

Ad Hoc Committee on High Achieving Students
Report to the Faculty Senate
May, 2010

Part I: Overview of Committee's Work

The reputation of a university and its ability to recruit, serve, and retain high achieving students are intertwined. Enrolling high-achieving students brings state, regional, national and international recognition to a university thereby strengthening the institution's reputation and image. In turn, high-achieving students are attracted to institutions with strong reputations. Additionally, top students help attract outstanding faculty and researchers to the institution. And just as these top professors are lured to schools that have outstanding students, these same students are attracted to schools that have outstanding faculty. Thus it is important to examine the recruitment, retention, and academic experiences of high achieving students at Portland State University.

At the request of Faculty Senate, in spring term of 2009 Provost Roy Koch appointed the Ad Hoc Committee on High Achieving Students "to examine University-wide resources and services for and practices in regard to high-achieving students." The committee was appointed and began meeting in May 2009. It met until the end of the academic year, and resumed its bi-monthly meetings in the fall of 2009 and continued through the end of the 2009-2010 academic year.

In addressing its charge, the committee confronted a number of challenges. First the size of the committee posed a challenge because it was difficult to coordinate schedules of 18 members, thus participation was not always consistent. Second the charge of the committee was very broad and an ambitious undertaking given the time frame. Finally, the data needed to fully address the committee's charge were not available. In general there is limited data on high achieving students and their experiences at PSU, and in particular there is no systematic identification of students who participate in the Honors Program or the departmental honors tracks in the Banner student information system.

The committee organized its charge around four questions. Who are high achieving students, how do we attract them, what do we offer them, and how do we prepare them for post-baccalaureate opportunities? During the course of the year the committee met with Angie Garborino, Agnes Hoffman, Lawrence Wheeler, Shawn Smallman, Frosti McClurken-Talley, and Marvin Kaiser. The committee also reviewed what data existed on high achieving students, and conducted a survey of the heads of academic units and a focus group of high achieving students. In addition the committee reviewed the opportunities that our sister institutions in the Oregon University System and comparator institutions offer high achieving students.

Through its work, it became apparent to the committee that recruiting, retaining, and serving high achieving students will require on-going efforts to advocate for and coordinate opportunities for high achieving students. There needs to be a commitment of resources and energy, and a spirit of dedication to serving high achieving students that permeates the university and fosters strong collaboration among the units in the university.

This report involves three additional parts. Part II summarizes the recommendations of the Committee; Part III is a discussion the committees findings and the resulting detailed recommendations; and Part IV is a discussion of other curricular options examined by the Committee.

Part II: Summary of Recommendations

The report of the committee includes numerous recommendations for how the Portland State University can better attract, retain, and serve high achieving students. In general the recommendations call for:

- A. Creation of a standing Faculty Senate committee, the Honors Council, to oversee, coordinate, and advocate for the University's offerings for high achieving students.
- B. Greater investment of resources and collaboration directed toward earlier identification and aggressive recruitment of high achieving students.
- C. Greater investment in scholarships and strategic use of scholarships to attract and retain high achieving students.
- D. Increases in advising resources to assist students in exploring, applying to, and choosing post baccalaureate opportunities, and to support potential applicants for competitive scholarships and awards.
- E. More curricular options at the lower-division level to appeal to a wider range of student interest.
- F. A bridge to upper-division honors opportunities for transfer students and students not in the Honors Program.
- G. Clear, precise, and complete descriptions of Honors Program and departmental honors tracks in the PSU catalog for sake of transparency and marketing. This will require a clarification of policies and practices, including the exemption of Honors Program students from the baccalaureate distribution requirements, approval of Honors theses, etc.
- H. Curricular proposals (including those concerning departmental honors tracks and Honor Program) be vetted through the faculty governance structure, i.e., require the approval of the Honors Council (a body yet to be created), the University Curriculum Committee, and the Faculty Senate.
- I. Remediating the Honor Program's ongoing use of omnibus numbers rather than discrete catalog numbers for well established courses.
- J. Better tracking Honors Program and department honors track students in Banner student information system and on-going, systematic assessment of the curricular and co-curricular experiences of high achieving students.

Part III: Findings and Recommendations

What follows is a discussion of the Committee's findings and its detailed recommendations. Italicized and underscored text is taken from the charge of the Committee. Bulleted items are the Committee's recommendations.

The Committee was charged with reviewing campus-wide recourses, practices and services related to high-achieving students. In pursuit of this goal, the committee was asked to consider and make recommendations regarding:

- 1) The definition of “high achieving student”, and methods currently employed for identifying and recruiting such students, both in our admissions office and throughout the university.

There is no single definition of a high achieving student at Portland State. Definitions used most often reflect high school GPA and/or SAT/ACT scores. While the reliance on quantifiable measures may preclude students whose achievements are measured more subjectively, the admissions office personnel targets students with high school GPAs of 3.5 or above and 1150 SAT or 24 ACT scores in their efforts to recruit high achieving students.

There is considerable competition among colleges and university to enroll high achieving students. Student college choice has generally been conceived of as a process involving three stages: predisposition (where students arrive at a decision to continue their education beyond secondary schooling), search (where students explore various options for continuing their education and develop a set of institutions they considering attending), and choice (where students apply to and eventually choose an institution from the set of choice institutions developed in the search stage). Typically high achieving students begin the college choice process early in their high school career.

In order to attract high achieving students, PSU needs to be in the set of institutions from which the student will choose to attend. Each year the admissions office secures contact information on prospective students through purchasing the names of students from targeted states who took the PSAT and SAT, high school visits, college fairs, and other activities. The office has an extensive plan for communicating and following up with students who have high school GPAs of 3.5 or above and 1150 SAT or 24 ACT scores. The admissions office also has publications and holds events specifically targeted at high achieving students. Periodically the admissions office will send the contact information on high achieving students to the academic units. It is not clear what the academic departments do with the names. The Admissions Office does send the Honors Program lists of scholarship recipients and admitted students who meet the GPA and SAT test requirements of the Honors Program (3.5 GPA and 1200 SAT score). While the Honors Program’s contact with these students may help recruit students to the program, more efforts need to be made to use the Honors program to recruit students to PSU.

It is noteworthy that despite the efforts of the admissions office personnel, PSU attracts fewer first time freshmen than do OSU and UO. And while there had been an increase PSU’s ranking among other OUS institutions, PSU’s first time freshmen average high school GPA and test scores rank below OSU and UO. It is further noteworthy that PSU expends less proportionately resources on student recruitment.

In order to attract high achieving students the committee recommends:

- The University devotes more resources toward the earlier identification and aggressive recruitment of high achieving students.
- More collaboration among the admissions office, academic departments, and the Honors Program to contact and follow up with students while they are forming their

choice set of institutions so that the university's offering can be used to attract high achieving students.

- Stronger and more prominent presence of opportunities PSU offers high achieving students on the PSU web site including a links to information about the University Honors Program, Departmental Honors Tracks, scholarships, highlights of students, etc.

2) The scholarship resources available for recruiting high-achieving students, and the current processes for coordinating such resources.

Currently some scholarships and fee remissions are awarded centrally, while the awarding of other scholarships is decentralized. Some scholarships, particularly those awarded centrally, are used to specifically attract incoming students, while other scholarships are awarded to continuing students and help to retain high achieving students. Not all fee remission and scholarship dollars awarded by PSU are done so on the basis of the student's academic achievement.

Scholarships are of utmost importance in attracting and retaining high achieving students. However, PSU lags behind its sister institutions in the Oregon University System in proportion of fee remissions invested in scholarships and the amount of private donation scholarships available to award in scholarships.

In order to attract new students, the timing of when scholarships are offered is important to getting PSU in the choice set of institutions. The Viking Scholarship (PSU Scholars) program targets high school juniors, who are in the search stage of their college choice process, by offering students with cumulative high school GPAs of 3.50 a \$1,000 scholarship should they choose to attend PSU. However, in recent years the dollars in the scholarship program have been reduced. Further, in awarding other scholarships to new students, PSU must be competitive with when other institutions award scholarships to high achieving students.

In the 1990s the University Honors Program was provided with sixty Laurels Scholarships (fifteen per year for each of four years) that provide tuition remission for 12 credit hours per term, which can be continued for a maximum of twelve terms, based on continuing satisfactory performance, measured each term. The number of scholarships available for distribution by Honors was later changed from a fixed number to a dollar amount; thus, with subsequent tuition hikes the number of scholarships available has dwindled. Currently, Honors has forty-two scholarships. These scholarships are awarded to Honors students demonstrating outstanding performance in the first year of the lower-division core course, "Studies". In 2006-07, at the urging of the admissions office and the university scholarship coordinator, the Honors Program agreed to participate in the University's online scholarship application project, and committed to funding a maximum of ten successful applicants identified during this process. Unfortunately, only two complete applications were received and funded. In the future Honors and the Admissions Office will need to better advertise these scholarship opportunities as recruitment tools.

The committee understands that there is an institution-wide committee looking at how fee remissions dollars are invested. The Committee recommends

- The fee remissions committee examine how these remissions can be coordinated and invested strategically to attract and retain high achieving students.

Further the committee recommends

- An increased investment in fee remission dollars to attract high achieving students
- The Development Office work with the Honors Program faculty to increased fund raising activities for scholarships, particularly through strengthening the a donor base of alumni of the Honors Program
- Committee asks the future Honors Council to examine the appropriateness of the method and criteria by which merit-based scholarships are distributed to students.

3) The coordination of advising with particular attention to continuing academic development (e.g., applying for graduate/professional school)

Much of the advising for students interested in pursuing graduate or professional schools rests with individual faculty. Pre-health advisers in CLAS spend considerable time and effort assisting their students with applications. The Career Center provides a number of opportunities designed for current PSU students who are interested in graduate or professional schools. These include workshops on graduate school search strategies, as well as individual appointments to discuss resume development, graduate school essay reviews, and providing mock interviews to support graduate and professional school admissions processes.

Recommendation:

- The committee recommends that the Academic Advising Council provide professional development opportunities to support the role of faculty and professional academic advisors in assisting students in exploring, applying to, and choosing post baccalaureate opportunities.

4) Aspects of curricular design to serve the needs of high-achieving students, beginning with freshmen and for high achieving transfer students.

In addressing this aspect of its charge, the committee reviewed the opportunities that our sister institutions in the Oregon University System and comparator institutions offer high achieving students. A summary of this review and analysis is included in Appendix A.

5) The coordination of means by which we identify and prepare students to apply for the prestigious national and international scholarships and fellowships (Truman, Marshall, Rhodes, Goldwater, Phi Kappa Phi, etc.)

The committee did not find a consistent university strategy to identify and support high achieving students for national and international scholarships and fellowships. In stead, high achieving students are identified and prepared to apply for national scholarships and fellowships in a largely ad hoc and uncoordinated way, with some advertising on the web, and some program specific or individual faculty outreach.

The College of Liberal Arts and Sciences is the exception. CLAS has made a

conscious effort over the last few years to reach out to students who might be eligible for these awards both through its Dean's Scholars program and by assigning .5 FTE professional academic adviser to work with students applying to graduate school by helping them look for scholarships and supporting them through the application process.

Further, it seems that PSU students face added hurdles when they do attempt to compete for prestigious award. Students often begin the application process too late (at the end of junior or senior year). Students who apply from institutions that regularly cultivate and support a pool of applicants are more likely to be "on the radar" of selection committees for prestigious awards. Fewer PSU students have been mentored through the co-curricular activities, internships and study abroad experiences that help prepare them as successful candidates. PSU could enhance the competitive edge for its students, even with the constraints of current resources limitations, if various campus groups who work with and make awards to high achieving students (PSU Admissions & Scholarships, McNair Fellows, Campus Diversity, Campus Engagement, IE-3 Global Internships, Phi Kappa Phi, Honors Program, departmental honorary societies and honors tracks, and others) made a concerted effort to identify students who are competitive for these awards.

Recommendations:

- Assign 1.0 FTE of the new advising positions created in support of mandatory advising to work with an Honors Council to develop and then implement a plan to identify and support potential applicants for competitive scholarships, as early as possible (by Sophomore year) at PSU.
 - Include consultation on, coordination and dissemination of student development opportunities among programs serving high achieving students as one of the charges of the University Honors Council/Board.
- 6) The significant presence of such co-curricular entities as the various honoraries and the student pre-professional organizations.

According to a document provided to the HAS committee from Student Activities and Leadership Programs (SALP), a unit within Student Affairs, there are currently ten honorary groups active and supported by SALP advisers. It is unclear to what degree these groups are also connected to the academic disciplines or a faculty member within the discipline.

Few respondents to our HAS survey of departments at PSU highlighted honorary societies or students clubs as one of the "opportunities" that their departments provides for high achieving students (only 5 out of 30). A search of the PSU web site found few references to honorary societies, suggesting that information that might point students in this direction is not easily accessible.

There was limited data available to the Committee on the curricular or co-curricular experiences of high achieving students at PSU. The data that were available (e.g.,

from the advising survey, admissions survey, and National Survey of Student Engagement) were collected for purposes other than understanding the experiences of high achieving students. The committee recommends:

- The systematic, on-going assessment of curricular and co-curricular experiences of high achieving students.

The University Honors Program is an important resource for high-achieving students at Portland State University. The committee was asked to:

1. Understand the history and development of the Program, and consider ways that the Program's efforts to serve its population of high-achieving students can be supported and strengthened, and further integrated with existing or emerging resources at the university

The University Honors Program (then called the University Scholars Program) was established in 1969 by the State Board of Higher Education upon recommendation by the PSU Faculty Senate and administration. The Honors Program was designed to provide a demanding and rigorous four-year general education track for a limited number of motivated students intending to go on to graduate or professional school. As initially conceived, students entering the University Honors Program would be extended the extraordinary privilege of release from the general university requirements for the baccalaureate. Instead, students are expected to meet a different set of requirements that includes general education coursework (done within the Honors Program) and coursework in a specific departmental major. So long as students meet those basic requirements they can graduate—and quite frequently have graduated—with fewer than the general university's required number of completed credit hours. The extension of this privilege necessitates that the faculty exercise careful supervision as students develop their plans of study and prepare their portfolios for application to graduate or professional school. In order to ensure the close advising and mentoring of honors students who are afforded this privilege of designing individualized programs, the number of students who can participate in the program was capped at 200 when the program was founded.

The Washington, D.C. internship experience is one of the distinctive features of the PSU Honors Program. In 1986 the University Honors Program began offering students the opportunity to secure and participate in undergraduate internships in Washington, D.C. These internships are generally closely related to the students' academic area of specialization, or anticipated graduate/professional goals. Over the years students have earned internships at the National Institutes of Health and the National Institute of Mental Health, the Woodrow Wilson Center, the Smithsonian Museums, the Library of Congress, in the offices of Oregon's senators and representatives, and in many other prestigious positions. The Honors Program has been able to provide this opportunity to sixteen students per year. A list of the internships in which Honors Program students have participated is included in Appendix B.

2. Curriculum

A. Core Coursework

Unlike some honors programs that follow a disseminated or distribution model, the PSU Honors Program provides an integrated curricular experience that maintains continuity throughout the four years students spend in the program. In the lower-division tier students take the core courses in which they develop a number of writing and research skills necessary for writing the baccalaureate thesis. In the upper-division tier, students take courses that continue to refine and build upon the writing skills developed during the lower division core courses. Thus, by the time students enter their senior year they will have had the opportunity to develop and refine the writing skills necessary for producing the baccalaureate thesis, the final step in the honors curriculum.

The two-year lower-division core courses in honors were developed to address two goals. First, courses in honors provide thematic content students will need and which will appeal to students from a wide range of disciplinary majors. Second, coursework is aimed at preparing the writing skills students will need to complete the final thesis project in their senior year. The thematic focus of the current lower-division core courses in Honors was designed and implemented in the years 1995-1997. In the early 1990s the faculty of the Honors Program became involved in the working group on the re-design of general education at PSU. Drawing on their expertise Michael Flower and Lawrence Wheeler applied as principal investigators to the joint NSF/NEH project on curricular reform and were successful in competing for a \$176,000 curriculum development grant to design a new cluster of courses for the University Studies project examining and comparing the methodologies of the sciences and the humanities. The insights garnered through the project also drove the most recent redesign of the honors core courses. The result has been an innovative general education program that offers a coherent and integrated four-year curriculum with clearly defined learning outcomes. In 2010 PSU received the Council for Higher Education Accreditation (CHEA) Award for Outstanding Institutional Practice in Student Learning Outcomes in recognition of the curricular design in both the University Honors Program and University Studies.

The thematic content of the current lower-division core course that developed as a result of the work done with the support of the NSF/NEH grant explores the relations between “the two cultures” (those of the sciences and the humanities.) In the first year of the core curriculum, students explore the rise of experimental sciences from the seventeenth to the twentieth century and study other forms of knowledge production that get pushed aside to make way for it. In the second year, the course, by turning back to ancient Greece and Rome then moving forward to the seventeenth century, examines the cultural matrices of knowledge production, leading back to a more fully-informed examination of the emergence of experimental science. In the third and fourth years, students in Honors take at least two upper division seminars in Honors that focus on topics in the faculty’s areas of expertise.

The writing assignments for the lower-division core course are introductory of the tools necessary for the later composition of the baccalaureate thesis. All writing assignments are built around a drafting and revision process and requires students to turn in multiple drafts of their work before producing the final product. In the first year students have a summary of argument assignment (which asks that they read and consider the argument

of a scholarly text), an explication assignment (which requires that they read a primary text and examine the relation between form and content in a text), and an assignment studying the implicit construction of historical relationships (which requires that students attend to how a text situates its argument in relation to precursor texts.) In the second year, students work on a year-long project in which they identify a contemporary discourse community; that is, a group of scholars sharing a common inquiry, which will be identified both by means of the evidentiary archive employed and by the methods used to examine and manipulate that evidentiary archive. This rehearsal anticipates later work students will do to identify a scholarly research community in their own discipline in which they will frame their own argument in the baccalaureate thesis. In the third and fourth years assignments reinforce the writing tools developed during the first two years of the curriculum. Thus, by the time students are prepared to write their baccalaureate thesis they should have received 35 hours of writing instruction in their general education courses.

B. Alternate first year theme

In order to offer a wider variety of courses for honors students, the Honors Program is developing an alternate first-year theme that it will pilot during the 2010-2011 academic year. The alternate first-year course that will develop the same writing and critical reading skills as the current core course, but it will focus on the theme of colonialism and globalization instead of the exploration of the rise of the experimental sciences.

C. Domain Seminars

In order to better address the needs of high-achieving transfer students, the University Honors Program is currently considering developing a series of “domain seminars” taught at the 300 level that would serve as an entry point into the “upper-division tier” of Honors for students coming in with more than 60 credit hours. These seminars could serve as the entry point for transfer students coming from the new PCC Honors Program (see below) and for other transfer students.

The domain seminars would recognize that there are methodological similarities between disparate disciplines and that there is value in bringing students across disciplines, but within domains (e.g. the natural sciences and engineering, the humanities, the social sciences) to thoughtfully inspect and consider such similarities and to also give full weight to differences defining particular disciplines. This would mean offering different domain seminars each term that would focus on different domains. These seminars would be taught within Honors, but could draw upon faculty expertise from outside Honors on a rotational basis.

2. Evaluate the success of students in the Honors Program using data on retention, completion rate and time to degree in addition to information on awards and graduate and professional school placement.

The retention of PSU Honors Program students is difficult to measure due to the fact that currently enrolled Honors Program students are not coded as such in Banner. (Formally the Honors Program appears in a student's record as a second major in Honors, but Honors Program students do not declare the Honors major until they graduate.) To study the issue, the Committee has therefore had to work essentially from just two sets of data: students who have actually enrolled in Honors courses (1992 to present), and students who have graduated with PSU Honors (1975 to present). These data appear to reveal a low rate of retention, and the Committee considers this low retention rate as one of the greatest challenges facing the Honors Program today.

To illustrate the problem, consider the average enrollment figures for Honors Program cohorts entering 2005-06, 2006-07 and 2007-08. Actual enrollment in HON 199-I (fall term freshman year) averaged 84 students. By the following spring average enrollment in HON 199-III dropped to 44 students, and by spring term of sophomore year average enrollment in HON 199-VI fell to 20 students. In recent years the number of students actually graduating from PSU Honors has varied between 11 and 14 students per annum, representing a further drop in enrollment at the upper-division level.

As another illustration of the problem of retention, consider the 6-year graduation rate for Honors Program cohorts entering 2002-03 and 2003-04. Of the 143 students who started any freshman-level section of HON 199 during these two academic years, 31 students (22%) graduated from PSU with University Honors within six years, and 41 (29%) graduated from PSU within the same time but without University Honors. (Seventy-one students, or 50%, did not graduate from PSU within six years, but we have no information on whether they transferred to and graduated from another institution.) In other words, of the 72 students in these two cohorts who graduated from PSU within six years, 57% did so by transferring from PSU Honors to University Studies.

The committee offers some potential explanations or causes for the retention rate, while acknowledging that there may be others.

There is substantial reason to suppose that the low rate of student retention in PSU Honors is in part a problem of recruitment. That is, retention will be greater if the Honors Program begins by recruiting students who clearly have the potential to succeed.¹ Over the last several years the number of students who go through the full application process and are fully admitted to the University Honors Program as entering freshmen has diminished.² The current recruitment plan consists primarily of the admissions office doing initial outreach to a broad range of high school students and then providing Honors with contact information for

¹ See Appendix C: "A Close Look at One Honors Cohort Over the Freshman Year"

² The full admission process requires that students have a minimum 3.5 high school GPA and an SAT score of 1200 or better (combined math and critical reading score.) They are also required to submit a writing sample (a research paper which employs and critically assesses outside sources used to support the writer's argument), transcripts of previous academic work, and two letters of recommendation, preferably from teachers familiar with their academic work. Those students are also interviewed.

students already admitted to PSU who at least partially meet the requirements for admission to the program. The Honors Program generally receives this information batched in late January; Honors then sends out a letter, application and brochure about the program to those students. Unfortunately, this batch list of student names is provided to Honors late in the recruitment cycle—ideally, high achieving students admitted to PSU should already have been made aware of the existence of the Honors Program by this point. Furthermore, the current recruitment process does not successfully identify high achieving students, who have not yet applied to PSU, early enough for the purposes of strategic recruitment to PSU and the University Honors Program. Such strategic recruitment of high achieving students for Honors necessarily serves to recruit high achieving students for PSU.

Given current stresses on credit-hour generation, Honors has found it necessary to recruit students during Summer Orientation, at which point there is not time to take students through the full application process and screening. Rather, students, who have attended an informational session about Honors (and who have attested that they are able to meet the rigorous writing demands of the curriculum) are provisionally allowed to enroll in the first year “Studies” sequence and told that full admission into the Honors Program will be dependent upon their work in their majors and in the first year courses in Honors. Unfortunately, in many cases, students who self-select for participation in the Honors Program during the Summer Orientation sessions do not meet the minimum admission requirements for honors. This results in a high attrition rate during the first year courses from among those who were not screened prior to enrollment in the honors cohort. Students who were not previously formally admitted to the Honors Program are fully admitted after successful completion of the first year core course.

The problem of student retention in PSU Honors may also be tied to another pattern that we have noted, that the Honors Program does not appear to appeal evenly to high achieving students of all majors. Consider the pool of all 137 students who graduated successfully from PSU Honors between winter 2000 and fall 2009. Of these students, twelve completed double majors and two completed triple majors, so that together they represent a total of 151 individual majors. Of these 151 majors, 104 (69%) fell within just ten departments: English (18), Biology (16), Chemistry (13), History (12), Music (10), Foreign language (9), Art (8), Computer Science (6), Psychology (6) and Science (6). Another 22 departments accounted for 1-4 individual majors each, and no other PSU departments were represented at all. To cite one example, Geology has one of the oldest and most successful departmental honors tracks at PSU, but so far no PSU Honors Program student has ever majored in Geology. It appears, then, that the Honors Program has integrated much more successfully with some majors than with others.

Admittedly, the direction of the PSU Honors informs us that some of those who initially enroll in HON 199-I as freshmen are students who have not been formally admitted to the Program, but who have been encouraged to try out Honors by taking a course or two. Arguably this practice may make the disproportion between freshman and senior Honors students appear larger than it actually is. Presumably, however, some of the more successful of these non-Honors students go on to enroll in the Program, so that in another sense all freshmen taking these courses should be considered as potential Honors

students. Since Banner does not currently indicate which students are admitted to the Honors Program and which are registered for Honors courses without being so admitted, we have been unable to compare the retention of Honors and non-Honors students as separate groups taking Honors courses.

Admittedly also, the retention rate for PSU Honors is not easily compared with retention rates in most other PSU programs. PSU Honors is unusual in that it is not currently equipped to accept transfer students, who otherwise constitute the majority of the PSU student body. The Honors Program is currently conceived as an integrated 4-year program that necessarily begins in freshman year. Thus students leaving the Honors Program during or after the freshman year are not balanced by other students transferring into the Program at the sophomore or upper-division levels.

While some attrition will necessarily occur in any highly demanding academic program, it would be desirable to achieve a somewhat greater balance between freshman, sophomore and upper-division enrollments in PSU Honors. Improved retention would have several distinct advantages. For students progressing through the program, greater retention of their classmates would create more of a sense of a cohort of students sharing the Honors experience as a group. Greater retention would make more efficient use of the time and resources of Honors faculty, since they would no longer be training a large number of students who will not complete the program. Greater retention would also produce a larger number of graduates from PSU Honors, thus presumably improving their career prospects and raising the national visibility of the Program and the University.

To this end, the Committee recommends several reforms:

- The University should devote greater resources toward the earlier and more aggressive identification and recruitment of Honors Program applicants, especially from area high schools. Retention will be greater if we begin by recruiting students who clearly have the potential to succeed.
- In order to appeal to high achieving students with a wider variety of interests, PSU Honors should develop (and is in the process of developing) more curricular options at the lower division level. Currently the Program has plans to develop an alternative track in its freshman year sequence that would focus on the theme of colonialism and world cultures rather than the current narrower focus on European culture. We see this as a step in the right direction, assuming that such new courses would be subject to the normal process of curricular review.
- The recent decision by Portland Community College to develop its own lower-division Honors Program presents PSU with a new opportunity to integrate high achieving students into the PSU Honors Program as transfer students. PSU Honors Program is exploring domain seminars that could be taught on a rotational basis by departmental faculty. These interdisciplinary seminars could in the humanities, the social sciences, the physical sciences, and, perhaps, systems philosophy. The domain seminars could serve multiple purposes: in addition to integrating PSU Honors more fully with the majors and with departmental faculty, these seminars could serve as a

pathway by which fully qualified transfer students may enter the PSU Honors Program at the upper-division level.

- The co-admission programs with area community colleges offer opportunities for students to effectively transition from honors programs at in these institutions to PSU's offerings for high achieving students. The possibility of dual admission to the PCC and PSU honors programs should be examined.

3. Consider how the curricular review process occur for the Honors Program.

In one sense the PSU Honors Program has always been subject to the same process of curricular review that applies to other curricular programs at PSU. New courses and substantive curricular revisions to the catalog are subject to approval by the director of the Program, the University Curriculum Committee and the Faculty Senate. Most recently, such curricular review occurred in the early 1990s when certain significant changes were made to the structure of the program, both to establish equivalency with the new University Studies program, and in keeping with the campus-wide movement to replace 3-credit courses with 4-credit courses.

In another sense, however, the PSU Honors Program has largely escaped the normal process of curricular review since all of its courses use omnibus course numbers. The problem is most acute at the lower division level, where Honors students do the majority of their coursework, since all lower-division Honors course share the same omnibus number: HON 199, "Studies." At the upper-division level (apart from independent study), Honors courses share just three different numbers: HON 399, "Special Studies," HON 410, "Selected Topics," and HON 407, "Seminar." While many programs at PSU teach a substantial number of their upper-division courses as 407-seminar, which arguably should not be considered an omnibus number, the course numbers 199, 399 and 410 should normally be used only on a temporary basis until the program has had time to gain approval for a new discrete course number.

- The committee considers that the PSU Honor Program's ongoing use of omnibus numbers rather than discrete catalog numbers for well established courses is a significant problem that needs to be remedied.

A second significant problem that we find in the current catalog description of PSU Honors is that program's stated "graduation requirements," which include the following:

"Students complete a core component of work in the Honors Program, typically around 45 credit hours, which satisfies their general and liberal education requirements. While individual core programs will vary to some extent, students will complete 10 courses in Honors. These will include the core course, "Studies," at least two courses designated as colloquia, and the two-quarter thesis project (8 credit hours)." (*PSU Bulletin 2009-2010*, p. 55)

The committee finds this description of the Program's graduation requirements to be vague and difficult to interpret. For the sake of transparency, we would favor a clear, precise and complete description of the Program's graduation requirements, including the exact minimum number of

credits to be completed at each level, and the minimum grade (reportedly the grade of B) that students need to achieve in each Honors course in order to continue in the Program. Ideally, the Program's graduation requirements should be sufficiently precise to be coded in DARS, so that the Degree Requirements Office can verify completion of the Program.

A third problem that we find in the current catalog description of PSU Honors is that, though PSU Honors Program students are exempted from PSU's baccalaureate distribution requirements, this exemption is nowhere clearly stated in the *PSU Bulletin*. The current bulletin, while not addressing this issue directly, appears to imply that Honors Program students are exempted only from University Studies requirements, not from distribution requirements:

“Students working toward a bachelor's degree must complete the (1) University requirements, (2) University Studies (general education) requirement, (3) Bachelor of Arts, Bachelor of Music, or Bachelor of Science requirements, and (4) requirements for a major. Students majoring in Liberal Studies or the Honors Program do not need to meet the general education requirement.” (*PSU Bulletin 2009-2010*, p. 42)

“University Studies (General Education Requirement. Not required for Liberal Studies or the Honors Program.)” (*PSU Bulletin 2009-2010*, p. 43)

It appears that Honors Program students have always been exempted from distribution requirements since the Program was founded in 1969. A review of the DARS reports of all twenty-seven students who graduated from the PSU Honors Program in 2008 and 2009 shows that eleven (or 40%) had apparently not completed the distribution requirements for the degree under which they graduated. For the sake of both transparency and faculty governance, the Committee believes that:

- The policy of exempting PSU Honors Program Students from baccalaureate distribution requirements should be reviewed by the Academic Requirements Committee, the University Curriculum Committee and the Faculty Senate.
- If this exemption is duly approved, it should be made explicit in the *PSU Bulletin*.

Finally, in keeping with our larger proposal that PSU create an Honors Council with oversight of the PSU Honors Program and departmental honors tracks, the Committee believes that:

- The new Honors Council should have the authority to review and approve all new Honors courses and other substantial curricular changes to the Honors Program before those changes are reviewed by the University Curriculum Committee and Faculty Senate. In this sense the Council would fill the same function with respect to the Honors Program that the curriculum committee of the relevant College or School currently fills with respect to the departments.

4. Consider how the Program's longstanding interest in serving more students, whether the current 200 student enrollment cap can be lifted and what additional resources would be required.

Since its founding the size of the PSU Honors Program has been formally limited to 200 admitted students at any given time. (For reasons explained above, it is unclear how this

limit applies in practice since students admitted to the Honors Program are not coded as such in Banner until they graduate.) In recent years the size of the Honors faculty has grown, and now comprises six faculty positions, or five faculty FTE (two of the Honors faculty holding split positions with University Studies). Probably as a result of this expanded teaching capacity, the number of student credit hours generated per annum by all Honors Program courses has increased since the mid-1990s by 50%.

Over the same period, however, the number of students graduating from the Honors Program has remained flat, averaging just under fourteen per annum. At the same time the whole PSU student body has grown rapidly. Expressed as a percentage of all PSU undergraduate degrees, Honors Program degrees have thus declined sharply: from a peak of 1.6% of PSU undergraduate degrees in 1980, they have fallen to 0.9% in 1995, and just 0.4% for the last four years (2006-2009). Despite its growth in personnel, PSU Honors Program thus serves a smaller and smaller proportion of PSU students.

By building its faculty the Program has already built its capacity to teach a larger number of students. Honors domain seminars taught on a rotating basis by departmental faculty might further expand the Program's capacity to accommodate students. Though it thus appears that expansion of the Honors Program would require no immediate new investment in personnel, it would require other investments to recruit and provide scholarships for a larger number of students. The Committee thus concludes that:

- It would be desirable to expand the enrollment cap of the PSU Honors Program. We have discussed a possible figure of 500 actively enrolled students, though it would probably be best to increase the enrollment cap in increments, and assess any problems that may arise, such as Honors Program students who find it difficult to register for the Honors courses that they need.
- As stated above, the University should devote greater resources toward the earlier and more aggressive identification and recruitment of high achieving applicants, especially from area high schools. Without the proactive recruitment of a larger number of students with the potential to excel in PSU Honors, to raise the enrollment cap might simply be to set up more students to fail.
- The University should expand its investment in scholarships and research grants for high achieving students, raising said investment to a per capita level comparable to the average at our comparator institutions. Such an investment would both help to recruit high achieving students, and help them to succeed at PSU.

5. Other recommendations for the PSU Honors Program.

The Committee further recommends the following:

- The creation of a distinctive activity code in Banner to designate all currently enrolled Honors Program students, and an ongoing effort from the direction of the PSU Honors Program to keep the coding of currently enrolled Honors Program students up to date. This would aid greatly with future efforts to understand and assess the Program.
- Preferential course registration for PSU Honors Program students, and for departmental honors track students, allowing them to register for courses before the general

- undergraduate student population begins registration, as well as expanded library privileges such as an extended checkout period comparable to that of graduate students.
- Clarification of the formal rules governing the final approval or rejection of the Honors thesis for purposes of completion of the PSU Honors Program graduation requirements, reserving the right of evaluation of the scholarly achievement and disciplinary expertise demonstrated by the thesis to the student's departmental thesis committee.
 - As mentioned above in passing, the development of new "domain seminars" in Honors. This idea has originated with the Honors Program faculty and in concept has met with the approval of the Committee. As we imagine these seminars, the Honors Program would invite departmental faculty to teach these seminars. Registration for domain seminars would be open only to PSU Honors Program students, departmental honors track students, and other high achieving students appropriately defined. Though interdisciplinary in scope, they would also be somewhat more specialized, and less interdisciplinary, than regular upper-division Honors courses. They would thus occupy a transition point between the general education goals of the Honors Program, and the disciplinary expertise of the departments.

Departmental Honors Tracks were framed in the early 1980s by the Faculty Senate as a means of addressing the needs of transfer students; several departments currently offer tracks to their majors. These tracks thus also represent a significant resource for high achieving students at the university. The committee was asked to:

Though departmental honors tracks have existed in some form at PSU since the 1980s, those for which we have been able to find any substantial information have all been created since 2002. Today fifteen departments have established honors tracks. The number of degrees produced by departmental honors tracks rose rapidly after 2002, reaching 46 in 2009. By far the most active honors track at PSU is that in Business Administration, which alone accounts for 45% of all students graduating from departmental honors tracks. After Business administration, the most active honors tracks are those in Chemistry, Geology and History, each of which accounts for nearly 10% of all students graduating from departmental honors tracks. Three of the fifteen existing honors tracks have not yet produced a single degree.

Departmental honors tracks should not be confused with the PSU Honors Program, a four-year general education program for high-achieving students that ordinarily culminates in a senior honors thesis in the student's major field. PSU Honors Program students frequently major in departments that do not have departmental honors tracks. Many departments across PSU thus have experience in advising senior honors theses even though they have no departmental honors track, and they may have developed protocols for doing so. On the other hand, PSU Honors Program students who major in a department that does have a departmental honors track are normally expected to complete that track. Of all students who have graduated from departmental honors tracks so far, roughly 10% also graduated from the PSU Honors Program.

Departmental honors tracks are intended to serve several purposes. In addition to providing PSU Honors Program students with a formal structure for completion of their senior thesis, they also enable high-achieving non-Honors Program students to obtain an advanced

academic experience, and to graduate formally “with departmental honors.” Since transfer students cannot ordinarily enter the PSU Honors Program (the coursework for which begins in the freshman year), departmental honors tracks provide the only opportunity for transfer students to do a senior thesis. Departmental honors tracks are especially appropriate for students who intend to enter graduate school.

1. Evaluate the success of the students in the Department Honors Tracks using data on retention, completion rate and time to degree in addition to information on awards and graduate and professional school placement.

As with Honors Program students, the success and retention of departmental honors track students is difficult to measure due to the fact that currently enrolled honors track students are not coded as such in Banner. To gain a sense of the size of the phenomenon, the Committee has had to work primarily from just two sets of data: students who have graduated from PSU after completing departmental course 403 (“Thesis”) with a passing grade, and students who have graduated from PSU with departmental honors. Both indicators are problematic. Not all departments with honors track require their honors track students to take departmental course 403. Moreover, a number of departments with honors tracks have failed to report their honors track graduates consistently to the Degree Requirements Office, with the result that these students have often graduated without formally receiving departmental honors. For this reason we have attempted to verify our lists of honors track alumni by consulting the departments in question. In nearly all cases, however, we have been informed that the departments do not maintain their own lists of their honors track alumni, but that to the best of their memory our lists appear to be complete.

2. Consider mechanisms to support the development of new Departmental Honors tracks and for sustaining those currently in existence.

Only a minority of departments currently have departmental honors tracks, greatly limiting the ability of high achieving students across PSU to do advanced work in their field. Surprisingly, for instance, not a single department in the School of Fine and Performing Arts currently offers an honors track (though several departments in that School routinely advise the theses of PSU Honors Program students, suggesting that honors tracks would not be difficult to develop).

For those departments that already have departmental honors tracks, moreover, information is often very difficult to obtain. Only eight of the fifteen existing departmental honors tracks are described in the current *PSU Bulletin*. Some of these descriptions are very vague, while one is simply a single sentence referring students to the department for more information. Only four of the *Bulletin* descriptions adequately describe both the admission requirements and the graduation requirements of the honors track. Only nine honors tracks are described on departmental websites. Three honors tracks are described neither in the *Bulletin* nor on the website (though they provide print handouts to students who know to ask for them).

The failure of departments to provide adequate descriptions of their honors tracks in the Catalog and on the Web creates a number of problems. Honors tracks cannot serve as

recruiting tools for prospective high-achieving students if applicants are unaware of them. Many qualified majors may never learn that their department has an honors track. The quality of honors tracks cannot be adequately assessed if information about them is not readily available. If degree requirements are not clearly defined, their administration may become arbitrary and unfair. If degree requirements are not clearly defined, they cannot be encoded in DARS.

Departmental honors tracks are also under-resourced, the University having devoted minimal, if any, funds to scholarships and research grants for honors track students. Nor has the University invested in the expanded staffing needs of departments advising honors track theses. Certain departments have informed us privately that they considered but rejected the proposal to create a departmental honors track since they were concerned about the additional workload for their faculty.

To this end, the Committee makes the following recommendations:

- The Council of Academic Deans (CADS) should encourage major departments across the University to develop departmental honors tracks.
 - In order to appeal to high achieving students with a wider variety of interests, PSU should develop more departmental honors courses at the lower division level.
 - The University should expand its investment in scholarships and research grants for high achieving students, raising said investment to a per capita level comparable to the average at our comparator institutions. Such funding should target departmental honors track students as well as PSU Honors Program students.
 - Every honors track should be described clearly and completely, both in the *PSU Bulletin* and on the departmental website. In each case the description should include both the requirements for admission to the honors track, and the requirements for completion of the honors track. In addition, the website of each department should provide a downloadable application form. Descriptions in the *Bulletin* should be referenced in the index to the *Bulletin* under the term "Honors, departmental."
 - We have recommended above that the University should create a website centralizing information on resources for high achieving students. This website should include links to information on all existing honors tracks.
 - Academic units should consider developing workload model for faculty by which some appropriate amount of advising of independent study credits would be considered the equivalent of a course.
3. Suggest ways that these tracks should be designed, administered and reviewed for consistency and quality in the student experience.

The committee makes the following recommendations:

- Curricular review. Currently proposals for new honors tracks, or for substantial revisions to existing honors tracks, are reviewed and approved only by the department, the dean and the provost. In keeping with the principles of faculty governance, we recommend a review process by which such proposals would also require the approval of the Honors Council (a body yet to be created), the University Curriculum Committee and the Faculty

Senate. The Honors Council in particular would be responsible to oversee the consistency and quality of expectations across all honors tracks.

- Specific curricular recommendations. The Committee further recommends that:
 - Every departmental honors track should include a senior thesis or comparable culminating product, to be presented publicly to the faculty and students. While in most departments such a project will be a formal written thesis, we might imagine programs where the final project would be (for example) the composition and performance of a significant musical work, or the creation and exhibition of a series of visual artworks.
 - Every departmental honors track should include at least two terms of formal independent study or honors coursework. (This might include thesis research and writing, specialized classes for high achieving majors, or new Honors Program “domain seminars.”) One term would seem to be inadequate to research, write and present a true senior thesis.
 - Every departmental honors track should include at least one term of departmental course 403 (“Thesis”), a course number that is reserved uniquely for the undergraduate thesis.
- Terminology. A number of departments refer to their honors tracks as departmental “honors programs,” causing needless confusion with the PSU Honors Program. In future, departments should be uniformly required to withdraw the expression “departmental honors program” and instead adopt the expression “departmental honors track.” (We are informed that recent catalog revisions already tend in this direction.)
- Timely reporting of honors track completion. In a number of departments, many or all of those students who have successfully completed the departmental honors track have never received formal recognition of this achievement in their official student record, and thus technically have not graduated “with honors.” The error occurs when departments fail to notify the Degree Requirements Office that a particular student has completed the departmental honors track. It is incumbent upon all departments with honors tracks (and presumably upon the department chair) to notify the Degree Requirements Office in a timely fashion each time a student completes the track, and to verify in Banner that the student has received appropriate recognition.
- Other record keeping measures. Further, having consulted with the Assistant Director of the Degree Requirements Office, the Committee also recommends each of the following reforms:
 - Currently enrolled honors track students should be designated as such in Banner with an appropriate activity code.
 - Requirements for each departmental honors track should be coded as an option in DARS, so that students can inform themselves of their own progress toward the completion of track, and so that the Degree Requirements Office can more easily verify that a graduating senior should receive departmental honors. (Note that the Mathematics Department has already done this.)
 - The form for the application for graduation should be revised to ask students if they are in a departmental honors track.
 - If all honors tracks required students to complete some minimum number of credits of departmental course 403 (above), this would be a further aid to identifying students who are pursuing departmental honors.

4. Consider means by which these tracks can be integrated with other resources for high-achieving students.

To address this issue the Committee simply wishes to reiterate recommendations made elsewhere in this report. In particular:

- The University should expand its investment in scholarships and research grants for high achieving students.
- The University should create a central website for high achieving students with links to a variety of resources.
- The PSU Honors Program should work with departments to develop what the Honors Program is currently calling “domain seminars,” which would be taught primarily by departmental faculty and designed to serve both honors track students and PSU Honors Program students, as well as other high achieving students, appropriately defined.

Part IV Other Curricular Considerations

Accelerated Baccalaureate

Offering a three-year accelerated baccalaureate could serve as a significant recruiting tool for attracting high achieving students to PSU. The Honors Council should study carefully the different models of accelerated baccalaureate programs currently being offered.

There are two broad models for developing accelerated baccalaureate programs. The first requires students to complete the same number of credit hours in a shorter period of time and is portrayed as a cost-saving measure. This option is available to students who have acquired many college credit hours while still in high school, who take summer courses, and who take a high number of credit hours each term. The other form of accelerated baccalaureate emphasizes developing core competencies in the disciplinary major and in general education coursework. In this model students are not required to achieve an arbitrary number of credit hours for graduation, but instead to complete a carefully-designed pattern of courses and co-curricular experiences that will assist the student in building the skills necessary for success in later educational experiences.

As it was designed, the University Honors Program offers the possibility of an accelerated baccalaureate program at PSU that would conform to the second form of program discussed above. The extraordinary privilege extended to students fully admitted to Honors (release from general university requirements, but with the requirement that students fulfill core general education coursework in Honors and coursework in their disciplinary major for graduation) allows them a degree of flexibility in designing an individualized undergraduate program, in close consultation with faculty advisors in their major and in Honors. This privilege often allows Honors students to graduate with fewer than the general university’s required number of completed credit hours, which means that students can and do graduate in under four years. With this in mind, the Honors Council should consider the strengths offered by the University Honors Program when it studies the possibility of designing an accelerated baccalaureate program for PSU.

Appendix A. Review of Comparator Institutions

To help guide our discussion of curricular design we gathered information on honors programming at our sister institutions and at the sub-set of urban public universities that have been designated by OUS as Portland State University comparator institutions. We were primarily interested in the organization and delivery of the honors curriculum, but also gathered data on admissions and retention requirements. (See appendix.)

Within Oregon, at our two sister institutions:

University of Oregon and Oregon State University offer both an "honors college" program and extensive departmental honors options (over 40 at U of Oregon). Each honors college enrolls approximately 700 students in honors identified courses that fulfill general education requirements, including upper-division courses taught by faculty with appointments in regular University departments, and require an Honors thesis. The two campuses offer a contrast, however, in terms of the organization of the curriculum and staffing of the honors college. Founded over sixty year ago in 1949, U of Oregon's Clark College is a separate academic unit with 13 resident faculty. OSU's University Honors College, founded in 1997, is designed as an enrichment program and, with no faculty of its own, could be described as a more "integrated" model.

Both honors colleges have a competitive selection process that is concurrent with Freshman admission, but OSU's program is generally more accessible to transfer students. U of O accepts high-achieving student transfers from within the University. OSU accepts transfers with a GPA of 3.25 or above; junior transfers enter as "associates" (with 15 credits of honors course work expected).

U of O Clark Honors College faculty offer a menu of five 200-level courses in 3 academic domains (science, humanities and social science) in the first year of its program that advertises a commitment "to both scientific and humanistic modes of inquiry." Depending on their majors, students may elect to distribute the five courses over one or two years. At OSU, first (or second) year students take honors sections in the regular Baccalaureate core curriculum (15 credits, including 3 credits of writing).

To create upper-division honors offerings, both honors colleges invite faculty to submit proposals for discipline-based honors courses. Clark Honors College accepts up to 20 proposals for 400-level colloquia annually and participation appears to be limited to admitted Honors College students. OSU Honors College changes its departmentally based 300 and 400-level honors courses annually, featuring over 50 courses per term. OSU opens upper-division honors courses that do not fill to students with GPAs at 3.25 or above. At OSU departmental faculty generally teach dedicated honors courses in load and Honors College reimburses departments for faculty time.

Students are required to complete a thesis at each school, with Honors Program mentors and departmental advisers on individual committees. It is not clear how well "integrated" this advising process is for students. At U of Oregon, the College states that the thesis

process “reflects dialogue, common work, and apprenticeship with faculty members in their specialized fields of interest.” OSU agrees to let students completing departmental honors tracks “adapt” their departmental theses to meet Honors requirements.

PSU has few if any honors courses outside of departmental thesis and by-arrangement courses and the limited number of seminars offered under omnibus numbers through Honors Program. If PSU elects to expand its honors programming and broaden participation, it will have to address the fact that its infrastructure is not comparable to either U of Oregon's or OSU's. In addition to small class sizes (12-20), each university offers its students identified honors housing, classrooms, study areas and lounges, IT support, dedicated advising and faculty mentoring, academic and social events. Each has a central office administration with a Dean, Assistant Dean(s), 1 or 2 Advisers, and recruitment and support staff.

At U of Oregon and OSU, some of the cost of providing infrastructure is born by the students who elect to participate. Students at OSU pay regular tuition plus a \$250 resource fee each term, while at U of O, honors resource fees range from \$2,000 in the first year, \$1,200 in the second, and \$250 per term thereafter. Neither University appears to offer tuition remissions as a recruitment tool specifically for Honors identified students. OSU Honors College currently has a limited number of donor-supported scholarships and has received a \$1 million pledge to create endowments in support of its students, faculty and the dean. U of Oregon offers students stipends to cover the cost of its resources fees.

PSU-OUS comparator Universities

This summary captures only some salient features of national Honors programs. In the appendix of the report is a chart comparing the features of honors programs at (X) urban public universities on the PSU-OUS comparator list, ranging from University of Wisconsin, Milwaukee to the University of Memphis.

Our comparator institutions offer an array of student benefits similar to those at U of Oregon and Oregon State University, with the most common being the promise of small class size, dedicated (often voluntary) advising, preparation for graduate or professional school, and leadership and social experiences within student organizations or honors communities. Also mentioned are a limited numbers of scholarships targeted for first year students, Milwaukee offers scholarships to Juniors and Seniors only, priority registration for courses, extended library borrowing privileges, arranged field trips, conference participation, and short-term study abroad. A number of institutions link honors students into campus-wide programs that support opportunities for first generation students, faculty-student research and special mentoring. Admission requirements are most commonly pegged to ACT/SAT scores, (ACT 27/SAT 1250), and sometimes guarantee admission with these scores. (One institution encourages students with ACT 26 or SAT 1200+ to apply.) GPA required for graduation ranges from 3.25 to 3.4.

Most of these institutions offer an Honors program that fulfills (enriches) general education requirements, with a required capstone project that is discipline based. Most also offer distinct departmental honors tracks. Some departments have integrated these two tracks, with specific departmental criteria added to the discipline-based Honors College-supervised thesis. First Year Experiences are frequently distinct from upper division course work that tends to be discipline based. Upper-division honors course work comes in different forms: either special honors seminars offered through the Honor College, or honors sections of courses in the regular curriculum, or parallel honors registration for identified honors courses. Several programs feature an honors capstone experience with a non-thesis option; one program has two degrees of honors, with and without thesis.

Two of our comparators have introduced recent changes in their honors offerings: Indiana University, Purdue University at Indianapolis (IUPUI), conducted a study of its regional competitors that led to a strategic plan for a separate Honors College program (initiated in 2007), and a separate Pre-professional Honors Admission track intended as a pathway into graduate or professional study at IUPUI for exceptional undergraduate students in Business, Health, Engineering, Law, and Physics. IUPUI is investing in targeted scholarships for its Honors College students, an honors dorm, and special programming and advising, but it has no distinctive first year curriculum. (Its first-year experience is linked to the University's two-year "Common Theme.") Students have the opportunity to complete 300- and 400-level Departmental Research and/or Capstone Honors Courses within their major disciplines for Honors College credit.

The Honors College at University of Illinois, Chicago recently realigned its two-semester Honors College first-year experience to match the six themes introduced in the new General Education Core in 2007 (Analyzing the Natural World; Understanding the Individual and Society; Understanding the Past; Understanding the Creative Arts; Exploring World Cultures; Understanding U.S. Society). UI Chicago has developed a broad partnership with faculty to serve its diverse, motivated and talented population of students. Over 250 Faculty volunteer as Mentors (and have a small "Mentorship meals" allowance). The Honors College graduated 305 students with honors in 2008 (ACT 28 is the admission standard and students must have a 3.4 GPA to continue.) Part of their success must stem from the investment in support staff: a Dean, 2 Associate Deans, a Director of Advancement, Director of Operations, and 4 Dean's assistants. Honors core courses limit enrollment to 25 (but first year courses provide credit in only the humanities and social science areas). Honors College offers upper-division lectures and seminars, recommended as good options for students after general education programs have been completed. Many departments offer honors identified courses. Intellectual and community engagement is built into the program with an expectation of a 1 credit Honors Activity each term. Students can complete capstone projects that are not limited to traditional theses.

	Memphis U	U Illinois Chicago	UI Purdue-Indianapolis	U Texas, Arlington	Western Michigan U
Honors College	yes: Helen Harden Honors Program http://www.memphis.edu/honors/	yes (300+ grads 2009) http://www.uic.edu/honors/	yes (program 2002, College 2007) http://honorscollege.iupui.edu/	yes (600, 2.8%) http://www.uta.edu/honors/	yes, 300 new per yr. http://www.wmich.edu/honors/
College Program Goals	Providing intellectual challenge and opportunities for outstanding students.	An option for students at UIC who seek additional academic challenge and extra-curric, opportunities.	A variety of regular courses, research, indpndt study options & experiential learning to supplement, enrich, students' degree programs.	Offers students the opportunity to obtain an exceptional education in a small academic community within the larger University.	Lee Honors College will focus on the quality of the each student's undergraduate experience. The signature organizing principle for the LHC is the creation of "The Distinctive Student."
*See "Basic Characteristics of a Fully Developed Honors Program" National Collegiate Honors Council http://www.nchhonors.org/	Honors courses are generally discussion-based, emphasize writing, problem-solving, critical and creative thinking, and a certain amount of intellectual risk-taking.	All members of the Honors College also belong to a degree-granting college. Members known on campus as leaders, innovators...	Students in College may take occasional courses or graduate w/ Honors by completing a prescribed program of at least 24 credit hours	Honors curriculum designed to offer a special interdisciplinary emphasis at each level of the student's academic career plus maximum flexibility on ways to complete Honors degree	Strategic Plan (updated February 2010) : Grow the LHC to 1,400 students by year 2015
first year admission	ACT 27/SAT 1200 & GPA 3.5	ACT 28 & HSPR 85% or better	ACT 7/SAT 1250 & GPA 3.7526 = automatic ACT 26/SAT 1200+, encouraged	ACT 27/SAT1200 top 10% of h.s. class	ACT 26 and HS GPA of 3.6
transfer admission	GPA 3.25	GPA 3.4 w/ 3+ semesters left		GPA 3.35 w/ 4 (or at least 3) semesters left	GPA 3.5 w/ at least 4 semesters left
Honors College Staffing	Dir., Asst. Dir.; Advisory Council Faculty member co-appt for HP1101	Dean, Assoc Dean, Advisers, staff assistants; Many Faculty Fellows	Dean, Assoc. Dean, Dir. of Recruitment	Dean, Assoc. 7 Asst. Dean, 2 advisers, coordinator, staff	Dean, Acad Adviser, Scholarship Adviser, coordinator, staff
first year curriculum	yes, 1 or 2 term seminar: "Global Challenge" (HP1101 & 1102)	yes, 2 term seminar on interdisciplinary themes (multiple)	No. But participation in campus Common Theme Project (honors section?):	Honors Freshman Seminar & Honors Enrichment (1 hr.) & Additional coursework recommended by the major	core curriculum: themed "clusters" of courses for 1st and 2nd year (4 semesters)

<p>upper division curriculum</p>	<p>Approved Honors Experiences junior & senior year: 24 hours 50 classes from variety of disciplines each semester</p>	<p>Honors Sections of Regular Courses; or Honors Seminars (201) & Honors Lecture Series (noncredit)</p>	<p>Honors-designated course work: "S" prefix, traditionally offered as for 15 honors students & Honors "H" Option projects: students enroll in regularly IUPUI courses, work w/ instructor to design project, research paper, or, independ. project, Hon 399 Students admitted after Fall 2009, complete 24 hours of honors credits: 9 in regular honors courses Remaining 15 combine discipl. course work, independent research or cultural studies</p>	<p>Distribution model, (not gen ed) total of 6 honors courses w/ at least 2 at the upper-division level; can complete non-honors class w/ extra honors work by arrangement (honors course "contract")</p>	<p>at least two at junior/senior level honors courses Coursework in honors fulfills gen ed reqs. Students also need to attend 6 "cultural events" and write a one paragraph reflection about it.</p>
<p>Capstone activity</p>	<p>Thesis is optional distinction</p>	<p>Thesis or project + presentation</p>	<p>Thesis option in the discipline</p>	<p>"senior project" dept based (Incl study abroad, internship)</p>	<p>thesis (depts. define)</p>
<p>continued eligibility</p>	<p>Admission to Program; 3.0 - 3.4 GPA (yrs 1 & 2) 3.25 cumulative GPA by graduation</p>	<p>3.3. GPA 1 Honors College Activity (HON222-intellectual or service-based)/term</p>	<p>3.3. GPA</p>	<p>receive honors course grade B or better, 3.2 GPA</p>	<p>3.25 GPA</p>
<p>Student benefits</p>	<p>-31 scholarships a year to incoming first-year students -Priority Registration -Scholarship Service Hours fulfilled in honors coursework -Honors-designated floors</p>	<p>-Some scholarships, tuition waivers, awards for research, study abroad, civic engagement -Faculty mentors -Supportive professional advisors -Hands-on learning in faculty-sponsored research</p>	<p>-The IUPUI Honors College offers a variety of scholarship programs for entering freshmen: \$1,500 per year for up to four years -Opportunity Program (UROP) for funded summer research with a faculty</p>	<p>-50 merit-based scholarships; 80% of students receive support - "Honors Common Room" - Small class size -Priority registration</p>	<p>-scholarships support for research/travel for senior thesis, or to support study abroad (not exclusive to honors students) -Trips, plays, concerts sponsored by Honors College -Articulation agreements</p>

<p>in dorm</p> <ul style="list-style-type: none"> -Extended Library Borrowing Privileges -Honors Computer Lab & Lounge -Co-curricular events (cultural and social) & travel to natl & regional conferences to give research presentations; -short-term Honors study abroad tours <p>Graduating with University Honors</p>	<p>-Leadership and social experiences within student organizations such as the Honors College Advisory Board (HCAB), Society of Future Physicians,</p> <ul style="list-style-type: none"> -Honors College publications such as Red Shoes Review and UIC One World, Honors College String Ensemble, etc. -Dedicated facilities, including computer lab, quiet study library, social & group study lounge, meeting rooms, kitchenette, and honors housing in dorm -Social opportunities including plays in downtown Chicago and honors Ball 	<p>-Internships</p> <ul style="list-style-type: none"> -service-based leadership, leadership courses, and leadership programs -Honors Advising -Honors House w/ programming and staff support -Honors College Student Council -A community of students and faculty w/ opportunities to become engaged on campus and in the urban community -ability to individualize majors w/independent study and research 	<p>-Special library privileges</p> <ul style="list-style-type: none"> -Fast track admission to UT Arlington graduate programs -Honors College Council -Honors on diploma, Honors College stole at commencement Summer Honors Academy for high school students 	<p>for admitting students from local area community colleges</p> <ul style="list-style-type: none"> -Participation in a student Honors Council
<p>Faculty benefits</p> <ul style="list-style-type: none"> -Annual teaching award -small class size 	<p>-Honors Faculty Fellow (soph. year advisees)</p> <ul style="list-style-type: none"> -Small honors seminar class size (20) -small activity allowance 	<p>?? Self Identified?</p>	<p>Honors College handbook for faculty not available on line</p>	<p>Faculty members who teach through the college are recognized by the University as individuals who are fine teacher/scholars and who enjoy working with students.</p>
<p>Departmental Honors tracks</p>	<p>YES, 14 depts. ; GPA & thesis option, or honors course work with GPA</p>	<p>Honors Credit for 300- and 400-Level Dept Research or Capstone Courses provide honors-level study in disciplines.</p> <p>*Honors Professional Admissions Program</p>	<p>Liberal Arts, Science & Engineering appear to partner w/ Honors College</p>	<p>Yes (have to search by dept., i.e., Poli Sci, Hist...)</p>

Appendix B

Honors Program Interns 1988 – 2010

Amann, Alexis	Curatorial internship, private gallery
Anderson, Heather	National Museum of American History
Andrasko-Bourgeois, Jonathan	NIH (Aorta Studies, Dr. Summers)
Arsanjani, Amir	NIH (Oncology Gene Therapy, Dr. Seth)
Askew, Israel	Sen. Smith's Office
Askew, Judah	NIH (Dr. Greenberg's laboratory)
Babiracki, Patryk	Woodrow Wilson Center
Baker, Matthew	Rep. Wu's Office
Barnam, Steve	National Building Museum
Barnum, Andrea	CNN
Barsotti, Teresa	Woodrow Wilson Center
Bazzell, Jennifer	White House
Bevan, Dane	Woodrow Wilson Center
Biller, Diana	U.S. Department of State (Office of European Union & Regional Affairs)
Bondelie, Kenneth	Society for the Psychological Study of Social Issues
Bonham, Luke	Latino Economic Development Corporation
Bonin, Kindel	National Museum of American History
Brisco, Ioana	NIH
Cairns, Crystal	Rep. Wu's Office
Callanan, Lindsay	NIH/Johns Hopkins (Institute for Global Health)
Carlson, Jessica	NIH
Carney, Christiane	National Museum of Natural History
Cate, Rachel	Amnesty International
Chasse, Mark	National Archives and Records Administration
Chisti, Ali	NIH
Clifford, Kristina	National Conference of State Legislatures
Conaway, Juliet	National Museum of American History
Cook, Vandy	National Portrait Gallery
Cook, Vivian	National Museum of American History (History of Medical Science)
Cooley, Josh	Woodrow Wilson Center
Cooper, Josephine	National Museum of American History
Cornwell, Marcus	The Wildfire Organization
Daschel, Betty	National Museum of Health & Medicine
Delander, Sarah	Mercy Corps
Delco, Matthew	Smithsonian Institute (IT Support Section)
Do, Peter	NIH (2 terms)
Dodean, Adela	NIH
Dorsey, Krista	Library of Congress
Douglass, Merlin	National Museum of American History
Dresselhaus, Carolyn	American Art Museum (research internship with Dr. Kotzin)
Duplessis, Jessica	Canadian Embassy
Duvack, Rachel	Center to Improve Care of the Dying (GWU Medical School)

Dysert, David	National Museum of American History/Woodrow Wilson Center
Eisert, Austin	NIMH
Estvold, Soren	NIH
Farrokhzadia, Sara	Woodrow Wilson Center
Feldman, Andrew	Rep. DeFazio's Office
Frank, Christopher	National Museum of American History
Fridenburg, Tess	National Museum of Natural History
Fuller, Thomas	National Museum of American History (Division of Science, Medicine & Society)
Gellatly, Eric	Sen. Hatfield's Office
Genest, Janelle	NIH (Genetic disease research, Dr. Nussbaum)
Geren, Jodi	Folger Shakespeare Library
Gherlein, Elizabeth	Voice of America (East Asia & Pacific Div., China Branch)
Gillies, Kyle	Woodrow Wilson Center
Glock, Ryan	Sen. Wyden's Office
Goe, Sean	NIH (Medical Imaging, Dr. Summers)
Gray, Orion	NIMH (ADD/Tourette's Syndrome Laboratory and Clinic, Dr. Castellanos)
Gust, Shannon	La Clínica del Pueblo
Hall, Vandy	Smithsonian Institution
Hamilton, Patrick	National Museum of American History (<i>American Quarterly</i>)
Harvey, Jon	National Museum of American History
Hays, Stephanie	Woodrow Wilson Center
Hazzard, Chris	NIH
Hinkley, Sean	National Museum of American History (Graphic Arts Collections, Research on printing presses)
Hirak, Brent	Freer/Sackler Gallery (Object Photography)
Hodges, Nathan	National Museum of Natural History (Department of Botany)
Horn, Zachary	NIH
Hosford, Alexandra	Fourth World Movement
Hrouda, Simone	Center for Applied Linguistics
Hutanu, Daniel	NIH
Illig, Tai	Woodrow Wilson Center
Jeanfreau, Matthew	Woodrow Wilson Center
Johnson, Aaron	Smithsonian Institution (Traveling Exhibition Service)
Johnson, Hiawatha	National Museum of African Art
Johnson, Robert	Rep. Furse's Office
Johnstone, Patrick	NIH (Molecular Neuroendocrinology, Dr. Licinio)
Kelly, Trisa	National Conference of State Legislatures
Kleck, Christopher	NIH
Kraley, Shon	Woodrow Wilson Center
Krause, Audrey	National Museum of American History (WWII German records)
Krummel, Amber	NIH
Landstrom, Allison	NIH
Larsen, Siri	National Museum of Natural History (Soil Studies)
Latiolais, William	U.S. Treasury (Economic Policy Department)
Leake, Joshua	National Museum Of American History (with Ann Rossilli, senior graphic designer)
Lisle, Aaron	Woodrow Wilson Center (internship with Sen. Moynihan)
Lohr, Jason	Woodrow Wilson Center (Dr. Amini)
Lui, Jade	National Anthropological Archives

MacArthur, Matt	National Museum of American History
Maney, Ella	National Museum of American History
Manning, David	National Museum of American History
Marsden, Jessica	Kutztown University (research on Baltimore-area synagogues)
Martin, Candice	Sen. Wyden's Office
Matteucci, Gregory	Rep. DeFazio's Office
Matthieu, Sharlene	NIH/NICHD (Laboratory of Comparative Ethology, Child & Family Research, Dr. Bornstein)
McDonald, Natalie	Woodrow Wilson Center
McMurry, Keri	National Portrait Gallery
Miller, Holly	National Museum of American History
Miller, Matthew	Woodrow Wilson Center
Moen, Peter	National Museum of American History
Monitto, Aivia	National Anthropological Archives
Moore, Shanna	Museum of American History
Morgan, Michael	Rep. DeFazio's Office
Morrison, Tiffany	NIH
Morton, Andrew	Rep. Wu's Office
Moss, Cheney	National Museum of American History
Moynihan, Cornelia	National Museum of Women in the Arts
Mullins, Melissa	Folger Shakespeare Library
Myers, Jason	National Museum of American History
Nelson, James	National Museum of American History
Nelson, Raney	National Museum of American History
Nieuhuser, Carrie	National Conference of State Legislatures
Nishikawa, Greg	NIH
Norton, Emily	Woodrow Wilson Center
O'Brien, Amanda	Washington Project for the Arts/Corcoran
Ogle, Erin	Woodrow Wilson Center
Olsen, Jennifer	National Museum of American History
Orcutt, Lindsey	Library of Congress (Music Division)
Pal, Natassja	NIH
Papadopoulos, Nicolas	NIH (Child Health & Human Development)
Patange, Simona	NIH
Patton, Rachel	Woodrow Wilson Center
Petersen, Snow	NIH
Petrisor, Dan	NIH (Dental research with Dr. Fox)
Pham, Albert	NIH (Center of Information Technology, Division of Computational Bioscience)
Phillips, Cynthia	Sen. Hatfield's Office
Pierce, Claire	Rep. Wu's Office
Pivtoraiko, Mikhail	Goddard Space Flight Center
Ponitch, Maresa	Capital Children Museum
Popp, Jeremy	NIH (Medical Imaging, Dr. Summers)
Powers, Sarah	Woodrow Wilson Center
Purcell, Shawna	Walter Reed Army Institute
Putnam, Amy	Woodrow Wilson Center
Putnam, Bryan	NIH (Radiology, Dr. Choyke)
Putnam, Eric	Georgetown University Hospital
Radmacher, Amanda	Smithsonian Institution (Archives Division)
Radonich, Rachel	NIH

Raiskin, Christopher	The Pragma Corporation
Rea, Julie	Woodrow Wilson Center
Rix, Rebecca	Common Cause
Robinson, Phoebe	NIH (Neurogenetics)
Robrecht, Daniel	NIH
Rose, Sharon	Center to Improve Care of the Dying (GWU Medical School)
Rufer, Emil	Smithsonian Institution
San Luis, Helen Grace	Woodrow Wilson Center
Sandhu, Neel	NIH (Neurological Disorders, Cognitive Neuroscience Section, Drs. Grafman, Pietrini)
Savu, Julian	NIH
Sayer, Daniel	NIH
Schmaedick, Melissa	U.S. Department of Agriculture (Foreign Agriculture Service)
Schwab, Kate	American Film Institute (Silent Film Archiving and Preservation Center)
Sharma, Sheena	Embassy of Afghanistan (Political Affairs Department)
Sherman, Antoinette	Folger Shakespeare Library
Shiveley, Jade	Woodrow Wilson Center (Kennan Institute for Advanced Russian Studies)
Shomloo, Shawheen	NIH (National Cancer Institute)
Skyberg, Osa	National Museum of American History
Smith, Sean	Rep. AuCoin's Office
Soll, Steven	NIH
Srams, Stefan	NIH (National Heart/Lung Institute, Dr. Spring)
Stan, Edward	National Society for Professional Engineers
Stevanus, Erin	Woodrow Wilson Center
Stevens, Madeline	Folger Shakespeare Library
Stucke, Ryland	NIH
Sullivan, Heather	Woodrow Wilson Center
Surdu, Mihaela	NIH
Tee, Michael	NIH (2 terms)
Than, Duong	NIH
Toates, Greg	Woodrow Wilson Center
Torchin, Leshu	National Holocaust Museum
Trosper, Dylan	ACLU
Tweed, Patrick	Woodrow Wilson Center
Ungureanu, Edalina	NIH (Pulmonary and Vascular Medicine)
Vanderlip, Aaron	National Museum of American History (Music History)
Walhood, Mark	National Trust for Historical Preservation
Walker, Jessica	Feminist Majority Foundation (Women & Human Rights Conference)
Walker, Todd	Woodrow Wilson Center
Watts, Autumn	Smithsonian Institution
Weather, Ward	National Museum of American History
Weber, Michelle	National Museum of Women in the Arts
Weislogel, Reuben	FINCA International
Westerman, John	Center for Folklife Programs & Cultural Studies, Smithsonian
Wilcox, Kathryn	Kennedy Institute of Ethics (Georgetown University)
Wilkins, Bryan	WVSA ARTs Connection
Williams, Kathleen	Library of Congress (Rare Books)
Williams, Tona	Battelle Pacific NW Laboratories (Environmental Section)

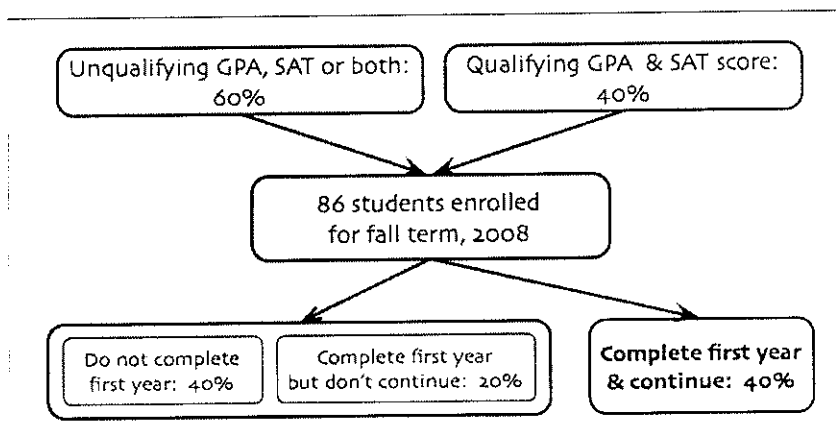
Winters, Erik
Wolff, Christopher
Yoder, Emily
Zajdel, Dan
Zimmerman, Larisa

National Museum of American History
National Museum of Natural History
National Archives (Center for Legislative Archives)
NIMH
National Museum of American History (Cultural Studies, Ethnic
Imagery Project)
White House (President's Council of Economic Advisers)
National Museum of American History

Appendix C

A CLOSE LOOK AT ONE HONORS COHORT OVER THE FRESHMAN YEAR

One approach to examining the continuance of students pursuing their general education requirement in the Honors Program is to follow a group of students from the fall term of one year through to the beginning of the second year of Honors. Although we examine only one set of data here, the findings are consistent with Honors faculty knowledge and experience of other first year cohorts. Eighty-six students registered for Studies I in fall 2008. Of these, at least 22 (26%) had GPAs below the 3.5 threshold.³ Five of these had GPAs that rounded up to 3.5; 17 (20% of total enrollees) did not. Of the 22 with low GPAs, seven (8% of total enrollees) also had SAT scores below the 1200 threshold score. This means 64 students met the GPA requirement (69 students if we count the rounded up GPAs). We have SAT data for 58 of these 69 students. Of those 58, twenty-two had SAT scores below 1200. Looking at these numbers together we know for sure that only 34 (40%) of the students meet both Honors criteria and perhaps four of the remaining eleven, the difference between 58 and 69 students, do as well (so possibly 44% of the students meet the criteria). At the most generous we could presume that all the indeterminate cases (there were eleven) met both the requisite GPA and SAT scores. At best that's 45 students or just over 50% of fall term registrants in Studies I.



What happened to the 86 students over the course of Studies I, II and III, and on to enrollment in Studies IV in fall 2009? Roughly 60% of the

students completed the first year and 41% were registered in Studies IV. Students least likely to complete the year were those with both low GPA and SAT scores (only 22% do so). The next least likely to finish were those with qualifying GPA but low SAT scores (48%). Those with somewhat low GPA but qualifying SAT scores completed the first year at a rate of 81%, while 71% of those with both high GPA and SAT scores finished the first year. Clearly, those students who met both GPA and SAT criteria, or who met the SAT criteria, fare much better than those with lower GPAs or both low GPA and low SAT scores.

Of the 51 (of 86) students who did not continue into the second year (fall 2009), thirteen left PSU and 38 remained. Of those thirty-eight, eleven had not maintained at 3.0 GPA and thus were not formally admitted to the Honors Program. This leaves 27 students whose cumulative PSU GPAs were above 3.0 and who could have continued but did not. Why those twenty-seven students (whose PSU cumulative GPAs were above 3.0) did not continue in Honors from spring 2009 to fall 2009 is clear for some (family difficulties, emotional problems, found the Honors curriculum too demanding of their time,⁴ and such) and not for others. Roughly half of them were students who presented non-qualifying SAT scores at the beginning of their freshman year, and the overall data suggest that high SAT scores is a better predictor of Honors continuance than is GPA.

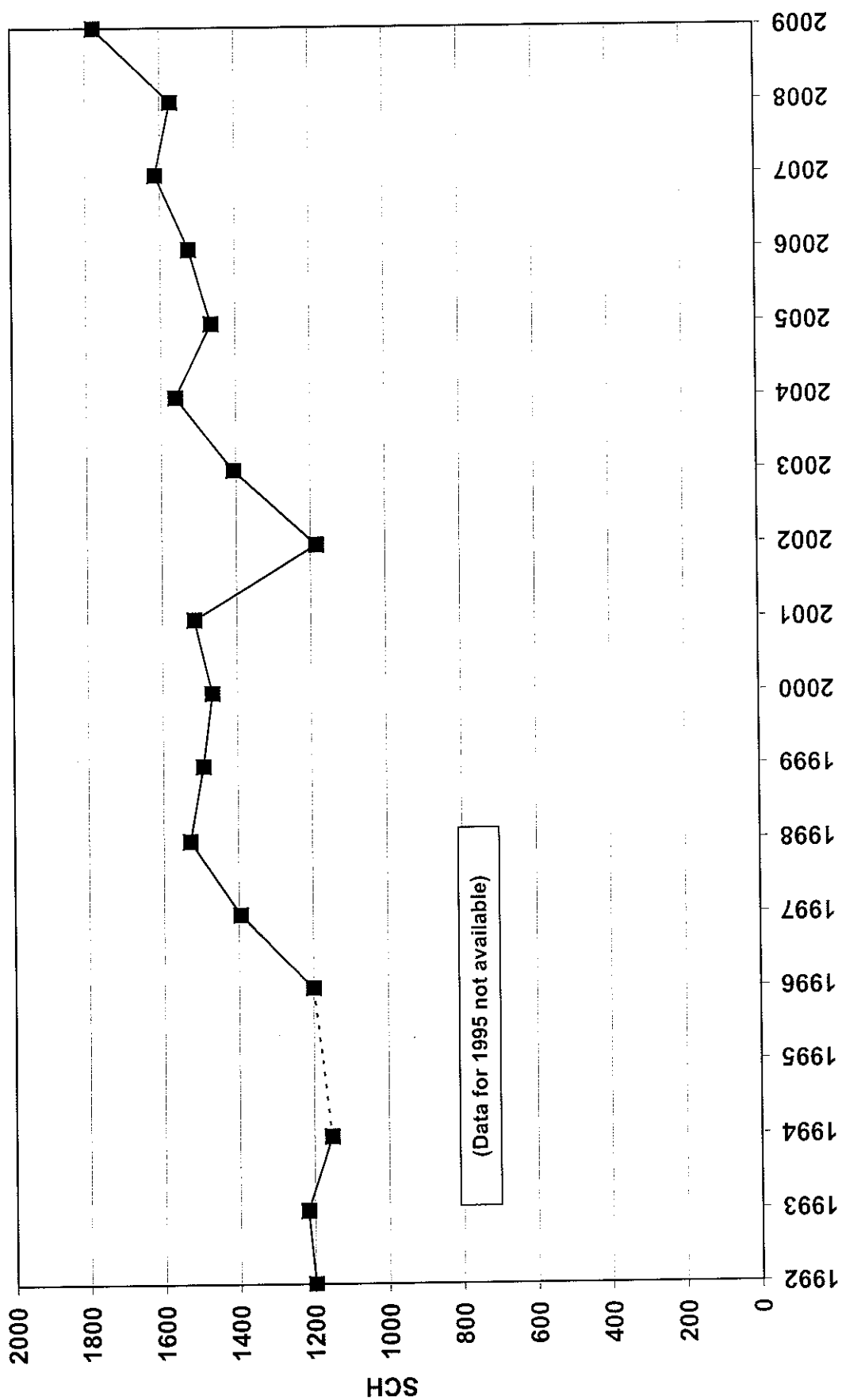
In conclusion: If we take these data as representative of other cohorts (and we have no reason to think otherwise) we would expect a greater rate of continuance through the first year and on to the second if the entering group was comprised of students who met both GPA and SAT criteria. At present only about a half of the students electing first year Honors meet those qualifications.

³ For some students we have no SAT scores and for a few others (entering with a GED or home schooled) we have no GPA.

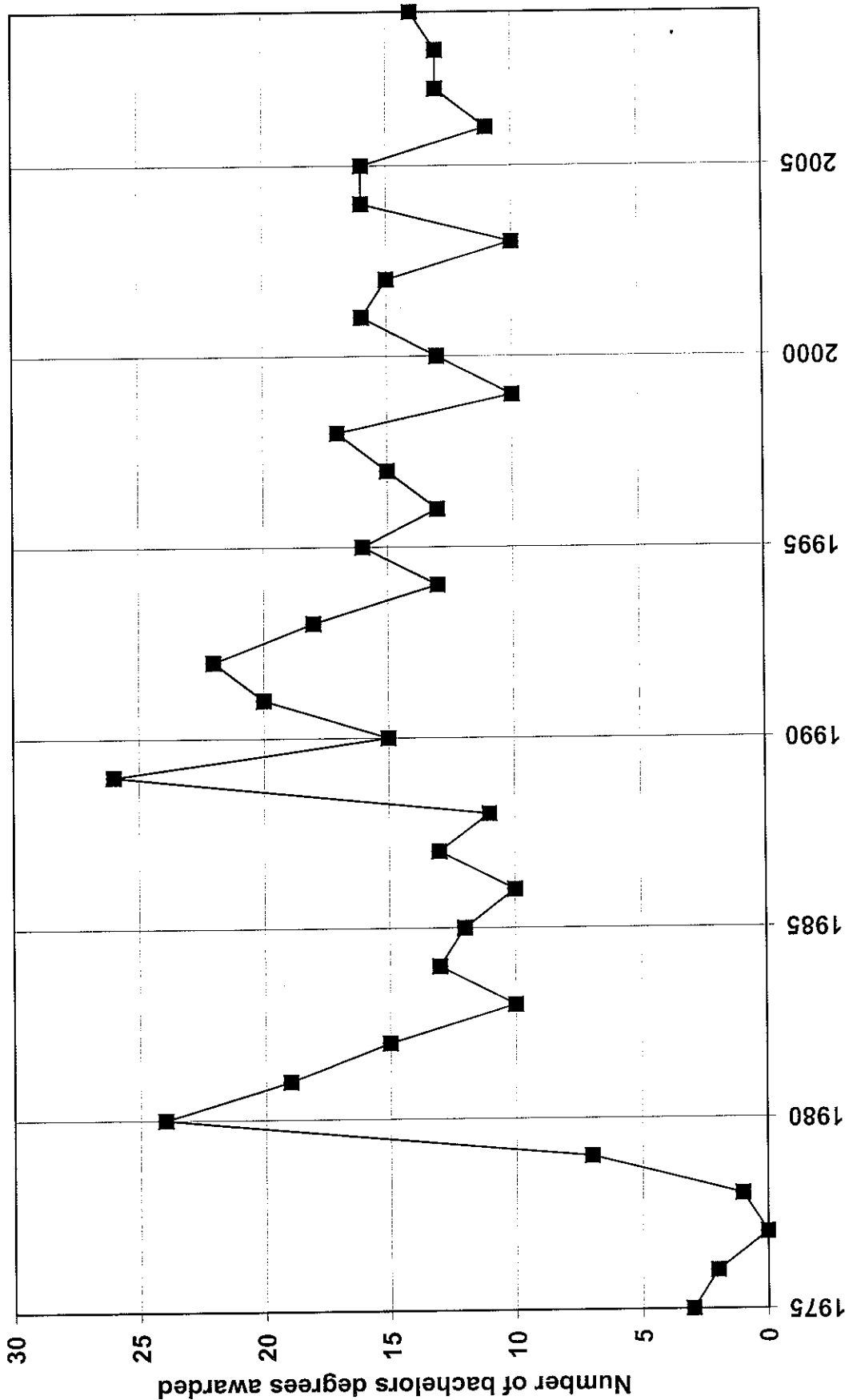
⁴ As Freshman Inquiry Coordinator, Michael Flower has met with a number of students seeking to move over to University Studies. Those students often note that the Honors workload is demanding and that, given the press of time, they would rather put more hours into their other coursework.

Appendix D: Honors Program and Departmental Honors Tracks Enrollment

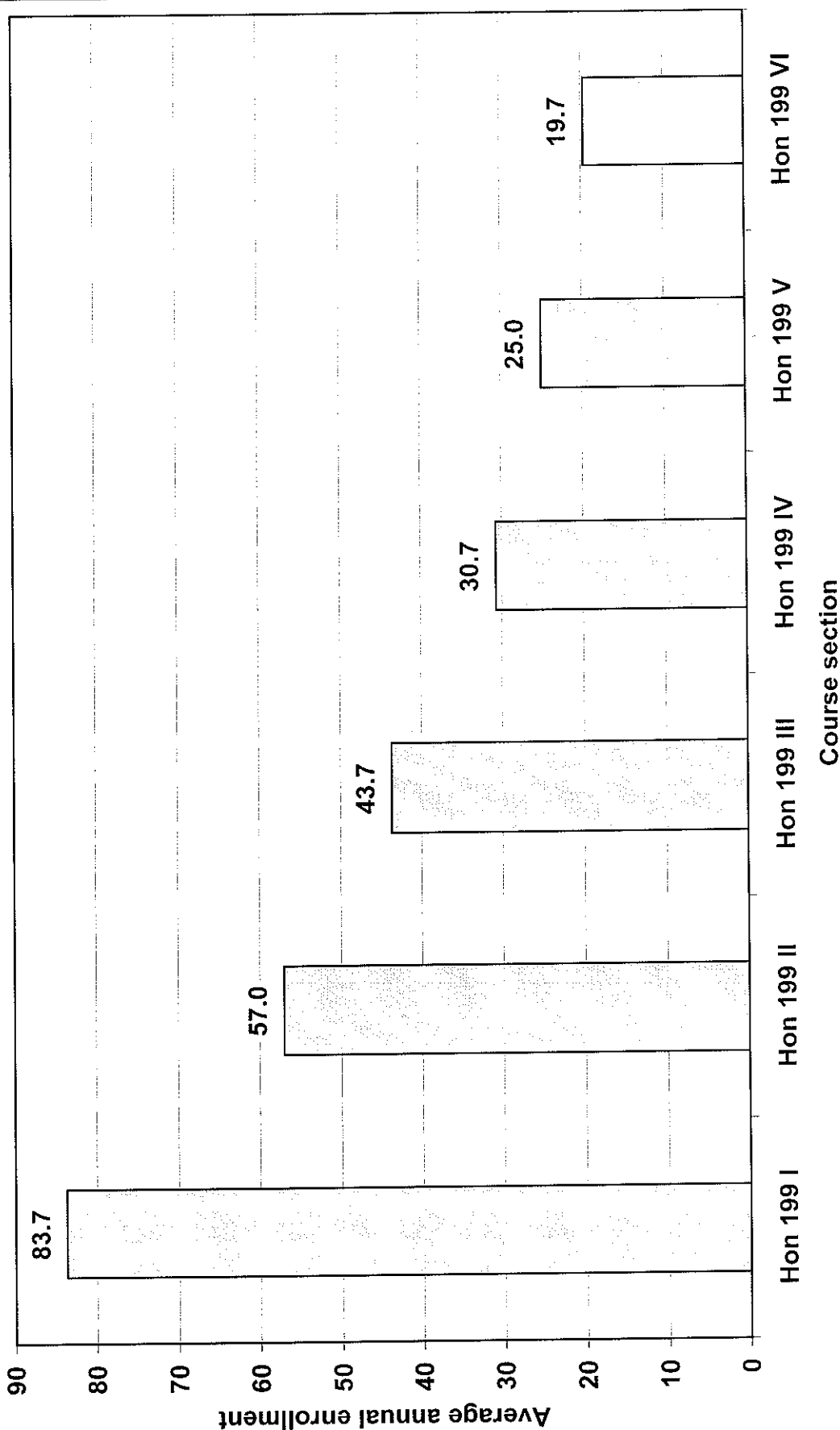
Total SCH in PSU Honors Program courses, 1992-2009



Degrees awarded to PSU Honors Program students, 1975-2009



Average enrollment in HON 199 for student cohorts entering 2005-2007



PSU students who have graduated from departmental honors tracks, by major (2002-2009).

College Dept	CLAS										MCECS					SBA		SSW		CUPA		Total
	BI	CH	EC	G	HST	MTH	PHL	PH	CE	CS	ECE	ME	BA	BA	CFS	PS	PS	PS				
2002				2												2			4			
2003				1															1			
2004		4	2	4	1		3							8					22			
2005	1	5	1	2	4		2		1	1				9					26			
2006		3	3	3	3		1							22		1			36			
2007	2	3		2	6		1			1				17	2				35			
2008	4	1		3	1		2		2	2				15	2				34			
2009	5	2	2	3	3		2		2					19	4	2			46			
total	12	18	8	20	18	5	11		5	4				90	8	5			204			

Departmental codes:

BI: Biology
 CH: Chemistry
 EC: Economics
 GEOG: Geography
 G: Geology
 HST: History
 MTH: Mathematics
 PHL: Philosophy
 PH: Physics
 PSY: Psychology
 CE: Civil and Environmental Engineering
 CS: Computer Science
 ECE: Electrical and Computer Engineering
 ME: Mechanical Engineering
 BA: Business
 CFS: Child and Family Studies
 PS: Political Science