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THE DESIGN, IMPLEMENTATION AND ASSESSMENT OF A CORE STUDENT
DEVELOPMENT MODEL FOR MASSACHUSETTS BAY COMMUNITY COLLEGE

A Dissertation Presented
by
CAROL A. SCOTT

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1991

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Dedicated to
D-Doc, Robert and Cinda

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ABSTRACT

THE DESIGN, IMPLEMENTATION AND ASSESSMENT OF A CORE STUDENT
DEVELOPMENT MODEL AT MASSACHUSETTS BAY COMMUNITY COLLEGE

MAY 1991

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Ed.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Dr. Richard Clark

The purpose of this study was to design, implement and assess a student orientation course as part of a Core Student Development Model for Massachusetts Bay Community College (MBCC). Functions were grouped into three categories: prevention, enrichment and development.

A mandatory orientation course for all freshmen was designed, implemented and assessed. Thirty male and 30 female freshmen were chosen by a computerized, stratified random sampling. Half the subjects comprised the Experimental Group for participation in Orientation 101. The course consisted of 15 one-hour workshops conducted over a 15-week period. It covered four aspects of student development which were considered personal growth needs. Those four development aspects were: intellect, identity, values and interpersonal skills.

A student survey developed by the Center for the Study of Community Colleges was used to assess performance.

Responses were analyzed using the Statistical Package for Social Sciences (SPSS).

Overall findings revealed significant differences between the experimental group and the control group on 18 of 60 survey items. Students were found to have adjusted their attitudes toward development of identity, intellect, values and interpersonal skills.

Students responses indicated they felt too many requirements hampered their taking preferred courses and that MBCC should provide more cultural events on campus. Students also said the college should place greater emphasis on the education of adults with particular attention given to courses in liberal arts and the sciences. They participated in academic and career counseling, financial-aid workshops and college clubs and organizations. They felt that the college had given them confidence; increased their understanding of and respect for others; provided focus and direction; helped them develop employable skills and made them happier people. They said they could identify with some of the instructors, find a staff person interested in their activities and feel comfortable in their relationships with student services staff. Students also were willing to participate in self-help groups.

The researcher concluded that personal growth needs were met through weekly positive reinforcement provided to students participating in Orientation 101.

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CHAPTER I

INTRODUCTION OF THE RESEARCH TOPIC

Historical Perspective

The American community college system grew out of a desire to meet the educational needs of a student population that was not prepared for academic success at established institutions of higher learning.

In the early 1900s, an interest in higher learning began to be expressed by students who did not fit traditional profiles for college admission. From a historical perspective, it was a time when many different segments of American society were beginning to equate a higher education with a higher standard of living. Among those represented in this emerging student population were individuals from a diversity of social, economic and ethnic backgrounds.

It was this diverse population of potential college students who set college officials to the task of responding to an unmet educational need. It was motivated, committed educators who responded with the concept of the community college. Established in 1901, the first community college was located in Joliet, Illinois. Based on its successes, today the 1,224 member community college system in the United States serves more than five million students.

One of the members of this special group of institutions of higher learning is Massachusetts Bay Community College (MBCC), located in the Boston suburb of Wellesley Hills. Massachusetts Bay Community College, established in 1961, is a part of the Massachusetts community college system. As a member of the MBCC administration for more than six years, this researcher has been exposed to a wealth of opportunities to interact with, observe and evaluate the needs of the more than four thousand students enrolled annually at MBCC. Therefore, experiences of MBCC students form the basis for the study detailed within this dissertation.

Purpose of the Study

In the '90s as at the turn of the century, the responsibility for effecting appropriate responses to meet changing needs of community college students rests with motivated, committed college officials. Because the researcher chooses to be counted among those officials who sincerely are committed to making a difference in educational opportunities, she has taken the occasion provided by doctoral research to make a contribution which may have far-reaching implications for future unfocused students who enroll in the nation's community colleges.

Although for decades community college administrators have recognized the need to address issues concerning personal development as well as academic development of entering students, it has been the researcher's observation that in actuality, most approaches have focused more directly on academic development with only cursory attention to personal growth needs.

It was therefore the researcher's contention that there is a need to focus greater energies on addressing all aspects of human development. The premise for the study is that success in college, indeed success in life, cannot be determined by intellect alone; rather, true success must be measured in terms of an integration of key elements within four personal growth needs categories: intellect, identity, values and interpersonal skills development.

The research undertaken was based upon a number of observations made throughout the course of a two-year period at MBCC. The focus of the study was on entering students. In interviews with members of the Student Development Staff, students revealed major concerns about the following types of problems: limited academic development, lack of self-esteem, confusion about career goals, and inability to get along with family members and peers.

The researcher set out to determine if early intervention through a well structured development model

could help to modify behavior that is detrimental to success in a college environment. For the purpose of this study, the major element of the development model was the course, Orientation 101.

Design and Implementation of the Course

To begin the process of identifying activities to meet specific developmental needs of entering community college students, the researcher worked with the counseling staff of MBCC's Student Development Office. Counselors were asked to keep a daily log. They were instructed to register every student's concern they heard in the course of the day and to keep a brief anecdotal record of their interaction. Every week, for two years, the researcher collected and categorized the anecdotal records (Appendix A).

Logs were analyzed to determine common problems and concerns that students brought to the counselors. A pattern emerged that identified a high incidence of intellectual, identity, values and interpersonal concerns -- generally, the same concerns surfaced throughout the two-year period covered by the statistical data.

In weekly meetings, the Student Development staff discussed various interactive models. From these discussions, the researcher determined the need for a one-year Orientation 101 course that would address the four

areas of concern. From meetings and other informational resources the researcher then designed a development model that was submitted to the president of the college. The model highlighted the need for a mandatory orientation course for freshmen. The president permitted the researcher to present findings and a model for student development to the faculty. The faculty approved the concept. Through a computerized, stratified random selection process, the researcher selected students for an experimental group and a control group. Research was conducted and results are reported within this presentation.

All students in the experimental group met once a week for one hour. During its weekly meetings, the experimental group participated in workshops that related to their intellect, identity, values and interpersonal skills. For example, a career workshop was held and a career counselor demonstrated the use of career inventories and computerized systems of interactive guidance and how students could use these tools to assist in identifying their own skills, abilities and interests. This system offered participants in the experimental group a choice about the most suitable skills to be acquired for success. All students were then given an opportunity to have one-on-one discussions with the career counselor. Eventually, these students visited job sites that corresponded to their interests.

Each workshop was fashioned in the same manner, thus giving members of the experimental group greater understanding of their intellectual, identity, values and interpersonal skills development.

The researcher administered the Center for the Study of Community Colleges Student Survey as a pre-and post-test to all 60 students participating in the study. Data from these tests are discussed in Chapter Four. It was the feeling of the researcher that the workshops were well run and gave important information to the participants. The researcher attended the sessions, kept notes of student comments and used feedback as part of the collated data. This face validity was translated into the four identified areas of need for student development.

To aid the student in overcoming learning concerns identified by the counselors, several developmental interventions were recognized as effective evaluation tools. Improved study skills are critical for the student's ability to study independently and to transfer study skills to actual learning situations (American Association of Community and Junior Colleges, 1984). Effective use of a student's time will render greater academic performance. A student's judicious use of time, removal of distractions, ability to concentrate, knowledge of organization and ability to review procedures and generate summaries are all

part of effective development. Students must think well of themselves and be confident enough to do competitive college work without undue fear (Prince Georges County Community College, Orientation Syllabus). Students need to define an ethical system stemming from their values and fit it into the learning environment. Values, such as respect for education, family, career, and respect for others may be ground rules for success.

Through goal-setting the student is able to accept the concept of delayed gratification. Goals are tempered by inspiration and knowledge. To yield achievement, a clearly stated educational goal must encompass temperament and motivation.

Overview Of The Chapters

Chapter Two, REVIEW OF RESEARCH AND LITERATURE, revealed five major development models that appear to relate, in part, to community college students: Cognitive, Psycho-social, Maturity, Typology, and Person-Environment. These models were scrutinized with particular attention to those theorists who looked specifically at student development in the higher education context.

Finally, implications for the course, Orientation 101 were extracted from relevant adult student development studies and set into four major categories: (1) Intellectual

Development, (2) Identity Development, (3) Values Development and (4) Interpersonal Skills Development. This research constitutes the Core Student Development Model.

Intellectual Development includes thinking critically, improving intellectual competence, understanding relationships, evaluating one's own thoughts, and maintaining a positive attitude. Identity Development includes having a sense of humor and self-esteem, focusing on control, becoming autonomous, making personal commitments, making career commitments and having a consistent idea of self. Values Development includes moral actions based on personal values and beliefs, respect for the value of the lives and rights of others, a clear, consistent commitment to a set of values and personal integrity. Interpersonal Skills Development includes recognizing others' need for autonomy, having the capacity to love and be intimate, respecting others' point of view, social/interpersonal competence and managing emotions.

Chapter Three, RESEARCH DESIGN AND METHODOLOGY, sets the purpose of the study as designing, implementing and assessing a Core Student Orientation Model for community college students. Based on the results of the review of the literature, a model was designed. Seven development

functions were identified:

1. Recruitment and Matriculation;
2. Orientation 101;
3. Advising and Placement;
4. Personal Advising and Counseling;
5. Competency-Based Curriculum;
6. Student Activities and Civic Literacy;
7. Graduation.

These functions were grouped under three general headings of Prevention, Enrichment and Development.

Course Orientation 101 was developed into 15 workshops conducted for one hour, once a week. The researcher's interaction with the experimental group and the application of internal and external resources to Orientation 101 enhanced the personal growth needs of workshop participants. To augment data collection of the four areas of development, the researcher used the expertise of Student Development Staff, faculty, external agency personnel, chief executives of companies, human resource directors and a host of other intervention activities.

The Center for the Study of Community Colleges Student Survey was administered as a pre-and post-test to both the control and experimental groups to determine performance as a result of Orientation 101. Responses were analyzed using

the Statistical Package of the Social Sciences (SPSS). Contingency tables were constructed to ascertain results.

Chapter Four, DATA ANALYSES, discusses the findings. There were significant differences between the control and the experimental group on 20 of 60 items across the identified areas -- Intellectual Development, Identity Development, Values Development and Interpersonal Skills Development. Significant differences were found for those questions directly related to areas of development covered in the 15 workshops.

In Chapter Five, SUMMARY, CONCLUSIONS AND IMPLICATIONS, the researcher concluded that participation in Orientation 101 proved to be an effective intervention in the personal growth needs of Massachusetts Bay Community College students.

If successful, the core student orientation course, as part of a Core Student Development Model, will help students make more informed decisions about their personal and academic skill development. The model may result in a curriculum change at Massachusetts Bay Community College and may serve as a model for other community colleges.

CHAPTER II

REVIEW OF RESEARCH AND LITERATURE

The focus of this study was a student orientation course used as part of a Core Student Development Model. This model was designed to serve the personal growth needs of students, promote integration between student, faculty, and environment, and encourage students to actively participate in activities that enhance academic success and continuous learning. Many community college students experience frustrations when their personal growth needs interfere with and prevent academic success. The Intellectual, Identity, Values and Interpersonal Skills Development referred to in this paper as "personal growth needs" of community college students often are not attended to in an organized manner.

There were several purposes in conducting a review of the literature: to ascertain whether any research was done on the research topic of this study, that is, development, implementation, and assessment of a core student development model (None was identified.); to review existing general development theories on adult development; to ascertain what had been done by way of direct application of adult development theories to higher education; and to find and analyze implications from adult development theorists and practitioners pertaining to college orientation initiatives.

The researcher developed the literature review to obtain bibliographies and pertinent literature leads using various sources, including: national and local conferences and one-on-one conversations with leading authorities in the field of student development; the Education Index; and The Education Resources Information Centers (ERIC) System, a federally sponsored national information storage and retrieval system for Education.

The literature revealed five major development models that appear to relate, in part, to community college students: Cognitive, Psycho-social, Maturity, Typology and Person-Environment. These models were used to define the characteristics of student development. Most of the literature deals with adult development, in general, and some is applied to students in higher education. Almost no literature was found that applied directly to community college students.

This literature review will proceed from the general to the specific, narrowing the vast array of theories and applications to a Core Student Development Model.

First, a look at the work of the general theorists will help to form the broad range of concerns of adult developmentalists. Only after this work has been examined, with emphasis on the five major development models, can a review of the literature proceed to the next phase of

identifying the theorists who offer direct application of developmental theories to adult students in higher education. These applications will be presented in the second section of this review. The process is funnel-like, refining the literature findings towards the model under construction.

General Theories

Cognitive theorists such as Piaget (1965), Kohlberg (1971), and Perry (1970) have identified several perceived psychological manifestations of student behavior: how students think, how they perceive and interpret information and how they begin to use learning processes in the environment of the classroom. Piaget, Kohlberg, and Perry theorize that development occurs in progressive stages that change as individuals begin to reason about their world. Piaget's (1952) theories on cognitive and innate intelligence are the basis for cognitive theories on development later used in applications by Kohlberg and Perry.

Kohlberg (1971) believed that students proceed through various stages of moral development. In his study at the University of Chicago of 50 boys between the ages of 10 and 16, he identified three general levels of moral thought with two stages in each level.

At the Preconventional Level, the first stage is the Punishment and Obedience Orientation where the individual avoids punishment and values unquestioning deference to power. The second stage is the Instrumental Relativism Orientation where what instrumentally satisfies one's own needs and occasionally the needs of others is seen as the right action.

At the Conventional Level, the third stage, the Interpersonal Concordance or "Good Boy -- Nice Girl" Orientation sees good behavior as that which pleases or helps others and is approved by them. In the fourth stage, the "Law and Order" Orientation, the focus is towards authority, fixed rules and the maintenance of social order.

At the Postconventional, Autonomous or Principled Level, stage five, the Social Contract, Legalistic Orientation, right action tends to be defined in terms of general individual rights and standards that have been critically examined and agreed upon by the whole society. Stage six, the Universal-Ethical-Principle Orientation occurs when right action is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality and consistency.

According to Kohlberg, the majority of our population suffers permanent developmental arrest at level three of his six-stage developmental hierarchy.

Perry (1981) offers three clusters of his nine development positions: Dualism Modified (positions 1-3) in which students order their worlds in dualistic, dichotomous and absolute categories; Relativism Discovered (positions 4-6) where recognition of multiplicity in the world leads to understanding that knowledge is contextual and relative; and Commitments in Relativism (positions 7-9) where students have made an active affirmation of themselves and their responsibilities in a pluralistic world, establishing their identities in the process.

Psycho-social theorists, such as Erikson (1968), Levinson (1978) and Chickering (1974), rely on the nuances of decision-making in order to test their theories. Paramount to effective decision-making is the primacy of needs and how they affect students at various ages and life stages. Psycho-social theorists analyze skills and attributes that students need to develop to make effective decisions and have adequate coping skills. Psycho-social models of development give tremendous insights into our ability to identify behavior patterns over time. These models are useful in identifying issues and concerns of traditional college-age as well as older students.

In 1950, in "Eight Stages of Man," Erikson defined developmental tasks that must be accomplished if one is to move to the next step of development. These eight tasks proceed in a hierarchical order from Trust vs. Mistrust, to Autonomy vs. Doubt, to Initiative vs. Guilt, to Industry vs. Inferiority, to Identity vs. Role Confusion, to Intimacy vs. Isolation, to Generativity vs. Self-absorption, to Integrity vs. Despair.

Chickering (1969) suggests seven vectors of development dealing with identity resolution. The first three -- Achieving Competence, Managing Emotions and Developing Autonomy -- deal with the individual's development of mastery over some aspect of self or environment. The remaining vectors include Establishing Identity, Freeing Interpersonal Relationships, Developing Purpose, and Developing Integrity. Intellectual competence is important because of the dependence of other areas of growth on the individual's ability to symbolize abstractly the events and objects of experience.

Maturity theorists such as Loevinger (1976) and Douglas Heath (1968) do not separate development of the student into parts; rather they evaluate the whole student and the interactive part. Such theorists believe in the holistic and interactive natures of development that allow for intellectual, interpersonal, ethical, and self-awareness

tendencies, but do not exist separately from one another. Maturity theorists contend that parts of the holistic self must move in a mutually compatible fashion to create a person whose equilibrium is on balance. The maturity or lack of it in any one of these areas affects the other parts of the holistic self, and if any part is disproportionate to the others, proper maturity will not develop in the college student. These holistic tendencies are necessary for career, family, personality, intellect and self-esteem development, and all interact as a total part of the college experience.

Loevinger's (1976) model of Ego Development defines ten stages of development:

- At the first stage, the Presocial Stage, the child has not yet learned to differentiate.
- At the next three stages -- Symbiotic Stage, Impulsive Stage, and Self-Protective Stage -- the child moves from relationship with the primary care taker to affirming his/her own identity, to beginning to control behavior and understanding that rules exist.
- The Conformist Stage follows where the individual begins to identify with that of the group.
- The Self-Awareness Stage is a transition from Conformist to Conscientious Stages with movement toward reasoning. It corresponds to Kohlberg's Stage

Four where one becomes more self-conscious and recognizes individual differences.

- The Conscientious Stage is where one can make choices in the world, is empathetic and achieves according to one's own standards.
- The Individualistic Stage is a transition from Conscientious to Autonomous Stages with a sense of individuality and increased emotional awareness, where one becomes more tolerant of self and others.
- At the Autonomous Stage, there is an awareness of one's roles and responsibilities, where reality is seen as complex and multifaceted.
- The final stage, the Integrated Stage, where the individual has achieved an integrated sense of identity, is best described in Maslow's concept of the self-actualized individual. Loevinger maintains that it is rare to find an individual at this stage.

Douglas Heath's (1968) model of maturing outlines four self systems that encompass these five developmental growth dimensions: Intellect, defined as becoming more able to represent experiences symbolically; Values Clarification, becoming other-centered or allocentric; Self-concept, becoming integrated; and Interpersonal Relationships, becoming stable and autonomous. According to Heath (1977),

there is consistently an interconnectedness between intellectual and social development.

Typology theorists, such as Roy Heath (1964), Cross (1971) and Newcomb (1966), focus on individual differences such as personality, temperament, sociological influences and how such factors affect the developmental process. Their models suggest there are persistent individual differences such as cognitive style, temperament, or ethnicity which interact with development.

Person-environment theorists, such as Lewin (1936), Holland (1973), Pace(1979) and Stern (1970), emphasize the necessity of seeing the student as interacting with the environment, both influencing and being influenced by the elements within the environment. For them, individual development is either enhanced or retarded by the student's environment.

Development Theories And Higher Education

Tomorrow's Higher Education (T.H.E.) Project (1968) was conceived by the American College Personnel Association as a planned response to the rapid and extensive changes expected in higher education in the years ahead. T.H.E. found that student development in the higher education context is the application of human development concepts in the post-secondary setting. Human development is a patterned,

orderly, lifelong process leading to the growth of self-determination and self-direction, which results in more effective behavior.

Parker and Morrill (1974) list nine examples of student development: Commuter Student Alienation, Study Skills and Achievement Training, Student Characteristic Surveys, Reduction of Test Anxiety, Personalized Decision-oriented Orientation, Goal-setting, Informational Crisis Switchboard, Training of Academic Advisors and Affective Educators for Effective Educators.

Similarly, Upcraft (1989) found six major developmental issues students must deal with during the college years if they are to enjoy some degree of success. The issues are: developing intellectual and academic competence; establishing and maintaining interpersonal relationships; developing a sex role identity and sexuality; deciding on a career and a lifestyle; formulating an integrated philosophy of a lifelong process; and maintaining personal health and wellness.

King and Fields (1980) claim that seeking a college education is one of the few endeavors in a person's life that is specifically devoted to one's development; the considerable investment of one's personal resources in this endeavor (including time, money, and energy), is seldom matched in other kinds of endeavors. These are the years in

which there is high receptivity to new ideas and new experiences such as having a sense of humor and self-esteem, focusing on control, becoming autonomous, making personal commitments and making career commitments. It is also the time to begin developing a consistent idea of self, recognizing others', need for autonomy, cultivating the capacity to love and be intimate, respecting others' point of view, social/interpersonal competence, and managing emotions. Moral actions are based on: personal values and beliefs; respect for the value of the lives and rights of others; a clear, consistent commitment to a set of values; and personal integrity.

Another example of a humanistic approach to categorize activities that impinge on the student's development in college orientation is that of Jackson (1977) who, in his award-winning Dissertation of the Year, defined seven factors or categories:

1. Personal Enrichment where there is commitment towards cultural and literary concerns;
2. Unconventional, which denotes behavior of a non-traditional approach;
3. Realistic, denoting behavior which shows the ability and skills to cope with present life situations and demands;
4. Physical orientation with a tendency towards

- stereotypical masculine behaviors;
5. Service with a high social or community service orientation and with religious activity and humanitarian service;
 6. Collegiate, demonstrated by confidence in social, public functions and various new interpersonal situations;
 7. Introspective, which denotes a searching for a new value orientation, a seeking for identity and reevaluation of past family orientation.

The necessary ingredients for success in the classroom according to Soldwedel (1964) are: accepting self-responsibility; outlining one's goals and expectations; adapting to a new environment; and assuming scholastic, social, vocational, financial and personal responsibility.

A student who grasps the necessary ingredients of success can learn to appreciate the value of learning, assess personal potential, understand important personality factors such as purpose, industry, initiative, concern for others and emotional stability.

Development Theories And Implications For Orientation 101

King and Fields (1980) frame student development into four major categories: intellectual development, identity development, values development and interpersonal skills

development. They show that all the major student development theories fall into four categories:

1. Intellectual Development includes critical thinking, intellectual competence, understanding relationships, evaluating one's own thoughts, and maintaining a positive attitude.
2. Identity Development includes having a sense of humor and self-esteem, focusing on control, becoming autonomous, making personal commitments, making career commitments and having a consistent idea of self.
3. Values Development includes moral actions based on personal values and beliefs, respect for the value of the lives and rights of others, a clear, consistent commitment to a set of values, and personal integrity.
4. Interpersonal Development includes recognizing others' need for autonomy, cultivating the capacity to love and be intimate, respecting the point of view of others, social/interpersonal competence and managing emotions.

The implications for a college orientation course are outlined below according to the four categories of Intellectual Development, Identity Development, Values Development and Interpersonal Skills Development.

Intellectual Development

Intellectual development includes the ability to exchange ideas freely, tolerate differences in others, think critically, appreciate the arts and search for "the right answer" (Maslow, 1954).

Increases in incidents of students' experiencing personal growth problems suggest a need to design programs and activities related to developmental growth. A study of college students done at Harvard University supported a finding of a logical order of experiences common to students during their years in college. Perry (1970) describes the logical order of experiences via nine stages of development which he simplified into four stages: 1) students have a simplistic approach to reasoning where the professor is always right and therefore should not be questioned; 2) students begin to take responsibility for their own learning; 3) students exhibit ability to synthesize diverse and complex elements of reasoning; 4) students make career choices and makes a continual effort to integrate new experiences and knowledge.

Humanist theorists such as Rogers (1961) and Maslow (1954) suggest that if community colleges and other institutions of higher learning are to be successful, they must enhance intellectual and affective skill development by making sure students clearly define setting, assessment and

strategies they will employ to bring their interests to successful fruition.

Maslow's Hierarchy of Needs (1954) in essence states that one must meet lower basic needs before higher level needs act as motivators and that intellectual development is the ability to exchange ideas freely, tolerate differences in others, think critically, appreciate the arts and search for "the right answer." Intellectual development begins with knowledge, but Jackson (1977) found that "The cognitive mastery of knowledge should be integrated with the education and development of persons along such dimensions as cultural awareness, development of a value system, self-awareness, interpersonal skills and community responsibility" (p.11).

Intellectual Development, furthermore, includes a higher domain -- that of reasoning. Loevinger (1976) found that in the Self-Aware Level of development, there is a transition from Conformist to Conscientious stage or movement toward reasoning as one becomes more self-conscious and recognizes individual differences. As one begins to develop identity, it becomes apparent that "Ego development is a complex, interwoven fabric of impulse, character, interpersonal relations, conscious preoccupations, and cognitive complexity" (Loevinger 1976, p. 26).

Intellectual development goes even beyond reasoning; it embraces abstractions. For example, Chickering (1969)

revealed "little theory about relationships between intellectual and other aspects of change" (p. 26), but he nonetheless maintains that "ego development" depends partially on the ability to symbolize abstractly the events and objects of one's experience. He states "increasing intellectual competence assumes significance for other dimensions of development" (p.27). As one of his seven vectors of development, Chickering (1969) suggests one must learn to think critically and acquire knowledge.

Supporting reasoning as part of intellectual development, Douglas Heath (1968) in his model of maturing outlines five developmental growth dimensions where intellect is defined as becoming more able to represent experiences symbolically. Heath (1977) found that there is consistently an interconnectedness between intellectual and social development.

The several levels of intellectual development noted above are necessary but not sufficient; they must be translated into academic competence. Upcraft (1989) found six major developmental issues students must deal with during the college years if they are to enjoy some degree of success, the first of which is developing intellectual and academic competence. Further, Parker (1974) suggests that what is considered development, as opposed to learning, is characterized by systematic change more than the accrual of

bits of behavior or knowledge and students' purposes for attending college generally fall into three categories: knowledge acquisition, personality development and career preparation.

The translation of intellectual development into competence requires input from educators. As one of nine examples of student development (Parker and Morrill, 1974) listed study skills and achievement training, training of academic advisors and affective educators for effective educators and concluded that this information was used to assist students in making more informed decisions.

A good summary of Intellectual Development and its ramifications are described in Cross (1981), King (1978) and Brown (1972). Cross (1981) notes that "the movement is from simple stereotyped thinking and perceptions, through an awareness of multiple possibilities and differentiated views of oneself and society, to conceptual complexity, tolerance of ambiguity, objectivity, and broadened visions" (p. 177). King (1978) found that students are able to critique their own ideas as well as those of others, and they recognize that not all positions are equally valid. Brown (1972) suggests going beyond the classroom experience and accrediting experience and non-traditional study concepts as learning, and that independent study, credit-by-examination, new delivery systems, and the accrediting of experience are

all important aspects of the nontraditional study concepts sweeping the country.

Interpersonal Skill Development

Interpersonal relationships are important for student success as Libaw and Martinson (1967) state in a guide to Freshman Orientation. Peer groups, where participatory behavior is demonstrated and interpersonal skills developed, are important according to Jackson (1977) in his sixth category of activities, Collegiate Orientation. This is supported by Chickering (1974) who found that students living at home rate themselves lower (during the freshman year) on self-esteem, interpersonal relationships, developmentally useful activities and desirable personal characteristics. The American Council on Education, in a survey of freshmen in 1985, found that students who live at home with their parents fell short of the kinds of learning and personal development typically desired by the institutions they attend.

Another facet of Interpersonal Skills Development is participation in student affairs as suggested by Chandler (1973):

“Student affairs is one of the major components of the university organization. A change in attitudes toward services to students and a change in the way of providing these services, what are they: admissions,

records, graduation, career development, job placement, financial aid, health services, health education, counseling, student activities, international education, minority affairs, and community service. If we are to provide opportunities for students to grow and develop, we must take the initiative and develop programs and activities that allow students to make choices" (p.396).

Plato (1978) found that the reactiveness of student service and the proactiveness of student development are contrasted. He further states that it is the educator's job to assist students in their personal, academic and social growth and development by encouraging them to participate in activities that build upon their growth in the areas of identity, personality, values and intelligence.

Interpersonal Skills Development has important implications for students. For example, in Stage Three of his stages of Moral Development, Kohlberg (1971) found that Interpersonal Concordance or "Good Boy-Nice Girl" Orientation results in good behavior which helps and pleases others. Likewise, Loevinger's (1976) model of Ego Development defines ability to make choices in the world, be empathetic, and achieve according to his/her own standards at the Conscientious Stage of development.

Humanistic theories, such as those proposed by Maslow (1954) and by Rogers (1961) stress that each individual has within himself or herself the ability to become self-actualized and fully developed to continue to mature in an

environment conducive to such growth. If people are self-determined and able to set attainable goals for themselves, they will develop as a result of their interactive behavior with others, their awareness of cultural differences and their interest in becoming active participants in their immediate community.

The two dimensions of interpersonal skills development, namely self and the world (meaning others), are considered by Roy Heath (1964) who outlined his personality typographies into two major categories: ego functioning, which focuses on maturity level and how the self interacts with the world and individual style or type, which focuses on the individual's basic temperamental approach to life. In both categories he found individual differences are important. Feldman and Newcomb (1969) found that freshmen, who arrive with unrealistic and exaggerated notions about college, must decide whether to drop out or to recover from their anticipatory excitement. The literature, as discussed clearly indicates that when educators provide input, students can improve their interpersonal skills.

Identity Development

Erikson (1968) talks about a psychosocial moratorium during which the young adult, through free role experimentation, may find a niche in some section of

society -- a niche which is firmly defined and yet seems to be uniquely made.

In Perry's (1981) "Commitments in Relativism Development" (positions 7-9) of his nine developmental positions, students have made an active affirmation of themselves and their responsibilities in a pluralistic world, establishing their identities in the process. King (1978) found that commitments are made to ideas, to values, to behaviors and to other persons.

Erikson (1959,1963) identifies a number of objectives that must be achieved by an individual in order to complete a particular life stage and thereby move on to the next stage. These objectives include establishing the importance of developing a personal identity, understanding that this developmental task is not complete until emotional autonomy has been achieved, and resolution of the following questions have been satisfied: *Who am I? Where am I going in life? What am I to become? Where do I belong?* Winston (1988) contends unless these important questions are resolved the individual is faced with role confusion, the polar opposite of identity, which results in failure to move easily to advanced levels of development.

According to Tinto (1987), students enter a college or university with varying patterns of personal, family, and academic characteristics and skills, including initial

dispositions and intentions with respect to college attendance and personal goals. Pascarella (1985) suggests that growth is a function of the direct and indirect effects of five major sets of variables. Two of those sets, students' background and pre-college characteristics, and the structural and organizational features of the institution (size, selectivity, residential character), together shape the third variable set: a college's or university's environment. These three clusters of variables, in turn, influence a fourth cluster involving both the frequency and content of students' interactions with the major socializing agents on campus (the faculty and other students). Quality of effort, the fifth constellation of variables, is shaped by students' background traits, by the general institutional environment, and by the normative influences of peers and faculty members. Student change is seen as a function of students' background characteristics, interactions with major socializing agents, and the quality of the students' efforts in learning and developing. The structural features of the institution are believed to have an indirect, rather than direct, influence on student development being mediated through the institution's general environment, the quality of student effort and student interactions with peers and faculty members.

Widick, Knelefkamp and Parker (1978) note that intellectual development and identity development represent "two sides of a coin," since one needs sophisticated intellectual skills to develop a workable concept of personal identity and commitment. Pace (1979) found that social development, appreciation of individuality, tolerance, and development of lasting friendships were highly correlated with a friendly, cohesive, group-oriented campus environment.

Values Development

Loevinger (1976) postulates nine milestones of development but only six deal with college-level growth. The Conformist Stage is characterized by group-determined behaviors, values and attitudes. The need for acceptance and approval is high. At the Self-Awareness Level, "an increase in self-awareness and the appreciation of the multiple possibilities in situations," (p.19) is evident. At the Conscientious Stage, rules and values are internalized and the individual attains the capacity for detachment and empathy. At the highest stage, the Integrated Stage, a consolidated sense of identity emerges. Chickering (1969) recognizes that "conflicting values, diverse behaviors and mutually exclusive models combine to offer multiple alternatives from which a particular identity

must be constructed, and then reconstructed in the light of new opportunities or new frustrations" (p. 92). Feldman (1972) concludes that institutions exert considerable influence on students' present and future behaviors, values, beliefs and interests.

Dannefer (1984) maintains that traditional approaches to individual development do not take adequate account of the human organism in relation to environments: the structural complexity and diversity of the social environment; and the role of the symbolic or social knowledge and human intentionality as factors mediating development (pp.106-107).

According to Astin (1985) students learn by becoming involved. He suggests five basic postulates: (1) Involvement requires the investment of psychological and physical energy in "objects" of one sort or another; (2) Involvement is a continuous concept; (3) Involvement has both qualitative and quantitative features; (4) The amount of learning or development is directly proportional to the quality and quantity of involvement; and (5) Educational effectiveness of any policy or practice is related to its capacity to induce involvement in students.

Several literature sources are more inclusive than those cited above under the four discrete factor

developments of students. These touch simultaneously upon several factors.

In their book, Success in College, Libaw and Martinson (1967) present a guide to Freshmen Orientation. They state that sound study habits, educational and vocational planning and interpersonal relationships are important for success. The student must ask himself/herself -- *What do you expect of college? What does your college expect of you? What does success in college mean?* The student also must get to know the campus, how the college functions, how the college is organized, what special facilities it has and what the academic standards are. Other considerations must be knowing the importance of planning, learning how to study, developing social skills and studying about various occupations.

At the University of South Carolina, the three-hour orientation course, Orientation 101, is designed to provide all entering freshmen with positive support services as well as an introduction to the academic process. The objectives as outlined are to:

- Help students develop a better understanding of the purposes of higher education and the outcomes;
- To teach students academic, social and personal survival skills;
- To increase involvement of students in all facets of

university life;

- To help students achieve greater awareness, knowledge and utilization of student support services;
- To provide personal growth experience in which students can achieve greater insight, broaden their interests, enhance their self-esteem, clarify their values, develop long- and short-range goals and in general to develop the necessary effective skills to cope with the world around them. (Syllabus, Orientation 101, University of South Carolina, 1977.)

Undergraduate academic programs, orientation programs that address student needs and information related to successful completion of college, counseling and advisement by the Office of Student Services and college faculty, financial aid awareness, career development, extracurricular activities, and informing students of educational policies are listed by Astin (1975) as the most helpful for student retention. Chickering (1974) suggests that colleges prepare their students by doing the following:

- Develop orientation programs that help students clarify their reasons for attending college, how they will become successful and what they will do;
- Ask students to define a set of values outlining

their educational purposes;

- Develop closer ties with faculty;
- Develop a sense of community responsibility;
- Offer a variety of learning programs and resources.

Implications For An Orientation Course

As a result of the literature review, the researcher identified five implications or objectives for participants of Orientation 101.

- Each student will define a value system. This means that the student needs to think through his/her philosophy, ethical standards, goals and priorities. Once a student has clarified these elements, he/she can slot a college program and individual courses into a larger picture of education and life. It is a first step in approaching academic success.
- Each student will take ownership of his/her work and behavior. Adult developmental theorists maintain that taking personal responsibility for one's actions is a necessary aspect of maturity and development. Young students, particularly those in their late teens, need to take a mature approach to their academic programs. It means taking blame and accepting praise for actions and not blaming others for lack of success.

- Each student will be respectful of the differences in others. The uniqueness of the individual implies differences among everyone. This means that the student must respect others' views and opinions, accept differences, and avoid myths, stereotypes, biases and prejudices regarding age, gender, race, color, national origin and religion.
- Each student will understand the importance of mastering the subject matter to become the most competent person he/she can be. If the height of development is Maslow's Self-actualization -- becoming everything one can become -- then the student must work diligently to acquire the knowledge and skills required in each course.
- Each student will build supportive relationships. Besides immediate family members and friends, the student needs to foster relationships on the academic level. This might be accomplished through membership in a peer study group, through a mentor relationship with a faculty member, through participation in college organizations and through extra-curricular activities.

Summary

This chapter presented the results of a review of the literature on student development. It revealed five major student development models: 1) Cognitive, 2) Psycho-social, 3) Maturity, 4) Typology and 5) Person-environment. Based on the literature, the implications for a college orientation course were outlined under the four categories of Intellectual Development, Identity Development, Values Development and Interpersonal Skills Development. Finally, implications for objectives or functions were identified for Orientation 101.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to design, implement and assess a student orientation course, part of a Core Student Development Model for community college students.

Model Design

Based on a review of the literature, the researcher designed a Core Student Development Model to serve the academic and personal needs of students, promote integration between student, faculty, and environment, and to develop active participation in activities that promote continuous learning. This model attempts to address the many functions that, in combination, promote student development throughout the community college experience -- from enrollment through graduation. These functions have been classified as follows: 1) Recruitment and Matriculation; 2) Orientation 101; 3) Advising and placement; 4) Integration; 5) Competency-Based Curriculum; 6) Student Activities and Civic Literacy; and 7) Graduation. These development functions have been grouped into three general categories:

Prevention: the early identification and management of problems that have the potential to be barriers to success.

Enrichment: the management of problems after they have been identified.

Development: the fostering of individual growth and involvement and respect and concern for the ideas and opinions of others.

The seven identified functions fall under one or more of the three general categories of Prevention, Enrichment and Development. The seven functions of the Core Model are described and identified according to the three general -- categories.

- Recruitment and Matriculation: (Prevention)
Appropriate student development staff scheduled visitations to secondary schools, made contacts with various community agencies and managed individual referrals.
- Orientation 101: (Prevention, Development) Students were provided information about available internal and external resources for personal skill development. They were also given information on how to enhance personal growth using phases of the model. The design, implementation and assessment of a two-credit orientation course for incoming freshmen was the major focus of this study.
- Advising and Placement: (Prevention, Enrichment)

Based on placement test results, all students were advised and placed in appropriate courses to optimize success.

- **Integration, Personal Advising and Counseling:**
(Enrichment, Development) Faculty must be proactive and be willing to give freely of their time and energy to address the needs of students. Interaction between faculty and student on an ongoing basis can enhance student success in the first year of college.
- **Competency-Based Curriculum:** (Enrichment, Development) Every student who enters a community college should expect to gain knowledge in the following areas; Intellectual Development, Identity Development, Values Development and Interpersonal Skills Development.
- **Student Activities and Community Outreach:**
(Development) Activities must include academic enrichment programs that enhance the teaching and learning process as well as promote civic literacy and responsibility.
- **Graduation:** (Prevention, Enrichment, Development)
If students are to realize their goals, retention must be improved. Successful use of the student development model will assist students in managing

the resources of the College, assuming responsibility for their actions and choosing a career path.

A mandatory orientation course for all freshmen (Orientation 101) was designed, implemented and assessed as part of the Core Student Development Model.

Design Of The Course

Orientation 101 at Massachusetts Bay Community College (MBCC) was designed to serve the needs of students, promote integration between student and faculty and to develop active participation in activities that serve to enhance intellectual, identity, values and interpersonal development. Orientation 101 was developed on the basis of several factors: findings in the literature; advice from experts in the field; results of analysis of logs kept by the Student Development staff at MBCC; input from MBCC faculty; and personal observations.

After lengthy discussions the researcher, together with the Student Development counselors, outlined the content of the 15 workshops. The researcher then fleshed out the outline in consultation with faculty members. The workshop content and techniques were reviewed by Department Chairs and appropriate administrative officers. Revised workshop plans were then implemented.

The workshops were conducted by a variety of individuals, depending on the nature of the subject matter of specific workshops. Workshop leaders included the researcher, Student Development counselors, faculty members, and external agency personnel, such as the director of Human Resource Development at Prime Computer, the vice-president of Coca-Cola and a development officer from Boston University.

The materials used in the workshops included the following: questionnaires, discussion items, survey reports, reprints of articles, book chapters, company reports, a series of Noel Levitz booklets on student development, and literature handouts on numerous aspects of career opportunities provided by external agencies.

Among the group assignments was one where students were assigned five to a group with each group held responsible for contacting various departments in the college to structure and develop projects. For one of the projects, students were asked to produce a videotape of interview skills and techniques compiled from actual interviews with people in business and industry. Another assignment had groups visit officers of the Student Government Association (S.G.A.) at the college to determine how S.G.A. activities benefit the student body at large and how student involvement in the S.G.A. could enhance personal

development. The students took a field trip to see the play, *Les Miserables*, and then submitted written critiques, which were followed up with discussion on ethics, values and morality.

Teaching strategies were designed to meet individual workshop objectives. Among those used were: small group discussion, individual student presentations, field trips, guest lecturers, films, teleconferences, faculty presentations, role playing, mock trials, question and answer periods, dyadic encounters and case histories.

The orientation course is divided into three units. Unit one acquaints the student with the institution's organization, structure, policies and offices. Unit two defines the role of the student and what the student's personal and academic responsibilities are to the institution. Unit Three focuses on the critical issues of long-term goals and career choices. Successful completion of the course will enhance the student's ability:

1. To manage time, remove distractions, organize materials, review procedures and resolve conflicts.
2. To define a set of values such as education, independence, family, religion, money, employment and health.
3. To determine a career choice through the use of

DISCOVER, a computerized information and guidance system; know what steps one must take to achieve one's choice; and develop the skills necessary to achieve that choice.

4. To use the following offices to make maximum use of available resources at the College: Counseling services, advisement, financial aid, international studies, health services, career development, job placement, student activities, veterans' services, minority affairs, athletics, academic services, learning laboratories and the Experimental College offices.

The course consisted of 15 workshops conducted once a week for one hour. Each of the 15 workshops was organized with a specific topic and specific objectives. Below are the 15 workshop topics organized under the four development areas: Intellectual Development, Values Development, Identity Development, and Interpersonal Skills Development.

Intellectual Development -- comprising *Decision Making*, *Study Skills*, and *Critical Thinking* -- sought to assist students in those aspects of college life that center around choosing courses, organizing themselves for study and developing skills to attain academic success.

Identity Development -- comprising *Personal Health/Wellness*, *Ethics/Drugs/Alcohol*, *Citizenship and*

Community, and *Ego Strength* -- was designed to help students develop a positive self-image and learn how to maintain a healthy behavior pattern. The latter included activities for understanding the role of ethical conduct in behavior modification as well as being aware of health services available at the College. This area also included encouragement to students to become involved in their communities.

Values Development -- comprising *Career Exploration*, *Job Placement*, *Values Clarification*, and *Goal Setting* -- aimed at having students clarify their values, and in light of those values, to identify career, personal and educational goals necessary for obtaining appropriate employment upon graduation.

Interpersonal Skills Development -- comprising *College Resources*, *On My Own*, *Life Skills*, and *Confidence-Building* -- tried to help students be realistic about analyzing their own strengths and interests in planning for their futures. Among the paths to realism were efforts to encourage students to build confidence through interaction with others and to develop more effective communication skills. In addition, students were introduced to the college resources at their disposal.

For the sake of harmony and unity of presentation, the 15 workshops were conducted in three units. The first unit,

"Acquainting Students with the College's Structure," included the following workshops: *College Resources, Values Clarification, Critical Thinking, Goal Setting* and *Citizenship and Community*.

The second unit -- "Role of the Students and their Responsibilities" -- covered these workshops: *Confidence-Building, Ego-Strength, Study Skills, Ethics/Drugs/Alcohol,* and *Decision-Making*.

The third unit -- "Life Goals/Career Choices" -- included workshops on *Career Exploration, Personal Health/Wellness, Job Placement, Life Skills,* and *On My Own*.

The following paragraphs outline the 15 workshops into the 15 topics with stated objectives, activities, presenters, and methods. (A complete outline appears in Appendix B.).

Workshop I, Job Placement, had as its objective to aid students in acquiring employment upon achievement of stated goals. The student activities included identifying and matching of employment areas to prospective employers; developing job hunting strategies; producing a video of an interview with a perspective employer; and attending a job placement fair. A job placement counselor and personnel officers from local business and industry sites were presenters. The methods used included literature review,

resume writing, interview techniques, letters of application, and test-taking skills.

Workshop II, *College Resources*, had as its objective to acquaint students with the institution's structure, rules, organization and functions. The activities included student interviews with the president and vice president for instruction, visitation to the various offices of Student Development, Experimental College, Learning Laboratory and a meeting with the dean for Career Programs. Representatives of the college's administrative and student development staffs were presenters. The methods used included interviews with respective heads of departments, keeping journals and logs of college resources, and tours of various college offices.

Workshop III, *Life Skills*, had as its objective to help students understand how to deal creatively with others as they move from "where they are" to "where they want to be." Activities included evaluating relationships with family and friends; defining influencing strategies; identifying and characterizing leaders and team players; gathering and analyzing information to resolve conflicts; and developing team projects. Presenters included professors from the Humanities Department and guest speakers from external agencies and educational institutions. Methods used included instruction on gathering and analyzing data.

Workshop IV, Confidence-Building, had as its objective to encourage students to build confidence through interfacing with others and communicating effectively. Activities included defining strengths and weaknesses; developing techniques that enhance success; developing a confidence assessment questionnaire; and outlining one's self-image. Presenters were from Human Resources Development Offices and the Student Development Staff. The methods used included dyadic interactions for strategies that demonstrate self-confidence.

Workshop V, Decision-Making, had as its objective to increase the students ability to establish, test, and modify short- and long-term goals that assist in understanding the effects decision-making skills have on their lives. Activities included small and large group exchanges on important decision-making experiences. The students were provided with a list of resources used to make those decisions. Presenters were professors from the English Department, speaking on "The Decision-Making Process." The methods used included designing a decision-making worksheet, completing an action plan for carrying out the decision and outlining how to define and isolate a problem.

Workshop VI, Personal Health/Wellness, had as its objective to make students aware of the numerous health issues and services that are available to them. Activities

included developing student work groups on safe sex, A.I.D.S., birth control, pregnancy, heart disease, chemical dependency, emotional stability and more. Students also designed issues-oriented personal health care brochures to disseminate to the college community; planned a health fair; made a jazzercise video; organized panel discussions in conjunction with health care professionals; and visited local health care facilities. Presenters were the Health Care Counselor, students from the College's Nursing Program, and professionals in the health care field. Methods included case study analysis, visitation assignments, and researching personal health histories.

Workshop VII, Critical Thinking, had as its objectives assisting students in learning those concepts and skills needed for higher order reasoning or intellectual development, and providing students with practice and strategies for academic success while focusing on ways of interpreting new information. Activities included defining critical thinking; developing a checklist for strategies related to critical thinking; stating why critical thinking is important in the teaching/learning process; and collectively deciding why logic and evidence are needed to challenge others in given situations. Presenters were instructors from the College of Basic Studies who lectured on "Blind Obedience to Authority." Methods included

preparing vignettes on problems that occur as a result of a lack of ability to think critically and small group discussion on how to construct a related checklist.

Workshop VIII, *Study Skills*, had as its objective to assist students in their ability to organize materials, manage time, review procedures and remove distractions. Activities included completing reading assignments; outlining individual responsibilities related to learning; maintaining daily journals; presenting in front of the class; and defining inter-related disciplines and how they enhance study success. Presenters were instructors from the Division of Basic Studies (developmental/academic enrichment). Methods used included dyadic interactions, time writing in class, and small group presentations on the "main idea" from suggested readings.

Workshop IX, *"On My Own"*, had as its objectives to assist students with a self-analysis of their capabilities and interests and to encourage them to plan constructively for their futures, using all resources at their disposal. Activities included developing a detailed work autobiography and outlining most important accomplishments; discussing work experiences; listing problems that interfere with success in the workplace; and relating a typical working day's activities. Presenters were the researcher, representatives from local business and industry, and

company chief executives. Methods included a panel discussion on the do's and don'ts of the workplace; keeping a chart of important factors contributing to success; visiting local business sites; and arranging interviews with people in the community who share the same interest and from those interviews, developing a written report.

Workshop X, *Values Clarification*, had as its objective to help students measure and clarify their values. The activities included having students list the ten most important things of value to them: discussing the various definitions of values and how they relate to personal and social issues; and working on a case study. Presenters were the researcher and the college career counselor. Methods included the administering of the Temperament and Values Inventory, individual sessions with career counselors to discuss inventory results and value ranking.

Workshop XI, *Ethics/Drugs/Alcohol*, had as its objective to help students understand how ethical conduct can assist in behavior modification. The activities included writing a definition of ethics; coming to a group consensus on that definition; discussing how to modify behaviors; attending a mini fair on chemical dependency at the local health care clinic; and attending an Alcohol Anonymous meeting. Presenters were the professor from the "Ethics and Morality" class, the Health Care Counselor, and recovered alcoholics.

Methods included attending the play, *Les Miserables*; administering of the Alcohol Risk Management Survey; designing of an Alcohol Prevention Program; and distributing to the college community the Noel Levitz booklets on Drugs and Alcohol.

Workshop XII, Goal Setting, had as its objective to aid students in their ability to clearly state their educational, professional and personal goals. Activities included seeking assistance in understanding those skills needed to reach goals; interfacing with individuals in the workforce to learn what is necessary to achieve a stated goal; discussing how personal goals are interrelated; and encouraging class discussion on how values, skills, interests, abilities and knowledge determine whether or not goals will be achieved. Presenters were the Director for Career/Vocational Programs and the Transfer Counselor. Methods included having students invite a personal friend, family member or professional to share how they recognized, planned and implemented their personal, academic and professional goals.

Workshop XIII, Ego-Strength, had as its objective to help students understand that how they perceive themselves is how others perceive them. Activities included sharing experiences regarding interests, goals, values, strengths, weaknesses, hobbies, and selecting a group member to present

to the class. Students also developed a list of two categories of people: those with ego-strength and those without ego-strength. They further outlined the characteristics of each category. Presenters were a psychologist from the local Family Care Center and the president of the MBCC. Methods included a Case Study review and critique as well as vignettes of ego-strength performed by the college's theater group.

Workshop XIV, Citizenship and Community, had as its objective to encourage students to become involved, contributing members of their communities. Activities included becoming involved in volunteerism and learning what civic responsibility is. A district representative discussed neighborhoods and how they evolve. Students were encouraged to research their communities and spend time volunteering in addition to defining civic literacy. Presenters were local volunteers and political action group representatives. Methods included making a booklet of the class volunteer work and forwarding it to the college's student newspaper for publication. The researchers also enlisted the support of the Student Government Association in developing a Volunteer/Civic Literacy Campaign.

Workshop XV, Career Exploration, had as its objective encouraging students to assess their values, interests and skills in order to identify careers which are consistent

with their goals. Activities included scheduling sessions with the career counselor for instruction on the use of the System of Interactive Guidance and Information (S.I.G.I.). Students were asked to develop job listings, design a mini job fair, and take one of the colleges career inventories. Presenters were the College Career Counselor and guest speakers representing law, business, technology and communications. Methods used included visiting the College Career Center, researching internships and exploring co-operative programs.

Subject Selection

Sixty (60) college freshman, 30 males and 30 females were chosen from a stratified random selection of comparable students who graduated in the upper 50 percent of their high school classes. All were at the correct grade levels, ages 18, 19 and 20. Thirty students with equal numbers of males and females served as a control group while 30 other students with equal numbers of males and females participated in the Orientation 101 course as the experimental group. A computer-generated, stratified random selection calling for every 20th student of those available was used for both the control and experimental groups. The 30 students of the experimental group participated in course Orientation 101.

Assessment Of The Model

The Center for the Study of Community Colleges Student Survey was administered as a pre- and post-test to all 60 students to determine if Orientation 101 improved performance on the criteria indicated. The staff of the Office of Student Development administered the test to students in the control group and in the experimental group. The test was given during the first class meeting and again during the last class session.

The Center for the Study of Community College Student Survey was selected mainly because over the years it has yielded notably consistent response patterns. This instrument measures student classroom participation, student activities, self-confidence, study skills, decision-making skills, career choices, job placement, financial aid, and values and goal-setting. It was field-tested in several colleges, validated and reviewed by panels of community college practitioners around the country. From samples of class sections, facilitators obtained response rates ranging between 80 and 85 percent.

This instrument contained questions directly related to the study at Massachusetts Bay Community College. For purposes of this study, only those items (questions) from the Center for the Study of Community Colleges Student

Survey directly related to specific issues of the study were used (Appendix C).

Statistical Procedures

The students' responses on the Center for the Study of Community Colleges Student Survey were coded and analyzed using Statistical Package for the Social Sciences (SPSS). SPSS is the most respected statistical package used almost exclusively in Social Science Research.

To look at the possible effect that treatment or the lack thereof had on the perceptions of the control group and experimental group and the degree to which their personal growth needs were being addressed, this researcher constructed two sets of contingency tables. The first set of tables looked at student responses on the pre-test. The second set of tables examined their responses on the post-test.

To complement the above analysis, 2x3 contingency tables were constructed to ascertain whether the results would be different if the post-test responses were collapsed from five to three cells. More specifically, in converting 2x5 tables into 2x3 tables the responses "strongly agree" and "agree" were combined to make the category "agree" and the responses "disagree" and "strongly disagree" were merged to form the category "disagree."

Since scaled responses were used to measure student perceptions, chi-square tests were used to assess the statistical significance, if any, of the results displayed in the contingency tables.

Limitations Of The Study

The design, implementation, and assessment of Orientation 101 constitute the major purpose of this study. However, problems anticipated in the implementation of Orientation 101 were created by:

1. Faculty and their union representation: union policy did not permit faculty members to participate in activities unless their course loads were reduced.
2. A reduced allocation for student support services further hampered the implementation of Orientation 101.
3. The study was limited to the use of a sample of freshman students admitted to Massachusetts Bay Community College.
4. The study was limited to Massachusetts Bay Community College.
5. The study was limited by a lack of unified theories of personal growth needs for students specifically identified at Massachusetts Bay Community College.

6. The study was limited by the availability of instructors for Orientation 101, time constraints, and other resources that were not available.
7. The study was limited in that there was no guarantee that differences are attributable only to the orientation course.

Legal And Ethical Considerations

In conducting this study, the ethical principles set forth by the American Psychological Association were followed. The anonymity of each participant was maintained throughout the research project. The students were apprised from the onset that the data collected would be used to compare the perceptions of students in the control and in the experimental group for the purposes of this study.

CHAPTER IV

DATA ANALYSES

The purpose of this chapter is to present the results of the data analyses described in Chapter III. Responses on the Center for the Study of Community Colleges Student Survey were coded and analyzed using Statistical Package for the Social Sciences (SPSS). The data from the survey was analyzed by a series of statistical techniques.

To look at the possible effect that treatment or the lack thereof had on the perceptions of the control group and the experimental group and the degree to which their personal growth needs were being addressed, the researcher constructed two sets of contingency tables: the first set of tables 2x6, 2x5 and 2x4 looked at student responses on the pre-test; the second set of tables examined their responses on the post-test.

To complement the above analysis, the researcher constructed 2x3 and 2x2 contingency tables to ascertain whether the effects of treatment or lack thereof would be different if the respondents' post-test responses were collapsed from five to three, four to two and six to two categories. In converting 2x5 tables into 2x3 tables the response "strongly agree" was integrated into the category of "agree" and the response "strongly disagree" was merged into the category of "disagree." The response "poor" was

integrated with the category "fair" and the response "excellent" was merged into the category "good" in converting 2x4 tables into 2x2 tables. The 2x6 tables were collapsed into 2x2 tables where figures that displayed an individual as part of a group were merged to form the category of "students viewing themselves as a part of the group" and figures that presented individuals outside the group were combined to form the category of "students viewing themselves outside the group."

Since scaled responses were used to measure perceptions of respondents, the researcher used chi-square tests to assess the statistical significance, if any, of the results displayed in the contingency tables.

Description Of The Sample Population

As illustrated in Table 1 (page 63), both the control and experimental groups included 15 males (50%) and 15 females (50%). Twenty-two control respondents (73%) were white, one (3%) was an Asian/Pacific Islander, one (3%) was an African-American and six (21%) did not indicate their race or ethnicity. Twenty-six experimental respondents (87%) were white, two (7%) were African-Americans, one (3%) was an American Indian and the remaining one (3%) was an Asian/Pacific Islander (Table 2, page 63).

Table 1.

GENDER OF RESPONDENTS (N=60)				
GENDER	CONTROL		EXPERIMENTAL	
	N	%	N	%
FEMALES	15	50	15	50
MALES	15	50	15	50
TOTAL	30	100	30	100

Table 2.

RACE OF RESPONDENTS (N=60)				
RACE	CONTROL		EXPERIMENTAL	
	N	%	N	%
WHITE	22	73*	26	87
ASIAN/PACIFIC ISLANDER	1	3	1	3
AFRICAN AMERICAN	1	3	2	7
AMERICAN INDIAN	0	0	1	3
NO RESPONSE	6	21	0	0
TOTAL	30	99*	30	100

* Percentages have been rounded to the nearest whole number. Some totals will not add up to 100%.

Table 3.

GRADE POINT AVERAGE OF RESPONDENTS (N=60)				
GPA	CONTROL		EXPERIMENTAL	
	N	%	N	%
B	9	30	7	23
C	12	40	17	57
DIDN'T KNOW	3	10	6	20
NO RESPONSE	6	20	0	0
TOTAL	30	100	30	100

Table 4.

AGE OF RESPONDENTS (N=60)				
AGE	CONTROL		EXPERIMENTAL	
	N	%	N	%
18	12	40	14	47
19	6	20	8	27
20	5	17	8	27
NO RESPONSE	7	23	0	0
TOTAL	30	100	30	101

Nine (30%) of the control respondents had a high school grade point average (GPA) of "B," twelve (40%) a "C," three (10%) did not know their GPA and six (20%) provided no response. Seven (23%) of the experimental respondents had a high school GPA of "B," seventeen (57%) a "C," and six (20%) did not know their GPA (Table 3).

Twelve control (40%) and 14 experimental respondents (47%) were 18 years of age. Six (20%) respondents in the control group and eight (27%) in the experimental group were 19 years old. Five control (17%) and eight experimental respondents (26%) were 20. Seven control respondents (23%) did not answer the question about age (Table 4, page 64).

Regarding family income, no control and one experimental (3%) respondent had a family income between \$5,000 and \$14,999. Three control (10%) and four (13%) experimental respondents had a family income between \$15,000 and \$24,999 while three control (10%) and the families of nine experimental (30%) group member earned between \$25,000 and \$34,999. Three control respondents (10%) and one experimental (3%) respondent had family incomes between \$35,000 and \$44,999, whereas the families of three control respondents (10%) and five experimental (18%) respondents earned more than \$45,000 annually. Eleven control (37%) and nine experimental (30%) members did not know the income of their families and seven control members (23%) and one experimental member (3%) did not provide any response (Table 5, page 66).

Table 5.

FAMILY INCOME OF RESPONDENTS (N=60)				
FAMILY INCOME	CONTROL		EXPERIMENTAL	
	N	%	N	%
\$5,000 - \$14,999	0	0	1	3
\$15,000 - \$24,999	3	10	4	13
\$25,000 - \$34,999	3	10	9	30
\$35,000 - \$44,999	3	10	1	3
> \$45,000	3	10	5	17
DID NOT KNOW	11	37	9	30
NO RESPONSE	7	23	1	3
TOTAL	30	100	30	99

Table 6.

INCOME OF RESPONDENTS (N=60)				
INCOME	CONTROL		EXPERIMENTAL	
	N	%	N	%
< \$4,999	14	47	23	77
\$5,000 - \$14,999	8	27	5	17
\$15,000 - \$24,999	1	3	1	3
NO RESPONSE	7	23	1	3
TOTAL	30	100	30	100

As depicted in Table 6, students' income in both groups fell within three ranges. The bulk of students in both the control group (14; 47%) and the experimental group (23; 77%)

earned less than \$4,999 annually. Eight control group members (27%) and five experimental group members (17%) reported incomes between \$5,000 and \$14,999. One respondent (3%) in each group had an income between \$15,000 and \$24,999 and seven control members (23%) and one experimental member (3%) did not answer the question regarding income.

Comparison Of Groups Prior To Treatment

The question may well be asked, "What difference, if any, existed between the response patterns of students in the control group and in the experimental group prior to treatment?" Preliminary analysis of the frequency data displayed in the contingency tables suggests that except for questions 11f and 15b the response patterns for both the control group and the experimental group were similar on the pre-test. Chi-square tests verify that there was a statistically significant difference between the perceptions of the groups only on questions 11f (.0072 L.O.S.) and 15b (.036 L.O.S.) (Tables 7 and 8, page 156).

Question 11f that is related to intellectual development asked students the level at which they agreed or disagreed with the statement, "too many requirements make it difficult for me to take the courses I would prefer." In response to this question, one control student (3%) checked "strongly agree" with the statement, eight (27%) "agree," 20

(67%) "do not know" and one (3%) "disagree." Whereas 12 experimental students (40%) recorded "agree" with the statement, 14 (47%) "do not know," three (10%) "disagree" and one (3%) "strongly disagree."

Question 15b that is associated with value development instructed students "for the activity of career counseling, mark the column that best describes you." One control student (3%) marked "I have participated," nine (30%) "I do not need it," eight (27%) "I could benefit but I have no time for it" and 12 (40%) "I was not aware of it." Conversely, nine experimental students (30%) denoted "I have participated," six (20%) "I do not need it," six (20%) "I could benefit but I have no time for it" and seven (23%) "I was not aware of it." Two students (7%) in the experimental group provided no response to question 15b.

Further analysis of the pre-test data displayed in the contingency tables indicates that a pattern exists for the 38 questions where the respondents could mark the response "do not know" or "no opinion." The pattern observed shows that in 30 instances (79%) for the control group and in 25 instances (65%) for the experimental group the previously mentioned response was the most frequently or second most frequently recorded response. More specifically, for the control group in 20 instances (53%) this was the most checked response and in 10 instances (26%) it was the second

most recorded response. For the experimental group in 10 (26%) and 15 (39%) instances respectively it was the most and second most marked response.

The preceding analysis (chi-square test results and contingency table analysis of pre-test data) indicate that there were no significant differences in the perceptions of the two groups about how the college fosters the development of personal growth needs prior to treatment.

Summary Of Data Analyses

Before moving into a detailed analysis of all findings, what follows represents a summary of the data analysis.

Of the 23 items related to identity development, there were six items where a significant difference was found. Students in the experimental group felt they would like to be like some of the instructors at the college and that the college should sponsor more self-help groups or workshops on campus. Students said the college provided them focus and direction and helped them develop employable skills. They also said the college made them a happier person and felt they related more to the college counseling and student aid staff, depending on the situation, than to instructors, family, friends, college clubs or other students at the college.

There were seven items related to interpersonal skills development and three where there was a significant difference in response patterns from pre-and post-tests. Students in the experimental group felt the college gave them confidence, increased their liking and respect for other people and said they could find a staff member at the college who was interested in their activities.

For the nine items related to values development, three were found to have a significant difference on the post-test. Students in the experimental group had participated in career counseling and financial aid workshops and had become involved in college clubs and organizations.

Of the 21 items related to intellectual development, six were found to have a significant difference on post-test results. Students in the experimental group felt that too many requirements made it difficult for them to take the courses they would prefer and that the college should sponsor more cultural events on campus. They also stated that the college should provide more academic counseling and study skills workshops and place greater emphasis on the liberal arts and sciences.

Summary Of Results

Comparison of both group responses on the pre-and post-tests revealed some rather interesting patterns. For the six items related to how students compared their ability to that of other students at the college in intellectual development, responses on both tests were very similar. On both tests the most recorded responses for the experimental group for understanding the implications of science and technology, arts, music, political ideologies, editing material, and using algebra to solve problems, were "fair" and "good" and for earning a living were "good" and "excellent." For the control group, the same pattern held true except for understanding the arts where "fair" and "poor" were the two most-marked responses, and using algebra to solve problems where "good" and "fair" and "poor" were the most selected responses. Conversely, on both tests the three least selected responses for the experimental group were "poor" and "excellent" and "fair." For the control group, the least chosen responses were "good" and "excellent."

The control group's responses for the nine items related to all areas of development were generally similar on both tests. In these nine items students stated how they feel about cultural events on campus, finding staff support, admiring teachers, the social environment, teacher

effectiveness, college requirements, college programs, transfer possibilities, and working in the field for which they have been prepared. On the pre-test for eight of the nine items, the most or second most checked response was "don't know" and on the post-test for seven of the nine items "don't know" was the most recorded response. On both tests, the least recorded responses of the control group were on the extremities of the scale, "strongly disagree" or "strongly agree." The experimental group's responses varied somewhat from the pre-test to the post-test. On the pre-test, for seven of the nine items, the most or second most recorded response was "don't know" and on the post test for eight of the nine the most and second most recorded response was "agree." The majority of the responses shifted from "don't know" on the pre-test to "agree" on the post-test. This shift adds credence to the hypothesis that participation in Orientation 101 fosters student development. The two least recorded responses for the experimental group were "strongly agree" and "strongly disagree."

Comparison of both group responses on the seven items related to intellectual, identity and values development reveals two distinct patterns. In these seven items, students were asked if the college should place greater emphasis on the education of adults, the liberal arts and

sciences, career and occupational education, helping students find jobs, academic advising, transferring, and clubs and organizations. Response patterns for both groups on the tests were similar for clubs and organizations. The most marked responses on the test were "agree" and "don't know" and the least marked responses were "strongly agree" and "disagree." The second pattern indicated that the two most frequently recorded responses for the remainder of the items generally shifted from "agree" and "don't know" on the pre-test to "agree" and "strongly agree" on the post-test. This pattern held true for all items for the experimental group. On the pre-test, responses to two items -- helping students find jobs and helping students transfer -- were the most frequently marked by the experimental group. For the control group, the second most marked response was "strongly agree" rather than "agree" or "don't know." For three items -- career and occupational education, academic advising, and transfer -- "agree" was the most recorded response for the experimental group. On the post-test, for the control group, "don't know" was the most checked response.

Examination of the results for the ten items related to intellectual development revealed no discernible patterns. The ten items covered were: taking exams, time conflicts, homework assignments, writing papers, speaking before a class, reading comprehension, inadequate math and science

preparation, grades, attitudes of instructors, and inadequate study skills. A comparison of the items related to identity also yielded no perceivable pattern. These items referred to how students see themselves in relation to instructors, family, friends, clubs, other students, and student-aid personnel.

Comparison of the pre- and post-tests related to the effect the college experience had on student development revealed one distinguishable pattern. The comparison looked at direction and focus, goal setting, confidence, decreasing self-confidence, awareness of alternatives, feeling better educated, develop employable skills, increased self-awareness and insight, increased respect for others, being happier persons, made them more open to new ideas and people, and caused marital tension. The one discernable pattern revealed by the comparison showed after participation in Orientation 101, the number of the experimental group's responses falling in the category of "don't know" was reduced from nine to one. Conversely, the number of the control group's responses falling into the "don't know" category increased from seven to eight. This also lends credence to the hypothesis that participation in Orientation 101 fosters student development.

Comparison of the items related to activities that students felt best described them revealed the number of

experimental students participating in college sponsored activities increased from two on the pre-test to seven on the post- test -- once again substantiating student development as a result of participation in Orientation 101. These items examine student participation in academic counseling, career counseling, basic skills courses in math, reading, and writing, personal counseling, study skills workshops, tutoring, financial aid assistance and college clubs and organizations.

Comparison Of Groups After Treatment

One of the findings of the investigation showed no significant differences between the control group's and the experimental group's perceptions of how MBCC helps them address personal growth needs.

Preliminary analysis of the group responses both collapsed and not collapsed suggests that there was no difference between the perception of the two groups regarding questions 10a through 10f (Tables 9 and 10, pages 157 - 158). Questions 10a through 10f related to identity development. These questions asked respondents, "Compared to other students at this college, how would you rate your ability to do each of the following six activities?" As illustrated in Table 11 (page 159), chi-square tests run on the data displayed in Tables 9 and 10 show no significant

difference between the two groups. A closer examination of Table 11 reveals that none of the displayed levels of significance were in close proximity to an acceptable level of ".05." The question may well be asked, "Why was there no statistically significant difference between the two groups after the experimental group participated in the course Orientation 101?"

Although there was no statistically significant difference between the perceptions of the groups, there were several interesting patterns worth mentioning. One pattern observed showed that for every question but 10f, the two most frequently marked responses for both groups were "fair" and "good." Conversely, this means that the two least checked responses for the groups were "poor" and "excellent."

When responses were collapsed, most of the experimental group's responses for every question except for 10e, fell into the category of "good." No discernible pattern could be identified for the control group.

A comparison of the group responses on the pre-test and post-test revealed an interesting pattern. For the experimental group, the response pattern was similar for both the pre-test and the post-test. That is, on both tests the most frequently checked responses for 10a through 10e were "fair" and "good" and the most often checked responses

for 10f were "good" and "excellent." No discernible response pattern could be identified for the control group.

Questions 11a through 11i -- associated with intellectual, values, and interpersonal development -- asked respondents how they felt about the future, college, professors, coursework and themselves (Tables 12 and 13, pages 160 - 161). Contingency table analysis revealed that for every item the experimental group's least marked response was either "strongly agree" or "strongly disagree," both of which are located at the extremities of the scale. Except for Question 11i, the same pattern held true for the control group. Both groups also responded in a similar fashion to these statements on the pre-test.

When the responses were collapsed from five to three categories, for six (11a, 11b, 11f, 11g, 11h and 11i) of the nine items, the most recorded response for the experimental groups was "agree." For two (11c and 11e) of the remaining three items, this response was the second highest category. No identifiable pattern could be observed for the control group.

Chi-square test results indicate that for three statements, 11a, 11b and 11f, there was a significant difference between the perceptions of the groups (Table 14, page 162). The level of significance was at .0004 for item 11a, at .0002 for item 11b and at .0406 for item 11f. The

level of significance was greater for the same three items when the group responses were collapsed from five to three response categories. The level of significance was at .0001 for questions 11a and 11b and at .0362 for question 11f. For item 11f the level of significance was greater on the pre-test data (.0072) than on the post-test data (.0406 and .0362). One may question why the level of significance decreased between the pre-test and the post-test rather than increased?

Question 11a, associated with intellectual development, asked the level at which respondents agree or disagree with the statement, "this college should sponsor more cultural events on campus." As illustrated in Tables 12 and 13 (pages 160 - 161), whether or not the control group's responses were collapsed, the most frequently recorded response was "don't know." More specifically, before the responses were collapsed sixteen control respondents (53%) marked the response "don't know", nine (30%) "agree", three (10%) "strongly agree" and one each "disagree" and "strongly disagree." After being collapsed 16 (53%), 12 (40%) and two (8%) responses fell under the response categories of "don't know," "agree" and "disagree" respectively. Conversely, under both types of analyses the most frequently recorded response for the experimental group was "agree." The first type of analysis reveals that 22 respondents (73%) checked

"agree", six (20%) "strongly agree" and one each (3%) "don't know" and "disagree." No respondent chose the response "strongly disagree." The second type of analysis disclosed that 28 respondents (93%) fell into the response categories of "agree" and one each (3%) into "don't know" and "disagree."

Conversely, under both types of analyses the most frequently recorded response for the experimental group was "agree." The first type of analysis reveals that 22 respondents (73%) checked "agree," six (20%) "strongly agree" and one each (3%) "don't know" and "disagree." No respondent chose the response "strongly disagree." The second type of analysis disclosed that 28 respondents (93%) fell into the response categories of "agree" and one each (3%) into "don't know" and "disagree."

Question 11b, related to interpersonal development, asked respondents the degree to which they agreed or disagreed with the statement, "it is easy to find a staff member at this college who is interested in my activities." For the control group the responses at the extremities of the scale, "strongly agree" (2; 8%) and "strongly disagree" (1; 3%), were selected the least often. For this group, the response "don't know" was the most selected response and the responses "agree" and "disagree" were each selected by six (20%) of the members.

The least recorded responses for the experimental group were at both extremities -- "strongly disagree" (0; 0%) and "strongly agree" (2; 7%) -- and the middle, "don't know" (1; 3%), of the scale. Twenty-one experimental members (70%) chose the response, "agree" and six (20%), the response "disagree."

When responses for question 11b were collapsed from five to three categories, the most frequently checked response for control group members (15; 50%) and experimental group members (23; 77%) was "don't know" and "agree" respectively. The second most recorded response of the control group (8; 27%) was "agree" and for the experimental group (6; 23%) was "disagree." The least often recorded response of Control members (7; 23%) was "disagree" whereas "don't know" was the least often recorded for their experimental group counterparts (1; 3%).

The responses at the extremities of the scale, "strongly agree" and "strongly disagree" were the least chosen responses for both the control group and the experimental group for question 11f. This question, related to intellectual development, asked respondents the degree to which they "agreed" or "disagreed" with the statement, "too many requirements make it difficult for me to take the courses I would prefer." The most selected response for the control group (12; 40%) was "disagree," whereas "agree" was

for the experimental group (16; 55%). The second most frequently marked response for the control (10; 33%) and experimental (7; 24%) groups was "don't know." The third most selected response for the control group (6; 20%) was "agree" and for the experimental group (5; 17%) was "disagree."

Examination of the collapsed response pattern for question 11f reveals that the most frequently recorded responses for the control group and the experimental group were at the opposite ends of the rating scale. Twelve control responses (40%) fell under the category of "disagree," while 17 experimental responses (57%) were under "agree." The least frequently recorded responses of both groups were also at the opposite ends of the scale. Eight control members (27%) fell into the category of "agree" and five experimental members (17%) into "disagree." The response "don't know" at the middle of the scale was the second most frequently recorded response of both the control group (10; 33%) and the experimental group (7; 24%).

Questions 12a through 12g, related to intellectual, identity, values and interpersonal development, asked respondents the degree to which they agreed or disagreed with the emphasis the college placed on particular activities (Tables 15 and 16, pages 163 - 164). Contingency table analysis revealed that for all seven questions, the

two response categories marked the least by the control group were "disagree" and "strongly disagree." The analysis also disclosed that, except for question 12g, the three least recorded responses for the experimental group were "don't know," "disagree" and "strongly disagree" -- all of which are located at one end of the scale. It also shows that the most frequently checked response by the experimental group for every question, except for 12f, was "agree."

Contingency table analysis of the collapsed responses revealed two discernible patterns. One pattern shows that the experimental members most frequently checked the response "agree" for each question. For each question, at least 18 individuals (62%) marked this response. The other pattern indicated that the least recorded response for the experimental group for all questions was "disagree."

Chi-square tests run on the data displayed in Tables 15 and 16 (pages 163 - 164) indicated a statistically significant difference between the perceptions of the two groups of students on questions 12a, 12b and 12f (Table 17; page 165). Before the responses were collapsed, the level of significance was .0010 for question 12a, .0019 for question 12b and .0140 for question 12f. When responses were collapsed, the level of significance increased for

questions 12a (.0008) and 12b (.0004) and decreased for question 12f (.0541).

Question 12a, connected with intellectual and identity development, asked respondents the degree to which they agreed or disagreed with the statement, "this college should place greater emphasis on the education of adults." Eighteen control respondents (60%) checked "don't know," eleven (37%), "agree" and one (3%), "strongly disagree" -- all responses located at one end of the scale. No control member marked either "strongly agree" or "disagree." Conversely, 20 experimental group members (67%) recorded "agree," five (17%), "strongly agree," four (13%), "don't know" and one, (3%) "disagree." The response "strongly agree" was not selected by anyone in the experimental group.

When the responses were collapsed most control group responses (18; 60%) and experimental group (25; 83%) responses fell into the categories "don't know" and "agree," respectively. Eleven control members (37%) fell into the category "agree" and four experimental respondents (13%) into "don't know." The least number of responses for both groups fell into the category "disagree."

Question 12b asked respondents the degree to which they agreed or disagreed with the statement, "This college should place greater emphasis on the liberal arts and sciences." The most frequently recorded responses for the control group

(16; 53%) and experimental group (19; 66%) for question 12b, associated with intellectual and values development, were "don't know" and "agree," respectively. The second most marked response for control group members (10; 33%) was "agree" and for experimental group members (6; 21%) was "strongly agree." The least checked responses to this question for the control group were "strongly agree" (2; 7%), "disagree" (1; 3%) and "strongly disagree" (1; 3%). Responses for the experimental group were "don't know" (2; 7%) and "disagree" (2; 7%). No experimental group member choose the response "strongly disagree."

The bulk of collapsed control group responses and experimental group responses for question 12b fell into the same two categories as they did for question 12a. In the case of question 12b, the responses of most control members (16; 53%) fell into the category "don't know" and the responses of most experimental group members (25; 86%) fell into the category "agree." The remaining 14 control responses fell into the categories of "agree" (12; 40%) and "disagree" (2; 7%). Two (7%) of each of the remaining four experimental group responses fell into the categories of "don't know" and "disagree."

"This college should place greater emphasis on helping students transfer to universities" was the statement that Question 12f asked respondents the degree to which they

agreed or disagreed. Question 12f, related to intellectual development, received the highest number of control group responses (15; 50%) in the category of "agree" before responses were collapsed and after the responses were collapsed (28; 93%). Before responses were collapsed, the remaining 15 responses fell into the categories "don't know" (7; 23%), "strongly agree" (6; 20%), "disagree" (1; 3%) and "strongly disagree" (1; 3%). After responses were collapsed, the remaining two responses fell into the categories of "don't know" (1; 3%) and "disagree" (1; 3%).

The responses of "strongly agree" (18; 60%) and "agree" (10; 33%) were checked most frequently by the experimental group. Not surprisingly, most of their responses (28; 93%) fell into the category "agree" when responses were collapsed. Prior to the responses being collapsed, the remaining two responses fell into the categories of "don't know" (1; 3%) and "strongly disagree" (1; 3%). No respondent marked the response "disagree." After the responses were collapsed, the remaining two responses fell into the categories of "don't know" (1; 3%) and "disagree" (1; 3%).

Questions 13a through 13j -- associated with intellectual, identity, interpersonal and values development -- asked the respondents the degree to which they agreed or disagreed that "certain situations found at school and home

created particular pressure for me." An examination of responses to these ten questions disclosed two patterns both before and after responses were collapsed (Tables 18 & 19; pages 166 - 167).

One discernible pattern before the responses were collapsed indicated that for all ten questions the control group's least selected response was "strongly disagree" (Table 18, page 166). The second pattern unveiled that except for Questions 13e and 13f, the most checked response for the experimental group was "agree."

One recognizable pattern after the responses were collapsed showed that for every question except for Question 13f, most of the control group responses and the experimental group responses fell into the category "agree" (Table 19, page 167). Conversely, this means that, except for question 13f, the least marked responses of both groups fell in the categories of "don't know" and "disagree."

Chi-square tests indicated that whether or not the responses were collapsed, there was no statistical difference at or below the .05 level of significance between the perception of the two groups regarding questions 13a through 13j (Table 20, page 168). For question 13a there was, however, almost a significant difference (.0556) between the perceptions of the two groups. As with questions 10a through 10f, one can reasonably wonder why

there was no significant difference between the perceptions of the groups regarding items 13a through 13j after the experimental group had participated in the Course Orientation 101.

Question 13a, associated with identity and values development, asked respondents the degree to which they agreed or disagreed with the statement, "Exams/tests create particular pressure for you." Fourteen control group members (47%) checked the response "strongly agree," 14 (47%) "agree" and two (6%) "don't know." No control group member checked either "disagree" or "strongly agree." Twenty-one experimental group members (75%) marked the response "agree" and four (14%) "strongly agree," and one each (4%) marked the responses "don't know," "disagree" and "strongly disagree."

When responses were collapsed, 28 control group responses (93%) and 25 experimental group responses (89%) fell into the category of "agree." Two of the control group responses (7%) and one of the experimental group responses (4%) was "don't know." Two experimental group responses and no control group responses fell into the category "disagree."

Questions 14a through 14l asked respondents how much the college had affected them in 12 areas of their identity and interpersonal development. Contingency table analysis

disclosed one discernible pattern for the responses (Table 21, page 169). The pattern identified shows that generally the most marked response for both groups was "somewhat." For every question, except 14b, 14d, 14g and 14l, this pattern held true for the control group and except for 14d and 14l, it also held true for the experimental group.

Chi-square tests revealed a significant difference between the perceptions of the control group and experimental group on five questions (Table 22, page 170). The level of significance was at .02 for 14a, .0433 for 14c, .0037 for 14g, .0437 for 14i and .028 for 14j. Because the response categories did not lend themselves to being collapsed, this statistical procedure was not utilized for these questions.

Question 14a, related to identity development, asked respondents, "How much has the college provided focus and direction?" The most marked response for control group members (13; 43%) and for experimental group members (18; 62%) was "somewhat." The second most checked response for control group members (9; 30%) was "don't know" and for experimental group members (8; 28%) was "very much." The responses of "very much" and "a little" were both recorded by three individuals (10%) in the control group and two (7%) checked "not at all." Two experimental group members (7%)

marked "a little," one (3%), "don't know" and none "not at all."

"How much has the college given me confidence?" is what question 14c -- associated with identity and interpersonal development -- asked respondents. "Somewhat" was the most recorded response by control group members (13; 43%) and experimental group members (16; 55%). Eight control group members (27%) checked "a little," four (13%) "don't know," three (10%), "not at all" and two (7%), "very much." Conversely, eight experimental group members (28%) marked "very much," three (10%), "a little," two (7%), "don't know" and none "not at all."

Question 14g, connected with identity development, queried respondents about "how much the college has helped me develop employable skills." The two most marked responses for the control group were "don't know" (11; 37%) and "somewhat" (8; 27%). Responses of "somewhat" (18; 62%) and "a little" (6; 21%) were marked by the experimental group. Four control members (13%) checked "very much" and "a little" and three (10%) recorded "not at all." Four experimental members marked "very much" and one (3%) "don't know." No one in the control group recorded "not at all."

"How much has the college increased my respect and liking for other people?" is the inquiry question 14i made. Control group members (10; 33%) and experimental group

members (17; 59%) most frequently recorded response to this inquiry associated with identity and interpersonal development was "somewhat." The second most marked response for the control group (7; 23%) was "don't know" while "a little" was the most marked for the experimental group (6; 21%). The responses, "a little" and "not at all," were marked by five control members (17%). Three (10%) checked "very much." Four experimental group members (14%) recorded "very much," two (7%), "don't know" and none "not at all."

Question 14j inquired about "has the college made me a happier person." The response most often checked about this inquiry related to identity development by the control group (8; 27%) and the experimental group (12; 41%) was "somewhat." The next two most marked responses for the control group were "don't know" (7; 23%) and "not at all" (6; 20%). For the experimental group the most marked responses were "a little" (9; 31%) and "very much" (6; 21%). The least recorded responses for control group members were "a little" (6; 20%) and "very much" (5; 17%). For experimental group members, responses were "don't know" (1; 3%) and "not at all" (1; 3%).

Questions 15a through 15j -- all associated with intellectual, identity, interpersonal and value development -- asked respondents to mark the phrase that best describes them for each of the ten activities provided

by the college. Contingency table analysis revealed three salient patterns in the responses of the groups (Table 23, page 171). One identified pattern for the experimental group indicated the least marked response for every item, but 15e, was "not aware of." Another pattern for the experimental group disclosed that for every question, except for 14c and 14d, the most marked response was "I participated." The last pattern identified showed that for every question, but 15b, the most marked response for the control group was either "do not need it" or "no time for." Then too, for six of the ten questions (60%), the two highest control group responses were "do not need it" or "no time for."

If one considers the data in Table 24 (page 172) in conjunction with the data in Table 23 (page 171), another pattern emerges. This pattern shows that for every question, but 15e, where there was a significant difference between the perceptions of the groups, no experimental group member checked the response "not aware of."

Chi-square test results indicated that for every item, except 15c, 15d and 15g, there was a statistical significant difference between the perceptions of the groups (Table 24, page 172). For every item the level of significance was greater than .002. In the case of 15g, the level of significance was at the marginal level of .0579. As one

might have expected, the level of significance increased between the pre-test (.0360) and post-test (.0001) for question 15b. Because the response categories did not lend themselves to being collapsed this statistical procedure was not utilized for these items.

"Mark the column that best describes you for the activity of academic counseling" was the charge given respondents for 15A. The control group marked "No time for" twelve times (43%), "I participated" and "not aware of it" seven times (25%) and "do not need" two times (7%). The experimental group only checked the two response categories "I participated" (28; 93%) and "no time for" (2; 7%).

Question 15b asked the respondents to "mark the column that best describes you for the activity of career counseling." At least two members of the control checked each of the response categories. Thirteen control group members (45%) recorded the response "not aware of it," ten (35%) "no time for," four (14%) "I participated" and two (7%) "do not need it." As with item 15b, the experimental group responses were limited to two response categories of "I participated" (28; 93%) and "no time for" (2; 7%).

"Mark the column that best describes you for the activity of personal counseling" was the instruction given to the respondents for 15e. Eleven control members (39%) checked "do not need it," seven (25%) "no time for," six

(21%) "not aware of it" and four (14%) "I participated." "I participated" (23; 79%), "do not need it" (5; 17%) and "not aware of it" (1; 3%) were the only three responses checked by the experimental group.

Question 15f instructed respondents to "mark the column that best describes you for the activity of study skills workshop." Members of the control group checked the response "no time for" thirteen times (46%), "do not need it" eight times (29%), "I participated" six times (21%) and "not aware of it" one time (4%). As with question 15e, only the response categories of "I participated" (23; 77%), "do not need it" (4; 13%) and "no time for" (3; 10%) were marked by the experimental group.

"Mark the column that best describes you for the activity of tutorial assistance" was the instruction given to respondents for 15g. Most of the control group responses were "no time for" (12; 43%) and "do not need it" (11; 39%). Only three control responses (11%) fell into the category of "not aware of it" and two responses (7%) into the category of "I participated." Each of the three categories that experimental group responses fell into had at least nine marks. Eleven responses (37%) were "no time for," ten (33%) into "do not need it" and nine (30%) into "I participated." As with items 15e and 15f, the responses for 15g fell into the same three response categories.

Question 15h directed respondents to "mark the column that best describes you for the activity of financial aid." The bulk of the control responses were "do not need it" (11; 41%), "I participated" (8; 30%) and "no time for" (6; 22%). Only two control group respondents (7%) checked "not aware of it." As with the previous four items, all the experimental group's responses fell into the three categories of "I participated" (25; 83%), "do not need it" (4; 13%) and "no time for" (1; 3%).

"Mark the column that best describes you for the activity of college clubs/organizations" was the directive given to the respondents for 15i. More than 70 percent of the control group responses were "no time for" (12; 43%) and "do not need it" (8; 29%). Four control group responses (14%) fell into the categories of "I participated" and "not aware of it." As with the previous five items, all of the experimental group responses fell into the same three categories of "I participated" (17; 57%), "do not need it" (8; 27%) and "no time for" (5; 17%).

Question 15j charged respondents to "mark the column that best describes you for the activity of college-sponsored self-help groups or workshops." Once again more than 70 percent of the control group responses were "do not need it" (12; 43%) and "no time for" (10; 36%). The remaining six control responses fell into the categories of

"not aware of it" (5; 18%) and "I participated" (1; 4%). As with the previous six items, all experimental group responses fell into the categories of "I participated" (24; 80%), "do not need it" (3; 10%) and "no time for" (3; 10%).

Questions 16a through 16f, all associated with identity development, asked respondents to ascertain which figure (Figure 1) or figures in the six boxes best describes how they saw themselves in relation to the six groups listed. An examination of the six figures shows that they can be divided into two logical groups. One group would be composed of the three figures (B, C and F) where the individuals see themselves as part of the group. The other group would be composed of the three figures (A, D and E) where the individuals see themselves as outside the group.

Contingency table analysis revealed several interesting response patterns. One pattern disclosed that the most and second most chosen figures for the experimental group for every item, but 16d, were either "B" or "C" (Table 25 & 26, pages 173 - 174). Both figures illustrated that respondents viewed themselves as part of the group. Another pattern shows that for the control group the two most selected figures for all items except for 16a was "C." This figure illustrated the respondents as part of the group. A third pattern showed that when responses were collapsed, most of

the experimental group's responses for each item, but 16e, were "students view themselves as part of the group."

Chi-square tests indicated that for one item, 16f, there was a significant difference between the perceptions of the groups regarding how they viewed themselves with different groups (Table 27, page 175). The level of significance was at .0364 before the responses were collapsed and increased very slightly to .0323 when the responses were collapsed.

Item 16 (Figure 1., page 176), asked respondents to "choose the figure that describes how you view yourself in a group of counselors, student aid personnel." The figure most selected by the control group (12; 40%) was "D" whereas "A" was the most selected for the experimental group. The figures selected by both groups indicated they felt that they were not a part of the group.

The next two most selected figures for control group members were "B" (5; 17%) and "E" (5; 17%), both of which showed that they saw themselves as part of the group. The second and third most frequent choices of the experimental group were figures "B" (7; 26%) and "D" (5; 19%). Figure "B" indicated that respondents viewed themselves as a part of the group and figure "D" shows the opposite.

The least chosen figures for the control group were "A" (4; 13%) and "C" (4; 13%). None selected figure "F."

Figures "D" (3; 11%), "C" (2; 7%) and "F" (2; 7%) were the least selected by the experimental group.

When responses were collapsed, the majority of control group responses (14; 52%) were "students viewing themselves outside the group" whereas experimental group responses (22; 76%) fell into the category of "students viewing themselves as part of the group."

Analysis of all the post-test data displayed in the contingency tables revealed two patterns for the 38 questions where the respondents could mark the response "do not know" or "no opinion." One pattern indicated that for 19 out of the 38 items (50%), the two most chosen responses for the control group were these two responses. Specifically, in ten instances (26%), this was the most marked response and in nine cases (24%), this was the second most checked response. For the control group the two most frequent responses were "do not know" and "no opinion" for items 11f and 12g.

Another pattern indicated that for 20 out of the 26 questions (77%) where a five point scale ranging from "strongly agree" or "strongly disagree" was employed, the most frequently checked response for the experimental group was "agree" whereas "agree" was the response only 11 times for the control group.

Analysis of the chi-square test results indicated that for 20 out of the 60 questions analyzed for this research project, there was a significant difference between the perceptions of the groups regarding how the college fostered their personal growth needs. In all 18 cases where there was a significant difference, the majority of the experimental group responses were in the affirmative whereas this was the case only five times for the control group.

The preceding analysis makes it reasonable to suggest that participation in the Course Orientation 101 fosters the development of students personal growth needs.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The purpose of this study was to design, implement and assess a Student Orientation 101 course as part of a Core Student Development Model for community college students. Based on a review of applicable literature, and verified through observations at Massachusetts Bay Community College, a core student orientation course, was designed with functions grouped into three categories: prevention, enrichment, and development.

The mandatory orientation course for all freshmen was designed, implemented and assessed as part of the model. Thirty male and 30 female freshman students were chosen by a stratified random process. Half of the subjects comprised the Experimental Group for participation in course, Orientation 101. The course consisted of 15 workshops over a 15-week period covering four aspects of student development: intellectual, identity, values and interpersonal skills.

The Center for the Study of Community Colleges Student Survey was used to assess improved performance (Appendix E). The student responses to the survey were analyzed, using the Statistical Package for Social Sciences. The overall

findings of the analyses revealed significant differences between the experimental and control groups for 20 of 60 survey items.

Post-test responses for the experimental group were significantly different from those of the control group in Intellectual Development for six items (24%). The experimental group noted that too many requirements made it difficult for them to take courses they preferred and that the college should sponsor more cultural events on campus.

The experimental group also said they participated in academic counseling and study skills workshops which they had not participated in before or were unaware of. Placing greater emphasis on the education of adults and on the liberal arts and sciences suggests the experimental group subjects were more conscious of resources offered at MBCC and would participate when circumstances permitted.

Of those six items where a significant difference was found, one item ("too many requirements make it difficult for me to take the courses I would prefer") was found to have a significant difference in comparison to groups prior to treatment, during treatment, and when collapsed. These differences were in the predictable direction of moving from students' lack of awareness of a college resource to students' cognizance and use of the resource.

Post-test responses of the experimental group were significantly different from those of the control group for Values Development. Of the nine questions related to values development, three (33%) were found to have a significant difference. Of those three, one (have participated in career counseling) was found to have a significant difference in comparison to groups prior to treatment, during treatment and when collapsed. Students' responses on the post-tests revealed that they had participated in career counseling, financial aid workshops, and in college clubs and organizations.

Post-test responses of the experimental group were significantly different from the control group for three of seven items related to development of Interpersonal Skills. Of the seven items related to this area of development, three (47%) were found to be significantly different. Students felt the college had affected them by giving them confidence, increasing their liking and respect for other people and helping them to be more self-assured about finding a staff member at MBCC who was interested in their activities.

Post-test responses for the experimental group were significantly different from those of the control group for Identity development. Of 23 items, there were six (24%) where a significant difference was found. Students felt

they could identify with some of the instructors at the college and were willing to participate in college-sponsored self-help groups or workshops. They also said the college provided focus and direction for them and they felt most comfortable in relationships with counselors and student-aid personnel. The college also helped them develop employable skills and made them happier people.

Significant differences were found for those questions directly related to areas of development covered in the 15 workshops. Concerns expressed by students classified under observed outcomes came under the four identified areas of development. The researcher kept notes of each workshop session that included student responses to specific topics, comments and questions. The researcher interviewed five of the experimental group subjects (Appendix D). Before the researcher questioned the interviewee, the researcher re-defined intellectual, identity, values, and interpersonal skills development. If the researcher felt the interviewee needed further clarification regarding a question, the researcher probed to make sure the question was understood. After 15 weeks of participation in course Orientation 101, students adjusted their attitudes toward identity, intellectual, values and interpersonal skills development as described in this chapter. The interviews further add to the validity and reliability of this study.

Intellectual Development

Students felt that studying was not a priority, but they realized it had to become a priority. The literature revealed that most community college students have difficulty organizing their time and attending to a task. The students in this study had difficulty being flexible and, as a result, developed formulas to determine what amount of time they need for study, family, work, and recreation in order to enhance academic success. Many students felt that having the use of a college resource "student services staff" was helpful in learning to use the services of various departments at the college. Many were not disciplined, by their own admission, and learned to become disciplined by solving problems in an organized way. The more comfortable they became, the more they began to speak freely and without fear of retribution.

Identity Development

Many students had personal problems and learned that personal problems can take a toll on one's time and emotions. Through Orientation 101, they were more likely to take advantage of personal counseling offered by the counseling staff since counselors had participated in the workshops. There was an increased tendency to modify the way personal problems were handled by adopting a different

attitude. Most were unmotivated and learned to become more motivated. By building confidence, they tried to understand and seek solutions to problems. They tended to understand that success makes the next challenge easier and softens the occasional failure. They leaned toward accepting themselves, becoming more tolerant and accepting of others, accepting change more readily and feeling comfortable with themselves, allow them to ask, "Who am I"? There was a tendency to become more assertive. Student were better informed. They moved from complacency and non-involvement to effective participation in activities related to the four areas of development. They began to present a positive self-image.

Interpersonal Skills Development

Students expressed appreciation for the importance of preparing, concentrating and interpreting ideas. Student also showed an ability to form objective opinions and to be more receptive to differences in others. Participants tended to develop a positive attitude, to show reduced anxiety, to show increased levels of confidence, and to respect the opinions of others. Students showed a greater need to participate in class and initiated conversations that were related to classroom issues. Through these

conversations with peers, students were able to verbalize their concerns.

Values Development

The researcher observed that participants seemed to prioritize their commitments regarding their initial goals and eventually became more conscious of setting and realizing goals. Many talked about problems they faced at home and at college, and through open discussion began to understand how to eliminate internal and external distractions. They determined what was of value by assessing information accurately, being responsible, committed and staying on course. Guest speakers from ethnically diverse cultures, from many age groups, and positive role models helped students to realize they could become self-sufficient and competitive. Greater opportunities became known when students realized self-esteem allowed them to feel free and confident enough to travel where their skills, interests, abilities and ambitions carried them. Value preferencing among themselves, their families, instructors and others led to more opportunities to experience success. It was the consensus of the group that an informed citizen is an effective producer of a better citizenry, self-sufficient and therefore able to reach back and help others.

Observations and Conclusions

Many students found that it was not a lack of ability, but the numerous personal and social issues that interfere with college success. More than half the students who sought assistance from the college counseling staff had concerns about their ability. These concerns included writing term papers, discovering their interests, skills and abilities, choosing the right program, seeking assistance, taking tests, becoming involved in student government, identifying sources of financial assistance, managing their personal health needs and finding employment.

The researcher found that students benefitted from Orientation 101 and grew in the four developmental areas of intellectual, identity, values and interpersonal skills.

Students:

- Listened to lectures;
- Worked in large and small groups;
- Participated in off campus site visits;
- Learned to speak in front of groups;
- Came to terms with their emotions;
- Defined what was important to them;
- Worked with people from various racial, social and economic backgrounds;
- Shared their thoughts and feelings with others in a non-threatening way.

After 15 workshops with the experimental group, this researcher found a significant difference in 33 percent of the items on the Center for the Study of Community College Student Survey. Sixty-six percent of the survey items showed movement in the predicted direction from "don't know" and "disagree" to "agree" and "do not choose to participate."

It is the opinion of the researcher that the experimental group received weekly positive reinforcement through workshops offered in Orientation 101. The literature review substantiates the notion that community college students lack the personal growth needs necessary for success in college. After meeting for one hour a day, one day a week, many of these personal growth needs were met through discussion and interaction.

Implications of the Study

The interventions described here appear to have made a positive difference. Thus, other educators may want to adapt them to their own situations. When community college students are able to interact on a one-to-one basis, they are more successful because they experience a level of support needed to achieve their goals. The intervention, if more ambitious, might have greater benefits for faculty and their roles as support staff for students. The personal and

social problems often overlap and interact with intellectual pursuits, and professors need to become more involved in the academic and social problems confronted by students who attend community colleges. Because of the unique population of students who attend community colleges as defined in this paper and substantiated in the literature review, there is an increased need for students to have contact with faculty. Relegating personal concerns of students to the counseling staff only is not sufficient. Community college students are expected to be able to read, comprehend, write, speak and use computer and other technologies. It is the belief of the researcher that personal development is as important as the development of academic skills. Students reviewed, through interviews, each workshop and the researcher used this information to evaluate systems and methodologies used in Orientation 101 (Appendix E).

Suggestions For Further Research

Future researchers may wish to ascertain if there is a correlation between personality type and deficiencies in certain developmental areas for community college students. Also researchers may wish to examine if academic performance is increased or decreased as a result of participation in Orientation 101.

Parts of this study, particularly those dealing with the implementation and assessment of the course Orientation 101 as it pertains to the Core Student Development Model, might be replicated both at regional and national levels.

APPENDIX A

DAILY LOG GUIDELINE

All counselors in the Office of Student Development are to keep anecdotal records of each student seeking assistance for academic, personal and social needs that may interfere with their ability to be successful in college. These problems will be collated and categorized prior to weekly staff meetings. Please keep records daily, including date, and be prepared to discuss the effect these issues will have on the planning and implementation of a Core Student Development Model for Massachusetts Bay Community College.

Time	Problem
7:30 a.m.	Registration dates
8:12 a.m.	Assistance with term paper organization
8:25 a.m.	Parents refuse to pay student's tuition bill due to poor grades
8:45 a.m.	Job hunting strategies requested
9:15 a.m.	Rape; personal counseling session
10:00 a.m.	Career Inventory requested and administered
10:05 a.m.	Program requirements and college competencies reviewed
10:23 a.m.	Financial aid help
10:35 a.m.	Complaint about a professor's grading system
11:05 a.m.	Nobody at home to help me, first generation college
11:40 a.m.	Job Fair Information
11:50 a.m.	Change of advisor

12:00 p.m.	Waiving of course for program requirement
12:10 p.m.	Welfare recipient in need of transportation and baby sitting
12:35 p.m.	Parents trying to control my life
1:10 p.m.	Work prevented student from taking a test and student wanted a make-up
1:15 p.m.	Room number for A.A. meeting
1:24 p.m.	Need help on how to do research for a term paper
1:30 p.m.	Depression, suicidal
2:30 p.m.	Explanation of the Learning Laboratory and what its function is
2:38 p.m.	Transfer information
2:50 p.m.	Need help on selecting a career
3:05 p.m.	Information on college newspaper and other clubs
3:15 p.m.	Assistance with filling out Veteran's papers for payment
3:30 p.m.	Help with strengths and weaknesses
3:48 p.m.	Inability to understand what professor is saying and afraid to approach professor for help; student thinks race is an issue
4:05 p.m.	Fight with a fellow student, explanation of student rights
4:15 p.m.	Abortion information
4:45 p.m.	Location of vice president's office
5:00 p.m.	Graduation credits required

5:10 p.m. Husband and children have difficulty understanding why she decided to return to college to better her life leaving them unattended in their opinion

5:30 p.m. Need to change advisor because he doesn't understand me

5:48 p.m. Change of major information

6:00 p.m. Transcript for transfer

6:10 p.m. My brother is smart and doing better than me and my parents are pressuring me to go to another school

6:30 p.m. Registration and admissions information

6:40 p.m. Help with resume writing and interviewing

7:05 p.m. Sexual harassment

7:38 p.m. Tutorial assistance

APPENDIX B

WORKSHOP CONTENT AND TECHNIQUES OUTLINE

JOB PLACEMENT

- Objective:** To aid students in acquiring employment upon completion of their stated goals.
- Activities:** Students are to identify areas of employment matched with self-exploration, to match self to work and to develop a list of prospective employers.
- Develop job hunting strategies.
- Visit job sites of interest and note the following: work habits, what transpires in the world setting, ask questions of employees, share your concerns with others, and keep a log of visitations listing important dates and information.
- Produce a video of an interview with a prospective employer.
- Attend the job placement fair.
- Presenters:** Job Placement Counselor.
- Personnel officers from local business and industry sites.
- Methods:** Literature on what employers are looking for.
- Resume writing samples.
- Interviewing techniques.
- Letters of application.
- Test-taking skills.

COLLEGE RESOURCES

- Objective:** To acquaint students with the institution's structure, rules, organization and function of its offices.
- Activities:** Groups of five will arrange to see the President and tell the larger group how the institutions is structured.
- Visit the Vice-president for Instruction and in groups of five, give an overview of the college's programs and their requirements.
- Visit the various offices of student development and report on all its services: financial aid, international education, minority affairs, marketing, printing, job placement, career development, student activities, admissions, registration, personal counseling, advisement, health services, transfer center, re-entry adult center commencement, concert-lecture series.
- Visit the Dean of the Basic Studies Division and the Experimental College and define college competencies and requirements that must be met in order to achieve them.
- Arrange a meeting with the Dean for Career Programs and define the difference between career and transfer programs.
- Presenters:** College administrators.
Student Development Staff.
- Methods:** Interviews with respective heads of departments.
- Keeping journals and logs of college resources.
- Tours of various college offices.

LIFE SKILLS

- Objective:** To help students understand how to deal creatively with others as they move from "where they are" to "where they want to be".
- Activities:** Evaluating relationships with family, peers, friends, and co-workers.
- Influencing strategies: persuading others and becoming an effective problem-solver.
- Preparing for success as a team player or a leader: what are the characteristics of both and present profiles of both through role playing.
- Gathering and analyzing information to resolve conflicts and make informed decisions.
- Getting Things Done: develop a team project, evaluate each person's performance and build in rewards.
- Presenters:** Professors from Humanities Department.
- Guest speakers from retirement agencies, middle management and recent college and high school graduates.
- Methods:** Professors give instruction on how to gather and analyze data.
- Guest speakers give a history of their lives.

CONFIDENCE-BUILDING

Objective: To encourage students to build confidence through interacting with others and communicating effectively.

Activities: In small groups, list those traits you would like to strengthen by defining and letting others define your strengths and weaknesses.

Choose one characteristic and examine the pros and cons of how lacking confidence affects that trait. Develop techniques that enhance success by combining your lists and choosing those that most approximate success.

Develop a confidence assessment questionnaire.

Outline your self-image.

Presenter: Human Resources Personnel.

Student Development Staff Member.

Methods: Dyadic Interactions for strategies that demonstrate self-confidence from first impression through lasting impression such as: Stand and tell the class what you are most proud of; share with a group of five what you have done that you are ashamed of; pair off in twos and tell each other what you have done recently that you respect in each other and what you have done that you find offensive.

DECISION-MAKING

Objective: To increase the students' ability to establish, test, and modify short term and long term goals and to help students understand that strong decision-making skills will increase the control they have over their own lives.

Activities: Write down an important decision you must make in the near future.

In small groups, briefly share your ideas; write down anything you think, know, feel about the decision.

Choose one member to present a problem to the class.

Larger groups share their experiences and note the similarities and differences.

Turn in a one-page report on the important decision that was made individually and tell how you came to your conclusions: include every resource used such as reading, conversations, advice from family, professor, staff, etc.

Presenters: Professors from English Department
"Overview of the Decision-Making Process."

Methods: Design a decision-making worksheet.

Complete an action plan for carrying out the decision.

State how to define and isolate a problem.

PERSONAL HEALTH/WELLNESS

Objective: To make students aware of the numerous health issues and services (preventive and assistive) that are available to them.

Activities: Provide an overview of basic health service functions. Develop "wellness" workshops from students' perspectives on safe sex, A.I.D.S., birth control, pregnancy, blood pressure, heart disease, emotional stability, etc.

Distribute brochures on issues and concerns to students regarding personal health care.

Have the nurse or other health care professionals as guest lecturers and have them assist in: An AIDS panel discussion by the Aids Action Committee; designing a health fair; show jazzercise video; have a student enrolled in the MBCC Nursing program share their views of the health career professional.

Site visit to local health care facilities.

Presenters: Health Care Counselor.

Health care professionals including doctors, nurses, hospital administrators, and paramedics.

Methods: Case Study Analysis.

Visitation Assignments.

Research personal health histories.

CRITICAL THINKING

Objective: To assist students in learning those concepts and skills needed for higher order reasoning or intellectual development, and to provide students with practice and strategies for academic success while focusing on ways of interpreting new information.

Activities: Define critical thinking using three different situations: large group.

Take one situation and discuss the circumstances in a small group.

Develop a check list for those major points that should be considered for a given situation.

Write one paragraph on why critical thinking is important in the teaching/learning process.

Decide collectively if you have the logic and evidence needed to challenge others and apply this to other classroom situations.

Presenters: Instructors for the Learning Laboratory
"Blind Obedience to Authority."

Methods: One-half of the class will present a vignette on a problem of critical thinking.

Other half of the class engages in small group discussions, with facilitator from the learning lab, on how to construct a check list.

STUDY SKILLS

- Objective:** To assist students in their ability to organize materials, manage time, review procedures and remove distractions.
- Activities:** Read a given assignment (article, chapter in a book).
- Discuss in small groups what interferes with learning and come to a consensus on what the individuals' responsibilities should be.
- Give the individual ten minutes to record these concerns in their daily journal.
- Have several of the small groups put their statements on the board for the larger group to discuss.
- Come up with a list of inter-related disciplines and find several ways in which this could enhance study success.
- Presenters:** Professors from the Basic Studies Division
"The Balance."
- Methods:** Dyadic Interactions.
- Project for entire class: Provide a written summary of a one page report on increasing funding for public higher education in ten minutes.
- Project for small group: List the main idea in five minutes.
- Project for individual: Standing back to back with a member of the class, tell your partner how you would increase funding for public higher education without repeating yourself and have your partner summarize those ideas. No questions can be asked of either party.

"ON MY OWN"

Objective: To assist students with a self-analysis of their capabilities and interests and to encourage them to plan constructively for their future using all resources at their disposal.

Activities: Develop a detailed work autobiography starting with your first work experience.

List the most important accomplishments of your life.

In small groups, discuss work experiences that you have found unbearable and that you have found challenging (can be personal experiences or experiences you have heard from others).

List problems that interfere with your work success: education, family, personal relationship, where you live, income, lack of other resources, etc.

Outline a typical working day and outline an ideal working day.

Presenters: The Researcher.

Panel Discussion: representative from computer company, hospital, college, law office, construction worker, garbage collector.

C.E.O. Local Computer Company.

Methods: Panelists share "Their Dreams" with the class.

Class keeps a chart of where they want to be and make a list of the most important factors necessary to get there.

Go and meet with others from your community who share your interest and report back to the group. Also turn in a one-page written report.

Visit local business and industry sites.

VALUES CLARIFICATION

Objective: To help students measure the importance of and clarify their values.

Activities: In large group, have students list the ten most important things they value.

For 15 minutes, the entire class should discuss the various definitions of their values.

In small groups, take one value and discuss how it relates to family, job, and social life.

Have one student come in front of the class and discuss how his/her values would affect his/her choice of a job.

Give a take home assignment (Case Study) on values clarification and have students write a clear, concise statement giving one alternative solution to the problem outlined in the case study.

Presenter: Career Counselor.

The researcher.

Methods: Administer the Temperament and Values Inventory by Charles B. Johansson, Ph.D.

Students are to schedule individual appointments with career counselor for results.

List 25 values and have students rank them in order of what values best describe them.

ETHICS/DRUGS/ALCOHOL

Objective: To help students understand how ethical conduct can assist in behavior modification.

Activities: Each student is to write a definition of the word "ethics".

In small groups, students are to share their definitions and come to a consensus on one definition of "ethics".

Choose a partner, and share with them something you have done recently that you consider unethical and discuss how you might like to modify this behavior.

Attend the mini fair on chemical dependency at the local health care clinic.

Visit the AA class on campus and discuss how this treatment helps modify behavior and how it relates to personal ethics.

Presenter: Professor of "Ethics and Morality" course for 30 minutes.

Health Care Counselor and a recovering alcoholic who is presently a rehabilitation counselor at the local alcohol treatment center.

Methods: Students were given discounted tickets to the play, Les Miserables and were to write a two page essay on the ethical standards applied to the life of the lead character.

Administer the Alcohol Risk Management Survey.

Help student design an Alcohol Prevention Program for the student body using all resources available.

Noel Levitz Booklets on Drugs/Alcohol.

GOAL SETTING

Objective: To aid students in their ability to clearly state their educational, professional and personal goals.

Activities: List one educational, professional and personal goal.

Ask one of your professors to help you understand the skills you will need to reach your educational goals.

Based on your career inventory results and your decision regarding your professional job choice, ask someone in the same field as you have chosen, what they had to do to become what they have become.

With your family and friends, discuss your personal goals. In the small group, how these goals are interrelated.

The entire class will discuss how our values, skills, interests, abilities and knowledge determine whether or not we will achieve our goals.

Presenters: Director for Career/Vocational Programming.

Director of Transfer Center.

Methods: Students are to invite a personal friend, family member or professional to share how they recognized, planned and implemented their goals.

EGO-STRENGTH

Objective: To help students understand that how they perceive themselves affects how others perceive them.

Activities: Each student is to bring a guest to class having discussed with their guest the reason for their participation in the workshop.

The regular class members are to be paired with these guests whom they have not interacted with before. They will spend ten minutes telling each other about themselves (interests, goals, values, strengths, weaknesses, likes, hobbies, etc.).

The class will choose four class members to summarize in five minutes how the student felt about their personal strengths.

The guest is to give the student a list of the weaknesses, based on their conversation.

Make a list of people you feel have ego strength and those you feel lack ego strength. What are their character strengths and weaknesses. List them in adjectives.

Presenters: Psychologist from local family care center.

Short presentation by college president.

Methods: Case Study Review and Critique.

Vignettes of Ego-Strength by the college theater group.

CITIZENSHIP AND CIVIC LITERACY

- Objective:** To encourage students to become involved in their community and to give something back.
- Activities:** Large group discussion on volunteerism and civic responsibility.
- Have one student report on the meaning of community involvement through their personal experiences.
- Have a district representative discuss neighborhoods, how they are built, and how communities evolve.
- Have students make a list of agencies in their communities that are in need of volunteer help and choose one to visit within the week.
- Define civic literacy in your own terms and volunteer to share your definition with the entire class.
- Presenters:** Local Volunteers.
- Political Action Group (P.A.C.'s) representative.
- Methods:** Make a booklet of the volunteer work of the entire class and distribute to the college newspaper for publication.
- Develop a civic literacy program for the college community with the support of the Student Government Association.

CAREER EXPLORATION

Objective: To enable students to assess their values, interests, and skills in order to identify careers which are consistent with their goals.

Activities: All students are to schedule individual appointments to use the System of Interactive Guidance and Information (S.I.G.I.) in the Career Center.

Students are to develop a job listing from the career center library.

Students are to divide into groups of 15 and develop a mini career day for their peers using all the college's resources (job placement office, career counselor, literature on how to prepare for the job fair, samples of resumes, cover letters, mock interviews, letters of invitation, marketing, etc.).

All students are to take one of the following career surveys and discuss the results with the career center staff: Harrington O'Shea, Strong Campbell, or Kuder.

Use of the "Parachute".

Presenters: Career Counselor.

Guest speakers from the following areas: business, industry, law, health, technology, banking, and media.

Methods: Visit Career Center.

Plan Internships.

Explore Co-op program.

APPENDIX C

INTERVIEW QUESTIONS

1. As a student, what do you think MBCC's responsibility is to you?
2. What do you think your responsibilities are as a student at MBCC?
3. How do you define academic development?
4. Who is responsible for your education?
5. Do you have a defined set of values? If so, what are they?
6. Are you able to get along well with others from various cultures and ethnic groups?
7. How do you feel about yourself and your ability to make decisions?
8. What has MBCC given you that will help you in preparation for either transfer to a four year college or the world of work?
9. Are you involved in any college activities? If so, what are they?
10. Do you feel you are able to use the resources of the college to enhance your chances for success?
11. What do you think of the quality of education you are receiving at MBCC?
12. What would you like to see at MBCC for students in terms of their academic, personal, and social development that is presently not provided?

APPENDIX D

STUDENT INTERVIEWS

Interview I

Q. As a student, what do you think MBCC's responsibility is to you?

A. Mass Bay's responsibility to me is uh primarily an education, starting in dividing and finding a four year institution and career.

Q. What do you think your responsibilities are as student at MBCC?

A. To use my education and uh to utilize all the learning programs here. Uh, I know where a lot of uh things are now and I can get help if I need to. Academic development is one process of developing skills through learning.

P. What are some others?

A. Uh, doing things instead of reading and listening all the time and maybe getting involved in student life like sports and plays.

Q. Who is responsible for your education?

A. I am responsible but the state and government is responsible for assisting me when I need help.

Q. Do you have a defined set of values? If so, what are they?

A. Yes, I have my own set of values and uh, I get along well with others. Uh, I feel strong about my ability to make decisions and coming to this course makes me better when I need somebody to help me.

Q. Are you able to get along well with others from various cultures and ethnic groups?

A. Mostly I get along well with others and uh there are so many different people here and I uh don't know where they come from. Some of them are in my classes and seem to uh be, you know, quiet.

- P. Do you think you could be of support to them?
- A. Probably, but maybe I could talk to them in class or after class.
- Q. How do you feel about yourself and your ability to make decisions?
- A. I feel strong about my ability to make decisions. You know, my parents are divorced and I'm the oldest so a lot of times I had to help with the kids, uh, my little brother and sister and that made me make a lot of decisions.
- Q. What has MBCC given you that will help you in preparation for either transfer to a four year institution or the world of work?
- A. The orientation taught me a lot about how to look for a job and uh I see Mr. Meade who gives me some help with going to Salem State or some other place. MBCC has given me an education towards transfer.
- Q. Are you involved in any college activities? If so, what are they?
- A. No, not yet but the orientation has a lot of papers on clubs and newspaper helping. Uh, maybe student government might be something to help out with.
- Q. Do you feel you are able to use the resources of the institution to enhance your chances for success?
- A. Yeah, at least I know where the Vice-President's office is and the computer room. A lot of the higher people come to orientation to talk and I know them now when I see them. I did ask somebody about the math and English classes I had to take.
- Q. What do you think of the quality of education you are receiving at MBCC?
- A. It's not as in depth and sort of not as detailed as the university my cousin goes to but for me because uh, I didn't do the best in high school, its O.K. There's a lot of homework but I know where to find a tutor.
- P. What university does your cousin attend?

- A. He goes to the University of Lowell and studies about electronics and does a lot of math.
- Q. What would you like to see at MBCC for students in terms of their academic, personal, and social development that is presently not provided?
- A. A sports center with fields to play on and a coach and a larger place for students to have fun and goof around in. Sometimes uh, the teachers could be around more, you know, to answer questions especially at exams and signing up again.

Interview II

- Q. As a student, what do you think MBCC's responsibility is to you?
- A. Quality, low cost education.
- P. Anything else?
- A. Yes, to teach and make sure I am learning what I should be learning to get a job or go to another school.
- Q. What do you think your responsibilities are as a student at MBCC?
- A. To complete the required courses with a satisfactory grade and since I've been in orientation that getting involved and trying to make a contribution to the college is important.
- Q. How do you define academic development?
- A. Academic development to me is a system by which a person develops their understanding of the world around them through higher education. When I go to my lab classes, sometimes we do things in a couple of different ways and I like that but, in history class the professor needs to talk about how what happened a hundred years ago affects what is going on today.
- Q. Who is responsible for your education?
- A. I am responsible for learning, but the school, ah, college, is responsible for what I learn and how I learn it.
- Q. Do you have a defined set of values? If so, what are they?
- A. Yes, I value honesty, thoughtfulness, understanding through education and I am ethically conscious. The orientation class on ethics helped me put that into perspective and made me stronger so I could stand up for my principles more.
- Q. Are you able to get along well with others from various cultures and ethnic groups?

- A. Yes, because I am able to respect different cultures and ethnic groups. I have classes with students from Japan, France and Nigeria and they have been a guest of mine in the orientation class where we were invited to bring a friend. We learn a lot from each other but I don't think most people here have friends from other backgrounds.
- P. Why?
- A. Why, because most of them didn't go to school with Blacks or Hispanics or Chinese and think they are different and treat them that way. Maybe being in college will help them see that they are the same as anybody else. Also, they don't live around them.
- Q. How do you feel about yourself and your ability to make decisions?
- A. My decisions are made based on fact and ethics, and then I do what needs to be done, not what I prefer to do, and it makes me feel good.
- P. That's a very mature response. To what is that attributed?
- A. To looking at adults mess up and seeing that I should learn from that and also wanting to be fair and do the right thing.
- Q. What has MBCC given you that will help you in preparation for either transfer to a four year college or the world of work?
- A. MBCC has given me a chance to build my foundation of good grades so I can have something else then my mouth (laughter) talking for me with the other colleges when I transfer. I have been to all of the transfer workshops and feel confident I will be able to transfer.
- Q. Are you involved in any college activities? If so, what are they?
- A. Yes, I am a member of the Student Government Association. I found out about them in orientation and I think it will help me when I get ready to transfer. I like it.

- Q. Do you feel you are able to use the resources of the institution to enhance your chances for success?
- A. Yes, because I know who the President is and who all the Deans are and when I need something I try to use them to help me if I can't do it myself. When I took the college tour I didn't forget where most of the offices are located.
- Q. What do you think of the quality of education you are receiving at MBCC?
- A. To me the education at MBCC is good, but my opinion of Mass Bay does get influenced by the opinion of the Colleges which will be judging me and the school I attended. So far, I have been given the extra help I need and can always find someone in the student services area to steer me in the right direction.
- Q. What would you like to see at MBCC for students in terms of their academic, personal and social development that is presently not provided?
- A. I would very much like to see a plan by which more needy students could go to MBCC. Today's economy makes us all more in need of financing or something.

INTERVIEW III

- Q. As a student, what do you think MBCC's responsibility is to you?
- A. MBCC's responsibility is to make all efforts to provide all courses possible for students who need to take them instead of not offering enough of the courses like English, math and history. I don't like being forced to take courses because the courses I want are gone.
- Q. What do you think your responsibilities are as a student at MBCC?
- A. To pay my fees on time and to make the most of the education I receive. Well, actually also to keep my nose clean because I had a hard time in high school and uh I didn't exactly always act right you know. So, college is supposed to be for grown-ups and I want to do better.
- Q. How do you define academic development?
- A. Developing one's intellectual ability. Like uh, in uh, class where you learn that there is more than one answer to something or more than one way to do something. I think Mass Bay tries to do that.
- Q. Who is responsible for your education?
- A. The government and the state as well as myself.
- P. Why do you think the government is responsible?
- A. Because my father was a veteran and was hurt and he can't work and make the kind of money some of these other people do. Anyway, why shouldn't the government pay, they pay for other countries to have food and do all kinds of things for them.
- Q. Do you have a defined set of values? If so what are they?
- A. No, not like I should but the orientation course helped me to know what they are and I still am working on what is the most important to me, money or having fun right now (laughter).
- P. What do you think your values will be two years

from now?

A. I might get a family and uh have kids and if that happens, I'll take good care of them.

Q. Are you able to get along well with others from various cultures and ethnic groups?

A. Yes, now but not before because my friends didn't like them. Since I come here and have classes with people from other countries and Puerto Rico I don't think their so bad. We sit around in the cafeteria and talk and laugh and sometimes do things after school.

Q. How do you feel about yourself and your ability to make decisions?

A. Better since I took part in the orientation course and spent time in the counseling office. One of the counselors helps me out when I need help and I feel better about myself. You know, it makes you feel good when you don't need help with some things anymore.

Q. What has MBCC given you that will help you in preparation for either transfer to a four year college or the world of work?

A. More maturity and development of my own person. It makes me grow up and take responsibility for myself. If something stops me from going to another school then uh, I think I will be able to find a job.

Q. Are you involved in any college activities? If so, what are they?

A. Not right now. I didn't know all these things were here until I got involved in this course. They have all kinds of clubs and speakers and concerts. You can learn a lot from this stuff.

Q. Do you feel you are able to use the resources of the institution to enhance your chances for success?

A. Oh sure, look how many times I come into your office every week. If I need to know what to do or a question to get answered, you always help me or send me to the right place. I use the learning lab to type papers now and since money is tight I applied for financial aid after the financial aid counselor spoke in the class.

- Q. What do you think of the quality of education you are receiving at MBCC?
- A. So far its rather good but I don't guess I'll know until I leave. Tell you what, I'll come back and let you know (laughter).
- Q. What would you like to see at MBCC for students in terms of their academic, personal, and social development that is presently not provided?
- A. Well I think everybody ought to know about all the things that go on around here. They need to offer more English and math classes and that study and thinking course is a lot to do for not much credit. It takes up a lot of my time. A lot of us work so we don't have time to come to things in the evening but a bigger student lounge would be nice with more games. I don't think some people know about the guy in the counseling office that talks to you about intimate things so maybe other people could get some help.

INTERVIEW IV

- Q. As a student, what do you think MBCC's responsibility is to you?
- A. To help me grow and be smarter so I can find a job.
- Q. What do you think your responsibilities are as a student at MBCC?
- A. To attain the highest grade possible with the mental limitation I received at birth.
- P. What do you mean by mental limitation?
- A. Well uh, I was never to smart and nobody ever told me I was smart so I guess I'm not but I don't think I'm dumb either - you know what I mean because I did get B's and c"s.
- P. Can you tell me more?
- A. Well, sometimes I get good grades and I know I can do the work but I doubt it inside. I met this guy in this course who is good in some of my classes and he helps me now.
- Q. How do you define academic development?
- A. The growth in a students ability to well, comprehend the material placed in front of him.
- Q. Who is responsible for your education?
- A. Myself, my instructors, and my school.
- Q. Are you able to get along well with others from various cultures and ethnic groups?
- A. Yes. This is too complicated to get into but I believe in doing the right thing. And I feel that if uh, in your heart that it is right, than no one can tell you different. For a lot of contemporary things right things now turn out to be wrong later on.
- Q. Do you have a defined set of values? If so, what are they?
- A. Yes, they are being happy, making a living and being

able to try new things even though I might fail.

- Q. How do you feel about yourself and your ability to make decisions?
- A. I feel confident and this course reinforces some of that. In this class I learned that well, a lot of times I'm wrong but I learned to live with my paths in life.
- Q. What has MBCC given you that will help you in preparation for either transfer to a four year college or the world of work?
- A. A good transcript because I intend to go on to a good school. The transfer counselor helps a lot in setting up interviews and telling me what the requirements are.
- Q. Are you involved in any college activities? If so, what are they?
- A. I am a member of the multi-cultural club and I work on the newspaper. I don't have time to get in the theater group but I'd like to because I can sing a little. (He starts to sing) (I applaud). Also the state student organization sounds interesting.
- Q. Do you feel you are able to use the resources of the institution to enhance your college success?
- A. Yes, from being involved in a lot of activities I get to know professors and deans and they give me a lot of advice and help.
- Q. What do you think of the quality of education you are receiving at MBCC?
- A. Very high for the conditions and times. Its still a good investment because I have to work to help pay for it. I liked the lecture series and enjoyed seeing Chuck Yaeger. I don't expect to have any trouble transferring.

- Q. What would you like to see at MBCC for students in terms of their academic, personal and social development that is presently not available?
- A. More sports, especially hockey, also a real library. Most libraries are computerized and have thousands of books and someone who is always there to help you.

INTERVIEW V

- Q. As a student, what do you think MBCC's responsibility is to you?
- A. I think at this point in time to expect to get a general education, uh, with specifics mixed in. A general idea of where I want to go from here - on to school - work and I expect to have a direction to follow. Whether that happens or not we'll soon see. MBCC owes me the right to be a better person and teachers that care about my work and are willing to give me guidance and counsel. They shouldn't pamper if I don't do the work. A lot of people go to school and do as little as they can. I guess I'm talking too much but, students shouldn't get themselves in a jam and expect the teachers to pull them out and blame it on them. Teachers should help students build independence because they are supposed to be leaders and should motivate us.
- Q. What do you think your responsibilities are as a student at MBCC?
- A. To make them do the right thing in order to better myself. To ask for help when I need it and to challenge people, teachers. I should learn to be independent.
- Q. How do you define academic development?
- A. Learning everything you can and using it when you need to depending on the situation. Its self-discipline too. I've learned to be more disciplined at Mass Bay. I used to blow off sometimes but I can't give all credit to Mass Bay. I make the final decisions because of what I've learned about process and order in my civics course.
- Q. Who is responsible for your education?
- A. Mostly me, although I think the teaching plays a big role. If the teaching is good compared to bad its the students job to build on that. Search for a little more and ask what is necessary. It is a give and take with the student putting out 80% ; English, for example, if they say write a paper, fine, but if you don't know how to write a paper, you're stuck.

- Q. Do you have a defined set of values? If so, what are they?
- A. I'd say family is first and close relations and myself. I feel good about myself in my opinion. I've never valued education until recently although I was a good student in high school. School is important and work is valued because I have a position to uphold, it creates order in my life. Self-discipline is very important to me. I value friendship, I guess. It's probably someone who you can, uh, talk to when you need them in times of stress or despair, a friendly face.
- Q. Are you able to get along well with others from various cultures and ethnic groups?
- A. You must get along. I love people and can talk to pretty much anybody and I do. My friends are Black, white, green and from poor to rich families. I had a good childhood and take pride in my ability to get along with people who are different than me. I don't like people who have money and flaunt it and use it and are arrogant about it. It is important to be able to communicate with peers, professors, family and people at work. It's a big part of life. I was at one time known as Mr. Charmsworthy (Laughter). You must use dignity with charm.
- Q. How do you feel about yourself and your ability to make decisions?
- A. I am VERY confident about my decisions and if they're wrong, I blame somebody else (laughing), no I'm just kidding.
- Q. What has MBCC given you that will help you in your preparation for either transfer to a four year college or the world of work?
- A. I have built up my ego, if you can believe that (laughter), and I feel good about knowing there are people around to help. Sometimes people mistake my confidence for arrogance but I don't care what people think of me in the long run.
- Q. Are you involved in any college activities? If so, what are they?
- A. Yeah, I volunteer sometimes with student activities and

I like it a lot. I help plan trips and work in the homeless shelter sometimes. It's important to give something to somebody else.

- Q. Do you feel you are able to use the resources of the institution to enhance your chances for success?
- A. I make people help me although most professors will try to help.
- Q. What do you think of the quality of education you are receiving at MBCC?
- A. Its the best bang for my buck. I can afford it and I know friends who have transferred to Babson and Wellesley so if they can do it I can do it. Anyway, my mother always tells me that cream rises to the top so I'll be fine (laughs).
- Q. What would you like to see at MBCC for students in terms of their academic, personal, and social development that is presently not provided?
- A. People have no idea who their advisors are and they don't know how to get help. The administration needs to do something about this. Personally, I think, well, that everyone should believe in yourself because then your decisions will be righteous, you know, right. As for my social life, I don't think that really has anything to do with school. I've never been a hanger outer but some of the activities are fun to get involved in.

APPENDIX E

CENTER FOR THE STUDY OF COMMUNITY COLLEGES STUDENT SURVEY

You are participating in a research project coordinated by the Office of Student Development. This survey was designed by the Center for the Study of Community Colleges and will ask you about your personal characteristics, educational experiences, career aspirations and involvement in the college environment.

Your responses to this survey are confidential; they will not reveal your identity in any way or become part of your college record. Your participation is appreciated, please accept our thanks.

1. How old are you? _____

2. Are you: Male Female

3. Are you:

American Indian

Hispanic/Latino

Asian/Pacific Islander

Caucasian/White

Black/Afro-American

Other

4a. Is English your native language?

Yes

No

4b. Is it the language ordinarily spoken in your home?

Yes

No

5. What is your marital status?

Never married

Married

Separated

Widowed

Divorced

6. With whom are you living?

- Self Spouse Parents
 Friend Sibling

7. What is the best estimate of your parents total income?

- Less than \$4,999 \$35,000 - \$44,999
 \$5,000 - \$14,999 \$45,000 +
 \$15,000 - \$24,999 Don't know/Not applicable
 \$25,000 - \$34,999

8. What was YOUR OWN income last year?

- Less than \$4,999 \$25,000 - \$34,999
 \$5,000 - \$14,999 \$35,000 - \$44,999
 \$15,000 - \$24,999 \$45,000 +

9. What was your grade point average in High School?

- A B C D Don't know

10. Compared to other students at this college, how would you rate your ability to each of the following?
(Please mark One response in each row).

a. Understand the implications of scientific and technological developments

- Poor Fair Good Excellent

b. Understand art, classical music, drama

- Poor Fair Good Excellent

c. Understand different political ideologies

- Poor Fair Good Excellent

f. Too many requirements make it difficult for me to take the courses I would prefer

Strongly Don't Know
or
 Agree Agree No Opinion Disagree Disagree Strongly

g. I am enrolled in the College program I most want

Strongly Don't Know
or
 Agree Agree No Opinion Disagree Disagree Strongly

h. Five years from now I will probably still be taking college or university classes

Strongly Don't Know
or
 Agree Agree No Opinion Disagree Disagree Strongly

i. Five years from now I would like to be employed in the field for which I am being prepared

Strongly Don't Know
or
 Agree Agree No Opinion Disagree Disagree Strongly

12. This college should place greater emphasis on:

a. The education of adults

Strongly Don't Know
or
 Agree Agree No Opinion Disagree Disagree Strongly

b. The liberal arts and sciences

Strongly Don't Know
or
 Agree Agree No Opinion Disagree Disagree Strongly

c. Career and occupational education

Strongly Don't Know
or
 Agree Agree No Opinion Disagree Disagree Strongly

d. Helping students find jobs

Strongly Don't Know
 Agree Agree No Opinion Disagree Disagree
or

e. Academic Advising

Strongly Don't Know
 Agree Agree No Opinion Disagree Disagree
or

f. Helping students transfer to universities

Strongly Don't Know
 Agree Agree No Opinion Disagree Disagree
or

g. Clubs and student organizations

Strongly Don't Know
 Agree Agree No Opinion Disagree Disagree
or

13. Which of the following creates particular pressure for you?

a. Exams/tests

Strongly Don't Know
 Agree Agree No Opinion Disagree Disagree
or

b. Conflicting demands on my time (home, school, job)

Strongly Don't Know
 Agree Agree No Opinion Disagree Disagree
or

c. Lengthy homework assignments

Strongly Don't Know
 Agree Agree No Opinion Disagree Disagree
or

d. Writing (papers, assignments)

	Strongly		Don't Know			Strongly			
	or		or			Strongly			
<input type="checkbox"/>	Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	No Opinion	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Disagree

e. Speaking before a class or group

	Strongly		Don't Know			Strongly			
	or		or			Strongly			
<input type="checkbox"/>	Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	No Opinion	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Disagree

f. Reading comprehension

	Strongly		Don't Know			Strongly			
	or		or			Strongly			
<input type="checkbox"/>	Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	No Opinion	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Disagree

g. Inadequate preparation in math and science

	Strongly		Don't Know			Strongly			
	or		or			Strongly			
<input type="checkbox"/>	Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	No Opinion	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Disagree

h. Grades

	Strongly		Don't Know			Strongly			
	or		or			Strongly			
<input type="checkbox"/>	Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	No Opinion	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Disagree

i. Some instructors' attitudes

	Strongly		Don't Know			Strongly			
	or		or			Strongly			
<input type="checkbox"/>	Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	No Opinion	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Disagree

j. Inadequate study skills

	Strongly		Don't Know			Strongly			
	or		or			Strongly			
<input type="checkbox"/>	Agree	<input type="checkbox"/>	Agree	<input type="checkbox"/>	No Opinion	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Disagree

14. How much has the college affected you?

a. Provided focus and direction

Very Don't Know or Not
 Much Somewhat No Opinion A Little All
At

b. Made me more confused about my goals

Very Don't Know or Not
 Much Somewhat No Opinion A Little All
At

c. Gave me confidence

Very Don't Know or Not
 Much Somewhat No Opinion A Little All
At

d. Decreased my self-confidence

Very Don't Know or Not
 Much Somewhat No Opinion A Little All
At

e. Informed me of alternatives

Very Don't Know or Not
 Much Somewhat No Opinion A Little All
At

f. Made me feel better educated

Very Don't Know or Not
 Much Somewhat No Opinion A Little All
At

g. Helped me develop employable skills

Very Don't Know or Not
 Much Somewhat No Opinion A Little All
At

h. Increased self awareness and insight

Very Don't Know or Not
 Much Somewhat No Opinion A Little All
At

i. Increased my respect and liking for other people

Very		Don't Know or		Not
<input type="checkbox"/> Much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No Opinion	<input type="checkbox"/> A Little	At
				<input type="checkbox"/> All

j. Made me a happier person

Very		Don't Know or		Not
<input type="checkbox"/> Much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No Opinion	<input type="checkbox"/> A Little	At
				<input type="checkbox"/> All

k. Helped me become more open to new ideas and people

Very		Don't Know or		Not
<input type="checkbox"/> Much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No Opinion	<input type="checkbox"/> A Little	At
				<input type="checkbox"/> All

l. Caused tension in my marriage

Very		Don't Know or		Not
<input type="checkbox"/> Much	<input type="checkbox"/> Somewhat	<input type="checkbox"/> No Opinion	<input type="checkbox"/> A Little	At
				<input type="checkbox"/> All

15. For each of the following activities, mark the phrase that best describes you:

a. Academic counseling

I	I	I could Benefit	I
Have	Do Not	But I have No	Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

b. Career counseling

I	I	I could Benefit	I
Have	Do Not	But I have No	Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

c. Basic Skills courses in mathematics

I	I	I could Benefit	I
Have	Do Not	But I have No	Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

d. Basic skills courses in reading and writing

I Have	I Do Not	I could Benefit But I have No	I Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

e. Personal counseling

I Have	I Do Not	I could Benefit But I have No	I Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

f. Study skills workshops

I Have	I Do Not	I could Benefit But I have No	I Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

g. Tutorial assistance

I Have	I Do Not	I could Benefit But I have No	I Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

h. Financial aid

I Have	I Do Not	I could Benefit But I have No	I Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

i. College clubs/organizations

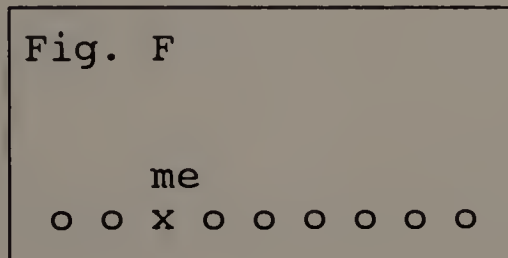
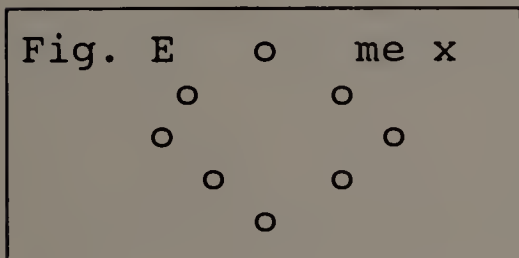
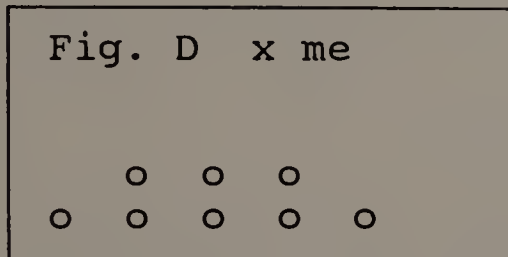
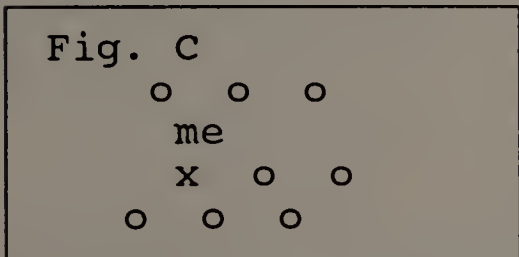
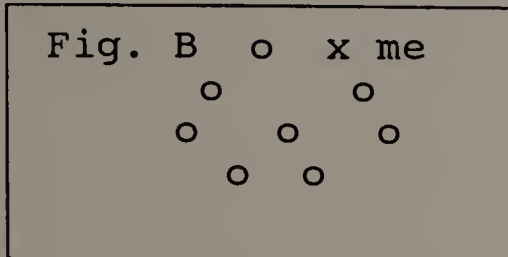
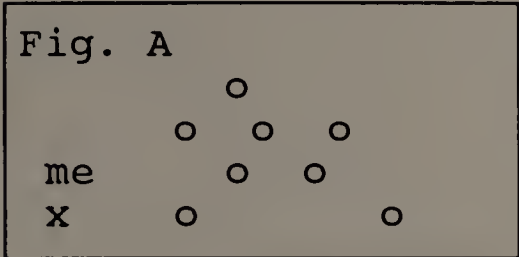
I Have	I Do Not	I could Benefit But I have No	I Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

j. College-sponsored self-help groups or workshops

I Have	I Do Not	I could Benefit But I have No	I Was Not
<input type="checkbox"/> Participated	<input type="checkbox"/> Need It	<input type="checkbox"/> Time For It	<input type="checkbox"/> Aware Of It

16. People often feel differently with different groups and in different situations.

Which figure or figures in the boxes below best describe how you see yourself in relation to the different groups listed? (You may choose the same figure or different figures for your responses. Please mark one box in each row.)



a. Most instructors at this college

Fig. A Fig. B Fig. C

Fig. D Fig. E Fig. E

b. My family

Fig. A Fig. B Fig. C

Fig. D Fig. E Fig. E

c. My group of friends

Fig. A Fig. B Fig. C

Fig. D Fig. E Fig. E

d. College clubs

Fig. A Fig. B Fig. C

Fig. D Fig. E Fig. E

e. Other students at the college

Fig. A Fig. B Fig. C

Fig. D Fig. E Fig. E

f. Counselors, student aid personnel

Fig. A Fig. B Fig. C

Fig. D Fig. E Fig. E

APPENDIX F

TABLES

Table 7.

Chi-Square Result for Question 11f	
QUESTION: How do you feel about the following?	LOS FOR PRE-TEST
Too many requirements make it difficult for me to take the courses I would prefer	.0072*

LOS = level of significance

* = significant at or below the .05 level

Table 8.

Chi-Square Results for Question 15b	
QUESTION: For the following activity, mark the column that best describes you:	LOS FOR PRE-TEST
Career counseling	.0360*

LOS = level of significance

* = significant at or below the .05 level

TABLE 9.

Post-Test Response Pattern for Questions 10a - 10f				
QUESTION: Compared to other students at this college, how would you rate your ability to do each of the following?	POOR	FAIR	GOOD	EXCELLENT
	N %	N %	N %	N %
a. Understand the implications of scientific & technological developments	4 13	14 47	11 37	1 3
	1 4	10 36	16 57	1 3
b. Understand art, classical music, drama	3 10	13 43	13 43	1 4
	3 11	9 33	11 41	4 15
c. Understand different political ideologies	6 20	9 30	14 47	1 3
	3 11	9 32	13 46	3 11
d. Edit written material	4 13	11 37	12 40	3 10
	1 4	9 33	14 52	3 11
e. Use algebra to solve problems	5 17	11 38	8 28	5 17
	3 11	13 46	11 39	1 4
f. Earn a living	1 3	4 13	14 47	11 37
	1 3	3 11	17 61	7 25

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

TABLE 10.

Post-Test Collapsed Response Pattern for Questions 10a - 10f				
QUESTION: Compared to other students at this college, how would you rate your ability to do each of the following?	FAIR		GOOD	
	N	%	N	%
a. Understand the implications of scientific & technological developments	18	60	12	40
	11	39	17	61
b. Understand art, classical music, drama	16	53	14	47
	12	44	15	56
c. Understand different political ideologies	15	50	15	50
	12	43	16	57
d. Edit written material	15	50	15	50
	10	37	17	63
e. Use algebra to solve problems	16	55	13	47
	16	57	12	43
f. Earn a living	5	17	25	83
	4	14	24	86

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

TABLE 11.

Chi-Square Results for Questions 10a - 10f			
QUESTION: Compared to other students at this college, how would you rate your ability to do each of the following?	LOS FOR PRE-TEST	LOS FOR POST-TEST	LOS AFTER COLLAPSING RESPONSES
a. Understand the implications of scientific & technological developments	.5875	.3438	.1889
b. Understand art, classical music, drama	.5601	.4676	.6855
c. Understand different political ideologies	.3877	.5786	.7783
d. Edit written material	.7058	.5721	.4731
e. Use algebra to solve problems	.5190	.2850	.8809
f. Earn a living	.4200	.7399	.8024

LOS = level of significance

* = significant at or below the .05 level

TABLE 12.

Post-Test Response Pattern for Questions 11a - 11i					
QUESTION: How do you feel about the following?	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
	N %	N %	N %	N %	N %
a. This college should sponsor more cultural events on campus	3 10	9 30	16 53	1 3	1 3
	6 20	22 73	1 3	1 3	0 0
b. It is easy to find a staff member at this college who is interested in my activities	2 8	6 20	15 50	6 20	1 3
	2 7	21 70	1 3	6 20	0 0
c. Teachers at this college are the best I have ever had	1 3	7 23	13 43	7 23	2 8
	2 7	9 30	6 20	10 33	3 10
d. The social environment at this college is more important to me than the course work	1 3	4 13	6 20	15 50	4 13
	0 0	4 14	5 17	12 41	8 28
e. I would like to be like some of the instructors at this college	1 3	10 33	10 33	7 23	2 7
	1 3	10 36	7 24	9 31	2 7
f. Too many requirements make it difficult for me to take the courses I would prefer	2 7	6 20	10 33	12 40	0 0
	1 3	16 55	7 24	5 17	0 0
g. I am enrolled in the college program I want most	7 23	10 33	4 13	8 27	1 3
	4 14	17 60	4 14	3 11	0 0
h. Five years from now I will probably still be taking college or university classes	2 7	6 20	9 30	8 27	5 17
	5 17	10 35	5 17	7 24	2 7
i. Five years from now I would like to be employed in the field for which I am being prepared	14 47	7 23	6 20	1 3	2 7
	16 57	8 29	2 7	2 7	0 0

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

TABLE 13.

Post-Test Collapsed Response Pattern for Questions 11a - 11i			
QUESTION: How do you feel about the following?	AGREE	DON'T KNOW	DISAGREE
	N %	N %	N %
a. This college should sponsor more cultural events on campus	12 40	16 53	2 8
	28 93	1 3	1 3
b. It is easy to find a staff member at this college who is interested in my activities	8 27	15 50	7 23
	23 77	1 3	6 20
c. Teachers at this college are the best I have ever had	8 27	13 43	9 30
	11 37	6 20	13 43
d. The social environment at this college college is more important to me than the course work	5 17	6 20	19 63
	4 14	5 17	20 69
e. I would like to be like some of the instructors at this college	11 37	10 33	9 30
	11 38	7 24	11 38
f. Too many requirements make it difficult for me to take the courses I would prefer	8 27	10 33	12 40
	17 57	7 24	5 17
g. I am enrolled in the college program I want most	17 57	4 13	9 30
	21 75	4 14	3 11
h. Five years from now I will probably still be taking college or university classes	8 27	9 30	13 43
	15 52	5 17	9 31
i. Five years from now I would like to be employed in the field for which I am being prepared	21 70	6 20	3 10
	24 86	2 7	2 7

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

Table 14.

Chi-Square Results for Questions 11a - 11i			
QUESTION: How do you feel about the following?	LOS FOR PRE-TEST	LOS FOR POST-TEST	LOS AFTER COLLAPSING RESPONSES
a. This college should sponsor more cultural events on campus	.8392	.0004*	.0001*
b. It is easy to find a staff member at this college who is interested in my activities	.3021	.0002*	.0001*
c. Teachers at this college are the best I have ever had	.1798	.4209	.1511
d. The social environment at this college is more important to me than the course work	.9936	.6020	.9000
e. I would like to be like some of the instructors at this college	.2556	.9434	.7002
f. Too many requirements make it difficult for me to take the courses I would prefer	.0072*	.0406*	.0362*
g. I am enrolled in the college program I want most	.2692	.2111	.1867
h. Five years from now I will probably still be taking college or university classes	.1525	.3122	.1364
i. Five years from now I would like to be employed in the field for which I am being prepared	.5645	.3462	.3113

LOS = level of significance

* = significant at or below the .05 level

Table 15.

Post-Test Response Pattern for Questions 12a - 12g					
QUESTION: This college should place greater emphasis on:	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
	N %	N %	N %	N %	N %
a. The education of adults	0 0	11 37	18 60	0 0	1 3
	5 17	20 67	4 13	1 3	0 0
b. The liberal arts and sciences	2 7	10 33	16 53	1 3	1 3
	6 21	19 66	2 7	2 7	0 0
c. Career and occupational education	5 17	19 66	4 14	0 0	1 3
	10 34	19 66	0 0	0 0	0 0
d. Helping students find jobs	10 33	15 50	4 13	0 0	1 3
	13 43	15 50	2 7	0 0	0 0
e. Academic advising	8 28	15 52	4 14	1 3	1 3
	10 35	17 57	2 7	0 0	0 0
f. Helping students transfer to universities	6 20	15 50	7 23	1 3	1 3
	18 60	10 33	1 3	0 0	1 3
g. Clubs and student organizations	4 13	16 53	9 30	0 0	1 3
	6 21	12 41	10 35	1 3	0 0

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

Table 16.

Post-Test Collapsed Response Pattern for Questions 12a - 12g						
QUESTION: This college should place greater emphasis on:	AGREE		DON'T KNOW		DISAGREE	
	N	%	N	%	N	%
a. The education of adults	11	37	18	60	1	3
	25	83	4	13	1	3
b. The liberal arts and sciences	12	40	16	53	2	7
	25	86	2	7	2	7
c. Career and occupational education	24	83	4	14	1	3
	29	100	0	0	0	0
d. Helping students find jobs	25	83	4	13	1	3
	28	93	2	7	0	0
e. Academic advising	23	79	4	14	2	7
	27	93	2	7	0	0
f. Helping students transfer to universities	21	70	7	23	2	7
	28	93	1	3	1	3
g. Clubs and student organizations	20	67	9	30	1	3
	18	62	10	35	1	3

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

Table 17.

Chi-Square Results for Questions 12a - 12g			
QUESTION: This college should place greater emphasis on:	LOS PRE-TEST	LOS POST-TEST	LOS AFTER COLLAPSING RESPONSES
a. The education of adults	.2903	.0010*	.0008*
b. The liberal arts and sciences	.7074	.0019*	.0004*
c. Career and occupational education	.1749	.0833	.0648
d. Helping students find jobs	.5008	.5605	.3992
e. Academic advising	.7473	.5555	.2246
f. Helping students transfer to universities	.5615	.0140*	.0541*
g. Clubs and student organizations	.5928	.5565	.9319

LOS = level of significance

* = significant at or below the .05 level

Table 18.

Post-Test Response Pattern for Questions 13a - 13j					
QUESTION: Which of the following creates particular pressures for you?	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
	N %	N %	N %	N %	N %
a. Exams/tests	14 47	14 47	2 6	0 0	0 0
	4 14	21 75	1 4	1 4	1 4
b. Conflicting demands on my time (home, school, job)	13 45	13 45	1 3	2 7	0 0
	8 29	18 64	1 4	1 4	0 0
c. Lengthy homework assignments	7 23	13 43	6 20	4 13	0 0
	6 21	18 64	2 7	1 4	1 4
d. Writing (papers, assignments)	8 28	16 55	2 7	3 10	0 0
	7 27	13 50	3 12	3 12	0 0
e. Speaking before a class or group	11 37	6 20	4 13	7 23	2 7
	9 32	8 29	3 11	7 25	1 4
f. Reading comprehension	3 10	6 20	5 17	16 54	0 0
	1 4	9 32	7 25	9 32	2 7
g. Inadequate preparation in math and science	5 17	9 30	5 17	11 37	0 0
	5 18	11 39	5 18	6 21	1 4
h. Grades	7 23	14 47	4 13	5 17	0 0
	8 29	13 46	1 4	5 18	1 4
i. Some instructors' attitudes	8 27	16 53	5 17	1 3	0 0
	6 21	14 50	6 21	1 4	1 4
j. Inadequate study skills	4 14	8 28	10 35	7 24	0 0
	3 11	13 46	5 18	6 21	1 4

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

Table 19.

Post-Test Collapsed Response Pattern for Questions 13a - 13j			
QUESTION: Which of the following creates particular pressures for you?	AGREE	DON'T KNOW	DISAGREE
	N %	N %	N %
a. Exams/tests	28 93	2 7	0 0
	25 89	1 4	2 7
b. Conflicting demands on my time (home, school, job)	26 90	1 3	2 7
	26 92	1 4	1 4
c. Lengthy homework assignments	20 67	6 20	4 13
	24 86	2 7	2 7
d. Writing (papers, assignments)	24 83	2 7	3 10
	20 76	3 12	3 12
e. Speaking before a class or group	17 57	4 13	9 30
	17 61	3 11	8 29
f. Reading comprehension	9 30	5 17	16 53
	10 36	7 25	11 39
g. Inadequate preparation in math and science	14 47	5 17	11 37
	16 57	5 18	7 25
h. Grades	21 70	4 13	5 17
	21 75	1 4	6 21
i. Some instructors' attitudes	24 80	5 17	1 3
	20 71	6 21	2 7
j. Inadequate study skills	12 41	10 35	7 24
	16 57	5 18	7 25

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

Table 20.

Chi-Square Results for Questions 13a - 13j			
QUESTION: Which of the following creates particular pressures for you?	LOS FOR PRE-TEST	LOS FOR POST-TEST	LOS AFTER COLLAPSING RESPONSES
a. Exams/tests	.2244	.0556	.2957
b. Conflicting demands on my time (home, school, job)	.6784	.5100	.8539
c. Lengthy homework assignments	.7867	.2293	.2271
d. Writing (papers, assignments)	.0919	.9372	.8182
e. Speaking before a class or group	.2308	.9254	.9357
f. Reading comprehension	.3140	.2121	.5368
g. Inadequate preparation in math and science	.7694	.6260	.6205
h. Grades	.6868	.5853	.4017
i. Some instructors' attitudes	.7623	.8367	.6978
j. Inadequate study skills	.6864	.3979	.3294

LOS = level of significance

* = significant at or below the .05 level

Table 21.

Post-Test Response Pattern for Questions 14a - 14l					
QUESTION: How much has this college affected you?	VERY MUCH	SOMEWHAT	DON'T KNOW	A LITTLE	NOT AT ALL
	N %	N %	N %	N %	N %
a. Provided focus and direction	3 10	13 43	9 30	3 10	2 7
	8 28	18 62	1 3	2 7	0 0
b. Made me more confused about my goals	2 7	8 27	6 20	6 20	8 27
	1 3	11 38	0 0	5 17	12 41
c. Gave me confidence	2 7	13 43	4 13	8 27	3 10
	8 28	16 55	2 7	3 10	0 0
d. Decreased my self-confidence	1 3	4 13	10 33	1 3	14 47
	0 0	6 21	3 10	1 3	19 66
e. Informed me of alternatives	3 10	13 45	4 14	4 14	5 17
	7 25	14 50	2 7	3 11	2 7
f. Made me feel better educated	4 13	16 53	7 23	2 7	1 3
	10 35	11 38	1 3	7 24	0 0
g. Helped me develop employable skills	4 13	8 27	11 37	4 13	3 10
	4 14	18 62	1 3	6 21	0 0
h. Increased self awareness and insight	4 13	12 40	7 23	5 17	2 7
	5 17	16 55	2 7	6 21	0 0
i. Increased my respect and liking for other people	3 10	10 33	7 23	5 17	5 17
	4 14	17 59	2 7	6 21	0 0
j. Made me a happier person	5 17	8 27	7 23	4 13	6 20
	6 21	12 41	1 3	9 31	1 3
k. Helped me become more open to new ideas and people	8 27	10 33	4 13	6 20	2 7
	7 24	17 59	0 0	5 17	0 0
l. Caused tension in my marriage	0 0	0 0	12 46	0 0	14 54
	0 0	0 0	12 44	1 4	14 52

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

Table 22.

Chi-Square Results for Questions 14a - 14l		
QUESTION: How much has this college affected you?	LOS FOR PRE-TEST	LOS FOR POST-TEST
a. Provided focus and direction	.6751	.0200*
b. Made me more confused about my goals	.7211	.1039
c. Gave me confidence	.6929	.0433*
d. Decreased my self-confidence	.5571	.2059
e. Informed me of alternatives	.7698	.4458
f. Made me feel better educated	.2256	.0192
g. Helped me develop employable skills	.4714	.0037*
h. Increased self awareness and insight	.7032	.2366
i. Increased my respect and liking for other people	.5314	.0437*
j. Made me a happier person	.0883	.0280*
k. Helped me become more open to new ideas and people	.5606	.0931
l. Caused tension in my marriage	.7436	.6122

LOS = level of significance

* = significant at or below the .05 level

Table 23.

Post-Test Response Pattern for Questions 15a - 15j						
QUESTION: For each of the following activities, mark the column that best describes you:	I PARTICIPATED		DO NOT NEED IT	NO TIME FOR	NOT AWARE OF IT	
	N	%	N	%	N	%
a. Academic counseling	7	25	2	7	12	43
	28	93	0	0	2	7
b. Career counseling	4	14	2	7	10	35
	28	93	0	0	2	7
c. Basic skills courses in mathematics	6	21	13	46	8	29
	6	21	14	50	8	29
d. Basic skills courses in reading and writing	7	25	12	43	7	25
	5	19	15	55	7	26
e. Personal counseling	4	14	11	39	7	25
	23	79	5	17	0	0
f. Study skills workshop	6	21	8	29	13	46
	23	77	4	13	3	10
g. Tutorial assistance	2	7	11	39	12	43
	9	30	10	33	11	37
h. Financial aid	8	30	11	41	6	22
	25	83	4	13	1	3
i. College clubs/organizations	4	14	8	29	12	43
	17	57	8	27	5	17
j. College-sponsored self-help groups or workshops	1	4	12	43	10	36
	24	80	3	10	3	10

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

Table 24.

Chi-Square Results for Questions 15a - 15j		
QUESTION: For each of the following activities, mark the column that best describes you:	LOS FOR PRE-TEST	LOS FOR POST-TEST
a. Academic counseling	.4223	.0001*
b. Career counseling	.0360*	.0001*
c. Basic skills courses in mathematics	.5097	.7923
d. Basic skills courses in reading and writing	.7055	.4489
e. Personal counseling	.8222	.0001*
f. Study skills workshop	.5057	.0003*
g. Tutorial assistance	.9441	.0579
h. Financial aid	.1720	.0006*
i. College clubs/organizations	.2849	.0019*
j. College-sponsored self-help groups or workshops	.6450	.0001*

LOS = level of significance

* = significant at or below the .05 level

Table 25.

Post-Test Response Pattern for Questions 16a - 16f						
QUESTION: People often feel differently with different groups and in different situations. Which figure in the boxes best describe how you see yourself in relation to the different groups listed?	FIG. A	FIG. B	FIG. C	FIG. D	FIG. E	FIG. F
	N %	N %	N %	N %	N %	N %
a. Most instructors at this college	7 24	6 21	5 17	7 24	3 10	1 3
	4 14	10 35	7 24	3 10	1 3	4 14
b. My family	3 10	6 21	13 45	3 10	0 0	4 14
	3 10	8 28	12 41	2 7	0 0	4 14
c. My group of friends	2 7	5 17	14 48	2 7	0 0	6 21
	1 4	7 25	16 57	2 7	1 4	1 4
d. College clubs	4 16	2 8	6 24	6 24	7 28	0 0
	3 11	3 11	5 19	10 37	6 22	0 0
e. Other students at this college	5 18	8 29	8 29	3 11	1 4	3 11
	3 10	13 45	6 21	2 7	4 14	1 4
f. Counselors, student aid personnel	4 15	6 22	6 22	5 19	5 19	1 4
	5 17	6 21	16 55	2 7	0 0	0 0

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

TABLE 26.

Post-Test Collapsed Response Pattern for Questions 16a - 16f				
QUESTION: People often feel differently with different groups and in different situations. Which figure in the boxes best describe how you see yourself in relation to the different groups listed?	STUDENTS VIEWING THEMSELVES OUTSIDE THE GROUP		STUDENTS VIEWING THEMSELVES AS PART OF THE GROUP	
	N	%	N	%
a. Most instructors at this college	17	59	12	41
	8	28	21	72
b. My family	6	21	23	79
	5	17	24	83
c. My group of friends	4	14	25	86
	4	16	24	86
d. College clubs	17	68	8	32
	19	70	8	30
e. Other students at this college	9	32	19	68
	9	31	20	69
f. Counselors, student aid personnel	14	52	13	48
	7	24	22	76

TOP NUMBER IN EACH CELL IS FOR CONTROL GROUP.
 BOTTOM NUMBER IN EACH CELL IS FOR EXPERIMENTAL GROUP.

Table 27.

Chi-Square Results for Question 16a - 16f			
QUESTION: People often feel differently with different groups and in different situations. Which figure in the boxes best describe how you see yourself in relation to the different groups listed?	LOS FOR PRE-TEST	LOS FOR POST-TEST	LOS AFTER COLLAPSING RESPONSES
a. Most instructors at this college	.5765	.2562	.0170
b. My family	.3248	.9709	.7377
c. My group of friends	.3849	.3740	.9573
d. College clubs	.6221	.8379	.8532
e. Other students at this college	.8375	.4208	.9283
f. Counselors, student aid personnel	.0873	.0364*	.0323*

LOS = level of significance

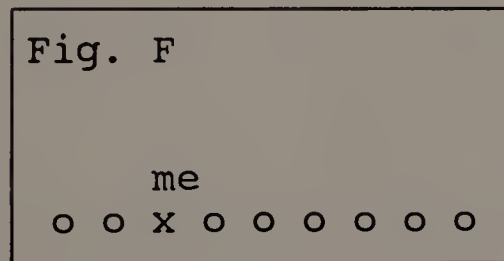
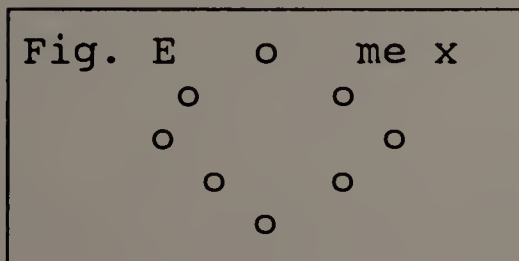
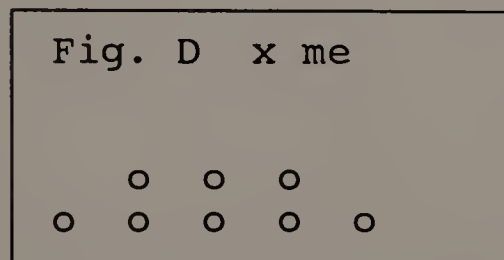
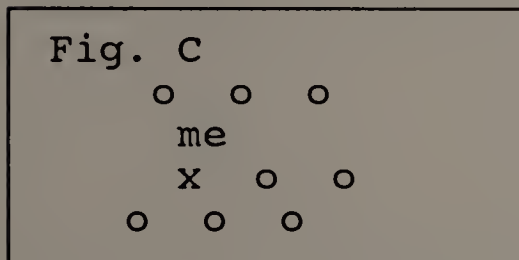
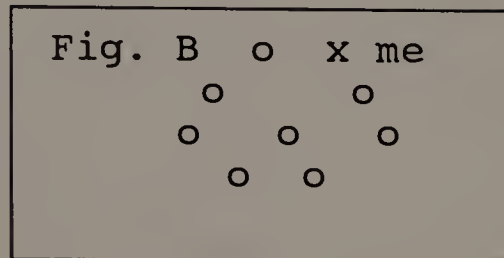
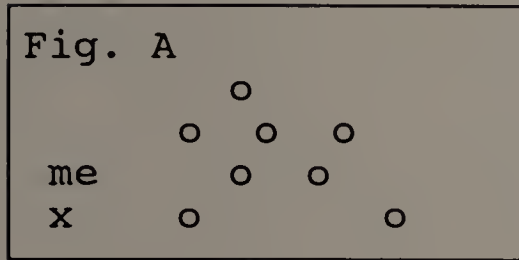
* = significant at or below the .05 level

APPENDIX G

FIGURES

Figure 1.

Figures Respondents Selected For Questions 16a - 16f



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