To the Graduate Council:

I am submitting herewith a thesis written by Gary P. Johnson entitled "Student and Faculty Perceptions of the Freshmen Collegiate Experience at The University of Tennessee, Knoxville." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in College Student Personnel.

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STUDENT AND FACULTY PERCEPTIONS OF THE FRESHMEN COLLEGIATE EXPERIENCE AT THE UNIVERSITY OF TENNESSEE, KNOXVILLE

A Thesis

Presented for the

Master of Science

Degree

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Gary P. Johnson

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ABSTRACT

This investigation addressed the problem of assessing the impact of a university environment on the students experiencing that environment. The purpose of this investigation was to report the perceptions of impact that a random sample of freshmen education majors have of their first year at The University of Tennessee, Knoxville on the educational, personal/interpersonal, and vocational dimensions of their lives. A random sample of faculty in the College of Education was also interviewed to determine what perceptions faculty have of the manner in which this College and The University of Tennessee environment effects freshmen. The second purpose of this study was to qualitatively analyze the perceptions of students and faculty. The work of Chickering (1969) and Holland (1973) provided the theoretical framework on which the analysis was based.

The technique for obtaining data in this research was the interview. A focused, longitudinal interview design was used to overcome two major weaknesses of the questionnaire method identified in the current literature. One weakness was the tendency for questionnaire based designs to mask the effects of the impact of college on students. The second shortcoming was that predetermined outcomes only allowed for responses according to those outcomes. In these focused, longitudinal interviews students and faculty were free to respond in any manner they wished.

Interviews with the subjects were scheduled to represent the beginning, middle, and end of a quarter. All interviews were conducted in private by the same interviewer. Each monthly interview contained the same twelve questions. These questions were designed to allow all subjects to freely report their perceptions. All interviews were recorded on tape. Tapes were later replayed and statements relating to the educational, personal/interpersonal, and vocational dimensions were rated as to a positive, negative, or combination of positive and negative impacts. This data was arranged in a table so that trends, frequent or infrequent responses, and other tendencies could be identified.

Each question was analyzed separately. Interpretation included the range of dimensions effected by a question, the development of individuals, and the dominant impacts of the environment. Selected responses from students and faculty were included to personalize and clarify the analysis.

The perceptions of students and faculty have indicated that there is a great deal of independence at The University of Tennessee. Whether students wish it or not, they are very much on their own. Most freshmen enjoyed the opportunity to be independent and were developing responsible autonomy. Freshmen and faculty also reported the desire for deeper friendships with one another, but they have some difficulty at developing such relationships. Another significant finding was that students and faculty perceived an inadequacy in survival skills. Basic English skills were often reported as inadequate. This problem was on the minds of both students and faculty. Vocational concern was another

area common to students and faculty. The inadequacy of assistance for students in the area of career development was identified. Another significant finding was that students do not often view their emotions as difficult to deal with. Students may have very deep or troublesome emotions, but in most cases, students felt competent to deal with these feelings.

The results of this research have provided useful information that many people associated with this university may be able to use. In addition to increased awareness about student concerns, these findings will allow the university to respond to a particular weakness and also to build upon its strengths. This research has also demonstrated the need to perform similar studies on other populations and environments in order to discover their unique impact.

The impact of a university is the complex result of the interaction between a great variety of people and a large, diversified environment. The more that is understood about the effect of this interaction, the better the university is able to achieve its goals, to promote greater understanding of one another, and to respond to real needs.

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CHAPTER I

INTRODUCTION

A. BACKGROUND

Colleges and universities set forth in their college catalogues or student handbooks the goals of the institution. These are often written in very noble sounding terms and represent the expectations that the college has of its effect on the students that attend and graduate from the college. The implicit goal in almost all cases has been the development of the college's students. According to Brown (1972, p.28) this development has been expressed in either one or both of two goals: "practical, utilitarian, and vocational training or a liberal education." Personal growth has been the explicit or implicit purpose regardless of either orientation.

The University of Tennessee is similar to other universities in its statement of goals. From Hilltopics, The University of Tennessee, Knoxville student handbook:

> The University of Tennessee shares with other academic institutions the responsibility for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. The programs of study and activities from which the student may choose are designed to develop individuals who are accurately informed, disciplined in thought, and literate in expression. Through university experiences, students are provided an opportunity to establish a basis for mature private life, intelligent participation in society, and successful career. In establishing the objectives, the University needs the understanding, support and thoughtful assistance of each faculty member, administrator, and student. (p.17)

These goals directly express the purpose of the institution to change the students along specific directions.

Therefore, it seems quite natural to inquire as to the "nature" of the development of students at The University of Tennessee, Knoxville. In other words, has the university been successful in achieving its goals? Also, what exactly is the impact of this university on the lives of the students that attend this institution? This type of inquiry is very complex. Reliability and validity are very difficult to account for because of the great number of possible variables. Astin and Panos (1969) used ninety-five possible student outcomes and sixty-four environmental measures in researching the effects of college environments on students. Their study did not claim to be exhaustive. Another crucial aspect of obtaining accurate answers to the assessment of the impact of college is the research design. After much research Feldman and Newcomb (1969) concluded the major problem with most of the research on the impact of college on students was methodological. "The data that was obtained was not wrong; it was just not able to be interpreted." (p.2)

B. STATEMENT OF THE PROBLEM

This investigation addresses the problem of assessing the impact of a university environment on the students experiencing that environment. Paramount to the success of this study then is a clear understanding of what will be assessed and then how it will be assessed. The major research questions will be: What perceptions do the students have and what perceptions do the faculty have of the freshment collegiate experience at The University of Tennessee, Knoxville?

This study will report the perceptions of impact that a random sample of freshmen education majors have of their first year at The University of Tennessee, Knoxville on the educational, personal-interpersonal, and vocational dimensions of their lives. A random sample of faculty will also be interviewed to determine what perceptions faculty have of the manner in which this College and The University of Tennessee environment effects freshmen.

Another purpose of this study was to qualitatively analyze the perceptions of students and faculty. The theoretical work of Chickering (1969) and Holland (1973) will be used to provide an in depth look at the scope, nature, and implications of faculty and student perceptions. Through this theoretical framework the perceptions will be formulated in terms of the impact of the freshmen collegiate experience on these students. The analysis of freshmen perceptions should reveal the uniqueness of the college experience and individual development, the dominant impacts of the environment, the common stress points, and the times and directions of the development of these freshmen students. The perceptions of the faculty should reveal their perspective of students and how they see college effecting students. A comparison study of the two groups should reveal discrepancies and similarities. The analysis may also convey a time reference as to when a dimension (educationa, personal/interpersonal, or vocational) becomes important and how long it stays important. The interaction between the dimensions will also be analyzed.

C. SIGNIFICANCE OF THE PROBLEM

There is great import in understanding the impact that the specific university environment has upon its students, particularly its freshmen. Knowledge of these effects would be useful to the entire university community: faculty, staff, and students. In addition, prospective students, taxpayers, legislators and state officials, alumni, federal officials, university supporters, and the general public could all benefit by such information. All these groups have a specific share in the university. As Clark Kerr (1972) states:

> Today, more than even, education is inextricably involved in the quality of a nation ... So many hopes and fears of the American people are now related to our educational system and particulary to our universities - the hope for longer life, for getting into outer space, for a higher standard of living; our fears of Russian or Chinese supremacy, of the bomb and annihilation, of individual loss of purpose in the changing world. For all these reasons and others, the university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universitites. (p.87)

Therefore, it is important for these groups to understand the impact of the collegiate experience.

Several other current trends (Brown, 1972) in higher education intensify the need to know the effect of college on students. The current movement toward universal higher education has brought about new interest in post-secondary educational opportunities. Commuter colleges, colleges without walls, community colleges, technical colleges, and open universities are a few of the many alternatives. Information

on the impact of a college invironment on students would greatly aid students in selecting the most appropriate school for their needs.

Another trend has been called the "consumer revolution" (Brown, 1972, p.25). Students selecting courses will be comparable to consumers in the marketplace. Thus, students will have an effect on the class offerings, tenure policies, and other curriculum changes through their selection or non-selection of certain courses. However, Brown asks the question, will students take courses that will necessitate an exploration of self, a challenge to cherished values, or a course that has no immediate payoff? If students were knowledgeable about the changes in themselves that they could expect by attending a certain institution, selecting of a particular major, or taking a particular course, then students will be wiser consumers. Their selections would increase the probability that they would receive the greatest development through their experiences. In addition, a greater congruence between people and environment would take place.

Recently there has been a shift from private toward public sources of financial support for higher education. Also, within the public sources the support has shifted from state and local toward federal sources (The Carnegie Foundation for the Advancement of Teaching, 1976, p.27-28). Since the burden of financial support has increased for the taxpayer, there is greater demand for the justification of university programs and services. Brown predicts that the student credit-hour-per-dollar will continue to be a critical index of a program's

worth (p.24). Accurate information on the impact of the university would provide another index of a program's worth. It would be important alternative data, because it is tangible evidence of student change showing the magnitude and direction of such development.

The significance of this investigation portends far reaching implications for all associated with the University. Implications that could be useful for all staff and students at the university would include:

1. Information as to the nature, magnitude, and duration of student outcomes as a result of the impact of this University.
2. Support for prioritizing certain programs.
3. Clarification of the support systems on campus. In other words, what maintains this University the way it is?
4. Information on the reinforcement structures as well as the opportunities available to students.
5. Elucidation of the educative function: its efficiency, relevancy, variety of opportunities, and shortcomings.
6. Evaluation data for certain programs.
7. Assistance for developing change strategies from research data (i.e. make relevant changes).
8. Clarification for relationships between the various parts of the college and University environment.
9. Data that would help all work to facilitate and enhance the growth of the students. Help to maximize the impace of the environment on students' development.

10. Information on dropout rates and possible solutions.
11. Areas of student satisfaction and dissatisfaction.

Potential implications that would have specific applicability for administrators would include:

1. Ways to better meet student needs.
2. Elucidation of the changes students undergo while at this institution.
3. Information as to whether the changes students undergo were consistent with the objectives and goals of the University.
4. An evaluation of stressful periods during the school year.
5. Identification of contradictory messages that were given by the University that would be inconsistent with the goals of the institution.

Potential implications that would have specific applicability for the faculty would include:

1. Information on the curriculum: to make it more relevant and to improve understanding of how and why students learn.
2. Helpful information for faculty advising especially in the areas of choice of major, vocational choice, student interests, student weaknesses, and student values.
3. Information for in-service training to improve teaching skills.

4. Elucidation of the nature of faculty-student interactions and relationships.

Potential implications that would have specific applicability for students would include:

1. Better information to aid students in selecting the most appropriate college for their needs.
2. Better information to select courses.
3. Better career planning information.
4. Greater integration of the environment to facilitate the education of the whole person.
5. Help student services meet students' needs.

Potential implications that would have specific applicability for the College Student Personnel worker would include:

1. Help in prioritizing programs.
2. Identifying times when students would be more receptive to certain programs.
3. Information to enhance personal and social development.
4. Help for career development: facilitation of career decision making skills and elucidation of congruence between career choice and personal values.
5. Evaluation of stressful periods during the school year.
6. Identification of the salient features associated with the college and University environment.
7. Data to teach faculty and staff how to increase the potency of those salient factors in order to increase development of students.

D. DELIMITATIONS

The scope of this report is purposefully narrow in order to allow for careful and meaningful interpretation of the impact of a specific university environment on a particular groups of students. The format of this investigation is to present a well defined research problem, to present current research to corroborate the research design, to present a pilot study of an environmental assessment program, and then to offer implications of this study and directions for future work. The nature of this investigation is qualitative which is the first step toward a definitive study. "Without qualitative study we cannot discover what needs to be investigated through systematic experiment; in other words, we must know what to measure in experimental treatment." (Madison, 1969, p.465)

This study will consider the perceptions of the subjects of their environments while they are experiencing it. It is their immediate reactions that will be assessed. Neither the residual effects of the impact of college nor the duration of the changes will be reported. Freedman (1967) and Feldman and Newcomb (1969) have done extensive research in this area and have consistently found evidence of the persistence of student attitudes once they leave college.

Assessment of the impact of the university environment will be limited to faculty and freshmen perceptions. Although many assessment strategies exist for assessing the impact of the environment (Miller and Prince, 1976), they all have preconceived measures of student outcomes.

The emphasis in this investigation is freedom of response so that outcomes will not be predetermined. Hence, the self-reported perceptions are the most appropriate.

This investigation will be analyzing the impact of The University of Tennessee, Knoxville on those freshmen majoring in education. Such an approach can be inferred from the work of Valine (1978), Astin (1977), and Pace (1962). Each has shown that different college environments have a differential influence upon the students at the institution. This points towards researching a specific, limited environment.

This study is specifically looking at the impact of college on freshmen students with majors in the College of Education. Although the impact of college on all classifications of students merits research, the scope of this investigation is limited to one classification of students. Extended time periods would be needed to adequately report a comprehensive impact of college on freshmen. Feldman and Newcomb (1969) report that most institutions' dropout rate and transfer rate was highest during the first year of college. Heath (1968) has found that freshmen are the most educable of any classification of student. Davis (1977) discovered that most freshmen are undecided about their major when they arrive at college. The impact of college on freshmen is then noteworthy of further study.

E. DEFINITION OF TERMS

A clear and specific understanding of several crucial terms is a keystone to this investigation. Such an understanding provides the scope and perspective needed to ground this study on previous research and to allow for relevant implications.

Student Development. Student development is the heart of the concern of this investigation. The change evidenced in students has direction and magnitude. This development was more specifically defined by Miller and Prince (1976) as:

> the application of human development concepts in post-secondary settings so that every one involved can master increasingly complex developmental tasks, achieve self direction, and become interdependent. It is then, both a philosophical goal and the means for achieving it. (p.3)

The Impact of College. The impact of college is that influence exerted on students by that particular total college environment or any portion thereof. Such influence is exerted by people, events, the physical environment, or any combination thereof. There is the potential for individual effects as well as common effects. The scope of potential effects is limitless. Simply stated, the impact of college is the reaction of the interface between a student and his or her college environment.

Freshmen. Freshmen is that classification of full-time students that are completing their first year of continuous attendance at a college or university. They have entered the institution without any previous postsecondary experience.

Freshman Collegiate Experience. The freshmen collegiate experience is that group of experiences that freshmen, either individually or collectively, are exposed to during the first year of continuous attendance at a particular college or university. Implicit in the definition is that these experiences effect a change in the students. These changes amy be affective, cognitive, or physical. When speaking of an individual freshman, the freshmen collegiate experience refers only to those changes assimilated by that individual out of all the potential experiences and impacts offered by the college environment. When speaking collectively, the freshmen collegiate experience is the summation of all individual freshmen collegiate experiences for all the fershman at that particular college during that particular school year.

The Educational Dimension. The educational dimension is that domain of a student's life that deals with his or her cognitive development. Such intellectual development is central to the mission of most educational objectives, and it has been studied more than any other aspect of development in college (Chickering, 1969). It is, therefore, probably the easiest to measure through test-retest studies.

The Personal/Interpersonal Dimension. The personal/interpersonal dimension not only encompasses the affective development of students but also it encompasses (and is defined by) six of Chickering's (1969) seven vectors of development: competence, emotions, autonomy, interpersonal relationships, identity, and integrity.

The Vocational Dimension. The vocational dimension is operationally defined by Chickering's (1969) definition of the vector of development termed "developing purpose." It relates to the plan for life that the individual seeks. It relates directly to choice of major, vocation, and overall career development. Development in this area can also be seen in how students spend the time that they have control over. There are three elements to this dimension: 1) avocational and recreational, 2) vocational, and 3) life style.

CHAPTER II

REVIEW OF LITERATURE

A. THE ENVIRONMENTAL STUDY

The research on the impact of college has taken either of two approaches. One school of thought which is most clearly expressed by Astin (1977) and Feldman and Newcomb (1969) believes in the interpretation of multi-institutional data. This data is collected simultaneously from students at many similar and contrasting types of institutions. The results are organized and compared "with an eye to generalizations rather than to the infinite variety of individual processes that lie behind them." (Feldman and Newcomb, p.325) The results are expressed with such terms as most students in this particular kind of college ... , students with these characteristics are usually influenced ... , or this type of college usually ....

It is very difficult to do this type of research well, because of several major requirements. First, a large number of institutional environments and students must be curveyed simultaneously in order to get reliable data. Time, money, and the large numbers involved make this type of study almost prohibitive. However, Astin's (1977) ten year report of an ongoing research program called the Cooperative Institutional Research Program is perhaps the most exhaustive environmental study of the impact of college on students available. This longitudinal research surveyed over 200,000 students in 300 postsecondary institutions. He employed twenty-four different measures of college characteristics and eighty-four student variables.

Although Astin's work is very extensive, it does not preclude the need for contemporary ongoing research. Kerr (1972) and Brown (1972) both advocate the work "change" as a key word on today's colleges. These changes, according to Kerr are occurring rapidly and spontaneously. He has adopted the word "Multiversity" to describe today's university. "It is a city of infinite variety." (p.41) Thus, our universities' environments are too complex with changes continually happening to make comparisons valid or even relevant for very long. There are many environmental variables that are continually changing on every campus: student populations, faculty, policies, and buildings. Pace (1962) has found that beyond a few common characteristics, colleges are vastly different from one another. A major point of Astin's work was documenting how different types of colleges have different effects on students. He has shown "that the 'type' of institution and the conditions of attendance (commuter versus resident, for example) can substantially alter changes that occur during the undergraduate years." (p.128) Pace (1962) has shown that different college environments have a differential influence on the behavior and development of students. Valine (1978) has said that the environment seldom has the same effect on all individuals. Chickering (1969) states:

> Accurate understanding of institutional impact, therefore, requires identification of significant subgroups, as it relates to their characteristics and to those of the institution. (p.308)

Thus, our universities' environments are too complex with changes continually happening to make comparisons valid or even relevant for very long. This indicates a need for a limited, individualized assessment of a

specific college environment and thus avoids the need to gather multi-institutional data. Snyder (1971) amplifies this point:

> ... the college professor and the dean need to understand the impact that the university environment makes upon themselves and upon the student. It means that the encounters that take place among students and between faculty and students have to be understood if one is to assess the way the university operates, the reasons why students learn the things they do, in the way they do, the reasons why they derive pleasure from, or become disaffected by, their university experience. (p.141)

The other school of thought regarding the approach to researching the impact of college has emphasized analyzing the effects of a specific college environment on the students at that institution. At the recent American College Personnel Association convention Hanson (1978) reported on two universities that were researching their own environments. The University of Texas at Austin has a program for assessing what the students are like when they arrive at the university, what happens while the students are at school, and what they are like when they leave. The Institute of Social Research at The University of Michigan has been studying the perceived quality of student life as a result of college events. The University of Iowa has been engaged in a long term developmental study on their campus based on a central definition that behavior is a function of the person and the environment (Schmidt, 1978). Marquardt (1978) reported the development of a program at Bowling Green University to assess the significant positive and negative impacts of that university environment on its students.

Environmental assessment programs of this nature will probably result in distinct differences from campus to campus. However, this basic approach is valid and generally applicable to all communities.

James Kelly (1975) indicates that not only do communities vary, but responses to needs should vary accordingly. He states:

> The design of a social and community intervention requires answers to such questions as when to intervene, how to intervene, what to intervene about, and how to anticipate an intervention's short and long term impact. The ecologocal perspective affirms that every community is different in expressing life styles. Not only are communities expected to vary according to size, density, level of education ... and the like, but communities with similar demographic properties also will vary in their life styles, because there are different sources of leadership and different patterns of participation in government and political activity. (p.206)

James Jenkins (1974) argues that events are primary and the type of events determine which theories may apply, when they might be useful, and how to use them. In investigating current significant person-environment theories Walsh (1973) noted that the theories vary on the emphasis placed on the psychological environment (how a person perceives the environment) and on the physical environment. However, all theories relate behavior as a specific function of the person and the environment. The importance of the specific situation is again emphasized by Sarason (1974) who indicates that thought values are enduring, their implementation will vary depending on the times and events. Thus, there is strong support for a contextual study; that is, an analysis of a defined, limited environment. The research findings assessing the impact of college on students are ambiguous, so meaningful research to assess the impact of college on students should be conducted on a particular unit or population.

B. CURRENT THEORIES OF STUDENT DEVELOPMENT

Before setting out to reserach a specific environment, the scope and nature of what will be assessed must be thoroughly understood. The problem of defining those student outcomes that would be true indicators of the impact of college or of any environment has long been debated (Feldman and Newcomb 1969). Walsh (1973) reports that needs, opinions, values, types, and perceptions have been used as units to measure impact of environments. Traditionally such variables as grade point average, number of degrees granted, or dropout rates were used to assess development or change in college students, but now researchers have been looking at developmental needs as measures of the impact of the college environment (Hanson, 1978).

If the impact of college is defined by student change and student development, then these terms must be thoroughly defined and understood. Miller and Prince (1976) have a philosophical and operational definition of student development that is used here: "... the application of human development concepts in postsecondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self direction, and become interdependent." (p.3) However, in regard to college impact, Astin (1977) points out that the term student development only has meaning when compared to what would happen if a student did not attend college. He asks does going to college change the prediction of what would happen to that person? He advocates studying college students in a reserach design and in a developmental framework that would relate college students and other young adults.

Erik Erikson's (1959) theory, one of the earliest and most widely accepted on the stages of human development, can be applied to college students and other young adults. Erikson formulated eight stages of development based on psychoanalytic theory and practice. At each stage of development there is a crisis that arises out of ones interaction with his/her environment. Although King (1973) has questioned if the crisis is a necessary event, Erikson's work has been the impetus for further research on the young adult. In the adolescent stage and young adulthood stage, the corresponding crises are the identity crisis and the desire for intimacy respectively. These stages relate to people whether they are in college or not. Erikson's work has greatly substantiated the belief in a definite stage of development at the young adulthood level worthy of reserach.

Arthur Chickering's book, Education and Identity (1969), seems to have been a cornerstone for much of the current reserach in college student development. This is true for several reasons. First, Chickering and others have done research that documents Chickering's theories. Chickering's work is very comprehensive. It not only deals with all facets of a student's development, but it also postulates six major influences on that development: 1) clarity of objectives and internal consistency, 2) institutional size, 3) curriculum, teaching, and evaluation, 4) residence hall arrangements, 5) faculty and administration, and 6) friends, groups, and student culture. As with Erikson, Chickering's ideas apply to all young adults no matter if they are attending college or not.

Chickering has postulated seven areas of development common to all young adults. He calls these areas "vectors of development," because each area has direction and magnitude.

Achieving Competence. There are three areas in this vector: intellectual competence, physical and manual competence, and social and interpersonal competence. Competence is achieved when the individual feels self-confident about successfully coping with life's problems.

Managing Emotions. The first task is to become aware of personal feelings and to recognize that they provide information relevant to behavior or decisions. New modes of expression are developed. Through integrating emotions, a larger range of feelings can be experienced. Finally new and more useful modes of expression and control can be achieved.

Becoming Autonomous. This means becoming secure and stable. "Coping behaviors are well coordinated to personal and social ends. This kind of maturity requires both emotional and instrumental independence, and recognition of one's interdependencies." (p.12)

Establishing Identity. Although developing identity depends on other vectors, it is more than simple summation. Identity is the confidence in one's ability to maintain inner sameness and continuity. Once achieved, it fosters development in the other major vectors.

Freeing Interpersonal Relationships. This vectors develops tolerance for others and accounts for a shift in the quality toward intimate relationships. Relationships shift toward greater trust,

independence, and individuality. It allows relationships to survive through disagreement and separation.

Clarifying Purpose. In developing purpose the individual clarifies and integrates vocations plans and aspirations, avocational and recreational pursuits, and life style considerations.

Developing Integrity. This means a "clarification of a personally valid set of beliefs that have some internal consistency and that provide at least a tentative guide for behavior." (p.17) The three aspects of this vector are the humanizing of values, the personalizing of values, and the development of congruence.

Several current assessment programs are using Chickering's topology as the theoretical base on which their work is based. The Student Development Task Inventory (SDTI) by Miller and Prince (1978) is designed to assess and to present a program for developing autonomy, interpersonal relationships, and life purpose in college students. The student development study at The University of Iowa (Schmidt, 1978) is assessing student development along the vectors of identity, freeing interpersonal relations, and developing purpose. Further support for Chickering's vectors of development was found by Madison (1969). Madison sought to apply existing theories of personality development to the changes taking place in college students. He interviewed college students over a period of sixteen years, and his findings corroborate Chickerings' vectors of development. This is significant since his research was published at the same time as Chickering's book. Thus, this showed the independence of his work and supports the validity of both men's work.

The goal of vocational preparation has been expressed by many students at our universities today. Chickering's vector of development purpose expresses three factors: 1) a vocational and recreational, 2) vocational, and 3) life style. This vector along with the vector of developing competence have direct bearing on vocational development. All these elements fit into a plan for life that the individual seeks. Davis (1977) found through his research that students today are preoccupied with career choice. Astin and Panos (1969) discovered that three-fourths of all college students change their longterm career plans once they enter college. Brown (1972) reported that most students chose a major and career through trial and error. Chickering organized and generalized what he saw happening to young adults vocationally: students have a drive for goal clarification, direction, and stability. Although Chickering was able to see career development take place, he did not subscribe to any career development theory nor did he develop his own theory. Clearly the vocational dimension of students' lives is very relevant and must have greater theoretical development.

John Holland (1973) has developed a theory of career development that supplements Chickering's ideas and gives them direction and theoretical meaning. The theory provides an explanation for what Chickering saw happening. Holland's theory shares a common idea with other theories of career development that behavior is a function of the personality and environment (Walsh, 1973). Chickering himself found congruence between student personality and college environment. However,

Holland has analyzed and classified the way people respond to their environment. "A person gradually evolves a model personality orientation which leads him/her, at the appropriate points in time, to make educational decisions which have implications for a specific occupational environment." (p.14) His theory categorizes people into one of six types.

Realistic. This orientation is characterized by aggressive behavior, practicality, mechanical skill, athletic ability, and concreteness. Educational activities and human relations are avoided.

Investigative. The preference here is the observational, symbolic, systematic, and creative investigation of the physical, biological, and cultural phenomena in order to understand and control such phenomena. Persuasive activities and leadership are avoided.

Artistic. These people have a great need for original and individualistic expression. They are free, unsystematic, and value esthetic qualities. They avoid ordered activities and clerical-business work.

Social. These manipulate others to inform, train, develop, cure, or enlighten. They prefer teaching or therapeutic roles. They avoid systematic activities involving materials or machines.

Enterprising. This orientation manipulates others to attain organizational goals or economic gain. Preference is for persuasive or leadership roles. They avoid scientific and symbolic activities. They often perceive themselves as aggressive, popular, self-confident, and sociable.

Conventional. The preference here is for structure and order in verbal, numerical, and behavioral activities. They are most likely involved in clerical, computational, and business activities. They avoid ambiguous, free, exploratory activities.

Holland's first tenet is that by comparing a person's attributes with those of each type, it can be determined which type the perons resembles most. His/her total resemblance to each of the six types forms a definite pattern which Holland calls the person's "personality pattern." Next Holland postulates that the environments in which people live may be categorizes by six model environments. These six are analogous to the six personality types. Therefore, where people congregate, they create an environment that reflects the types that they are. This gives the environment a definite profile. The final point is that congruent person-environment relationships lead to outcomes that are predictable based on our knowledge of the personlity types and environmental models. Therefore, congruence/incongruence is very important. Possible predictions include vocational choice and stability, achievement, personal stability, creative performance, and personal development.

Current research corroborates Holland's theories very well (Osipaw, 1974). Walsh, Vaudrin, and Hummel (1972) found that the longer a student was in an environment (defined as college major), the greater the development of the characteristics of Holland's topology. Astin (1977) found that the major field of study was closely related to career outcomes. Holland believed that people project their views of themselves and their world into their vocational choice. They will choose

a career consistent with their personal orientation. Therefore, Holland's theory in conjunction with Chickering's vectors provides a better understanding of the vocational dimension of the lives of young adults.

Another dimension of the lives of young people that merits study is the educational domain. Chickering states that this aspect of development is the easiest to measure and has been studied more than any other element of student development. He goes on to say that he has not discovered any study of development, educational or otherwise, that has related this vector (intellectual competence) to other aspects of change. He argues for the study of the interaction between the educational development of students and the other vectors of development (p. 24-25). Since many universities state intellectual development as their primary goal (Brown, 1972), it would be appropriate to study this dimension of development separately to understand its meaning, importance, and interaction with other areas of student development.

These other areas of student development comprise the affective behaviors of students in addition to these Chickering vectors: developing competence, managing emotions, developing autonomy, freeing interpersonal relationships, establishing identity, and developing integrity. This group of vectors could appropriately termed the personal/interpersonal dimension of the development of students.

C. PREVIOUS RESEARCH METHODOLOGY

Feldman and Newcomb (1969) have presented a comprehensive collation of research on the impact of colleges on students. After reviewing the research on higher education and college students over the last forty years, they have determined that the longitudinal study was the preferred method and the most appropriate methodological design for determing change in students. There are two forms of the longitudinal design used in previous reserach.

Most current research has defined the impact of college as the growth or change of students as measured by the difference in a pretest and posttest instrument (Astin, 1977, p. 5). The basic design has been some variation of the single groups continuous treatment design. The basic design would be set up: $O_1 \; X \cdot \overline{O_2 O_3 O_4 O_5}$. The initial measurement is made when a student starts college. Attending college is the continuous treatment. Observations are made at various points during the year or at the end of a year. Some researchers feel this quasi-experimental design to be a good substitute for an unfeasible true experimental design (Huck, Cormier, and Bounds, 1974). Researchers are assuming that any changes that have occurred in test scores have resulted from the impact of that college. Many other factors could have accounted for this.

There are several potential problems with this technique. Test scores could interact to mask the impact of college or the supposed impact might have actually been the result of another factor not measured. An example of the interaction of scores was cited by Richards (1966):

> Suppose that a real effect of small colleges is to encourage students to develop warm personal relationships with the faculty, and that the socio-economic status of college students has no inherent relationship to their tendency to develop warm relations with the faculty. Suppose further that there is a strong tendency for small colleges to attract rich students. Over a sample of colleges varying in size, the tendency of rich students to attend mainly small colleges will produce a positive correlation between socio-economic status and developing warm relations with the faculty, but the correlation between college size and developing warm relations will not be increased by the fact that small colleges attract rich students. Consideration of the basic formula for computing partial correlations makes it clear that, in these circumstances, controlling for differences in socio-economic status will tend to reduce the correlation between college size and the extent to which students develop warm relations with the faculty, and therefore to obscure the true causal relationship. (pp. 381-382)

The impact derived by test scores may be caused by a variable that was not controlled or measured. For instance, maturation or experiences encountered outside the college environment could have been the cause of the change in test scores. It is not valid to assume that all student changes or development can be noted in a change of test scores. For instance, one may receive the same score on a values test, but it does not necessarily mean that the college has had no impact. The value may have been confronted, challenged, re-confirmed, or solidified in which case the score would always be the same.

It is difficult to associate test scores with a specific impact from the environment. Researchers have assumed that such instruments would accurately determine and measure such impact. Suppose that students from two schools score the same level on an achievement test and that the reasons was an exceptionally qualified faculty at one school and the ultramodern equipment at the other school. Does that mean

that faculty and equipment have the same effect? If we exchanged the student bodies, would the test results be the same? These questions are very difficult to answer.

If the instrument purports to measure the impact of college, then it must be open and flexible enough to allow for any possible areas of student change and development. With most testing instruments student outcomes must first be specified so that the instrument can be designed to measure those specific outcomes. This approach is recommended only if one knows exactly what one is reseraching, because some important effects on development may be hidden with this technique.

Finally, longitudinal testing may miss many critical points during the year in which students are affected by the college environment causing them to change and develop. Any environmental study of the impact of college on students must be sensitive to the effect of timing on student outcomes.

There are several advantages to the test-retest method. It is a simple procedure to administer. Once the instrument is developed it can easily distributed, taken, and tallied. It is quick, relatively inexpensive, and far less time consuming than the interview method. Many more subjects can be tested with this method than in the same amount of time with interviews.

The second technique used in longitudinal research was the interview format. Many studies (King, 1973; Madison, 1969; Lokitz and Spandrel, 1976; and Goldsen, et al., 1960) have talked directly with students about their perceptions of their college experience and personal

development. Often the findings of such research has resulted in narratives about the student experience. As Miller and Prince (1976) point out, this has tended to produce a great deal of information about students, but it has not always proved very useful.

These researchers discovered that there are many advantages and only several disadvantages to using the interview technique as compared to the testing technique. One advantage is that the interviewing may be done with open-ended questions so that student outcomes need not be preconceived. The disadvantage is that by generating so much data it is difficult to interpret the data. Interviewing has been documented as a legitimate and valid research technique (Mouly, 1963; Good and Scates, 1954; McGrath, 1970; and Rivers, 1975). This is crucial, because it establishes the validity of self reporting as a reliable technique. Further verification was found in Miller and Prince (1976). They recommend self-reporting especially in programs for self-improvement. Walsh (1973) states that the physical world can affect the individual only through his or her perceptions or experiences of it. Self-reports are quite valuable, then.

As McGrath (1970, p.135) says, "There is no real advantage of one form of instrumentation over the other except as for the appropriateness of the job at hand...." Interviews offer the potential to provide personal data that subjects might not put in writing. The interviewer can also follow up leads and take advantage of small cues so that responses can be clarified and enlarged. Finally, interviews can be scheduled frequently to closely monitor the impact of college on students. This way significant impacts on the student interviewee would not be overlooked.

There are disadvantages to the interview method. Its major advantage is also its major disadvantage: although personal contact may increase the information gained, it may also lead to interviewer bias. Another major disadvantage is that interviewing is often more time consuming than the questionnaire method. This may mean an increased cost if interviewers have to be hired.

D. THE SUBJECTS FOR INVESTIGATION

As one begins to look at the impact of a college environment, there are many places in which one might look to see the effect of college. The student population offers many sources: residents, commuters, freshmen, seniors, the entire student body, etc. However, if one is beginning to look at the impact of a college, it would seem logical to begin with the impact of that environment on its freshmen. The freshmen are those students who encounter college as a new experience. They have a whole new vista opening before them with almost unlimited opportunities. Heath (1968) has found that freshmen are the most educable of any of the classifications of student. "Regardless of the degree to which the new college environment matches what the entering freshmen expected, he/she faces a variety of expected and unexpected academic, intellectual, and social challenges." (Feldman and Newcomb, 1969, p.89) In this "beginner" state the impact of college is less likely to be clouded by the many experiences that upperclassmen and transfers have had already. For example, a freshman going through the registration lines has never done that activity before, while the upperclassman has completed this task many times.

There are many possible uses for the information regarding the impact of college on freshmen. Feldman and Newcomb (1969) report that most schools' dropout and transfer rate was highest during the first year of college. With more information about freshmen and college impacts, greater light would be shed on the causes and possible solutions to the dropout problem. Davis (1977) found the most freshmen were undecided about their major when they first entered college. Astin and Panos (1969) discovered the three-fourths of all students change their long term career plans once they are in college. Knowledge of the impact of college would assist the career decision making process, and hopefully it would allow for better career choices (choices giving greater satisfaction).

There should be not doubt that students do change from their freshmen to senior year in college. Many studies have documented this fact. Feldman and Newcomb (1969), upon reviewing the literature of the past forth years concerning the impact of college on students, concluded that "freshmen-to-senior changes in several characteristics have been occurring with considerable uniformity in most American colleges and universities in recent decades." (p.326) Lehman (1965) has documented growth and changes in the areas of critical thinking ability, attitudes, and values between the freshmen and senior years. In Astin's comprehensive research (1977), he also documented a variety of changes between the freshmen and senior years. Lenning, et al. (1969) and Chickering (1969) presented evidence that most change occurred during the first two years of college. In the developmental study at The University of Iowa

(Schmidt, 1978), they reported that identity formation was likely formulated before the end of the first year of college. Thus, there is ample evidence to indicate that more research must be done on the freshmen experience. The value and uses of such research have already been established by current researchers.

CHAPTER III

PROCEDURES

A. THE RESEARCH DESIGN

The basis research design of this investigation was a focused, longitudinal technique as described and documented by Good and Scates (1954). This type of research means that all those involved in this study have been subject to the same situation: they were attending or teaching at The University of Tennessee, Knoxville in the College of Education. The interview was focused on the subjective experiences of these people in the College of Education. The technique was longitudinal in that all subjects were interviewed each month of a quarter. The validity of the interviewing technique as a valid and reliable reserach method has been documented many times (Good and Scates, 1954; Hyman, 1954; Festinger and Katz, 1953; and McGarth, 1970).

B. DESCRIPTION OF SUBJECTS

The pool from which subjects were selected consisted of freshmen students declaring Education as their major and faculty scheduled to teach undergraduate courses in the College of Education Fall Quarter, 1977 at The University of Tennessee, Knoxville. There were 94 male students in the pool, 246 females, and 79 faculty members in the pool.

From the files of The University of Tennessee, Knoxville Orientation Office of all freshmen Education majors, five men and five women were randomly selected with the aid of a random number generator. Five faculty teaching undergraduate courses in the Fall 1977 Quarter were randomly selected from the College of Education directory (1978) in the same manner with the random number generator. The number of subjects was small so that adequate time could be spent with in-depth interviews of each subject. Subjects were not paid nor did they receive any other inducement to participate. They were voluntary subjects, and were allowed to withdraw at any time from this experiment without penalty. One male subject refused to participate and one female student withdrew from school and this study after only two interviews had been completed. If they agreed to participate, the subjects completed the release form for research on human subjects (see Appendix I).

The five faculty randomly selected consisted of one woman and four men. This is the approximate ratio of women faculty to men faculty in the College of Education. Of the nine students involved in this study, two were commuters. One commuted from home and the other commuted from an off campus apartment. The other seven students lived in the university residence halls. This ratio of commuters to resident students approximates the ratio in the total university. Also, two of the nine randomly selected students were minority students. This approximates the ratio of minorities at The University of Tennessee.

C. METHODOLOGY

An initial individual interview was conducted with all subjects to explain the study, explain how the data would be used, answer questions, and complete the release form. Each subject was then interviewed once a month during this study. Interviewing was scheduled to represent the beginning of quarter, the middle of a quarter, and the end of a quarter.

All interviews were conducted in private. Interviews lasted from thirty minutes to an hour. All interviews were conducted by the same interviewer. Each monthly interview contained the same questions. There were twelve questions asked each respondent in exactly the same way. These questions were not "leading" but rather "open-ended" with no right or wrong answers. Subjects were free to respond as they wished to each question. The twelve questions asked of the students were as follows:

1. What has been particularly exciting about this last month?
2. What has been particularly disappointing about this last month?
3. Is there anything you're learning that's influencing your life?
4. What types of feelings or emotions have you been dealing with lately?
5. Which feelings or emotions were the most difficult to deal with?

6. What has been the biggest obstacle for you to overcome lately?
7. In what areas do you feel better about yourself?
8. What has been the most important question on your mind lately?
9. Do you feel some need that is not being met by your college experience?
10. What skills have you improved or mastered this last month?
11. What has been very satisfying to you about your college experience so far?
12. How do you spend your free time? Doing what? With whom? When?

Faculty were asked the same questions rephrased to ascertain their perception of experience of the students (see Appendix II, for a listing of faculty questions). These questions were first developed and tested by Roberts and Johnson (1976). They had previously proven to elicit significant information.

Each interview was recorded on tape so that the interviewer would not have to judge what notes to take. Research has shown that taping the interview has not impaired the information gathering process. Although some subjects may feel self-conscious with a tape recorder at first, subjects soon adjust and, according to Rivers (1970), little information is lost. Tapes were replayed after all interviewing for the month was completed, and verbatim statements relating to the educational, personal/interpersonal, and vocational dimensions were written

down for each response to each interview question. The verbatim statements were rated according to the dimensions, and notations were made with each rating to indicate whether the impact was positive, negative, or a combination of positive and negative. These ratings were then placed in tables according to freshmen male, freshmen female, and faculty categories. Thus, the three tables displayed the ratings for each subject's response to each question over the series of interviews. These tables represent a chronological portrayal of each subject's perceptions of the impact of the college environment. A fourth table totalled the ratings for each question. The ratings were totalled by a subject grouping and by dimension. Once the tables were developed, each table was qualitatively analyzed to identify response trends, frequent or infrequent responses, and relationships between groups. Through this critical inspection, the dominant impacts, the common stress points, and the times and directions of change for these students and faculty were distinguised. This method of data analysis allowed the data to be critically and collectively analyzed without losing individual significance.

CHAPTER IV

ANALYSIS OF DATA

A. THE NATURE OF THE ANALYSIS

This chapter presents a synopsis of the results of the interviews with the freshmen students and the faculty and the analysis of the responses by those subjects. The nature of the analysis of the responses is qualitative. There are several reasons why the qualitative method is the most appropriate method of analysis for this investigation. First, this research is done as a preliminary step to in-depth investigation. Qualitative research does not delineate the cause and effect relationship between variables, rather it seeks to clarify the pertinent variables, determine their nature, and define the scope of the research problem. This work points the direction and lays the groundwork for subsequent research. Second, the number of subjects in this study was quite small in relation to the total number of subjects in the pool. Therefore, any mathematical analysis performed on the resultant data would have suspect validity and reliability. The small number of subjects allowed for greater personal contact and focused study. The interview method generates great amounts of data that is, in many cases, almost unmanageable. A small number of subjects allowed for greater managability of the data. Once a valid and reliable method for analyzing the data from this type of research design is derived, it can then be applied to larger numbers of subjects.

The final purpose in selecting a qualitative approach is to avoid the delution of individual needs and concerns through percentage figures. It may be useful information to know that, for example, 72% of the students hold a particular view, but the minority not represented in that percentage figure and those individuals making up that 72% must also be of individual concern. It is only through individual attention and interpretation that such percentage figures take on any significance.

Summary tables were developed to aid in the interpretation of the responses. Although such tables lend themselves to quantifying and objective statistical analysis, this investigation is qualitative and emphasizes the importance of individual responses. Both types of analysis have major roles in interpreting research data. The methods complement one another. Qualitative analysis determines the variables involved and defines their scope and nature, while quantitative analysis determines relationships between variables and indicates trends, tendencies, and allows for generalizations. It is then that qualitative research precedes quantitative.

The analysis of the data began with the rating of each interview. After all the interviews had been rated, the ratings results were compiled in tables displaying each subject's rating for each question. The tables provided the framework for analysis. Once the tables were developed, each was inspected to identify response trends, frequent or infrequent responses, and relationships between subject groups. Each question was analyzed separately. Interpretation of the questions

included the range of dimensions affected by a question, the development of individuals, and the dominant impacts of the environment. Selected responses from students and faculty are included to personalize and clearify the analysis.

B. RATING THE INTERVIEWS

Each interview was rated by the researcher according to the dimensions of students' lives as defined on page 10 of this study. These dimensions are based on Chickering's vectors of development. The educational dimension encompasses the academic environment and the individual's intellectual development. The vocational dimension pertains to the individual's purpose in life. The three elements of this dimension are: 1) vocational, 2) avocational and recreational, and 3) life style. The personal/interpersonal dimension contains the other five vectors of development of Chickering's classification system: freeing interpersonal relationships, developing autonomy, developing integrity, managing emotions, and establishing identity.

Once the subject made a statement indicating an impact on a certain dimension, a notation was made to identify which particular dimension was effected. Since subjects were free to respond as they wished, subjects, at times, gave several distinct responses to a given question. When a multiple response indicated impact on more than one dimension, the dominant or major impact (as reported by the subject) was recorded. If the subject expressed equal weight to the impact on several dimensions, all dimensions so effected were recorded. Therefore,

multiple ratings represent equal impact. Once categorized by dimension, each response was also labelled as a positive, negative, or as a combination of positive and negative impacts on that dimension. If the subject did not have a response or did not know the answer, a zero was entered for rating for that response. Since the personal/interpersonal dimension contains five vectors, a subscript was added to the rating next to the text of the interview to indicate which vector the response dealt with. See Appendix III for an example of an interview with the appropriate rating for each response.

C. ANALYSIS OF INTERVIEWS

Question #1: What has been particularly exciting about this last month?

This question brought forth a variety of answers throughout the interviewing periods. Obviously from the nature of the question all the impacts of this question were positive. There was a tendency for the educational dimension to be the dominant area of impact at the beginning of the quarter and at the end of the quarter. Table I (p.42) reveals that about half of the subjects' responses at these times were educational. After listening to the tapes of all interviews, the following responses were found to be representative:

> "I didn't have to stand in the drop/add line this quarter; I had a big hassle with that last quarter."
>
> "Probably coming back to school and starting a new quarter and new classes; it's all kind of new to me."
>
> "Just ending the year--I'm excited about summer."
>
> "I'm doing better in my classes; my grades are okay, so I've decided to stay in school."

Table I

A Summary of the Ratings of Responses
For Each Question

Question	Dimensions	Educational			Personal Interpersonal			Vocational			No Comment		
	Subjects	♂	♀	F	♂	♀	F	♂	♀	F	♂	♀	F
1		6	4	7	2	6	3	2	2	5	2	1	2
2		5	3	5	6	9	2	0	1	4	3	1	3
3		7	7	5	4	5	7	2	2	3	2	0	1
4		4	5	3	9	8	9	1	3	4	0	0	1
5		1	1	1	5	8	6	1	1	4	6	4	5
6		6	4	6	7	6	4	2	1	5	0	4	1
7		7	3	2	4	11	10	0	1	1	2	0	1
8		6	4	0	3	4	0	6	6	12	0	2	2
9		1	4	2	4	5	8	0	0	3	7	5	1
10		6	7	8	4	4	5	3	3	4	2	0	0
11		2	7	6	10	8	12	0	0	1	1	0	0
12		0	0	0	3	10	4	8	11	12	1	0	0

Key word in each Question:

1. Exciting
2. Disappointing
3. Influencing life
4. Emotions, feelings
5. Difficult emotions
6. Obstacle
7. Feel better
8. Question on mind
9. Unmet needs
10. Skills improved
11. Satisfying
12. Free time

Symbol Key:

♂ = All male subjects
♀ = All female subjects
F = All faculty subjects

During the middle of the quarter a variety of responses surfaced. Everything from interpersonal relationships to sporting events to birthdays was reported. Another major exciting impact was the weather. The snow or the sun can be exciting events for students depending on the circumstances.

Table I indicates that the educational dimension was most often reported by the men to be exciting (6 of 12 responses). The faculty and women were more evenly divided among the three dimensions as shown in Table I. A noteworthy educational impact was cited by one faculty memeber:

> From the standpoint of professional excitement or excitement within their professions which at this point is going to school I think probably the most interesting thing about the students I deal with has been their participation in the change in the advisement policy of this university. Quite frankly I've seen more advisees this quarter than I had in the last year simply because of advisee initiative. They're really interested in their program. I think it's been exciting to them to find out who their advisor was and find out a lot of the stuff they took to be true about advisor indifference is strictly rumor and that the advisor is interested in them. That's been exciting to them.

Question # 2: What has been particularly <u>disappointing</u> about this last month?

This question directly asks for a negative impact. Students almost always were able to think of a disappointing incident in their recent past:

"I got my car towed."

"The bad weather."

"My parents wrote me that my dog died."
"I've had a slack in my personal life."
"I flunked my Chemistry test."
"My suitemates and I got into a big fight."

This question provoked some of the most individualistic answers. Although faculty weren't able to know all individual disappointments, their answers were accurate generalizations of global statements. Typical responses included: "The job market," "The hot weather," and "They are unsure if they really want to be teachers."

Table I indicates that the vocational dimension is more likely to be a disappointing perception of the faculty rather than the students. Faculty had four responses in that category while all the students had only one. Further, 9 of 14 female staudents responded with an interpersonal or emotional statement as being disappointing. Male freshmen were almost equally divided between educational and interpersonal disappointments, 5 and 6 responses respectively out of 14.

Question # 3: Is there anything you're learning that's <u>influencing</u> your <u>life</u>?

This question directly confronts the relevancy of the world in which these students are living. Are they learning anything from their experiences?

> "I've learned through my experiences here at UT how to handle myself better and how to cope with whatever comes along."
>
> "In sociology we had to observe people the other day and it kind of makes you stop and think if you were looking at somebody then you don't notice things but when you're really supposed to be observing them you notice little things. I'm kind of looking at people differently now. I'm more aware."

> "I've learned since I've been up here that I've been exposed to so much that I wouldn't have been if I lived at home, 'cuz it's so different. I am from Memphis, and I just came back from home yesterday, and I can see how much I've changed compared to the people at home, 'cuz they're all the same. Some of them have changed but not as much as I have. Like I'm not wild, 'cuz I'm real straight, but my views of things aren't the way they were when I came up here. Like as far as people partying and stuff. I'm around that a lot now. I've grown up--a whole lot. I'm more independent 'cuz I was always real dependent on my parents. I'm in a different environment now, I've had to do things on my own."

> "Well, actually not from classes--just from the people and the surroundings and the atmosphere. It's a lot different from where I came from. I'm from rural Tennessee so to speak and it's a lot more open here. Broadening my horizons--I like to think of it that way."

These responses by men and women accurately portray that they feel they are learning a lot from this university environment. Such statements as those above give support to Holland's theory that a personality type develops from the interaction between the individual's personality and the characteristics of the environment. The students are adapting to their environment and seeking congruence between their personality and the environment. The environment presents rewards and opportunitities that encourages students to develop a specific personality type. If the personality type and environment are congruent, the person functions easily; if not, the person feels incongruent and out of place.

Faculty naturely tended to talk in terms of learning from the classroom and what was hoped to have been learned. However, faculty responses were not exclusively educational; other dimensions were also mentioned:

"I hope they are learning to be good teachers."

"They're learning that their values are a part of them that they can not deny when they go into a classroom as a teacher."

"They're learning how to navigate in a large organization."

Question # 4: What types of emotions or feelings have you been dealing with lately?

Table I shows that both men and women students most frequently responded with answers in the personal/interpersonal dimension (17 out of 30 responses). Faculty also responded this way with 9 out of 17 responses in this dimension. This trend was consistent throughout the interviewing period. Women had a definite trend toward negative impacts (13 negative responses out of 17), while men were more evenly balanced between positive (6 responses) and negative impacts (8 responses). Examples of feelings and emotions include:

"A certain amount of stress involved in some of my classes. I have a test tomorrow and I always get a little nervous about that."

"Homesickness and loneliness."

"I'm confused. I don't know whether to transfer or stay here at UT."

"The main thing that bothers me is this boy back home."

"I'm just tired. I'm really looking forward to springbreak."

Question # 5: Which emotions or feelings were most difficult to deal with?

Although both men and women often responded that they felt none of their emotions were really difficult to deal with, men, more so

than women, indicated that these emotions were not difficult to handle. In Table I (p. 42), half of the male responses, while only four of fourteen female responses, indicated a difficult time with emotions. As one male stated:

> "I don't know--when you go up and take this test it's really not that bad, but I guess I kind of build them up in my mind where they will be harder than they actually are."

Perhaps this has its roots in the male stereotype. Men traditionally are not expected to show emotion or inability to cope with a situation. The conclusion that students do not have emotional problems is erroneous. The interviews indicate that students do not perceive their emotions as difficult to handle, although, in fact, their emotions might be of deep concern. As one student said, "My feelings are not difficult--it's just whether or not I choose to deal with them."

Men, women, and faculty concurred that it was emotions in the personal/interpersonal dimension that were the most difficult to deal with. Each group had its highest mark in this dimension (see Table I). Faculty felt the personal/interpersonal emotional difficulties of students dealt mostly with feelings of inadequacy, thoughts of self-doubt, and questions about one's competency.

Question # 6: What has been the biggest <u>obstacle</u> for you to overcome lately?

Table I indicates that for men and women there is almost an equal split between the educational and personal/interpersonal dimension on this question. Faculty almost have an equal split between all three

dimensions (rating educational: 6, personal/interpersonal: 4, and vocational: 5). The responses for this question seem to depend on the time of the quarter. At certain times, like at final test time at the end of the quarter or during registration at the beginning of the quarter, the educational dimension has pervasive influence. A strong underlying theme is the obstacle of developing autonomy, maturing, and just plain growing up. This is mentioned by all groups, not as a specific obstacle, but as a general development.

> "I've become more independent of my parents--I got over being a baby."
>
> "I'm adapting to doing everything for myself. There's nobody around to pick up after you."
>
> "Freshmen are gradually adapting to college life. They're planning their programs and selecting their majors."

Question # 7: In what areas do you <u>feel better</u> about yourself?

This question brought out even more the theme of developing autonomy alluded to in many student responses to question six. Table I (p. 42) shows that men were more inclined toward the educational dimension (7 of 13 responses), while women and faculty were more inclined toward the personal/interpersonal dimension (21 out of 29 responses). Here are the responses of a male, two females, and one professor, respectively:

> "I feel a lot better about my grades; I've really improved. I also feel a lot better about my decision to stay in school instead of dropping out. I even feel more on my own now."
>
> "Well, as far as good grades. Yah, I was shocked. When I came down here my parents knew I was very social. I never studied in high school. They said they'd give me one quarter. I showed them that I could do it and I plan on staying at UT. As far as . . . I really haven't reached

> the point where I am satisfied with myself . . . but it's coming. For awhile I didn't have a goal. I didn't know if I was going to be a teacher or a therapist or what. You need a goal I think. I don't know how a student could come here and just take any course 'cuz that's the thing to do ... 'cuz I couldn't do it."
>
> "Well, I think the student who's been here awhile has a confidence that they can succeed. They've learned the ways of dealing with the system. They've learned that this is a bureaucracy; it has any element that any bureaucracy has and there are ways that they can get around those elements."

Question # 8: What has been the most <u>important question</u> on your mind lately?

This question brings the advent of the vocational dimension to the front for men, women, and faculty. Faculty, throughout the interviews, unanimously responded in the vocational dimension to this question. This was the only question that had such unanimity for any group. Although faculty responded with vocational impacts to earlier questions, this is the first time that students voiced a vocational impact to a major degree as evidenced by inspection of Table I (p. 42). Freshmen are definitely concerned about vocational prospects despite the fact that they have just begun college:

> "I think I've been bothered about what I'm going to be doing. I've been worried about getting a job--and here I am a freshman. So many people say you'll never get a job in education. That's been worrying me. I know that's what I want to do, and so many people tell me that other people think that education is one of the easiest things to get by in. So if they can't make it in what they want to do, they'll jump into education. They don't really want to be a teacher. So I've been wondering if I should stay with all this other competition. That's been a main question. I know that's what I want to do. I'm just worried about the job situation. Maybe it'll cahnge by the time I get ready to get out."

Faculty very cearly understood this concern of the students:

> "In what sense is my college work preparing me for my life's work would be the question on students' minds. I would think that would be--if it doesn't surface for students--it's certainly back there some place. Because they're investing four years of time and money. I think a lot of them think that it should pay off with some kind of job that would be better than what they would have found had they sought employment after high school."

> "Am I going to be employable? Will I get a job when I graduate? Those are the questions on students' minds. We need to give them earlier job training, so they can have better career planning."

Question # 9: Do you feel some need that is not met by your college experience?

On the whole it appears that students are quite satisfied with The University of Tennessee. From Table I (p. 42), 12 of 26 times students responded that they felt their needs were being met. A frequent response was that they didn't feel any needs that weren't being met:

> "No, not really. The teachers and TA's that I've had experience with are good. I guess I had the impression they were going to be cold and clamy and everything, but they are always willing to talk with you and help you."

> "UT is a great school. I like it here a lot!"

When students did voice an unmet need it was most often in the personal/interpersonal dimension (9 out of 26 responses). Faculty felt this acutely and responses followed a similar pattern to that of the freshmen as Table I shows. Faculty often talked about relationships:

> "I think that because of the 'bigness' of UT and the large classes students do not relate to the professor and that's unfortunate. I think that most professors are so busy that they don't take time to seek out the students, and I think students, because of the largeness of the university, hesitate to see a professor."

> "Freshmen and Sophomores are looking for a mentor. Somebody that they can relate to and someone who seems to handle the problems that they have. It's a kind of emotional identity. I don't see that the university is able to handle those kind of needs unless they have a faculty that's willing to extend itself."
>
> "I think it's a need for identification with something: a cause, with a group, and I think it's a need for being dealt with intensely and sequentially. They're almost feeling adrift with all their guidance coming in pieces, isolated. I think they need some people to deal with them intensely over a period of time, to deal with guidance and the educative acts that relate to them."

Question # 10: What skills have you improved or mastered this past month?

Men, women, and faculty have grouped their responses to this question in the educational and the personal/interpersonal dimension with 34 out of 46 responses in these two dimensions as shown in Table I (p. 42). There was a variety of individual responses:

> "I've really improved on my study skills. Getting along with people is a lot easier now than it was before 'cuz you have to. That's all there is to it. And managing money, of course. That's been the biggest asset so far of college. You learn how to manage the money."

However, a major area of concern is English skills. Students recognize their deficiencies in English, especially in composition. They feel they have improved their writing skills since they began college, but they are still below faculty expectations.

> "I would say our students don't write as well as they once did years ago."
>
> "Their writing skills are the worst."
>
> "I think students have so much trouble comprehending because of their lack of English background in the high schools. Especially in the area of spelling and just the ability to write a concise sentence."

Question # 11: What has been very satisfying to you about your college experience so far?

Quite definitely, all groups concur that it is the personal/interpersonal dimension that offers the greatest satisfaction about one's college experience. Table I (p. 42) shows that 30 out of 47 responses were in this dimension. Obviously these are all positive experiences, and their responses also talk about growth and development.

> "I think it's the change of getting away from home for awhile and meeting a lot of new people. I enjoy going back home and seeing how far I've gone since graduation and college and where I am now as far as growing up. It kind of makes you laugh - it's kind of funny."
>
> "Mostly just the people you meet. The social life. It changes. It's like somebody threw me in the middle of 30,000 people and they're all trying to be friends."
>
> "I think it's social and personal feelings about themselves, because I think initially freshmen don't appreciate that everybody's going through the same thing."

Question # 12: How do you spend your free time? Doing what? With whom? When?

This open ended question was directed at discovering student behavior patterns and priorities. Being on their own for the first time, freshmen have to set up their own time schedules. Therefore, the use of their free time should explain much about freshmen priorities and interests. Although answers were very individualistic, some generalizations can be made. They are definitely not using their free time for educational pursuits, in the strict sense of the term. As one faculty member responded, "They're doing anything to get away from the books."

Whatever that "get away" is, it is noteworthy that all subjects maintained the same us of their free time throughout the interviewing period. Inspection of Table II, III, and IV (pp. 54, 55, and 56) shows that each subject maintained the same response over time. If they were active people, they stayed active winter and spring. If they were indoor people who enjoyed TV and playing cards, they stayed with these pastimes. Noting a general student attitude toward free time, one professor commented:

> "I think that more students today have physical enjoyments - recreational activities. I very seldom see many people lying on the ground asleep. Years ago I did. I don't any more. I think they are more physically active now. Whatever they are doing, they're moving. And that can be done alone or with others."

D. VALIDITY OF THE RESEARCH

There are two kinds of validity associated with the evaluation of any experiment. Internal validity refers to the ability to infer causal relationships. Since this study was qualitative; it was not directly seeking to establish any cause-and effect relationships. Very few, if any, of the threats to internal validity can be controlled with an experiment arranged such as this one. However, these results are not useless. The purpose of this investigation was to report perceptions of the freshmen collegiate experience and not to develop causal relationships. Implicit in the collections of perceptions is that they reflect the impact of college on those individuals. Such self reporting is valuable, because that is what the subjects perceive as impacting on them. Therefore, although internal validity has not been controlled for, self-perceptions are valuable qualitatively.

Table II

The Ratings of Individual Freshmen
Male Responses by Period of the Quarter

Question	Subjects Beginning of Quarter A	B	C	D	Subjects Middle of Quarter A	B	C	D	Subjects End of Quarter A	B	C	D
1	+E	+E	+V	±E	0	+P	+E	+P	0	E	+V	+E
2	-P	-P	-E	-P	0	-E	-E-P	-P	0	0	-E	-E
3	-E+P	+E	-E-V	±P	0	+E	+P	+E	0	+E	+P	+V+E
4	-E	+P	-V	±P	-E	+P	+P	-E	-P	+P	+P	-E-P
5	0	0	-P-V	-E	0	0	±P	-P	0	0	-P	-P
6	-P	-E-P	-E	+E+V	-P	+P	-V	-E	-P	±E	-P	-E-P
7	0	+E	-P	+E	+E	0	+E	+E+P	+P	+E	+P	+E
8	-P	-E-V	-V	-E-P	-V-E	-E	-E-V	-E	-V	-V	-P	-E
9	+P	-E	0	0	0	0	-P	0	+P	0	-P	0
10	+V	+E	+V	+E+P	0	+P	+E	+E+P	0	+E	+V+P	+E
11	0	+E	+P	+P	+P	+P	+P	+E+P	+P	+P	+P	+P
12	+V	+V	+V	+P	+V	+V	+V	+P	+V	+V	+V	+P

Key word in each Question:

1. Exciting
2. Disappointing
3. Influencing life
4. Emotions, feelings
5. Difficult emotions
6. Obstacle
7. Feel better
8. Question on mind
9. Unmet needs
10. Skills improved
11. Satisfying
12. Free time

Key to Responses:

E = Concerns Educational Dimension
P = Concerns Personal/Interpersonal Dimension
V = Concerns Vocational, Avocational, and/or Recreational Dimension
\+ = Positive impact
\- = Negative impact
± = Contains both positive and negative impact

Multiple response indicates several responses of equal weight to a question.

Table III

A Summary of the Ratings of Individual Freshmen Women Responses by Period of the Quarter

Question	Subjects Beginning of Quarter					Subjects Middle of Quarter					Subjects End of Quarter			
	A	B	C	D	E	A	B	C	D	E	A	B	C	D
1	+P	+P	+E	+V	+E	+E	+P	+E	+V	+P	0	+P	+P	+P
2	-P	+P	-P	-E	+V	0	-E	-E	+P	-P	-P	-P	-P	-P
3	-E	+V	+E	-E	+P	+P	+V	-E	+P	-E	±E	+P	±E	+P
4	-P	+P	-P	-E	-P	-E	-V	-E	+E	-P	-P	-E-V	-V-P	+P
5	-P	±P	-P	0	-P	0	-V	0	-P	+P	0	-E	-P	-P
6	-E	±P	0	0	±E	0	-V	0	±E	-P	-P	-E-P	-P	+P
7	+P	+P	+P	+P	+P	+E	+P	+P	+E	+P	-P	+E	+P	-P-V
8	-E	-P	-V	0	-P	-E	-V	0	-V+E	+P	-E-V	-P	-V	-V
9	0	-P	0	-E	-P	0	+E	-E	+E	-P	-P	0	0	-P
10	+E	+P	+P	-E	+E	+E	+V	-E	+P	+E	+E	+V	+P	+V
11	+E	+E	+E	+E	+P	+P	+E	+E	+P	+P	+P	+E+P	+P	+P
12	+V+P	+V+P	+P	+V+P	+V+P	+V+P	+P	+V+P	+V	+V	+V+P	+V	+P	+V

Key word in each Question:

1. Exciting
2. Disappointing
3. Influencing life
4. Emotions, feelings
5. Difficult emotions
6. Obstacle
7. Feel better
8. Question on mind
9. Unmet needs
10. Skills improved
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V = Concerns Vocational, Avocational, and/or Recreational Dimension
\+ = Positive impact
\- = Negative impact
± = Contains both positive and negative impact

Multiple response indicates several responses of equal weight to a question.

Table IV

A Summary of the Ratings of Individual Faculty Responses by Period of the Quarter

Question	Subjects Beginning of Quarter A	B	C	D	E	Subjects Middle of Quarter A	B	C	D	Subjects End of Quarter A	B	C	D	E
1	+P	+V	+E+P	0	0	+P	+V	+E	+E	+E+V	+V	+E	+V+E	+E
2	-E	0	-E	0	-E-P	0	-E	-V	-P	0	-V	-E	-V	-V
3	+P	+P	+P	+V	+P	0	+P	+P	-E	+V+E	+E	+E+V	-P	-E
4	+E	+P+V	-P-V	0	-E	-V	+P	-P	-P	-E	-P	-P-V	±P	-P
5	0	-V	-V	-P-V	-P	-P	-P	0	0	0	-P	-P-V	0	-P
6	-E	-V	-E	0	±P	-P	-V	-V	-E	-P	-E	-V-E	-E	+V+P
7	+P	+P	+P	0	+P	+P	+E	+P	+P	+V	+P	-P	+E	+P
8	-V	-V	±V	-V	0	0	-V	-V	-V	-V	-V	-V	±V	-v
9	-P	-V	-P	-E	0	-P	±V	-P	-V	-P	-P	-P	-E	+P
10	+P	+P	+E	-E	+E-V	-E+P	+E	+P	-V	+E	+E	+V	+V+E	-P
11	+P	+E	+P	+P	+P	+E+P	+P	+P	+E+P	+E+P	+E	+E+P	+V+P	+P
12	+V+P	-V	+P	+P	+P+V	+V	+V	+V	+V	+V	+V	+V	+V	+V

Key word in each Question:

1. Exciting
2. Disappointing
3. Influencing life
4. Emotions, feelings
5. Difficult emotions
6. Obstacle
7. Feel better
8. Question on mind
9. Unmet needs
10. Skills improved
11. Satisfying
12. Free time

Key to Responses:

E = Concerns Educational Dimension
P = Concerns Personal/Interpersonal Dimension
V = Concerns Vocational, Avocational, and/or Recreational Dimension
\+ = Positive impact
\- = Negative impact
± = Contains both positive and negative impact

Multiple response indicates several responses of equal weight to a question.

External validity, the second type of validity for experiments, refers to the ability of the results to be generalized to other populations or environments. While these results only reflect the perceptions of students and faculty interviewed at this university, the method of this research is meant to apply to any other population or environment. This research demonstrates the feasibility to perform similar studies on college populations in order to discover the impact of that particular environment.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. SUMMARY

The purpose of this investigation was to report the perceptions of impact that a random sample of freshmen education majors have of their first year at The University of Tennessee, Knoxville on the educational, personal/interpersonal, and vocational dimensions of their lives. A random sample of faculty in the College of Education was also interviewed to determine what perceptions faculty have of the manner in which this College and The University of Tennessee environment effect freshment. The second purpose of this study was to qualitatively analyze the perceptions of students and faculty. The work of Chickering (1969) and Holland (1973) provided the theoretical framework on which the analysis was based.

A focused, longitudinal interview design was used to overcome two major weaknesses identified in the current literature. One weakness was the tendency for questionnaire based designs to mask the effects of the impact of college on students. The second shortcoming was that predestined outcomes only allowed for responses according to those outcomes. In these focused, longitudinal interviews students and faculty were free to respond to the questions anyway they wanted.

What does the freshmen collegiate experience at The University of Tennessee, Knoxville actually encompass? After careful inspection of the perceptions of freshmen students and faculty, these specific findings have been obtained:

1. There is a great deal of independence at The University of Tennessee. Whether students want it or not, they are very much on their own. Most freshmen have developed responsible autonomy and enjoy the opportunity to pursue their independence, although it may have been a shock for them at first. It is very much akin to the "sink or swim" proposition.

2. There are a great many opportunities to meet people on campus. Most people (freshmen and faculty) have some difficulty at developing deeper friendships with faculty and fellow students. Freshmen (and most likely all students) and faculty desire deeper personal relationships with one another although not being adept at developing such relationships.

3. Students are improving but are still inadequate when it comes to basic English skills and other survival skills. English skills such as spelling, grammar, and verbal and written communication are prized by students and faculty, and both realize students must improve these skills. Other courses dealing with basic survival skills are relevant to functioning in today's world and must be developed.

4. There are many recreational opportunities available to students here on campus. There always seems to be an available outlet for students to release their tensions and get away from studying. It is significant that students develop recreational habits very early in the year and maintain them. They stay with the same recreational pattern they build for themselves throughout the year.

5. Vocational questions are on the minds of freshmen students. Currently there is not much help on campus for students to explore opportunities, clarify their goals, and try out their plans.

6. Most students do not view their emotions as difficult to deal with in their everyday lives. This does not mean students do not experience emotional problems. It means that, in most cases, students feel competent to cope with their emotions and feelings.

B. COMPARATIVE CONCLUSIONS

The self-reports by students and perceptions by faculty indicate that student development is taking place on the campus of The University of Tennessee, Knoxville. This development is accentuated in two specific areas. One major interrelated area is that of developing competence, developing autonomy, and establishing identity. The size and freedom on campus seem to force this to happen. This supports Chickering's theories of the nature of development and the interaction between vectors. The size of the campus also contributes to the second major area of development: interpersonal relationships. Students reported how their relationships grew, interpersonal problems they had, and types of relationships they desired. Student perceptions support the vector of "freeing interpersonal relationships." Students did not perceive much development in emotional responses although they did report a wide range of emotions. There also were not many responses that indicated an impact on the vector of developing integrity.

The vocational dimension encompasses Chickering's vector of developing purpose and Holland's theories of career development. The students' responses seem to parallel Chickering's ideas of the development of this vector. Without identifying personality types it was rather difficult to corroborate all of Holland's theory. However, Holland's ideas can explain much of what was reported by students. Students reported developing and changing as a result of their interaction with the university environment. This is one of Holland's tenets: Personality type is a result of the interaction between ones personality and the characteristics of the environment. Holland's theory on congruence between personality type and environment may even account for the career indecision on the part of some education majors. Further reserach is needed here. Holland's theories could form the basis for an integrated career theory program for the College of Education that would combine theory with the actual experience of developing a career.

C. RECOMMENDATIONS

There are several other results from this investigation that seem noteworthy and merit further research. These seem to be research questions that can be deduced from this investigation. However, this study was not in great enough depth to validly claim these alleged conclusions as true or definitive.

1. There was a contradictatory response made in at least on dimension during every interview with each individual. For example, an individual felt she would be a good teacher (+V), but no jobs were

available (-V); being happy at the end of a quarter (+E), but frustrated over classes (-E); improved academics (+E), but thoughts of academic inadequacy (-E); and enjoying being on ones own (+P), but needing help to be on ones own (-P). This may indicate a natural pattern of development somewhat similar to Erikson's crises at each stage of development.

2. It appears that for individuals not doing well in school, the educational dimension is a very negative impact overriding all others in every area of development. This perhaps is one indication of a failure identity that, once diagnosed, can be referred for proper help so that all areas of development are not stunted.

3. Academics and interpersonal relationships seem to have the power to dominate over all other dimensions of an individual's life. In other words, a positive or negative academic or interpersonal impact will cancel out either a positive or negative impact in another area. If this is true, it may be useful information in counseling college students.

4. The impact of the vocational dimension gradually surfaces around February and progressively builds toward the summer. The hypothesis is that this is due to the importance of a summer job. This information may be used to plan vocational information and career decision making information at times when the students would be most receptive to such information.

Alternative reserach designs have also surfaced as a result of learning during this experiment. A mixed design involving interviews and questionnaire surveys would allow for individual sensitivity and

internal and external validity. A focused, longitudinal interview program should begin at the first of the school year and continue throughout the freshmen year and throughout all four years if possible. There is the possibility of incorporating aspects of this interview method into the classroom. As one professor commented: "I wish I could take these questions into my classroom and have my students write on them." Such questions may be integrated into assignments or everyday conversation to promote greater understanding and sensitivity on all levels.

There are two suggested methods that this university may pursue in order to develop an ongoing assessment program of its impact on students. Already mentioned has been the incorporation of assessment techniques into the classroom. This possibility is particularly encouraging because the classroom presents an excellent opportunity to integrate development theory and actual experience. This type of program would increase the awareness of students and faculty to the impact of this university environment. A second possibility for assessment would be the inception of a specific office of assessment. This office would survey students, faculty, and staff by means of a questionnaire and interviews. This would be a comprehensive study of this university environment. Graduate students could be employed as interviewers to keep costs down and also to give the students valuable experience.

The results of this study provide useful information to many people associated with this university. The nature of the freshmen experience here at The University of Tennessee should increase the

awareness of faculty and staff for student concerns. Specific findings will allow the university to respond to particular weaknesses. For example, English skills can be emphasized and taught in all classes. A specific office needs to offer assistance to students once they have been identified by professors as deficient in certain abilities. Currently there is a means to identify such students on the grade sheet, but there is no comprehensive program of assistance beyond tutors. The university must improve its response to career development. This is a definite concern of faculty and students and must become a priority with the university. This does not mean adopting vocational training by dropping liberal arts education. It means providing the support, encouragement, and opportunities for students to explore their values, clarify their goals, and try out their plans.

Students and faculty value interpersonal relationships, but they need help at deepening these relationships. The awareness of this fact will allow people to be more sensitive to one another and to take advantage of the many opportunities this university provides to pursue friendships. Several campus agencies already offer programs in communication skill development and interpersonal realtions. These programs should be encouraged.

The impact of a university is the complex result of the interaction between a great variety of people and a large, diversified environment. The more that is understood about the effect of this interaction, the better the university is able to achieve its goals of

" ...the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society." (Hilltopics, The University of Tennessee Student Handbook, p. 17) Therefore, investigating the impact of college promotes the understanding of one another, the sensitivity for concerns, and the motivation to respond.

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APPENDIXES

APPENDIX I

"Informed Consent" Form

I am asking you to participate in an investigation that I am conducting in order to write my master's thesis. In this study I am interviewing five freshmen males majoring in Education, five freshmen women majoring in Education, and five faculty from the College of Education who are teaching undergraduate courses this Fall Quarter, 1977. I have randomly selected your name, and I am now asking you to participate in this study without any coercion, remuneration, or academic pressure by me or by any faculty associated with this study.

I will interview you once during the beginning, middle, and end of a quarter (three interviews). I will interview you in private and ask you about twelve questions. These questions will be the same each month. You will be free to respond however you wish to the questions. There are no right or wrong answers. The purpose of this investigation is to gather the perceptions that freshmen students and faculty have of the impact of the freshmen collegiate experience. I will record each interview on tape in order to gather accurate responses and perceptions.

Only I will interview you and know your identity. All tapes, notes, and write-ups will refer to data categorized by female, male, or faculty headings. In other words, no individual will ever be identified, and your data will be confidential. The only references will be made to the three categories. Once the data from a tape has been categorized, the tape will be erased. I will at any time answer your questions concerning the procedures of this study. You are free to withdraw your consent and discontinue participation in this study at any time without prejudice.

I do not believe there to be any risk or stress for you associated with this study. One possible benefit to you might be the opportunity to talk out your perceptions and thereby help you analyze your academic year as you move through it.

I understand these procedures and freely consent to participate in this study.

Signed _____

I do not wish to participate.

Signed _____

APPENDIX II

FACULTY QUESTIONS

1. What's been particularly exciting about this month for students?
2. What's been particularly disappointing about this past month for students?
3. Do you observe anything that students are learning that they would say is influencing their life?
4. What types of feelings or emotions have you observed students dealing with lately?
5. Which have been the most difficult to deal with?
6. What has been the biggest obstacle for students to overcome lately?
7. In what areas do you think students are feeling better about themselves?
8. What has been the most important question on students' mind lately?
9. Do you recognize some need that is not being met by students' college experience?
10. What skills would you say students have improved or mastered this past month?
11. What do you think students would report as having been very satisfying about their college experience so far?
12. How do students spend their free time? Doing what? With whom? When?

APPENDIX III

SAMPLE INTERVIEW AND RATING

1. What's been particularly exciting about this month?

   "I reckon it would be starting to go out for Football again. Now, I didn't get to play last fall. I went out this fall and then hurt my ankle so I am going to start over again probably Fall Quarter."
   +V (rec)

2. What's been particularly disappoint about this past month?

   "Well, flunking Chemistry. No, didn't understand it. I never had Chemistry before and it just went from High School grades to low grades and then down hill all the way."
   (-E)

3. Is there anything you're learning that is influencing your life?

   "Whether or not I want to sty here in school. Yep. It's whether I'm not learning. Actually, its not that you don't learn: It's you're not learning enough to keep up."
   (-E)

4. What types of feelings or emotions have you been dealing with lately?

   "Mostly just trying to figure out whether or not I want to stay in school. I argue with myself whether or not I want to stay and try and become a teacher, stay in Physical Education, that's my major, or go into the Army or do something else. It's more like an experience. The first time away from home you have to do so many things. You go out at night, you waste your time somewhere else. School isn't as important. I heard somebody state school is more of a party and they go to classes between parties instead of going to parties between classes. I'm very uncertain of my future."
   (-V)

5. Which have been the most difficult to deal with?

   "I have two emotions. One is whether or not I can actually get along with the people around here all right. Even 'now and then I get the feeling maybe I am, maybe I'm not. You walk in and start talkin' and somebody gives you the nose.

It just depends on who they're with, so you can get messed up. Actually, the way I feel about it is if they don't want me, I don't want them and will cut it at that so you know thats just the way it is. The second emotion? Well, that and then that school question. Whether to stay in. Those two have been the hardest on me at this time. Being away from home--that doesn't bother me. These are things that will bother most people, but it just depends."
-P (interpersonal)
(-V)

6. What has been the biggest obstacle for you to overcome lately?

"English Composition Writing. I don't think I have enough background in it to do any good here. I dropped out of English and Chemistry, so I'm . . . English and Chemistry we're giving me heck, put it that way. No, I'm I staying with them. Just they're giving me so much trouble that I have to put my time to them and not worry whether or not those people like me or whether I pass this next class, or taking it over again, so you try not to let the emotions bother you 'cuz you have work, you . . . you let your emotions get to you and you're not going to do your work. So you can worry about something or you can sit down and do your paper and hope that it comes out right without too much trouble."
(-E)

7. In what areas do you feel better about yourself?

"It seems like I'm getting along better on my own. You'll probably hear that from most people. Oh my goodness, I'm glad to be out from Mother hen here holding me under her wing. But, actually, you have to learn to get out on your own sometime. That's what's happening. I'm doing that. I'm progressively moving farther away from them and more to myself. Learning to be on my own. Do my own things as some people would say. It's just that."
+P (autonomy)

8. What has been the most important question on your mind lately?

"There's so many questions. Probably the most important question was the one I answered before and that was school. Whether or not to stay in it. That is it."
(-V)

9. Do you feel some need that is not being met by your college experience?

"Well, right now, I'm just getting the basics. In your freshmen year you are not going to get anything really--your needs as a freshman are not as much emphasized as will be in the future. Right now it's more or less required work that I'm doing so I don't really need that much from the college. There may be a certain course that I want to take, that I need to take, and it's not required--that may be the biggest part. Really it's mostly required work."
(0)

10. What skills have you improved or mastered this past month?

"Let me think. Skills. I won't say--Well, I reckon' I could say racquet ball. I just started and I'm going up the ladder. The first time I played I got slaughtered 21-3. I'm coming up the ladder. The class is helping me a lot. I take the class so that I can play racquet ball twice a week, and then on more or less whenever I can get a court--so I'm getting a lot better."
+V (rec)

11. What has been very satisfying to you about your college experience so far?

"Mostly just the people you meet. The social life. It changes. It's like somebody threw me in the middle of 30,000 people and they're all trying to be friends or at least they're courteous, so you know that's satisfying in a way 'cuz when you come from a small town--Center City, there was 2,000 students in the school where I come from which is large. But where I lived there was maybe 6 to 8 people that I knew and I had maybe 2 or 3 close friends. Here it changes. You see so many people. It just happens that way that there are so many people here that that's the biggest thing. You have many more contacts but really it's a matter of preference. You can meet who you want to meet, when you want to meet them. If things go right between two people, you strike up a relationship from there it can go anywhere."
+P (interpersonal)

12. How do you spend your free time? Doing what? With whom? When?

> "The kinds of thing I do with my free time. Well, I shoot pool, I play racquet ball, I study--if that's not included in free time, I don't know. Free time and study time almost go hand in hand. If I feel like studying and that's the way I put it. I know what I need to study. I set my priorities and whenever I have . . . the way my classes are set up I can call it free time or I can study any afternoon between 3:30 and 11:00. If that's not enough free time for one person with only 17 hours with no homework in two of the classes . . . . I usually save this weekend for myself. On the week days daily preparation is the major factor. About equally by myself and with others. I like to read books. Then there's intramurals. I shoot pool and play chess a lot with different people."
> V (recreational)

APPENDIX IV

CRP# _____

Date Received _____

THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Application for Review of Research Involving Human Subjects
(In accordance with general institutional assurance dated:
July 15, 1975, as amended November 25, 1975)

I. Identification of Project: Date:

Project Director and Co-Director: Eugene Schoch, Faculty Advisor
Gary Johnson, Master's candidate

Title of Project: Student and Faculty Perceptions of the Freshmen Collegiate Experience

Department: Educational Psychology

Estimated starting date and completion date: November, 1977 to June, 1978

II. Objective of Project:

This study will report the perceptions that a random sample of Freshmen Education majors have of the impact of their college experience on the educational, social, and vocational dimensions of their lives. A random sample of faculty in Education will also be interviewed to determine what perceptions faculty have of how this college is affecting Freshmen. This, then, is the major research question: What perceptions do the students have and what perceptions do the faculty have of the Freshmen collegiate experience.

The second purpose of this study is to analyze the perceptions of students and faculty. A comparison study of the two groups should reveal discrepancies and similarities. It may also convey a time reference as to when a dimension (education, social, or vocational) becomes important and how long it stays important.

III. Description of Subjects:

The pool from which subjects will be selected will consist of only Freshmen students declaring Education as their major and faculty in the College of Education. If a random sampling from the total University was studied, the sampling would quite likely be so heterogenous that comparisons would be suspect.

From the University's Orientation Office's file of all freshmen Education majors, five men and five women will be randomly selected with the aid of a random number generator. Five faculty teaching undergraduate courses in the Fall Quarter, 1977, will be randomly selected in the same manner as the students. The number of subjects is small so that more time can be spent with each subject. Subjects will not be paid or receive any other inducement to participate. They will be voluntary subjects, and may withdraw at any time from this investigation without penalty. If they agree to participate, they will complete the release form for research on human subjects.

IV. Methods of Procedure:

An initial individual interview will be conducted with all subjects to explain the sutdy, explain how the data will be used, answer questions, and complete the release form. Each subject will then be interviewed once a month; all will be interviewed during the same week of that month. Interviewing will begin in November 1977, and continue through April, 1978 once each month. The basic method of interviewing will be a focused, longitudinal technique as described by Good and Scates, 1954.

All interviews will be conducted in private. Each interview will be recorded on tape so that the interviewer will not have to judge what notes to take and to insure accuracy. Tapes will be replayed after all interviewing for the month has been completed, and verbatim statements relating to the education, social, and vocational dimensions will be written down for each interview. All responses will be summed to qualitatively identify the dominant impacts, the common stress points, and the common times and directions of change for these students. This data can then be presented in a chronological table for students. Likewise, all faculty responses will be tabulated and collected to form a chronological table for faculty.

Interviews will last between an half hour and an hour. Each monthly interview will contain the same questions. There will be twelve questions asked each respondent in exactly the same way. These questions will not be "leading" but rather "open-ended" with no right or wrong answers. Subjects will be free to respond as they wish to each question. The twelve questions are as follows:

1. What's been particularly exciting about this past month?
2. What's been particularly disappointing about this past month?
3. Is there anything you're learning that is influencing your life?
4. What types of feelings or emotions have you been dealing with lately?

5. Which were the most difficult to deal with?
6. What has been the biggest obstacle for you to overcome lately?
7. In what areas do you feel better about yourself?
8. What has been the most important question on your mind lately?
9. Do you feel some need that is not being met by your college experience?
10. What skills have you improved or mastered this past month?
11. What has been very satisfying to you about your college experience so far?
12. How do you spend your free time? Doing what? With. whom? When?

V. Protection Measures:

Subjects will remain anonymous at all times. Only the lone interviewer will have direct contact with the subjects. No one else will know the identity of the subjects or be able to identify responses. The responses to the interview questions will be collected under the headings of female student, male student, or faculty. All data (tapes, notes, etc.) will be identified only by these headings. The final write-up will refer to these three categories rather than to individual people.

A follow-up interview will be conducted in May, two months after the final data gathering interview, to assure no residual damage to the subjects. Questions will be answered and results of the investigation will be shared with subjects if they desire.

VI. Method of Obtaining "Informed Consent" from Subjects:

A written consent document embodying all of the basic elements of informed consent will be given each subject at the initial interview. Each subject will read the form and then questions will be answered. If the person wishes to participate, they will then sign the form. A copy of the Informed Consent form is attached.

VII. Responsibility of Project Director:

By compliance with the policies established by the University Committee on Research Participation, the Project Director subscribes to the broad principles stated in "The Declaration of Helsinki" and standards of professional ethics in all research, development and related activities involving human subjects under the auspices of The University of Tennessee, Knoxville.

a. When appropriate, Form DHEW 596 will be completed and returned to the Office of the Vice Chancellor for Graduate Studies and Research, 404 Andy Holt Tower.
b. Approval will be obtained from the University Committee prior to instituting any change in project protocol.
c. Development of any unexpected risks will be reported to the University Committee.
d. Signed consent statements will be kept for the duration of the project and for at least three years thereafter.
e. A status report (Form D) will be submitted at 12 month intervals, or as requested, attesting to the current status of the project.

Signature:

Project Director _____

Date _____

VIII. Departmental Review:

Comments/recommendations:

The application described above has been subjected to departmental review and has been approved.

Signatures:

Departmental Head Original signed by L. DeRidder Date 11/21/77

Chairman, Departmental Committee Original signed by E. McClain Date 11/11/77

VITA

Gary Paul Johnson was born and raised in Mankato, Minnesota. He graduated from Mankato High School in 1970. He attended college at St. Olaf College in Northfield, Minnesota. In May, 1974 he received his Bachelor of Arts degree in Chemistry from St. Olaf College. He worked as a Head Resident at St. Olaf College for two years. He took a job as Head Resident at The University of Tennessee, Knoxville and began graduate school in September, 1976. The Master of Science degree in College Student Personnel was awarded in August, 1978. He is presently the Head Resident at Reese Hall on The University of Tennessee, Knoxville campus.