

UCR | University Honors Program

University of California, Riverside



ANNUAL REPORT 2006–2007

The Lower Division Program	3
Recruitment.....	3
Residential Fellowships	3
Mandatory Courses	3
First Year Learning Contract.....	4
First Year Student Statistics	5
Fall 2006	5
Personal Growth and Community Service.....	5
Peer Mentoring Program	6
Summer University Honors Program	6
Faculty in Residence	7
UHP Student Statistics	7
Sophomore Honors Program	7
Continuing Student Activities	8
Education Abroad and the UC Washington Center/Sacramento	9
Undergraduate Research Programs.....	11
The Upper Division Program	12
Synopsis	12
Recruitment Efforts	12
Honors in the Major	13
Upper Division Honors Conference	13
Upper Division Student Theses	14
APPENDIX A - Residential Fellowship Expenditures	17
APPENDIX B - HNPG 09 2006 Syllabus	18
<i>HNPG 09 - Fall 2006</i>	18
University Honors Program - Academic Policies	19
First Year Honors Workshop and Colloquium	19
Standards of Work	19
Academic Standing	19
Honors Sections and Seminars.....	20
APPENDIX C - HNPG 09 2006 Student Evaluation	23
Honors Fall Workshop 2006- HNPG 09: The Experience of Learning	23
This section of the annual report is only available on file in the UHP Office.....	23
APPENDIX D - HNPG 10A 2007 Syllabus	24
SYLLABUS - HONORS COLLOQUIUM 10A - WINTER QUARTER 2007	24
APPENDIX E - HNPG 10B 2007 Syllabus	26
SYLLABUS - HONORS COLLOQUIUM 10B - SPRING QUARTER 2007	26
APPENDIX F – Student Evaluation of HNPG 10A and 10B	28
This section of the annual report is only available on file in the UHP Office.....	28
APPENDIX G - “Year at a Glance” Learning Contract	29
Year at a Glance	29
Fall Quarter	29
Winter Quarter	29
Spring Quarter	30
Learning Contract Modules	30
APPENDIX H - UHP Personal Growth & Community Service	32
APPENDIX I - Peer Mentors	34
APPENDIX K - Seven-Year Student Statistical Data	36
First Year Lower Division Student Statistics.....	36
Fall 2006	36
Appendix L - Honors in the Major Data	38
APPENDIX M - Upper Division Thesis Titles	40
APPENDIX N – SCHOLARSHIP OFFICE: STUDENT ASSESSMENT	41
This section of the annual report is only available on file in the UHP Office.....	41
APPENDIX N – Scholarship Office: Student Assessment	42

**University Honors Program
Annual Report
2006-2007**

The Lower Division Program

Recruitment

(January- May 2006)

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 over 10,000 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 Chancellor's Welcome, and again in March and April in conjunction with Discover Days. Students applying before April 15, 2006 received priority notification concerning admission to the UHP before the May 1, 2006 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 867 applications, and an initial fall 2006 first-year class of 265 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 147 students received a UHP Residential Fellowship for the academic year 2006-07. The fellowship was awarded during the spring quarter of the 2006-07 academic year. 127 of the 147 Residential Fellowship Recipients were first-year students and the remaining 20 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 2006-07 was \$298,500.00. (**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 2006)

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:

- Dr. Howard Wettstein, Director of the University Honors Program and Professor of Philosophy
- Eric Barr, Professor and Chair of Theatre
- Tara Brown, Retention & Student Success Programs Coordinator, Bourns College of Engineering

- Dr. Bronwyn Leebaw, Assistant Professor of Political Science
- Dr. Gary Scott, Associate Dean, College of Natural and Agricultural Sciences
- Dr. David Fairris, Associate Dean, College of Humanities, Arts, and Social Sciences
- Dr. Reza Abbaschian, Dean, Bourns College of Engineering
- Dr. John Wills, Assistant Professor of Education
- Dr. Jonathan L. Walton, Asst Professor of Religious Studies
- Dr. Joseph Childers, Professor of English

APPENDIX B – HNPG 09 2006 Syllabus

APPENDIX C – HNPG 09 2006 Student Evaluation

Colloquium HNPG 10A Syllabus (Winter 2007)

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:

- Alicia Chavez, Honors
- Robin Jeshion, Philosophy
- Renyi Liu of the University of Arizona
- Timothy Close, Botony
- Dana Simmons, History
- Robert Nash-Parker, Sociology
- Mark Matsumoto, Chemical Engineering
- Robert Rosenthal, Psychology
- Christine Gailey, Women's Studies

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 valuable addition to the course composition.

Colloquium HNPG 10B Syllabus (Spring 2007)

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:

- Marilyn Yates, Environmental Sciences
- Rene Lysloff, Music
- Jack Miles, Getty Center
- Michael Marsella, Chemistry
- Deborah Wong, Music
- Vorris Nunley, English
- Melissa Conway, Rivera Library Special Collections
- Piya Chatterjee, Women's Studies
- Scott Brooks, Sociology

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 valuable addition to the course composition. (APPENDIX D/E – HNPG 10A/10B 2007 Syllabi, APPENDIX F - HNPG 10A/10B 2007 Evaluation)

First Year Learning Contract

All Honors first year students much 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. This year's first year Learning Contract changed to include six Learning Modules: Academic Success, Educational Enrichment, Career Development, Diversity and Social Justice, Speaker Series, and Honors Core. The modules provide opportunities to increase communication, critical thinking, problem-solving, and decision-making skills. Students must submit a reflection paper for each module workshop they attend.

Students are encouraged to take advantage of campus resources such as the First Year Success Series, the Learning Center, UCDC, Education Abroad Programs, UC Sacramento Internship, and Honors Faculty in Residence programs. (APPENDIX G – “Year at a Glance” Learning Contract and Modules)

First Year Student Statistics

Fall 2006	Winter 2007	Spring 2007
Start U06: 265 students Start F06: 253 students Completed- 0 Dropped- 9 Dismissed- 30 End- 214	Start- 214 Completed- 0 Dismissed- 18 Dropped- 3 End- 193	Start- 193 Completed- 7 Dismissed- 21 End- 165
Male- 115 (45%) Female- 138 (55%) CNAS- 117 (46%) CHASS- 110 (44%) COE- 26 (10%) Regents Scholars: 62 Chancellor Scholars: 38 Highlander Scholars: 25 Average SAT: 1201 Average HS GPA: 3.86 Most Popular Majors: 55 BSCS 24 BCH 21 HSUN 32 PRBS		

Final Statistics: 165 students retained after first year, 7 first-year students completed Lower Division Honors at the end of spring 2007.

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.

Fall 2006 Honors Community Service Projects:

Adopt-A-Pumpkin Fundraiser

Honors students raised over \$930 for the UCR Child Development Center. Students worked with a local grower to donate approximately 1600 pounds of pumpkins to the Child Development Center for their annual *Pumpkin Patch*.

Fall Food and Toy Drive

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 2006, FYs have completed over 2700* hours of community service. The Honors Program participated in three campus-wide service projects: Adopt-a-Pumpkin to benefit the UCR Child Development Center, a Holiday Toy Drive to benefit

the Central City Lutheran Mission in San Bernardino, Santa Incorporated, and Toys for Tots; Adopt-a-Heart to benefit the US Adaptive Recreation Center in Big Bear, a book drive to benefit children in Africa; and Relay for Life of Moreno Valley.

In winter quarter 2007, first year students completed over 2600 hours* of community service and over 2300 hours* of service during spring quarter.

Honors students are also actively involved in Corazon de Vida, Best Buddies, Young at Heart, VOIC of Invisible Children, Student Run Health Clinic, Campus Safety 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)

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

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.

86 students applied and interviewed for the Peer Mentor position, and a total of 34 students were chosen as Peer Mentors to first year and Sophomore Component students. The 30 Peer Mentors who work with first year students completed extensive training, including a 10-week leadership training course, a week-long fall training, and on-going weekly staff meetings each quarter.

Peer Mentors are matched with 8-10 first year students by major, and meet individually with each student at least three times during fall quarter. Peer Mentors serve as Teaching Assistants for the first year course, HNPG 009, and facilitate discussion sections.

Peer Mentors also serve on one of five Honors Committees: Executive Committee, Community Service Committee, Newsletter Committee, Muffin Morning Committee, and Social Committee.

Peer Mentors also participate in offices and organizations, both on and off campus including the Learning Center as Peer Counselors and Supplemental Instruction Leaders, Summer Bridge, CHASS Student Academic Affairs, R.E.A.C.H. Peer Educators, MSP Peer Mentors, Clinical Care Extenders internship program, Residential Life, ASUCR, the March Against Sexual Assault, SHARP, and UCR numerous research projects.

Listed in the appendix below are the UHP peer mentors who served during the 2006-2007 academic year. (APPENDIX I – Peer Mentors 2006-2007)

Summer University Honors Program

The Summer University Honors Program* (SUHP) occurred from **Friday, July 7 to Sunday, July 9, 2006**. The theme for this year was “Learning to Learn”, and centered on what it means to gain knowledge, what knowledge is valued, and the responsibility that comes with education. 255 incoming freshmen took part in this years’ SUHP. Students attended sessions that focused on personal growth, community service, leadership, and peer interaction.

Students read two texts, and wrote reflection papers on both in preparation for the program. Program highlights included faculty lectures, student panels on research, faculty panels, community building programs, and Honors orientation. (APPENDIX J – SUHP 2006 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 2006. SUHP 2005 was discussed in last year's annual report (2004-05). SUHP 2007 will be covered in next year's annual report (2007-08).

Academic Sessions:

Opening Presentation by Dr. June O'Connor –Learning to Learn
Lecture by Dr. Andrew Jacobs –The Da Vinci Code
Lecture by Dr. Vorris Nunley –The Da Vinci Code response to Professor Jacobs
Lecture by Dr. Howard Wettstein –A Man for All Seasons
Lecture by Dr. Tracy Kahn and Jim Brown – History of Riverside, UCR, and the Citrus Experiment Station

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.

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. The Summer University Honors Program is a time for community building and camaraderie. Students learn about the UHP, the campus and the surrounding community.

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 K – Seven-Year Student Progress Statistics)

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. Building on last year's targeted recruitment efforts, the Honors Programs regularly recruits eligible students into this important Honors pipeline each quarter and admits them on a rolling admission basis. As a result the program ended the academic year with forty-five 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 2006		Winter 2007		Spring 2007	
Start	26	Start	33	Start	35
ADMITTED	11	ADMITTED	2	ADMITTED	15
COMPLETED	4			COMPLETED	5
				Male	45.00%
				Female	55.00%
				CNAS	35.00%
				CHASS	60.00%
				BCOE	5.00%

Continuing Student Activities

In the 2006-07 academic year **121** 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.

In the 2006-2007 academic year a few new events were added in order to promote and enhance our student’s experiences.

Graduate Admissions Workshops

Alicia Chavez and I collaborated in offering a few workshops in the Fall and then again in the Spring to allow those students who are preparing to apply to graduate school some tools to be better prepared. The workshops highlighted areas that all students no matter their school goals need to keep in mind, how to get a winning letter of recommendation, what not to say in a statement of purpose, how to do the

background research about a program or school, etc. The attendance averaged 5-10 students per workshop and allowed the students to have more individualized attention.

Brains and Breakfast

The following campus program representatives were invited to table for our Muffin Morning time slot so that students would be able to find out first hand what their program was about in a more one-on-one type of way – each student was able to stop and talk with the program representative to get brochures and answers to their questions.

The following programs had representatives at the educational enrichment fair: UCDC/UC Sacramento, MSRIIP - UCLEADS, MARC U*, CAMP, MSP, SCIENCE teacher Initiative, EAP.

Fall 2006	Winter 2007	Spring 2007
Start- 244	Start- 193	Start- 128
Dropped/Dismissed- 39	Dropped/Dismissed- 8	Dropped/Dismissed- 8
Completed- 12	Completed- 57	Completed- 52
End- 193	End- 128	End- 68
AE5C- 13.52% Male- 41.80% Female- 58.19% CNAS- 38.11% HASS- 54.91% COE- 6.96%		

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 2006-2007		
Name	Country	Term
Jonathan Ackley	Netherlands	Fall 06
Jonathan Ackley	Netherlands	Spring 07
Marine Bertrand	Netherlands	Spring 07
William Churchill	UK/I	Year 06-07
Marielle Decker	Costa Rica	Fall 06
Katherine Faulkner	Italy	Summer 06
Theresa Gilbertson	UK/I	Year 06-07
Ching Ju Ko	Taiwan	Fall 06
Marcos Lau	Hong Kong	Fall 06
George Luna-Pena	Brazil	Spring 07
Kathryn Mager	Hong Kong	Year 06-07
Aislinn Miller	Spain	Year 06-07
Cynthia Moon	Spain	Summer 06
Shen Jung Pai	Italy	Fall 06
Shen Jung Pai	UK/I	Spring 07
Anne Sullivan	UK/I	Year 06-07
Derek Taylor	Germany	Fall 06
Rachel Turtledove	Japan	Spring 07
Crystal Wu	Taiwan	Fall 06

Education Abroad Program UHP Student Participation 2006-2007		
Name	Country	Term
Education Abroad Program UHP Student Participation 2007-2008		
Name	Country	Term
Erika Allen	Germany	Fall
Eliza Bacon	Japan	Year
Nichole Barrera	United Kingdom	Summer
Michael Cabrera	Spain	Fall
Michael Carlin	United Kingdom	Summer
Angie Chang	Korea	Fall
Kevin Eldridge	India	Fall
Caitlin Eubanks	Netherlands	Fall
Derek Gorin	Russia	Fall
Soojin Hong	United Kingdom	Fall
Woo Young Kim	Korea	Fall
Chin Lin Kung	Hong Kong	Fall
Daniella Litvak	United Kingdom	Summer
Brian Lonquich	Costa Rica	Fall
Curtis Miller	United Kingdom	Year
Jessica Rankin-Gee	United Kingdom	Fall
Maria Luisa Rodriguez	Mexico	Fall
Brittany Stevens	Australia	Fall
Samantha Wilson	India	Fall
Shelly Yehuda	Spain	Fall

UC Washington Center Program – UHP Student Participation

UCDC	
Name	Quarter Attended
Marielle Decker	Summer 2006
Christopher Donnelly	Summer 2006
Linna Loangkote	Summer 2006
Allison Tackman	Summer 2006
Crystal Wu	Summer 2006
Marielle Decker	Summer 2006
George Luna	Fall 2006
Kim Nguyen	Fall 2006
Lindsay Young	Fall 2006
Zachary Gutterman	Winter 2007
Eugenia Wu	Winter 2007
Jessica Bair	Spring 2007
Roy Clemes	Spring 2007
Alicia Zimmerman	Spring 2007
Christine Dexter	Summer 2007
Vanessa Wong	Summer 2007

UCDC	
Name	Quarter Attended
Christopher Kober	Fall 2007

UC Center Sacramento Program – UHP Student Participation

UCCS	
Name	Quarter Attended
William Churchill	Summer 2006
Jason Howes	Spring 2007
Daniella Litvak	Spring 2007

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, MSRIP, CAMP, etc.

MSRIP

Marc Kinon – Prof. Carolyn Murray (Psychology)
 Daniel Polk – Prof. Dana Simmons (Ethnic Studies)
 Matthew Telesford – Prof. Carolyn Murray (Psychology)

MSP

Huang, Steven – Prof. Frank Sauer (Biochemistry)
 Margret Iskandar – Prof. Dallas Rabenstein (Chemistry)
 Stuart Le – Prof. Lisa Stein (Environmental Science)
 Ky-Phuong Luong – Prof. Nancy Beckage (Entomology)
 Michael Panowicz – Prof. Xuan Liu (Biochemistry)
 Nirmala Surapaneni – Prof. Monica Carson (Biomedical Science)
 Elizabeth Zielins – Prof. Valentine Vullev (Bioengineering)

CAMP

Jason Grubbs – Prof. Marko Princevak (Mechanical Engineering)

Marc U* Star

Maria Diaz – Prof. Ed Platzer (Nematology)
 Tami Moore – Prof. Margarita Curras-Collazo (Cell Biology & Neuroscience)
 Michelle Ontiveros – Prof. Platzer (Nematology)
 Tiffany Redmon – Prof. Craig Byus (Biomedical Science)

CNAS Dean's Summer Fellowship

Alyssa Crom – Prof. Nugent (Cell Biology & Neuroscience)
 Piotr Gawecki – Dr. Chan Seung Park (CE-CERT)
 Jacob Good – Prof. Bartels (Chemistry)
 Brian Longuich – Prof. Garland (Biology)
 Ryan Pedigo – Prof. Zaera (Chemistry)
 Ashini Shah – Prof. Curras-Collazo (Cell Biology & Neuroscience)
 Jenessa Stemke – Prof. Demason (Botany & Plant Science)
 Matthew Taon – Prof. Zanello (Biochemistry)

CaTEACH-SMI

Jessica Cade
 Mary Camacho
 Leo Chung
 Scott Clayton
 Mayra De La O

Frances Fukushima
Jeffrey Gopez
Thomas Hagen
Chiara Hodgkinson
Ryan LaCroix
Kryzia Olsen
Olivia Shinavar
Monica Smith

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.

The Upper Division Program

Synopsis

During the academic year of 2006-2007 the number of participants in the Upper Division Honors Program who completed increased. The approval of the Biological Sciences Upper Division Program was achieved via the Academic Senate. Efforts in working with the Political Science Department concerning their Honors Program have been put into place as well as continuing discussions with various other departments re: our Honors in the Major initiative. The Program has also attempted to be as visible throughout the campus in order to recruit and make the community aware of the opportunity that the Upper Division Honors program affords.

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 (eight held in November, five held in April) A special information workshop was advertised to transfer students prior to their participation in the Preview Day scheduled on June 22. This workshop was held in the Honors seminar room with 8 potential students attending, some with their families. This promotion also generated an increase interest in the tabling done during the morning hours as well as communication via email with potential transfer students. It is standard procedure to call on existing and recently graduated Upper Division Honors students to help recruit at both Bear Tracks and campus-wide recruitment type events.

The information sessions were offered in Fall and Spring quarters. All communications regarding Information sessions are done via email as well as a flier is sent to all academic advisors on campus to help in the recruitment process. Possible recruits are being pulled from both students with GPA/standing and those that have enrolled in research credits.

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.

<i>Information Session</i>	<i>Student Attendees</i>
November 13th	31
November 14th	7
November 15th	8
November 16th	12
April 9th	25
April 10th	30
April 11 th	15
April 12th	21
TOTAL	149

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. Political Science has a functioning Honors program for their majors and recommends that all students involved in their program also sign up for the Upper Division Honors program. They offer a year long series of courses to support their thesis writers (POSC 175H, POSC 176H, and POSC 177H)

At this time the Sociology Department has a functioning Honors program for their majors but does not actively coordinate with the UHP. The Psychology Department sends many of its high caliber students to join the Upper Division Honors Program. This academic year there were nine students from the Psychology Department. It has a program on the books but does not have an active faculty base to run the program. The Math department has now put into place Honors for their majors as well. A continued goal of the UHP is to increase the number of majors that offer an Honors version of their major. History and Philosophy are currently in the process of making this happen.

All data is collected from Data Warehouse to aid in recruiting eligible students. After the Spring 2007 grades were posted the following are the numbers of students who are eligible based on Major. (See Appendix L)

An annual event has been established to invite new faculty to an orientation session so that they can become familiar with our program and hear from faculty who work with us on a regular basis. This is an added effort to continue the relationship that the UHP strives to develop with faculty in those that teach for the program, mentor students with independent research and in their laboratories. The Faculty Orientation Social was held on Wednesday, January 10, 2007 in the Honors Office from 9-10:30am. Thirteen new and existing faculty were in attendance and had an educational time interacting with our students and staff.

Upper Division Statistics

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

	Progress Statistics
78	Total Students
38	Presented
28	Continuing/Pending
12	Exited
	Demographic Distribution
25.75%	AE5C
48.48%	Male
51.51%	Female
	College Distribution
69.69%	CHASS
27.27%	CNAS
3.03%	COE

Upper Division Honors Conference

The University Honors Program Upper Division Honors Conference was held in the Pentland Hills Meeting Rooms from 6:00pm – 9:30pm on Thursday, May 31, 2007. Thirty eight students presented their work. There were 150 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). Professor Scott Brooks of the Sociology department and Professor Vladimir Parpura of the Neuroscience department were the recipients of the awards. Professor

Brooks was present with his family and was given a plaque by his nominating student. Professor Parpura was away on business but he prepared something to say to his nominating student which was read off by Professor Wettstein the director of the University Honors Program. A perpetual plaque hangs in the University Honors Program offices listing all those professors who have won the award.

Upper Division Student Theses

The bound theses are a part of the Special Collections Department 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. Below is a list of theses presented this year. (See Appendix M)

Office of Undergraduate Scholarships, Fellowships, and Awards

APPLICATIONS FILED: Perhaps the most substantial accomplishment of the Scholarship Office in its first year is the fact that it successfully administered campus competitions and nomination processes for most of the major national award programs for which UCR students are eligible. We worked with the International Services Center and the Chancellor's Office to nominate a theatre student, Marisa Wessler, for the prestigious British Marshall Scholarship in October 2006. In the same month, we mentored Hector Rosales from business and Noah Fonosch from philosophy for the Gates Cambridge Scholarship. We helped Rebecca Seagle, UCR's 2006 Donald Strauss Scholar, apply for the Jacob K. Javits Fellowship

WEBSITE LAUNCHED: One of the highest priorities of the Scholarship Office when I began running it in late August 2006 was to launch a scholarship website that would make as much information about scholarships, fellowships, and awards available to UCR students as possible. After arranging with Strategic Communications to have the domain name "scholarships" assigned to us, we designed and successfully launched this website in time for Discover Day in October 2006. We took the program information and deadlines that were available on the Honors Program website and added crucial application advice about statements and letters of recommendation as well as additional links to search engines that can help students find information about funding agencies.

PROMOTIONAL MATERIALS: In an effort to advertise and promote the services of the Scholarship Office, we worked hard throughout fall 2006 on slogans and designs for a scholarship "postcard" that could be used as a handout at recruitment events and the many other workshops and presentation that we give, as well as in mailings to students to solicit their participation in various scholarship-related programming. We are extremely satisfied with the final design, which bears photos of recent UCR winners against a globe backdrop shaded with the signature UCR blue hue and the slogan "Be Among the Very Best" draped across the front. We believe it bears both the personal touch that can help us connect with UCR students as well as the call to something beyond our campus that can help them reach high to realize their potential. We were proud to have these ready by our target deadline, the Chancellor's Scholarship reception in February 2007.

FELLOWSHIP WORKSHOPS: Right away the Scholarship Office began organizing and offering application workshops to disseminate application advice and inside information about fellowship and award programs in a campuswide setting to large groups of students. In October 2006 we held major workshops for both the National Science Foundation Graduate Research Fellowship Program (NSF GRFP) and the Ford Foundation Predoctoral Diversity Fellowship. This of course led to individual mentoring provided to dozens of UCR applicants for these programs as well as a 70% increase in applications from UCR for the NSF GRFP. In November we held workshops about the Goldwater Scholarship for sophomores and juniors in science, technology and mathematics and the Truman Scholarship for juniors interested in public service.

SCHOLARSHIP CLUSTERS: In winter quarter we launched our first scholarship cluster, the Exceptional Scholar Athlete Team, and it has realized many successes and served as an important pilot program for other clusters. In conjunction with Mark McGreevy in Athletics, the Scholarship Office has planned and

implemented monthly meetings with high-performing student athletes, beginning with an “athletic breakfast” where we introduced student athletes to the services of our office and encouraged them to think about getting on a “winning track” with their careers. One of the long-range goals of this cluster is to cultivate competitive Rhodes Scholarship candidates, but we also plan to identify and groom students for other “smaller” scholarship opportunities, such as the NCAA Postgraduate Scholarship. Also, we hope to “pluck” from this cluster strong candidates for other major scholarship programs who may not have surfaced by other means. This happened most successfully in winter 2007 when through the ESAT group a very strong candidate, Charles Alamo, began working with the Scholarship Office to prepare an application for the Truman Scholarship. The student has since continued to work with the Scholarship Office to develop strategy for graduate school and we are currently in the process of assisting him in his application for the New Voices Foundation Fellowship for non-profit service work in the Gulf Coast Region. This case has been an example of the substantial professional growth that students can realize through the application process for major awards and through the academic and career mentoring that they receive through the Scholarship Office.

In winter quarter we also began working with Leslie Bushing in the Science Math Initiative (SMI) program for UCR students planning careers as teachers in science and math fields to create a scholarship cluster especially for SMI students. Like the other clusters, our goal with this group is to prepare students for generous and highly competitive teaching fellowships such as the Knowles Foundation, as well as smaller, locally-funded awards. We realized success this spring when Lucy Xiong won a \$1000 scholarship for her teacher training program from the Riverside chapter of the California Retired Teachers' Association.

In spring quarter we began preparing students for the major competitions in 2007-08 by launching two more scholarship clusters: one for students doing science research who will prepare for both the NSF GRFP and the Goldwater scholarship, and another for students interested in Public Service who will prepare for the Truman Scholarship, the Public Policy and International Affairs summer program at Princeton, and a wide range of internship programs both locally and in Washington, D.C. One of the important goals for these clusters this year was to encourage and prepare 1st and 2nd year students to take summer research and internship opportunities early in their undergrad career. We teach them that this is important for skill building, to gain experience that can be discussed in an application essay or interview, to make connections, and to test their career interests.

We are in the process of planning four more clusters for 2007-08. These will include a pre-law cluster which we intend to serve as a working group for students who are applying to law school to share ideas and get mentoring and advice from faculty and staff about the application process and how to think about legal careers. We have been consulting with Vicky Curry in the Career Center in designing this cluster. In conjunction with Tara Brown in BCOE, we have also been designing a scholarship cluster for engineering students. It will not only help them apply for major national awards and graduate fellowships that are particular to engineering students, but also the smaller individual scholarships offered by various branches of engineering and the professional associations and research societies associated with each. We will be making a major scholarship presentation that covers this information in October in conjunction with Tara Brown's orientation programs for incoming and returning engineering students. We will also be launching in the fall a community service scholarship cluster intended to cultivate interest and prepare candidates for the Donald Strauss Scholarship competition and the Rotary Ambassadorial Scholarship, but also for other nationally and locally funded service opportunities.

We hope to create additional clusters in 2008, including ones for pre-business students and students in the performing/fine arts.

CAMPUS VISITS FROM FUNDING AGENCIES:

The highlight of the academic year in the Scholarship Office was a campus visit from Tim Turner, Project Director for the National Science Foundation's Graduate Research Fellowship Program. We arranged to have UCR added to their spring tour of campuses, and we hosted Mr. Turner on April 18, when he gave two major public presentations to UCR students and faculty in CNAS and BCOE, with over 100 in attendance. He also met with most of the Assistance Deans and Deans in the two colleges, including very successful meetings with Reza Abbascian, Dean of Engineering, Jory Yarmoff, Assoc. Dean for Physical and Mathematical Sciences, Linda Walling, Assoc. Dean for Biological Sciences, and Dallas Rabenstein, Dean of the Graduate Division. Mr. Turner also met with program administrators and students working in programs intended to serve underrepresented populations, as that is one priority of

the NSF GRFP. Upon leaving, Mr. Turner commented that ours was one of his most successful campus visits ever, and he plans to return next year.

We are also in the process of courting the Truman Foundation to put UCR on its schedule of campus visits for 2007-08.

CREATION OF ADVISORY COMMITTEE FOR NATIONAL SCHOLARSHIPS AND PRESTIGIOUS AWARDS

In order to fully integrate the mentoring and administrative services of the Scholarship Office into the fabric of the UCR campus and effectively utilize guidance from faculty, we have worked hard this year to assemble a campus committee made up of faculty and staff who advise the scholarship program about objectives, methods, and long-range planning. This year the committee met once in winter quarter and once in spring quarter; we plan to meet twice per quarter in 2007-08. In our winter meeting, we discussed goals for fundraising for UCR's scholarship program. In our spring meeting, we brainstormed ideas about how to identify and mentor UCR applicants for major award programs and how best to work in tandem with faculty to prepare competitive candidates. We have plans to reach out to more faculty members for participation in this important committee in 2007-08.

Members of the 2006-07 Committee included:

Dr. Sharon Walker, BCOE
Dr. Waymond Rodgers, AGSM
Dr. Dylan Rodriguez, ethnic studies
Dr. Howard Wettstein, Director of Honors, philosophy
Dr. Raymond Russell, sociology
Dr. Michael Marsella, chemistry
Sheryl Hayes, Dir. of Financial Aid
Mary Coronado, Financial Aid
Diane Elton, Dir. of International Services Center
Mark McGreevy, Athletics
Vicky Curry, Career Center
Christie Firtha, Development
Patsy Oppenheim, VPUE

PARTNERING ACROSS CAMPUS: Since its inception in fall 06, the Scholarship Office has forged relationships with other units on campus in order to begin the collaborative planning of scholarship programs and funding opportunities that can expand the base of scholarships available to students on the UCR campus. We have worked with Financial Aid all year to streamline the scholarship information presented on our webpages, adding the Financial Aid links to our Scholarship webpage that is listed as a link on UCR's homepage for continuing students. The Financial Aid office had been in the process of designing the first ever scholarship search engine with all of the information that they acquire related to scholarship programs, and the Scholarship Office will likely partner with them in maintaining that search engine, if not actually launching it on our own Scholarship website.

We have also worked with Development to discuss possibilities for raising monies from foundations as well as local sources to fund more campus-based scholarships for UCR students. They have recently asked us to work with them to promote a scholarship program from the Osher Foundation for re-entry students between the ages of 25 and 50 who have had a least a 5-year gap in their educations. If we can successfully identify and mentor candidates for this award program, there is a possibility that UCR could apply for and receive an endowment for this type of scholarship, so we look forward to working with Development to see this type of scholarship expansion take place.

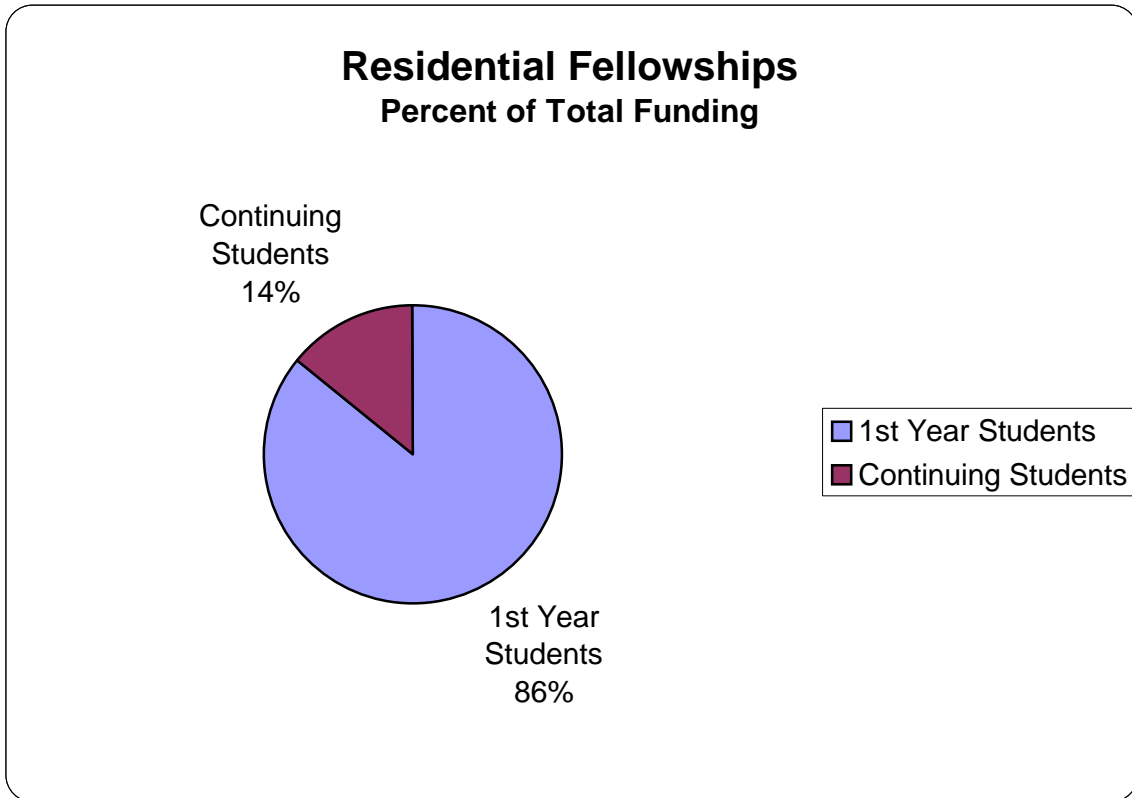
ASSESSMENT: In order to ensure that we do our very best to meet the needs of UCR students, the Scholarship Office has from the beginning created and implemented survey instruments to gain student feedback about our programming and services. We began using a detailed electronic survey covering the fall and winter activities, and a written survey in the spring quarter, and both have generated results that demonstrate tremendous student satisfaction and improvement in our services over time.

Please see the following attachments for survey results and more detailed information.

[\(APPENDIX N – Scholarship Office Assessment\)](#)

APPENDIX A - Residential Fellowship Expenditures

A total of 147 students received a UHP Residential Fellowship for the academic year 2006-07. The fellowship was awarded during the spring quarter of the 2006-07 academic year. 127 of the 147 Residential Fellowship Recipients were first-year students and the remaining 20 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 2006-07 was \$298,500.00.



APPENDIX B - HNPG 09 2006 Syllabus*HNPG 09 - Fall 2006****Honors Freshman Workshop: The Experience of Learning*****Course Purpose:**

As students in higher education, you have not only the privilege, but also the responsibility of learning. This extends beyond succeeding in English, math, and science courses, and includes lifelong lessons of exploring options, asking questions, thinking critically, and developing decision-making skills.

In this course, we will explore the purpose of higher education and the role of a liberal arts university, as well as approaches to learning from learning within the three UCR colleges to the role of learning in religious traditions. Discussion sections will provide an opportunity to dialogue with other students, clarify your values and beliefs, ask questions, and explore topics more deeply. We hope to stimulate your intellect and help you develop critical-thinking and communication skills.

Required Readings:

There is one required text for HNPG 09:

Course Reader: A packet of short articles. The Honors Program provides this reader for a cost of \$3.

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. Weekly 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. Quizzes on reading assignments and lecture material will be given at the beginning of each discussion section.
3. You are responsible for checking your e-mail and/or i-Learn for the announcement of any changes in the syllabus, or additional readings or assignments.
4. You will earn a participation grade by attending lecture and discussion, and becoming actively involved in your discussion section. Participation points can be detracted for disruptive, immature or inconsiderate behavior.

Course Grading:	Participation:	500 points	50%
	Quizzes:	250 points	25%
	Paper:	150 points	15%
	Presentation:	<u>100 points</u>	<u>10%</u>
	TOTAL:	1000 points	100%

Participation 50%: Based on attendance in lecture and discussion, and participation in class discussions and activities.

Quizzes 25%: 6 Quizzes during weeks 2, 4, 5, 6, 7, and 9. Quizzes will be based on the readings as well as material covered in lectures.

Paper 15%: Due November 15 (week 7). The paper topic and prompt will be provided at a later date. Paper must be 3-4 pages, Times New Roman, 12 point font, double-spaced with 1-inch margins. Your paper must be at least 3 full pages plus at least one line on page 4, but no longer than 4 total pages. Include your student ID, your TA names, and the title of your paper in at the top of your paper. This information should be no more than 3 single-spaced lines. Please do not include your name, so that

your paper can be read and graded anonymously. All papers must include an outline. Papers will not be accepted without an outline.

Small Group Presentation and Poster 10%: Due December 6 (week 10). The presentation topic and groups will be assigned at a later date. Students will work in small groups to create a poster to be presented to their discussion sections on December 6.

Final Exam: There is no final exam for this course. However, students must complete both the paper and presentation/poster to receive credit in the course.

Discussion Sections:

You will be assigned to a discussion section on the first day of class (October 4). 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	Allyson Gee & Kevin Eldridge	SPR 1358
2	Ndeye Sesay & Kevin Izquierdo	SPR 2356
3	Sean O'Grady & Shruti Dasgupta	SPR 2361
4	Sarah Shelvy & Kevin Zhang	SPR 2364
5	Anjali Varigonda & Stuart Le	SPR 2365
6	Ashini Shah & Alex Myerchin	ENGR BLDG 2, Room 141
7	Perveen Chattha & Christie Teruel	LSP 2418
8	Karisma Kothari & Josh Hockel	WAT 2240
9	Samantha Wilson & AJ Rai	HMNSS 1400
10	Katie Hawkins & Srikanth Krishnan & Alyssa Crom	OLMH 1127
11	Mary Silva & Scott Crossfield	HMNSS 1405
12	Vanessa Bryan & Kathleen Norsworthy	HMNSS 1403
13	Julieta Stepanyan & Adrian Paris & Justin Rausa	OLMH 2312 (Conference Room)

University Honors Program - Academic Policies

First Year Honors Workshop and Colloquium

This is a mandatory sequence of courses for all first year Honors students. HNP 09, 10A, and 10B 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 cumulative grade point average of 3.2 and a GPA of 3.2 in 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 complete 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- The Experience of Learning

Week 1: Introduction and Syllabus
(Oct. 4)

Homework for next week: read pp. 1-9 (Unit 1)

Week 2: Learning for Learning's Sake: Dr. Howard Wettstein, Director of the University Honors Program and Professor of Philosophy
(Oct. 11)

QUIZ #1 on pp. 1-9 (Unit 1)

Homework for next week: read pp. 27-33, 47-53 (Unit 2)

Week 3: Experiences of Learning: Eric Barr, Professor and Chair of Theatre; Tara Brown, Retention & Student Success Programs Coordinator, Bourns College of Engineering; Dr. Bronwyn Leebaw, Assistant Professor of Political Science; Dr. Howard Wettstein, Director of the University Honors Program and Professor of Philosophy
(Oct. 18)
No Discussion section

Homework for next week: read pp. 68-73 (Unit 3) and pp. 97-98, 113-117, 126-131 (Unit 4)

Week 4: UCR Colleges' Roles in Learning: Deans Panel: Dr. Steven Angle, Dean, College of Natural and Agricultural Sciences; Dr. David Fairris, Associate Dean, College of Humanities, Arts, and Social Sciences; Dr. Reza Abbaschian, Dean, Bourns College of Engineering
(Oct. 25)

QUIZ #2 on pp. 27-33, 47-53 (Unit 2); pp. 68-73 (Unit 3); and pp. 97-98, 113-117, 126-131 (Unit 4)

Homework for next week: read pp. 165-171 (Unit 6)

Week 5: Learning in Secondary Education Classrooms: Dr. John Wills, Assistant Professor of Education
(Nov. 1)

QUIZ #3 on pp. 165-171 (Unit 6)

Homework for next week: read pp. 185-219, 226-229 (Unit 7)

Week 6: Learning in the Religious Traditions: Dr. Jonathan L. Walton, Asst Professor of Religious Studies; (Nov. 8) Dr. Howard Wettstein, Director of the University Honors Program and Professor of Philosophy

QUIZ #4 on pp. 185-219, 226-229 (Unit 7)

Homework for next week: read "What Kind of Education Do We Need After High School" (reading handed out in class week 6). Paper due November 15

Week 7: Living and Learning: Dr. Joseph Childers, Professor of English
(Nov. 15)

QUIZ #5 on "What Kind of Education Do We Need After High School"
Homework for next class: read pp. 233-234, 265-269 (Unit 8)

Paper Due (with outline)

Week 8: THANKSGIVING - NO CLASS
(Nov. 22)

Week 9: Student Alumni Panel
(Nov. 29)

QUIZ #6 on pp. 233-234, 265-269 (Unit 8)

Homework for next week: Continue to work on group presentation and poster

Week 10: Group Presentations
(Dec. 6) No lecture. Go to your discussion section location instead. Presentations and posters presented to discussion sections.

Please note that this syllabus is subject to change. Should there be any changes, we will notify students via UCR email accounts and iLearn.

APPENDIX C - HNPG 09 2006 Student Evaluation

Honors Fall Workshop 2006- HNPG 09: The Experience of Learning

First-Year students responded to the survey. Two-hundred thirty-seven survey's were completed.

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

APPENDIX D - HNPg 10A 2007 Syllabus

SYLLABUS - HONORS COLLOQUIUM 10A - WINTER QUARTER 2007

4:10-5pm, Bourns B118

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 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. If you have a class conflict with Muffin Morning, please contact Deanna directly (deanna.garrett@ucr.edu).

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 Monday 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.
- **For First Year Students Only:** Completion of one Speaker Series reflection paper* (this fulfills part of your Learning Contract). Attending an additional 10A Colloquium presentation can count as Speaker Series. Speaker Series reflection papers are due by the end of week 10 of the quarter (Friday, March 16).

*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 Monday 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 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 "Paper 1, 2, or 3.Faculty Last Name."
For example: Paper1.Jeshion or Paper2.Gailey.

Freshmen Honors Colloquium Presentations & Muffin Mornings

Date	Week	Faculty and Department	Muffin Morning	Papers Due
Jan 17	2	Alicia Chavez, Honors	10am	Jan 24
Jan 24	3	Robin Jeshion, Philosophy	10am	Jan 31
Jan 31	4	Renyi Liu, University of Arizona	9am	Feb 7
Feb 7	5	Timothy Close, Botony	9am	Feb 14
Feb 14	6	Dana Simmons, History	Cannot attend	Feb 21
Feb 21	7	Robert Nash-Parker	10am	Feb 28
Feb 28	8	Mark Matsumoto, Chemical Engineering	9am	March 7
March 7	9	Robert Rosenthal, Psychology	Cannot attend	March 14
March 14	10	Christine Gailey, Women's Studies	10am	March 21

**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 2007 Syllabus

SYLLABUS - HONORS COLLOQUIUM 10B - SPRING QUARTER 2007

4:10-5pm, Life Sciences 1500

Welcome to the Honors Program Spring Quarter Colloquium, HNPG 10B. This class is a continuation of HNPG 10A and will feature a different faculty speaker each week. 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.

Every 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. If you have a class conflict with Muffin Morning, please contact Deanna directly (deanna.garrett@ucr.edu). You will need to attend an additional HNPG 10B lecture or another academic lecture on campus to replace the faculty interaction at Muffin Morning.

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 10B will be granted upon the successful fulfillment of **all** of the following course requirements:

- Attendance at three faculty presentations during Colloquium.
- 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.
- **For First Year Students Only:** You may use an additional HNPG 10B lecture to fulfill your Honors Module Workshop requirement for spring quarter (this fulfills part of your Learning Contract). You must complete a reflection paper as usual. The Honors Core reflection paper is due by the end of week 10 of the quarter (Friday, June 8).

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 should 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 10B) papers on faculty presentations 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 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.**

Colloquium reflection papers 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 "Paper 1, 2, or 3.Faculty Last Name." For example: Paper1.Yates or Paper2.Marsella.

Freshmen Honors Colloquium Presentations & Muffin Mornings

Date	Week	Faculty and Department	Muffin Morning	Papers Due
April 11	2	Marilynn Yates, Environmental Sciences	Cannot attend	April 18
April 18	3	Rene Lysloff, Music	Cannot attend	April 25
April 25	4	Jack Miles, Getty Center	Cannot attend	May 2
May 2	5	Michael Marsella, Chemistry	10am	May 9
May 9	6	Deborah Wong, Music	10am	May 16
May 16	7	Vorris Nunley, English	10am	May 23
May 23	8	Melissa Conway, Rivera Library Special Collections	10am	May 30
May 30	9	Piya Chatterjee, Women's Studies	10am	June 6
June 6	10	Scott Brooks, Sociology	9am	June 13

**This syllabus will be available on iLearn at <http://www.ilearn.ucr.edu/>
Please check iLearn regularly for updates to the faculty presentation.**

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

First-Year Students responded to the survey. One-hundred Seventy-six survey's were returned for the HNPG10A and One-hundred eighty-nine were returned for the HNPG 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 2006-2007:

Year at a Glance

Fall Quarter

1. HONORS CORE

A. Courses:

HNPG 009: first-year workshop. Students must receive a B or better in the course.

B. Meetings

Attend 3 Meetings with your Peer Mentor

Attend 3 Group Meetings with Lower Division Coordinator

Attend 1 Meeting with your Academic Advisor

C. Community Service and Personal Growth

Complete 10 hours of Community Service

Complete 10 hours of Personal Growth Activity

D. Muffin Morning

Attend 3 Muffin Mornings

E. Workshop

Attend 1 Honors Core Workshop

2. MODULE WORKSHOPS

Complete 1 workshop in the Academic Success module

Complete 1 workshop in the Diversity/Social Justice module

Winter Quarter

1. HONORS CORE

A. Courses:

Earn an “S” grade in HNPG 10A

Enroll in a UHP seminar or section if you did not enroll in an Honors course fall quarter.

B. Meetings:

Attend 2 Meetings with your Peer Mentor

Attend 2 Group Meetings with Lower Division Coordinator

C. Community Service and Personal Growth:

Complete 10 hours of Community Service

Complete 10 hours of Personal Growth Activity

D. Muffin Mornings:

Attend 3 Muffin Mornings

E. Workshop:

Attend 1 Honors Core Workshop

2. MODULE WORKSHOPS

Complete 1 workshop in the Speaker Series module

Spring Quarter

1. HONORS CORE

A. Courses:

Earn an "S" grade in HNPB 10B

Enroll in a UHP seminar or section if you did not enroll in an Honors course winter quarter.

B. Meetings:

Attend 2 Meetings with your Peer Mentor

Attend 1 Group Meeting with Lower Division Coordinator

C. Community Service and Personal Growth:

Complete 10 hours of Community Service

Complete 10 hours of Personal Growth Activity

D. Muffin Mornings:

Attend 3 Muffin Mornings

E. Workshop:

Attend 1 Honors Core Workshop

2. MODULE WORKSHOPS

Complete 1 workshop in the Educational Enrichment module

Complete 1 workshop in the Career Development module

Learning Contract Modules

Honors Core Workshop

Workshops will help students develop life skills transferable to future endeavors. They are designed to explore issues students often face as first year students, including time management, relationships, peer pressure, alcohol, drugs, sexual relationships, roommate issues, family issues, diversity, study skills, money management, wellness, and living a healthy lifestyle.

Workshops will be available for students through programs coordinated by Honors staff and Peer Mentors, Honors residence hall RAs, and student affairs departments on campus. **Reflection paper required after completing the workshop.**

Academic Success

Workshops are designed to help students develop effective study skills to become successful learners. Students are encouraged to take advantage of study skills workshops offered by the Learning Center. Topics include how to read analytically, recognizing what is important in lectures, strategies for improving concentration, engaging in meaningful participation in classes, core writing skills, effective communication, exam prep and test taking, goal setting, effective note taking, stress management, time management, and speed reading. **Reflection paper required after completing the workshop.**

Diversity and Social Justice

Workshops are designed to introduce students to the areas of diversity and multiculturalism that will impact them as citizens in a global community. Topics include race, ethnicity, religion and spirituality, gender, ability, sexual orientation, and socioeconomic status. Programs are offered by a variety of offices and individuals on campus including Honors staff, faculty, and faculty-in-residence; programs offered in the Honors residence halls by RAs; African Student Programs; Asian Pacific Student Programs; Chicano Student Programs; Native American Student Programs; the Women's Resource Center; the Lesbian, Gay, Bisexual, Transgender Resource Center; and REACH. **Reflection paper required after completing the workshop.**

Educational Enrichment

Workshops are designed to introduce students to experiential learning opportunities that combine course work, field research, and work experience. Examples include informational sessions for Education Abroad

Programs, UCDC (Washington Center Internship Program), UC Sacramento (University of California Center Sacramento (UCCS) Scholar Intern Program), and other internship programs.

The Educational Enrichment workshop requirement can be waived for students enrolled in a Freshman Discovery Seminar (HASS 092, NASC 092, ENGR 092), CHASS Connect, CNAS Scholars, or other formal UCR learning community programs. **Reflection paper required after completing the workshop.**

Career Development

Workshops are designed to provide students with information and skills to create and achieve long-term career goals. Students are encouraged to utilize services offered by the Career Center. Workshop examples include Academic Internship orientations, choosing and changing your major, job search strategies, interview skills, and resume writing. **Reflection paper required after completing the workshop.**

Speaker Series

Speaker Series are designed to introduce students to innovative faculty and their research. Lectures, colloquia, and enrichments sponsored by University faculty and academic departments fulfill Speaker Series requirements. Examples include an Environmental Studies professor discussing the effects of global warming, or a peace activist giving a lecture on her/his reflections on war, or a Physics professor discussing his/her current research. Attending an additional HNPG 10A or 10B lecture can be used to satisfy this requirement. **Reflection paper required after completing the workshop.**

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.

Fall 2006 Honors Community Service Projects:

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 2006, FYs have completed over 2700* hours of community service. The Honors Program participated in three campus-wide service projects: Adopt-a-Pumpkin to benefit the UCR Child Development Center, a Holiday Toy Drive to benefit the Central City Lutheran Mission in San Bernardino, Santa Incorporated, and Toys for Tots; Adopt-a-Heart to benefit the US Adaptive Recreation Center in Big Bear, a book drive to benefit children in Africa; and Relay for Life of Moreno Valley.

In winter quarter 2007, first year students completed over 2600 hours* of community service and over 2300 hours* of service during spring quarter.

Honors students are also actively involved in Corazon de Vida, Best Buddies, Young at Heart, VOIC of Invisible Children, Student Run Health Clinic, Campus Safety Escort Service, Humane Society, Habitat for Humanity, local elementary and high schools (tutoring, working with students), local hospitals, and local churches, mosques, and synagogues.

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

Recent UHP Sponsored Community Service Projects

Fall 2006:

Adopt-A-Pumpkin Fundraiser

Honors students raised over \$800 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*.

Fall Quarter Toy Drive

Honors students donated over 400 toys to the Central City Lutheran Mission in San Bernardino, Santa Incorporated, Toys for Tots of San Diego County, and UCR families through the Staff Assembly drive.

Winter 2007:

Adopt-a-Heart Fundraiser

Honors students raised over \$400 for the US Adaptive Recreation Center in Big Bear for children and adults with physical disabilities.

Spring 2007:

Relay for Life

Honors students participated in the Moreno Valley Relay for Life for cancer research.

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

Adopt a Pumpkin	Learning Center
Alpha Phi Omega Community Service	Loma Linda Hospital
Alumni Association	Martin Luther King HS
Ambassadors Program	MESA Day
American Cancer Society	Misioneros de Emaco
American Red Cross	MSP
ASPB	Multicultural Youth Festival
AYSO	NRHH
Beach Clean Up	Partnership Walk
Best Buddies	Pasadena Museum of History
Blue Stars Regiment	PAWS
CAHSAA	Peer Review Board
CALPIRG	Phi Beta Lambda Community Service
Calvary Church	Philipino Studies
Campus Safety Escort Service	Rancho Community Church
Career Center.	Relay for Life
Circle K	Religious Education Center
Citrus Tasting	Riverside Community Hospital
Claremont Medical Center	Riverside Hospice Thrift Store
Classroom Helper	Riverside Humane Society
Clinical Care Extenders	Riverside Youth Council
CNAS Dean's Office	Ronald McDonald House
Coaching	Salvation Army
Corazon de Vida	San Bernardino Shriners Club
Corona Animal Shelter	SBCSS
Corona Community Service Club	SCCUR
CSSO	SHARP
Day Camp	Somerford Place-Alzheimer's Assisted Living
Discover Days	St. Maurice Coptic Orthodox Church
Engineering High School Day/PAWS	St. Waurice Coptic Orthodox Church
Epsilon Iota Sigma	Sugar Hill School
Event Management	Summer Dream
FBLA-PBL	Sunset Hill Church
Fiesta de la Familia	SWARP
Friends of Shipley Nature Center	SWE Science Day
Glendale Public Library	TMAC
God's Kitchen	Toy Drive
Growing Place	UCR Chancellor's Reception
Habitat For Humanity	UCR Commencement
HCO	UCR Police Department
Helping hand for the Elderly	UCR Preview Day
Humane Society	Wetlands Wildlife Center
Invisible Children	Young At Heart
Keep Riverside Clean and Beautiful	
Lambda Theta Pi	

APPENDIX I - Peer Mentors

- **Vanessa Bryan**, Philosophy
- **Perveen Chattha**, Biological Sciences
- **Alyssa Crom**, Biological Sciences
- **Scott Crossfield**, Business Administration
- **Shruti Dasgupta**, Biological Sciences
- **Kevin Eldridge**, Creative Writing
- **Allyson Gee**, Business Administration
- **Katherine Hawkins**, Biological Sciences
- **Joshua Hockel**, Mechanical Engineering
- **Kevin Izquierdo**, Biological Sciences
- **Karisma Kothari**, Biological Sciences
- **Srikanth Krishnan**, Biology
- **Stuart Le**, Biological Sciences
- **Alexander Myerchin**, Biological Sciences
- **Kathleen Norsworthy**, History
- **Sean O'Grady**, Political Science
- **Adrian Paris**, Political Science
- **Ajit Rai**, Biological Sciences
- **Justin Rausa**, Biology
- **Conrad Riddle**, Business Administration
- **Ndeye Sesay**, Political Science
- **Ashini Shah**, Biological Sciences
- **Sarah Shelvy**, Political Science
- **Mary Silva**, Undeclared
- **Julieta Stepanyan**, Psychology
- **Christie Teruel**, Biochemistry
- **Anjali Varigonda**, Biological Sciences
- **Samantha Wilson**, Political Science
- **Kevin Zhang**, Business Administration

APPENDIX J- SUHP 2006 Schedule

SUHP 2006 at a Glance

	Friday - July 7	Saturday - July 8	Sunday - July 9	Monday - July 10
7:00 AM		Breakfast: 7:15-8:30am	Breakfast: 7:15-8:30am	Check Out
7:30 AM		Lothian Cafeteria	Lothian Cafeteria	Breakfast available in Lothian
8:00 AM				Walk to Orientation Check-in
8:30 AM		UCR/Riverside/Citrus History	A Man For All Seasons Lecture	7:45am, Pentland Hills
9:00 AM		Jim Brown/Tracy Kahn	Prof. Wettstein, 8:30-9:30am	
9:30 AM		8:30-10am, A&I Cafeteria	UNLH 1000	
10:00 AM		Faculty Panels	Discussion Sections	
10:30 AM		10am-12pm	10-11am, Olmsted/LFSC	
11:00 AM		Humanities Building	Hall Projects	
11:30 AM			Lothian Lounges	
12:00 PM		Lunch: 11:45-1pm	Lunch: 11:45-1pm	
12:30 PM		Lothian Cafeteria	Lothian Cafeteria	
1:00 PM			Academic Planning	
1:30 PM		Da Vinci Code Lecture	1-2pm, Sproul	
2:00 PM		Prof. Jacobs, 1:30-2:30pm, LS 1500	Hall Olympics	
2:30 PM		Discussion Sections	2-5pm	
3:00 PM		2:30-3:30pm, Olmsted/LFSC	Location TBA	
3:30 PM				
4:00 PM		Da Vinci Code Lecture		
4:30 PM		Prof. Nunley, 4-5pm, LS 1500		
5:00 PM	Check In	Dinner: 4:45-6pm	Dinner: 4:45-6pm	
5:30 PM	5-7pm	Lothian Cafeteria	Lothian Cafeteria	
6:00 PM	Galley, Lothian East			
6:30 PM		Student Panels	Closing Ceremony	
7:00 PM	Parent/Student Orientation	6:30-8:30pm	Talent Show and Dance	
7:30 PM	7-8:30pm	Engineering	6:30-10pm	
8:00 PM	A&I Cafeteria		A&I Cafeteria	
8:30 PM		Social Event and Hall Projects		
9:00 PM	Student Large Group Meeting	8:30-11:30pm		
9:30 PM	9-10pm	Lothian Lounges		
10:00 PM	Bourns B118			
10:30 PM	Hall Meetings		Room/Hall Cleaning	
11:00 PM	10:30-11:30pm, Lothian Lounges			
11:30 PM	CHECK IN	CHECK IN	CHECK IN	

APPENDIX K - Seven-Year Student Statistical Data

First Year Lower Division Student Statistics

Fall 2006	Winter 2007	Spring 2007
Start U06: 265 students Start F06: 253 students Completed- 0 Dropped- 9 Dismissed- 30 End- 214	Start- 214 Completed- 0 Dismissed- 18 Dropped- 3 End- 193	Start- 193 Completed- 7 Dismissed- 22 End- 164
Male- 115 (45%) Female- 138 (55%) CNAS- 117 (46%) CHASS- 110 (44%) COE- 26 (10%) Regents Scholars: 62 Chancellor Scholars: 38 Highlander Scholars: 25 Average SAT: 1201 Average HS GPA: 3.86 Most Popular Majors: 55 BSCS 24 BCH 21 HSUN 32 PRBS		

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		

2006-07 Annual Report Appendices

Average SAT: 1245 Average HS GPA: 3.82		
---	--	--

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 (<i>1 for inactivity</i>)
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%)		

2006-07 Annual Report Appendices

CNAS- 81 (47.6%) CHASS- 69 (40.6%) BCOE- 20 (11.8%) Average SAT: 1258 Average HS GPA: 4.03		
--	--	--

Appendix L - Honors in the Major Data

College	Number of 3.5 cumulative GPA student in the declared major	Major Type
COE – 68	7	BIEN
	10	CEN
	11	CHEN
	12	ELEN
	11	ENCS
	1	ENEN
	4	IS
	12	MCEN
CHASS – 577	1	AFST
	2	AHAT
	1	AHRS
	13	AHS
	1	ALC
	1	ANLW
	13	ANTH
	10	ART
	115	BSAD
	6	BSEC
	7	BSPR
	2	CLA
	1	CMST
	30	CRWT
	4	DNCE
	2	ECAT
	1	ECLW
	5	ECON
	38	ENGL
	3	ETST
	16	FVC
	38	HIST
	3	HSAT
4	HSLW	
4	HSUN	
4	IDST	
11	LANG	
33	LBST	

2006-07 Annual Report Appendices

	7	LING
	1	MUCU
	4	MUS
	3	NRSC
	1	PBPL
	8	PHIL
	7	PHLW
	25	POSC
	27	PRBS
	1	PSAT
	13	PSIA
	13	PSLW
	1	PSPS
	52	PSYC
	4	PYLW
	1	RLST
	2	SCAT
	4	SCLW
	12	SOC
	5	SPN
	15	THEA
	2	WMST
CNAS – 182	42	BCH
	35	BIOL
	51	BLSC
	13	CHEM
	4	ENSC
	2	ENSF
	2	ENTM
	1	GEOL
	23	MATH
	4	NURO
	5	PHYS

APPENDIX M - Upper Division Thesis Titles

Tiffany Abrego	Children's Ability to Transfer from Fantasy to Reality Through Media Presentation
Charles Alamo	Congressional Party Leaders and The Pursuit of Party Unity
Michael Bogseth	Effects of ecdysone agonist RH-2485 on <i>Culex quinquefasciatus</i> and <i>Aedes aegypti</i> 1st & 2nd instar larvae
Chenell Braddock	Secrets & Lies
Duc Do	Unexpected Help: The Role of Confucianism in the Spread of Buddhism in China
Noah Fonosch	Sufficiency Requirements for an Intelligent Artifact
Jugraj Singh Gill	Searching Behavior of <i>Syngaster lepidus</i> for <i>Xylophagus</i> Larvae of <i>Eucalyptus</i>
Gregory Goalwin	Conflict, Consensus, and the Cross: Christianity and its Role in State Politics
Christina Gregory	Trinity: Ireland's Patron Saints from the Book of Lismore.
Katherine Hawkins	Thiophene Helices, Rearrangements, and Functionalization
J. Marie Hicks	Complexity as a Moderator between Optimism/Pessimism, Self-Efficacy, and Self-Image
Paul Jacques	Native Soil: a play in two acts by Paul Jacques
Takeshi Kanemura	Transformation Sustains Society: Integrated Performance Art
Marc Kinon	Purpose in Life as a Mediator of Self-Handicapping in a College Population
Thomas Lau	Optimization of single-walled carbon nanotube growth using catalytic chemical vapor deposition
Linna Loangkote	The Effects of Moral Politics and the Death Penalty
Oliver Loson	Age Dependency in Astrocytic Synaptobrevin 2 Vesicles' Localization and Trafficking Characters
Michael McKail	Venice Beach: The Graffiti Community
Melissa Mondala	Development of the Physician-Patient Humor Rating Scale
Miles Palley	Justice in Health Care
Eddie Joon Park	The Major P300 Acetylation Site of Max in Vitro and the Role of Coactivators on Myc:Max DNA Binding
Allison Rhodes	Novel [8]annulene Based Electromechanical Actuators
Marie Romano	The People Power Movements in the Philippines: Political Opportunities, Mobilizing Structures, and Framing
Helen Sagastume	The Experience of War and its Effects on Country Participation in International Organizations
Sharareh Salehzadeh	Family Communication and Child Outcome
Adam G. Sanford	The Role of Memetics in Evolutionary Social Processes
Rebecca Seagle	ADHD Playing to Win
Ndeye Sesay	Death by Diamonds: Breaking the link between Diamonds and War. Case Studies of Sierra Leone and Angola
Manpreet Singh	Searching Behavior of <i>Syngaster lepidus</i> for <i>Xylophagus</i> Larvae of <i>Eucalyptus</i>
Kaitlin Smith	Ethnic Identity and Outgroup Orientation: Their Relation to Social Dominance Orientation
Gretchen Stanton	The Isolation of Beta-Silyl Carbenium Ions using a Carborane Counterion
Julieta Stepanyan	Stories of Missed and Mistaken Identifications
Allison Mary Tackman	The Effect of Trait Visibility on the Relationship between Nonverbal Sensitivity and the Accuracy of Personality Judgments
Patrick Taylor	The Fog of Life
Linh Vuong	The Effect of Sperm Activating Peptides on Sea Urchin Sperm Motility
Trisha Wilging	Tim O'Brien: Trauma, Truth, and Telling
Lindsay Young	I was, I am, I will be Rosa Luxemburg's Legacy in the KPD SPD and beyond
Jeff Zhang	Development of the Physician-Patient Humor Rating Scale

APPENDIX N – SCHOLARSHIP OFFICE: STUDENT ASSESSMENT

Office of Undergraduate Scholarships, Fellowships, and Awards
Anonymous Student Assessment of Services
SURVEY RESULTS: Fall 2006; Winter 2007

Dear Students: This survey is an internal assessment tool and the results are completely anonymous. The Scholarship Office seeks feedback about the services it offered to students in fall 2006, its first quarter of operation. Information provided will be used to enhance the outreach and mentoring services currently being provided to students related to prestigious scholarship and award programs.

To help the program grow in a positive direction, all students who have worked with the office are asked to take the time to provide their anonymous responses to the questions below. While participation is voluntary, the Scholarship Office will derive enormous benefit from student feedback, so we ask you to seriously consider participating.

Please rate the following on a scale from 1 to 5, with 5 representing “most satisfied.”

TOTAL RESPONDENTS: 35

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