

Florida Atlantic University Wilkes Honors College

COLLEGE PERFORMANCE REVIEW

Prepared by
Dr. Nancy Poulson, Interim Dean

The purpose of this review in the Wilkes Honors College is as a College Performance Review, as required by the Florida Atlantic University (FAU) Board of Trustees (BOT). This Review is compliant with the guidelines and procedures of the BOT, included here as Attachment A.

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 2004-2005 are included here as Attachment B.

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, 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 under the guidance of faculty. 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, with its attractive low student/faculty ratio, provides an atmosphere conducive to the highest quality liberal arts education. Tutorials, one-on-one learning, small classes, and affordable state tuition distinguish the Wilkes Honors College at Florida Atlantic University from all others. The integration of the new, specially designed John D. MacArthur campus into the Abacoa community, and the recent addition of the Scripps Research Institute to the campus, offers an ideal setting for both informal and formal education, an educational opportunity usually found only in small private colleges.

The Wilkes Honors College does not have departments. Two Chairs oversee: 1) the arts and humanities; and 2) the social and natural 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 500 students.

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.

ENROLLMENT TRENDS

Undergraduate enrollments in the Wilkes Honors College continue to increase. As indicated in Section I.B4 of the CDIs, the college's annual headcount enrollments in 2004-05 totaled 388. By the standards of the National Collegiate Honors Council, these numbers would rank the FAU Wilkes Honors College as "mid-sized." Undergraduate enrollments have grown 39% since 2002-03. While

incoming freshmen class size has fluctuated, and was lower in Fall 2005 compared to the previous two years, we are observing improved retention and anticipate advances both in retention and attracting incoming classes. When the college reaches full build-out within the next several years, we anticipate having approximately 500 undergraduate students.

STUDENT DIVERSITY

The College has a strong record of performance for minorities. Of the 388 degree-seeking students enrolled during the 2004-2005 academic year, 24% were minorities. These figures for minorities are well above national averages for honors. 64% of our students are female, which is consistent with liberal arts colleges nationally.

STUDENT SATISFACTION

College results from surveys of Student Perception of Teaching (CDIs, Section E1) are better than the mean rating for the university overall, and this is true as well for the College's mean rating of satisfaction with instruction and advising. The College is known for very challenging and excellent instruction and for strong student advising, with faculty serving as advisors and overseeing senior theses, which are required for all students in the College. Regular faculty members provide instruction for a very high percentage of courses in the College (CDIs, Section B3), which is in keeping with our College's unique mission.

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.

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 seminars and colloquia. Additional information is provided in Section II C.1 of the CDIs.

SERVICE

The College is strong in terms of service, both for College and University governance, and for service to the community and the profession. In 2004-05 we had only 29 faculty present who must share the service burden of an entire College, including search committees, curriculum, academic affairs, bylaws, promotion and tenure, non-classroom learning (which approves all internships and study abroad), admissions (as faculty give input into files on the margins) and recruitment, as well as providing College representation on a multitude of university committees. 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. Additional information is available in Section III. B of the CDIs.

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, are presented in this section. They are based primarily upon productivity. The Wilkes Honors College is fortunate to have highly-competent faculty and staff.

FUNDED RESEARCH

Sponsored research at the College was reported to be \$77, 011. In addition, a number of faculty had internal grants. The majority of the faculty is in the Arts and/or Humanities areas which do not traditionally have access to major extramural grants. 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 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. There have been 32 publications in peer-reviewed venues and the publication of a scholarly book. Faculty have also involved students in research that resulted in presentations at state, regional, and national professional conferences. See Section II. C. 1-3. of CDIs.

SERVICE

All faculty in the Honors College are heavily involved in service, both for departmental, College, and University governance and for service the community and the profession. Service to the profession includes items such as review of professional books, journal articles, and research proposals; editorial positions with professional publishers; service with a wide variety of advisory groups and panels; and service to professional societies. A number of faculty serve as an editor or referee for professional journals. See Section III. C. 1-3. of Appendix B.

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

Attachment 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 Appendix A 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 A. 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

Attachment B.
2005-2006 Program Review
Honors College

I Instruction

A Assessment goals and outcomes for each degree program (reported separately)

B Input Data

B 1 Headcount, Person Years and FTE -- Overall and Devoted To Instruction

Honors College

		Honors College			College Total	University Total	
		2002-2003	2003-2004	2004-2005	2004-2005	2004-2005	
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Total Headcount	24	26	29	29	678
		Total Person-Years	23.1	23.0	24.7	24.7	605.0
		Person-Years Devoted To Instruction	15.3	14.7	15.8	15.8	364.9
		Total FTE	30.8	30.7	33.0	33.0	806.6
		FTE Devoted to Instruction	20.4	19.6	21.0	21.0	486.5
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Total Headcount	4	5	4	4	207
		Total Person-Years	3.0	3.5	3.2	3.2	164.1
		Person-Years Devoted To Instruction	3.0	3.2	3.2	3.2	129.7
		Total FTE	4.0	4.7	4.3	4.3	218.8
		FTE Devoted to Instruction	4.0	4.2	4.3	4.3	173.0
Other personnel paid on faculty pay plan	Scholar/ Scientist/ Engineer, Research Assoc, Assoc In, Asst In, Postdoc Assoc	Total Headcount					77
		Total Person-Years					55.8
		Person-Years Devoted To Instruction					4.7
		Total FTE					74.4
		FTE Devoted to Instruction					6.2
Adjuncts		Total Headcount	14	11	20	20	899
		Total Person-Years	1.5	2.1	3.6	3.6	171.6
		Person-Years Devoted To Instruction	1.5	2.1	2.6	2.6	148.3
		Total FTE	2.0	2.8	4.7	4.7	228.9
		FTE Devoted to Instruction	2.0	2.8	3.5	3.5	197.7
Graduate Assistants		Total Headcount			1	1	1,223
		Total Person-Years			0.1	0.1	319.0
		Person-Years Devoted To Instruction			0.0	0.0	175.6
		Total FTE			0.1	0.1	425.3
		FTE Devoted to Instruction			0.0	0.0	234.1
Other		Total Headcount	3	3	3	3	58
		Total Person-Years	0.2	0.4	0.3	0.3	8.1
		Person-Years Devoted To Instruction	0.2	0.4	0.3	0.3	7.0
		Total FTE	0.2	0.5	0.4	0.4	10.8
		FTE Devoted to Instruction	0.2	0.5	0.4	0.4	9.3
Total		Total Headcount	45	45	57	57	3,142
		Total Person-Years	27.8	29.0	31.9	31.9	1,323.6
		Person-Years Devoted To Instruction	20.0	20.3	21.9	21.9	830.1
		Total FTE	37.1	38.6	42.6	42.6	1,764.8
		FTE Devoted to Instruction	26.7	27.1	29.3	29.3	1,106.8

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

B 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
		2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
American Indian/Alaskan Native	Male					1
	Total					1
Asian or Pacific Islander	Female			1	1	21
	Male		1	2	2	66
	Total		1	3	3	87
Black (Not of Hispanic Origin)	Female	1	1	1	1	21
	Male					19
	Total	1	1	1	1	40
Hispanic	Female	1	1	1	1	23
	Male	1	1	1	1	21
	Total	2	2	2	2	44
White (Not of Hispanic Origin)	Female	8	7	9	9	258
	Male	16	18	16	16	383
	Total	24	25	25	25	641
Non-Resident Alien	Female		1	1	1	8
	Male	1	1	1	1	38
	Total	1	2	2	2	46
Total	Female	10	10	13	13	331
	Male	18	21	20	20	528
	Total	28	31	33	33	859

Source: Instruction and Research File

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

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity Honors College

Adjuncts		Honors College			College Total	University Total
		2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Asian or Pacific Islander	Female	1		1	1	5
	Male			1	1	10
	Total	1		2	2	15
Black (Not of Hispanic Origin)	Female					27
	Male					22
	Total					49
Hispanic	Female	1	1	1	1	21
	Male					22
	Total	1	1	1	1	43
White (Not of Hispanic Origin)	Female	7	6	11	11	361
	Male	3	3	6	6	362
	Total	10	9	17	17	723

Adjuncts		Honors College			College Total	University Total
		2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Non-Resident Alien	Female		1			2
	Male	1				7
	Total	1	1			9
Total	Female	9	8	13	13	416
	Male	4	3	7	7	423
	Total	13	11	20	20	839

Source: Instruction and Research File

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

Course Level	Type			Honors College			College Total	University Total
				2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Undergraduate	Lecture/Seminar	Sections Offered	#	190	188	193	193	5,057
			# Enrolled	2,628	3,082	3,363	3,363	155,996
			Avg Section Enrollment	13.8	16.3	17.4	17.4	30.8
		Sections Faculty-Taught	#	172	169	168	168	3,117
			%	90.5	89.9	87.0	87.0	61.6
		Lab	Sections Offered	#	18	23	27	27
			# Enrolled	266	384	426	426	13,552
			Avg Section Enrollment	14.7	16.6	15.7	15.7	17.2
	Sections Faculty-Taught		#	12	13	11	11	342
			%	66.7	56.5	40.7	40.7	43.6
	Discussion		Sections Offered	#				
			# Enrolled					3,191
			Avg Section Enrollment					24.1
		Sections Faculty-Taught	#					14
			%					10.6
		Other Course Types	Sections Offered	#	89	127	127	127
			# Enrolled	191	274	235	235	7,873
			Avg Section Enrollment	2.1	2.1	1.8	1.8	5.9
Sections Faculty-Taught	#		88	125	119	119	1,087	
	%		98.9	98.4	93.7	93.7	82.2	
Graduate	Lecture/Seminar		Sections Offered	#				
			# Enrolled					19,005
			Avg Section Enrollment					12.4
		Sections Faculty-Taught	#					1,215
			%					79.8
		Lab	Sections Offered	#				
			# Enrolled					98
			Avg Section Enrollment					6.5
	Sections Faculty-Taught		#					7
			%					46.7
	Discussion		Sections Offered	#				
			# Enrolled					3
			Avg Section Enrollment					3.0
		Sections Faculty-Taught	#					1
			%					100.0
		Other Course Types	Sections Offered	#				
			# Enrolled					3,801
			Avg Section Enrollment					2.2
	Sections Faculty-Taught		#					1,609
			%					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'

B 4 a Majors Enrolled By Level (Annual Headcount)
Honors College (Program CIP: 240199)

	Honors College			College Total	University Total
	2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Bachelors	280	348	388	388	23,858
Masters/Specialist					3,876
Doctoral					704
Unclassified					6,305
Total	280	348	388	388	34,743

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.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Honors College (Program CIP: 240199)

			Honors College			College Total	University Total
			2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Undergraduate	American Indian/Alaskan Native	Female	2	3	2	2	49
		Male					35
Total		2	3	2	2	84	
	Asian or Pacific Islander	Female	4	10	10	10	634
		Male	2	6	6	6	448
		Total	6	16	16	16	1,082
	Black (Not of Hispanic Origin)	Female	9	10	8	8	2,976
		Male	6	5	6	6	1,524
		Total	15	15	14	14	4,500
	Hispanic	Female	17	24	24	24	2,298
		Male	5	8	16	16	1,477
		Total	22	32	40	40	3,775
	White (Not of Hispanic Origin)	Female	136	165	189	189	8,016
		Male	81	97	105	105	5,388
		Total	217	262	294	294	13,404
	Non-Resident Alien	Female	7	11	14	14	474
		Male	11	9	8	8	531
		Total	18	20	22	22	1,005
	Not Reported	Female					4
		Male					4
		Total					8
Total		Female	175	223	247	247	14,451
		Male	105	125	141	141	9,407
		Total	280	348	388	388	23,858

			Honors College			College Total	University Total
			2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Graduate	American Indian/Alaskan Native	Female					6
		Male					3
		Total					9
	Asian or Pacific Islander	Female					108
		Male					81
		Total					189
	Black (Not of Hispanic Origin)	Female					343
		Male					131
		Total					474
	Hispanic	Female					314
		Male					171
		Total					485
	White (Not of Hispanic Origin)	Female					1,856
		Male					1,127
		Total					2,983
	Non-Resident Alien	Female					176
		Male					256
		Total					432
	Not Reported	Female					4
		Male					4
		Total					8
Total	Female					2,807	
	Male					1,773	
	Total					4,580	
Unclassified	American Indian/Alaskan Native	Female					13
		Male					4
		Total					17
	Asian or Pacific Islander	Female					179
		Male					135
		Total					314
	Black (Not of Hispanic Origin)	Female					717
		Male					303
		Total					1,020
	Hispanic	Female					478
		Male					260
		Total					738
	White (Not of Hispanic Origin)	Female					2,585
		Male					1,517
		Total					4,102
	Non-Resident Alien	Female					42
		Male					54
		Total					96
	Not Reported	Female					10
		Male					8
		Total					18
Total	Female					4,024	
	Male					2,281	
	Total					6,305	

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

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

	Honors College			College Total	University Total
	2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Undergraduate Total	197.7	237.1	259.4	259.4	12,454.4
Graduate Total					2,069.9
Grad I					1,786.8
Grad II					283.1
Classroom					1,924.4
Thesis-Dissertation					145.5
Grand Total	197.7	237.1	259.4	259.4	14,524.3

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.

**C 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
		2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Lower Division Undergraduate	Majors within the department	103.7	142.6	153.8	153.8	530.4
	Majors outside the department, but within the college					1,106.5
	Majors outside the college	12.4	10.8	12.6	12.6	3,070.2
	Total	116.2	153.5	166.4	166.4	4,707.2
Upper Division Undergraduate	Majors within the department	79.8	83.5	91.8	91.8	4,062.2
	Majors outside the department, but within the college					2,157.1
	Majors outside the college	1.7	0.2	1.1	1.1	1,527.9
	Total	81.5	83.7	93.0	93.0	7,747.2
Graduate	Majors within the department					1,291.7
	Majors outside the department, but within the college					382.8
	Majors outside the college					395.4
	Total					2,069.9
Total	Majors within the department	183.6	226.1	245.7	245.7	5,884.3
	Majors outside the department, but within the college					3,646.4
	Majors outside the college	14.1	11.0	13.7	13.7	4,993.5
	Total	197.7	237.1	259.4	259.4	14,524.3

Source: Student Data Course File

Based On State-Fundable Credit Hours

**C 3 Degrees Awarded
Honors College (Program CIP: 240199)**

		Honors College			College Total	University Total
		2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
	Degrees awarded with a:					
Associates	Single major				2.0	172.0
	All				2.0	172.0
Bachelors	Degrees awarded with a:					
	Single major	24.0	43.0	49.0	49.0	3,719.0
	Double or triple major					303.0
	All	24.0	43.0	49.0	49.0	4,022.0
Masters	Degrees awarded with a:					
	Single major					1,128.0
	All					1,128.0
Specialist	Degrees awarded with a:					
	Single major					19.0
	All					19.0
Doctorate	Degrees awarded with a:					
	Single major					57.0
	All					57.0
Total	Degrees awarded with a:					
	Single major	24.0	43.0	49.0	51.0	5,095.0
	Double or triple major					303.0
	All	24.0	43.0	49.0	51.0	5,398.0

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

D 1 Annualized FTE Produced Per Instructional Person-Year Honors College

	Honors College			College Total	University Total
	2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Undergraduate	9.9	11.7	11.8	11.8	15.0
Graduate					2.5
Total	9.9	11.7	11.8	11.8	17.5

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from all personnel categories.

Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

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

	Honors College			College Total	University Total
	2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Associates	0	0	0	0.1	0.3
Bachelors	1.3	2.4	2.6	2.6	8.1
Masters	0	0	0	0	2.3
Specialist	0	0	0	0	0.0
Doctorate	0	0	0	0	0.1
Total	1.3	2.4	2.6	2.7	10.9

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 (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Effectiveness Data

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

		Honors College			College Total	University Total
		2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
Undergraduate	# Sections	189	194	209	209	5,755
	Mean Rating	1.6	1.5	1.5	1.5	1.7
Graduate	# Sections					1,103
	Mean Rating					1.6
Total	# Sections	189	194	209	209	6,858
	Mean Rating	1.6	1.5	1.5	1.5	1.7

Scale 1=Excellent 5=Poor

Source: Student Perception of Teaching Results

E 2 Mean Rating of Satisfaction With Instruction & Advising In Program Honors College

			Honors College			College Total	University Total
			2000-2001	2002-2003	2004-2005	2004-2005	2004-2005
Student Level							
Undergraduate	Quality of courses in degree program	# Responses	72	20	118	118	2,267
		Mean	3.3	3.5	3.2	3.2	3.0
	Quality of instructors in degree program	# Responses	73	20	117	117	2,215
		Mean	3.6	3.4	3.3	3.3	3.0
	Quality of advising in college advising office	# Responses	48	17	94	94	1,982
		Mean	2.7	2.8	2.9	2.9	2.8
Graduate	Quality of advising by faculty	# Responses	73	19	109	109	1,830
		Mean	3.0	3.1	3.0	3.0	2.9
	Quality of courses in degree program	# Responses					745
		Mean					3.1
	Quality of instructors in degree program	# Responses					731
		Mean					3.2
Graduate	Quality of advising in college advising office	# Responses					485
		Mean					2.7
	Quality of advising by faculty	# Responses					570
		Mean					3.0

Scale 1=Poor 4=Excellent

Source: Student Satisfaction Survey

II. Research, Creative & Scholarly Activities

A Assessment Goals and Outcomes for Research (reported separately)

B 1 Faculty Person Years and FTE Devoted to Research

Honors College

			Honors College			College Total	University Total	
			2002-2003	2003-2004	2004-2005	2004-2005	2004-2005	
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	3.6	3.2	3.3	3.3	86.7
			FTE	4.8	4.3	4.3	4.3	115.6
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years		0.3			5.1
			FTE		0.4			6.7
	Other personnel paid on faculty pay plan	.	Person-Years					1.5
			FTE					2.0
Total		Person-Years	3.6	3.5	3.3	3.3	93.3	
		FTE	4.8	4.7	4.3	4.3	124.4	
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.1	0.6	0.7	0.7	34.8
			FTE	0.1	0.9	0.9	0.9	46.4
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years					9.6
			FTE					12.7
	Other personnel paid on faculty pay plan	.	Person-Years					46.5
			FTE					62.1
	Total		Person-Years	0.1	0.6	0.7	0.7	90.9
			FTE	0.1	0.9	0.9	0.9	121.2

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

C 1-9 Research/Scholarly Productivity Honors College

		Honors College			College Total	University Total
		2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
1. Books (including monographs & compositions)	#	1	4	1	1	139
2. Other peer-reviewed publications	#	33	43	32	32	1,096
3. All other publications	#	8	9	3	3	424
4. Presentations at professional meetings or conferences	#	37	51	46	46	1,350
5. Productions/Performances/Exhibitions	#	2	4	0	0	170
6. Grant Proposals Submitted	#	7	9	8	8	614
Sponsored Research & Program Expenditures						
7. Organized Research	#			\$77,011	\$77,011	\$23,005,125
8. Sponsored Instruction	#			\$0	\$0	\$3,224,452
9. Other Sponsored Activities	#			\$0	\$0	\$10,397,713

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

Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation.

University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library). Sponsored Research and Program Expenditures excludes expenditures by units outside the University's Colleges (e.g., Library, Henderson School).

Organized Research: All research and development activities of an institution that are separately budgeted and accounted for.

Sponsored Instruction: Instructional or training activity established by grant, contract, or cooperative agreement.

Other Sponsored Activities: Programs and projects financed by Federal and non Federal agencies and organizations which involve the performance of work other than instruction and organized research (e.g., health or community service projects).

**D 1-9 Efficiency Data
Honors College**

	Honors College			College Total	University Total
	2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
1. Books (including monographs & compositions) per faculty member	0.0	0.2	0.0	0.0	0.2
2. Other peer-review publications per faculty member	1.4	1.7	1.1	1.1	1.6
3. All other publications per faculty member	0.3	0.3	0.1	0.1	0.6
4. Presentations at professional meetings or conferences per faculty member	1.5	2.0	1.6	1.6	2.0
5. Productions/Performances/Exhibitions per faculty member	0.1	0.2	0.0	0.0	0.3
6. Grant proposals submitted per faculty member	0.3	0.3	0.3	0.3	0.9
Sponsored Research & Program Expenditures					
7. Organized research expenditures per faculty member			\$2,656	\$2,656	\$33,931
8. Sponsored instruction expenditures per faculty member			\$0	\$0	\$4,756
9. Other sponsored activity expenditures per faculty member			\$0	\$0	\$15,336

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

III. Service

A Assessment Goals and Outcomes for Service (reported separately)

B 1-3 Service Productivity

Honors College

		Honors College			College Total	University Total
		2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
1. Faculty memberships on department, college or university committees	#	122	100	110	110	2,069
2. Faculty memberships on community or professional committees	#	26	36	29	29	915
3. Faculty serving as editors or referees for professional publications	#	9	9	7	7	648

Source: College Dean's Offices

**C 1-3 Efficiency Data
Honors College**

	Honors College			College Total	University Total
	2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
1. Faculty memberships on department, college or university committees per faculty member	5.1	3.8	3.8	3.8	3.1
2. Faculty memberships on community or professional committees per faculty member	1.1	1.4	1.0	1.0	1.3
3. Faculty serving as editors or referees for professional publications per faculty member	0.4	0.3	0.2	0.2	1.0

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