



University of
West Florida

PROGRAM REVIEW
EXECUTIVE SUMMARY
2006 - 2007

Honors Program
College of Arts and Sciences

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Honors Program Review

Executive Summary

2006-2007

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**CONFIRMATION OF PROCESSES
FOR
ACADEMIC PROGRAM REVIEW**

I hereby confirm that the enclosed program review for Honors has included all processes outlined in Board of Governors requirements:

- a delineation of the specific academic programs (with levels) that were included in review
- a brief description of the nature of the review and whether it was part of an accreditation review or self-study with external consultant
- directory information on the external consultant
- a synopsis of actions taken as a result of earlier program reviews
- a copy of the Academic Learning Compact for each reviewed baccalaureate degree program
- a summary of program strengths, weaknesses, opportunities, and threats (SWOTs)
- recommendations based on review findings.

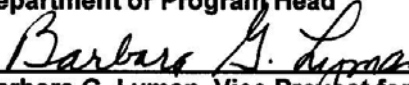
These items are included in the Executive Summary. Further, each program review was conducted according to University of West Florida approved university policy.



Department or Program Head

6/30/07


Date



Barbara G. Lyman, Vice Provost for
Programs and Planning

6-5-07

Date



John C. Cavanaugh, UWF President

6/25/07

Date

Executive Summary

Program Review Report—Executive Summary

THE UNIVERSITY OF WEST FLORIDA

Academic Program Review
Executive Summary

Department/Division: University Honors Program

Chair: Dr. Gregory W. Lanier

Review Dates: January 25 and 26, 2007

Programs Reviewed:

No CIP Baccalaureate University Honors Program

Brief Description of Program:

The mission of the University Honors Program (UHP) at the University of West Florida is to provide enhanced educational and extracurricular opportunities for superior students by providing creative ways for Honors students to achieve Areté, (Excellence), Téchne (Skill), and Sophía (Wisdom), and by conforming to the guidelines for Honors Programs set forth by the National Collegiate Honors Council (NCHC). The UHP provides a full, four-year program of academic, leadership, and personal enrichment opportunities for superior UWF students through a rigorous 24 semester hour curriculum and numerous outside of the classroom events.

The purpose of the University Honors Program is to provide a challenging academic and “whole life” context that challenges and inspires Honors students to excel.

Nature of the Program Review:

This was the first formal program review of the University Honors Program ever conducted. The UHP is now included on the normal 7-year rotation of program reviews, and the next Honors Program Review will occur during the 2013-2014 academic year. In its form, this review was a self-study along with review by external consultants from the National Collegiate Honors Council (NCHC). Although not an official accrediting body, the NCHC does have published guidelines for the “Basic Characteristics of an Honors Program” that establish uniform and national performance standards for Honors Programs. The external reviewers held the University Honors Program at UWF accountable to the NCHC standards.

External Consultants:

The UHP Program Review was conducted by Dr. Robert L. (Bob) Spurrier, Jr., Director of The Honors College and Professor of Political Science at Oklahoma State University, and by Dr. Katherine E. M. Bruce, Director of the University of North Carolina Wilmington Honors Scholars Program and Professor of Psychology at the University of North Carolina Wilmington.

Dr. Spurrier is a past president of the National Collegiate Honors Council (NCHC) who has written numerous articles about honors education and administration that have appeared in *Forum for Honors*, *The National Honors Report*, and the *Journal of the National Collegiate Honors Council* since becoming involved with honors administration at Oklahoma State in 1988. Most recently, he coauthored the NCHC's monograph entitled *Evaluating Honors Programs and Honors Colleges: A Practical Handbook* (2005). An NCHC Recommended Site Visitor, Dr. Spurrier has served as an external reviewer or consultant for Honors Programs and Honors Colleges across the United States on more than 25 occasions since 1998. Dr. Spurrier can be reached at:

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Oklahoma State University
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FAX: (405) 744-6839
E-mail: robert.spurrier@okstate.edu

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(405) 844-7800

Dr. Bruce is the current President of the National Collegiate Honors Council who has published widely on Honors education and the psychology of behavior. She also serves as the director of the Center for the Support of Undergraduate Research and Fellowships and has been very active in Honors at the state, regional and national level, and have held or hold offices in each Council. Like Dr. Spurrier, Dr. Bruce is an NCHC Recommended Site Visitor. Dr. Bruce can be reached at:

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Kure Beach, NC 28449
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Synopsis of Prior Actions

Since this was the first Program Review for the University Honors Program, there are no prior actions to report.

Honors Learning Compact

The Honors Learning Compact, Assessment Plan, and Student Learning Outcomes--as well as their use in feedback to improve the University Honors

Program--were regarded as cutting-edge national models of excellence by the external reviewers:

The University Honors Program has been very responsive to the strategic goals of the University as a whole. Especially in the areas of assessment and student retention, the UHP is a clear leader on campus. Like other states, Florida is concerned about assessment of higher education programs, and the assessment plan at UWF appears innovative and responsive. Assessment was a key feature of the self-study report for the University Honors Program. For the past two years, the UHP has used pointed survey instruments to assess critical student learning outcomes. More importantly, the UHP self-study shows how the results are used to help shape the curriculum. Clearly, the UHP is a model for assessment at the UWF. The director is a champion of the approach and has extended his expertise to the regional and national level in honors education. (p. 4)

University Honors Program Honors Learning Compact

Mission Statement

The University Honors Program offers enhanced educational opportunities for superior students at The University of West Florida by providing creative ways for Honors students to achieve Areté, (Excellence), Téchne (Skill), and Sophía (Wisdom), and by conforming to the guidelines for Honors Programs as set forth by the National Collegiate Honors Council (NCHC).

Student Assessment

Students wishing to achieve the status of University Honors Scholars will be assessed through their performance in the sequence of Honors Core classes. In Great Books 1, quizzes and short answer questions will be used to assess progress in the areas of Critical Thinking and Communication. Formal papers and presentations in the Honors Seminars will be used to assess progress in the areas of Content, Critical Thinking, Communication, and Integrity/Values. The Honors Thesis, a demanding and discipline-specific capstone project, will be used to assess overall achievement in all five domains.

Student Learning Outcomes

University Honors Scholars should be able to:

Content

- Appraise the knowledge, concepts, techniques, and methodology appropriate to the discipline of the Honors Thesis
- Identify major issues, debates, or approaches appropriate to the discipline of the Honors Thesis
- Synthesize complex information appropriate to the discipline of the Honors Thesis
- Develop an argument or project and defend or present it appropriately in accordance with the methods of the discipline of the Honors Thesis

Critical Thinking

- Exhibit discipline-based and/or cross-discipline-based higher order thinking skills
- Select and organize credible evidence to support converging arguments
- Solve discipline-based and/or cross-discipline-based problems using strategies appropriate to the subject of the Honors Seminar or Honors Thesis

Communication

- Communicate effectively in on-on-one or group contexts
- Express ideas and concepts precisely and persuasively in multiple formats
- Employ writing conventions suitable to the research method and/or creative process of the subject of the Honors Seminar or Honors Thesis

Integrity/Values

- Practice civic engagement through Honors-related service activities
- Practice appropriate standards related to respect for intellectual property
- Practice appropriate professional standards of behavior

Project Management

- Exhibit disciplined work habits as an individual
- Apply discipline-based and/or cross-discipline-based knowledge to design a problem-solving strategy
- Conceive, plan, and execute a high-quality research and/or creative capstone project in the appropriate disciplinary or multi-disciplinary context

Assessment Plan

Student Assessment

Students wishing to achieve the status of University Honors Scholars will be assessed through their performance in the sequence of Honors Core classes: Great Books 1, the Honors Seminar, and most particularly the Honors Thesis, a demanding and discipline-specific capstone project.

Method

Faculty teaching Honors courses are sent the assessment sheets reproduced below at the conclusion of the term. Additionally, Honors Alumni are sent the attached Alumni Survey. The collected data is collated, analyzed, and stored by the Honors Office. Copies of the forms used to collect the raw data can be found in Appendix 11.

Assessment Matrix

The matrix below indicates how the Honors Student Learning Outcomes are embedded within the Honors curriculum.

University Honors Program Assessment Matrix

	Thesis	Seminar	Great Books	Survey
Content				X
Demonstrate mastery of the research procedures and/or artistic processes appropriate to the discipline of the Honors Thesis.	X			X
Demonstrate mastery of the knowledge, concepts, techniques, and principles appropriate to the discipline of the Honors Thesis	X			X
Critical Thinking				
Exhibit discipline-based and/or cross-discipline-based higher order thinking skills.	X	X	X	X
Select and organize credible evidence to support converging arguments.	X	X	X	X

Solve discipline-based and/or cross-discipline-based problems using strategies appropriate to the subject of the Honors Seminar or Honors Thesis	X	X	X
--	---	---	---

Communication

Communicate effectively in one-on-one and/or group contexts.		X	X
--	--	---	---

Express ideas and concepts precisely and persuasively in multiple formats.		X	X
--	--	---	---

Employ writing conventions suitable to the research method and/or creative process of the subject of the Honors Seminar or Honors Thesis.	X	X	X
---	---	---	---

Integrity/Ethics

Demonstrate an active commitment to civic engagement through service		X	X
--	--	---	---

Practice appropriate professional standards of behavior.	X	X	X
--	---	---	---

Practice appropriate standards related to respect for intellectual property and professional behavior	X	X	X
---	---	---	---

Project Management

Exhibit disciplined work habits as an individual.	X	X	X
---	---	---	---

Apply discipline-based and/or cross-discipline based knowledge to design a problem-solving strategy.	X	X	X
--	---	---	---

Demonstrate the ability to conceive, plan, and execute a high-quality research and/or creative activity capstone project in the appropriate disciplinary or multi-disciplinary context.	X	X	X
---	---	---	---

Student Learning Outcomes and Assessments

Domain^c (check one)	<input checked="" type="checkbox"/> Content	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Communication
	<input type="checkbox"/> Integrity/Values	<input type="checkbox"/> Project Management	<input type="checkbox"/> Discipline-specific ALC

Student Learning Outcome^d

Demonstrate mastery of the research procedures and/or artistic processes appropriate to the discipline of the Honors Thesis

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses

Summary of Assessment Results^f

The data suggests that this SLO is clearly being met. The directors of the 24 Honors Thesis report that 62.5% of the students exceeded expectations in this area, and that 37.5% of the students met expectations in this area (a total of 100%).

Domain^c
(check one) **Content** **Critical Thinking** **Communication**
 Integrity/Values **Project Management** **Discipline-specific ALC**

Student Learning Outcome^d

Demonstrate mastery of the knowledge, concepts, techniques, and principles appropriate to the discipline of the Honors Thesis

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses

Summary of Assessment Results^f

The data suggests that this SLO is clearly being met. The directors of the 24 Honors Thesis report that 58.3% of the students exceeded expectations in this area, and that 41.7% of the students met expectations in this area (again, a total of 100%).

Domain^c
(check one) **Content** **Critical Thinking** **Communication**
 Integrity/Values **Project Management** **Discipline-specific ALC**

Student Learning Outcome^d

Exhibit discipline-based and/or cross discipline-based higher order thinking skills

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses, instructors of Honors Seminars, and the Great Books 1 instructor

Summary of Assessment Results^f

The data from the three assessment points suggests that students master this SLO over time, and thus the SLO is clearly being met. The data from the Great Books 1 class (freshman level) indicates that 31.9% of the students exceed expectations in this area, that 62.9% meet expectations, and that 5.2% fail to meet expectations. But by the senior year, things have turned around. The data from the Honors Theses show that 62.5% exceed, 33.3% meet, and that 4.2% fail to meet (the Honors Seminar, most often taken by sophomores and juniors, reflects data that is almost exactly medial: 51.3% exceed, 41.0 meet, and 7.7% fail to meet). Thus the data evinces that students develop their higher order thinking skills over time, just as many would expect.

Domain^c
(check one) **Content** **Critical Thinking** **Communication**
 Integrity/Values **Project Management** **Discipline-specific ALC**

Student Learning Outcome^d

Select and organize credible evidence to support converging arguments

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses, instructors of Honors Seminars, and the Great Books 1 instructor

Summary of Assessment Results^f

As with the previous SLO, the data from the three assessment points suggests that students master this SLO over time; again, the SLO is being met. The data from the Great Books 1 class (freshman level) indicates that 37.1% of the students exceed expectations in this area, that 57.8% meet expectations, and that 5.2% fail to meet expectations. But by the senior year, things again have turned around. The data from the Honors Theses show that 54.2% exceed, 45.8% meet, and none failed to meet. Once again, the Honors Seminar, most often taken by sophomores and juniors, reflects data that is medial: 43.6% exceed, 46.2% meet, and 10.3% fail to meet. Thus the data evinces that students improve their ability to select and organize evidence over time, just as many would expect.

Domain^c
(check one) **Content** **Critical Thinking** **Communication**
 Integrity/Values **Project Management** **Discipline-specific ALC**

Student Learning Outcome^d

Solve discipline-based and/or cross discipline-based problems using strategies appropriated to the

subject of the Honors Thesis

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses and the instructors of Honors Seminars

Summary of Assessment Results^f

The data from the Honors Thesis and Honors Seminars indicates that this SLO is being met: in total, 49.2% of students exceeded expectations in this area, 46.0% met expectations, and only 4.8% failed to meet expectations.

Domain^c
(check one)

Content **Critical Thinking** **Communication**
 Integrity/Values **Project Management** **Discipline-specific ALC**

Student Learning Outcome^d

Communicate effectively in on-on-one or group contexts

Method(s) of Assessment^e

Direct assessments by instructors of Honors Seminars

Summary of Assessment Results^f

The data shows that 38.5% of Honors students exceeded expectations in this area, 56.4% met expectations, and 5.1% failed to meet expectations. The percentage of students who exceeded expectations in this area is lower than one might like.

Domain^c
(check one)

Content **Critical Thinking** **Communication**
 Integrity/Values **Project Management** **Discipline-specific ALC**

Student Learning Outcome^d

Express ideas and concepts precisely and persuasively in multiple formats arguments

Method(s) of Assessment^e

Direct assessments by instructors of Honors Seminars and the Great Books 1 instructor

Summary of Assessment Results^f

The data shows that 33.1% of Honors students exceeded expectations in this area, 49.4% met expectations, and 17.5% failed to meet expectations. The percentage of students who exceeded expectations in this area is lower than one might like, particularly in the lower division area.

Domain^c
(check one)

Content **Critical Thinking** **Communication**
 Integrity/Values **Project Management** **Discipline-specific ALC**

Student Learning Outcome^d

Employ writing conventions suitable to the research method and/or creative process of the subject of the Honors Seminar or Honors Thesis

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses, instructors of Honors Seminars

Summary of Assessment Results^f

The data shows that 40.3% of Honors students exceeded expectations in this area, 56.5% met expectations, and 3.2% failed to meet expectations. The percentage of students who exceeded expectations in this area might indicate that some coaching in writing the Thesis might be necessary.

Domain^c
(check one)

Content **Critical Thinking** **Communication**
 Integrity/Values **Project Management** **Discipline-specific ALC**

Student Learning Outcome^d

Practice appropriate professional standards of behavior

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses and the instructors of Honors Seminars

Summary of Assessment Results^f

The data shows that 52.4% of Honors students exceeded expectations in this area, 44.4% met expectations, and 3.2% failed to meet expectations. This SLO is being met in general.

Domain^c
(check one)

<input type="checkbox"/> Content	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Communication
<input checked="" type="checkbox"/> Integrity/Values	<input type="checkbox"/> Project Management	<input type="checkbox"/> Discipline-specific ALC

Student Learning Outcome^d

Practice appropriate standards related to respect for intellectual property

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses and the instructors of Honors Seminars

Summary of Assessment Results^f

The data shows that 55.6% of Honors students exceeded expectations in this area, 42.9% met expectations, and only 1.6% failed to meet expectations. This SLO is being met in general.

Domain^c
(check one)

<input type="checkbox"/> Content	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Communication
<input type="checkbox"/> Integrity/Values	<input checked="" type="checkbox"/> Project Management	<input type="checkbox"/> Discipline-specific ALC

Student Learning Outcome^d

Exhibit disciplined work habits as an individual

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses

Summary of Assessment Results^f

The data shows that 58.3% of Honors students exceeded expectations in this area, 37.5% met expectations, and only 4.2% failed to meet expectations. This SLO indicates that Honors students in general are very motivated and responsible.

Domain^c
(check one)

<input type="checkbox"/> Content	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Communication
<input type="checkbox"/> Integrity/Values	<input checked="" type="checkbox"/> Project Management	<input type="checkbox"/> Discipline-specific ALC

Student Learning Outcome^d

Apply discipline-based and/or cross-discipline-based knowledge to design a problem-solving strategy

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses

Summary of Assessment Results^f

The data shows that 62.5% of Honors students exceeded expectations in this area, 37.5% met expectations, and none failed to meet expectations. This SLO indicates that Honors students in general perform very well indeed on the complex tasks associated with writing and Honors Thesis.

Domain^c
(check one)

<input type="checkbox"/> Content	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Communication
<input type="checkbox"/> Integrity/Values	<input checked="" type="checkbox"/> Project Management	<input type="checkbox"/> Discipline-specific ALC

Student Learning Outcome^d

Demonstrate the ability to conceive, plan, and execute a high-quality research and/or creative capstone project in the appropriate disciplinary or multi-disciplinary context

Method(s) of Assessment^e

Direct assessments by directors of Honors Theses

Summary of Assessment Results^f

The data shows that 62.5% of Honors students exceeded expectations in this area, 37.5% met expectations, and none failed to meet expectations. This SLO indicates that Honors students in general perform very well indeed on the complex tasks associated with writing and Honors Thesis.

Use of Assessment Results to Improve Program⁹

The data suggests that there may be a weakness in preparing students for the task of writing since the scores in the area of Communication are not quite as strong as in other areas. Perhaps we need to consider specific tasks that stress writing, powerpoint presentations, oral presentations be incorporated formally into Honors Seminars. We also need to consider how to keep sharpening the critical thinking skills of the students over the course of their education, although it is clear that the students who produce an Honors Thesis achieve a very high level of ability by their senior year.

Research Outcomes/Outputs and Assessments

N/A—Honors is not a Department and does not have specifically assigned faculty.

Service Outcomes/Outputs and Assessments

N/A—Honors is not a Department and does not have specifically assigned faculty.

Enrollment Trends (7 years; for each program)

Year	Headcount	Honors Scholar Graduates
2002	362	9
2003	399	14
2004	432	15
2005	429	26
2006	457	28

Curriculum

2000 to 2007 Catalog Year

- 3.0 G.P.A (24 sh)
1. LIT 1110 Great Books 1
 2. Honors Lower-division Elective 1
 3. Honors Lower-division Elective 2
 4. Honors Lower-division Elective 3
 5. IDH 403x Honors Seminar
 6. Upper-division Honors Elective or Honors Seminar
 7. Upper-division Honors Elective or Honors Seminar or University Honors Research Project
 8. IDH 4970 Honors Thesis
 9. Complete 40 hours of volunteer credit certified through the Jason Quest office and participate in at least one Honors Council Service event (the hours earned during the Honors Council Service event count toward the 40 hour total).

2007 Catalog Year to Present

- 3.25 G.P.A (27 sh)
1. LIT 1110 Great Books 1
 2. Honors Lower-division Elective 1
 3. Honors Lower-division Elective 2
 4. Honors Lower-division Elective 3
 5. IDH 403x Honors Seminar 1
 6. IDH 403x Honors Seminar 2
 7. Upper-division Honors Elective or Honors Seminar
 8. Upper-division Honors Elective or Honors Seminar or University Honors Research Project
 9. IDH 4970 Honors Thesis

10. Complete 40 hours of volunteer credit certified through the Jason Quest office and participate in at least one Honors Council Service event (the hours earned during the Honors Council Service event count toward the 40 hour total).

Statutory Mandates

N/A

Articulation with Feeder Institutions

Articulation agreements with PJC, OWC, Hillsborough CC, Valencia CC, Miami-Dade, CC, and USF. Sample Articulation agreement below:

Articulation Agreement

The University of West Florida
and
Pensacola Junior College

Students from Pensacola Junior College who participate in the Robinson Honors Program and who plan to transfer to the University of West Florida and seek admission to the University Honors Program at UWF must submit the following:

1. *A UWF University Honors Program application.*
2. *An overall G.P.A. of 3.25 earned at Pensacola Junior College.*
3. *A letter of recommendation from the Pensacola Junior College Honors Director.*

All students who meet these criteria will be automatically admitted to the University Honors Program at UWF, and, upon satisfactory completion of the University Honors Program requirement stipulated below, these students will graduate as University of West Florida Honors Scholars.

Students entering The University Honors Program at UWF with more than 60 sh and who have completed all General Studies requirements or earned an AA degree must satisfy the following requirements:

1. *IDH 403x Honors Seminar 1*
2. *IDH 403x Honors Seminar 2*
3. *Upper-division Honors Elective or Honors Seminar*
4. *Upper-division Honors Elective or Honors Seminar or University Honors Research Project*
5. *IDH 4970 Honors Thesis*
6. *Complete 20 hours of volunteer credit certified through the Center for Learning through Organized Volunteer Efforts (CLOVE) office and participate in at least one Honors Council Service event (the hours earned during the Honors Council Service event count toward the 20-hour total).*

Accreditation Status

N/A – Honors has no accrediting agency as of this date.

Responses to Recommendations from Previous Reviews

N/A – This is the first Honors Program Review Report

Sufficiency of Resources and Support Services

To quote directly from the University Honors Program External Review Report,

“Although the University Honors Program has exemplary leadership, fine students, and a number of committed faculty members, it is under-funded, under-appreciated outside the College of Arts and Sciences, and housed in clearly inadequate facilities. It could be argued that the University Honors Program has suffered through a period of “benign neglect” from the university’s central administration, but we hope that with President Cavanaugh’s vision of making the University of West Florida the best regional comprehensive university in the United States the University Honors Program will assume its rightful position.” (p. 1)

Strengths/Weaknesses/Opportunities/Threats**Strengths:**

- Exemplary leadership
- Nationally and regionally recognized by the Honors community for excellence
- Cutting edge model of a First Year Experience for Honors students
- A valuable recruiting tool
- Honors student retention nearly twice that of University rate
- Honors assessment methods are the national model
- Strong Honors student leadership, commitment and engagement
- Honors students strongly committed to academic excellence
- Honors students widely recognized on campus for excellence
- Strong faculty commitment from Arts and Sciences faculty
- Strong sense of community among students
- Challenging and appropriate curriculum

Weaknesses:

- Woefully inadequate budget (second lowest in the nation)
- No OPS budget to compensate Honors teaching
- Inadequate and unattractive physical facilities
- Lack of full-time director
- Honors director does not report to the Chief Academic Officer
- Inadequate staffing
- Honors retention GPA too low (already raised from 3.0 to 3.25)
- Insufficient “buy-in” for Honors from Business and Professional Studies
- Insufficient number of Honors seminars

Opportunities:

- Honors could relocate to the first floor of Pace Hall (Housing supportive)

- Honors could expand its recruiting efforts
- Honors could become the model for first-year retention practices
- Incorporate Honors-related activities into Annual Evaluation process

Threats:

- Lack of funding
- Lack of funding
- Faculty Senate hostile to Honors
- Lack of funding for move to Pace Hall
- Business and Professional Studies remain indifferent to Honors
- New academic leadership indifferent to Honors

Recommendations from Current Review

Review Team Recommendations:

1. That Dr. Lanier’s assignment be made full-time for the University Honors Program.
2. That the University Honors Program Director report directly to the Provost.
3. That Ms. Hesse’s title be made consistent with her responsibilities—namely, Assistant Director.
4. That at least one full-time honors advisor be hired.
5. That a faculty UHP Associate Director’s position be created for the purpose of major scholarship (Rhodes, Marshall, etc.) preparation.
6. That the UHP receive a substantial increase in budgetary resources for additional honors courses.

Benchmark data in terms of \$\$/number of Honors students in the Honors program:

- *Texas Tech University:* \$1,200/student
- *Central Michigan University:* \$1,000/student
- *Valencia Community College:* \$1,000/student
- *UNC Wilmington:* \$1,000/student
- *Oklahoma State University:* \$700/student
- *University of West Florida:* \$414/student

7. That the UHP fund special honors courses and seminars (by providing released-time funding to the departments), but that the academic departments fund the first honors section of regular disciplinary courses from their own budgets with the Honors Program providing funding for additional honors sections if needed.
8. That a weighted system for SCH generation be developed for honors courses.
9. That the Honors Director be given the authority to determine who will teach honors courses, regardless of the funding method.
10. That the administrative offices and informal space for the UHP be moved immediately to the first floor of Pace Hall as an interim solution to the Honors space problem.
11. That Pace Hall become an Honors-only residence hall as soon as feasible.
12. That at least one “smart” classroom dedicated to honors sections or seminars be incorporated into Pace Hall.
13. That the University Honors program administrative, teaching, and residence spaces all be relocated to a new, centrally located “living and learning” complex as soon as one can be built.
14. That the GPA required for retention in the UHP be increased to the 3.25-3.5 range.
15. That Honors by Contracts be limited to 3000 and 4000-level courses.
16. That the UHP add a second required Honors Seminar (thus increasing the total number of hours of required Honors coursework from 24 sh to 27 sh).
17. That Honors students be required to present and defend the thesis at a public and formal presentation.

- 18. That the University of West Florida begin to plan in earnest for the transition from University Honors Program to University Honors College as soon as is feasible.**
- 19. That the President of the University personally convene a campus-wide meeting of all faculty and administrators who were undergraduate honors students or who have taught honors courses (at the University of West Florida or elsewhere) to spell out the university's commitment to its honors students.**
- 20. That faculty and administrators discuss ways in which honors teaching and honors thesis supervision can be built into the faculty appraisal, promotion, and tenure policies of the university.**
- 21. *That the UHP identify and recognize faculty who teach honors courses and supervise honors theses, and who are thus particularly invested in the honors program.***
- 22. That UWF bring at least one NCHC Recommended Site Visitor to campus in AY 2008-2009 to monitor progress toward implementing the recommendations.**