

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

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

Goal 5: To increase the number of prestige scholarship applications among students on the Jupiter campus. The WHC will implement an identifica

of undergraduate studies and OURI. Given the WHC's recent success with National Merit Scholar recruitment (with 11 in the incoming 2019 Fall cohort), we anticipate a significant increase in prestige scholarship applications from our students. Our goal is to work closely with the new prestige scholarship committee **to generate a minimum of 25 applications for prestige scholarships from WHC students over the next five years.**

Goal 6: To promote pedagogical innovations across campus and the university. The WHC