

The **Honors Program** (HP) seeks to recruit and retain exceptional students by nurturing their academic development, broadening their cultural awareness by providing pre-professional leadership training and involving them in community service. The Honors Program offers high achieving and motivated undergraduates the opportunity to participate in student centered learning experiences that promote intellectual growth, cultural appreciation, international experiences, professional focus, leadership development, and civic participation. The Honors program serves the University by enhancing the intellectual life of campus, helping students prepare for graduate school and serving as a locus for curricular experimentation. Fall 2007 the Honors Program welcomed ninety-eight (98) incoming freshmen and an additional ninety-five (95) students Spring 2008 for a total 2007-2008 academic year of 481 Honors Program members. Forty-four (44) Honors courses were offered departmentally throughout the university. The program sponsored two levels of leadership development, Emerging Leaders Workshop with fifty-seven(57) freshmen attending and the Center for Creative Leadership an innovative leadership certificate program that awarded twenty-three(23) students certificates of completion and twenty-four (24) other participated in portions of the program. Additionally twenty-eight (28) Honors students served as elected officers in the three student organizations link to the Program: Alpha Lambda Delta National Freshman Honors Society (ALD), Alpha Kappa Mu and Alpha Chi. In an effort to promote international experiences for Honors students the program sponsored two 10 day study tours allowing 15 students to participate.

During academic year 2007-08 the Honors program launched a new initiative the Aggie Freshman Academic Success Program. The program operated by matching “coaches” who served as academic tutors and life skills mentors for high-risk freshmen (GPA of 1.75 or below) in similar majors. A total 156 freshmen initially entered the program, working with 37 Honors coaches. The freshman participants demonstrated varying levels of commitment which created a dramatic correlation between their level of commitment and their final grades hence, their retention rates. Accordingly 32 of the 43 (74%) most diligent freshmen did better in spring than fall and 27 of the 43 (63%) will be able to return to school in the fall. Only 20 (43%) of the 47 students who occasionally met with their coaches improved their GPA. Only 23(49%) of the second group can return next year. Finally only 21 (32%) of the 66 freshmen who quickly dropped out of the program improved their grades and only 13 (20%) of this group will be able to return. This program can contribute to the retention of high-risk freshman students thus contributing to the University wide retention efforts.

Supporting Document

[1] [Honors Program Annual Report 2007-2008](#)