

UCR | University Honors Program

University of California, Riverside



ANNUAL REPORT 2007–2008

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**University Honors Program
Lower Division Annual Report
2007-2008**

The Lower Division Program

Recruitment - (January- May 2007)

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, 2007 received priority notification concerning admission to the UHP before the May 1, 2007 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 843 applications, and an initial fall 2007 first-year class of 300 students.

Honors Fellowships

All UHP participants in good standing 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 361 students received a UHP Fellowship for the academic year 2007-08, and 119 of the 361 fellowships were residential fellowships, and 242 were non-residential fellowships. The residential fellowship was awarded during the spring quarter of the 2007-08 academic year. The residential fellowship award amounts were set at \$1500 for continuing students and \$2000 for first year students. Non-residential fellowships were \$500 for both continuing and first year students. The total fellowship expenditure for 2007-08 was \$286,000.00.

APPENDIX A – Honors 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 2007)

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:

- **Week 2:** Howard Wettstein, Director of the University Honors Program and Professor of Philosophy
- **Week 3:** Faculty Panel: Guillermo Aguilar, Associate Professor of Mechanical Engineering; Tara Brown, Retention & Student Success Programs Coordinator, Bourns College of Engineering; Coleen Macnamara, Assistant Professor of Philosophy; Dr. Howard Wettstein, Director of the University Honors Program and Professor of Philosophy

- **Week 4:** Vorris Nunley, Assistant Professor of English
- **Week 5:** Vivian Nyitray, Associate Professor of Religious Studies
- **Week 6:** Marilyn Yates, Professor and Chair of Environmental Microbiology
- **Week 7:** Kathleen Montgomery, Professor of Management, Anderson Graduate School of Management
- **Week 9:** Scott Brooks, Assistant Professor of Sociology
- **Week 10:** Video: Randy Pausch, Professor of Computer Science, Human-Computer Interaction, and Design at Carnegie Mellon University

APPENDIX B – HNPG 09 Syllabus

APPENDIX C – HNPG 09 Student Course Evaluations

Colloquium HNPG 10 (Winter 2008)

This year HNPG 10A and 10B were changed to HNPG 10, without letters A and B designations. HNPG 10 is repeatable once, so students were still able to enroll in two quarters of HNPG 10. 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:

- **Week 2:** Michael Jayme, Creative Writing
- **Week 3:** Mindy Marks, Economics
- **Week 4:** Sandra Harding, Division of Social Science and Comparative Education UCLA
- **Week 5:** Christian Shelton, Computer Science
- **Week 6:** Steven Brint, Associate Dean of CHASS
- **Week 7:** California Museum of Photography and Sweeney Art Gallery
- **Week 8:** Joel Sachs, Biology
- **Week 9:** Victoria Bomberry, Ethnic Studies
- **Week 10:** Robert Rosenthal, Psychology

Colloquium HNPG 10 (Spring 2008)

- **Week 1:** Student Panel: Clinton Global Initiative University
- **Week 2:** John Briggs, English
- **Week 3:** Renee Lysloff, Music
- **Week 4:** Alicia Chavez, Honors
- **Week 5:** Michael Marsella, Chemistry
- **Week 6:** Dana Simmons, History
- **Week 7:** Connie Nugent, Cell Biology
- **Week 8:** Jodi Kim, Ethnic Studies
- **Week 9:** David Reznick, Biology
- **Week 10:** Tracy Fisher, Women's Studies

Both HNPG 10 courses 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 10 Winter Syllabus

APPENDIX E – HNPG 10 Spring Syllabus

APPENDIX F – Student Evaluations of HNPG 10 Winter and Spring

Honors Courses Seminars and Sections 2007-08

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 2007-2008 academic year.

Fall 2007

Seminars

HNPG031M - Honors Seminar in the Fine Arts
HNPG036K - Honors Seminar: History of the Grand Canyon
HNPG038J - Honors Seminar in Philosophy

Sections

CHEM01HA - Honors General Chemistry
CHEM122H - Honors Discussion for Organic Chemistry
ENSC001H - Honors Intro to Environmental Science: Natural Resources
ETST001H - Honors Intro to Race and Ethnicity
HIST020H - Honors World History 20th Century (three sections)
LWSO100 030 - Intro to Law & Society
MATH09HB - Honors Calculus
PHIL005H - Evil
PHIL009H - Honors Biomedical Ethics
POSC010 033 - American Politics
POSC020 033 - Honors World Politics
RTST012H - Honors Religious Myths & Rituals

Ethics Course

HNPG009, Ethics and College Student Life, Staff

Winter 2008

Seminars

CRWT097H - Freshman Honors Project
HNPG031E - Art History: Artist in Traditional China
HNPG042M - Psych: Non-Verbal Communication and Personal Charisma
HNPG043I - BSAD: Decision Making
HNPG 042K - Doctor - Patient Relationship

Sections

BPSC011 - Plants and Human Affairs
CHEM01HB - Honors General Chemistry
CHEM123H - Honors Discussion for Organic Chemistry
ENSC002H - Honors Intro to Environmental Science: Environmental Quality
ETST001H - Introduction to Race and Ethnicity
HIST020H - World History: 20th Century
MATH09HC - First Year Honors Calculus
PHIL001H001 - Honors Intro to Philosophy
POSC148S - Politics of Congressional Elections

Colloquia

HNPG010, Honors First - Year Colloquium, Staff/Various Professors

Spring 2008

Seminars

CRWT097H - Freshmen Honors Project: Poetry

HNPG031I - Photography Arts

Sections

CHEM01HC - Honors General Chemistry

ENSC003H - Contemporary Issues in Environmental Science

ETST001H - Race & Ethnicity: Introduction

ETST002H - Chicano Studies: Introduction

ETST007H - Native American Studies in Comparative Prospective

ENTM010 011 - Natural History of Insects

HIST015H - World History: 1500 - 1900

HIST020H - World History: Twentieth Century

HIST020H - World History: Twentieth Century

HIST020H - World History: Twentieth Century

PHIL003H - Ethics and the Meaning of Life

PHIL006 - Reason, Belief and Truth

POSC010 030 - American Politics

POSC017 030 - Politics of the Underdeveloped World

POSC020 027 - World Politics

PSYC178 - Health Psychology

WMST030H - Violence Against Women

Colloquia

HNPG010, Honors First - Year Colloquium, Staff/Various Professors

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. 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 Module Descriptions

First Year Student Statistics

University Honors Program 2007 First Year Student Statistics

Student Numbers

Total Applications: 843

310 Students admitted to the first year class for Fall 2007

265 students attended Summer University Honors Program Summer 2007

Fall 2007	Winter 2008	Spring 2008
Start U06: 310 students Start F06: 294 students Dropped from summer to fall- 16 Completed- 0 Dismissed- 46 End- 248	Start- 248 Completed- 0 Dismissed- 49 Reinstated- 3 End- 202	Start- 202 Completed- 20 Dismissed- 23 Dropped - 2 End- 157
Women: 171 (55%) Men: 139 (45%) CHASS: 118 (38%) CNAS: 158 (51%) COE: 34 (11%) Regents Scholars: 21 Chancellor Scholars: 32 Highlander Scholars: 15	SAT range: 900-1450 143 students 1200+ (46%) 159 students 1000-1200 (51%) 8 students below 1000 (3%)	Most Popular Majors: CHASS: 37 PRBS, 14 HSUN, 11 POSC/PSLW CNAS: 55 BCH, 43 BLSC, 30 BIOL COE: 13 MCEN, 8 BIEN, 8 CEN

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 2007 Honors Community Service Projects:

First year Honors students were required to complete at least 10 hours of community service as part of their Learning Contract. In fall quarter 2007, first year students completed over 3500* hours of community service. * Calculation based on community service verification forms submitted for the quarter.

Students participated in several service projects in fall quarter including "Adopt-a-Pumpkin" to benefit the UCR Child Development Center, a holiday toy drive to benefit the Central City Lutheran Mission in San Bernardino, and a campus-wide canned food drive to benefit UCR's staff families in need.

For Adopt-a-Pumpkin, 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*.

This year the Honors Program forged a relationship with Riverside Community College and AmeriCorps to provide additional community service in the Riverside Community. Through this partnership with RCC,

Honors students participated in “Make a Difference Day” events at the Community Care Center and the Cesar Chavez Community Center, “Reading Wonderland” literacy project, a canned food drive through the Riverside “Giving Back”, a food and book drive to benefit Amelia’s Light, and a “Snow Day” event through the Riverside Parks and Recreation for area children.

Finally, Honors students are also actively involved on campus in Corazon de Vida, Best Buddies, Young at Heart, VOIC of Invisible Children, Student Run Health Clinic, Campus Safety Escort Service, Habitat for Humanity; and in the local communities volunteering at elementary and high schools (tutoring); hospitals; and 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.

87 students applied and interviewed for the Peer Mentor position, and a total of 54 students were chosen as Peer Mentors to first year and sophomore component students. The 49 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 2007-2008 academic year.

APPENDIX I – Peer Mentors 2007-2008

Summer University Honors Program

The Summer University Honors Program* (SUHP) occurred from **Friday, June 29 to Sunday, July 1, 2007**. The theme for this year was "Achieving Greatness" and centered on what it means to be successful, how to set goals and achieve them, and the responsibility that comes with the privilege of higher education. 275 incoming first year students took part in this year's SUHP. Students attended sessions that focused on personal growth, community service, leadership, and peer interaction.

Students read a selection from Bill Russell's autobiography, *Second Wind*. Students also wrote a reflection paper on the required reading. Program highlights included faculty lectures, student panels on research, faculty panels, community building programs, and Honors orientation.

Academic Sessions:

Opening Presentation by Dr. June O'Connor –Achieving Greatness

Lecture by Dr. Howard Wettstein – *Second Wind*, Autobiography of Bill Russell

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.

APPENDIX J – SUHP 2007 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 proceeding the term of the annual report. Therefore, the information below refers to SUHP 2007. SUHP 2006 was discussed in last year's annual report (2005-06). SUHP 2008 will be covered in next year's annual report (2008-09).

Faculty in Residence

Dr. Jodi Kim, Assistant Professor of Ethnic Studies. Dr. Kim 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. This was Professor Kim's first year as the Faculty in Residence.

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 2007		Winter 2008		Spring 2008	
Start	45	Start	53	Start	52
ADMITTED	10	ADMITTED	2	ADMITTED	38
COMPLETED	2	COMPLETED	2	COMPLETED	4
		DISMISSED	1	DISMISSED	21
				Male	45.00%
				Female	55.00%
				CNAS	35.00%
				CHASS	60.00%
				BCOE	5.00%

Continuing Student Activities

In the 2007-08 academic year **150** 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 group meeting (one per quarter) that they are required to attend at the beginning of each quarter. Signups are done online using a form.

Fall 2007	Winter 2008	Spring 2008
Start 225	Start 149	Start 75
Dropped/Dismissed- 29	Dropped/Dismissed- 16	Dropped/Dismissed- 9
Completed- 47	Completed- 58	Completed- 43
		Reinstate- 20
End- 149	End- 75	End- 43
AE5C 17.00%		
Male 47.37%		
Female 52.63%		
CNAS 52.63%		
HASS 45.34%		
BCOE 9.31%		

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– Five-Year Student Progress Statistics

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.

UHP Student Participation – 2007-2008

Name	Country	Program	Term
Alexis Fuentes	Italy	UC Center Rome	Winter, Spring
Angie Chang	Korea	Yonsei	Fall
Brian Lonquich	Costa Rica	Monteverde	Fall
Brittany Stevens	Australia	Marine Biology	Fall
Caitlin Eubanks	Netherlands	Leiden	Fall
Cardiff Hamilton	Italy	UC Center Rome	Winter, Spring
Curtis Miller	United Kingdom	Royal Holloway	Year
Derek Gorin	Russia	Russian Studies	Fall
Earth Shah	United Kingdom	Sussex	Summer
Eliza Bacon	Japan	Tsukuba	Year
Erika Allen	Germany	Gottingen	Fall
Jessica Rankin-Gee	United Kingdom	Lancaster	Fall
Kevin Eldridge	India	Hyderabad	Fall
Maria Luisa Rodriguez	Mexico	Mont Tec	Fall
Michael Cabrera	Spain	Carlos III	Fall

Name	Country	Program	Term
Nichole Barrera	United Kingdom	Sussex	Summer
Samantha Wilson	India	Hyderabad	Fall
Shelly Yehuda	Spain	Cordoba	Fall
Soojin Hong	United Kingdom	Warwick	Fall
Sophia Fox	Singapore	NUS	Fall
Woo Young Kim	Korea	Yonsei	Fall

UC Washington Center Program – UHP Student Participation

Name	Term
Christopher Kober	07F
Nazik Hasan	08W
Jennifer Yoo	08W
Perveen Chattha	08S
Rachelle Jung	08S
Aislinn Miller	08S

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, CAMP, MSP, etc.

MSP
Naubahar Agha
Hiroko Akuzawa
Athena Alexander
Erika Bajo
Alexander Cheung
Steven Ching
Hyun Chun
Shidana Chung
Maria Diaz
Bonnie Ferrara
Mayra Hernandez
Steven Huang
Phillip Imperio
Margret Iskandar
Stuart Le
Kenneth LeBlue
Ky-Phuong Luong
Eric McCoy
Sushant Mohleji
Melissa Mondala
Yaser Mustafa

MSP
Fahad Naeem
Nery Navarro
Kiavoush Nemati
Rossi Oliva
Kryzia Olsen
Eric Ottey
Michael Panowicz
Ajit Rai
Tiffany Redmon
David Santiago-Dieppa
Avo Serafino
Sumit Singh
Nirmala Surapaneni
Erica Tate
Tung Trinh
Elizabeth Zielins

Marc U* Star

Tami Moore
Erica Tate
Michelle Ontiveros
Tiffany Redmon

Special Student Achievement

Chancellor’s Award for Excellence in Undergraduate Research – Tristan Harris
Golden Key Research Scholarship – Tristan Harris \$500

CNAS Deans Fellowship

Jacob Good
Elmer Hilo
Brian Lonquich
Jean-Phillip Okhovat
Michael Panowicz
Jessica Stemke
Matthew Taon
Nicole Tarui

Scholarly Conferences

Students were also able to present at national and regional conferences across the United States. Many of our students presented at the Southern California Conference on Undergraduate Research (SCCUR) held at California State University, Los Angeles on November 17, 2007.

The Upper Division Program

Synopsis

During the academic year of 2007-2008 the number of participants in the Upper Division Honors Program stayed steady. The number of students who successfully completed Upper Division Honors is

comparable to the previous two years. 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

In an effort to create our more of a campus presence and show our support of students a day of workshops was organized, **ENERGIZE DAY**. This day was held on the Monday of Welcome Week, September 24, 2007 with participation from key organizations and departments throughout campus. The day generated 80+ attendees which translated as approximately 137 seats taken in sessions for the day. Evaluations were obtained and collated. **Appendix L**

Students who were incoming transfer students illustrating high GPA's at their prior institution were invited as well as all Junior and Senior standing students with a 3.5 or above cumulative GPA at UCR. Advertising for this event included numerous emails as well as a postcard sent to the student's permanent address.

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)

Peer Mentor, Kevin Zhang worked with the office to gather information, develop business specific information sessions, brainstorm website changes and survey the general population of Business students to find out detailed information about their needs when it comes to their junior/senior years at UCR. A summary of the survey results is included in **Appendix M**.

Information sessions are broken up into types so that specific populations can learn during sessions geared to their individual career and academic goals. This academic year sessions were offered for business and science students as well as general social science and humanities majors. A special recruitment effort was conducted in order to find biological science students who were interested in taking a seminar course as well as conduct research during their academic career. These special sessions generated enough interest to run the seminar course during Winter 2008. **Appendix N**

As a recruitment tool all data was collected from Data Warehouse. Quarterly reports are collected to send information emails to all eligible students (3.4 cumulative GPAs) as well as specific populations based on major.

Brochures and handouts were given out at each session as well as the coordinator's business card. 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 during the orientation session.

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 2007-08. Final data is calculated at the end of spring quarter each year.

Progress Statistics	
71	Total Students
37	Completed (6 for pending summer)
18	Continuing/Pending
10	Dropped
Demographic Distribution	
22.54%	AE5C
52.11%	Male

47.89%	Female
College Distribution	
73.24%	CHASS
22.54%	CNAS
4.23%	COE

Upper Division Honors Awards Reception

The Annual Upper Division Honors conference was changed into an awards reception due to an overlap in efforts for student presentations. Over 50% of those students who present at the Campus-wide Undergraduate Research, Creative Work and Scholarly Endeavor's symposium are also Upper Division Honors students. If we had continued to hold the Upper Division Honors conference these students would have to present two times therefore we asked all prepared Upper Division students to submit and present their work at the campus-wide symposium. The academic coordinator assists on the day of this event as well as provides the volunteer base to set-up, support and take-down on the actual day. The Awards reception was held on Monday, June 2nd from 6-7:30 in Commons 362. The Faculty Mentor of the Year awards were announced and one was presented to Prof. Michael Marsella (Chemistry). The second award was presented at a later time to Prof. Steven Clark (Psychology) by the students who nominated him. The remainder of the ceremony included speeches by Prof. Howard Wettstein, Emily Nudge and the presentation of cords, pins and certificates to all those students who had completed their Upper Division Honors requirements. Family and friends were present as well.

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.

Carol Consuelo Aguas - *Thesis: Mohaves and the Colorado River*

Athena T Alexander - *Thesis: Study of Deaf Women's Healthcare Experience in the Physician - Deaf Patient Relationship*

Lama Rania Alsibai - *Thesis: The Effects of Face Management on Grounding in Conversation*

Jeffery Paul Anderson - (Summer Completion)

Neilan Chaturvedi - *Thesis: Healthcare reform and Its Effects on Members of the Senate*

Sameer Chopra - *Thesis: Health Management Education: A Case Study on Implementing a Asthma Awareness Class for Elementary Students*

Krystin Marie Cowan - *Thesis: Nonlinear Phenomena*

Sophia Fox - *Thesis: On the Effectiveness of an ASEAN Security Community: A Paradigm for Regional Peace, Unity, and Sustainable Development, or an Ineffective Institutional Organization*

Rachel Friedman - *Thesis: Friends, Foes, and Phonetics: A Historical Socio-linguistic Perspective of Franco-Italian Relations*

Bryan Frost - *Thesis: Nietzsche on Perspectivism and Objective Morality Best*

Lawrence Edward Frost - *Thesis: Triptych: On Paintings by Carl Heinrich Bloch*

Felipe Godinez - *Thesis: Methods in Laser Assisted Cryosurgery Prostate*

Tristan George Harris - *Thesis: Genetic and evolutionary analyses of the Sub1 gene cluster that regulates submergence tolerance in rice*

Katherine Eileen Hawkins - *Thesis I: Thiophene Helices, Rearrangements, and Functionalization*
Thesis II: Classical Ballet Costume Construction

Julie Marie Huss - *Thesis: Molecular Phylogeny and Evolution of Marine Species in the Chromistan Genus Halophytosphora*

Rima Danielle Jomaa - *Thesis: The Effects of Face Management on Grounding in Communication*

Adrian Brandon Jonan - *Thesis: Synthesis of Sterically Hindered Conjugated Oligobutylidenes*

Rachel Kolb - *Thesis: Drive: A Story*

Reid Kent Livingston - *Thesis: The Burden of Proof*

George Luna - (Summer Completion)

Kathryn Michelle Mager - *Thesis: Western Businesses in China*

Melissa McGinnis - *Thesis: SSR genetic map of Fortune x Fairchild mandarin*

Aislinn Mary Miller - *Thesis: Religious Toleration in Medieval Spain*

Sarah Rose Mishler - *Thesis: Break, Blow, Burn, and Make Me New*

Tami Renai Moore - *Thesis: Potential Interaction between V1a Vasopressin Receptors and Polybrominated Diphenyl Ethers (PBDEs) on Neurotrophism in Cultured Cortical Neurons*

Erika Elizabeth Morris - *Thesis: The Ethical Justification Of Criminal Punishment*

Samantha-Joy Cortez Natividad - *Thesis: Life Histories of Fish in the Subgenus Limia*

Camilo Manuel Ortiz - *Thesis: The Bridge That Is My Self: A Man Growing Up in a Two-Mother Family*

Sanay Panchal - *Thesis: FIFA and Soccer: The Foreign Policy Implications of the 'People's Game'*

Margaret Sue Pappademos - *Thesis: Changes in TrkB staining during cortical reorganization*

Ryan Anthony Pedigo - *Thesis: Short Contact Time Catalysis on Rhodium for Hydrogen Production*

Daniel Polk - *Thesis: El Obrero y Sus Derechos: The American Friends Service Committee and the Struggle for Latino Immigrant Rights, 1979-1992*

Tejal Pati Reddy - *Thesis: Quantitation of serine-containing epimeric peptides by mass spectrometric analysis*

David Evan Sakover - *Thesis: James Baldwin's Ideological Struggle for Literary Deconstruction of the American Panoptic Power Structure throughout the Civil Rights Era*

Emanuela Alina Sana - *Thesis: Religious Repression: The Clash between Faith and State*

Reana Leena Praful Shah - *Thesis: Racism in Retail: The Abercrombie & Fitch Dilemma*

Jessica Shillings - *Thesis: Where in the World? A Student's Guide to Study Abroad*

William Severus Simpson - (Summer Completion)

Anne Sullivan - *Thesis: Notions of Irishness in Literature: Romantic and Contemporary Models*

Brent Joseph Sullivan - *Thesis: The Burden of Proof*

James Matthew Telesford - *Thesis: Love a Son, Raise a Daughter: African American Mothers' Parenting Styles*

Daisy Valdovinos - *Thesis: The Gentrification Solution: A Photographic Essay on the City Riverside's Direction Towards Becoming A Gentrified Urban Site*

Anjali Laxmi Varigonda - *Thesis: "Pieces of a Puzzle": Constructing Pilipino/a Cultural Identity in the Diaspora: A Case Study of the Pilipino Culture Night (PCN) of UC Riverside, 2008.*

Alayna Michelle Williams - *Thesis: Teenage Women's Bodies in Film as a Correlate of Teenage Cosmetic Surgery*

Brooke Julia Winger - *Thesis: Fortresses, Cities, and Fogarras: A New Look at the Garamantian Kingdom*

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. The first seminar course has had limited enrollment as the main population of science students in the biological sciences is heavily focused on medical school and/or health professions career goals. In 2006 Fall, six students were enrolled and in 2008 Winter, seven students were enrolled for the introductory seminar course, BLSC 192H, Junior Honors Seminar. The number of students from the 2006 course that completed Upper Division Honors was 2 with four more considering applying for Upper Division at this time. The number of students from the 2008 course that are currently applied or considering Upper Division Honors has not been determined. This next academic year the introductory seminar course will be opened up to all Biological Science majors allowing for an increased attendance.

At this time Political Science, Sociology and English have functioning Honors programs for their majors but do 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. The Mathematics department has recently obtained approval for a revised Upper Division Honors option within the department as well honors research units for those students who want to obtain research units for their Honors work. This past year two Mathematics majors completed an Upper Division Honors project. There are a variety of other Honors in the Major efforts being supported throughout the campus.

General Honors Program Accomplishments

Twenty-Year Celebration: Over the past twenty-years, the University Honors Program has served as a model for how a multifaceted program's approach to academic excellence can support the goals and mission of a world class research institution in promoting academic excellence.

Established in 1988, the University Honors Program (UHP) has proudly produced some of the institution's best and brightest. Now in the 21st Century, toward that laudable end, the program offers a stimulating course of study and the advantages of an enriched living and learning community for over 800 undergraduates from all class levels, colleges and majors. The UHP's diverse curriculum, including special topics, courses and innovative seminars, all of which serve a variety of needs and interests, and each adding value, while encouraging students to explore a rich curriculum of study across the disciplines. Beyond the classroom, the program's extracurricular opportunities encompass activities designed to promote personal growth, leadership and career development. Many components of the UHP foster cultural enrichment, resulting in life-changing relationships, and life-long learning experiences.

On Saturday, February 23, 2008 a celebration was held to commemorate the UHP. This event was attended by our founders, past directors, current faculty members, alumni, current students and past staff. It was a Mega Muffin Morning—Meet and Greet activity.

Honors Consortium: The UHP demonstrated leadership and developed a systemwide forum and survey review for all “Honors” programs throughout UC to collaborate and share best practices. UHP efforts have resulted in the formation of the UC Honors Consortium, which held its first annual conference this past April.

College Relations: Increased effort was made to work with all three colleges to develop honors offerings within their “Learning Communities” structures. All college learning community participation has been integrated into the UHP Learning Contract structure.

AUDEAMUS: This publication is the honors journal of University of California. It is published once annually, and was launched by UCR's Honors Program in 2007. This year seven UC campuses are represented in the publication.

Undergraduate Scholarships, Fellowships, and Awards

Alicia L, Chavez, Coordinator - ANNUAL REPORT 2007-08

SCHOLARSHIP APPLICATIONS FILED: The scholarship program has grown considerably this year, achieving important recognitions in major competitions, including some wins, and also realizing important goals in smaller competitions as well. A summary of major applications filed is attached. The highlights include: Greg Goalwin received an interview as part of the Gates Cambridge process, and he is planning to go to Cambridge in the fall (even though he did not win the Gates Award); Samantha Wilson was selected as an alternate for the prestigious Princeton Public Policy and International Affairs Junior Summer Institute; Charles Alamo was selected as a finalist for the NCAA Postgraduate Scholarship; Andre Alcon received Honorable Mention in the highly competitive contest for the Goldwater Scholarship; Alexia Olson was awarded the Knowles Science Teaching Foundation Fellowship; and Lindsay Yee received the National Science Foundation Graduate Research Fellowship. The highlight of the year in smaller competitions was the overwhelming success of UCR students in applying to attend the inaugural Clinton Global Initiative University Conference held in New Orleans. Three students, Daniel Polk, Samantha Wilson, and Bryan Yeh, were accepted based on their “Commitment to Action” statements proposing service projects. They attended in March 2008 and found it to be a highly rewarding and inspiring experience and received an offer of funding assistance for their projects. The Scholarship Office has determined that community service and international affairs are two important strengths of the UCR undergraduate population, and continued commitment to this program will help students decorate their records for major awards in this area down the road. **Appendix O**

MENTORING ON GRADUATE ADMISSIONS: The Scholarship Office continued to serve as an important resource to high-performing students on areas of interest: graduate admissions, by offering workshops in the area and providing individual mentoring to a wide range of students throughout the year.

Students who were engaged in this application process, many of them were successfully admitted to the programs of their choice, some even to very highly-ranked programs. The most notable example this year was Daniel Polk's Ph.D. admission to the Anthropology Dept. at Princeton University with a full fellowship.

ADVISORY COMMITTEE: This year the committee continued to develop in its role of advising and setting goals for the scholarship program. It focused on strategies for how to advise students about fostering the extensive professional rapport with faculty needed to get strong letters of recommendation. It also considered ways to expand the opportunities for student success and the "culture of winning" on the UCR campus to increase the campus-based achievements that students can realize at UCR to help them build undergraduate records that are more competitive with those of the Ivy League students who generally win major competitions.

CAMPUS LEADERSHIP & COLLABORATION: This is an area where the program grew substantially this year, continuing to build the rapport with college offices and other administrative units that will enhance the campus-wide effort of identifying and referring high-caliber students to the Scholarship Program. I worked with Steven Brint, the new Assoc. Dean for Student Academic Affairs in CHASS, and the University Honors Program staff throughout the year to help identify high-performing students who were good candidates for the new CHASS Minds Alive webcast feature--many of the students who were interviewed for their website were scholarship candidates.

In an effort to further expand the scope of outreach, I also participated in discussions with Financial Aid, Development, and the VC of Student Affairs about the implementation of the Osher Scholarship for Re-Entry Students, helping to think about ideal candidates for the program and helping think about how the program could best be implemented. I mentored several candidates through this program and attended a lunch for the students who received the scholarship.

CAMPUS RESOURCE: Finally, the Scholarship Office grew into an important campus resource this year for many campus organizations who sought out high-performing students for their administrative and recruitment purposes. I worked in consultation with the University Honors Program staff to achieve this goal. For example, the Recruitment Office asked for referrals for student speakers at their Chancellor's Scholarship celebration, and the VC of Student Affairs asked for referrals for student speakers for scholarship development functions.

SCHOLARSHIP CLUSTERS: The cluster system of student mentoring and advance preparation expanded considerably this year, with students actively participating in six clusters in 2008: Science & Engineering Research Application Preparation (SERAP), Public Policy and International Affairs (PPIA), Business, Community Service, Teacher Preparation, and the Exceptional Scholar Athlete Team (ESAT). Not only did meetings take place more frequently than last year, but they were offered at multiple times to ensure that students had multiple opportunities to attend. This year cluster students focused on peer mentoring about opportunities, filing applications for smaller competitions in order to increase competitiveness of larger competitions, and working to build the pieces of their "Professional Profile" in order to build their resumes and enhance their plans for career success. I mentored them about expanding their profiles in the areas of education, experience, performance, contacts, leadership, and service. We also practiced interviewing skills and questions in all of the clusters and targeted important career-related summer opportunities.

A student satisfaction survey is provided: **Appendix P**

SCHOLARSHIP WORKSHOPS: This year, in addition to regularly presenting workshops to my scholarship clusters, I made a number of important public presentations, first at the Honors Program's Energize Day, targeting transfer students for scholarship programs. Next I presented at the Career Center's Graduate and Professional School Day, delivering information about graduate admissions and fellowship applications. I also spoke about scholarship programs in front of a number of student organizations, including African Americans United in Science, UC Leads, and the CAMP program. Additionally, I was asked again this year to make a presentation to the HNPG 10 course for first-year

Honors students. In the spring, when the presenter I had scheduled to make the NSF Fellowship presentations had to cancel at the last minute, I filled in and gave the NSF presentation myself several times throughout the day.

WEBCASTING: Perhaps the highlight of my presentations this year was a webcast I participated in for the organization LatinoGraduate.Net. I was joined by the Director of Financial Aid from Cal State San Bernardino, and together with the program's host we filmed a one-hour webcast discussion right here at UCR about how to find scholarship monies and what scholarship agencies are looking for in an application. It was broadcast live on their website and then recorded and archived for further viewing. Its target audience is Latino students and their parents. The purpose is to provide information to them about funding higher education to enhance their access to college educations.

DEPARTMENT AFFILIATIONS: Strong relationships with departments continued to be developed in an effort to further enhance the referral networks on campus for major scholarships and awards. One of the most successful affiliations this year was with Leslie Bushing in the SMI program, who regularly referred students for various teaching scholarships and fellowships. This resulted in Alexia Olson winning the competitive and prestigious Knowles Science Teaching Fellowship, which will pay for a substantial amount of her credentialing and professional development costs. I also further developed the very productive working relationship I began last year with Mark McGreevy of Athletics, and the ESAT cluster flourished this year as a result. Quite a few of the students applied for summer internships, fellowships, campus-based opportunities, and admissions, and realized success.

APPENDIX A through J, and L through P are available for review at the UHP Office.

APPENDIX K - Five-Year Student Statistical Data

First Year Lower Division Student Statistics

Fall 2007	Winter 2008	Spring 2008
Start U06: 310 students Start F06: 294 students Dropped during summer- 16 Completed- 0 Dismissed- 46 End- 248	Start- 248 Completed- 0 Dismissed- 49 Reinstated- 3 End- 202	Start- 202 Completed- 20 Dismissed- 23 Dropped - 2 End- 157
Women: 171 (55%) Men: 139 (45%) CHASS: 118 (38%) CNAS: 158 (51%) COE: 34 (11%) Regents Scholars: 21 Chancellor Scholars: 32 Highlander Scholars: 15 Average SAT: 1172 Average HS GPA: 3.78		

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		

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

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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		

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		