | Female | | | | 3 |
| | | Male | | | | 1 |
| | | Total | | | | 4 |
| | Black (Not of Hispanic Origin) | Female | | | | 9 |
| | | Male | | | | 8 |
| | | Total | | | | 17 |
| | Hispanic | Female | | | | 215 |
| | | Male | | | | 126 |
| | | Total | | | | 341 |
| | White (Not of Hispanic Origin) | Female | | | | 714 |
| | | Male | | | | 290 |
| | | Total | | | | 1,004 |
| | Non-Resident Alien | Female | | | | 487 |
| | | Male | | | | 239 |
| | | Total | | | | 726 |
| Total | Female | | | | 2,779 | |
| | Male | | | | 1,558 | |
| | Total | | | | 4,337 | |
| Total | Female | | | | 47 | |
| | Male | | | | 63 | |
| | Total | | | | 110 | |
| Total | Female | | | | 4,254 | |
| | Male | | | | 2,285 | |
| | Total | | | | 6,539 | |

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

Productivity Data

**B 1 Annualized State-Fundable FTE Produced By Level
Honors College**

| | Honors College | | | College Total | University Total |
|---------------------|----------------|--------------|--------------|------------------|---------------------|
| | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Undergraduate Total | 196.1 | 197.7 | 237.1 | 237.1 | 11,885.2 |
| Graduate Total | | | | | 2,047.9 |
| Grad I | | | | | 1,798.2 |
| Grad II | | | | | 249.8 |
| Classroom | | | | | 1,905.4 |
| Thesis-Dissertation | | | | | 142.5 |
| Grand Total | 196.1 | 197.7 | 237.1 | 237.1 | 13,933.1 |

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

**B 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Honors College**

| Course Level | FTE produced by students who are: | Courses offered by: | | | | |
|------------------------------|---|---------------------|--------------|--------------|---------------------------------|---------------------|
| | | Honors College | | | College of Honors College | University Total |
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Lower Division Undergraduate | Majors within the department | 110.2 | 103.7 | 142.6 | 142.6 | 489.5 |
| | Majors outside the department, but within the college | | | | | 1,023.8 |
| | Majors outside the college | 26.2 | 12.4 | 10.8 | 10.8 | 2,885.9 |
| | Total | 136.4 | 116.2 | 153.5 | 153.5 | 4,399.2 |
| Upper Division Undergraduate | Majors within the department | 58.1 | 79.8 | 83.5 | 83.5 | 3,980.9 |
| | Majors outside the department, but within the college | | | | | 2,036.4 |
| | Majors outside the college | 1.6 | 1.7 | 0.2 | 0.2 | 1,468.6 |
| | Total | 59.7 | 81.5 | 83.7 | 83.7 | 7,485.9 |
| Graduate | Majors within the department | | | | | 1,272.3 |
| | Majors outside the department, but within the college | | | | | 381.0 |
| | Majors outside the college | | | | | 394.6 |
| | Total | | | | | 2,047.9 |
| Total | Majors within the department | 168.3 | 183.6 | 226.1 | 226.1 | 5,742.7 |
| | Majors outside the department, but within the college | | | | | 3,441.2 |
| | Majors outside the college | 27.8 | 14.1 | 11.0 | 11.0 | 4,749.1 |
| | Total | 196.1 | 197.7 | 237.1 | 237.1 | 13,933.1 |

Source: Student Data Course File
Based On State-Fundable Credit Hours

B 3 Degrees Awarded
Honors College (Program CIP: 240199)

| | | Honors College | | | College Total | University Total |
|------------|-------------------------|----------------|-----------|-----------|---------------|------------------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Associates | Degrees awarded with a: | | | | | |
| | Single major | | | | 3.0 | 212.0 |
| | All | | | | 3.0 | 212.0 |
| Bachelors | Degrees awarded with a: | | | | | |
| | Single major | 7.0 | 24.0 | 43.0 | 43.0 | 3,623.0 |
| | Double or triple major | | | | | 277.0 |
| | All | 7.0 | 24.0 | 43.0 | 43.0 | 3,900.0 |
| Masters | Degrees awarded with a: | | | | | |
| | Single major | | | | | 1,047.0 |
| | All | | | | | 1,047.0 |
| Specialist | Degrees awarded with a: | | | | | |
| | Single major | | | | | 13.0 |
| | All | | | | | 13.0 |
| Doctorate | Degrees awarded with a: | | | | | |
| | Single major | | | | | 51.0 |
| | All | | | | | 51.0 |
| Total | Degrees awarded with a: | | | | | |
| | Single major | 7.0 | 24.0 | 43.0 | 46.0 | 4,946.0 |
| | Double or triple major | | | | | 277.0 |
| | All | 7.0 | 24.0 | 43.0 | 46.0 | 5,223.0 |

Source: Student Data Course File

Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.

A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

Efficiency Data

**C 1 Annualized FTE Produced Per Instructional Person-Year
Honors College**

| | Honors College | | | College Total | University Total |
|---------------|----------------|------------|-------------|------------------|---------------------|
| | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Undergraduate | 10.6 | 9.9 | 11.7 | 11.7 | 15.5 |
| Graduate | | | | | 2.7 |
| Total | 10.6 | 9.9 | 11.7 | 11.7 | 18.2 |

*Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from all personnel categories.
Annualized FTE (B 1) produced for each person-year devoted to instruction (A 1 department total).*

**C 2 Degrees Awarded Per FACULTY Instructional Person Year
Honors College (Program CIP: 240199)**

| | Honors College | | | College Total | University Total |
|--------------|----------------|------------|------------|------------------|---------------------|
| | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Associates | 0 | 0 | 0 | 0.2 | 0.5 |
| Bachelors | 0.4 | 1.3 | 2.4 | 2.4 | 8.7 |
| Masters | 0 | 0 | 0 | 0 | 2.3 |
| Specialist | 0 | 0 | 0 | 0 | 0.0 |
| Doctorate | 0 | 0 | 0 | 0 | 0.1 |
| Total | 0.4 | 1.3 | 2.4 | 2.6 | 11.7 |

*Source: Instruction and Research File and Student Data Course File
Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Number of Degrees (B 3) produced for each Faculty person-year devoted to instruction (A 1 tenured, tenure-earning and non-tenure-earning faculty).*

Effectiveness Data

**D 1 Overall Rating of Instructor (Item 8) from Student Perception of Teaching
Honors College**

| | | Honors College | | | College Total | University Total |
|---------------|-------------|----------------|------------|------------|------------------|---------------------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Undergraduate | # Sections | 168 | 189 | 194 | 194 | 5,551 |
| | Mean Rating | 1.7 | 1.6 | 1.5 | 1.5 | 1.7 |
| Graduate | # Sections | | | | | 1,083 |
| | Mean Rating | | | | | 1.6 |
| Total | # Sections | 168 | 189 | 194 | 194 | 6,634 |
| | Mean Rating | 1.7 | 1.6 | 1.5 | 1.5 | 1.7 |

Scale 1=Excellent 5=Poor
Source: Student Perception of Teaching Results

**D 2-3 Mean Rating of Satisfaction With Instruction & Advising In Program
Honors College**

| Student Level | | | Honors College | | College Total | University Total |
|---------------|--|-------------|----------------|------------|------------------|---------------------|
| | | | 2000-2001 | 2002-2003 | 2002-2003 | 2002-2003 |
| Undergraduate | Quality of courses in degree program | # Responses | 72 | 20 | 20 | 1,971 |
| | | Mean | 3.3 | 3.5 | 3.5 | 3.0 |
| | Quality of instructors in degree program | # Responses | 73 | 20 | 20 | 1,936 |
| | | Mean | 3.6 | 3.4 | 3.4 | 3.0 |
| | Quality of advising in college advising office | # Responses | 48 | 17 | 17 | 1,718 |
| | | Mean | 2.7 | 2.8 | 2.8 | 2.6 |
| Graduate | Quality of advising by faculty | # Responses | 73 | 19 | 19 | 1,576 |
| | | Mean | 3.0 | 3.1 | 3.1 | 2.7 |
| | Quality of courses in degree program | # Responses | | | | 595 |
| | | Mean | | | | 3.1 |
| | Quality of instructors in degree program | # Responses | | | | 591 |
| | | Mean | | | | 3.2 |
| Graduate | Quality of advising in college advising office | # Responses | | | | 385 |
| | | Mean | | | | 2.7 |
| | Quality of advising by faculty | # Responses | | | | 459 |
| | | Mean | | | | 3.0 |

Scale 1=Poor 4=Excellent
Source: Student Satisfaction Survey

II. Research, Creative & Scholarly Activities

A 1 Faculty Person Years and FTE Devoted to Research Honors College

| | | | | Honors College | | | College Total | University Total |
|-----------------------|--|--|--------------|----------------|-----------|-----------|---------------|------------------|
| | | | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| Departmental Research | Tenured & tenure-earning faculty | Professor, Assoc Professor, Asst Professor | Person-Years | 3.2 | 3.6 | 3.2 | 3.2 | 85.8 |
| | | | FTE | 4.3 | 4.8 | 4.3 | 4.3 | 114.4 |
| | Non-tenure-earning faculty | Instructors, Lecturers, Visiting Faculty | Person-Years | | | 0.3 | 0.3 | 6.4 |
| | | | FTE | | | 0.4 | 0.4 | 8.5 |
| | Other personnel paid on faculty pay plan | | Person-Years | | | | | 3.7 |
| | | | FTE | | | | | 4.9 |
| | Total | | Person-Years | 3.2 | 3.6 | 3.5 | 3.5 | 95.8 |
| | | | FTE | 4.3 | 4.8 | 4.7 | 4.7 | 127.8 |
| Sponsored Research | Tenured & tenure-earning faculty | Professor, Assoc Professor, Asst Professor | Person-Years | 0.8 | 0.1 | 0.6 | 0.6 | 28.0 |
| | | | FTE | 1.0 | 0.1 | 0.9 | 0.9 | 37.3 |
| | Non-tenure-earning faculty | Instructors, Lecturers, Visiting Faculty | Person-Years | | | | | 10.6 |
| | | | FTE | | | | | 14.2 |
| | Other personnel paid on faculty pay plan | | Person-Years | | | | | 51.9 |
| | | | FTE | | | | | 69.3 |
| | Total | | Person-Years | 0.8 | 0.1 | 0.6 | 0.6 | 90.5 |
| | | | FTE | 1.0 | 0.1 | 0.9 | 0.9 | 120.7 |

Source: Instruction and Research File

'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc
Includes summer, fall and spring semester data

Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

B. 1-7. Research/Scholarly Productivity Honors College

| | | Honors College | | | College Total | University Total |
|---|---|----------------|-----------|-----------|---------------|------------------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| B. 1. Books (including monographs & compositions) | # | 2 | 1 | 4 | 4 | |
| B. 2. Other peer-reviewed publications | # | 18 | 33 | 43 | 43 | |
| B. 3. All other publications | # | 5 | 8 | 9 | 9 | |
| B. 4. Presentations at professional meetings or conferences | # | 42 | 37 | 51 | 51 | |
| B. 5. Productions/Performances/Exhibitions | # | 6 | 2 | 4 | 4 | |
| B. 6. Grant Proposals Submitted | # | | | | | |
| B. 7. Externally-Funded Research Expenditures | | \$92,022 | \$44,301 | \$173,748 | \$173,748 | \$30,786,220 |

Sources: College Dean's Offices and Division of Research & Graduate Studies (Research Expenditures)

Note: University Total Research Expenditures includes only dollars spent by units within the University's Colleges.

**C 1-7 Efficiency Data
Honors College**

| | Honors College | | | College Total | University Total |
|--|----------------|-----------|-----------|---------------|------------------|
| | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 | 2003-2004 |
| C. 1. Books (including monographs & compositions) per faculty member | 0.1 | 0.0 | 0.2 | 0.2 | |
| C. 2. Other peer-review publications per faculty member | 0.7 | 1.4 | 1.7 | 1.7 | |
| C. 3. All other publications per faculty member | 0.2 | 0.3 | 0.3 | 0.3 | |
| C. 4. Presentations at professional meetings or conferences per faculty member | 1.6 | 1.5 | 2.0 | 2.0 | |
| C. 5. Productions/Performances/Exhibitions per faculty member | 0.2 | 0.1 | 0.2 | 0.2 | |
| C. 6. Grant proposals submitted per faculty member | | | | | |
| C. 7. Externally-funded research expenditures per faculty member | \$3,408 | \$1,846 | \$6,683 | \$6,683 | \$45,745 |

Scholarly output(Section II, B 1-7) per tenured and tenure earning faculty member (Section I A 1)

III. Service

A. 1-3. Service Productivity Honors College

| | | Honors College | | | College Total |
|--|---|----------------|-----------|-----------|---------------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 |
| A. 1. Faculty memberships on department, college or university committees | # | 113 | 122 | 100 | 100 |
| A. 2. Faculty memberships on community or professional committees | # | 36 | 26 | 36 | 36 |
| A. 3. Faculty serving as editors or referees for professional publications | # | 9 | 9 | 9 | 9 |

Source: College Dean's Offices

B 1-3 Efficiency Data Honors College

| | | Honors College | | | College Total |
|---|--|----------------|-----------|-----------|---------------|
| | | 2001-2002 | 2002-2003 | 2003-2004 | 2003-2004 |
| B. 1. Faculty memberships on department, college or university committees per faculty member | | 4.2 | 5.1 | 3.8 | 3.8 |
| B. 2. Faculty memberships on community or professional committees per faculty member | | 1.3 | 1.1 | 1.4 | 1.4 |
| B. 3. Faculty serving as editors or referees for professional publications per faculty member | | 0.3 | 0.4 | 0.3 | 0.3 |

Faculty committee memberships and faculty serving as editors or referees (Section III A 1-3) per tenured and tenure earning faculty member (Section I A 1)

Appendix D: Wilkes Honors College 2004-2005 Assessment Plan & Academic Learning Compact Form

| | |
|--|--|
| <p>ASSESSMENT PLAN College/Division: Honors College Department/Unit: Liberal Arts & Sciences Program: BA Liberal Arts and Sciences Period: 2004-2005 Current Date/Time: 3/16/2005 12:09:43 PM</p> | |
| General Plan Information | |
| FAU Institutional Mission Link: | The program supports FAU's mission to provide an enriching, comprehensive academic experience that produces well-informed productive citizens. Central to this mission is the University's responsibility to develop in students the critical skills and historical perspective necessary to understand and mold a rapidly changing world. The University seeks to engender the qualities of professionalism and leadership for the future through an appreciation of and sensitivity to the multi-cultural society in which we live as well as awareness and concern for our environment. The University is committed to strength in the basic academic disciplines, using innovative curricula and research to meet the changing needs of our rapidly growing region and dynamic, international society. By integrating international and interdisciplinary emphases into its programs, FAU prepares students for a global economy and a more complex world. |
| Institutional Strategic Goals Link: | Goal 3 and Goal 4: The Harriet L. Wilkes Honors College seeks to encourage curricular and pedagogical innovations responsive to the diverse learning styles, circumstances, and educational needs of Florida Atlantic University's Honors College students while achieving recognition from local, regional, national, and international constituencies for the excellence of FAU's Honors College academic programs. |
| Division/College Assessment Plan or Goals: | The intellectual foundation of the Honors College of FAU is a belief in liberal arts education as the best preparation for a full and productive life. The historical mission of a liberal arts education has been to develop the qualities of a free and responsible citizen, one who can reason clearly, read analytically, argue persuasively in speech and in writing, and contribute in fundamental and innovative ways to a chosen field of study or work. |
| Program Purpose: | The program's purpose is to produce graduates who approach life and their life's work with a broader perspective. They can adapt and thrive in a world in which information outdates itself at an accelerating rate, and mastery is won by those who have learned how to learn. |
| Program Assessment Process: | |
| Outcome 1 | |
| Description & Methodology | |
| Outcome Description Effective Critical thinking skills: Through the writing of an honors thesis students will demonstrate the ability to raise appropriate questions and use in-depth analysis in order to make an original contribution to existing scholarship, and/or demonstrate the application of critical thinking skills to the completion of a creative project. | |
| Academic Learning Compact (ALC) categories related to this outcome: | |
| <i>Critical Thinking</i> | |

| |
|--|
| <p>Analytical skills Creative skills</p> |
| <p>Implementing Strategy Students will take courses in the core and concentration designed to build critical thinking skills and will begin formulating a thesis prior to their senior year. During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated.</p> |
| <p>Assessment Method Assessment will be done by a primary and secondary thesis reader who will use the following standards: Honors with distinction: the thesis engages in sophisticated critical thinking and rigorously considers alternate resolutions of a problem in an exemplary fashion or otherwise shows sophisticated critical thinking in an exemplary manner appropriate to the area of study. Honors: the thesis engages in sophisticated critical thinking and explores alternate approaches or resolutions of a problem effectively or otherwise shows sophisticated critical thinking in an effective manner appropriate to the area of study. Unacceptable: the thesis does not competently engage in critical thinking or explore alternate approaches or resolutions of a problem.</p> |
| <p>Criterion Students whose thesis draft is deemed unacceptable in this outcome will be required to make satisfactory revisions to receive a passing grade on the thesis.</p> |
| <p>Committee Comments About Plan Description and Program Responses Comment: In my opinion, all three outcomes of this plan meet the new state requirements for Academic Learning Compacts. Response: No comments Comment: Some of the recommendations in the 03-04 report indicated a willingness for the College to pursue further assessment in writing, foreign language, and mathematics. If the College pursues any of these, I encourage them to describe them in future assessment reports (e.g., as additional outcomes). Response: The faculty will consider whether it feels continued assessment in one or more of these areas would be productive.</p> |
| <p>Outcome 2</p> |
| <p>Description & Methodology</p> |
| <p>Outcome Description Communication: Through the writing of an honors thesis students will demonstrate proper use of grammar, syntax, structure and style in the creation of a persuasive argument, and/or will meet criteria of competent communication appropriate to the concentration for which the thesis is written.</p> |
| <p>Academic Learning Compact (ALC) categories related to this outcome:</p> <p>Communication Written Communication</p> |
| <p>Implementing Strategy Students will take writing core courses, that may include 3-credit writing courses or 1-credit writing in the discipline courses, as well as other writing intensive courses aimed at providing competence in effective written communication. They will begin formulating a thesis prior to their senior year. During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated.</p> |
| <p>Assessment Method Assessment will be done by a primary and secondary thesis reader who will use the following standards: Honors with distinction: the thesis shows mastery of grammar, syntax, structure and style: it is lucid, well-organized, and stylistically elegant. Honors: the thesis shows effective command of grammar, syntax, structure and style: it is clearly written and sensibly organized. Unacceptable: the thesis does not show mastery of grammar, syntax, structure, or style.</p> |

| |
|---|
| <p>Criterion</p> <p>Students whose thesis draft is deemed unacceptable in this outcome will be required to make satisfactory revisions to receive a passing grade on the thesis.</p> |
| <p>Committee Comments About Plan Description and Program Responses</p> <p>Comment: See comments for Outcome 1.</p> <p>Response: No comments</p> |
| <p>Outcome 3</p> |
| <p>Description & Methodology</p> |
| <p>Outcome Description</p> <p>Content: Through the writing of an honors thesis students will demonstrate a thorough knowledge of the fundamental concepts in the student's area of study as well as the ability to draw on ideas and methods from related disciplines where appropriate.</p> |
| <p>Academic Learning Compact (ALC) categories related to this outcome:</p> <p>Content Knowledge</p> <ul style="list-style-type: none"> Declarative Knowledge Procedural Knowledge (Research skills) Procedural Knowledge (Technical skills) |
| <p>Implementing Strategy</p> <p>Students will take courses in their concentration aimed at providing the content knowledge needed to write a thesis. In some areas this will include procedural knowledge of technical skills, as in the laboratory sciences or arts; and will include learning how to acquire research knowledge. Students will begin formulating a thesis prior to their senior year. During the senior year they will enroll in thesis research and thesis writing and will produce a draft honors thesis to be evaluated.</p> |
| <p>Assessment Method</p> <p>Assessment will be done by a primary and secondary thesis reader who will use the following standards:</p> <p>Honors with distinction: The thesis demonstrates a profound knowledge of the fundamental concepts in the subject area.</p> <p>Honors: The thesis shows a thorough knowledge of the fundamental concepts in the subject area.</p> <p>Unacceptable: The thesis does not show competent knowledge of the fundamental concepts in the subject area.</p> |
| <p>Criterion</p> <p>Students whose thesis draft is deemed unacceptable in this outcome will be required to make satisfactory revisions to receive a passing grade on the thesis. This may require doing additional coursework to acquire the necessary knowledge in the subject area.</p> |
| <p>Committee Comments About Plan Description and Program Responses</p> <p>Comment: See comments for Outcome 1.</p> <p>Response: No comments</p> |

Academic Learning Compact Thesis Assessment Form

Submit with all required signatures to Associate Dean of Honors College by the date the signed thesis is due.

Successful completion of the thesis demonstrates this student’s attainment of honors-level critical thinking skills and written communication as well as a thorough understanding of the relevant subject area.

Name_____

Thesis Title_____

Concentration_____

Date of Submission_____

Thesis Director (print name and sign)_____

Second Reader (print name and sign)_____

Third Reader (if applicable; print name and sign)_____

Criteria for Assessment of Academic Learning Compacts

1) Critical Thinking

This thesis demonstrates the ability to raise appropriate questions, and use in-depth analysis, in order to make an original contribution to existing scholarship, and/or demonstrates the application of critical thinking skills to the completion of a creative project.

__Honors with Distinction __Honors __Unacceptable

2) Communication

This thesis demonstrates the proper use of grammar, syntax, structure and style in the creation of a persuasive argument, and/or using criteria of competent communication appropriate to the concentration.

__Honors with Distinction __Honors __Unacceptable

3) Content

This thesis demonstrates a thorough knowledge of the fundamental concepts in the student’s subject area as well as the ability to draw on ideas and methods from related disciplines.

__Honors with Distinction __Honors __Unacceptable

Rev 3/15/05

Appendix E: Wilkes Honors College Faculty to Student Ratios

| | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
|--|------------|------------|------------|------------|-------------|-------------|-------------|---------|
| TENURE-LINE FACULTY PRESENT | 5 | 16 | 25 | 27 | 24 | 26 | 29 | |
| ALL NON-ADJUNCT FACULTY PRESENT* | 5 | 19 | 28 | 30 | 30 | 33 | 35 | |
| FALL HEADCOUNTS | 0 | 74 | 151 | 249 | 269 | 338 | 363 | |
| TENURE LINE-FACULTY:STUDENT RATIO | N/A | 4.6 | 6.0 | 9.2 | 11.2 | 13.0 | 12.5 | |
| ALL-FACULTY:STUDENT RATIO | N/A | 3.9 | 5.4 | 8.3 | 9.0 | 10.2 | 10.4 | |
| AVE STANDARD CLASS SIZE (FALL SEM) | N/A | 10.4 | 11.1 | 15.4 | 14.6 | 16.4 | 16.2 | |

*Includes visiting faculty and lab instructors/coordinators
 Data from faculty index.xls, course_data_HC.xls, & IEA headcount data

Appendix F: Wilkes Honors College Course Data Summary

| | # courses (all) | Ave class size (all) | # courses (standard)* | Ave class size (standard) | Headcount** | # Taught by Visitors | # Taught by Adjuncts | # Taught by non Ph.D. staff | # DIS/Thesis Sections | # DIS/Thesis Students |
|-------------|-----------------|----------------------|-----------------------|---------------------------|-------------|----------------------|----------------------|-----------------------------|-----------------------|-----------------------|
| Fall 1999 | 51 | 11.2 | 37 | 10.4 | 74 | 0 | 0 | 5 | 6 | 6 |
| Spring 2000 | 49 | 10.1 | 43 | 9.0 | 74 | 0 | 0 | 0 | 0 | 0 |
| Summer 2000 | 7 | 11.4 | 4 | 7.3 | 25 | 0 | 0 | 0 | 1 | 1 |
| Fall 2000 | 80 | 11.6 | 68 | 11.1 | 151 | 3 | 2 | 1 | 4 | 6 |
| Spring 2001 | 83 | 10.5 | 67 | 10.6 | 141 | 4 | 3 | 1 | 2 | 5 |
| Summer 2001 | 26 | 5.5 | 8 | 8.5 | 51 | 3 | 0 | 0 | 5 | 5 |
| Fall 2001 | 110 | 14.5 | 80 | 15.4 | 249 | 3 | 5 | 5 | 11 | 19 |
| Spring 2002 | 102 | 12.9 | 75 | 14.5 | 221 | 5 | 3 | 0 | 14 | 42 |
| Summer 2002 | 27 | 5.1 | 6 | 9.0 | 73 | 0 | 0 | 0 | 7 | 9 |
| Fall 2002 | 132 | 11.7 | 86 | 14.6 | 269 | 13 | 14 | 3 | 15 | 34 |
| Spring 2003 | 138 | 10.1 | 90 | 13.3 | 253 | 14 | 11 | 1 | 21 | 33 |
| Summer 2003 | 35 | 5.5 | 6 | 9.5 | 91 | 0 | 0 | 0 | 8 | 8 |
| Fall 2003 | 149 | 13.1 | 94 | 16.4 | 338 | 17 | 9 | 4 | 23 | 42 |
| Spring 2004 | 152 | 10.5 | 87 | 15.1 | 305 | 12 | 16 | 3 | 48 | 95 |
| Summer 2004 | 55 | 4.2 | 6 | 9.7 | 107 | 0 | 0 | 0 | 19 | 24 |
| Fall 2004 | 141 | 14.3 | 102 | 16.2 | 363 | 11 | 17 | 9 | 27 | 51 |
| Spring 2005 | | | | | | 14 | 10 | 3 | | |
| | | | | | | | | | 211 | 380 |

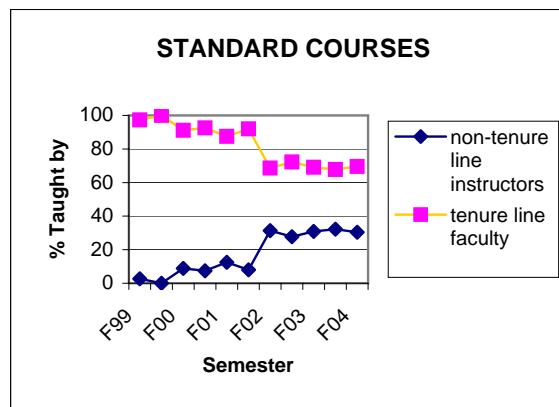
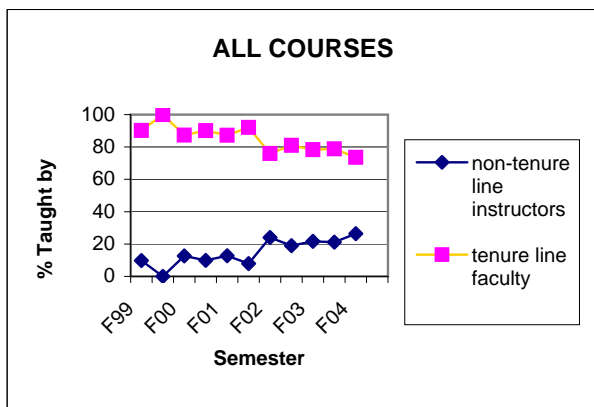
*Excludes DIS, Theses/Research, Internships, Study Abroad, Forum, SLS, and off-campus classes

**Data from FAU's IEA

Appendix G: Wilkes Honors College % Courses Taught by Tenure-Line Faculty

| ALL Courses taught by: | F99 | SP00 | F00 | SP01 | F01 | SP02 | F02 | SP03 | F03 | SP04 | F04 | SP05 | F05 | TOTALS |
|-------------------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------|-----|-----------|
| Visitor | 0 | 0 | 3 | 4 | 3 | 5 | 13 | 14 | 17 | 12 | 11 | | | 82 |
| Adjunct | 0 | 0 | 2 | 3 | 5 | 3 | 14 | 11 | 9 | 16 | 17 | | | 80 |
| Staff (with Ph.D) | 0 | 0 | 4 | 0 | 1 | 0 | 1 | 0 | 2 | 1 | 0 | | | 9 |
| Staff (no Ph.D) | 5 | 0 | 1 | 1 | 5 | 0 | 3 | 1 | 4 | 3 | 9 | | | 32 |
| Tenure-line faculty | 46 | 48 | 69 | 73 | 96 | 93 | 98 | 111 | 116 | 119 | 103 | | | 972 |
| TOTAL | 51 | 48 | 79 | 81 | 110 | 101 | 129 | 137 | 148 | 151 | 140 | | | 1175 |
| % TENURE-LINE | 90 | 100 | 87 | 90 | 87 | 92 | 76 | 81 | 78 | 79 | 74 | | | 83 |
| %NON-TENURE LINE | 10 | 0 | 13 | 10 | 13 | 8 | 24 | 19 | 22 | 21 | 26 | | | 17 |

| STANDARD* Courses taught by: | F99 | SP00 | F00 | SP01 | F01 | SP02 | F02 | SP03 | F03 | SP04 | F04 | SP05** | F05 | TOTALS |
|------------------------------|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----|-----------|
| Visitor | 0 | 0 | 3 | 3 | 3 | 5 | 10 | 13 | 16 | 9 | 11 | 14 | | 87 |
| Adjunct | 0 | 0 | 2 | 1 | 2 | 1 | 14 | 11 | 9 | 16 | 16 | 10 | | 82 |
| Staff (with Ph.D) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Staff (no Ph.D) | 1 | 0 | 1 | 1 | 5 | 0 | 3 | 1 | 4 | 3 | 4 | 3 | | 26 |
| Tenure-line faculty | 36 | 43 | 62 | 62 | 70 | 69 | 59 | 65 | 65 | 59 | 71 | 72 | | 733 |
| TOTAL | 37 | 43 | 68 | 67 | 80 | 75 | 86 | 90 | 94 | 87 | 102 | 102 | | 931 |
| % TENURE-LINE | 97 | 100 | 91 | 93 | 88 | 92 | 69 | 72 | 69 | 68 | 70 | 71 | | 79 |
| %NON-TENURE LINE | 3 | 0 | 9 | 7 | 13 | 8 | 31 | 28 | 31 | 32 | 30 | 29 | | 21 |



*Standard courses exclude Internships, DIS's, theses, study abroads, SLS, Forum, and courses taught to non-HC students (e.g.off-campus). In some cases a course number normally used for standard courses is used for a DIS: these have been identified by enrollment of 1 or 2 and are counted as non-standard.

**All data from course_data_HC except SP 05, which is taken from faculty loads_hc

Note that courses taught by Deans are not included in the above figures.

Appendix H: Wilkes Honors College Students Enrolled in FAU Graduate Programs

| | LNAME | FNAME | HC grad? | COLLEGE | MAJOR | major_desc | degree_level |
|----|-------------|-----------|----------|---------|-------|---|--------------|
| 1 | COLE | LAUREN | | SC | BIO | Biological Science | M |
| 2 | COLUCCI | JOSEPH | y | BA | BA | Business Administration | M |
| 3 | DRAUGHON | LISA | | SC | IBIO | Integrative Biology | D |
| 4 | GARCIA | LAUREN | | ED | CEMH | Counselor Education: Mental Health | M |
| 5 | IGLESIAS | ADAM | y | SC | PSY | Psychology | M |
| 6 | KARLIN | MELISSA | y | SC | BIO | Biological Science | M |
| 7 | LALONDE | MAUREEN | y | SC | BMED | Biomedical Science | M |
| 8 | MALENCIA | KAYLEY | y | SC | BMED | Biomedical Science | M |
| 9 | OERTER, III | CHARLES | y | BA | BA | Business Administration | M |
| 10 | OLSEN | JESSICA | y | SC | BMED | Biomedical Science | M |
| 11 | PACIFIC | JUSTIN | y | SC | PSY | Psychology | D |
| 12 | PAUL | CHRISTINA | y | AL | ANTH | Anthropology | M |
| 13 | SANDFORD | SHANE | y | SC | BMED | Biomedical Science | M |
| 14 | SHULER | DANIEL | | BA | ECON | Economics | M |
| 15 | TUCKER | WALTERIA | y | AL | LLCL | Language & Linguistics: Comparative Lit | M |
| 16 | VANIK | PHYLLIS | y | AL | ENCR | English: Creative Writing | M |

Appendix I: Wilkes Honors College Student Outcomes

| | # | # HC Grads | # Active | Transfer to Boca | Left FAU | Total left | % left HC | % left FAU | MIA | Boca grads | in FAU grad prg |
|----------------------|------------|------------|------------|------------------|------------|------------|-----------|------------|-----|------------|-----------------|
| Entering 1999 | 81 | 33 | 1 | 18 | 28 | 46 | 57% | 35% | 0 | 7 | 6 |
| Entering 2000 | 94 | 38 | 3 | 24 | 25 | 49 | 52% | 27% | 4 | 5 | 5 |
| Entering 2001 | 140 | 16 | 45 | 26 | 51 | 77 | 55% | 36% | 2 | 1 | 4 |
| Entering 2002 | 102 | 7 | 43 | 22 | 30 | 52 | 51% | 29% | 0 | 3 | 0 |
| Entering 2003 | 159 | 0 | 100 | 13 | 46 | 59 | 37% | 29% | 0 | 1 | 1 |
| Entering 2004 | 165 | 0 | 149 | 5 | 11 | 16 | 10% | 7% | 0 | 0 | 0 |
| Entering 2005 | | | | | | | | | | | |
| | 741 | 94 | 341 | 108 | 191 | 299 | 40% | 26% | 6 | 17 | 16 |
| | | | | 14.6% | | | | | | | |

Notes:

MIA: "missing in action" e.g. never completed thesis

"Boca grads" indicates students transferring from HC who complete their 4-yr degree at FAU

Data obtained from HC scholarship spreadsheet and Oasis records

Data of FAU graduate enrollment from Kevin Doherty, FAU's IEA

Appendix J: Wilkes Honors College Average Class-Size for Pre-Med Freshmen

| | F99 | SP00 | F00 | SP01 | F01 | SP02 | F02 | SP03 | F03 | SP04 | F04 | SP05 |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| BSC 1010 | 29 | | 26 | | 30 | | <i>31</i> | | <i>58</i> | | <i>62</i> | |
| BSC 1011 | | 17 | | 26 | | 39 | | <i>34</i> | | <i>58</i> | | 54 |
| CHM 2045 | 23 | | 31 | | <i>46</i> | | 39 | | 63 | | 53 | |
| CHM 2046 | | 14 | | 22 | | 26 | | 35 | | 47 | | 38 |
| MAC 1147 | 11 | | 15 | | 33 | | <i>29</i> | | <i>49</i> | | <i>44</i> | |
| MAC 2311 | 23 | 12 | 15 | 14 | <i>16</i> | 28 | <i>13</i> | 11 | <i>16</i> | <i>23</i> | 36 | 20 |
| MAC 2312 | | 10 | 7 | 10 | 13 | 17 | <i>11</i> | 7 | 13 | 8 | 19 | 26 |
| PHY 2048 | | | 11 | | 25 | | <i>25</i> | | 20 | | 35 | |
| PHY 2049 | | | | 6 | | 14 | | 8 | | <i>15</i> | | 18 |
| STA 2023 | | 17 | | 28 | 32 | | <i>24</i> | 29 | 28 | <i>30</i> | 29 | 29 |
| CHM 2210 | | | 12 | | 22 | | 15 | | 33 | | 44 | |
| CHM 2211 | | | | 11 | | 20 | | 13 | | 21 | | 27 |
| Elective* | 9.5 | 8.6 | 10.5 | 10.1 | 14.6 | 13.8 | 13.9 | 12.8 | 15.1 | 14.1 | 15.1 | 16 |
| Ave class/sem** | 18.1 | 12.9 | 20.6 | 18.0 | 30.9 | 26.7 | 28.2 | 23.2 | 46.3 | 35.5 | 43.5 | 32.0 |

Notes

Enrollments for SP05 taken from Oasis, 2/23/05; other enrollments from FAU's Office of Institutional Effectiveness and Analysis

Red: average size of multiple sections

Blue: taught by non-tenure earning faculty; blue italics: multiple sections, at least one taught by non-tenure earning faculty

*Average class size of elective is based on average standard class in College that semester, excluding 3 pre-med classes; for SP05, "16" is used as estimate.

**Average class size for student taking typical premed track freshmen year: Fall: BSC 1010/CHM 2045/MAC 1147/Elective; Spring: BSC 1011/CHM 2046/MAC 2311/Elective.

Appendix K: Wilkes Honors College Non-Returning Students Summary

| | Headcount | Non>Returns for semester* | Graduates | Ave. GPA of non-returns* | # GPA<2.0* |
|-------------|-----------|---------------------------|-----------|--------------------------|------------|
| F99 | 74 | | | | |
| SP00 | 74 | 8 | | | |
| R00 | | | | | |
| F00 | 151 | 18 | | | |
| SP01 | 141 | 13 | | | |
| R01 | | | | | |
| F01 | 249 | 19 | 1 | 3.27 | 0 |
| SP02 | 221 | 36 | 4 | 2.44 | 9 |
| R02 | | | | | |
| F02 | 269 | 31 | 4 | 2.95 | 2 |
| SP03 | 253 | | 22 | | |
| R03 | | | 3 | | |
| F03 | 338 | 38 | 6 | 2.78 | 3 |
| SP04 | 305 | 30 | 34 | 2.56 | 9 |
| R04 | | | 11 | | |
| F04 | 363 | 51 | 9 | 2.71 | 8 |
| SP05 | | 36 | | 2.28 | 14 |
| R05 | | | | | |
| F05 | | | | | |
| Totals | | 280 | 94 | | 45 |

Total # of matriculants at HC: 741
 % non-returns: 37.8%

*Data taken from HC Scholarships.xls and Oasis records

