

UCR | University Honors Program

University of California, Riverside



ANNUAL REPORT 2005–2006

| | |
|---|-----------|
| The Lower Division Program | 3 |
| Recruitment | 3 |
| Residential Fellowships | 3 |
| Mandatory Courses | 3 |
| University Honors Program Seminars and Sections | 4 |
| First Year Learning Contract | 6 |
| First Year Student Statistics | 6 |
| Personal Growth and Community Service | 6 |
| Peer Mentoring Program | 7 |
| Continuing Student Activities | 7 |
| Summer University Honors Program | 7 |
| The Sophomore Honors Program | 8 |
| The Upper Division Program | 9 |
| Synopsis | 9 |
| Recruitment Efforts | 9 |
| Honors in the Major | 10 |
| Upper Division Honors Conference | 10 |
| Upper Division Student Theses | 10 |
| Phi Beta Kappa | 11 |
| Phi Beta Kappa Inductees | 11 |
| Faculty in Residence | 12 |
| UHP Student Statistics | 12 |
| Special Student Achievement | 12 |
| Education Abroad and the UC Washington Center/Sacramento | 12 |
| Undergraduate Research Programs | 14 |
| Upper Division Honors Conference | 15 |
| Upper Division Student Theses | 15 |
| APPENDIX A - Residential Fellowship Expenditures | 16 |
| APPENDIX B - HNPG 09 2005 Syllabus | 17 |
| University Honors Program – Academic Policies | 17 |
| First Year Honors Workshop and Colloquium | 17 |
| Standards of Work | 17 |
| Academic Standing | 17 |
| Honors Sections and Seminars | 17 |
| HNPG 09 – Fall 2005 | 18 |
| APPENDIX C - HNPG 09 2005 Student Evaluation | 21 |
| Honors Fall Workshop 2005- HNPG 09: Ethics and College Student Life Error! Bookmark not defined. | |
| APPENDIX D - HNPG 10A 2006 Syllabus | 22 |
| HONORS COLLOQUIUM 10A - WINTER QUARTER 2006 | 22 |
| Freshmen Honors Colloquium Presentations & Muffin Mornings | 23 |
| APPENDIX E - HNPG 10B 2006 Syllabus | 24 |
| HONORS COLLOQUIUM 10B - SPRING QUARTER 2006 | 24 |
| Freshmen Honors Colloquium Presentations & Muffin Mornings | 25 |
| APPENDIX F – Student Evaluation of HNPG 10A and 10B | 26 |
| HNPG 10A 2006 Student Evaluation Error! Bookmark not defined. | |
| HNPG 10B 2006 Student Evaluation Error! Bookmark not defined. | |
| APPENDIX G - “Year at a Glance” Learning Contract | 27 |
| APPENDIX H - UHP Personal Growth & Community Service | 28 |
| APPENDIX I- Peer Mentors in All Three Colleges | 31 |
| APPENDIX J- SUHP 2005 Schedule | 32 |
| APPENDIX K : Student Theses Presented at 2006 Conference | 33 |
| APPENDIX L - Seven-Year Student Statistical Data | 34 |
| First Year Lower Division Student Statistics | 34 |

**University Honors Program
Annual Report
2005-2006**

The Lower Division Program

Recruitment

(January- May 2005)

UHP staff participated in all aspects of campus wide planning for the annual recruitment activities. Data files were received from Outreach and Recruitment. Students were invited to apply for admission to the UHP. Invitations to apply were emailed to 9000 students. Postcards advertising the program and the online application process were sent to the same students. The recruitment pool consisted of all UCR admits with a high school GPA above 3.5. The major recruitment events included the Chancellor's Welcome and the series of UCR Discover Days.

The UHP admission criteria remained the same of SAT score, ACT score and high school grade point average as reported on the UC Application. Mailings were done in January in anticipation of Chancellors Welcome, and again in March and April in conjunction with Discover Days. Students applying before April 15, 2005 received priority notification concerning admission to the UHP before the May 1, 2005 SIR deadline. Throughout April, May and June additional UHP offers were made to students identified by Admissions and the UHP office. Honors recruitment efforts yielded 847 applications, and an initial fall 2005 first-year class of 245 students.

Residential Fellowships

All incoming UHP students are eligible to live in the Aberdeen-Inverness UHP residence halls or the Pentland Hills Honors suites. All UHP admits are eligible to apply for fellowship support. Students requesting fellowships must meet quarterly standards and follow the award criteria, and successfully complete the UHP Learning Contract. A total of 125 students received a UHP Residential Fellowship for the academic year 2005-06. The fellowship was awarded during the Spring quarter of the 2005-06 academic year. 96 of the 126 Residential Fellowship Recipients were first-year students and the remaining 30 were continuing Honors students. The fellowship award amounts were set at \$1700 for continuing students and \$2000 for first year students. The total fellowship expenditure for 2005-06 was \$243,000.00.

APPENDIX A – Residential Fellowship Expenditure Chart

Mandatory Courses

All Honors freshmen were required to complete a series of three classes. Beginning in the fall with HNPG 09: *Ethics and College Student Life* and continuing into colloquiums during the winter and spring quarters (HNPG 10A and HNPG 10B respectively).

HNPG 09: Ethics and College Student Life (Fall 2005)

This was a 10-week, 2-unit, letter grade course focusing on ethical issues regularly faced by college students. The class was held on Wednesdays from 5:10-7:00pm. The course had two main components: guest faculty lecturers each week and discussion sections. The weekly faculty lecture took place from 5:10-6:00pm every Wednesday. Following the lecture, students attended discussion sections, facilitated by UHP Peer Mentors to further explore those issues raised in the readings and lecture.

Faculty who participated in HNPG 09:

- Peter Graham, Professor of Philosophy
- June O'Connor, Professor of Religious Studies
- Howard Wettstein, Professor of Philosophy
- Emory Elliott, Professor of English
- Steve Angle, Professor of Chemistry and Dean of CNAS

- Kathleen Montgomery, Professor of Management
- Larry Wright, Professor of Philosophy

APPENDIX B – HNPG 09 2005 Syllabus

APPENDIX C – HNPG 09 2005 Student Evaluation

Colloquium HNPG 10A (Winter 2006)

Each week UCR faculty was invited to speak on their current research and other areas of interest to highly motivated undergraduate students. Students were then invited to an informal gathering with the presenting faculty during Muffin Morning prior to the lecture. The presenters for winter quarter were:

- Gary Zank, Physics
- Dylan Rodriguez, Ethnic Studies
- Howard Wettstein, Philosophy
- Thomas Cogswell, History
- John Briggs, English
- Peter Graham, Philosophy
- Robert Rosenthal, Psychology
- Christine Gailey, Women's Studies
- Rene Lysloff, Music

HNPG10A employed I-Learn to facilitate the on-line submission of reflection essays as well as interactive discussion boards based on each of the informal gatherings. The University Honors Program found this to be a valuable addition to the course composition. **APPENDIX D** – HNPG 10A 2006 Syllabus

Colloquium HNPG 10B (Spring 2006)

Each week UCR faculty was invited to speak on their current research and other areas of interest to highly motivated undergraduate students. Students were then invited to an informal gathering with the presenting faculty during Muffin Morning prior to the lecture. The presenters for winter quarter were:

- Carlos Cortés, Professor Emeritus, History
- Michael Marsella, Chemistry
- Nancy Beckage, Entomology
- Vorris Nunley, English
- June O'Connor, Religious Studies
- Randy Head, History
- Margarita Curras-Collazo, Neuroscience
- Edna Bonacich, Ethnic Studies and Sociology
- Vivian Lee-Nyitray, Religious Studies
- Joel Martin, Interim Dean of the College of Humanities, Arts, and Social Sciences

HNPG10B employed I-Learn to facilitate the on-line submission of reflection essays as well as interactive discussion boards based on each of the informal gatherings. The University Honors Program found this to be a valuable addition to the course composition.

APPENDIX E – HNPG 10B 2006 Syllabus

APPENDIX F – HNPG 10A and 10B 2006 Course Evaluations

University Honors Program Seminars and Sections

To complete the requirements for Lower Division University Honors, each student is required to take a minimum of four honors courses over two years plus the introductory ethics course in the fall quarter of their first year, plus the HNPG 10A and 10B series. Listed below are the courses for the 2005-2006 academic year.

Fall 2005

Seminars

HNPG 031E - Art History: Artist in Traditional China - Hsu G
HASS 020A - Flashpoint: The Individual in Conflict - Otis E

Sections

ENSC 001H - Honors Intro to Environmental Science: Natural Resources - Jury B
HIST 020H - Honors Intro to World History: 20th Century – Tomoff K
PHIL 003H- Honors Ethics & The Meaning of Life- Watson G
ANTH001- Honors Cultural Anthropology-Miller J
CHEM122H- Chem 112 Series Section –Hollis K
ENGL023A- English Literature through the 17th Century- Briggs J

Winter 2006

Seminars

HNPG 042K - Psychology: The Doctor Patient Relationship – DiMatteo R
HNPG 042N - Psychology: Applied Principles of Health and Wellness – Otis E
HNPG 042M- Psychology: Nonverbal Communication and Personal Charisma – Friedman H
HNPG 036P- The Bosnian Genocide in Historical Perspective- Michels G
HNPG 036V- Hunger and Famine in the Modern World- Simmons D
HNPG 031J- Honors Seminar in the Fine Arts- Forster-Hahn F

Sections

SOC 001 - Honors Introduction to Sociology - Turner J
POSC020- World Politics- Cherif F
POSC005- Modern Political Ideologies- Medearis J
CHEM123H- Chem 112 Series Section- Midland M
ETST001H- Honors Intro to Race & Ethnicity- Perez R
ETST 007H - Honors Intro to Native American Studies – Bomberry E
HIST 010H - Honors World History: Prehistory to 1500 – Head R
HIST 020H - Honors World History: 20th Century – Bell
PHIL 003H - Honors Ethics and the Meaning of Life – Reath A
RLST 005H - Honors Intro to Asian Religions – Nyitray V
ENSC002H – Honors Intro to Environmental Sciences- Amhrein C

Spring 2006

Seminars

HNPG036K- History and the Grand Canyon – Hinline
HNPG 036P- The Bosnian Genocide in Historical Perspective- Michels G

Sections

ANTH001- Honors Cultural Anthropology-Miller J
HIST 020H - Honors World History 20th Century – Lloyd B
CHEM124H- Chem 112 Series Section- Staff
ENSC 003H - Honors Contemporary Issues in Environmental Science – Stein L
RLST012H - Honors Religious Myths and Rituals –Nyitray V
HIST 015H - Honors World History 1500-1900 – Patch R
HIST 020H - Honors World History 20th Century – Brennan J
PHIL002H - Honors Philosophy: Contemporary Moral Issues –Fischer J
WMST030H- Violence Against Women- Gailey C

Research

HNPG097, Honors Lower Division Research, Various Professors
CHEM097H, Freshmen Honors Project, Various Professors

First Year Learning Contract

All Honors first year students must complete the First Year Learning Contract each quarter. The contract requires students to meet with the Lower Division Coordinator and the Peer Mentor three times each during Fall quarter, as well as meet with their academic advisor. In addition, students must complete 10 hours of community service and personal growth, attend three muffin mornings, two speaker series, and a Career Services Orientation.

APPENDIX G – “Year at a Glance” Learning Contract

First Year Student Statistics

| Fall 2005 | Winter 2006 | Spring 2006 |
|---|---------------|---------------|
| Start- 245 | Start- 212 | Start- 191 |
| Completed- 0 | Completed- 0 | Completed- 3 |
| Dropped- 16 Dismissed- 17 | Dismissed- 21 | Dismissed- 23 |
| End- 212 | End- 191 | End- 168 |
| AE5C- 23 (9%) Male- 104 (42%) Female- 141 (58%) CNAS- 116 (47%) CHASS- 114 (47%) COE- 15 (6%) Average SAT: 1215 Average HS GPA: 3.85 | | |

Final Statistics: 168 students retained after first year, 1 first-year student completed Lower Division Honors at the end of spring 2006.

Personal Growth and Community Service

Honors students by nature are high achievers academically. They are self-directed learners and exhibit a wide range of interests. They are traditionally active participants in all aspects of campus life. Honors students are among the leadership elite of UCR. To assist Honors students in establishing personal direction, and a well thought out, well-rounded personal array of experiences, all UHP students are asked to engage in activities leading toward personal growth. Honors students are also asked to become involved in and contributors to the campus or to the community in which they live. Participation in personal growth and community service activities help to build self-assurance and confidence in decision making, while rewarding the ability to take initiative.

First year Honors students were required to complete at least 10 hours of community service and at least 10 hours of personal growth as part of their Learning Contract. In Fall Quarter 2005, FYs have completed over 2200* hours of community service. The Honors Program participated in three campus-wide service projects: Adopt-a-Pumpkin to benefit the UCR Child Development Center, Thanksgiving Can Food Drive through Staff Assembly to benefit UCR families in need, and a Holiday Toy Drive to benefit both the Central City Lutheran Mission in San Bernardino and the Holiday drive through Staff Assembly to benefit UCR families in need.

In winter quarter 2006, first year students completed over 2300 hours* of community service and over 2100 hours* of service during spring quarter.

* Calculation based on community service verification forms submitted during each quarter.

The following are a few examples of the organizations and communities served by Honors students: Young at Heart, Best Buddies, Corazon de Vida, Conversation Partners, Fiesta de la Familia, Preview Day, SCCUR Conference, Escort Service, Humane Society, Habitat for Humanity, local elementary and high schools (tutoring, working with students), local hospitals, and local churches, mosques, and synagogues.

APPENDIX H – UHP Personal Growth & Community Service

Peer Mentoring Program

Peer mentors are experienced second, third and fourth year students who have been actively involved in the University Honors Program, the campus and the Riverside community. They have the knowledge and the ability to share academic and personal experiences relevant to new and transitioning students through our outreach events, quarterly meetings, and individual and group sessions. Peer mentors represent the most popular majors from the Colleges of Humanities and Social Sciences, Natural and Agricultural Sciences and Engineering. The peer mentor program is a student-to-student assistance activity that provides an academic, social and psychological support system. Our peer mentors teach college survival skills and goal setting strategies and provides information concerning university policy and procedures. They make referrals to on/off campus departments and services when necessary.

Students interested in becoming a peer mentor must submit a formal application and go through an interview process. If selected students must undergo a rigorous ten-week training session and exit interview where their performance is evaluated and critiqued. If they are chosen to serve as a peer mentor for the next academic year, they must commit a minimum of six to ten hours of service per week to the honors program. Listed in the appendix below are the UHP peer mentors who served during the 2005-2006 academic year.

APPENDIX I – Peer Mentors in All Three Colleges

Continuing Student Activities

In the 2005-06 academic year **89** students completed Lower Division Honors. Highlights of the UHP student involvement in various outreach and enrichment activities can be reviewed on the UHP website in the Accolades section (www.honors.ucr.edu).

Students who have not completed the Lower Division requirements follow a written course plan and UHP Learning Contract guideline for completion. Like first year students, second year students are required to complete a minimum of ten hours of community service and personal growth per quarter. Also, students are encouraged to apply for internships and summer programs, as well as engage in research and other academic enrichment activities. This information is given to the student at each quarter group meeting that they are required to attend at the beginning of each quarter. Signups are done online using a form.

| Fall 2005 | | Winter 2006 | | Spring 2006 | |
|-----------|-------|-------------|--------|-------------|--------|
| Start | 176 | Start | 142 | Start | 84 |
| AE5C | 9.67% | AE5C | 9.15% | AE5C | 4.76% |
| Male | 44.8% | Male | 44.36% | Male | 45.23% |
| Female | 55.1% | Female | 55.63% | Female | 54.76% |
| CNAS | 35.7% | CNAS | 31.69% | CNAS | 26.19% |
| HASS | 53.9% | HASS | 59.86% | HASS | 69.04% |
| BCOE | 10.2% | BCOE | 8.45% | BCOE | 4.76% |

Summer University Honors Program

The Summer University Honors Program* (SUHP) occurred from **Sunday, June 26th to Wednesday, June 29, 2005**. The theme for this year was “What is an Educated Person”, and centered on what it means to gain knowledge, what knowledge is valued, and the responsibility that comes with education. 220 incoming freshmen took part in this year’s SUHP. Students attended sessions that focused on personal growth, community service, leadership, and peer interaction. **APPENDIX J** – SUHP 2005 Schedule

***NOTE:** *Because SUHP is a component of both the recruitment process and first year experience, it is more congruent to discuss herein the SUHP program preceding the term of the annual report. Therefore, the information below refers to SUHP 2005. SUHP 2004 was discussed in last year’s annual report (2003-04). SUHP 2006 will be covered in next year’s annual report (2006-07).*

Academic Sessions:

Opening Presentation by Geoff Cohen – *Nature of Academia*
Lecture by Dr. John Fischer – *Value of Service*
Lecture by Dr. Tracy Kahn – *UCR Citrus Project*
Workshop by Ed Otis – *Communication and Social Survival Skills*
Workshop by Robert Nava, Jim Erickson, and Kathy Atkinson – *Finding Purpose*

Students were also introduced to honors protocols and requirements. Peer mentors facilitated discussion sessions focusing on the text material. They also lead sessions where college requirements and class schedules were discussed and developed by students.

Community Service Session:

A community service project was established for students to complete during the week. Students helped pick oranges from the citrus groves on campus, and donated the fruit to the Central City Lutheran Mission in San Bernardino. Students picked, boxed and delivered over three tons of oranges. The oranges were distributed to the shelters' food bank, homeless outreach, to after-school programs.

Students gained knowledge of the agricultural background of the region through speakers and films. By the end of the activity students developed a better understanding of the agricultural history of the state, our campus contributions to the agricultural industry and the struggles of farm laborers.

Peer Interaction:

A series of social activities were developed to enhance student interaction and foster a sense of community among honors students. These sessions included competitions such as Hall Olympics, talent show and dance. Students also went on social excursion to the University Village. The Summer University Honors Program is a time for community building and camaraderie. Students learn about the UHP, the campus and the surrounding community.

SOPHOMORE HONORS PROGRAM

Sophomore Honors – The Applied Learning Component is designed for high achieving Sophomore students interested in smaller classes and increased interaction with faculty. During Spring 2005 and Fall 2005, a targeted list was sent information and encouraged to apply to the program, out of 473 eligible students 19 applied and were admitted for fall quarter. Additional recruitments occurred throughout the winter and spring quarters. As a result the program ended the academic year with thirty-six Sophomore Component participants.

Students who complete all elements of the Applied Learning Component will receive a certificate and letter from the Director of the University Honors Program, and will have this achievement noted on their official University transcript. Other benefits include recognition in the commencement book as completing Sophomore Honors. Additional rewards include smaller interactive courses and Honors housing.

Sophomore Honors – The Applied Learning Component is an aspect of the Lower Division Honors Program. It is offered to undergraduate students as an introductory Honors experience and the wealth of opportunities available to undergraduates at UC Riverside. Our hope is that participants will go on to engage in an array of meaningful scholarly endeavors throughout their four year of undergraduate study.

Requirements: (Students have two years to complete all of the requirements)

Community Service and Personal Growth
Internships and Summer Programs
Research Opportunities
Independent Study
UHP Seminars or Sections
HNPG 9, 10A/10B
Leadership Involvement and the Co-curricular Transcript
Speakers Series – Major or College Related

Benefits of Participation

- Small Interdisciplinary Seminars and Courses
- Personal Interaction With UHP Faculty
- Opportunities for Research and Internships
- Personal Counseling and Academic Advising
- Priority Registration
- Development of Meaningful Leadership Skills
- Transcript Notation and Graduation Recognition
- Residential Fellowship, if you live on campus in UHP housing and meet the criteria

| Fall 2005 | | Winter 2006 | | Spring 2006 | |
|-----------|----|-------------|----|-------------|--------|
| Start | 19 | Start | 24 | Start | 36 |
| | | DROPPED | 1 | COMPLETED | 10 |
| | | | | Male | 45.00% |
| | | | | Female | 55.00% |
| | | | | CNAS | 35.00% |
| | | | | CHASS | 60.00% |
| | | | | BCOE | 5.00% |

The Upper Division Program

Synopsis

During the academic year of 2005-2006 we were able to increase the number of participants in the Upper Division Honors Program. The number of students who successfully completed Upper Division Honors is comparable to the previous two years but the number of students who are continuing has doubled. The hope is that the completed student numbers will also increase especially with added visibility at all events on campus that have to do with research in all colleges, a push to embrace the transfer student population and finally to increase our Honors in the Major initiative in all corners of the campus community.

Recruitment Efforts

The Upper Division component has been visible at the following recruitment events: Bear Tracks Summer (four break out sessions and information table) and; Preview Day (information table and break out session); Information Sessions (four held in October, four held in January/February)

The orientations are offered each quarter. Fall quarters numbers did not include RSVP therefore they are down from last year's Fall Quarter, this feature will be used for Winter. Possible recruits are being pulled from both students with GPA/standing and those that have enrolled in research credits. Current or recently completed Upper Division Honors students also attended the January and February Orientation Sessions as well as members of the Career Center and Dominique Belanger so that the students would be able to utilize some other resources regarding research on campus. All brochures and handouts were reworked for this academic year. A worksheet to familiarize the student with objectives of the Upper Division program and how it can fit in with their goals and other commitments was handed out at every orientation session. A new Upper Division brochure was established with updated information as well as Honors in the Major. A new UHP brochure was also developed for all recruitment efforts.

| Orientation Sessions | Student Attendees |
|----------------------|-------------------|
| October 24th | 10 |
| October 26th | 2 |
| October 27th | 8 |
| October 28th | 15 |
| January 30th | 21 |
| January 31st | 32 |
| February 1st | 61 |
| February 2nd | 40 |
| TOTAL | 189 |

Honors in the Major

The Biological Sciences major has created an Upper Division Honors element to their major allowing their students graduate with Honors in the Major if completing two seminar courses and at least four thesis courses, one of which must be in their Junior year in residence at UCR (Junior Standing – BLSC192H and BLSC198H, Senior Standing – BLSC 193H and BLSC 195H) and all requirements of the Upper Division program of the UHP. This additional option for students will allow for growth in the major and the UD of UHP. There are currently 5 students who have completed the official application process with an equal number of students in the process of officially becoming an Upper Division BLSC Honors student.

At this time Political Science and Sociology have functioning Honors programs for their majors but does not actively coordinate with the UHP. Psychology has a program on the books but does not have an active faculty base to run the program. A future goal of the UHP is to increase the number of majors that offer an Honors version of their major. Philosophy is one such major in the works for this to happen.

As a recruitment tool all data was collected from Data Warehouse. A report was run pulling all gpa eligible students from both BLSC and CNAS undeclared. This report generated a target population of 45 students.

Upper Division Statistics

This table summarizes the student progress in the Upper Division Program as well as demographic and academic focus distribution. These statistics are for the Academic Year 2005-06. Final data is calculated at the end of spring quarter each year.

| Progress Statistics | |
|---------------------------------|--------------------|
| 83 | Total Students |
| 23 | Presented |
| 41 | Continuing/Pending |
| 19 | Exited |
| Demographic Distribution | |
| 24.10% | AE5C |
| 43.37% | Male |
| 56.63% | Female |
| College Distribution | |
| 74.70% | CHASS |
| 20.48% | CNAS |
| 4.82% | COE |

Upper Division Honors Conference

The University Honors Program Upper Division Honors Conference was held at the University Extension center from 6:00pm – 9:00pm on Monday, May 22, 2006. Twenty-three students presented their work. There were 72 guests ranging from family, friends, significant others as well as faculty and staff. The Faculty Mentor of the Year awards were presented at this event as well. Nominated by the Upper Division students of the matching academic year, two faculty are awarded the annual recognition for outstanding mentorship of their student(s). Distinguished Professor Ross Parke of the Psychology department and Professor Antoine Yoshinaka of the Political Science department were present and were given a plaque by their nominating student. A perpetual plaque hangs in the University Honors Program offices.

Upper Division Student Theses

The bound theses are now a part of the Special Collections housed in Rivera Library. The serial number for the theses is Y2R5H6. Each year the theses are bound together in volumes, which are then given to the Special Collections department along with an electronic file that is used for searching purposes.

APPENDIX K – Student Theses

Phi Beta Kappa

Since the spring of 1998, the University Honors Program has been the administrative home of the Phi Beta Kappa chapter here at UC Riverside.

Phi Beta Kappa Inductees

2005-06 UHP Student Phi Beta Kappa Inductees

| LAST NAME | FIRST NAME | COLLEGE | MAJOR |
|------------|---------------------|---------|-------|
| Arevalo | Carlos Santana | HS | HIST |
| Balderas | George Allen | HS | BSEC |
| Berona | Chad Brandon | HS | LBST |
| Blalock | James Edward | HS | PSAT |
| Brabham | Lara L | HS | PSYC |
| Bridges | Jacquelyn Michele | HS | LBST |
| Britton | Emma L | NA | GEOL |
| Burns | Vincent Hugh | HS | PSYC |
| Carmichael | Katherine Jean | HS | PSYC |
| Castelan | Miguel Angel | HS | PSYC |
| Castro | Doris Noemi | HS | PSYC |
| Chang | Melanie E | NA | CHEM |
| Class | Claire M | HS | ENGL |
| Cunningham | Kathleen Louise | NA | BLSC |
| Daye | Melanie Elke | HS | PSYC |
| Domicoli | Cristina Nicole | HS | PSYC |
| Grafton | Margot Denise | HS | LBST |
| Grubic | Joseph Daniel | HS | SPN |
| Habereder | Virginia Anna | NA | MATH |
| Haghighat | Pari Naz | HS | POSC |
| Hall | Casey April | HS | PHIL |
| Hardie | Khaleelah Larise | HS | SOC |
| Hoefke | Alicia Mae | HS | HIST |
| Jasper | Miranda Louise | HS | SPN |
| Jauregui | Brandon Ramon | HS | ECON |
| Johnson | Allison Marie | HS | ENGL |
| Kahwajian | Houry Arine | NA | BIOL |
| Khin | Htwe Kyi | HS | ENGL |
| Kolkman | Amanda Renee | HS | ANTH |
| Lannamann | Jacqueline Anne | HS | LBST |
| Lara | Olivia Isabel | HS | PSIA |
| Lee | Juliana Rebecca | HS | CPLT |
| Lee | Leanna M | NA | BIOL |
| Lee | Melissa Elizabeth | HS | LBST |
| Lehnhardt | Jennifer Ann | HS | PRBS |
| Letchworth | Daniel Morgan | HS | ART |
| Liban | Kelvin Meri Caronan | HS | PYLW |
| Low | Heidi Marie | HS | LBST |
| Luna | George | HS | HIST |
| Luong | Gloria | HS | PSYC |
| Nelson | Matthew Conrad | HS | ENGL |
| Nichols | Christy Anne | HS | LBST |
| Okafor | Nwando | NA | BIOL |

| LAST NAME | FIRST NAME | COLLEGE | MAJOR |
|-----------|-------------------|---------|-------|
| Ortiz | Marisol Naomi | HS | SPN |
| Porter | Jessica Amelia | NA | BIOL |
| Radoff | Roseanna | HS | LBST |
| Roberts | Melissa Marie | HS | PSYC |
| Snyder | Peggy Lorena | HS | CRWT |
| Summers | Holly Elizabeth | NA | BPSC |
| Tan | Jenny | HS | LBST |
| Tone | Ashley Michelle | HS | PRBS |
| Tran | Tri Minh | NA | CHEM |
| Wachtel | Aimee Kathryn | HS | ENGL |
| Waldrep | Janelle Christine | HS | HIST |
| Walker | Robert Guy | HS | ENGL |
| Walker | Sean Thomas | NA | BCH |
| Ziadie | Bryan Arthur | HS | CRWT |

Faculty in Residence

Dr. Vorris Nunley, Assistant Professor in the English Department. He lived in an apartment in the Pentland Hills Residence Halls and provided academic enrichment programs on a quarterly basis. This UHP component to enhance residence hall life contributes to the ever-expanding array of programming available to undergraduates.

UHP Student Statistics

The University Honors program was founded in 1989. Since 1999 detailed records have been kept of student progress toward completion of the Lower and Upper Division Programs. These records include retention, dismissals, self-selected drops, and successful completion rates for each academic year. The statistics show a general increase in the rate of completion as well as the size of the student population. A summary of the last five years of UHP student statistics can be found at the end of the appendices to this report.

APPENDIX L – Seven-Year Student Progress Statistics

Special Student Achievement

Prestigious Scholarships

Sean W. Kaloostian - Rhodes Scholar finalist

Rebecca Ann Seagle - Donald A. Strauss Scholarship

Education Abroad and the UC Washington Center/Sacramento

Many Honors students take advantage of an Education Abroad experience or study at either the UC Washington or Sacramento Centers. The Honors program promotes these types of experiences heavily throughout the year with reminders at all group meetings and during any one-on-one advising sessions.

Education Abroad Program – UHP Student Participation – 2005-2006

| Country | Institution | Student |
|----------------|----------------------------|---------------------|
| Brazil | University Sao Paulo | Christian Gonzalez |
| Korea | Yonsei University | Aiden-Quinn Song |
| Netherlands | Utrecht University | Shady Grove Oliver |
| Germany | Free University Berlin | Shady Grove Oliver |
| Spain | University of Cordoba | David Hong |
| Costa Rica | Monteverde Institute | David Hong |
| Germany | Goettingen Study Center | Kristin Tucker |
| Hong Kong | University of Hong Kong | Eugenia Wu |
| Italy | UC Center Siena | Jeremy Simpkin |
| Italy | UC Center Siena | Tiffany Aman |
| Korea | Yonsei University | Jinny Lee |
| Korea | Yonsei University | Lily Wei |
| Korea | Yonsei University | Seung Yi |
| Mexico | Field Research | Emma Britton |
| Spain | University of Cordoba | Armando Lara-Millan |
| Sweden | University of Lund | Beth Hollenbeck |
| Taiwan | National Taiwan University | Vincent Burns |
| U.K. | University of Sussex | Lena Downar Herron |
| U.K. | University of Sussex | Sahar Madaen |
| U.K. | UC Center in London | Sunshine LeMontree |
| U.K. | University of Leeds | Edgar Frias |

UC Washington Center Program – UHP Student Participation

UC Washington Center Program

| Last | First | Quarter | HONORS |
|------------------------------------|-----------------------|----------------|---------------|
| Decker | Marielle | Summer 2006 | Lower |
| Donnelly | Christopher | Summer 2006 | Upper |
| Gonzalez | Christian | Fall 2005 | Upper |
| Keen | Stephanie | Spring 2006 | Lower |
| Martin | Kimberly | Winter 2006 | Lower |
| Palley | Miles | Fall 2005 | Upper |
| Song | Aiden-Quinn | Winter 2006 | Upper |
| Stone | Allison | Winter 2006 | Lower |
| Tackman | Allison | Summer 2006 | Upper |
| Wei | Lily | Spring 2006 | Lower |
| Wong | Ada | Fall 2005 | Upper |
| Wu | Crystal | Summer 2006 | Lower |
| Young | Lindsay | Fall 2005 | Upper |
| <i>UC Center Sacramento</i> | | | |
| Churchill | William David Spencer | Summer 2006 | Lower |
| Haigh | Austin Scott | Summer 2006 | Upper |

Undergraduate Research Programs

Some students have also engaged in research programs and internships during the summer or throughout the course of the year. Additional research experiences for undergraduates consisted of programs such as MARC U, UC Leads, MSRIIP, CAMP, etc.

MSRIIP

Marc Kinon – Prof. Carolyn Murray (Psychology)
George Luna - Prof. Juliette Levy (History)

UCLeads

Linh Vuong – Prof. Richard Cardullo (Biology)
Felipe Godinez – Prof. Guillermo Aguilar (Mechanical Engineering)

MSP

Zhou Jeff Zhang – Prof. Robin DiMatteo (Psychology)
Melissa Mondala – Prof. Robin DiMatteo (Psychology)

Marc U* Star

Gretchen Stanton - Prof. Chris Reed (Chemistry)
Oliver Loson - Prof. Vladimir Parpura (Neuroscience)

CNAS Scholars

| Name | Mentor |
|---------------------|-------------------|
| Alcon, Andre | M. Martins-Green |
| Darling, Curtis | M. Martins-Green |
| Fong, Ronald | D. Straus |
| Good, Jacob | L. Bartels |
| Lonquich, Brian | T. Garland |
| Panowicz, Michael | X. Liu |
| Parikh, Parth | D. Raske |
| Pham, Andrew | M. Martins-Green |
| Shahabuddin, Najjia | F. Sladek |
| Shahidzadeh, Anoush | M. Curras-Collazo |
| Taon, Matthew | M. Zuk |
| Thompson, Amy | N. Beckage |

CNAS Deans Fellowships

Melanie Chang - Prof. Tom Morton, Chemistry
Katie Hawkins - Prof. Mike Marsella, Chemistry
Thomas Lau - Prof. Jeanie Lau, Physics
Eddie Park - Prof. Ernest Martinez, Chemistry
Teraneh Zarififar - Prof. Isgouhi Kaloshian, Nematology

CHASS Summer Research in the Community Program

| Student | Mentor |
|-----------------|---------------|
| Caitlin Eubanks | David Fairris |

**Students were also able to present at national and regional conferences across the United States. Many of our students presented at the SCCUR conference November 19, 2005 hosted here at UC Riverside as well as a large portion of student volunteers helped run the conference.*

Upper Division Statistics

This table summarizes the student progress in the Upper Division Program as well as demographic and academic focus distribution. These statistics are for the Academic Year 2005-06. Final data is calculated at the end of spring quarter each year.

| Progress Statistics | |
|---------------------------------|--------------------|
| 83 | Total Students |
| 23 | Presented |
| 41 | Continuing/Pending |
| 19 | Exited |
| Demographic Distribution | |
| 24.10% | AE5C |
| 43.37% | Male |
| 56.63% | Female |
| College Distribution | |
| 74.70% | CHASS |
| 20.48% | CNAS |
| 4.82% | COE |

Upper Division Honors Conference

The University Honors Program Upper Division Honors Conference was held at the University Extension center from 6:00pm – 9:00pm on Monday, May 22, 2006. Twenty-three students presented their work. There were 72 guests ranging from family, friends, significant others as well as faculty and staff. The Faculty Mentor of the Year awards were presented at this event as well. Nominated by the Upper Division students of the matching academic year, two faculty are awarded the annual recognition for outstanding mentorship of their student(s). Distinguished Professor Ross Parke of the Psychology department and Professor Antoine Yoshinaka of the Political Science department were present and were given a plaque by their nominating student. A perpetual plaque hangs in the University Honors Program offices.

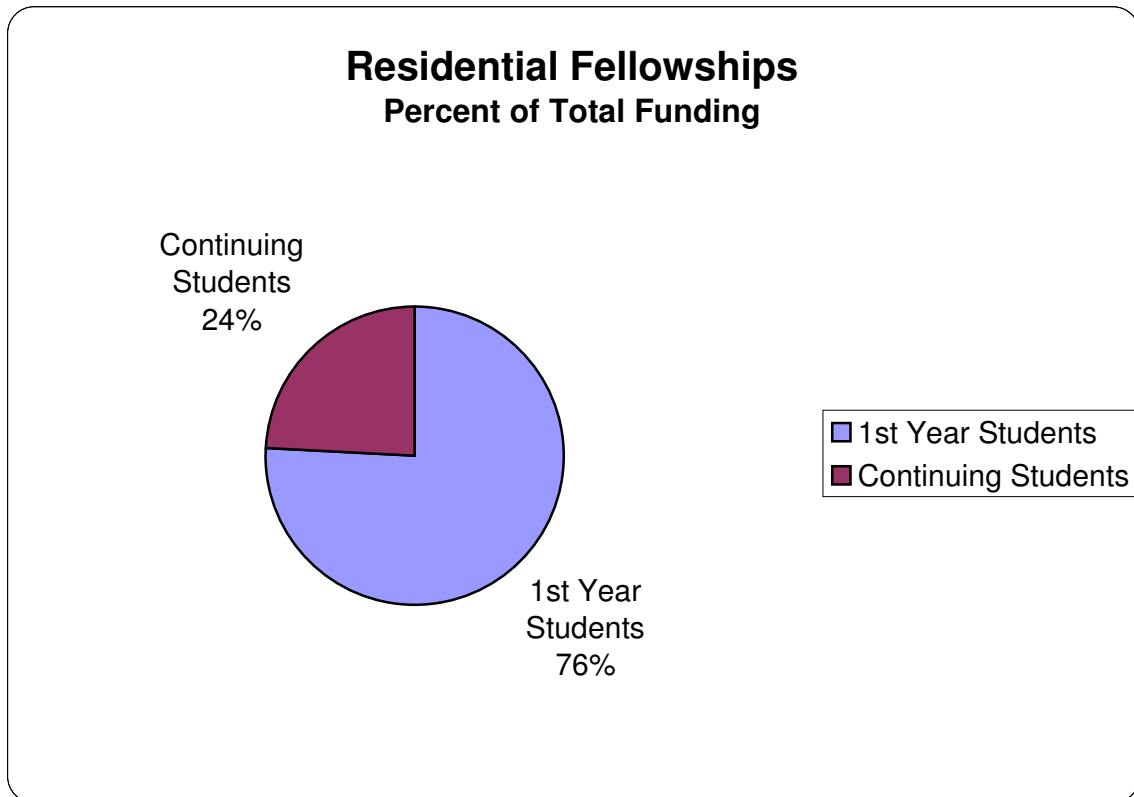
Upper Division Student Theses

The bound theses are now a part of the Special Collections housed in Rivera Library. The serial number for the theses is Y2R5H6. Each year the theses are bound together in volumes, which are then given to the Special Collections department along with an electronic file that is used for searching purposes.

APPENDIX M – Student Theses

APPENDIX A - Residential Fellowship Expenditures

A total of 125 students received a UHP Residential Fellowship for the academic year 2005-06. The fellowship was awarded during the Spring quarter of the 2005-06 academic year. 96 of the 126 Residential Fellowship Recipients were first-year students and the remaining 30 were continuing Honors students. The fellowship award amounts were set at \$1700 for continuing students and \$2000 for first year students. The total fellowship expenditure for 2005-06 was \$243,000.00.



APPENDIX B - HNPG 09 2005 Syllabus

HNPG 09 - Fall 2005 Honors Freshman Workshop: Ethics and College Student Life

Welcome to the University Honors Program

Welcome to the University Honors Program (UHP). In this innovative program students are invited to participate in seminars, courses, and a wide variety of projects intended to enhance their total university experience.

Established in 1989 with a major grant from the Ford Foundation, the University Honors Program (UHP) is divided into three key components: the Lower Division Program, the Upper Division Program and the Personal Growth and Community Service Projects.

The University Honors Program provides a framework within which we encourage and foster intellectual development. Our goal is to stimulate students to pursue serious research and perhaps academic careers in the future. We look forward to working with you and assisting you in enriching your academic endeavors.

Howard Wettstein

Dr. Howard Wettstein, Professor of Philosophy
Director of the University Honors Program

University Honors Program - Academic Policies

First Year Honors Workshop and Colloquium

This is a mandatory sequence of courses for all first year Honors students. Workshop and colloquium provide students with practical knowledge of UCR and stimulating topics for discussion.

Standards of Work

Honors students are expected to reflect effort and thoughtfulness in all of their assignments. If an assignment is turned in that does not reflect these qualities the student's status in the Honors Program will be jeopardized.

Academic Standing

In order to receive Lower Division Honors recognition at the end of the sophomore year, an overall grade point average of 3.2 and a GPA of 3.2 in the honors courses is required. Honors credit for a section or seminar will not be given if a student receives a grade lower than "B" in that Honors section or seminar (a "B-" is lower than a "B"). It is expected that UHP students maintain these same grade point requirements from quarter to quarter. All students below the required 3.2 GPA will be notified in writing and placed on UHP probation for one quarter. If a student's GPA falls below 3.0, it is sufficient for immediate dismissal from the UHP. If the minimum cumulative GPA of 3.2 is not attained the following quarter, status in the University Honors Program will be revoked. A student may also be placed on UHP probation for failure to complete his or her learning contract.

Honors Sections and Seminars

To complete the requirements for Lower Division University Honors, each student is required to take a minimum of four honors courses over two years. In order to complete the coursework requirement, at least two of the four Honors courses for which a student receives Honors credit must be seminars. Only a grade of B (not B-) or higher will allow a student to receive Honors credit for a section or seminar. Students will be required to continue taking Honors courses until they have received Honors credit for four courses.

HNPG 09 - Fall 2005 - Honors Freshman Workshop: Ethics and College Student Life**Course Purpose:**

As first-year students at a major research university, you may well soon encounter situations that raise moral questions. We would like to give you an introduction to these moral issues as well as some tools for reflecting on them. Some moral issues are by their nature contentious; not all reasonable persons will agree about these issues. With respect to such issues, we wish to help you to develop methods for understanding the relevant factors and refining and clarifying your own views within the context of respect for vigorous disagreement. A fully reflective person will understand the presuppositions, foundations, and implications of his or her views, and will know how to explain, modify, revise, and/or defend them in light of objections, criticisms, new knowledge, and previously-unasked questions that may occur in dialogue with others.

The tools and methods to which you will be introduced in this course can help to illuminate issues in practical and professional ethics, which you may well encounter as students, friends, voting citizens, members of various clubs, communities, and families, and as employees in an economy in which the pace of change is accelerating rapidly. This sort of change can present us with complex ethical problems. We hope to stimulate your moral imagination, assist you in recognizing moral issues, offer practice using the tools and resources of moral exploration and decision-making, and offer tips for dealing constructively with ambiguity and disagreement.

Required Readings:

All readings will be available for students to access on iLearn (Blackboard). Students may also check out a reserve copy of the readings from the University Honors Program office in 2316 Olmsted Hall. There is no required text or reader available at the University Bookstore. However, students will still be held responsible for all required readings.

Course Requirements:

It is expected that students will hear and read viewpoints that are different from their own. In order to have the kind of dialogue that is appropriate for a college classroom, it is required that students be willing to listen to and respect the views of others. Other course requirements students must meet are the following:

1. Regular attendance in lecture and discussion is required. Class discussion and dialogue is a vital part of this course, so come to class prepared and ready to express yourself. **No unexcused absences.**
2. You will be given a quiz on the reading assignment and lecture material at the beginning of the discussion sections during weeks three, five, and seven.
3. You are responsible for checking your e-mail and/or I-Learn for the announcement of any additional readings or assignments.
4. You will earn a participation grade by becoming actively involved in your discussion sections. Participation points can be detracted for disruptive, immature or inconsiderate behavior.

| | | | |
|------------------------|----------------|------------------|------------|
| Course Grading: | Participation: | 80 points | 50% |
| | Paper: | 50 points | 31% |
| | Quizzes: | <u>30 points</u> | <u>19%</u> |
| | TOTAL: | 160 points | 100% |

Participation: 50%: Based on attendance in lecture and participation in discussion in class and/or on iLearn.

Paper: 31%: Due November 16. 3-5 pages, Times New Roman, 12 point font, 1-inch margins. Please include your Student ID number instead of your name on your paper for anonymous reading by TAs.

Quizzes: 19%: 3 Quizzes on Weeks 3, 5, 7. Quizzes will be based on the readings as well as material covered in lectures for the corresponding modules.

Group presentation: Graded as part of participation. Presentation topic: What is an educated person? 5 minutes for each group presentation (one per discussion section). Additional information will be provided in discussion sections later in the quarter.

Discussion Sections:

You will be assigned to a discussion section on the first day of class (October 5). Along with this syllabus you will be given your discussion section placement. The room may or may not be what appears on your schedule of classes. You are responsible for attending the discussion section assigned to you by the Honors Program. If you are late to your section you will lose participation points.

| Section | Teaching Assistants | Room |
|---------|---|---------------------|
| 1 | Daniel Polk and Anita Chauhan | Pentland Hills B107 |
| 2 | Priscilla Chee and Sean O'Grady | Spieth Hall 1307 |
| 3 | Michael Sheppy and Darin Schemmer | Olmsted Hall 2312 |
| 4 | Kwasi Osei and Jason Howes | Life Sciences 2418 |
| 5 | Victoria Wang and Kevin Zhang | Statistics 2674 |
| 6 | Justin Rausa and Katherine Hawkins | Pentland Hills C104 |
| 7 | Alex Myerchin and Jade Chang | Pentland Hills D103 |
| 8 | Julieta Stepanyan and VanNessa Hill | Pentland Hills D105 |
| 9 | Tri Tran and Perveen Chattha | Pentland Hills F111 |
| 10 | Kelly McGillicuddy and Jacqueline Shen | Pentland Hills H104 |
| 11 | Cynthia Moon and Natasha Harrell | Olmsted Hall 2315 |
| 12 | Arturo Huipe and Dione Milleson | Olmsted Hall 2316 |
| 13 | Khaleelah Hardie and Anjali Varigonda | Pentland Hills C101 |
| 14 | Theresa Gilbertson and Charles Benjamin | Physics 2000 |

HNPG 09- Lecture, Film Series & Discussions

Week 1: Introduction
(Oct. 5)

Module 1 - Ethics & Moral Dialogue

Week 2: Religion, Relativism and Dialogue
(Oct. 12)
Peter Graham, Professor of Philosophy
June O'Connor, Professor of Religious Studies

Readings: *Analyzing Moral Issues: If He Hollers Let Him Go* and *Are You Politically Correct? Speech Codes: Alive and Well at Colleges...*

Week 3: Tolerance, Diversity and Hate Speech **QUIZ THIS WEEK**
(Oct. 19)
Carolyn Murray, Professor of Psychology

Readings: *Ethics and College Student Life: Ch. 9, Religion, Relativism, and Dialogue*

Module 2 - Personal & Academic Integrity

Week 4: Film: *A Man for All Seasons*
(Oct. 26) **NO DISCUSSION SECTION**

Week 5: **Personal and Academic Integrity** **QUIZ THIS WEEK**
(Nov. 2) Howard Wettstein, Professor of Philosophy and Director of the University Honors Program

Readings: *Professional Ethics Begin on the College Campus*
Plagiarism: A Lie of the Mind
Ethics and College Student Life: Ch. 1, Introduction
Ethics and College Student Life: Ch. 2, Academic Integrity, Grading, and Cheating

Module 3 - The Nature of Academia

Week 6: **What is an educated person?**
(Nov. 9) Emory Elliot, Professor of English and Director of the Center for Ideas and Society
Steve Angle, Professor of Chemistry and Dean of the College of Natural and Agricultural Sciences

Readings: *College Must Reconstruct the Unity of Knowledge*
Lost in the Life of the Mind

Week 7: **What is Academia?** **QUIZ THIS WEEK**
(Nov. 16) Kathleen Montgomery, Professor of Management, A. Gary Anderson Graduate School of Management

Readings: *Higher Education Isn't Meeting the Public's Needs*
In Defense of Intellectual Diversity

Week 8: **THANKSGIVING - NO CLASS**
(Nov. 23)

Module 4 - Intellectual Revolutions

Week 9: **History of Science**
(Nov. 30) Larry Wright, Professor of Philosophy

Readings: *Mathematical Formalism, Critical Thought, Truth, Alienation, Paradigms, and Metaphor*
Science Is a Social Enterprise
Viewing the History of Science From a Geographic Perspective
The Effects of Science on National Economic Development
A Generalist's Vision

Week 10: **Synthesis**
(Dec. 7) Group Presentations (2 hours)

APPENDIX C - HNPG 09 2005 Student Evaluation

This section of the annual report is only available on file in the UHP Office.

APPENDIX D - HNPG 10A 2006 Syllabus
HONORS COLLOQUIUM 10A - WINTER QUARTER 2006
5:10-6pm, Life Sciences 1500

Welcome to the Honors Program Winter Quarter Colloquium, HNPG 10A. This class will feature a different faculty speaker each week (weeks 2-10). You are required to **attend three** of these presentations and write a reflection paper on each of these three presentations. Attendance during week 1 is mandatory for all students.

Every first year Honors student is also required to attend **one Muffin Morning gathering** with a faculty speaker. You are encouraged to engage in conversation with the faculty at these gatherings. You will be asked to include your reflections of this experience in one of your three required reflection papers for the course. A schedule of faculty speakers and Muffin Morning gatherings is listed at the end of this syllabus. Any changes in the schedule will be updated on iLearn and through emails. Please check both iLearn and your UCR email account regularly for updates.

Grading:

This course is graded **S/NC** (Satisfactory/No Credit), not a letter grade. Credit for Honors 10A will be granted upon the successful fulfillment of **all** of the following course requirements:

- Attendance at three faculty presentations during Colloquium.
- Posting two questions on iLearn discussion boards for faculty to answer during Colloquium. You should post two questions for each lecture you plan to attend, by Tuesday prior to the lecture.
- Completion of three Colloquium reflection papers, 1-page each, due the Wednesday following the lecture.
- Attendance at one faculty gathering (Muffin Morning) and reflection on your participation included in one of the three Colloquium reflection papers.
- Completion of two Speaker Series reflection papers* (this fulfills part of your Learning Contract). Attending two additional 10A Colloquium presentations can count as Speaker Series. Speaker Series reflection papers are due the Wednesday following the lecture.

*Speaker Series papers are waived for students enrolled in a Freshman Discovery Seminar (HASS 092, NASC 092, or ENGR 092), or enrolled in CNAS Scholars or CHASS Connect.

Please note that **you will not receive credit if you arrive late to class or leave early**. Any student who is being disruptive to a faculty member (talking, sleeping, being disrespectful, etc.) will be asked to leave and will not receive credit for that presentation.

Lecture: *You are expected to be attentive and engaged during each faculty lecture. Please come to Colloquium prepared to ask questions and engage in a dialogue with faculty.*

I-Learn: *I-Learn (Blackboard) will be utilized for this course. You are expected to post questions to ask faculty during lectures in the Colloquium iLearn discussion boards. You should submit 2 questions you would like the faculty to answer for every lecture you plan to attend. Questions must be submitted by the Tuesday before the faculty presentation. In addition, you should also submit your reflection papers to the Digital Drop Box.*

Course Evaluations: *Please complete the online evaluation after each lecture you attend. The link to each week's evaluation for the faculty presentation will be posted on iLearn every Thursday.*

Reflection Paper Guidelines: Colloquium (HNPG 10A) papers on faculty presentations and Speaker Series should include your reflections on the presentation content, what you learned, how the information relates to your own life, education, or career goals; and how you might apply the information to your life. One of your reflection papers should also include your reflections on the Muffin Morning session you attend with a faculty member.

All Colloquium and Speaker Series papers are due by 5pm on Wednesday of the week following the lecture. All papers must be submitted via the **Digital Drop Box in I-Learn**. E-mailed papers will not be accepted.

Colloquium reflection papers and Speaker Series reflection papers each must be at least **one FULL page in content** (titles and headers should consist of no more than 3 single-spaced lines). Papers should be 12 point, Times New Roman font, double-spaced, with one-inch margins. *You will not receive credit for papers with margins and fonts increased in size or content less than one full page.*

Please save and name your reflection paper as "Colloquium.Paper Number 1, 2, or 3.Faculty Last Name" or "Speaker Series.Paper Number 1 or 2.Faculty Last Name."
For example: Colloquium.1.Zank or Speaker Series.2. Briggs.

Freshmen Honors Colloquium Presentations & Muffin Mornings

| Date | Week | Faculty and Department | Muffin Morning | Papers Due |
|-------------|-------------|-----------------------------------|-----------------------|-------------------|
| Jan 18 | 2 | Gary Zank, Physics | Cannot attend | Jan 25 |
| Jan 25 | 3 | Dylan Rodriguez, Ethnic Studies | 10am | Feb 1 |
| Feb 1 | 4 | Michael Marsella, Chemistry | 9am | Feb 8 |
| Feb 8 | 5 | Thomas Cogswell, History | 9am | Feb 15 |
| Feb 15 | 6 | John Briggs, English | 9am | Feb 22 |
| Feb 22 | 7 | Peter Graham, Philosophy | 10am | March 1 |
| March 1 | 8 | Robert Rosenthal, Psychology | Cannot attend | March 8 |
| March 8 | 9 | Christine Gailey, Women's Studies | 9am | March 15 |
| March 15 | 10 | Rene Lysloff, Music | TBA | March 22 |

**This syllabus is available on iLearn at <http://www.ilearn.ucr.edu/>
Please check iLearn regularly for any updates or changes.**

HNPG 10A Faculty Gatherings

Each week faculty will attend Muffin Morning to talk informally with students about their academic background, topics related to their research, and other aspects of their career history. We encourage you to engage in a conversation with the faculty member and ask questions. Included below are some examples to get the conversation started. You may also ask the questions during lecture:

Suggested Conversation Starters:

1. Where did you do your undergraduate and graduate work? What did you major in and why?
2. Was there an individual who inspired you, or some event that helped to shape you?
3. What employment path did you take before accepting a job at UCR?
4. When did you publish your first article/book, and what was the topic?
5. Did you participate in internships or research as an undergraduate? Where and which were the most rewarding?
6. If you were asked to give undergraduates some words of advice, what would you say to them?
7. What hobbies do you have? What do you like to do to have fun?
8. What is the most interesting experience you have had with students since you have been a professor?

APPENDIX E - HNPG 10B 2006 Syllabus

HONORS COLLOQUIUM 10B - SPRING QUARTER 2006

5:10-6pm, UNLH 1000

Welcome to the Honors Program Spring Quarter Colloquium, HNPG 10A. This class is a continuation of HNPG 10A and will feature a different faculty speaker each week. You are required to **attend three** of these presentations and write a reflection paper on each of these three presentations.

Each student is also required to attend **one Muffin Morning gathering** with a faculty speaker. You are encouraged to engage in conversation with the faculty at these gatherings. You will be asked to include your reflections of this experience in one of your three required reflection papers for the course.

A schedule of faculty speakers and Muffin Morning gatherings is listed at the end of this syllabus. Any changes in the schedule will be updated on iLearn and through emails. Please check both iLearn and your UCR email account regularly for updates.

Grading:

This course is graded **S/NC** (Satisfactory/No Credit), not a letter grade. Credit for Honors 10A will be granted upon the successful fulfillment of **all** of the following course requirements:

- Attendance at three faculty presentations during Colloquium.
- Posting two questions on iLearn discussion boards for faculty to answer during Colloquium. You should post two questions for each lecture you plan to attend, by Tuesday prior to the lecture.
- Completion of three Colloquium reflection papers, 1-page each, due the Wednesday following the lecture.
- Attendance at one faculty gathering (Muffin Morning) and reflection on your participation included in one of the three Colloquium reflection papers.
- **First Year Students ONLY:** Completion of two Speaker Series reflection papers* (this fulfills part of your Learning Contract). Attending two additional 10B Colloquium presentations can count as Speaker Series. Speaker Series reflection papers are due by the last day of classes, Friday, June 9.

*Speaker Series papers are waived for students enrolled in a Freshman Discovery Seminar (HASS 092, NASC 092, or ENGR 092), or enrolled in CNAS Scholars or CHASS Connect.

Please note that **you will not receive credit if you arrive late to class or leave early**. Any student who is being disruptive to a faculty member (talking, sleeping, being disrespectful, etc.) will be asked to leave and will not receive credit for that presentation.

Lecture: *You are expected to be attentive and engaged during each faculty lecture. Please come to Colloquium prepared to ask questions and engage in a dialogue with faculty.*

I-Learn: *I-Learn (Blackboard) will be utilized for this course. You are expected to post questions to ask faculty during lectures in the Colloquium iLearn discussion boards. You should submit 2 questions you would like the faculty to answer for every lecture you plan to attend. Questions must be submitted by the Tuesday before the faculty presentation. In addition, you should also submit your reflection papers to the Digital Drop Box.*

Course Evaluations: *Please complete the online evaluation after each lecture you attend. The link to each week's evaluation for the faculty presentation will be posted on iLearn every Thursday.*

Reflection Paper Guidelines: Colloquium (HNPG 10A) papers on faculty presentations and Speaker Series should include your reflections on the presentation content, what you learned, how the information relates to your own life, education, or career goals; and how you might apply the information to your life. One of your reflection papers should also include your reflections on the Muffin Morning session you attend with a faculty member.

All Colloquium and Speaker Series papers are due by 5pm on Wednesday of the week following the lecture. All papers must be submitted via the **Digital Drop Box in I-Learn**. E-mailed papers will not be accepted.

Colloquium reflection papers and Speaker Series reflection papers each must be at least **one FULL page in content** (titles and headers should consist of no more than 3 single-spaced lines). Papers should be 12 point, Times New Roman font, double-spaced, with one-inch margins. *You will not receive credit for papers with margins and fonts increased in size or content less than one full page.*

Please save and name your reflection paper as “Colloquium.Paper Number 1, 2, or 3.Faculty Last Name” or “Speaker Series.Paper Number 1 or 2.Faculty Last Name.”

For example: Colloquium.1.O'Connor or Speaker Series.2.Beckage.

Freshmen Honors Colloquium Presentations & Muffin Mornings

| Date | Week | Faculty and Department | Muffin Morning | Papers Due |
|-------------|-------------|--|-----------------------|-------------------|
| April 5 | 1 | Carlos Cortés, Professor Emeritus, History | Cannot attend | April 12 |
| April 12 | 2 | Michael Marsella, Chemistry | Cannot attend | April 19 |
| April 19 | 3 | Nancy Beckage, Entomology | 10am | April 26 |
| April 26 | 4 | Vorris Nunley, English | 10am | May 3 |
| May 3 | 5 | June O'Connor, Religious Studies | 10am | May 10 |
| May 10 | 6 | Randy Head, History | 10am | May 17 |
| May 17 | 7 | Margarita Curras-Collazo, Neuroscience | 9am | May 24 |
| May 24 | 8 | Edna Bonacic, Sociology | TBA | May 31 |
| May 31 | 9 | Vivian-Lee Nyitray, Religious Studies | 10am | June 7 |
| June 7 | 10 | Joel Martin, CHASS Interim Dean | Cannot attend | June 14 |

**This syllabus is available on iLearn at <http://www.ilearn.ucr.edu/>
Please check iLearn regularly for any updates or changes.**

HNPG 10B Faculty Gatherings

Each week faculty will attend Muffin Morning to talk informally with students about their academic background, topics related to their research, and other aspects of their career history. We encourage you to engage in a conversation with the faculty member and ask questions. Included below are some examples to get the conversation started. You may also ask the questions during lecture:

Suggested Conversation Starters:

1. Where did you do your undergraduate and graduate work? What did you major in and why?
2. Was there an individual who inspired you, or some event that helped to shape you?
3. What employment path did you take before accepting a job at UCR?
4. When did you publish your first article/book, and what was the topic?
5. Did you participate in internships or research as an undergraduate? Where and which were the most rewarding?
6. If you were asked to give undergraduates some words of advice, what would you say to them?
7. What hobbies do you have? What do you like to do to have fun?
8. What is the most interesting experience you have had with students since you have been a professor?

APPENDIX F – Student Evaluation of HNPG 10A and 10B

This section of the annual report is only available on file in the UHP Office.

APPENDIX G - "Year at a Glance" Learning Contract

Honors students are self-directed and motivated, and the Learning Contract facilitates our goal of helping to create well-rounded students. The Learning Contract enhances students' educational experience and requires they take advantage of educational and personal resources.

Learning Contract Requirements for First Year Students for 2005-2006:

Fall Quarter

- Attend 3 Meetings with your Peer Mentor
- Attend 1 Career Services Orientation and On-Line Registration
- Attend 2 Speaker Series, any department, 1 page reflection paper each
- Enroll in a UHP seminar or section
- Complete 10 hours of Personal Growth Activity
- Complete 10 hours of Community Service
- Earn at least a "B" grade in HNPG 09: *Ethics and College Student Life*
- Attend 3 Muffin Mornings
- Meet with academic advisor at least once
- Attend 3 Meetings with Lower Division Coordinator

Winter Quarter

- Attend 3 Meetings with your Peer Mentor
- Attend 2 Speaker Series, any department, 1 page reflection paper each
- Enroll in a UHP seminar or section
- Complete 10 hours of Personal Growth Activity
- Complete 10 hours of Community Service
- Earn a satisfactory grade in HNPG 10A
- Attend 3 Muffin Mornings
- Attend 2 Meetings with Lower Division Coordinator

Spring Quarter

- Attend 2 Meetings with your Peer Mentor
- Attend 2 Speaker Series, any department, 1 page reflection paper each
- Enroll in a UHP seminar or section
- Complete 10 hours of Personal Growth Activity
- Complete 10 hours of Community Service
- Earn a satisfactory grade in HNPG 10B
- Attend 3 Muffin Mornings
- Attend 1 Meeting with Lower Division Coordinator

APPENDIX H - UHP Personal Growth & Community Service

Honors students by nature are high achievers academically. They are self-directed learners and exhibit a wide range of interests. They are traditionally active participants in all aspects of campus life. Honors students are among the leadership elite of UCR. To assist Honors students in establishing personal direction, and a well thought out, well-rounded personal array of experiences, all UHP students are asked to engage in activities leading toward personal growth. Honors students are also asked to become involved in and contributors to the campus or to the community in which they live. Participation in personal growth and community service activities help to build self-assurance and confidence in decision making, while rewarding the ability to take initiative.

First year Honors students were required to complete at least 10 hours of community service and at least 10 hours of personal growth as part of their Learning Contract. In Fall Quarter 2005, FYs have completed over 2200* hours of community service. The Honors Program participated in three campus-wide service projects: Adopt-a-Pumpkin to benefit the UCR Child Development Center, Thanksgiving Can Food Drive through Staff Assembly to benefit UCR families in need, and a Holiday Toy Drive to benefit both the Central City Lutheran Mission in San Bernardino and the Holiday drive through Staff Assembly to benefit UCR families in need.

In winter quarter 2006, first year students completed over 2300 hours* of community service and over 2100 hours* of service during spring quarter.

* Calculation based on community service verification forms submitted during each quarter.

The following are a few examples of the organizations and communities served by Honors students: Young at Heart, Best Buddies, Corazon de Vida, Conversation Partners, Fiesta de la Familia, Preview Day, SCCUR Conference, Escort Service, Humane Society, Habitat for Humanity, local elementary and high schools (tutoring, working with students), local hospitals, and local churches, mosques, and synagogues.

Recent UHP Sponsored Community Service Projects

Fall 2005:

Adopt-A-Pumpkin Fundraiser

Honors students raised \$1000 for the UCR Child Development Center. Students worked with a local grower to donate approximately 1400 pounds of pumpkins to the UCR Child Development Center for their annual *Pumpkin Patch*.

Campus Fall Food Drive

Honors students donated 1360 non-perishable food items to UCR families through the Staff Assembly Food Drive.

Central City Lutheran Mission Toy Drive

Honors students donated over 200 toys to the Central City Lutheran Mission in San Bernardino and UCR families through the Staff Assembly drive.

Spring 2006:**American Cancer Society – “Kid’s Korner”**

On Saturday, May 20, several UHP students volunteered at the American Cancer Society’s Relay for Life event at Ramona High School. This event was well attended and was coordinated by Cynthia Moon and Natasha Harding, two UHP Peer Mentors.

Various community service projects/organizations in which Honors students were involved during the academic year:

| | |
|---|----------------------------------|
| 4-H/Blue Star Regiment | Clinical Care Extenders |
| AACF | CNAS Dean's Office |
| AAT | Coaching |
| ABCC | Collett Elementary |
| Academic Decathlon | Conversation Partners |
| Adopt a Pumpkin | Corazon de Vida |
| Alcott Elementary | Corona Animal Shelter |
| Algebra Tutoring | Corona Community Service Club |
| Alpha Phi Omega Community Service | CSSO |
| Alumni Association | Day Camp |
| Ambassadors Program | Desert Hot Spring High |
| American Cancer Society | Discover Days |
| American Red Cross | Dr Ed Murchanian Health Fair |
| Americorps | Earth Resources Foundation |
| Anaheim Memorial Medical Center | Eastside Christian Church |
| Anthony Scarcella | Emerson Elementary School |
| Arabic Bible Christian Church Volunteer Service | Engineering High School Day/PAWS |
| Arrowhead Westside Family | Epsilon Iota Sigma |
| ASPB | Event Management |
| AYSO | FBLA-PBL |
| Ballet Folklorico | Fiesta de la Familia |
| BAPs | Fourth Baptist HS |
| Barkada | Freely Given |
| Beach Clean Up | Fremont Elementary School |
| Best Buddies | Friends of Shipley Nature Center |
| Blue Stars Regiment | Future Business Leaders |
| CAHSAA | Gabrielino High School |
| CALPIRG | Glendale Public Library |
| Calvary Church | God's Kitchen |
| Campus Safety Escort Service | Growing Place |
| Career Center . | Habitat For Humanity |
| Central Adult Health Care Center | HCO |
| Chino Medical Group | HCO-Mission Inn Run |
| Church Community Outreach | Helping hand for the Elderly |
| Church on the Hill Norco | Highland Improvement Team |
| Circle K | Hollencrest Middle |
| Citrus Tasting | Hula Halau I ka wa I Hala |
| Claremont Medical Center | Humane Society |
| Classroom Helper | Invisible Children |

2005-06 Annual Report Appendices

| | |
|-------------------------------------|---|
| Jain Spirit Magazine | Ronald McDonald House |
| John Paul Polish Center | Sacred Heart Catholic Church |
| Keep Riverside Clean and Beautiful | Salvation Army |
| Lam Quan | San Bernardino Romanian Church |
| Lambda Theta Pi | San Bernardino Shriners Club |
| Lanai Road Elementary | SBCSS |
| Learning Center | SCCUR |
| Loma Linda Hospital | School Aid |
| Loma Linda University Church | Senryo Taiko |
| Los Angeles Chamber of Commerce | SHARP |
| MARB | Sikh Temple Bakersfield |
| Martin Luther King HS | Somerford Place-Alzheimer's Assisted Living |
| MESA Day | Speech League |
| Misioneros de Emaco | St Anthony Church |
| Monroe Elementary | St. Joseph Church Pomona |
| MSP | St. Maurice Coptic Orthodox Church |
| Multicultural Youth Festival | St. Nicholas Catholic Church |
| NRHH | St. Therese School Festival |
| Pacific Church of Religious Science | St. Waurice Coptic Orthodox Church |
| Partnership Walk | Sugar Hill School |
| Pasadena Junior Theater | Summer Dream |
| Pasadena Museum of History | Sunset Hill Church |
| PAWS | SWARP |
| Peer Review Board | SWE Science Day |
| Perris Elementary | TMAC |
| Phi Beta Lambda Community Service | Toy Drive |
| Philipino Studies | Triton Musical Arts Club |
| Polish Center | Tzu Chi Foundation |
| Pope Youth Group | UCR Chancellor's Reception |
| Rainbow Springs Elementary | UCR Commencement |
| Rancho Community Church | UCR Discover Day |
| Rancho Verde HS | UCR Escort |
| Reid Park | UCR Police Department |
| Relay for Life | UCR Preview Day |
| Religious Education Center | UECC Americorps |
| REVHS Club | UER |
| RHSPAS | Vicentia Elementary |
| Riverside Community Hospital | Wetlands Wildlife Center |
| Riverside Easter Seals | Wildomar Community Sponsored Little League |
| Riverside Hospice Thrift Store | Yarn Tales |
| Riverside Humane Society | Young At Heart |
| Riverside Youth Council | |

APPENDIX I- Peer Mentors in All Three Colleges

Natural and Agricultural Sciences

| Last | First | Major |
|-----------|-----------|-------|
| Benjamin | Chuck | BIOL |
| Chattha | Perveen | BLSC |
| Chauhan | Anita | BLSC |
| Chee | Priscilla | BCH |
| Hawkins | Katherine | BLSC |
| Hill | VanNessa | BLSC |
| Huipe | Arturo | BCH |
| Osei | Kwasi | BMSC |
| Rausa | Justin | BIOL |
| Tran | Tri | CHEM |
| Varigonda | Anjali | BLSC |

Humanities, Arts and Social Sciences

| Last | First | Major |
|--------------|------------|-------|
| Chang | Jade | LBST |
| Frijas | Maria | HSLW |
| Gilbertson | Theresa | ANTH |
| Hardie | Khaleelah | SOC |
| Harrell | Natasha | MATH |
| Howes | Jason | BSAD |
| Kaloostian | Sean | PSYC |
| McGillicuddy | Kelly | FVC |
| Milleson | Dione | HSUN |
| Moon | Cynthia | PSYC |
| Myerchin | Alex | PHIL |
| O'Grady | Sean | PSAT |
| Polk | Daniel | LBST |
| Schemmer | Darin | HIST |
| Shen | Jacqueline | BSEC |
| Stepanyan | Julieta | PSYC |
| Wang | Victoria | ECON |
| Wu | Eugenia | BSAD |
| Zhang | Kevin | BSEC |

Engineering

| Last | First | Major |
|--------|---------|-------|
| Sheppy | Michael | ME |

APPENDIX J- SUHP 2005 Schedule

SUHP 2005 at a Glance

| | Sunday - June 26 | Monday - June 27 | Tuesday - June 28 | Wednesday - June 29 |
|----------|--|--|---|--|
| 7:00 AM | | Breakfast A&I Cafeteria | Breakfast A&I Cafeteria | Breakfast A&I Cafeteria |
| 7:30 AM | | | | |
| 8:00 AM | | | | |
| 8:30 AM | | Value of Service - BRNHL B118 <i>John Fischer, Tracy Kahn</i> | Finding Purpose - BRNHL B118 Robert Nava, Jim Erickson, & Kathy Atkinson | Clean Your Room & Hall |
| 9:00 AM | | | | |
| 9:30 AM | | Community Service <i>Orange Grove Service Project</i> | Communication <i>Ed Otis Pentland Hills Bear Cave</i> | Closing Ceremony LFSC 1500 |
| 10:00 AM | | | | |
| 10:30 AM | | | | |
| 11:00 AM | Check In A&I | | | Check Out |
| 11:30 AM | | | | |
| 12:00 PM | | Lunch A&I Cafeteria | Lunch A&I Cafeteria | |
| 12:30 PM | | | | |
| 1:00 PM | | | Mural Presentation BRNHL B118 | |
| 1:30 PM | Parent/Student Orientation UNLH 1000 June O'Connor | UCR/Citrus/Riverside History - BRNHL B118 <i>Jim Brown</i> | Hall Olympics <i>A&I Grassy Knoll</i> | |
| 2:00 PM | | | | |
| 2:30 PM | | Community Service Fair BRNHL B118 | | |
| 3:00 PM | | | | |
| 3:30 PM | Opening Speaker - UNLH 1000 Geoff Cohen "Nature of Academia" | Discussion Sections Locations TBA | | |
| 4:00 PM | | | | |
| 4:30 PM | | | | |
| 5:00 PM | | | | |
| 5:30 PM | Dinner - Cafeteria Students Only | Dinner A&I Cafeteria | Dinner A&I Cafeteria | |
| 6:00 PM | | | | |
| 6:30 PM | Large Group Meeting BRNHL B118 | Hall Projects Olympics, Cheer, Talent Show | Set-Up RAs Only | |
| 7:00 PM | | | | |
| 7:30 PM | | Academic Planning <i>Locations TBA</i> | Talent Show | |
| 8:00 PM | | | | |
| 8:30 PM | Hall Meetings | University Village | | |
| 9:00 PM | | | | |
| 9:30 PM | Mural Project | | Dance | |
| 10:00 PM | | | | |
| 10:30 PM | | | | |
| 11:00 PM | CHECK IN | CHECK IN | CHECK IN | CHECK IN |

| | | | |
|------------------------------|--------------------------------|---------------------------|------------------------------|
| Module 1: Nature of Academia | Module 3: Living Environment | Module 5: Finding Purpose | Module 7: Community Building |
| Module 2: Value of Service | Module 4: Learning Environment | Module 6: Communication | |

Appendix K : Student Theses Presented at 2006 Conference

| | |
|----------------------------|---|
| Amy Abbott | Waiting Children: To Capture an Aura |
| Adam Anderson | Prelude Interlude and Fugue |
| Alexander Brasfield | Nobody Ever Says Anything About Feeling: Stories |
| Kate Brotherton | Windowless Deli and Coupons |
| Vanessa Faurot | Rape Warfare: Rape and Sexual Violence Against Women and Girls In Darfur—A Humanitarian Perspective |
| Joseph Grubic | <u>The United States Health Care System: A Look Back and A Look Beyond</u> |
| Austin Haigh | Term Limits, Professionalization, and the Prospects for Ambitious State Legislators in U.S. House Races |
| Tinia Holleman | Mexican American Families: Parental Conflict and its Effects on Children's School Behavior |
| Yvonne F. Hsu | Integration of 19th Century Chinese Elites: Looking at Networks and Ties |
| Miranda Jasper | Carlos Menem: Argentina's Neoliberal Transformation and the Politics Behind It |
| Allison Johnson | Forming "a cluster containing...blood-dripping wounds": The Human Body in Civil War Poetry |
| Sean Kaloostian | Neuroticism, Extraversion, and Grade-Point Average: Relations to Belief in the Paranormal |
| Justin Komine | Mass Estimation of the Supermassive Black Hole present in Cygnus A |
| Wilton Lam | The Politics of Law Behind the Dred Scott Decision |
| Olivia Isabel Lara | American State Building: The Reason Iraq is Not a Foreign Policy Revolution |
| Gloria Luong | Midlife Career Success as a Predictor of Long-Term Mental Health, Physical Health, and Longevity |
| Gabriel Murillo | Ventures in Algebraic Topology and Thoughts on Undergraduate Mathematics Research |
| Megan Nix | Electrochemically Functionalized Single-Walled Carbon Nanotube Gas Sensors |
| Jennifer Simmers | Colonial Oppression and Chicano Youth |

| | |
|--------------------------|---|
| Rebecca Slaton | Keep America Spending: A Shift in Advertising post 9/11 |
| Niedha Iota Welch | Differences Between African Americans and Caucasians in the Use of Anxiety and Effort as Self-Handicapping Strategies |
| Melissa Wells | Policy and Development in Post-Apartheid South Africa |
| Deeba Zaman | Eye contact: Meanings appropriateness and moderators across nine ethnic groups |

APPENDIX L - Seven-Year Student Statistical Data

First Year Lower Division Student Statistics

| Fall 2005 | Winter 2006 | Spring 2006 |
|---|--------------------|--------------------|
| Start- 245 | Start- 212 | Start- 191 |
| Completed- 0 | Completed- 0 | Completed- 3 |
| Dropped- 16 Dismissed- 17 | Dismissed- 21 | Dismissed- 23 |
| End- 212 | End- 191 | End- 168 |
| AE5C- 23 (9%) Male- 104 (42%) Female- 141 (58%) CNAS- 116 (47%) CHASS- 114 (47%) COE- 15 (6%) Average SAT: 1215 Average HS GPA: 3.85 | | |

| Fall 2004 | Winter 2005 | Spring 2005 |
|---|-----------------------|-----------------------|
| Start- 224 | Start- 200 | Start- 173 |
| Completed- 0 | Completed- 0 | Completed- 2 |
| Dropped/Dismissed- 24 | Dropped/Dismissed- 27 | Dropped/Dismissed- 33 |
| End- 200 | End- 173 | End- 138 |
| AE5C- 26 Male- 114 Female- 110 CNAS- 105 CHASS- 98 BCOE- 21 Average SAT: 1245 Average HS GPA: 3.82 | | |

2005-06 Annual Report Appendices

| Fall 2003 | Winter 2004 | Spring 2004 |
|---|-----------------------|-----------------------|
| Start- 219 | Start- 180 | Start- 150 |
| Completed- 0 | Completed- 0 | Completed- 8 |
| Dropped/Dismissed- 39 | Dropped/Dismissed- 30 | Dropped/Dismissed- 11 |
| End- 180 | End- 150 | End- 131 |
| AE5C- 33 (15.1%) Male- 113 (51.6%) Female- 106 (48.4%) CNAS- 99 (45.2%) CHASS- 98 (44.7%) BCOE- 22 (10.0%) Average SAT: 1233 Average HS GPA: 3.9 | | |

| Fall 2002 | Winter 2003 | Spring 2003 |
|---|-------------------------------------|-----------------------|
| Start- 208 | Start- 168 (<i>1 new student</i>) | Start- 150 |
| Completed- 0 | Completed- 0 | Completed- 9 |
| Dropped/Dismissed- 41 | Dropped/Dismissed- 18 | Dropped/Dismissed- 24 |
| End- 167 | End- 150 | End- 117 |
| AE5C- 38 (18%) Male- 85 (40.7%) Female- 124 (59.3%) CNAS- 116 (55.5%) CHASS- 73 (34.9%) BCOE- 19 (9.6%) Average SAT: 1220 Average HS GPA: 3.96 | | |

| Fall 2001 | Winter 2002 | Spring 2002 |
|--|-----------------------|----------------------------------|
| Start- 173 | Start- 158 | Start- 107 |
| Completed- 0 | Completed- 0 | Completed- 2 |
| Dropped- 15 | Dropped/Dismissed- 51 | Dismissed- 21 (1 for inactivity) |
| End- 158 | End- 107 | End- 84 |
| AE5C- 43 (24.8%) Male- 78 (45.1%) Female- 95 (54.9%) CNAS- 92 (53.2%) CHASS- 58 (33.5%) BCOE- 23 (13.3%) Average SAT: 1194 Average HS GPA: 3.93 | | |

| Fall 2000 | Winter 2001 | Spring 2001 |
|--|--------------------------------------|--------------------|
| Start- 170 | Start- 146 (<i>2 new students</i>) | Start- 108 |
| Completed- 0 | Completed- 0 | Completed- 5 |
| Dropped- 27 | Dropped/Dismissed- 38 | Dismissed- 19 |
| End- 143 | End- 108 | End- 84 |
| AE5C- 28 (16.5%) Male- 84 (49.4%) Female- 86 (50.6%) CNAS- 81 (47.6%) CHASS- 69 (40.6%) BCOE- 20 (11.8%) Average SAT: 1258 | | |

2005-06 Annual Report Appendices

| | | |
|----------------------|--|--|
| Average HS GPA: 4.03 | | |
|----------------------|--|--|

| Fall 1999 | Winter 2000 | Spring 2000 |
|--|----------------------|--------------------|
| Start- 194 | Start- 174 | Start- 171 |
| Dropped- 20 | Dropped/Dismissed- 3 | Dismissed - 70 |
| Completed- 0 | Completed- 0 | Completed- 2 |
| End- 174 | End- 171 | End- 99 |
| AE5C- 35 (18.0%) Male- 96 (49.5%) Female- 98 (50.5%) CNAS- 99 (51.0%) CHASS- 73 (37.6%) BCOE- 22 (11.3%) Average SAT: 1276 Average HS GPA: 3.90 | | |