**University of Denver Honors Program**

**Annual Report, Academic Year 2011-2012**

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**Summary**

During Academic Year 2011-2012, the University Honors Program continued to move forward on the goals set out in the program review and program revision, and addressed specific issues that emerged in the prior year. Notable achievements in 11-12 include:

* Continued stable admission numbers again close to the target of consistent 100-student entering cohorts, with 30% entering through application.
* Increased diversity within the Honors cohort.
* Improved outreach and advising for current students, first year students, and students joining as transfer or current DU students.
* Increased efficiency for Honors student scheduling through early registration for Honors students.
* Improved tracking of Honors cohorts.
* Improved communication with and integration of our students within the major distinction plans.
* Graduation of our first class with the requirement of distinction.
* Continuation of two Honors Natural Science sequence for non-science majors.
* Continued balance of variety and consistency in Honors courses.
* Continued increase in number of students involved in non-course-related intellectual, cultural, and social programming.
* Continued and expanded support for student projects and programs.
* Better integration of Honors and WRIT.
* Improved application and review process.

Issues or concerns to be addressed in 12-13 include:

* Continued difficulty getting the proper number of seats. (This is ongoing and reflects a success, too.)
* Continued work to integrate Honors and WRIT.
* Continued work to determine whether students registered as Honors students are actively pursuing Honors requirements.
* Continued coordination with distinction plans so that 1) Honors students are able to secure thesis advisors and meet requirements and 2) Honors and distinction requirements harmonize with each other.
* Continued effort to communicate honors requirements to FSEM Instructors, students, and advisors.
* Continued work to increase the diversity of applicants and incoming students.

**Annual Report, 2011-2012**

The Academic Year 2011-2012 University Honors Program (UHP) was directed by Daniel McIntosh with Assistant Director Shawn Alfrey. The activities, policies, and procedures described below were carried out with the involvement and approval of the 11-12 Honors Council (see Appendix A). Below is a summary of the status and accomplishments of the UHP in the 11-12 academic year, including plans and goals for 12-13.

**Goals and values**

As in previous years, we used the 2009 Program Review and the vision and processes of the 2007 Revision to develop policies, curriculum, and programs. In both the Revision and the Review, enhancement of academic quality, development of a strong Honors community, inclusive, transparent, and consistent policies, and integration of UHP with the University’s mission and other programs were consistently expressed goals. The report below is organized according to the Program Review’s five-year goals and steps to improve academic quality.

Five-year goals identified in the 2009 Program Review are:

1) Develop and implement assessment plan

2) Achieve consistent enrollment

3) Develop varied curriculum

4) Increase student engagement

5) Maintain a high percentage of students who complete University Honors

6) Integrate the Departmental Distinction Programs with the broader UHP

Steps to improve academic quality identified in the 2009 Program Review are:

1) Review courses

2) Develop application process

3) Support departments in implementation of Departmental Distinction programs

4) Use of assessment feedback

**Development, Implement, and Use of Assessment Plan**

In Spring 2009, Honors Council adopted a Mission Statement and associated program goals and student learning outcomes (see Appendix B), and developed an assessment plan. Three goals were set for 10-11 and pursued throughout that year and are described below.

*1) Develop a procedure to evaluate critical thinking that is useful both in admission decisions and in assessment of this learning outcome*

During 10-11 Honors put substantial time and effort into developing assessment instruments, but determined that with resources available, we could not find a valid way to measure critical thinking. Honors Council decided to cease the attempt to evaluate critical thinking.

*2) Consistently request feedback from Honors instructors on whether students met learning goals*

In terms of goal # 2, it was decided that this sort of top-down assessment was not adequately responsive to course differences and that the generally favorable instructor feedback was not useful in terms of assessment.

*3) Develop a procedure for obtaining information about the program from students who leave the program before graduation*

The exit interview was revised in 2009 to reflect program goals and mission, and online end of year and graduating student questionnaires were also developed. Beginning in 2010-11, students have also been required to indicate their desire to continue in the program or to “opt out” each November.

Only goal 3) proved accessible to measurement and was meaningful in terms of program goals. Further, the 10-11 efforts revealed that only two of our stated learning outcomes were accessible to our measurement: *Students will achieve Distinction in their major*, and *Students’ capstone project in their major will be an original contribution to their field.* These can be tracked via the thesis verification form (see Appendix C), which allows advisors to indicate quality of the thesis and whether the student met requirements for and achieved distinction. Honors Council noted that assessment of other learning outcomes was undertaken by the departments, who assess their courses, instructors, and curricula.

In recognition of the work done in 10-11 and its limited results, the Provost’s Office determined in 11-12 that assessment other than program assessment was in fact the purview of academic departments and divisions, and supported Honors Council recommendation that we abandon further attempts meaningfully to assess critical thinking and other related learning outcomes. It was determined that we would instead focus attention on the two SLOs described above (regarding distinction and the capstone project) that we could assess, and the sort of questions and instruments that address student participation and involvement and their achievement of program requirements.

Future assessment efforts will therefore focus on program goals. Exit Interviews, Questionnaires, and the information gained from our opt-in process to identify “active” students, will help us track student participation in events and perseverance in the program, and to identify student issues and learn when and why attrition occurs. We will also continue to collect data describing course fill rates, Honors student participation in events and perseverance rates, and Honors Seminar course evaluations.

Most of the information gained from these sources this year is heartening. Course evaluations suggest that Honors Seminars are stimulating and challenging. Eighty-four per cent either agreed or strongly agreed with the statement that that they’d learned a great deal in the course; 80% agreed or strongly agreed with the statement that it was an excellent course; and 68% agreed or strongly agreed that they found the course challenging. In exit interviews, when asked what not to change, several students named the Honors Seminars.

Information from exit interviews and questionnaires also reflect student satisfaction with their honors courses and belief in the value of both Honors seminars, their other honors courses, and their distinction work. In the anonymous *Qualtrics* end of year survey, 59% of students said their Honors courses were very or extremely challenging. When asked what they valued most about the Honors Program, representative comments include: “small, challenging classes”; “the academic challenge and the superior quality of professors. I felt 10 times more engaged in my honors classes”; “small classes with people who have the same work ethic as I do.”; and “the interesting selection of honors classes and the great group of people I have met.” For some the Honors community in general was most important: “I think that the Honors community has been invaluable to my happiness and success at DU”; and “the closeness of all the students – it’s almost as though they’re one big family.” Responses regarding Honors programming and life on the Honors floor were also generally quite positive.

Goals for Program Assessment in 12-13

*1) Continue tracking Student Participation and Success*

In addition to tracking student’s achievement of distinction, we plan to enhance our opt-in process in order to have more information regarding students’ intentional and meaningful participation in the Program. This information will help us continue to develop programming and course offerings that are meaningful for our students and determine whether the transition process into distinction is working for our students and intervene in a timely fashion if not. It will also allow us to confirm that only students truly pursing University Honors have access to early registration. As this is such a desirable benefit, it is important that it be reserved only to students legitimately pursuing honors.

2) *Continue tracking student participation in Distinction Plans*

Communication between the Honors Program, the departments, and the students pursuing distinction is vital to the successful completion of student requirements and the meaningful integration of breadth and depth in their honors experience. The verification form is one instrument that provides this triangulation, but this comes late in the process. Tracking of student entrance into their distinction plans and their experience there will be more frequent and consistent.

**Admission: Implementation of new application process for consistent and inclusive enrollment**

Our admission activities are conducted in close cooperation with the Office of Admission. Ongoing activities include numerous meetings with prospective students, development and refinement of paper and Web publicity and information, and working with the Office of Admission, the Center for Multicultural Excellence, and academic units on campus. Targets and goals are described below.

*1) Consistency in enrollment*

For admission of the cohort beginning in Fall 2012, we again used the admission process initiated in 09-10. Enrollment targets set for 09-10 have also continued through 11-12. These are *1) Have a total entering class of 100 students; and 2) have the class made up of roughly 70% waived 1’s and 30% applicants.*

This process has allowed us better to control the number and nature of the entering class despite yearly variation in application numbers and procedures; and to be able to admit students using criteria beyond Admission rankings that reflect Honors Program standards (e.g., critical thinking, academic motivation and performance, diversity in experiences, intentionality, and contributions to the program). This procedure again worked well.

The breakdown by admission and student type is in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total  Invited | Applied | Enrolled |
| Waived top 1’s | 580 |  | 62, 1 to defer (11% of waived; 63% of cohort) |
| Invited to Apply | 586 | 121 (% of invited) | 31 (26% of applicants; 5% of invited) |
| Current DU and transfer |  | 4 | 4 (100% of applied) |
| Total Applied |  | 125 | 36 (28% of applied; 37% of cohort) |
| Total cohort |  |  | 97 (8% of total waived and invited) |

Since 2009’s huge entering class of 124, Honors has worked to regularize and gain control of the admission process such that we can roughly predict the number of students who will join the program each fall. The target of 100 students is approximately 10% of DU’s entering class, and is just higher than the mean of 95 and median of 97 since 2001 and is meant to ensure that students will have access to program courses and other opportunities.

The target, and the algorithm we use to meet it, has allowed us, even in dynamic admission cycles, both to retain relatively consistent numbers and to increase our inclusivity and diversity. In Fall 2009, 98 new students joined the Honors Program; the Fall 2011 cohort was 95; and 97 are slated to enter in Fall 2012. As with 11-12, this number will likely reach 100 as current students apply for Winter and Spring quarters.

Each year we aim for 70% of the class to be students from the highest DU Admission rating via the auto-admit procedure, with the other 30% admitted through application, including transfers and students entering from within DU.

Reflecting continuity over the last three years, our incoming class for Fall 2012 will be 37% from applicants. This is a considerably larger number than last year’s 30%, but includes a higher percentage of students who, as Admit Rating 1s, would have been waived 1s in previous years. DU’s increased competitiveness and the changes to its application process have led to an increased total number of Admit Rating 1s. Thus many of these students are now among the students invited to apply instead of being admitted without the usual application (waived 1s). This has resulted in a relatively large proportion of highly qualified admit rating 1s and better qualified international students among the applicant pool. It is hoped that, with the requirement to apply, those especially high achieving students who enter the program also have the intentionality we desire and will be more likely than the typical waived 1 to participate actively in the 4-year program.

Outreach and communication with prospective students currently at DU also increased. Our efforts to regularize and publicize the process have continued to attract more current DU students applying for and entering the program each quarter. During AY 11-12, 23 current students applied, with 10 gaining admission. In addition to recruiting, largely through FSEM instructors, students who would likely benefit from and contribute to the Honors community, effort has been made to advise each student carefully as they apply. Thus they are able to determine whether the Honors Program would be appropriate for them at their particular academic stage and to be integrated in the program more easily upon admission. This also allows us to plan better our course offerings and to help new students get into Honors classes.

*2)* *Continue improvements in the application and application process*

Honors Council involvement in the application process increased in 11-12, with every member reviewing applications. In order to make rating of the application more reliable and consistent, the application was revised according to Honors Council recommendations in 10-11 and implemented throughout 11-12 (see Appendix D). Instead of accepting student-selected high school essays as the writing sample (which are often responsive to unknown prompts or reflect the very different values, styles, and methods of Advanced Placement tests and IB Extended Essays), the application asks students to write a 250 word response to one of two TEDx videos linked on our application.

Faculty reviewers reported that this change made assessing papers easier, more consistent across disciplines, less burdensome for the reviewer, and fairer for the student. Reviewers noted, however, that the question and medium seemed to encourage a more emotional than critical response. In hopes of encouraging more critical thinking, in 12-13 we will revise the choice of the video and the response requested.

*3) Review diversity in ethnicity, gender, geographic origin, and undergraduate Division and major in the entering class compared to similarly rated non-Honors students. The aim is to establish processes that enhance the range of experiences and perspectives in the Honors community, and ensure that there is no systematic exclusion of any academically prepared and intellectually motivated students in the admission process.*

In terms of gender and geography, our incoming cohort reflects a diversity similar to that of the 2011 cohort. Forty-eight percent of our entering class will be male (compared to 49% in 2011 and 36% in 2010); 44% will be from outside Colorado (compared to 55% in 2011 and 46% in 2010); and 3% (compared to 2% in 2011 and 0% in 2010), will be international. The entering class of 2012 is significantly more diverse, however, in terms of traditionally underrepresented groups. Twenty students or 21 % of our incoming class identify themselves as Hispanic, Asian, Black, or multi-racial. In comparison, the 2011 had 14 students (15%) and the 2010 cohort had a total of 10 students (10%) identifying themselves as other than white. Ongoing outreach to prospective students as well as an algorithm that includes elements of inclusive excellence to help us select students invited to apply are two of the factors that have increased our success in diversifying the Honors community.

*4) Track applications from current DU students and continue to develop procedures to facilitate entry of interested and qualified students already attending DU and those transferring to DU.*

This goal was met. While fewer current students entered the program than in 2011 (10 as opposed to 16), there were more applications (22 compared to 18) and those who were admitted were highly qualified and able to make use of honors opportunities. Increased communication with FSEM instructors and word of mouth from students seem to have increased awareness of and interest in the Honors Program across campus. Early advising of applying students about expected requirements and how to meet them helped current students easily integrate into Honors courses and programming.

*5) Determine if there are any points in the admission process in which UHP falls behind in terms of facilitating diversity compared to a matched comparison group of students not in Honors. Then, based on this information, develop procedures to enhance diversity in Honors, including international students and members of typically underrepresented groups.*

This goal is in process and appears to be having success. We will continue to work with the Center for Multicultural Excellence and Institutional Research to gain data and insights, and our growing visibility on campus (as the increasing number of applications each quarter testifies) will continue to help us recruit highly qualified students of color and other members of underrepresented groups. In addition, we will work to identify whether there are ways to enhance the inclusivity of our community opportunities and out-reach to traditionally underrepresented groups.

Student members of the Honors Program are also involved in the effort to make Honors more inclusive. The program has provided support for them to attend and participate in conferences here and elsewhere on white privilege, and in November 3 students - Craig Hirokawa, Matthew Markham, and Vanessa Teck - will make up a panel exploring “Diversity in Honors” at the annual NCHC conference in Boston.

Admission Goals for 12-13

1) Again meet targets of 100- student cohort, with 30% coming from applications.

2) Continue to increase diversity in race/ethnicity, gender, and home state/nation.

3) Continue to attract highly qualified current students who may not have been aware of or interested in an honors opportunity before entering DU.

4) Improve application such that writing samples might more accurately reflect critical thinking skills.

**Curriculum and Course Review**

Course offerings are detailed in Appendix E. The 08-09 report listed several issues that needed to be considered. The general goal has been to offer enough seats and use the flexibility allowed in the system to meet the needs of the current Honors class, without increasing section sizes beyond what is appropriate for the Honors Program, and without resorting to waivers of Honors requirements. In 11-12 we were able to meet this goal thanks to the developments discussed below.

*1) Increase alternative ways of meeting the AISC, SISC, and SINP requirements. Students who have tested or transferred out of both university AISC or SISC requirements are often encouraged to take upper-division courses in Humanities or Social Sciences that meet departmental and UHP approval to fulfill their Honors Humanities and Social Science requirements. Students with special interests are being encouraged to develop H-Contracts.*

Information regarding H-Contracts and quarterly upper level options goes out with advising notes and is placed on the Honors website. Each quarter several students inquire about and one or two develop Honors Contracts that allow them to pursue special interests while meeting the Honors requirement in the humanities or social sciences. With Honors Council review and advising from Honors staff in their development, the emphasis is on crafting a meaningful honors experience for the student in question, something more than just writing an extra paper or two. In 11-12, only 3 H-Contracts were developed; 1 of these was rejected because of late and not well-planned content. The remaining two represented meaningful enrichment for each student.

Overall, H-contracts remain relatively rare and we do not anticipate or desire them to become typical; we believe it is best used as a way to meet a particular student’s educational goals rather than as a way to meet the program’s need to offer the proper number of seats. While we discourage student presentation of H-Contracts once they have already registered for a course, flexibility of the Honors Council and the instructor(s) involved have allowed us to address these case-by-case questions. We have also had success funneling the occasional study abroad H-Contract to DU programs, whose faculty are able to work with us and our students.

For instance, we have collaborated with Professors Eleanor McNees and M.E. Warlick on a Fall quarter 2012 DU program. The class was advertised as having the capability for an Honors Contract. By working proactively with these instructors to develop their H-Contract, three students will have the opportunity to do pursue honors credit while studying abroad in Italy.

Upper level alternatives vary from quarter to quarter. In 11-12 some instructors themselves suggested appropriate classes for the attribute, an indication that honors has become well integrated in the curriculum and is considered by faculty in their planning.

While it remains important to make alternatives available, it appears that the need for them has lessened with improved scheduling made possible by early registration and the flexibility introduced by the changes to the common curriculum. Courses once meeting only the AHUM or SOCS requirement now may count for major or minor requirements, Honors, and the common curriculum at once.

*2) Offering enough Honors ASEM classes, as this is now a required Honors course for most of our students.*

During 11-12 we met the goal of offering 75 Honors ASEM seats, and we plan to offer 75 seats (5 courses) during 12-13. This is lower than the 100 seats needed for the lower division requirements, as there is some attrition. The situation for ASEM seats continues to be variable as the common curriculum and enforcement of the Honors requirements develop.

However, changes to the common curriculum seem to have made the CORE/ASEM requirement less burdensome for students, and early registration has again made it easier for students to plan and register for their Honors ASEM during the appropriate quarter. Moreover, the Writing-Intensive requirement and 15-student cap for all ASEMS has resulted in less difficulty for Honors securing enough Honors sections. The strategy developed in 10-11 and continued in 11-12 of offering the bulk of our Honors ASEMs in Winter and Spring quarters has also eased strain on student schedules and variations in our course fill rates.

The difficulty remains for some students, however, to meet the Honors ASEM requirement during their last quarters. In recognition of this, in 11-12 Honors instituted an additional alternative to the Honors curriculum whereby Honors ASEMs and Honors Seminars could be substituted for each other. The rationale for this is that both are seminar-style, upper-level courses. Because the HSEM only meets elective credit and the ASEM is part of the common curriculum, however, students taking two HSEMs in place of an Honors ASEM are advised that their common curriculum ASEM requirement must also be met. Even given this requirement, the ability to take an additional 2 2-credit courses can be very helpful for some students with scheduling problems because of double majors or majors with sequential courses, or those hoping to take an entire year studying abroad.

As with all aspects of the Honors curriculum, early registration, communication with the departments, adequate communication and advising of students, and strategic scheduling have allowed us each quarter to meet demands for honors seats. Thanks to all of these factors –especially early registration - 11-12 was the first academic year in memory where students did not come to us in a panic or complain about scheduling difficulties but on the whole seemed satisfied with their schedules and able to meet their honors course requirements.

*3) Depending on attrition, offering more Honors Seminars. As these are funded by the UHP, this has budgetary implications, also.*

In 11-12, we offered 10 HSEMS (111 seats), with a fill rate of 82% or 91 seats. This compares with 10-11, when we offered 9 HSEM (105 seats), with a fill rate of 70% or 74 seats. The scheduling of HSEMS in 11-12 was strategic and flexible: only two of these junior-level courses were offered during Fall quarter, when many of our students were abroad, and 4 were offered in Spring, when the 2 credit courses were especially useful to many students finishing up. The service course offered by Alfrey, “Engaging the Bard,” was also expanded. This presents no budgetary issue for the program, and is a popular option for students.

For 12-13 we will offer 10 HSEMS, 4 of them new. The variety of offerings, plus the option for some students to take an additional Honors ASEM instead of two Honors Seminars, seems to meet the needs of our more senior students and retain cohort involvement and student intentionality.

*4) Add option of HSEM/ASEM exchange for students who cannot otherwise satisfy honors requirements.*

The Honors sequence of classes includes an Honors ASEM and two Honors Seminars, both of which are interdisciplinary classes intended for juniors and seniors. In order to help upper class students who are having scheduling difficulties, we introduced an option whereby two additional Honors Seminars could satisfy the requirement for an Honors ASEM. The student then would have the flexibility to take any regular ASEM. Conversely, for students who could not take the two Honors Seminars, students may now take an additional Honors ASEM (a total of two) instead of the Honors Seminars. A few students have already availed themselves of this option. We think this provides meaningful flexibility while still allowing students to meet common curriculum and honors requirements.

*5) Early registration for Honors student. This has made for both more accurate planning of honors courses and less difficulty for students in meeting their honors requirements.*

Early registration began for Fall 2011 and has been an unqualified success for our students. Effort is made to get all necessary information to students in advance of advising week, and judging from the lack of complaint regarding scheduling, it appears that students are prepared for and successful in registration. The opt-in process, resulting in additional communication and advising, has provided us with valuable information regarding student needs and choices. As it is such a valuable benefit, however, it will remain important to assess adequately which students are taking advantage of it. A more detailed opt-in process, with clearer requirements to prove continuation in the program, will thus be developed for 12-13.

A number of factors are involved in our increased ability to fill our courses and meet our students’ scheduling needs. Besides early registration, these include stabilizing our number of students so that we can offer the appropriate number of courses; the development of alternatives within the honors curriculum; and strategic scheduling. These efforts have allowed us to fill our seats and our students to meet their requirements.

6) O*ffering meaningful options in the natural sciences*

In past years Honors Geography was the one option for Honors students not majoring in a natural science to meet their Honors and common curriculum requirement in the natural sciences. When Biology tightened restrictions against non-majors taking Concepts, the size of Honors Geography grew beyond what we considered appropriate for an Honors course. Further, many students wanted another option. In 10-11 we worked with NSM and Biology to develop a new section of Honors natural science, “Living in a Microbial World.”

During 11-12 this course continued, providing another option besides Geography to meet their Honors and SINP requirement. The class has had a small but steady enrollment (16-18 of 40 seats). This has alleviated pressure on Honors Geography and Concepts in Biology, and has also provided scheduling choices for Honors students.

7) *Increased integration of Honors and WRIT*

This goal was partially met. Beginning in 10-11, we have offered WRIT 1733 in the spring quarter only. This has increased options of times the class was offered during that term, given us more precise control over the number of seats, and allowed us to focus on integrating Honors WRIT in the Honors community. In 11-12 we offered 7 sections (105 seats) and filled 91% (96) of them. We plan the same schedule for 12-13.

For the last three years, Alfrey has taught a section of Honors WRIT, and in 11-12 was included in Writing Faculty meetings and planning. This has been a natural and valuable way for Alfrey both to connect with students and work with the Writing Program. Because Honors WRIT is the one course all Honors students must take, and because it is now provided only in spring quarter, we have sought opportunities to provide enrichment across the sections that would both strengthen the cohort and enhance their academic experience.

In 11-12, Alfrey and Writing Program faculty developed an Honors WRIT celebration to bring together the first year honors cohort. This event included a luncheon, discussion with seniors describing their thesis projects, a series of games/contests focused on writing, and a talk by guest speaker Mark Obmasik. Despite the large amount of planning that went into this event, attendance was mostly limited to students from Alfrey’s section.

Clearly improving attendance and import of the WRIT Celebration will be important in 12-13, as this event is considered a potentially valuable way to bring the cohort together and to enrich the honors experience in the writing requirement.

*8) Increase the variety and quality of classes available for each entering class of students.*

This goal is being met. Beyond seat counts, we again sent a request for proposals out to all faculty to encourage those who had not previously taught in Honors (or had not taught for some time) to consider offering a class. In 09-10, we had a total of 25 non WRIT honors courses, of which 7 were new. For 10-11, we had 28 courses with 10 new instructors. In 11-12 we added 6 new courses and 5 new instructors. The goal is to bring variety into the course offerings without sacrificing consistency. We will evaluate over time how the goals of variety and consistency are being met. Currently, the rate of turnover and consistency seem good.

For the second time, we offered in 10-11 an Honors economics course (ECON 1020) meant to provide DCB students an Honors experience in their foundational requirements even if they have tested out of a social science. This is particularly important for DCB students and has also helped members of Daniels Distinction coordinate their honors and business requirements.

*9) Develop and implement an annual “opt-in” system to track which and how many Honors students remain active in the program.*

This goal has been partially met. For the second November, in 11-12 Honors emailed every Honors student before Advising Week asking them whether they want to continue in the Honors Program, reiterating requirements, and offering advising options with encouragement to take advantage of those. The email includes a date by which the student must reply, and informs them that, should they not respond to the email indicating whether they would like to remain active in the program (or to one of its several reminders), they will be assumed to be officially “inactive”.

Being made “inactive” leads to the inability to register for Honors courses, removal from lists of Honors students sent to departments, and removal from other aspects of the program, for example early registration, Honors programming, eligibility for Honors funding. When they are told they have been made inactive, they are also told that to be re-activated, they simply need to meet with the Director or Assistant Director to review their progress and plan. If all looks good, then they are reactivated.

The opt-in process requires students to acknowledge that they have thought about and remain interested in continuing their involvement in Honors. It encourages them to meet with their departmental or FSEM advisor for guidance and with Honors regarding any Honors concerns or for general planning.

However, while the opt-in process reinforces student intentionality and enhances our ability to plan for Honors courses and events, it needs to be more systematically followed up in order to ensure that students do in fact continue with their honors requirements. For AY 12-13, more attention will be given to the academic status of respondents, and whether they are in fact in good standing vis-a-vis honors and distinction requirements.

The quantitative results and comparison with 2011 are:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cohort, by entry year | # of students | % opted out 2011 | % opted out 2012 | Total % continuing |
| 2008 | 80 | 16% (13) | 18% (12 of 67) | 67% (55) |
| 2009 | 136 | 26% (35) | 12% (11 of 90) | 66%(90) |
| 2010 | 105 | 11% (12) | 7% (7 of 86) | 82% (86) |
| 2011 | 102 | N/A | 6% (6) | 94% (96) |
|  |  |  |  |  |
| TOTAL Honors students 2011 | 372 | 27% | N/A | 73% |
| TOTAL  Honors students 2012 | 320 | N/A | 24% | 76% |

This has been helpful in course planning, and it provides a baseline for evaluation of attrition after the implementation of early registration. Anecdotally, the process re-established contact and provided advising opportunities for a number of students who might not have sought out the support.

*10) Continued attention to course seat caps, total seats offered, and fill rates*

The University’s 2010 decision to lower seat caps to 100 and push for general reductions in the size of large classes has had the effect of increasing seat counts in smaller classes. Combined with higher total enrollment in the last years, this continues to make it generally more difficult for Divisions and Department to offer the smaller sections required by Honors. The strain has been more evident in social sciences, in large part because these departments tend to have larger introductory class sizes than humanities. In contrast, ASEM availability has improved and stabilized, as the common curriculum change has meant every ASEM has a cap of 15 students, Honors or not.

During 11-12 we roughly met the goal of offering 100 Social Science and 120 Humanities seats (request from one AISC instructor resulted in lowering the cap from 20 to 15 and lowering the cap to 115. We met the ASEM goal of 75. Moreover, as described above, additional seats have been added in NSM, so for the first time we can accurately say we have enough seats to meet the entering classes projected needs.

The fill rate reflected this coordination (see Appendix E). In 11-12, the fill rate for the honors sequence of courses (ASEM, AISC, HSEM, SISC, SINP, and WRIT) was 82% (639 of 776), with Honors Seminars it was 82% (627 of 761), the same as that in 10-11. However, Honors Biology has had a very low fill rate for its first year (41% or 49 of 120 possible seats), but we believe this is acceptable considering the service it provides Honors students and other DU students looking for a more challenging alternative. Without Honors Biology, the fill rate for Honors courses in 11-12 was 93% (611 of 656) possible.

The positive trend in filling our honors seats witnessed between 2009 and 2011 (from 85% to 88% to 93%, respectively) continued in 2012, an improvement to be attributed to our efforts to stabilize Honors enrollment, increased advising and communication, early registration, and the support of the divisions and departments and faculty who work with us to offer and schedule honors sections in order to minimize conflicts.

Especially given the pressure for seats in the entire University from the large entering cohorts and the lower cap on large classes, it is unlikely that additional seats can easily be obtained. Given the multiple demands with limited resources in all these areas, even with our efforts efficiently to fill our allotted seats, we will continue to operate on the edge. Continued success will require our strategic planning and ongoing cooperation with divisions and departments.

**Graduation with University Honors**

In Spring 2012, 70 students who had begun in the Honors Program graduated, 38 or 54% with University Honors. This suggests a positive trend since the historic average of 51% (for all years since 2004 with the exception of 2009, whose 41% reflected students’ disaffection with program changes) increased slightly in 2011, to 52%. This was also the first class to graduate under the new Distinction plan requirements. Having successfully made this transition, we anticipate continued good student perseverance.

**Integration and Support of Departmental Distinction Programs**

In 10-11 we continued to work with departments in refining Distinction plans and preparing them for implementation as the 2008 entering class began moving toward entry into these programs. In particular, we worked with Korbel as they refined their Distinction program to increase Honors student exposure to tenure-line faculty. We also worked closely with Daniels as they move to students needing to complete a thesis rather than Honors Business Seminars. We also worked with many departments that had not yet submitted a plan or were finding that they needed to revise or specify as students requiring Distinction entered the programs. In all cases, departments have been thoughtful in considering what Distinction should mean in their discipline, and through this process have increased communication with students in Honors.

To facilitate communication, each department has a Distinction coordinator who receives emails about the Honors Program and annual lists of Honors students in their departments. These periodic communications seem to be increasing awareness and two-way communication between Honors and the Departments. This communication and cooperation continued in 11-12, and was especially important as all students moved to complete their Distinction plan.

In 11-12 our students and our program began to reap the fruits of these efforts. During the year students acknowledged and faculty largely confirmed regularized distinction plans. Students were generally well integrated in their department’s distinction plans in time to meet their requirements and identify thesis topics and advisors. Our opt-in and anecdotal information indicates that, while some students did decide late in their academic career to abandon honors – largely because of thesis, scheduling, or distinction conflicts – fewer of those who entered their respective distinction plans abandoned their plans to graduate with University Honors and the requisite distinction in their major. In 2011, 16% of juniors left the Honors Program after abandoning the distinction requirement; in 2012, 12% of juniors made the same decision. While the distinction requirements pose additional work for students, they also permit students to know their requirements and plan their four years more proactively. Judging from this first class to graduate with both sets of requirements, the transition from the breadth, liberal arts component of their academic experience into disciplinary honors is providing both continuity and valuable enrichment for students in all majors. Those coming after them seem secure in their plans.

**Student Engagement: Community Programming**

Honors community programming is designed to support informal interactions among Honors students and faculty, provide intellectual and cultural enrichment, and facilitate Honors students’ participation and engagement in the wider community. In 11-12 we continued efforts at communication through the web, email, and Facebook; improved the appeal of the “cave” with more food, new lights and curtains; and focused especially on enriching programming from added cultural events through sponsoring student projects and co-curricular events. We also increased our special honors funding to support student academic projects, faculty development, and course enrichment. Finally, we continued work to strengthen the Voltaire Society and the Honors/Pioneer book group.

Community Space and Cyberspace

The website has been helpful in communicating with both current and prospective students. It is meant to help students navigate with ease to related academic sites, and it provides prospective students more information about the application process and our student profiles. It also includes student highlights intended both to share student accomplishments and telescope the types of achievement students might pursue. The Home Page includes a list of upcoming activities. The Honors website also houses information regarding Extreme Academics. Both Honors and Extreme Academics are *Facebook* groups. Thanks to the time spent by Andrea Kuwik, our work study program assistant, our *Facebook* groups are active sites for students to share inquiries and information as well as for us to get the word out regarding upcoming events.

Honors housing continues to attract roughly a third of our incoming students, and thanks to our close communication with Amanda Harris in Student Life our students have largely been able to get their housing requests. Coordination with the Honors RAs has also improved over the last few years, and they have supported Honors programming and developed meaningful programming of their own. In 11-12 we took our pizza and advising meeting to the Honors floor, which resulted in larger than usual attendance. In 12-13 we will continue such efforts to reach out to the Honors community. Our Halls RA next year will be Chelsea Warren, who is an active and enthusiastic member of the Honors community and she is sure to continue that in her new role. The transition to the Nelson Honors floor went smoothly in 11-12. In 12-13 we hope to reinforce the connection between the two floors by having some shared programming, despite the very real demands posed by the RAs’ as well as their students’ schedules.

Programming and Student Engagement in 11-12

Programming in 11-12 benefitted from the feedback we’ve received from student questionnaires as well as the experience and momentum gained from programming in previous years. Our offerings actually began in July with a pre-screening of the last *Harry Potter* film, and included the traditional September picnic, Honors banquet, DCPA Shakespeare performance, ice cream social, and graduating senior reception. For the second year we also had the Honors Retreat and, with PLP, the Tacky Prom. The Honors Retreat was at the Estes Park YMCA Camp of the Rockies for two nights, September 30 and October 1, and attracted 21 mostly first-year students. It included hiking, team building, cooking and cleaning together, and was a wonderful way for the students to launch their Honors experience. The dance was a big success, with 66 students from Honors and PLP participating.

As a result of our consistent efforts to improve offerings and communication, participation in our programming has continued to increase since the 2008 revision to the program. In toto, 651 students attended honors events in 11-12, with at least 280 different students participating. This continues a clear positive trend. In 09-10, 340 students participated (at least 170 of whom were unique Honors students); in 10-11 529 students (195 different individuals) attended Honors events. The numbers for 11-12 indicate that 88% of Honors students participated in at least 1 event.

*1) Cultural programming*

Cultural programming throughout the year was also mostly successful, with some scheduling issues occasionally interfering with promising options. This was the case for a trip to the Denver Art Museum late in fall quarter and a performance at Curious Theatre too late in the busy spring calendar. Otherwise, theatre events at DCPA and the Newman Center, and concerts of Mozart and Rachmaninoff with the Colorado Symphony were well attended. A complete list of activities and number of recorded attendees is included as Appendix F.

*2) Academic Information*

In addition to social and cultural programming, our calendar included information sessions and support of academic enrichment. Each quarter we hosted Pizza and Advising get-togethers with attendance of up to 20 students; a Study Abroad Café attracted 15 students who were interested in learning about or sharing their study abroad experience; a Teach for America information session attracted 14 students interested in education reform and led to the formation, later in the year, of the Students for Education Reform, led by Honors student Maggie Waldner with Alfrey as faculty advisor, and a Euro Scholars information session introduced a handful of students to the new Cherrington Program. Two of those students will be doing research with the program during the Fall.

*3) Student Planning and Organization*

In order to have more student involvement, we sought opportunities for student planning and organization throughout the year. The Tacky Prom was largely planned, decorated and MC’d by a committee of 2 Honors and 2 PLP students. In the absence of other campus involvement in Constitution Day, the Honors Program launched Constitution Jeopardy thanks to the efforts of Brittany Vincente, Devon Varoz, and Matthew Farrell, something that has potential to become an Honors tradition.

*4) The Voltaire Society*

Voltaire held and improved its modest gains from 10-11, with dedicated leadership from second-year Matthew Farrell. Two of their events attracted a large number of students: the Colorado Ballet’s performance of *Swan Lake* had 32 attendees, and *Dining Out for Life* brought 40 students together to share a good meal for a good cause. Broomball continues as a Voltaire tradition; the film series (Hitchcock) was less successful but shows promise; and the speaker series that had been so successful in 10-11 lagged in 11-12 but will likely benefit from new student involvement in 12-13.

*5) Honors/Pioneer Book Group*

The book group continued to gain strength and consistency. Co-presidents Katie Brown and Elspeth Sweatman took over the task of choosing books and communicating with students and have prepared, with the naming of new president Gabe Goodman, for a smooth transition as they study abroad. Members are reading Borges’s *Ficciones* over the summer so they will get a good start in September.

*6) Honors Council*

Student involvement in the Honors Council was less than hoped for but valuable nonetheless. Two students, Anthony Zurcher and Hannah Koschnitzke, were elected to represent first-and-second and third-and-fourth year students, respectively. Most meetings had the attendance and participation of at least one student representative. While still not consistent or adequate, more effort was made on the part of the representatives in communication with their honors community. Efforts in this area will continue in 12-13, with candidates again introducing themselves at the September picnic and able to participate in the Honors Council meetings that will likely begin soon afterwards.

**Academic Support and Enrichment**

*1) DU Community support*

In addition to social and cultural programming, Honors focused on continuing academic enrichment and support for our students and the larger DU community. Honors again sponsored projects and events across campus, such as the Diversity Summit and the Women’s Conference and, in addition to the annual luncheon with the Phi Beta Kappa Visiting Scholar – this year Harvard ethnomusicologist Kay Shelemay - we also co-sponsored a talk with the Philosophy Department by Lewis and Clark Philosophy Professor Nick Smith. The luncheon was attended by 6 students – a slight improvement from past years – and the Philosophy speaker attracted 20+ students, though only 3 were members of the Honors Program.

*2) Course support*

The Honors Program also supported field trips, guest speakers, and other course enrichment to help our faculty use their honors courses for experimentation and course development. A Classical Indian dance concert, which was sponsored by Lamont and Honors and supported Sarah Morelli’s Honors ASEM, “Dance in India,” was enthusiastically attended by her 15 students as well as other students and community members, and an after-class information café organized by students from Kate Willink’s Communications AISC, “Gender, Communication, and Culture,” attracted 50 students from across campus. The pilot Honors Writing Celebration was ably chaired by Writing Program Instructor Megan Kelly, with help from Director Doug Hesse, Instructor Malinda Williams, and Alfrey, and promises to attract more interest in 12-13.

*3) Bio-Ethics conference*

Honors also helped our current and former students bring to fruition some long-standing projects. The program was instrumental in the success of the Bio Ethics Conference DU hosted in March with Temple Grandin as key note speaker. This conference was the culmination of work begun three years earlier in Candace Upton’s Honors Seminar on Bioethics, and was organized and planned by former students Mark Crapo, Michelle Dover, and Tiffany Montano.

*4) Model UN*

Honors sponsored the new Model UN team which, composed of 9 students (all but two from the Honors Program) with guidance from President Emily Thompson, came in second place in the October competition in Washington, D.C., and hosted the high school Model UN Conference here on campus in April.

*5) Special Honors Funding*

A major goal for 11-12 was to increase awareness among our students of the funding available for special projects. While in 10-11 only 2 students applied for and received Honors support, in 11-12 (and into August 2012) we approved support for 11 applicants. Three students used honors funding to travel to the annual White Privilege Conference in Albuquerque, 1 to take an additional language course in advance of his study abroad in France, 1 to work with a Japanese scholar on Japanese linguistics, 1 to pay for lab materials involved in her thesis research, 1 will use our support to fund her travel for a project in creative writing, and 1 will attend and present at the Optical Society’s fall conference.

*6) Internships with Senator Bennet*

Four students are using our support to pursue internships in the local and Washington, D.C. offices of Senator Michael Bennet. The internships were developed with the help of Senator Bennet’s office, our Chancellor’s Office, and Director McIntosh and were offered beginning Fall 2011, both in Washington D.C. or in Colorado. Based on our good relationship with Teach for America, another valuable position became available for one of our students. Honors student Maggie Waldner became their new Campus Coordinator, and subsequently helped launch the student-based Students for Education Reform (SFER), with Alfrey as faculty sponsor.

*7) Preisendanz-Schmid Scholarship*

The Honors Program’s one scholarship, the Preisendanz-Schmid Scholarship, was folded into need-based financial aid in 2010; our subsequent efforts to provide special honors funding on a rolling, case-by-case application process has successfully filled the gap left by that change. In addition, the transformation of our Scholarship into a form of recognition for all-around excellence in an Honors student – with nomination from honors students and faculty -- has reinforced the sense of community and provided recognition for students who help to strengthen it. This year, Brittany Vincente was recognized as our exemplary community member. As a transfer student who applied once here on campus, she reflects the inclusive excellence we strive to attain.

Programming Planned for 12-13

In 12-13 the Honors Program will continue its efforts to provide meaningful enrichment and academic support for our students through recruiting students for funding, working with the Office of internationalization to help students identify and benefit as much as possible from their study abroad experience, and provide students information through Extreme Academics and other mentorship. The Honors Program is also working to enhance the integration of study abroad within the Honors community and curriculum. In addition to our Study Abroad Café, we will work with Eric Gould and Luc Beaudoin of the Office of Internationalization, to identify appropriate Honors experiences abroad and to link them to our curriculum with a two-quarter Honors seminar in cultural studies meant to help them be academically and intellectually prepared for their experience abroad.

**Transition of direction from Danny McIntosh to George Potts**

Better integration, communication, flexibility and stability have been key achievements in the Honors Program since the 2007 revision. This can be attributed to the efforts of both Eric Gould and Danny McIntosh and the continuity in the team since that time. In the four years of his tenure, McIntosh consolidated many gains for the program and its students, notably early registration, better program assessment, increased flexibility and predictability in course offerings and program requirements, and a stronger sense of community and ownership among student members. The continuity and hard work provided by Alfrey, as Assistant and now Associate Director, plus the efforts of graduate work study students Katie Bruce and Andrea Kuwik have made Honors visible and accessible to students and the larger DU community. New Director Psychology Professor George Potts, whose tenure began in July 2012, will have the benefit of the work of those who came before him and will be in a position to consolidate those achievements and pursue new goals for the Honors Program.

**Appendix A: Honors Council** **for 2011-2012**

**Director**: Danny McIntosh ([daniel.mcintosh@du.edu](mailto:daniel.mcintosh@du.edu))

**Assistant Director:** Shawn Alfrey ([shawn.alfrey@du.ed](mailto:shawn.alfrey@du.ed))

**Arts/Humanities**

Susan Schulten, History, [susan.schulten@du.edu](mailto:susan.schulten@du.edu), class of 14, 1st current term

Susan Stakel, French, [sstakel@du.edu](mailto:sstakel@du.edu), class of 13, first term

**Daniels School of Business**

Jeff Engelstad, Real Estate/Const. Management, [jengelst@du.edu](https://listserv.du.edu/mailman/options/hnrscouncil-07/jengelst--at--du.edu), class of 14, 1st current term

Theresa Conley, Marketing, [tconley@du.edu](mailto:tconley@du.edu), class of 13, first term

**Engineering**

Peter Laz, Mechanical and Materials, [plaz@du.edu](mailto:plaz@du.edu), class of 13, third term

Siavash Pourkamali, Electrical and Computer Engineering, [spourkam@du.edu](mailto:spourkam@du.edu), class of 12, first term

**International Studies**

Kevin Archer, (INTS), [karcher@du.edu](mailto:karcher@du.edu), class of 14, first term

Jonathan Adelman (INTS), [jadelman@du.edu](mailto:jadelman@du.edu), class of 12, first term

**Natural Sciences**

Mike Daniels, Geography, [J.Michael.Daniels@du.edu](mailto:J.Michael.Daniels@du.edu), class of 14, second term

Bob Dores, Biological Sciences, [rdores@du.edu](mailto:rdores@du.edu), class of 13, first term

**Social Sciences**

Trace Reddell, Media, Film, & Journalism, [treddell@du.edu](mailto:treddell@du.edu), class of 14, first term

Adrienne Russell, Media, Film & Journalism, [Adrienne.Russell@du.edu](mailto:Adrienne.Russell@du.edu), class of 13, first term

**Students**

Year 1-2: Hannah Koschnitzke, [Hannah.Koschnitzke@du.edu](mailto:Hannah.Koschnitzke@du.edu)

Year 3-4: Anthony Zurcher, [Anthony.Zurcher@du.edu](mailto:Anthony.Zurcher@du.edu)

**Appendix B: Mission, Program and Student Goals**

Approved Spring, 2009

Mission

The University of Denver’s Honors Program fosters an intellectually engaged and vibrant community of students, staff, and faculty. It promotes a distinctive broad and liberal arts education that challenges students to cultivate depth in critical and creative thought, and facilitates students’ original contributions to intellectual life, their community, and their chosen field.

Program goals

Program Goal 1: *Students will indicate that they felt challenged in Honors courses.*

Program Goal 2: *Students will report that they experienced intellectual engagement through the Honors Program.*

Program Goal 3: *Students will report that their Honors classes provided distinct educational experiences.*

Program Goal 4: *Students will participate in Honors community activities outside the classroom.*

Student learning outcomes

SLO 1) *Students’ levels of critical thinking demonstrated in their written work will increase across time.*

SLO *2) Students will accurately evaluate the level of critical thinking in their own work.*

SLO 3) *Students will achieve Distinction in their major.*

SLO 4) *Students’ capstone project in their major will be an original contribution to their field.*

**Appendix C: Revised Thesis Verification Form**

You must complete the student section of this form, and provide to your faculty sponsor in time for her or him to complete and send to the Honors Program (MRB 2, or shawn.alfrey@du.edu) by the beginning of the seventh week of the graduation quarter. This form will be used to certify to the Registrar’s Office that the student has completed the thesis and Distinction requirements for graduation with University Honors. Failure to submit this completed form in time may result in the student’s name being omitted from the University Honors list in the graduation program.

**(Student Completes First)**

**Student Name: DU ID #**

**Local Address: Local Phone:**

**Email:**

**Permanent Address: Anticipated Graduation Term:\_\_\_\_\_\_\_\_**

**Thesis/Project Title:**

I am a Business major who entered DU before fall 2008, and have satisfied the thesis/project requirement by taking the 6 hours of Business Honors coursework. (Also requires Business faculty signature.)

**(Faculty Completes before sending to University Honors)**

Name: Department:

Extension: E-mail:

1. Based on the standards in my department and field, I certify that the thesis/project (please check one):

does not meet criteria and is not of adequate quality for an Honors thesis/project

meets all criteria and is of adequate quality for an Honors thesis/project.

meets all and exceeds some criteria for an Honors thesis/project.

meets all and exceeds most criteria for an Honors thesis/project.

is of unusually superior quality, far exceeding expectations for an Honors thesis/project.

1. How much of a contribution to the student’s field is this thesis/project (check one)?

not at all;  a little bit;  somewhat;  quite a bit;  a great deal

3. Would you like this thesis to be entered in the NCHC thesis contest? Yes; No

4. All student requirements for the Departmental Distinction program will be completed by graduation (check one).  Yes;  No

5. Any comments on the quality or creativity of the thesis/project?  
  
6. I certify that the thesis/project will be completed by:\_\_\_\_\_\_\_\_\_\_\_\_

Signed: Date:

**Appendix D: Revised Application Form (Approved Spring 2010)**

**Application to the University Honors Program**

This application to the University Honors Program allows you to supplement your admissions information and test scores with examples of your writing ability and intellectual curiosity. Please email your application to shawn.alfrey@du.edu, or send it with this cover sheet to: **University Honors Program, University of Denver, Mary Reed Building 2, 2199 S. University Blvd., Denver, CO, 80208-4801.** Applications are considered as received according to a rolling admissions process.

***Personal Data***

1. NAME : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EMAIL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PHONE:\_\_\_\_\_\_\_\_\_\_

2. ADDRESS: Street \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City, State, Zip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. DU ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. STATUS: \_\_Entering First-Year Student

\_\_Transfer Student entering as (please circle): first-year sophomore junior

\_\_Current DU Student (please circle): first-year sophomore junior

(All current DU and transfer students must meet with Honors staff to develop a curriculum plan prior to admission.)

5. MAJOR (if known): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. HIGH SCHOOL INFORMATION: GPA \_\_\_\_\_\_\_\_\_ (indicate whether weighted or unweighted)

SAT (reading and math only) \_\_\_\_\_\_\_ACT\_\_\_\_\_\_\_

7. COLLEGE INFORMATION: DU GPA\_\_\_\_\_\_ (IF TRANSFER, CURRENT SCHOOL GPA \_\_\_\_)

***Written Material to Accompany Honors Application***

8. Why do you want to join the University Honors Program? Please answer in 250 words or fewer.

9. How will your personal experiences and/or background contribute to the diversity and breadth of perspectives in the Honors community? Please answer in 250 words or fewer.

10. Below are links to two short videos from a recent TEDx event at DU that focused on “radical collaboration.” Please choose one and respond to the issues it raises and the methods it uses to address them.

*The Interfaith Amigos* - http://tedxdu.com/2011/05/the-interfaith-amigos-breaking-the-taboos-of-interfaith-dialogue/

*Collaborative Art in Countries of Conflict* - http://tedxdu.com/2011/05/morehshin-allahyari-collaborative-art-in-countries-of-conflict/

11. Please attach or have forwarded a letter of recommendation from a teacher or faculty member from your current school or college. For first-quarter DU students, please also include a letter from one of your DU instructors. The letter should answer the questions: What about the student makes him or her able to benefit from a rigorous academic regime, contribute to our diverse and vibrant community, and be an overall good candidate for the University Honors Program?

**Appendix E: Honors Courses, 2011-12**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type** | **Title** | **Instructor** | **Actual** | **Cap** |
| **Autumn 11** |  |  |  |  |
| ASEM 2661-1 | French Revolution | Beth Karlsgodt | 14 | 15 |
| BIOL 1270-1 | “Living in a Microbial World I” | Nancy Sasaki | 16 | 40 |
| COMN 1210-1 | Foundations in Communications | Roy Wood | 25 | 25 |
| GEOG 1264 | Global Environmental Change I | Erika Trigoso | 45 | 45 |
| ENGL1110-2 | "How to Live: In the City or Not” | Bin Ramke | 19 | 20 |
| ENGL/JUST 2742-1 | Modern Hebrew Literature in Translation | Adam Rovner | 9 | 20 |
| HNRS 2400-1 | Migration and Diaspora Narratives | Maik Nwosu | 8 | 15 |
| HNRS 2400-2 | The Impact of Technology on Society | Dan Connolly | 12 | 15 |
| **Winter 12** |  |  |  |  |
| ASEM 2581-1 | Forgiveness, Politics, and Film | Nancy Wadsworth | 12 | 15 |
| ASEM 2646-1 | Dance in India | Sarah Morelli | 16 | 15 |
| ASEM 2661-1 | Murder in America | Lisa Pasko | 16 | 15 |
| BIOL 1271-1 | “Living in a Microbial World II” | Nancy Sasaki | 16 | 40 |
| COMN 2210-1 | Gender, Communication, Culture | Kate Willink | 16 | 20 |
| ECON 1020-2 | Micro and Macro Economics I | Yavuz Yasar | 24 | 25 |
| GEOG 1265 -1 | Global Environmental Change II | Don Sullivan | 49 | 45 |
| HIST 1530-1 | American History Since 1865 | William Philpott | 19 | 20 |
| SOCI 1810-1 | Understanding Social Life | Peter Adler | 25 | 25 |
| HNRS 2400-1 | Che Guevara | Matthew Taylor | 14 | 15 |
| HNRS 2400-2 | Pets, Partners, or Pot Roast? | Gary Brower | 12 | 15 |
| HNRS 2400-3 | Engaging the Bard: DPS Shakespeare Festival | Shawn Alfrey | 9 | 6 |
| **Spring 12** |  |  |  |  |
| ASEM 2670-1 | Development in Latin America | Rafael Ioris | 15 | 15 |
| BIOL 1272-1 | “Living in a Microbial World III” | Nancy Sasaki | 16 | 40 |
| GEOG 1266-1 | Global Environmental Change III | Mike Daniels | 46 | 45 |
| PHIL 2260-1 | Perception and Reality | Naomi Reshotko | 16 | 20 |
| PPOL 1910-1 | Foundations in Public Policy | Richard Lamm | 19 | 25 |
| THEA 1862-1 | Discovering Dramatic Literature | Allison Horsley | 9 | 15 |
| HNRS 2400-1 | Engaging the Bard II: Carson and DPS Shakespeare Festival | Shawn Alfrey | 9 | 9 |
| HNRS 2400-2 | The Sacred and the Secular | Spencer Wellhofer | 13 | 15 |
| HNRS 2400-3 | Engaging the Bard II: Morey and DPS Shakespeare Festival | Shawn Alfrey | 7 | 6 |
| HNRS 2400-4 | The Mind of a Leader | Karen Loeb | 13 | 15 |
| HNRS 2400-5 | Geography and Genealogy | Erika Trigoso | 6 | 15 |
| WRIT1733-1 | Honors Writing | Jennifer Campbell | 16 | 15 |
| WRIT1733-2 | Honors Writing | John Tiedemann | 13 | 15 |
| WRIT1733-3 | Honors Writing | Brad Benz | 15 | 15 |
| WRIT1733-4 | Honors Writing | Heather Martin | 15 | 15 |
| WRIT 1733-5 | Honors Writing | Doug Hesse | 7 | 15 |
| WRIT 1733-6 | Honors Writing | Kara Taczak | 13 | 15 |
| WRIT 1733-7 | Honors Writing | Shawn Alfrey | 15 | 15 |
| **Seats** |  | **82%** | **639** | **776** |

**Appendix F: Honors Events and Student Attendees, 2011-12**

7/13/11 – *Harry Potter and the Deathly Hallows, Part II* pre-screening (30)

9/5/11 - Honors Orientation (Approx. 80 students and their parents)

9/15/11 - Honors Picnic (40 students +3 faculty)

9/16/10 – Constitution Jeopardy (12)

9/30/11-10/2/11 – Honors Retreat at YMCA Camp of the Rockies (20 students)

10/12/11 – Teach for America Info Session (14)

10/16/11 – Voltaire: Colorado Ballet’s *Swan Lake* (32)

10/24/11 – Pizza and Advising (22)

10/27/11 – DCPA’s *To Kill a Mockingbird* (31)

10/31/11 – Voltaire: Hitchcock Film Series: *Psycho (10*)

11/12/11 – Denver Art Museum (4)

1/9/12 – Study Abroad Café (15)

1/12/12 – Honors Banquet with Professor Don Sullivan (56)

1/20/12 – CSO, *Inside the Score: Mozart* (28)

2/6/12 – Pizza and Advising (7)

2/16/12 – DCPA’s *Taming of the Shrew* (37)

2/18/12 – Newman Center: Indian Classical Dance Concert (15)

3/1/12 – Newman Center: *The Rivalry* (13)

4/13/12 – Tacky Prom (with PLP) (approx. 74 students)

4/20/12 – CSO, Rachmaninoff’s *Symphonic Dances* (14)

4/21/12 - Lunch with Phi Beta Kappa speaker Kay Shelemay (8 students + 4 faculty)

4/23/12 – *Alarm Will Sound* at the Newman Center (9 students)

4/28/12 - Voltaire: “Dining Out for Life” at 730 South (40)

5/17/12 – Curious Theatre’s *Red* (5)

5/24/12 – Ice Cream Social (approx. 30 students + 2 faculty)

6/8/12 – Graduating Student Reception (25 students and their family members)