



Honors Program *Annual Report*

2008-09

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	Page
I. EXECUTIVE SUMMARY	1
A. Introduction	1
B. Vision	1
C. Mission.....	1
D. Overview of Significant Accomplishments/Outcomes.....	1
1. Programs, Initiatives and Activities	
2. Research	
3. Interdisciplinary and Inter-institutional Collaboration	
4. Enrollment	
5. Students/Scholarships/Fellowships	
6. Outreach & Engagement	
E. Goals for Upcoming Year (2009-2010)	6
II. OVERVIEW OF THE UNIT	7
A. Overview of the Unit's Strategies/Role in the University and Futures	7
B. Number of Current Faculty and/or Staff	8
C. Number of New Employees/Faculty/Staff	8
D. Advisory Board Members.....	9
E. Basic structure – Organizational chart.....	9
III. KEY GOALS	11
A. 2008-2009	11
1. Statement of Each Goal	
2. Key Indicators of Progress	
3. Outcomes/Results of Goals	
4. Data Summary and Productivity Measures for the Schools/Colleges (i.e., enrolment, graduation, and retention data highlighting the best in the Departments and progress towards goals)	
5. New Faculty and Administrators as Related to Goals of Capacity Building	
IV. MOST SIGNIFICANT ACCOMPLISHMENTS	18
A. Learning	18
1. Innovations in Pedagogy Implemented Including the Use of Information and Instructional Technology	
2. Accreditation/Licensure Reviews	
3. Facilities Updates	
4. Faculty Awards and Promotion	
5. Student Honors/Scholarships/Fellowships	
6. Alumni and Employer Feedback	
7. Summary of Student Opinion Form Ratings	
8. Building Academic Excellence	

TABLE OF CONTENTS, con't

	Page
B. Discovery	18
1. New Research Awards	
2. Scholarly Productivity	
3. Professional Growth and Development – Faculty and Staff	
C. Outreach and Access Activities	19
1. Outreach and Access Activities	
2. New Collaborations/Partnerships	
3. Student Activities – Organized Student Activities and Groups: Sophomore/senior survey results	
4. Staff Activities in Support of Learning, Discovery, and Engagement	
D. Retention	21
1. 3-4 Major Retention Goals – With Accompanying Strategies And Outcomes/Results Achieved	
V. GOALS FOR UPCOMING YEAR 2009-2010	22
A. Key Indicators of Progress	22
VI. APPENDICES – Supporting Data	27
A. Faculty Data by Department	27
1. Tenure Density by Age/Gender/Ethnicity	
2. Award and Professional Recognition	
3. New Research/Scholarship Initiatives	
4. Scholarly Productivity of Faculty – papers, articles, books, presentations, performances	
B. Student Enrollment Management Data by Department and Major	27
1. Enrollment, Retention and Graduation Rates	
2. SCHs Generated per Program	
C. Student Activity Data	28
1. Awards/Scholarships/Fellowships/Honors	
2. Major Employers of Students	
3. Internships and Co-ops	
4. Other Relevant/Appropriate Data	
D. Listing of Public Service Activities	28

I. EXECUTIVE SUMMARY

A. Introduction

The **Honors Program** offers academically talented and highly motivated students an opportunity to enjoy the best education A&T has to offer regardless of a student's academic discipline. What makes the **Honors Program** experience superior is the blend of low enrollment courses coupled with a wide range of enrichment activities that promote the following: intellectual growth; cultural awareness; leadership development; professional enhancement; preparation for graduate/professional school; and enhanced career and professional preparation. Every aspect of the Honors Program provides special opportunities for qualified students to grow intellectually through contact with a community of Honors students and faculty scholars.

B. Vision

The vision of the Honors Program is to become the preeminent Honors College that is the hallmark of academic excellence; that attracts, engages, and prepares academically talented students to become successful professionals, scholars, and global citizens; and that promotes intellectual growth and vitality within the campus community.

C. Mission

The mission of the Honors Program is to offer high achieving and motivated undergraduates the opportunity to participate in student-centered learning experiences that promote intellectual growth, cultural appreciation, professional focus, leadership development, and civic participation. Honors also serves the entire University by enhancing the intellectual life of the campus, helping students prepare for graduate school, and serving as a locus for curricular experimentation.

D. Overview of Significant Accomplishments/Outcomes

1. Programs, Initiatives and Activities

Honors had another prolific year in 2008-09. It continued to offer a wide range of opportunities to its members while making significant contributions to the campus as a whole. Whereas the Program enrolled 98 new freshmen in August 2007, this year's new freshmen for August

2008 increased to 152. Additionally, another 114 new members joined the Program in January 2009 compared to 95 the previous year, reflecting a 20 percent difference. Overall, it was a banner year for the Honors program with a total Fall 2008 enrolment of 542 students.

This surpasses last year's total enrolment by 61 students or 12.7 percent. Through the generosity of the academic departments, course offerings also increased from the previous academic year from 44 to 62, generating 3426 SCH's.

Honors also provided numerous opportunities for our members to develop and exercise their professional and leadership skills. State budgetary rules significantly reduced our ability to take students to conferences to present research papers. However, we were able to support 26 students to mentoring training sessions at three conferences through Title III funding. The Program also sponsored two levels of leadership development including our popular Emerging Leaders Workshop for 36 freshmen and some sophomores that was largely planned and led by our 26 Honors mentors. Another twelve (12) students earned certificates for completing our innovative leadership certificate program led by a Program Manager at The Center for Creative Leadership; and twenty-one (21) others participated in portions of the program.

Another twenty-eight (28) students got to exercise their leadership skills as elected officers in the three student organizations linked to the Program, especially through our chapter of Alpha Lambda Delta National Freshman Honor Society (ALD). Always a campus leader among student organizations, our chapter of ALD was awarded the "Maintaining the Flame" recognition by the national organization for continuing as one of the top chapters in the nation for 2007-08. Moreover, Mrs. Sandra Williamson, the chapter's faculty advisor, and the 2008 Alpha Lambda Delta Advisor of the Year, gave the keynote address at the organizations National Leadership Workshop held in Anaheim, CA, in October 2008.

From April 1-4, 2009, the student officers of our chapter of Alpha Kappa Mu attended the honor society's 59th National Convention in Natchez, Mississippi. At the convention, Mrs. Williamson was re-affirmed as co-Regional Director for Region 1 (North Carolina), along with Mrs. Penny Speas of Bennett College. Honors also made significant contributions to the intellectual life of the campus. All of the general honor societies linked to the Honors Program sponsored lectures and panel presentations on various issues during the year. In addition, the students in ALD and the College of Arts and Sciences co-hosted a well-attended campus forum on this year's Text-in-Community, *Cold Running Creek*.

Over the past several years, Honors has significantly increased its focus on preparing students for graduate school, regardless of whether they are members of the Program. For the academic year, six Test Prep classes were offered, including the following: three GRE classes; two LSAT classes; and one GMAT class. A combined total of 92 university students took advantage of these discounted offerings. Among the 92 students served, 16 were members of Honors, which indicates just how much this is a service to the entire campus and not just to Honors.

Our increasing efforts to promote the benefits of membership and to prepare students for graduate school seem to be paying off. Of the 73 Honors members who graduated this May, 28 (38 %), had already been accepted into graduate school, though some had not yet decided on where to attend. Others were still deciding between post-baccalaureate studies or entering a career position. Nearly all of the seniors indicated that they planned to attend graduate school at some point, even if not immediately after graduation.

Thanks to the continuing support of Dr. Sullivan Welborne, Vice Chancellor for Student Affairs, the Honors Program continued to coordinate the Aggie Freshman Academic Success Program. The program is designed to pair Honors students with new freshmen who are identified as academically high-risk (i.e., SAT scores below 800). Selected honors students received special training to become “coaches” and serve as academic tutors and life skills mentors for high-risk freshmen in similar majors. A total of 150 freshmen entered the program this year, working with 37 Honors coaches. The effectiveness of the program is apparent. Students who regularly participated in sessions (10 or more) during the Fall semester with their coaches had grade point averages above 2.0, while those that dropped out of the program or had limited contact with their coaches, had average GPAs below 2.0. Courses with the highest failure rates for freshmen participants were UNST 110 (Critical Writing), MATH 099 (Intermediate Mathematics), and UNST 120 (Contemporary World). The largest group of students (55) were undecided majors and had an average GPA of 1.97. Male participants (82) had an average GPA of 1.92, while female participants (68) had an average GPA 2.14. The challenge going forward, therefore, is motivating freshmen with weak academic backgrounds to care about their education and take advantage of the help that their Honors coaches can provide.

Honors encourages students to be good citizens, not just good students. Freshmen are required to complete 10 hours of community service and rely on our three student organizations to take the lead in giving back. At Washington Elementary School, ALD members served as Lunch

Buddies. ALD also held a “Care Bears Drive” for which the students collected stuffed animals to be donated to the local police department for children they contact in the line of duty. Further developing an initiative that began two years ago, Honors students continued to provide financial support for the Nsaba Foundation for Girl Child Education in Ghana, West Africa that is led by a former professor who was at A&T as a Fulbright Scholar in the 1990s.

The Honors Program continually promotes international experiences for our students, both by encouraging students to study abroad for a term, and by providing short term, supervised study tours overseas. During Spring Break 2009, Honors sponsored a 10-day study tour of Ghana for twelve (12) Honors students. The trip included significant study components, especially on the culture and political structure of the country, and the impact of the life and legacy of W. E. B. Du Bois. The trip provided students with an invaluable international component to their collegiate experience that also connected classroom instruction with real world experiences.

Honors encourages its members to get involved with research in their fields. Once again, Honors collaborated with the campus Division of Research and Economic Development (DORED), which provided eleven (11) of our members with summer research internships that pay a \$5,600 stipend for eight weeks of supervised work under the mentorship of a faculty member in their majors. Many more are involved in off campus research internships this summer.

Finally, there were other significant developments in the Honors Program during this past academic year. These included the following: (1) established an Alumni Advisory Committee; (2) organized an Honors Debate Team; (3) visited exemplary Honors Colleges in an effort re-organize the Program to meet standards established by the National Collegiate Honors Council; and (4) increased the staff by hiring an Academic Program Coordinator. Additionally, Honors collaborated with University Studies to offer sections of UNST 100 that will be taught by staff members in the Program. These courses offerings will begin during the Fall 2009 semester.

2. Research (N/A)
3. Interdisciplinary and Inter-institutional Collaboration

The Honors Program is by nature inter-disciplinary. Members of the Program represent all university schools/colleges and most academic departments. Offering Honors courses is another collaborative effort.

Academic departments coordinate the delivery of such courses with the Honors Program; departments also assigned employ their faculty to teach sections of Honors courses. Additionally, several campus-wide programs (e.g., lectures, workshops, etc.) were co-sponsored by Honors and other inter-institutional organizations. For example, in November, Honors collaborated with the 2009 Senior Class to sponsor a series on workshops on graduate and professional school preparation. The workshops included topics on: (1) financing graduate and professional school; (2) writing the personal statement; (3) mentoring; and (4) personal experiences of recent graduate and professional degree recipients.

Two of the most interdisciplinary and inter-institutional collaborations are test prep workshops and the Aggie Freshmen Academic Success Program (AFASP). This year the Honors Program offered several test prep workshops, through the Princeton Review, on preparing for the LSAT, GRE, and GMAT. Nearly 90 percent of the students who enrolled in their workshops were non-members of the Honors Program. The AFASP program is another interdisciplinary and inter-institutional collaboration. Funded by the Office of Student Affairs, this Program employs members of Honors to work as mentors/coaches to nearly 150 high-risk freshmen to enhance academic success. Selected mentors/coaches and freshmen represent all academic discipline.

4. Enrollment

Fall 2008 and Spring 2009 enrollment in the Honors was 542 and 507, respectively. See Table I and II for breakdown of enrolment by schools/colleges.

5. Students/Scholarships/Fellowships

In the May graduation, there were seven (7) valedictorians with perfect 4.0 overall grade-points averages. Four of these graduates were members of the University Honors Program: James Howard (Technology); Jonathan McCoy (Engineering); Joshua Bennetone (computer science); and Sandria Lineberry (Nursing). The first three members were members from their freshmen year. Sandria joined the Program as a sophomore.

During 2008-09 academic year, a record 78 students graduated from the Honors Program (i.e., Fall: five (5) graduates and Spring: 73 graduates). Of the total 78 graduates, 39 completed the General Honors track and five (5) completed the Honors in the Major track. Three (3) students completed both Honors tracks. Since the beginning

of Honors, only 19 of our members have completed both Honors tracks.

Finally, increasing efforts to promote the benefits and prepare members of Honors for graduate and professional school has yielded positive results. Of the 73 Honors members who graduated this May, 28 (38 %), had already been accepted into graduate school, though some had not yet decided on where to attend. Others were still deciding between post-baccalaureate studies or entering a career position. Nearly all of the seniors indicated that they planned to attend graduate school at some point, even if not immediately after graduation.

6. Outreach & Engagement

Members of the Honors Program, especially through the Alpha Lambda Delta Freshman Honor Society chapter, carried out a wide range of Outreach activities. Below is a sample of the community service provided by the 542 members of Honors. Additional Outreach and Engagement activities are provided in the APPENDICES under Public Service Activities.

1. Throughout the year, ALD members served as Lunch Buddies at Washington Elementary School, mentoring children at the school as directed by the school's staff.
2. Participated in the Adopt-A-Street program of the City of Greensboro and kept Dudley/Bennett Street from Lindsay St. to Washington St. clean.
3. Partnered with a new organization, "Green Paw Aggies," and participated in at least two campus clean-up days.
4. In November, partnered with the American Society of Agricultural and Biological Engineers (ASABE) to host their first Annual Symposium.

E. Goals for Upcoming Year (2009-2010)

Without losing sight of the Program's broad mix of academic goals and objectives, we will continue our efforts to promote and prepare our members—and other high achieving A&T students—for both graduate school and major graduate school fellowships. We will host additional Test Prep classes in 2009-10; and, in cooperation with the campus Writing Center, we plan to help our students prepare personal statements. We will also continue to provide leadership and professional training for our students and continue working to develop an Honors Leadership Certificate Program for Honors upperclassmen. Likewise, we will continue to provide opportunities for students to

exercise leadership, either through the three student organizations we advise or by serving as mentors to our freshmen, and coordinating our Emerging Leaders Workshop. We will continue to help address the University's freshman retention problems with our new Aggie Freshman Academic Success Program. Additionally, the Program will focus on the following goals:

- (1) Develop an Honors curriculum that entails an honors core, major courses, experiential learning, and capstone experience by working with constituent groups and a national consultant. This goal also includes the Program's strategic planning to eventually re-organize to an Honors College.
- (2) Develop a formalized assessment system for both Program and instructional delivery.
- (3) Continue planning for the 2010 National Association of African American Honors Programs conference which will be hosted by the University Honors Program.
- (4) Expand and intensify recruitment efforts by establishing collaborations with high schools and community colleges.
- (5) Increase opportunities for intellectual engagement by expanding the University Honors Lecture Series.

II. OVERVIEW OF THE UNIT

A. Overview of the Unit's Strategies/Role in the University and Futures

Honors represents one more way that the University tries to help all of its students reach their full potential as lifelong learners, successful professionals, and productive citizens. Just as the institution invests in helping underprepared students catch up, it also provides enrichment services for our best students that stimulate and challenge them to excel. Thus, through the Honors Program, the University provides our most successful students with the opportunity to enjoy the best education A&T has to offer.

Honors is one of the few academic units on campus that serves students in all majors and draws upon the talents of faculty in all departments. It is inherently interdisciplinary and views students holistically, not simply as majors in a particular field. Nonetheless, the primary responsibilities of Honors focus on providing special academic opportunities and challenges to our best students that help them hone their critical thinking and communication skills and become active learners. The Program accomplishes this responsibility both by offering low enrollment classes

open only to Honors students as well as by enabling students to add an Honors component to any course offered at the institution by means of a contract, a special Honors project carried out under the mentorship of their instructors.

The role of Honors, however, transcends the purely academic and extends to developing the whole student. Thus, Honors takes students beyond the confines of youth culture and helps them gain an appreciation for cultural forms with which they usually have had little or no contact. Through Honors, students have the opportunity to attend plays, public lectures, concerts, and operas, as well as visit museums and historical sites in the region. In addition, Honors prepares students for future decision making positions both by sponsoring leadership training programs and by giving students opportunities to exercise authority.

Honors also assists the institution as a whole by serving as an arena for curricular and pedagogical experimentation and development. The Honors seminars that it offers each year are almost always interdisciplinary in focus and experimental in nature. They offer faculty an opportunity to try out new courses and implement new curricular collaborations. In two cases, these classes have been converted into formal courses that are listed in the catalogue and are now available to all A&T students. In addition, Honors regularly partners with other organizations to enhance the intellectual climate of the campus. The Program also will continue to provide opportunities for members to internationalize their education. Finally, we anticipate that the new Aggie Freshman Academic Success Program will operate again next year.

B. Number of Current Faculty and/or Staff

The University Honors Program has no faculty positions. However, there are four (4) administrative (EPA) and one (1) support staff (SPA). One of the five positions (i.e., Aggie Academic Success Program Coordinator) is paid from the budget of the Vice Chancellor for Student Affairs.

C. Number of New Employees/Faculty/Staff

One new position was created and filled during the 2008-09 academic year. The position title is Academic Program Coordinator. Ms. Karen Favreau was employed to fill this newly created position.

D. Advisory Board Members

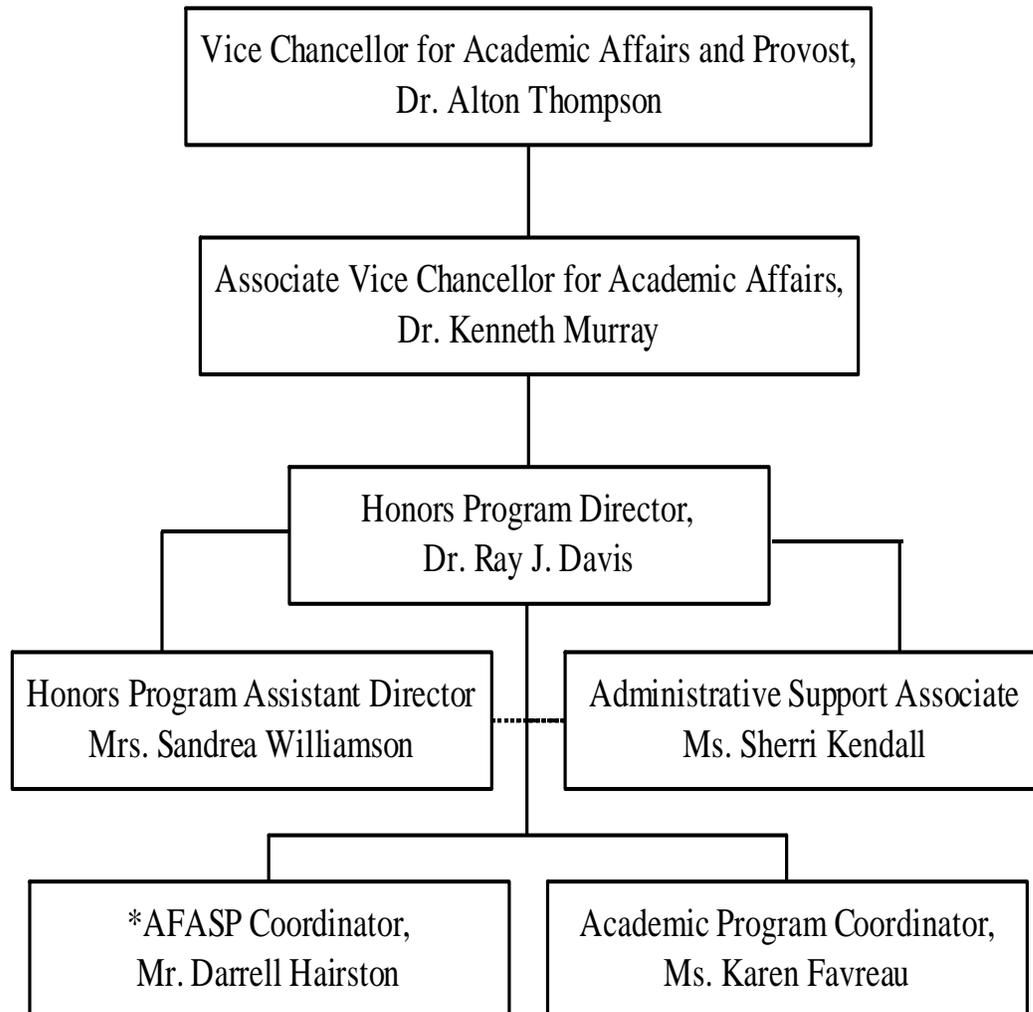
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E. Basic structure – Organizational chart

(NEXT PAGE)

North Carolina Agricultural and Technical State University
Division of Academic Affairs
Honors Program

Organizational Chart



*AFASP (Aggie Freshman Academic Success Program) coordinator position is paid from Vice Chancellor for Student Affairs' budget.

III. KEY GOALS

A. 2008-2009

1. Statement of Each Goal

a] **Assist the University in recruiting and retaining high achieving students.**

Key Indicators of Progress: Between 1999 and 2006, the number of applicants who intended to enroll (IE status) and who met the Program's demanding admission requirements rapidly increased. From just 79 IE applicants in late May 1999, the number had risen to 187 in late May 2006. After a steep drop to just 98 in May 2007, the number has rebounded. The sharp increase in Honors-eligible students with SAT scores above 1200 has also been reversed. Undoubtedly, these positive changes resulted from the new Dowdy Scholars Program. For the first time since the Program's origins, the university can now systematically provide significant scholarships to high-achieving incoming freshmen, irrespective of major. The requirement that the top two categories of Dowdy awards are required to be in Honors during their freshman year continues to boost the size of our incoming freshman class; however, most of these students have already joined Honors even before the awards were made.

Probably more important than the contributions Honors makes towards recruiting high achieving students is its role in helping to retain such students once they decide to attend A&T, even if they do not remain in Honors. For instance, since Honors began in Fall 1999, our one-year retention rate has always been at 90% or above. In fact, the one-year retention rate for our 2004 incoming freshmen was 98%! The retention rate for last year's Honors freshmen class continues to exceed 90 percent.

High retention is matched by a high four-year graduation rate. Most recently, the rate for our 2004 freshman class was 50% (42 of 84), more than twice as high as the University's 23% rate. Moreover, 73 members of the program graduated in May 2009, which is the largest class in the Program's history. Many of these members were members of the 2004 cohort.

b] **Prepare Honors freshmen to excel.**

Key Indicators of Progress: Honors began the year with a record 152 incoming freshmen who joined in August. Another 114 eligible students, including freshmen, joined in January. All

new members participated in a formalized orientation that was facilitated by our Honors mentors. The orientation was designed to help acclimate our new members to Honors and while addressing the Program demands and expectations.

Honors provided students with many opportunities to exercise and improve their leadership skills through the student Honor societies housed within the Program. Of the three, our chapter of the Alpha Lambda Delta National Freshman Honor Society was by far the most active and successful, though the others have regained their footing after a couple of years of little activity. For the fourth consecutive year, our ALD chapter received in Fall 2008 a national award for their outstanding accomplishments in 2007-8. One of our students, Morika Williams, a junior Animal Science major, won one of the national organization's \$1,000 Trow scholarships. The chapter was featured in this year's national ALD publication, *The Flame*. We hope that this year's activities will merit the same ALD awards next fall.

While our Emerging Leaders Workshop helps freshmen learn about leadership, it also provides our Honors mentors an opportunity to be in charge since they, and not the Honors staff, primarily plan and carry out the majority of the weekend's sessions and activities. We provided additional leadership training, especially for our upperclassmen, through workshops offered by Dr. Karen Dyer, a senior manager at the world-renowned Center for Creative Leaders. Twenty-eight (28) members of Honors attended at least one of the three sessions and twelve (12) took part in at least two of them, and earned this year's Honors leadership certificate.

- c] **Offer a minimum of forty (40) low enrollment Honors courses.**

Key Indicators of Progress: Through the generosity of the academic departments, Honors offered 62 low enrolment classes in 2008-09, which generated 3426 SCH's and had an average enrollment of 17.45 students per class. Honors courses are noteworthy for the close interaction between the instructor and students, their focus on skill development, and their commitment to active learning strategies.

d] Provide opportunities for cultural development and appreciation.

Key Indicators of Progress: Preparing students for postgraduate success requires far more than enriched classes. Students must also become familiar and conversant with the wide diversity of cultural expression supported in professional circles. Left to their own devices, however, few students will venture beyond the hip-hop offerings of youth culture. Thus, Honors provided tickets at no cost for students to attend a variety of cultural events including the following performances: “Black Pearl”; “Bullet Holes in the Wall”; and E. Gwynn Dancers Spring Concert. Students were also encouraged to attend the university Lyceum events and plays that are now free to students. Students are often surprised by how much they appreciate this exposure to unfamiliar cultural forms. Students who completed our senior exit survey often remarked just how much they enjoyed the cultural opportunities provided by Honors and acknowledged that the Program helped broaden their cultural horizons.

e] Provide leadership development opportunities to members of Honors.

Key Indicators of Progress: We believe that students learn not just by studying, but also by doing. This experiential approach is particularly demonstrated in our leadership development activities since Honors provides its members with multiple opportunities both for learning about and exercising leadership.

Honors provided students with many opportunities to exercise and improve their leadership skills through the student Honor societies housed within the Program. Of the three, our chapter of the Alpha Lambda Delta National Freshman Honor Society was by far the most active and successful, though the others have regained their footing after a couple of years of little activity. For the fourth consecutive year, our ALD chapter received (Fall 2008) a national award for their outstanding accomplishments in 2007-08. The chapter was featured in this year’s national ALD publication, *The Flame*. We hope that this year’s activities will merit the same ALD award next fall.

While our Emerging Leaders Workshop helps freshmen learn about leadership, it also provides our Honors mentors an opportunity to develop their leadership skills; mentors are completely responsible for coordinating the majority of the weekend’s sessions and activities. We provided additional

leadership training, especially for our upperclassmen, through workshops offered by Dr. Karen Dyer, a senior manager at the world-renowned Center for Creative Leaders. Forty-seven (47) members of Honors attended at least one of the three sessions and twenty-three (23) took part in at least two of them, and earned this year's Honors leadership certificate.

Honors provided many other opportunities for students to exercise leadership. These ranged from serving as mentors for our Honors freshmen, helping to plan and carry out campus co-curricular programs, and taking charge during the annual Honors banquet. Given our attention to leadership development, it is not surprising that members of Honors are usually disproportionately represented among both the candidates, and winners, of elected positions within the student body. Students in last year's focus groups even mentioned that the Honors leadership training helped them become better leaders when elected to positions of authority in campus organizations. The senior exit surveys and the external review also often made reference to the importance of the Honors leadership training in preparing students for future careers in decision-making positions.

f] Promote Professional Growth and Development of members of Honors

Key Indicators of Progress: Conference attendance is a central learning opportunity for members of all Honors Programs nationally. Students present their research to an unfamiliar audience, improve their networking skills, meet other high achieving students, and learn how to act in a professional setting. For STEM students, Honors conferences are especially important learning opportunities because they are forced to translate their technical papers into language accessible to a general audience without sacrificing their project's research rigor. Thus, it was disappointing that changes in state budgetary rules made it possible for us to take only 9 students to the state Honors conference this year, none to the regional we usually attend, and only one to a national conference.

g] Promote the benefits of and prepare students for graduate school.

Key Indicators of Progress: Preparing students for graduate school is a central Program focus. In 2008-09, we offered six (6) Test Prep classes taught by Princeton Review for 92 students, only 16 of whom were in Honors (17.4%). This, then, is a

service to the entire University, not simply for the members of Honors. Honors also provides students much information on the steps that they can take to get ready for graduate school.

In November the Program also sponsor a week long-workshop series entitled, Graduate and Professional School Week. A series of four workshops were held and opened to not only Honors students, but the entire campus community. Workshops topics included the following: (1) Financing your Graduate Education; (2) Mentoring Relationships and Successfully Networking in Graduate School; (3) Selling Yourself: Writing the Personal Statement; and (4) A Roundtable Discussion: Personal Reflections of Recent Doctoral and Professional Degree Recipients. The Honors Workshop series coincided with the University's Graduate and Professional School Fair.

Increasingly, graduate schools around the country target part of their recruiting efforts at Honors Programs. This is especially true for those institutions, such as Purdue, Carnegie-Mellon, and Ohio State Universities, which host large visitation programs for minority students. Several members of Honors attended expensed-paid Graduate and Professional School Visitation Day Programs at the following universities: The Ohio State University; Purdue, and Vanderbilt. A number of students visited graduate programs independently; some of these visitations were even financed by the respective university.

As mentioned above, twenty-eight (38%) of the seventy-three (73) Honors members who graduated this May were already accepted into graduate school. Nearly all of the others who were planning to enter directly into the job market indicated that they also had graduate school ambitions, but needed work experience before applying.

h] Evaluate the effectiveness and impact of the Honors Program.

Key Indicators of Progress: The program continued to focus on the Spring 2008 external review conducted by Dr. Sandra Holt, Director of Honors at Tennessee State University. The review identified many of the same strengths students continue to identify — the cultural opportunities, the informational emails from the Director, Honors housing, the intellectually challenging low enrolment classes, and our leadership training programs. In addition, Dr. Holt pointed out that the Program was “highly regarded” by both students and the administration, that faculty

reported an “exceptionally rewarding experience teaching and interacting with Honors students,” and that the Program “clearly enriched [students’] college experience.”

The review also identified areas where improvement is required. These included the need for better quality control of Honors contracts, development of better assessment tools to determine the impact of Honors on student learning, and especially the need for a much larger state budget since the current one is “almost nonexistent.” An increase in our state budget is especially necessary now that these are the only funds we can use for both cultural enrichment and student travel since Title III no longer allows those expenditures. Although budget constraints continue to be an issue, the interim director has made revisions in the manner in which contracts are submitted. Students are now required to submit honors contracts no later than by the first day of class. This means that students must negotiate their contracts with instructors the previous semester, which provides more time to deliberate on the quality of the agreement for honors credit.

The reviewer also recommended that we work harder to survey our graduating seniors. Therefore, feedback from our Fall '08 and Spring 09 graduates was again solicited. Results were encouraging in that most of the respondents (22 of 78) were enthusiastic about their experience in Honors. On a scale from 1 (lowest) to 5 (highest), the students ranked Honors at 4.9 in terms of the quality of the Program. Likewise, 18 either Agreed or Strongly Agreed with the statement that Honors gave them “the opportunity to get a much better education at A&T than students who were not members.” In their comments, the students spoke highly of the Honors staff and the close ties they established with students, the great benefits of Honors housing, the motivation provided by the Program’s high GPA requirement, the internship and scholarship information contained in the Interim Director’s frequent emails, the learning opportunities that came with presenting papers at Honors conferences, the help they got from being able to borrow laptops from Honors, the strengths of the mentoring program, their unexpected enjoyment of the cultural events they attended with Honors, and the bracing intellectual invigoration provided by Honors classes. Most students completed the Exit Survey by providing comments, suggestions, or fond farewells. Following are three of such remarks:

- “I highly appreciate the opportunity to be accepted into the program. I feel that I showed my gratitude by striving and maintaining my high academic average achievements. The

honors program was the best opportunity that crossed my college career path, and I know that it will continue to benefit me in my future.”

- I thank each member of the Honors Program staff whom I worked with over the past four years including Mrs. Sandra Williamson, Dr. Ray Davis, Sherri Kendall, Mr. Darrell Hairston for contributing to my Aggie experience by shaping me and molding me into an excellent leader in the classroom and the community. Continue to move forward in perfecting this program!”
 - “Thank you so much. I am so grateful that I had the opportunity to become a part of the honors program. I wish I would have joined as a second semester freshman. I do wish the honors program would reach out to eligible students a little more. It would be great if more people could be a part of such a great program. Again thanks!”
2. Key Indicators of Progress (**Listed above**)
 3. Outcomes/Results of Goals (**Addressed above**)
 4. Data Summary and Productivity Measures for the Schools/Colleges (i.e., enrolment, graduation, and retention data highlighting the best in the Departments and progress towards goals)

Table 1

Enrollment of the Honors Program
Fall 2008

School/College	Honors Members
Arts and Science	177
Agriculture	38
Business and Economics	93
Engineering	175
Education	18
Nursing	20
Technology	21
Total Members	542

Table II
Total and Distribution of Members in the Honors Program
May 2004 through May 2009

Sch/Col	May '04	%	May '05	%	May '06	%	May '07	%	May '08	%	May '09	%
AG	25	7%	19	5%	30	7%	29	6%	40	8%	38	7%
AS	109	31%	128	33%	159	35%	147	31%	168	35%	193	38%
BU	72	20%	77	20%	94	21%	91	19%	89	19%	91	18%
ED	5	1%	13	3%	10	2%	15	3%	13	3%	18	4%
EN	112	32%	110	28%	111	25%	142	30%	124	26%	111	22%
NU	13	4%	26	7%	25	6%	35	7%	26	5%	31	6%
TE	18	5%	20	5%	23	5%	20	4%	21	4%	25	5%
Total	354		393		452		479		481		507	

5. New Faculty and Administrators as Related to Goals of Capacity Building (N/A)

IV. MOST SIGNIFICANT ACCOMPLISHMENTS

A. Learning

1. Innovations in Pedagogy Implemented Including the Use of Information and Instructional Technology (N/A)
2. Accreditation/Licensure Reviews (N/A)
3. Facilities Updates (N/A)
4. Faculty Awards and Promotion (N/A)
5. Student Honors/Scholarships/Fellowships
6. Alumni and Employer Feedback (N/A)
7. Summary of Student Opinion Form Ratings (N/A)
8. Building Academic Excellence

B. Discovery

1. New Research Awards (N/A)

2. Scholarly Productivity

Both the Interim Director and Assistant Director have leadership roles in two national honor societies. Dr. Ray Davis is the Southeast Regional Vice President for The Honor Society of Phi Kappa Phi. The Assistant Director, Mrs. Sandra Williamson, is the Regional Director of Alpha Kappa Mu. Each has been invited several times during the year to deliver the keynote address at institutional initiation ceremonies.

3. Professional Growth and Development – Faculty and Staff

While supporting student involvement in professional growth and development activities, the Honors administrative staff has also been engaged. This year, three of the staff (i.e., interim director, assistant director, and AFASP coordinator) attended several regional and national Honors conferences. These conferences included the following: North Carolina Honors Council (Raleigh, NC – September 2009); National Association of African American Honors Conference (Nashville, TN – October 2008); National Collegiate Honors Council (TX – March 2009); Southern Regional Honors Council; and National Emerging Leaders Workshop (Roanoke, VA. -- Aug. 2008). Additionally, Dr. Davis serves on the Assessment Committee for the National Collegiate Honors Council.

Additionally, the support staff is encouraged to engage in continuous learning and professional development. Ms. Sherri Kendall, Administrative Support Associate, attended several campus workshops, including a workshop on Microsoft ACCESS.

C. Outreach and Access Activities

1. Outreach and Access Activities

Honors promotes its program by reaching out to qualified students. Each semester, the Honors staff identifies eligible students – both continuing and prospective new students. These students are provided a packet of material that explains the program and invites them to join. Additionally, a number of special workshops and lectures were sponsored by the Program. These activities were opened to the campus community and served to market and promote program access. Many of the new members of Honors join the Program through these outreach activities.

2. New Collaborations/Partnerships

There were no new collaborations/partnerships during the 2008-09 academic year. However, one of the goals for 2009-10 is to enhance recruitment by developing partnerships with high schools and community colleges.

3. Student Activities – Organized Student Activities and Groups:
Sophomore/senior survey results

Several Fall '08 and Spring 09 graduates completed an Exit Survey. Results were encouraging in that most of the respondents (22 of 78) were enthusiastic about their experience in Honors. On a scale from 1 (lowest) to 5 (highest), the students ranked Honors at 4.9 in terms of the quality of the Program. Likewise, 18 either Agreed or Strongly Agreed with the statement that Honors gave them “the opportunity to get a much better education at A&T than students who were not members.” In their comments, the students spoke highly of the Honors staff and the close ties they established with students, the great benefits of Honors housing, the motivation provided by the Program’s high GPA requirement, the internship and scholarship information contained in the Interim Director’s frequent emails, the learning opportunities that came with presenting papers at Honors conferences, the help they got from being able to borrow laptops from Honors, the strengths of the mentoring program, their unexpected enjoyment of the cultural events they attended with Honors, and the intellectual invigoration provided by Honors classes.

4. Staff Activities in Support of Learning, Discovery, and Engagement

This year the Honors Program collaborated with University Studies to modify three sections of UNST 100 for new Honors freshmen. These sections will be taught by two staff members and taught during the 2009-10 academic year. The purpose of these sections is to facilitate student transition to the university and to the Honors Program.

D. Retention

1. 3-4 Major Retention Goals – With Accompanying Strategies And Outcomes/Results Achieved

Goal 1: Increase the retention rates of new full-time freshmen members of the Honors Program.
<p>Strategies/Steps to Achieving Goal:</p> <ol style="list-style-type: none"> 1. Require all new freshmen to enroll in the honors section of UNST 100. 2. Students will be required to participate in a two-day orientation for new freshmen 3. Provide monthly socials where students can come together and share ideas and express concerns with members and the Honors staff. 4. All new freshmen will be assigned a student mentor. 5. New freshmen will be required to visit their Honors adviser at least once per semester.
<p>Outcomes/Results Achieved:</p> <ul style="list-style-type: none"> ➤ New freshmen appear to become more familiar with program staff and readily visit the Honors office for assistance ➤ Students seem to be more acquainted with the expectation expectations of the Honors more and available resources to support their academic success.
Goal 2: Increase student engagement and in the Honors Program and the various sponsored activities.
<p>Strategies/Steps to Achieving Goals:</p> <ul style="list-style-type: none"> ➤ Students will be required to sign an Honors Agreement that delineates expectations for remaining in good standings in the Honors Program beyond GPA and course enrolment requirements ➤ Monitor and enforce student adhere to the agreement.
<p>Outcomes/Results Achieved:</p> <ul style="list-style-type: none"> ➤ This strategy will be implemented for the 2009-10 academic year. ➤ Strategy will be monitored and assessed for its effectiveness.
Goal 3: Increase opportunities for intellectual growth and engagement for members of the Honors Program.
<p>Strategies/Steps to Achieving Goals:</p> <ul style="list-style-type: none"> ➤ Organize an Honors Lecture Series and require students to attend at least two per semester. ➤ Invite faculty and national scholars to present at the

various lecture forums.
<p>Outcomes/Results Achieved:</p> <ul style="list-style-type: none"> ➤ This strategy will be implemented during the 2009-10 academic year. ➤ Strategy will be monitored and assessed for its effectiveness.

V. GOALS FOR UPCOMING YEAR 2009-2010

A. Key Indicators of Progress

1] Assist the University in recruiting and retaining high achieving students.

We will continue to vigorously recruit high achieving students in an effort to raise the overall quality of the freshman class while increasing the number of eligible freshmen who join the Program. Likewise, we will continue to offer the wide range of services that help keep our members at A&T until graduation. During the upcoming academic year, we will develop well designed marketing materials that will enable Honors to expand its recruitment efforts. Additionally, Honors will partner and collaborate with high schools and community colleges to recruit academically talented students.

Key indicator of progress: The one year retention rate of Honors freshmen will be at least 20 percentage points higher than the University freshman class as a whole and the four year graduation rate of Honors freshmen will remain at least 20 percentage points higher than their non Honors peers.

2] Prepare Honors freshmen to excel

Despite fine high school records and high SAT scores, too many Honors freshmen have significant problems making the transition to college, which results in unexpectedly low grades and, for far too many, dismissal from Honors. We will continue improving our mentoring program by providing additional training for students who serve as mentors. Additionally, the Program will continue to work with Housing to accommodate about 60 of our incoming freshmen in the Honors residence hall along with over 140 of our returning members. This will facilitate in providing students with role models and support groups that can help them better handle the intoxicating freedoms and academic rigors of college life and Honors classes.

Key indicator of progress: While some attrition is inevitable given the high standards of the Program, at least seventy percent of our Honors freshmen will still be eligible for the Program at the start of their sophomore year.

3] Help high-risk freshmen succeed at A&T through the Aggie Freshman Academic Success Program.

Pending continued support from the Division of Student Affairs, we will continue the AFASP that was piloted in the Spring 2008 semester. We will continue to serve a minimum of 150 high-risk freshmen who will receive both academic tutoring and life-skills mentoring from up to 40 Honors coaches.

Key indicator of progress: At least 70% of those freshmen who participate diligently in the program will be able to return to the institution for their sophomore year.

4] Offer a minimum of fifty (50) low enrollment Honors courses in 2008-09.

With continued support from the academic departments, we expect to offer at least 50 Honors classes next year. We also will begin developing alternatives to Honors contracts as a vehicle to meet the requirement that students must take one course for Honors credit each semester. In particular, we anticipate allowing students to use research experience or service learning activities when carried out under the mentorship of an experienced faculty member in place of class-based Honors contracts.

Key indicator of progress: A minimum of 50 courses will be offered for Honors credits. We will also expand the range of allowable Honors contract activities to include student research and service learning activities, as long as they are carried out under the mentorship of an A&T faculty member.

5] Provide opportunities for cultural development and appreciation.

Honors will be proactive in creating opportunities for Honors students to experience unfamiliar cultural forums. Unfortunately, federal regulations place restrictions on using Title III funds. Instead, tickets to cultural events absorb a significant portion of our small state budget. Since the incoming class of Honors freshmen will probably be about 30% larger than in recent years, this will minimize our ability to require them to attend an Honors-sponsored cultural event. Still, we will encourage both the freshmen and returning members to take

advantage of the cultural enrichment opportunities made available through Honors and track participation as we have in the past.

Key indicator of progress: At least 100 students will be able to attend an area cultural event through Honors.

6] Provide leadership development opportunities to members of Honors.

We will continue to offer multiple levels of leadership training for our students throughout their academic careers. We will especially work to increase participation in the Emerging Leaders Workshop. In fact, all incoming freshmen are now required to participate in an Emerging Leaders Workshop (ELW) by their sophomore year. We will also continue to sponsor a series of leadership seminars led by Dr. Karen Dyer, a senior executive at the Center for Creative Leadership, who has been working with our students for the past seven years. We will also work on a comprehensive leadership certificate program for our juniors and seniors that will help them gain an understanding of leadership theory, reflect and build on their own leadership styles, and systematically develop the skills and competencies that contribute to leadership effectiveness.

Additionally, the Honors Student Advisory Board and our three student organizations will offer students opportunities to exercise initiative and leadership and provide community service.

Key indicator of progress: At least 70 Honors freshmen and/or sophomores will participate in the Emerging Leaders Workshop. All incoming freshmen will complete ELW by their sophomore year. The Program will contract with Dr. Karen Dyer to offer a more advanced series of leadership seminars for our upperclassmen. We will begin developing a comprehensive Honors Leadership Certificate Program for our juniors and seniors.

7] Contribute to the professional growth of the members of Honors.

We will continue to promote undergraduate research and seek opportunities for students to develop their public speaking abilities by presenting their research papers at Honors conferences. Pending available funding, we will take students to three different Honors conferences during the year at which they will present papers, network with other students and faculty, and take part in other conference activities.

Key indicator of progress: Pending available state funding, at least 30 students will present papers at Honors conferences during the year. Students will sponsor at least four campus forums on key national events as well as on the 2008-2009 text-in-community.

8] Continue promoting the benefits of and preparing students for graduate school.

We continue to focus much attention on preparing high achieving students—whether or not they are in Honors—for graduate school. We will contract with Princeton Review, Inc. to hold Test Prep classes that will enroll at least 40 students. We will continue to sponsor workshops that both promote the value of graduate education as well as provide useful information on getting into and succeeding in graduate school. In collaboration with the campus Writing Center, we encourage our Honors sophomores to write a personal statement that they can update as they continue towards graduation. Finally, pending financial support, we will assist at least ten students in attending the graduate school visitation programs of Ohio State University, Purdue University, Carnegie Mellon University, and other major graduate schools.

Key indicators of progress: At least 40% of next year’s graduating members of the Program will go directly into a graduate program. We will host at least three workshops on writing personal/research statements and preparing for graduate school.

9] Evaluate the effectiveness and impact of the Honors Program.

With the recommendations of this year’s External Review in mind, we will collaborate with appropriate University offices to develop a process that will allow us to better evaluate the impact of the Honors experience on student learning and development.

Key indicator of progress: By the end of the year we will have developed and piloted an evaluation program that better assesses the impact of Honors on student learning and development than our current surveys manage to do.

10] Develop an Honors curriculum that entails an honors core, major courses, experiential learning, and capstone experiences.

Key indicator of progress: By the end of academic year, the Program staff would have collaborated with constituent groups (e.g., Alumni Advisory Board, University Advisory Committee, Honors Faculty, and administrators) and a commissioned consultant to complete a draft of a proposed Honors curriculum.

11] Develop a formalized assessment system for both Program and instructional delivery.

Key indicator of progress: By the end of academic year, the Program staff would have collaborated with constituent groups (e.g., Alumni Advisory Board, University Advisory Committee, Honors Faculty, and administrators) and commission a consultant to assist in the development of assessment tools and a system to facilitate continuous program improvement.

12] Expand recruitment efforts by establishing collaborations with high schools and community colleges.

Key indicator of progress: Visit at least ten high school and junior colleges to recruit academically talented students. Also complete marketing materials, if funds are available for professional design and printing costs.

13] Increase opportunities for intellectual engagement by expanding the University Honors Lecture Series.

Key indicator of progress: A minimum of six lecture programs will be presented per semester and will be open to both members of Honors and the university community. Freshmen Honors students will be required to attend two lectures per semester. The Honors staff will conduct assessments of each program and document student attendance.

14] Continue planning for the 2010 National Association of African American Honors Program Conference which will be hosted by the University Honors Program.

Key Indicator of progress: Information about the conference will be posted online and disseminated to key constituents by the end of the academic year.

VI. APPENDICES – Supporting Data

- A. Faculty Data by Department (N/A)
1. Tenure Density by Age/Gender/Ethnicity
 2. Award and Professional Recognition
 3. New Research/Scholarship Initiatives
 4. Scholarly Productivity of Faculty – papers, articles, books, presentations, performances
- B. Student Enrollment Management Data by Department and Major
1. Enrollment, Retention and Graduation Rates

Table III shows the enrolment in the Honors Program for May 2004 through May 2009. These total enrolment figures reflect the actual enrolment during the Spring semesters. Enrollment during the spring semester is slightly less than Fall because of attrition resulting from academic ineligibility and students who may have graduated from the Program. For example, enrolment during the Fall 2009 semester was 542 compared to 507 during the spring. This difference reflects an enrolment decline of 35 or 6.5 percent between the two semesters.

Table III
Total and Distribution of Members in the Honors Program
May 2004 through May 2009

Sch/Col	May '04	%	May '05	%	May '06	%	May '07	%	May '08	%	May '09	%
AG	25	7%	19	5%	30	7%	29	6%	40	8%	38	7%
AS	109	31%	128	33%	159	35%	147	31%	168	35%	193	38%
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EN	112	32%	110	28%	111	25%	142	30%	124	26%	111	22%
NU	13	4%	26	7%	25	6%	35	7%	26	5%	31	6%
TE	18	5%	20	5%	23	5%	20	4%	21	4%	25	5%
Total	354		393		452		479		481		507	

2. SCHs Generated per Program

Table IV
Honors Courses and Enrollment
2008-09

Semester	# Classes	Enrollment	Average/Class	SCH
Fall 2008	34	591	17.4	1821
Spring 2009	<u>28</u>	<u>491</u>	<u>17.5</u>	<u>1605</u>
Total	62	1082	17.65	3426

C. Student Activity Data

1. Awards/Scholarships/Fellowships/Honors

In the May graduation, there were seven (7) valedictorians with perfect 4.0 overall grade-points averages. Four of these graduates were members of the University Honors Program: James Howard (Technology); Jonathan McCoy (Engineering); Joshua Bennetone (computer science); and Sandria Lineberry (Nursing). The first three members were members from their freshmen year. Sandria joined the Program as a sophomore.

Additionally, during 2008-09 academic year, a record 78 students graduated from the Honors Program (i.e., Fall: five graduates and Spring: 73 graduates). Of the total 78 graduates, 39 completed the General Honors track and five (5) completed the Honors in the Major track. Three (3) students completed both Honors tracks. Since the beginning of Honors, only 19 of our members have completed both Honors tracks.

2. Major Employers of Students (N/A)
3. Internships and Co-ops (N/A)
4. Other Relevant/Appropriate Data (N/A)

D. Listing of Public Service Activities

Members of the Honors Program, especially through the Alpha Lambda Delta Freshman Honor Society chapter, carried out a wide range of public service activities this year. Following is only a sample of the community service provided by the 542 members of Honors:

1. Throughout the year, ALD members served as Lunch Buddies at Washington Elementary School, mentoring children at the school as directed by the school's staff.
2. Participated in the Adopt-A-Street program of the City of Greensboro and kept Dudley/Bennett Street from Lindsay St. to Washington St. clean.
3. Partnered with a new organization, "Green Paw Aggies," and participated in at least two campus clean-up days.
4. In November, partnered with the American Society of Agricultural and Biological Engineers (ASABE) to host their first Annual Environmental Symposium.
5. Took part in the Big Brothers/Big Sisters Program in the Greensboro community
6. Tutored children with the Black Child Development Institute as well as with a variety of local elementary and middle schools, especially through Project Homework.
7. Volunteered at Dudley High School as part of the Communities in School Program
8. Volunteered at the Habitat Restore and the Urban Ministry's Potter House.
9. Participated in the Winter Walk for AIDS.
10. Volunteered at the local Salvation Army facility and helped unload supply trucks, restock food shelves, pack brown bag lunches, prepare Thanksgiving dinner packages, and provide general assistance to the staff.
11. Under the auspices of the Centro de Accion Latino, several Honors students helped young Hispanic children improve their English language skills.
12. Took part in the Hurricane Katrina Relief Project during the fall and spring semesters.
13. Helped serve dinner to homeless men and women at the Urban Ministry Night Shelter.
14. Continued to support the Nsaba Science Foundation School for Girls in Agona/Swedru in Ghana, mentored students via the Internet, and raised funds for donations for the school.