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ABSTRACT

The preparatory steps for an evaluation of the honors program at Portland State University, Oregon and the selection of the gifted participants are described. Seventy-nine entering freshmen were selected in the proposed honors program on the basis of high College Entrance Exam verbal and mathematics scores. Sixty students were selected and formed into two groups of 30 each (one of each pair taking part in the honors curriculum). Evaluation showed no difference between the participants and controls as to continuance in school and reading or listening skills. A set of screening measures for the selection of successful honors participants was then developed. The proposed honors program is included. (Author/JM)

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Final Report

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Experimental Honors Project

Evaluation Development and Student Selection

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Portland State University

Portland, Oregon

February 27, 1970

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Abstract

Seventy-nine entering freshmen were selected for participation in a proposed honors program on the basis of high CEEB Verbal and Mathematics scores. Of the 64 who came to a personal interview session, sixty demonstrated interest in the program. These were formed into two matched groups of 30 each. Evaluation showed no difference between the participants and controls as to continuance in school and reading or listening skills. A set of screening measures for the selection of "successful" honors participants was developed.

I. Some Historical Considerations

For at least five years prior to the grant period, Portland State University (College) has had an Honors Program, a Director of the Honors Program, and a college-wide faculty Honors Council. During the first four of those years the program was quite informal, consisting of courses which were designated as honors by the initiating departments. The activities of the Director and the Council were largely devoted to encouraging and abetting departments to develop appropriate honors courses. During those years the various Directors of the Program and chairmen of the Council attempted to develop more cohesive programs but they always failed due to lack of faculty support or lack of financial support or both. In all likelihood these failures are entirely due to the preoccupation of the faculty and administration of Portland State with other, more pressing concerns; they were faced with a rapidly burgeoning enrollment, a marked shortage of space, severe understaffing and the need to strengthen undergraduate programs. In these circumstances the development of an Honors Program had quite a low priority.

By the fall of 1967 the conditions of the College had begun to stabilize; enrollment had begun to level off, the faculty had grown considerably in number and stature, the curriculum was well developed, the space problem was partly alleviated and additional construction sufficient for anticipated needs was scheduled for the next two years. At this point the Portland State faculty and administration was preparing for accession to university status, beginning the development of graduate programs, ready for the development of other specialized programs. During the academic year 1967-68 the Honors Council (Judah Bierman, Chairman) was able to arouse faculty interest and support for an honors program. In the spring of 1968 the Faculty Senate, (a) on a one year experimental basis, approved offering an interdisciplinary, broad-gauge honors experience for selected freshmen, and (b) instructed the Honors Council to prepare a proposal for a comprehensive honors program. During the academic year 1968-69 the Honors Council (Morris Weitman, Chairman), with the collaboration of the Director of Honors Planning (Judah Bierman), developed a proposal for a comprehensive honors program at Portland State University. This proposal (see Appendix Z), with a few amendments, was overwhelmingly approved by the Faculty Senate in the spring of 1969. Financial support for the program was promised by administrators holding high-level decision making positions at PSU. Such support has been provided.

II. Pre-Grant Work Period, Summer 1968

In the original grant proposal the summer of 1968 was a critical preparatory period which was vital to the implementation of the rest of the plan. When the beginning date of the grant was changed from June 15 to September 1 the result was a problem of considerable magnitude. Fortunately, with the effective assistance of Judah Bierman, Portland

State was able to find funds to support this essential summer work.

Early in the summer a group met regularly for the purpose of developing operational definitions of the educational objectives of the special honors experience, "Language for Self and Society." Participants were Judah Bierman, Morris Weitman, Chadwick Karr and several able and interested students. The task proved to be a difficult one, at least for this group. After many reconceptualizations, reformulations and revisions a list of educational objectives was developed; most of these objectives could be more or less readily operationalized. The objectives were:

Languages for Self and Society offers a systematic introductory study of the uses and misuses of human language, of its forms and its powers, with special emphasis on the problems of human communication in the urban environment. On completing this introductory study of the arts and sciences of communication, the student will be able to identify the messages being transmitted in a moderately complex communication, verbal or nonverbal, prose or poem, and to interpret some of their meanings. He will have achieved most of the following kinds of competencies:

- 1) He will be able to identify the speakers and the grounds of their action.
- 2) He will be able to report the messages accurately and to interpret their semantic content.
- 3) With at least minimal comprehension, he will be able to describe the rhetorical motives of the speakers and to assess the ethical direction of the dialogue as revealed in the symbolic structures.
- 4) He will be able to analyze differentially the verbal and nonverbal languages, where relevant, to describe their interrelationships, supportive and contradictory, and to evaluate the effectiveness of the total communication in terms of the apparent intent.
- 5) He will be able to abstract from a series of related communication acts at least some common essential attributes and to hypothecate a situation in which the implicit goals might be reached more effectively.
- 6) He will undertake an analysis and evaluation of his own language use, measuring his own capacity to symbolize his experience and to communicate what he wishes to do.
- 7) Given a symbolizing and communicating task, he will be able, at least minimally, to suggest a variety of languages that might be used and to assess their relative effectiveness.

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With the definition of objectives accomplished, Bierman focussed on the development of the educational experience for the experimental honors group while Weitman and Karr began work on the development of instruments and procedures.

On the basis of reported findings (e.g. Astin, 1965 and Holland, 1966) it was clear that the particular measures which would predict success in the proposed honors program were not yet identifiable, especially since the program was not yet sufficiently articulated. Consequently, for the purposes of selection development, it was necessary to collect data on a variety of variables which were found to be related to success in college. It was decided that the collection of such detailed data would best be accomplished in a face-to-face interview; this also would enable the prospective participant to ask all the questions about the program that he wished. An interview schedule was prepared and pre-tested in depth with graduating high school students. The interview schedule was then revised and partly reorganized; it was ready for use in the study (see Appendix B).

The next task was to locate potential participants for the program. During the spring of 1968 the Honors Council had recommended that participants be limited to entering freshmen whose performance on the Verbal and Quantitative parts of the College Entrance Examination Board (CEEB) indicated high academic potential. From the large majority of entering freshmen who had registered early, seventy-nine potential participants were identified; they had CEEB Verbal scores of 590 or higher and CEEB Quantitative scores of 580 or higher. It was intended that all seventy-nine entering students would be interviewed.

During August the Principal Investigator attempted to arrange interviews with all 79 prospective participants via the telephone. On the occasions when this was not successful, invitations were sent through the mails (see Appendix B). Three of these entering students could not be reached for a variety of good reasons (e.g. visiting relatives in Europe, working in a forest); five declined to come in for an interview because of lack of interest in the program; seven declined to come in because they planned to attend another school; sixty-four came in for the forty-five minute interview. Of these sixty-four interviewees, one was found to be ineligible because he was a transfer student with sophomore status (computer error), one declined to participate, two expressed interest but subsequently accepted scholarships and entered other colleges, the remaining sixty entering freshmen expressed an interest in participating in the program.

The interview consisted of two parts; in the first half of the interview the information necessary to complete the interview schedule was obtained while during the second half the student was told about the proposed honors program and encouraged to ask questions. During

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the latter half of the interview the entering student was presented with a list of the educational objectives of the honors program (described earlier in this report) and a printed description of the program which appeared in one of that summer's issues of the Portland State student newspaper (see Appendix B). The student was told that completion of nine months of work in the honors program would result in his being given credit for having completed a lower division sequence in Social Science (nine quarter hours), a lower division sequence in Arts and Letters (nine quarter hours) and two quarters of Writing (six quarter hours). He was also told that during the first few weeks of the term the class would meet for nine hours a week but that later on much more flexible scheduling was likely. If the question arose, the student was told that should he wish to leave the program at the end of the first or second term, then suitable equivalencies of his work would be entered in his record. At the end of the interview he was told that there were places in the honors program for about half of those being interviewed and that selection for participation was entirely a matter of chance. He was then asked whether he wished to be considered for possible selection for the program with full understanding that saying "yes" in no way committed him to participation in the program, that he still could say "no" when the actual invitation was issued. If he said "yes" he wished to be considered for the program, he was advised to discuss this program with parents, teachers and friends. After the student left the interviewer jotted down his impression of whether he had interviewed a "poor," "good" or "excellent" prospect.

III. The Grant Period, September 1968 - November 1969.

A. The Work Plan

It was decided that Morris Weitman would be entirely responsible for carrying out the design of the study, the selection of participants in the program and the development of selection procedures based on the outcomes of the study. Both Morris Weitman and Judah Bierman were to be responsible for evaluation development; Weitman was to focus on more conventional methods while Bierman would be working on more innovative and creative approaches to the problem.

B. Selecting the Participants

The sixty entering freshmen who stated that they wished to be considered for participation in the experimental honors program were sorted into thirty matched pairs, sixteen pairs of boys and fourteen pairs of girls. For any given pair there was good agreement on nine attributes (size and type of high school, CEEB scores in Verbal, Quantitative and English (when available), birth order, father's education, mother's education and father's occupation). Thirty potential participants were chosen by literally tossing a coin 30 times to determine which member

of any given pair of students would be invited to participate in the honors program.

The Principal Investigator spoke to each of the 30 selected students on the telephone and asked them if they wished to participate in the honors program. Of the sixteen boys chosen, thirteen definitely committed themselves to the program. To take the place of the three boys who were uncertain or no longer interested in the program the Principal Investigator called the three alternate members of the matched pairs; these three alternates definitely wanted to participate in the program. Of the fourteen girls chosen for the program eight wanted to be in the program but six did not. When the six matching alternates were called, four definitely wanted to be in the program but two did not. At this point there were twelve girls who had declared themselves for the program, eight girls who had refused the program and eight girls who had not been asked but were the matching controls for eight of the twelve girls who had accepted the invitation to participate. A review of the pairings revealed that some pairs were so similar to each other that they were in effect quartets. This permitted some reshuffling of the pairings, producing two matched pairs of girls who had not been invited to participate in the program. Two flips of the coin, two telephone calls, two acceptances and the selection of participants for the honors program was completed. It is interesting to note that the proportion of sixteen boys (57%) and fourteen girls (43%) in the honors program approximated the enrollment of boys (60%) and girls (40%) for that year's entering freshman class.

Circumstances compelled departure from the original clean design of the selection procedure. A "pure" approach would have dictated elimination from the study of the three pairs of boys and the six pairs of girls where the chosen one declined to participate in the program. With an anticipated attrition rate of 30-40 percent this alternative would not leave many students on which to base "selection and evaluation development." Instead it was decided to keep all sixty students in the study but to analyze the data separately for the three groups, namely, (1) those who were invited and accepted, (2) those who were invited and declined, (3) those who were not invited.

C. Comparability of Participants and Non-participants

There are, essentially, three kinds of data available for comparison of the three groups described above, namely (a) quantitative measures, (b) direct categorical data, and (c) categorical data derived from the encoding of responses to open-ended questions on the interview schedule.

The quantitative measures are CEEB Verbal, CEEB Quantitative, father's number of years of education, mother's number of years of education, the Listening test from the college level Sequential Tests of Educational Progress (STEP) and the STEP college level reading test. The two STEP tests were administered to all sixty original candidates early in the

fall quarter in special testing sessions outside of class; participation was voluntary and the students were paid for their time and effort. There were no differences among the three groups in performance on the CEEB Quantitative, STEP Listening and STEP Reading (Table 1). Nor were there differences among them in the number of years of father's and mother's education (Table 1). However the groups did differ in performance on the CEEB Verbal test (Table 1); the controls who had refused participation (CRP) performed better ($t = 2.33$, $p = .05$) than the controls who had not been asked to participate (CNA), the honors participants (HP) performed better ($t = 2.41$, $p = .05$) than CNA, there was no difference ($t = 0.57$, $p = .05$) between CRP and HP.

Table 1

Mean Scores by Group

<u>Measure</u>	<u>Student Group</u>			<u>F ratio</u>
	<u>CNA</u>	<u>CRP</u>	<u>HP</u>	
CEEB Verbal	623.53	653.10	645.41	3.62*
CEEB Quant.	651.63	667.30	665.17	0.56
Father's education	13.53	16.09	13.70	2.91
Mother's education	13.32	14.36	13.50	0.74
STEP Listening	29.74	30.18	30.30	0.21
STEP Reading	30.74	30.91	31.77	2.03

*Significant at .05 level of confidence

The direct categorical data is derived from such information as high school of graduation, size of high school graduating class, birth order, probably major in college, highest degree planned, most preferred and least preferred type of instructional method. The latter two, most preferred and least preferred type of instructional method, are not amenable to statistical analysis because of numerous low cell frequencies. Inspection of the distributions by group fails to reveal any obvious differences in preferences among the three groups (Table 2). The remaining six measures were readily reducible to fewer categories, permitting statistical analysis. The categories employed for field of probable major, birth order and Father's occupation are adapted from Astin's (1965) more comprehensive scheme. As shown below (Table 3) the three groups did not differ on any of the six measures--highest degree planned, field of probable major, type of high school, size of high school graduating class, birth order or father's occupation.

Table 2

Most and Least Preferred Method of Instruction by Group

Inst. Method	<u>Student Group</u>							
	<u>CNA</u>		<u>CRP</u>		<u>HP</u>		<u>Totals</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Most Preferred								
Lecture	3	15.8	-	-	1	3.3	4	6.7
Discussion	14	73.7	7	63.6	17	56.6	38	63.6
Independent Study	2	10.5	2	18.2	8	26.7	12	20.0
Group Project	-	-	1	9.1	2	6.7	3	5.0
Reading & Conf.	-	-	1	9.1	2	6.7	3	5.0
Least Preferred								
Lecture	9	47.4	6	55.5	19	63.4	34	56.7
Discussion	1	5.2	2	18.2	1	3.3	4	6.7
Independent Study	2	10.5	2	10.5	-	-	3	5.0
Group Project	4	21.1	2	18.2	8	26.7	14	23.3
Reading & Conf.	3	15.8	1	9.1	1	3.3	5	8.3

Table 3

Number of Category Members by Group

		<u>Student Group</u>				<u>Chi Square</u>
		<u>CNA</u>	<u>CRP</u>	<u>HP</u>	<u>Totals</u>	
Highest Degree Planned	Doctoral	4	5	7	16	2.89
	Masters	7	4	11	22	
	Bachelors	8	2	12	22	
Field of Probable Major	Scientific-tech.	11	7	10	28	6.40
	Soc-entrepreneurial	5	4	11	20	
	Artistic	3	-	9	12	
Type of High School	Metropolitan	8	5	12	25	3.30
	Suburban	7	3	6	16	
	Other	4	3	12	19	
Size HS Grad. Class	Under 400	12	3	20	35	4.80
	400 and over	7	8	10	25	
Birth Order	First born	9	3	13	25	1.80
	Other	10	8	17	35	
Father's Occupation	Professional, managerial	12	8	22	42	1.00
	Blue or white collar wkr.	7	3	8	18	

As a means of getting at student aspirations, preferences and aversions, three open ended questions were asked during the pre-selection interview. These were "What did you especially like about HS?", "What did you especially dislike about HS?", and "What do you want to get out of college?" The responses to these questions were analyzed as follows:

1. The four graduate students who were taking an elective second year course entitled Research Methods with the Principal Investigator volunteered to work with him in the development of scoring schemes for these items.
2. Each of the five code developers took one-fifth ($N = 12$) of the questionnaires, tabulated the responses to "What did you especially like about HS?" and independently developed a coding scheme based on the twelve sets of responses he had.
3. Then sets of tabulated responses were exchanged so that each developer had a new set of responses. Each developer's code was applied to the new set he had, producing some changes in his code.
4. All five coding schemes were put on the blackboard, compared, analyzed, discussed and eventually resulting in one unified coding scheme.
5. Each of the developers applied the new coding scheme to a new (to him) set of responses and then applied it to two other (new to him) sets of responses.
6. Depending on the response of the interviewee, the number of coded response categories varied from one to three. For the 114 coded response categories there was complete agreement on 89 encodings, two-thirds agreement on 21 encodings and complete disagreement on 4 encodings. This compares well with the chance expectancies of complete agreement on 3.2 encodings, two-thirds agreement on 47.5 encodings and complete disagreement on 63.3 encodings (three raters using six coding alternatives); the Chi Square with Yates correction is equal to 2342.6, which converts to a Contingency Coefficient of .976, which while not comparable with other coefficients of correlation nonetheless suggests high reliability.
7. The disagreements among raters were discussed by the group, producing some additional refinements of the coding scheme and complete agreement on the encodings.
8. The coding scheme for "What did you especially like about HS?" was partly expanded to make it directly applicable to "What did you especially dislike about HS?"

9. Given the high agreement among raters, the Principal Investigator, alone, encoded the responses to "What did you especially dislike about HS?"
10. A coding scheme and set of encodings for "What do you want to get out of college?" was developed in the same way as was done for "What did you especially like about HS?" For the 126 encodings there was complete agreement on 92, two-thirds agreement on 24 and complete disagreement on 10 of them. The parallel chance expectancies of 2.0 in complete agreement, 41.3 in two-thirds agreement and 82.7 in complete disagreement (3 raters using eight coding categories); this produces a Chi Square of 4074.9 which converts to a Contingency Coefficient of .985, suggesting high reliability.

Table 4

Responses to "Like about HS" by Group

<u>Reasons</u>	<u>Student Group</u>						<u>Totals</u>	
	<u>CNA</u>		<u>CRP</u>		<u>HP</u>		<u>N</u>	<u>%</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Independence, freedom	4	21.1	5	45.4	12	40.0	21	35.0
Structure, rules	-	-	1	9.1	-	-	1	1.7
Global liking	1	5.3	-	-	-	-	1	1.7
Global indifference	-	-	2	18.2	3	10.0	5	8.3
Courses, teachers, acad. tasks	10	52.6	3	27.3	15	50.0	28	46.7
Organized social activities	6	31.6	1	9.1	3	10.0	10	16.7
Informal social activities	7	36.8	2	18.2	11	36.7	20	33.3
Growth, personal & intellectual	9	47.4	7	63.6	12	40.0	28	46.7

Table 5

Responses to "Dislike about HS" by Group

<u>Reasons</u>	<u>Student Group</u>						<u>Totals</u>	
	<u>CNA</u>		<u>CRP</u>		<u>HP</u>		<u>N</u>	<u>%</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Structure, rules	6	31.6	2	18.2	15	50.0	23	38.3
Global indifference	5	26.3	-	-	3	10.0	8	13.3
Courses, teachers, aca. tasks	7	36.8	9	81.8	10	33.3	26	43.3
Organized social activities	2	10.5	2	18.2	4	13.3	8	13.3
Informal social activities	3	15.8	2	18.2	4	13.3	9	15.0
Boring, stifling, constricting	2	10.5	3	27.3	9	30.0	14	23.3

Table 6

Responses to "Want to get out of college" by Group

	<u>Student Group</u>						<u>Totals</u>	
	<u>CNA</u>		<u>CRP</u>		<u>HP</u>		<u>N</u>	<u>%</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>		
Occupational preparation	9	47.4	6	54.5	13	43.3	28	46.7
Development/social skills	-	-	2	18.2	1	3.3	3	5.0
Prep/contribution to society	2	10.5	1	9.1	-	-	3	5.0
Prep/successful living	1	5.3	2	18.2	3	10.0	6	10.0
General self-development	14	73.7	7	63.6	26	86.7	47	78.3
Specific knowledge or skills	5	26.3	1	9.1	5	16.7	11	18.3
Experiencing diversity	7	36.8	4	36.4	9	30.0	20	33.3
Idiosyncratic need fulfillment	3	15.8	1	9.1	4	13.3	8	13.3

The distributions of the encoded responses to these three open-ended questions do not readily permit statistical analysis. Inspection of the tabulations (Tables 4, 5 and 6) suggests few differences among the three groups; there does seem to be a tendency for the Controls who Refused Participation (CRP) to be less inclined to like "Courses, teachers, academic tasks" and "Informal social activities" and also less inclined to dislike "Structure, rules." Otherwise the preferences, aversions and aspirations of the three groups seem quite comparable.

The three groups (CNA, CRP, HP) were compared on thirty-four different measures; twelve of the scrutinies were done by means of statistical analysis while the other twenty were done by optical scanning. One of the twelve statistical analyses demonstrated a significant ($p .05$) difference between the groups; the CNA group had a lower mean CEEB Verbal score than the other two groups. According to central limit theory the probability is better than .50 that in twelve statistical analyses there would be one in which a difference was found at the .05 level of significance. The CRP group appears to be somewhat different on three of the twenty-two measures which were scanned optically. If these are treated as if they were significant ($P .05$) differences then central limit theory indicates that obtaining such differences in three of twenty-two analyses will occur by chance more often than one-fourth of the time. Thus it appears that the three different groups of students are quite comparable insofar as the number of differences revealed are about what one would expect if one scrutinized three randomly selected groups on thirty-four variables.

D. Creative Evaluation Development

As indicated earlier the creative approach to evaluation development was left in the hands of Professor Judah Bierman, Director of Honors

Planning and the instructor of the experimental honors course. In his report, presented below in its entirety, Professor Bierman describes his efforts and their outcome. A considerable time after receiving the report and after some communication between Professor Bierman and the Principal Investigator, the Principal Investigator suggested to Professor Bierman that he might want to amend and amplify this report. Specifically, in a memorandum, Professor Bierman was invited to include:

1. A description of how particular facets of the curriculum are aimed at promotion of particular instructional goals. The more complete such a description, the better.
2. A detailed description of the abandoned "point scale based on categories adopted from a Burkean dramatic model" since this was the major evaluation instrument designed. Such a description should include delineation of how the instrument was to measure student attainment of instructional goals.
3. A detailed description of who designed the instrument, what stages of development it went through, who made the ratings, if more than one person made such ratings how well did they agree? Specifically, why was the instrument abandoned?

In his reply Professor Bierman indicated, in effect, that his report was adequate for the purposes of his endeavors and their results.

Professor Bierman's Report

INTRODUCTION. This report is part of the evaluation of an experimental course offered at PSU during academic 1968-69. The experiment was authorized by the Faculty Senate on the recommendation of the Honors Council as part of the development of an honors program. The Faculty made no commitment about the form or content of the course.

This evaluation is itself part of a dual purpose project being carried out under a small grant from the San Francisco Regional Office, U.S. Office of Education (OE No. 8-1-118). Its limited subject is the evaluation of the teaching materials and methods used during the experiment, and it represents an initial exploration of the ideas of using a performance criterion test. This evaluation was made independently of the report of the principal investigator by the Director of the Experimental Program who also served as the organizing instructor.

Under the conditions of operation imposed by the Principal investigator, the course instructor had no access to information about the students obtained through pre-registration interviews nor was he permitted access to the control group for purposes of comparative testing. The assessment of the effectiveness of the learning experience in reaching the stated goals is therefore based on the assumption that any changes noted were the result of the class learning experience.

PROJECT GOALS. The specific instructional goals of the experimental course were stated in this fashion:

Language for Self and Society offers a systematic introductory study of the uses and misuses of human language, of its forms and its powers, with special emphasis on the problems of human communication in the urban environment. On completing this introductory study of the arts and sciences of communication, the student will be able to identify the messages being transmitted in a moderately complex communication, verbal or nonverbal, prose or poem, and to interpret some of their meanings. He will have achieved most of the following kinds of competencies:

- 1) He will be able to identify the speakers and the grounds of their action.
- 2) He will be able to report the messages accurately, and to interpret their semantic content.
- 3) With at least minimal comprehension, he will be able to describe the rhetorical motives of the speakers, and to assess the ethical direction of the dialogue as revealed in the symbolic structures.
- 4) He will be able to analyze differentially the verbal and nonverbal language, where relevant, to describe their interrelationships, supportive and contradictory, and to evaluate the effectiveness of the total communication in terms of the apparent intent.
- 5) He will be able to abstract from a series of related communication acts at least some common essential attributes and to hypothesize a situation in which the implicit goals might be reached more effectively.
- 6) He will undertake an analysis and evaluation of his own language use, measuring his own capacity to symbolize his experience and to communicate what he wishes to.
- 7) Given a symbolizing and communicating task, he will be able, at least minimally, to suggest a variety of languages that might be used and to assess their relative effectiveness.

In addition, the course, which is intended to serve as the first learning experience in the proposed program, was supposed to provide, in its form and content, a model of the distinctive liberal education segment of the program. It is intended to serve as a first learning experience.

It should be noted that the direct instructional goals were stated in this fashion as part of a concurrent "experimental testing" of faculty perceptions and acceptance of innovative patterns in curriculum planning and teaching techniques. The purpose was to sense the degree to which Faculty who might be classified as interested, not-interested or anti-interested in curricular or pedagogical experiment would respond to a goal statement that involved performance criteria. In particular, our interest lay in the degree to which the Faculty would use a plus ca change proverb approach (in the Burkean sense) as would be evidenced in their insistence that this course sought nothing more than the old goals, or involved nothing more

(or little more) than communications jazz, or literature under a new guise, or a sociology dressed up--or some combination--in any case nothing really new and hence not worth considering.

METHODOLOGY. A cursory survey of available instruments revealed none that seemed possibly useful for our purposes. Instruments that might measure individual communication skills might offer some indications for limited purposes, but since none of the instruction was designed to develop or polish those skills, as they might be measured in such tests, no such instruments seemed useful. At best their usefulness would be only tangential to the experiment itself. Our purpose was, as we made quite clear in the goals statement, to avoid the reduction that would result from regarding the experimental course as nothing more than a new and fancy way of training bright students in the four basic communication skills. We sought more effective understanding and control of the symbolic environment.

We proposed, therefore, to attempt to create our own testing instrument, perhaps crude and certainly itself untested, but nevertheless capable of offering us some measure of effectiveness. Behind the conception of the course lay, in part, Burke's question - "What is involved when we say what people are doing and why they are doing it?" What we wanted to measure, in other terms, was the student's capacity to decode and encode, under life conditions. We therefore sought two incidents of which he could reasonably be made part and party--one near the beginning and one near the end of the school year. Because we were testing how well he had learned to apply a method of analysis, it was not necessary to use the same event; indeed it would have been undesirable to use the same, or a largely identical event. We therefore chose two public events over which we had no control, both involving the same university figure, namely the President, but under different conditions. Indeed, we chose as the later incident one which was larger and offered more scope for response so that the normally expected increment in student capacity in observation and descriptive writing might be discounted.

We chose for our critical events the Fall convocation of the students by the President, the first public event of the academic year by the new President. The second event was the inauguration of the President in mid-Spring, some seven months later. The earliness of this later date deprived us of some critical learning time in April and May which would, we believe, have added even more substantially to our results. A reasonable time before each event we announced the same assignment: to attend and to write a description of what had happened that would enable someone not present to know and understand what had happened. We attempted no further structuring, though we responded to all questions before the event--but none after.

A sophisticated reading of the goals will reveal that they seek to measure the student's competencies in a series of increasingly difficult tasks from listing and identifying actors and acts and the elements of

scene to a weighing of "motives" as revealed in the spoken language and the non-verbal elements that constitute the symbolic environment. Maddened by the complexity of our own task, we began, half-facetiously, by considering the creation of a point scale so that we could appear to be presenting an objective, i.e., quantified evaluation. Such a point scale, based on categories adapted from a Burkean dramatic model, with certain modifications, was in fact attempted in crude form. It served to bear out conclusions reached from several readings of the reports, as we expected it would, since the assigned numerical values were only translations of our judgments. We abandoned the idea of including here an elaborated tabular analysis for two reasons. First, developing and demonstrating any kind of point system would require transcription of the events themselves as well as a description and rationale of the method, for neither of which was adequate time available. Second, problems of weighting and adjustment because of shifting in the sample and because of the importance of recognizing some elements related to the student himself, for which no information was available, made any such attempt largely valueless except as an exercise.

We now believe, however, that a weighted scale could and should in fact be developed along the lines we attempted, that is, a refinement of Burke's pentad as an analytical model with the inclusion of positive values for the student's rhetorical skills and also of negative values for false reports and intrusive, personality-based comments significantly unrelated to identifiable elements in the symbolic action commonly shared.

CONCLUSIONS. These conclusions are based on several close readings of the papers submitted by twenty-six students responding to the first assignment and twenty responding to the second.

1. All but two students showed a markedly increased ability to identify the actors and the grounds of their actions. The order of increase would appear in the 35-40% range if presented numerically for the group as a whole even after adjustment for the increased complexity of the second incident and the increased maturity of the student. This increase was notable because of the large cast in the second event.

2. Approximately half the students showed some increased ability (10%) to report the verbal messages accurately and all the students but one revealed a marked increase in their ability to interpret the semantic content. The exception was blocked by her unwillingness to accept the assignment. However, this result should be adjusted downward because of the extreme sympathy of all the students to the message of the principal speaker at the inauguration.

3. Approximately sixty percent of the students showed an increased ability to analyze and relate the verbal and non-verbal languages, to note some instances of support and contradiction, and to evaluate the effectiveness of the total communication, both in terms of their own responses and in terms of the apparent or deduced intent.

4. Whereas perhaps eight students could be said to have comprehended the rhetorical motives of the speakers in the first event, or to have understood the import of the symbolic structures, at least fourteen included in their reports of the second event some evidences of having sought not merely to relate the incidents but to see them as part of an action which was a symbolic structure with an ethical meaning. It should be noted that in both cases many of the students rejected the actions--the convocation and the inauguration--as essentially phony, a decorum observation, as well as irrelevant to their lives. These judgments, valuable in themselves, made the measurement somewhat more difficult, especially in the cases of those students who held deep convictions and felt the need to express them. These comments added to our recognition of the need for weighting the point scale we are proposing to construct.

In conclusion, as the result of this limited and crude evaluation, we believe that with some significant restructuring of the methods and materials used, "Language for Self and Society" can serve effectively as the first course in an honors program of the kind intended for this university. This conclusion was also reached as the result of other tests and in light of student and staff evaluations. We also believe that a reasonable reliable performance criterion can and should be developed along the lines described in this experiment.

E. Conventional Evaluation Procedures

The original screening procedure which yielded seventy-nine prospective participants in the Language for Self and Society (LSS) experience was based entirely on presumed high aptitude for scholastic work as indicated by performances on the SAT (CEEB) Verbal and Mathematics tests. Is such apparent high scholastic ability combined with willingness to participate enough of a criterion for success in LSS? Scrutiny of the extent to which the thirty selected participants completed LSS should be revealing.

Table 7

Levels of Completion of Honors Program

<u>Level of Completion</u>	<u>N</u>	<u>%</u>
Never registered	1	3.3
Registered, dropped early 1st quarter	3	10.0
Registered, withdrew during 1st quarter	1	3.3
Registered, 1st quarter work incomplete	1	3.3
Completed 1st quarter only	1	3.3
Completed 1st quarter, withdrew during 2nd quarter	1	3.3
Completed 1st quarter, 2nd and 3rd quarters' work incomplete	1	3.3
Completed two quarters, 3rd quarter work incomplete	2	6.7
Completed all three quarters	19	63.5

As indicated in Table 7 about two-thirds of the students who were to be in the program completed the entire nine months of LSS. Obviously a more refined selection procedure is needed. This will be explored later in the present report under "Selection Development."

Another look at the levels of participation of the students selected for the honors program (Table 7) suggests that our three comparison groups need to be revised since one of these students did not enter PSU at all and three others dropped LSS very early in the first quarter. These four students demonstrated unwillingness to participate in LSS; the three who entered PSU but dropped LSS are like the eleven students who originally expressed an interest in LSS but when invited, declined to participate. Thus, for the purposes of evaluation, the Control who were Not Asked to participate (CNA) will be constituted by the same nineteen students, the eleven students who constituted Control who Refused to Participate (CRP) will now have added the three students who dropped LSS which creates an enlarged comparison group of fourteen students (CRP, DH), and the removal of the four students described above from the Honors Program (HP) group, leaving twenty-six students in that group.

As conceived originally, LSS was to provide a more integrated, more stimulating and more challenging experience in many aspects of the communication process than would be encountered by students taking regular course offerings. It was anticipated that as a consequence of taking LSS:

1. The students would find going to college more interesting and challenging than their counterparts taking standard courses and thus would be less likely to drop out of college.
2. The students would make more rapid progress in the development of their communication skills than comparable students taking regular courses.
3. Because of greater interest and involvement and because of better developed communication skills the students would be better able to take advantage of the educational opportunities offered at PSU.

These three possible consequences of taking LSS can be viewed as working hypotheses. The first is amenable to direct test by scrutiny of the enrollment records in the university registrar's office. The second is concerned with a considerable array of communication skills. For obvious practical reasons only a few could be investigated. It was decided that listening and reading, which obviously are of major importance to students in all fields, would be the ones to assess. The third is probably the most important of all. However the only meaningful way to investigate this sort of possible outcome is to examine student performance subsequent to the freshman year experience and over a considerable block of time. The grant period obviously does not permit such a study.

Examination of the official records of the university registrar's office revealed that the three comparison groups did not differ in the rates of continuance-discontinuance in school (Tables 8 and 9). However

at an urban school such as PSU irregularity of continuance at school is not at all uncommon; whether or not a student is registered at a particular time (such as winter 1970) is not clear evidence as to the likelihood of his future enrollment. A longitudinal cohort study is needed.

Table 8

Enrollment Patterns at PSU by Group

Enrollment Status	<u>Student Group</u>							
	CNA		CRP, DH		HP		Totals	
	N	%	N	%	N	%	N	%
Completed Fall 1968 only	2	10.5	-	-	3	11.5	5	8.4
Completed through Winter 1969 only	1	5.3	1	7.1	-	-	2	3.4
Completed through Spring 1969 only	1	5.3	3	21.5	4	15.4	8	13.6
Completed through Fall 1969 only	-	-	1	7.1	-	-	1	1.7
Enrolled Winter 1970	15	78.9	9	64.3	19	73.1	43	72.9
Continuous	12	63.1	9	64.3	17	65.4	38	64.4
Interrupted, in school now	3	15.8	-	-	2	7.7	5	8.5
Not in school now	4	21.1	5	35.7	7	26.9	16	27.1
Totals	19	100.0	14	100.0	26	100.0	59	100.0

Table 9

Comparison of Enrollment Pattern

Enrollment Status	CNA	CRP, DH	HP	Totals	Chi Square
Registered in Winter 1970	15	9	19	43	<1.00
Not registered in Winter 1970	4	5	7	16	
Continuous	12	9	17	38	<1.00
Not continuous	7	5	9	21	
Totals	19	14	26	59	

Early in the fall of 1968 all sixty honors and control freshmen were invited to participate in a testing session. The individual results were to be kept completely confidential, they were to be informed of how well they did individually and they were to be paid for their time and effort. All sixty came in to be tested; they were given Part I of both the Reading and Listening tests of the Sequential Tests of Educational Progress (STEP) designed for graduating HS seniors, entering freshmen (ETS, 1956). Late in the spring of 1969 Parts I and II of the same tests were again administered to the students. The terms of the invitation were the same (except that for twice as much time they were offered twice as much money). Forty-eight

of the students came in to be tested, two of them completed only the Listening test. Attempts to improve the participation rate uncovered some interesting details (two girls were about to have babies, one girl had been hit in the eye by a baseball in attempting to catch it while on a picnic, three boys and one girl had "disappeared", etc.) but otherwise failed. For just these participating forty-eight students the data collected in the fall of 1968 was again analyzed, this time focussing on the groups as reconstituted on the basis of actual participation in the honors program. For part one of both the Reading and Listening tests the three groups were compared on a pre-post basis (groups by repeated measures, Lordahl, 1967); no significant differences were found (Table 10). On a post-test only basis, the three groups were compared on part two of both the Reading and Listening tests; no significant differences were found (Table 10). It is possible that the reason for the absence of differences in performance among the groups is due to so many of the participants performing near the "ceiling" of the tests employed. It is also possible that there actually are no differences among them in these skills.

Overall the results of the attempt to evaluate the outcome of LSS suggest three alternative possibilities, namely,

- (1) LSS doesn't produce anything that is different from traditional course offerings,
- (2) LSS does produce different effects but the wrong instruments were employed and hence they remained undetected,
- (3) LSS doesn't produce effects that are immediately observable but rather affects future functioning and therefore can only be evaluated by longitudinal studies.

Table 10

Mean Scores on STEP Tests by Group

		<u>Student Group</u>			
		<u>CNA</u>	<u>CRP, DH</u>	<u>HP</u>	<u>Totals</u>
Reading	Part I, Fall 1968	30.6	30.8	31.8	31.2
	Part I, Spring 1969	31.3	31.5	31.7	31.5
	Part II, Spring 1969	29.9	28.7	30.7	30.0
Listening	Part I, Fall 1968	29.8	30.4	30.6	30.3
	Part I, Spring 1969	30.7	31.5	30.9	31.0
	Part II, Spring 1969	31.8	30.8	31.6	31.5

F. Selection Development

In attempting to develop selection devices it is first necessary to clearly define the criterion. For the purpose of this study a "success" is a student who completed LSS successfully and a "failure" is a student who did not do so. Of the original thirty students who were selected and who elected to participate in LSS there are nineteen who successfully completed LSS and eleven who did not. These will constitute the two criterion groups.

The two groups, Completers and Non-Completers, were compared on eleven different measures; the groups did not differ on any of these measures (Table 11). Tabulation of the coded responses to the open-ended questions on the interview yielded no differences between the groups; the distributions were made like those presented earlier (Tables 4, 5, 6). The direct comparison of the two groups had revealed no differences.

Table 11

Comparison of Completers and Non-Completers of LSS

	<u>Students Selected for LSS</u>		Stat Test	Sig.
	Completers	Non-Completers		
CEEB Verbal, Means	613	642	t = 0.81	ns
CEEB Math, Means	635	657	t + 0.55	ns
Father's Education, Means	13.6	13.9	t = 0.23	ns
Mother's Education, Means	13.7	13.2	t = 0.75	ns
STEP Listening, Means	30.2	30.6	t = 0.38	ns
STEP Reading, Means	31.8	31.7	t = 0.09	ns
Father's Occup, Percent Prof/Man.	72.2	72.2	X ² = 0.03	ns
Birth Order, Percent First born	36.8	36.4	X ² = 0.00	ns
Graduate Degree, Percent Yes	72.2	45.5	X ² = 0.53	ns
Percent HS Grad class under 400	72.2	72.7	X ² = 0.03	ns
Sex, Percent Males	57.9	45.5	X ² = 0.58	ns

A different strategy was adopted--a search for possible successive screening measures. It was noted that some students exhibited great concern about independence and freedom by citing instances of it as to what they liked about high school and also citing instances of regimentation, etc. as to what they disliked about high school; of the six such students all were Completers. It was noted that some students cited group projects as the least preferred pedagogical method; of the eight such students seven were Completers. It was noted that a number of girls had SAT Mathematics scores higher than their SAT Verbal scores; of the six such girls five were completers. It was noted that the four students who had graduated from metropolitan area Catholic schools all were Completers. The above screening measures were applied to the thirty students being scrutinized. Of the nineteen Completers fifteen would be selected whereas of the eleven Non-Completers only two would be selected (Table 12). Since the number of students

involved is quite small it is absolutely essential that this set of screening measures be cross-validated.

Table 12

Selection Indicators and Student Group

	<u>Student Group</u>		<u>Totals</u>
	<u>Completers</u>	<u>Non-Completers</u>	
Demonstrating Selection Indicator	15	2	17
Not Demonstrating Indicator	4	9	13
Totals	19	11	30

Chi Square = 9.32, df = 1, p < .001

Appendix A
Honors Proposal

M E M O R A N D U M

April 30, 1969

To: Members of the Faculty Senate**From: Morris Weitman, Chairman Honors Council**

The attached proposal for an Honors Program at PSU is a final draft and supersedes the draft copy dated February 25, 1969. The draft of February 25 has been modified by the Honors Council in response to the comments and questions raised by the Academic Requirements Committee and the Curriculum Committee, producing the present document. In almost all instances where the comments and questions were of direct relevance to the proposal, the Council was able to make appropriate changes in the proposal. We wish to acknowledge our appreciation to the two reviewing committees for their thorough and detailed commentary.

During meetings of the Honors Council there was concern expressed that the proposed Honors Program would be seen as a separate entity superimposed on the present departmental structure. In fact the Council has made every effort to design the program in such a way that it is very decidedly based in departments. And as is the case in departmental standard course offerings, departmental honors course offerings will be in the hands of the faculty who teach the courses; they will set the course requirements and standards for participating students, standards and requirements which they deem appropriate for honors students.

In order to allow the necessary lead time required for rational and effective planning the Honors Council requests that the program be scheduled to begin in September 1970.

MW:jv

Proposed Honors Program for PSU

On Designing an Honors Program for PSU: Special programs for the more able college students have been in existence in the United States for more than fifty years; honors programs have become traditional in quite a few of our colleges and universities. In developing an honors program at Portland State University we are able to choose from among a broad array of organizational models and emphases already in existence. Our choice should be based upon careful review of all reported outcomes of such programs and our goals for the PSU program.

Many honors programs and experimental colleges have been constructed as separate entities within the larger institution, as college-within-a-college. Typically such programs have arisen largely as the result of the efforts of one man, a man who is an excellent teacher, dedicated, hard-working, determined and often charismatic. Participating students usually are contented and at times enthusiastic, develop a strong sense of camaraderie and seem to learn at an accelerated pace. In a number of instances student and faculty participating in such a college become quite isolated from the rest of the campus and form a small elitist in-group, a group that expresses contempt or even hostility toward the rest of the students and faculty. More frequently an honors college tends to be quite successful so long as the initiating faculty man remains deeply involved but tends to flounder with the departure of the charismatic founder.

Another frequently employed design for honors programs provides for participating students to obtain a substantial portion of their education through completion of non-honors coursework. Usually more faculty participate in such programs as compared with the college-within-a-college model.

Unlike the student in honors colleges, participants in such programs tend to be rather heterogeneous in interests and personal characteristics. Since they are not encapsulated in a separate educational compartment honors students and faculty in such programs develop less of an in-group, elitist attitude. Nevertheless these honors students seem to acquire learning and develop intellectually at more or less the same pace as do students in honors colleges. Furthermore, since such programs are not usually tied to the continuing leadership of a single individual they tend to evolve and survive.

Scrutiny of reported honors courses suggests that they lend themselves to classification into two categories--categories that can be labeled jocularly as "sausage-stuffers" and "arm-stretchers." A "sausage-stuffer" course usually is based on an already existing course but enriched with much more detailed material; the student taking such a course for a term is required to cram the acquisition of much more information than is ordinarily required in a term. An "arm-stretcher" course is usually newly designed for special purposes and tends to bring together concepts and information that ordinarily are not covered in a single course; the student is required to extend himself to encompass the material presented. Both types are designed to demand more of the able student, more than is ordinarily asked of him in standard course work; one course plan requires greater mastery of factual material while the other requires greater mastery of concepts and the development of new concepts.

During the deliberations of the Honors Council since the fall of 1967, a number of themes have been expressed repeatedly and seem to have strong

support among members of the Council. Among them are:

1. The need for broad faculty participation.
2. The need for flexibility and multiplicity of pathways in honors education.
3. The need to keep honors students and faculty in touch with the mainstream of university life.
4. The need to build a program which will endure and be able to change with the times.
5. The need to develop student capabilities as well as increasing their fund of information.

Given these sentiments it is not surprising that the Council chose to design an honors program rather than an honors college and to constitute this program with "arm-stretching" rather than "sausage-stuffing" courses.

The Proposed Program:

I. Goals

- A. To provide a better educational opportunity for the more able students by:
 - 1) markedly increasing the flexibility of means to a college education.
 - 2) reorganizing and refocussing coursework.
 - 3) permitting acceleration when indicated.
- B. Upon completion of the Honors Program the student should be able to demonstrate:
 - 1) high competency in the sending and receiving of written and spoken messages.
 - 2) evidence of the acquisition of a broad liberal education involving study in the arts, letters, sciences, and social sciences.
 - 3) critical and analytical excellence in a major discipline.
 - 4) self-direction and an interest and ability to learn autonomously.
 - 5) willingness and ability to carry out a critical assessment of his own educational experiences to date.

II. Admission to Honors Program

A. Eligibility for admission:

- 1) will initially be limited to freshmen entering during the fall quarter.
- 2) will be reviewed later for the purpose of developing more flexible eligibility requirements.

B. Recruitment of possible candidates for admission will be carried out by all useful means such as dissemination of information and invitation to many of the high schools in the state, dissemination of information and invitations in the mass media, and issuance of invitations to promising entering freshmen identified through a search of the records of pre-registered students; all entering freshmen are welcome to apply. No invitation to apply carries any guarantee of admission to the program.

C. Selection for admission:

- 1) will be decided by a faculty-student admissions committee appointed by the Dean of Undergraduate Instruction.
- 2) at first will be based on the evaluation of information such as letters of recommendation from high school principals, teachers and counselors and a personal interview with the student by a designated admissions committee member.

III. Student Advising

- A. All candidates will be informed of the details of the Honors Program, including requirements and options.
- B. All participants will be advised by joint action of two PSU faculty advisors, one from the student's major department (or program) and one from the Honors Program. In some instances a single faculty member may serve in both capacities, representing a department and the Honors Program.

IV. Development of Honors Courses

- A. Courses and programs to fulfill major requirements shall be developed within the department.
- B. Courses to fulfill non-major requirements can be developed by any interested faculty member by the following procedure:

- 1) begin with a meeting with the Director of Honors Planning.
 - 2) be followed by consultation with the Head of the Department which will offer the course.
 - 3) be followed by the transmission of the course proposal by the Office of Honors Planning to the Honors Council for approval.
 - 4) if approved by the Honors Council the proposal (when appropriate) will be forwarded through the regular channels for new course proposals.
- C. Approved Honors courses will be identified by the addition of Honors to the designated course name and number.

V. Admission to Honors Courses

- A. Department majors honors courses are designed primarily for honors students within the department, but may be open to other students at the discretion of the department.
- B. Liberal education honors courses designed to fulfill non-major requirements are intended primarily for honors students, but may be open to other students with consent of the instructor.

VI. Graduation from Honors Program

- A. For students entering the PSU Honors Program at the beginning of their freshman year the residency requirements are a minimum of nine quarters. This excludes work done in the summer or in the Division of Continuing Education unless written permission to include such work is granted by the student's major department.
- B. Fulfillment of non-major requirement entails:
 - 1) completion of GS 199, Language for Self and Society.
 - 2) satisfactory completion of nine to fifteen special newly designed and PSU approved honors courses selected with the concurrence of the student and both the departmental and the Honors advisors.
 - 3) completion of other work as approved by advisors.
- C. The student's major department will certify he has satisfactorily completed major requirements. Choice of the means for such completion is at the discretion of the student's major department.
- D. Nomination for such graduation by the student's major department is required.
- E. Approval of the Director of the Honors Program is required.

- F. Approval of the Honors Council is required.
- G. Approval of the PSU faculty is required.
- H. Students who successfully complete the Honors Program will have recognition of this achievement entered on their diplomas.

VII. Faculty Participation in Honors Courses

- A. The Honors Program will be operated out of the Office of the Dean of Undergraduate Instruction.
- B. Meritorious service in the Program by a faculty member is considered relevant for advancement in rank, tenure and pay.

Also very much in evidence in Council meetings were expressions of strong concern for the maintenance of academic standards and the protection of participating students. Means to attain these ends are built into the design of the proposed honors program. As is customary with college students, assessment of an honors student's educational progress will be in the hands of his teachers. An honors student will select his coursework with the advice and consent of his two faculty advisers. Honors students will be kept informed of their options and progress, both before and during participation in the program. It is anticipated that faculty and students, both, will be able to fulfill their responsibilities in these matters.

Respectfully submitted by the Honors Council,

Wesley Burr
Patricia Busch
J. Richard Byrne
Mary X. Grimes
Frances Hanson
Walter Kramer
Walton Manning
John Myers
Michael Philippas
Hildegard Weiss
Morris Weitman, Chairman

April 30, 1969

Appendix B
Interview Materials

Name _____ H.S. of Grad. _____ Date Int. _____

Date of birth _____ Born in US _____ Foreign lang. in home _____

No. Bros. _____ No. Sisters _____ Birth order _____ Rel. Pref. _____ Sex _____

Size HS Grad class _____ Highest degree planned _____ Prob. fut. occup. _____

No. term papers/HS _____ No. shorter papers/HS----- Prob. major/Col. _____

No. longer speeches in HS _____ No. shorter talks in HS _____

Father's Educ. _____ Mother's Educ. _____

Father's Occupation _____

	<u>Exper. in H.S.</u>	<u>Most preferred</u>	<u>Least preferred</u>
Lecture classes	_____	_____	_____
Discussion classes	_____	_____	_____
Indep. study	_____	_____	_____
Reading & conf.	_____	_____	_____
Group Project	_____	_____	_____

What did you especially like about HS?

What did you especially dislike about HS?

Special Interests and Hobbies?

What do you want to get out of college?

Fall '68 Graduate Applications Due August 30

Portland Summer Term students planning to continue their work in a regular degree program during the 1968-69 academic year are urged to apply for admission to the college or university of their choice as soon as possible.

Undergraduate students should file an application and necessary credentials with the admissions office of the college or university. A \$10 application fee is required at some State System institutions.

Graduate students planning to work toward degrees at Portland State are advised to apply for admission prior to completion of the Portland Summer Term in which they are now enrolled.

All work taken during the summer then

will be accepted as residence credit and will be eligible for inclusion in a degree program by the major department, according to PSC officials.

If the student is not admitted to Portland State as a graduate student, all graduate work taken at Portland Summer Term is considered to be transfer credit.

The PSC spokesmen warned that the college will accept no more than 15 hours of transfer credit toward a 45-hour master's degree program.

Deadline for fall term application for PSC graduate programs is August 30. Applications received after that date will not be considered for fall term admission for degree programs.

Experimental Honors Program Due in Fall

31

Plans for an Experimental Honors Program, will be tested this fall at Portland State College, Frank L. Roberts, Dean of Undergraduate Students announced Monday.



DR. FRANK ROBERTS

Personal conferences are being arranged with forty selected students toward their participation in new courses to be offered experimentally in September, Roberts said.

Psychology Professor Morris Weitman, chairman of the Honors Council, will discuss initial courses with each of the students individually.

Planning for the program began in January of this year, when Branford P. Millar, then president of PSC, created an Office of Honors Planning and appointed Judah Bierman, professor of English, as director. Millar acted on the recommendations of the Faculty Honors Council, with approval of the Faculty Senate.

According to Bierman, plans call for development of more flexible curricular patterns which will enable superior students to proceed at a self-determined pace. Students will also be offered the opportunity to help create more stimulating and more effective learning situations.

Library Returns Asked

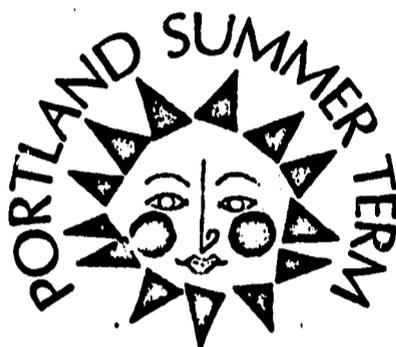
Portland Summer Term students and visiting faculty are urged to return books borrowed from the Portland State library as the sessions end, the eight-week term on August 9 and the 11-week term on August 30.

Those persons planning to return to the 1969 Portland Summer Term may also turn in their library cards to the circulation desk, if they wish to do so, and the cards will be filed for them.

Library officials pointed out that students keeping general circulation books past the end of the term will be charged at the rate of 25c a day. The charge for reserve department books is 25c an hour.

All fines must be paid before grades will be released, the officials noted.

SUMMER SUN of the



NUMBER 4

JULY 29, 1968

8 & 11-Week Examinations Approaching

Final examinations for most courses of the eight-week Portland Summer Term will be given Wednesday, Thursday or Friday, August 7-9 in the regular classroom.

Exceptions will be evening classes, and some day courses ending before August 7,

which will have examinations during the last scheduled class meeting. Some classes meeting at 7:00 a.m. may have examinations in other than the regular classroom.

Examinations for the 11-week term will be given Wednesday, Thursday and Friday, August 28-30.

FINAL EXAMINATION SCHEDULE

8-WEEK TERM

Classes which begin at:

Classes which begin at:	Will hold examinations in the regular classroom:
7 a.m.	Wednesday, August 7..... 3-5 p.m.*
8 a.m.	Thursday, August 8..... 8-10 a.m.
9 a.m.	Friday, August 9..... 8-10 a.m.
10 a.m.	Thursday, August 8..... 10-12 noon
11 a.m.	Friday, August 9..... 10-12 noon
12 noon	Thursday, August 8..... 12-2 p.m.
1 p.m.	Friday, August 9..... 12-2 p.m.
2 p.m.	Thursday, August 8..... 2-4 p.m.
3 p.m.	Friday, August 9..... 2-4 p.m.
4 p.m.	Thursday, August 8..... 4-6 p.m.

Evening Classes (and occasional day classes ending before the term's close) will hold examinations during the last scheduled class meeting. 8-Week Classes will meet through Wednesday, August 7.

11-WEEK TERM

Classes which begin at:

Classes which begin at:	Will hold examinations in the regular classroom:
7 a.m.	Wednesday, August 28..... 4-6 p.m.*
8 a.m.	Thursday, August 29..... 8-10 a.m.
9 a.m.	Friday, August 30..... 8-10 a.m.
10 a.m.	Thursday, August 29..... 10-12 noon
11 a.m.	Friday, August 30..... 10-12 noon
12 noon	Thursday, August 29..... 12-2 p.m.
1 p.m.	Friday, August 30..... 12-2 p.m.
2 p.m.	Thursday, August 29..... 2-4 p.m.
3 p.m.	Friday, August 30..... 2-4 p.m.
4 p.m.	Thursday, August 29..... 4-6 p.m.

*Some 7 a.m. classes may require new room assignments for the final examinations; any such assignments will be made near the end of the term.