

FRESHMEN PERCEPTIONS OF ACADEMIC AND
SOCIAL CHANGES DURING THE FIRST
YEAR OF COLLEGE

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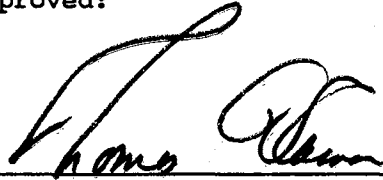
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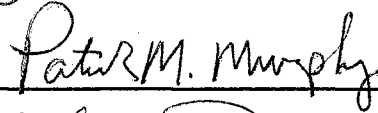
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CHAPTER I

INTRODUCTION

Studies of freshmen and of the freshman year of college have been numerous over the past three decades (Astin, 1977, Feldman & Newcomb, 1969, Pascarella & Terenzini, 1991). The flow has not slackened today, because of concerns about retention and attrition issues facing most higher education institutions (Chapman & Pascarella, 1983; Churchhill & Iwai, 1981; Erwin, 1983; Pascarella & Terenzini, 1991). Although many studies have been conducted, and the results of these studies have contributed to the success of many college and university programs toward understanding the incoming student, much more information lies within the freshman student him/herself (Endo & Harpel, 1982).

Freshmen need guidance and understanding as they enter college. Considerable research has been done on the impact of college on students, but "despite this effort, only a small percentage of studies have examined the specific conditions under which students are affected in particular kinds of ways" (Endo and Harpel, p. 115). Freshmen need to understand that the experience of college is developmental and that the process of development takes time and effort on their part (Feldman & Newcomb, 1969). While the emphasis of the college experience may be on academics, the freshman experiences many forms of enlightenment and knowledge beyond the classroom during his/her first semester of classes (Astin, 1977;

Gadzella & Fournet, 1975). According to Gadzella and Fournet, ". . . the changes between the freshman and senior years can be very misleading because changes could have occurred during the first few months of the freshman year" (p. 243). Many educators believe that the freshman's fundamental purpose for attending college is to pursue academics, however, that belief has long been challenged (Harris & Hurst, 1972). Typically the freshman succeeds academically as s/he succeeds socially, religiously, politically, and aesthetically (Feldman & Newcomb, 1969; Kuh, 1976).

The freshman needs to be challenged during his/her initial year of college to come to some personal assessment of development each semester. If the freshman is encouraged to recognize the changes which occurred during the initial year, s/he may more readily understand her/his purpose for entering college. These perceptions of change may serve to guide the freshman through decision-making processes which could affect her/his success in college. Consequently, if the freshman is challenged to examine her/his purpose academically and socially each semester, s/he may be able to assess better individual goals and the degree to which s/he experiences success in college (Lokitz & Sprandel, 1979).

Statement of the Problem

This study addresses three issues affecting the freshman experience:

1. To what extent do first semester freshmen consider themselves prepared for the demands of college academically and socially?
2. To what extent are freshmen aware of a difference in the demands of college academically and socially between first and second semester of the freshman year?
3. To what extent are freshmen aware of the changes which occur during their initial year of college, and how do they describe these changes?

Significance of the Study

This study was significant because it relied upon interviews with freshmen attending university classes and involving themselves in residential life. Interviews with freshmen provided current information about which programs, services, and personnel were most needed/utilized by the incoming student. An assessment of academic and social acclimation was a major focus of this research, again relying on freshmen perceptions of the experience of college beginning at introduction and continuing through the year. Results of this study may provide updated information (1) to those involved in assessment of students and (2) in the identification of critical areas of acclimation and non-acclimation of freshmen to the academic and social climate on this campus. Previous research studies have concentrated on comprehensive and complex approaches to the experiences of students in college (Astin, 1978; Feldman & Newcomb, 1969; Pascarella & Terenzini, 1991). While these studies

are seminal and formative for research which followed, the current study proposed to gain information from perceptions of students regarding their initial experience of college. These perceptions of freshmen "emphasized the necessity of understanding the meaning of events for persons (who have been) studied (Patton, 1991, p. 390). This study, then, focused on communication with freshmen about their adjustments to college on two primary levels principally: academically and socially during the first year of college.

CHAPTER II

REVIEW OF THE LITERATURE

This section contains a review of the literature relevant to the study of freshmen in college, particularly with regard to the social and academic changes which occur within freshmen.

The review of literature begins with supporting studies of student development, followed by research relating to academic and social adjustment of freshmen. The section concludes with a discussion of freshmen programs.

Studies of the freshman experience have been a part of research for the past three decades, during which researchers have written about or suggested that secondary and higher education institutions consider the development of students through the experience of the students (Astin, 1978, Becker, Geer, Hughes, Strauss, 1961; Davis 1977; Kuh and Andreas, 1991; Sizer, 1992; Whitt, 1991). Research in student development within higher education is taking a turn toward qualitative studies. Student affairs administrators are moving from the survey approach to student satisfaction in college settings to "(talking) to students about their experiences" (Whitt, 1991 p. 406). Researchers such as Astin (1978) have elaborated on the importance of students integrating with the total college experience. Today with an increasing interest in and concern about the impact of college on students (Pascarella and Terenzini (1991), studies of students at their respective colleges and universities

provide valuable, updated, and pertinent information about students and the college experience. Students who are involved in interviews about their experience of college with college personnel interested in relevant programming and services may feel that the higher education institutions they attend are interested in more than the student's ability to pay. In this review of literature researchers have emphasized the necessity and the benefits of individual contact with students, particularly academically and socially.

Introduction

Entering college freshmen have provided researchers, administrators, faculty and staff with opportunities to test new students, vulnerable to the system, in social and academic situations that serve to disorient the student during the first week or so of classes. Those responsible for the "orientation" activities frequently plan them with returning students who have vague--usually fond memories of their orientation. New students are often herded through testing, academic placement activities, and social programs designed to give them a concentrated view of their initial year--and then many are left to fend for themselves. This is contrary to most developmental theories, and contrary to much teaching and research about freshmen and their first year of college.

What perceptions of the college experience do freshmen have during the first year? According to the freshmen, what are the significant changes which enable them to succeed in college?

Developmental Studies of Students

Current theories view student development from a holistic perspective. This total person approach to student affairs is important in that a student's success may depend to some degree on the awareness of those instructing him/her, or it may depend on those who provide services, e.g., residential life, counseling, career development and placement, coaches, and other programmers. We know that human beings change, and the changes which occur during the initial year of college are great. Freshmen need guidance and direction in their first year in order to assess the growth which occurs. If they do not receive guidance they may interpret the changes as negative or formidable.

Change in human development occurs when human beings encounter other human beings, when the environment influences them, and when decisions are made which induce crisis. This crisis time enables the person to assess his/her circumstances and move backward, forward, or remain the same (Astin, 1977, Astin and Holland, 1961, Davis, 1977; Feldman and Newcomb, 1970; Pascarella and Terenzini, 1991). Astin (1977) related that changes in students have two major components:

The first is change resulting from the impact of college; the second is change resulting from other influences, such as maturation and the environment outside of college (p. 5).

The initial year of college is important because it challenges the "readiness" of students cognitively and affectively.

Fundamental to virtually all of the change-oriented theories is the proposition that developmental movement requires the experience of conflict, the awareness of challenge to the integrity and stability of the developmental stage or condition at which the individual currently functions (Pascarella and Terenzini, 1991, p. 45).

Since freshmen are in new surroundings facing new challenges on every level developmentally--intellectually, socially, spiritually, physically, and emotionally--the initial experience of college takes place in a complex, confusing, and disorienting manner. The changes which occur are so great that the freshman is compelled to make decisions which will impact growth.

Sanford (1962, p. 258) asserted that:

. . . whatever the stage of readiness in the personality, further development will not occur until stimuli arrive to upset the existing equilibrium and require fresh adaptation.

In another study, Sanford (1967, p. 49) further described the developmental changes in students as tensions seeking to be resolved as "a person strives to reduce tension caused by a challenge and thus to restore equilibrium." What the entering freshman meets in the college environment is a monumental change from all that has been familiar. Consequently, as the freshman struggles to adapt to new surroundings, s/he abandons priorities set by others, e.g., high grades, and concentrates on surviving.

As freshmen encounter the experience of college, they are challenged to become a part of a larger society. Some students who did not "fit in" socially in high school may see the experience of college differently than other freshmen who were more actively involved in high school. Researchers such as Astin (1988, p. 133)

equate quality of education with the level of involvement: "Students learn by becoming involved." While the student struggles on all or many developmental levels, the crisis of change is occurring at the same time.

Researchers such as Krathwohl, Bloom and Masia (1964), and Perry (1970), have described as "profound" the cognitive and affective changes which occur in young adults. These profound changes affect the way students learn, but they also affect who students become as adults. This process of becoming leads toward development as adults and the process involves change, struggle with beliefs, values, and ideas, and it includes interaction with other people. These changes involve introspection and deliberation which leads to decision-making. Since the change or the opportunity for change is great, the individual facing new circumstances may feel that s/he is in crisis. This crisis time is a time to assess and evaluate goals and perspectives. Ultimately, if the crises of life are avoided, growth does not occur, and students may be deprived of depth experiences which might have influenced their lives and relationships (Chickering, McCormick, 1973; Davis, 1977; Caple, 1987a; Caple 1987b).

In the years prior to college, students develop almost accidentally or naturally following in the strides of peers, parents, siblings, or other influential persons. There is a difference in the growth which occurs during college. Krathwohl, Bloom, and Masia (1964) described it this way: ". . . affective behaviors undergo far more sudden transformations than do cognitive

behaviors" (p. 19). Davis' (1977) studies reveal that freshmen are concerned about fitting in and are influenced largely by their peers.

. . . peer groups can play an important role in the socialization process that occurs over four years, and a students' peers may have more influence than his accumulated class experience (p. 5).

Davis reflected that the freshman no longer has familiar turf or is in close proximity to familiar roots. Therefore, many questions, concerns, and anxieties arise in this unfamiliar social environment. The freshman has many opportunities during the initial year to develop, but due to lack of personal history and lack of adult experience, the student struggles to find purpose, meaning, and resolution to the new life in college.

Yet such men and women are unwilling to move directly into adulthood. Although many doors are open to them, they lack the will to enter any of them, fearing that once inside they will be trapped and robbed of the freedom to be themselves . . . Usually hard put to define why they falter, they nevertheless hesitate and turn away from the lures of the existing society. Some reject it, others withdraw from it, others, like young radicals, seek to change it. All question their connection to it. The focal issue for youth is the issue of social role, of the individual's relationship to the structures of the established society (Davis, p. 6-7).

Academic Success In Student Development

Typically, freshmen experience a difference in academic demands as they compare their high school classes with the first semester of college academics. Students in high school are often given study sheets with answers to test questions prior to tests, and they respond in a rote fashion on "test day." Freshmen, on the

other hand, may have two tests during the semester, and they are expected to "think" through tests using a synthetic approach to their answers.

College bound students need more preparation for independent study, research, and synthesis of the material they read for classes. Students in high school should be prepared for a much more demanding academic experience which includes an increase in the amount of reading required and test taking skills for subject areas which are cumulative learning courses, e.g., mathematics, chemistry, biology, history, sociology, and languages.

Freshmen enter college with high expectations for success academically, yet most students need preparation for their encounter with college academics. Preparation is needed in the forms of time management, reading, study and note taking skills, and better preparation for college mathematics and sciences.

While research evidences that changes in maturation occur over the years spent in college, the changes in freshmen occur more suddenly, and their awareness of their experience of college is based upon comparisons of themselves with other students, primarily upperclass men and women (Gadzella and Fournet, 1975). Gaff (1973) studied academic programs and reported that while the onus of success is essentially upon the student, professionals within the institution have a responsibility to provide an education through the "transmission of facts and knowledge," and they have an additional duty to "relate knowledge in one's field to other fields of investigation, to realities in the larger society, and to the

personal lives of students (p. 605). Feldman and Newcomb (1969, p. 331) found that:

The conditions for campus-wide impacts appear to have been most frequently provided in small, residential, four-year colleges. These conditions probably include relative homogeneity of both faculty and student body together with opportunity for continuing interaction, not exclusively formal, among students and between students and faculty.

Since freshmen are vulnerable to the environment, and since the college environment is centered around academics, it stands to reason that a positive, instructive, and knowledgeable resource such as faculty would be significant to the success and the development of the student (Astin, 1977; Chapman and Pascarella, 1983; Domino, 1971; Endo and Harpel, 1982; Gaff, 1973; Moore, 1985). Endo and Harpel (1982) emphasized the impact of faculty on the cognitive development of students:

. . . increased student-faculty interaction has been shown to have a broader impact on students' general ways of thinking, methods of problem solving, and interest in various life goals (p. 16).

Iverson, Pascarella, and Terenzini (1984) researched the faculty-student relationship and found that considerable consultation took place on issues related to academics. Students sought out faculty for information about "career related interests, personal problem solving, intellectual or course-related matters, discussion of campus issues or problems, and to socialize informally" (p. 124). Kuh (1976) studied changes in the personal lives of students, particularly changes which affected views of "liberalism and sophistication" (p. 116). Students who were able to develop positively emotionally, socially, and academically during

the undergraduate experience continued to develop positively during their adult years (p. 121). Lokitz and Sprandel (1979) found that entering freshmen considered academics a high priority, and they credited this prioritization to parental guidance and the desire for high-paying jobs on the part of freshmen. This research provided verification that freshmen have goals, but since they need guidance and direction the faculty member can provide much valuable assistance as the freshman strives to acclimate to college.

Freshmen are vulnerable socially and emotionally as all of the familiar props are disrupted. Many freshmen are living away from home, their former classmates are in different colleges or universities, their former status as upperclass men and women means nothing--including their academic standing, and they are forced to rely on their experience. Once again they ask, "Who Am I?" All of these challenges and changes happen simultaneously within the freshman, while intellectual, social, and emotional growth occurs (Astin, 1978, 1988; Chickering, 1972; Davis, 1977, Polkosnik and Winston, 1989).

Polkosnik and Winston studied psychosocial development processes which revealed that students experience "an autonomy threshold through which they must pass before they are ready to address other developmental domains" (p. 17). This autonomy and readiness for decision-making is critical to the student's success academically. Polkosnik and Winston (1989) related that intervention should take place here and that such interventions "should promote opportunities for students to address seriously

their personal concerns from both an intellectual and emotional perspective" (p. 17). Perhaps this need for autonomy and freedom allows the freshman to give permission to self to explore and to know more about what s/he is experiencing in college. Variations in approaches to the intellectual and social development of students have emerged as researchers attempt to study the need for direction and the alternative need for personal freedom and development during the freshman year (Astin, 1977, 1988; Davis, 1977; Feldman and Newcomb, 1969; Baxter, 1987; Pascarella and Terenzini, 1991). Baxter (1987) studied standardized measures of intellectual development. She concluded that there needed to be more of a balance between understanding developmental processes and "the need for standardization to increase practicality" (p. 442). McLeish (1973) studied changes in students in relation to college environments and found that it was important to consider the student as impacted totally "subjectively and objectively" when evaluating changes in students (p. 245). McLeish (1973) considered the student developmentally from a wide spectrum of influences, such as: "clarity of courses, student energy, intellectual climate, social commitment, loyalty, and group participation" (p. 246).

Freshman Self-Assessment

Astin (1977) related that students make up their minds about returning to college for their sophomore year during the first semester of classes during the freshman year. In making this decision, it is important that freshmen have a contact person within

the university with whom they feel comfortable. Students who have an investment--emotionally, socially, or academically--in college are more likely to remain. This study evidenced that persistence on the part of students can be explained in part through opportunities for socialization with other students and with faculty, advisers, and student affairs personnel.

As freshmen experience their initial year of college and move toward their second semester, some assessment should occur which will provide a basis of "grounding" for the student. At this time, assessment would be valuable for those concerned with attrition/retention issues. For those involved with admissions and recruiting, additional assessment information from freshmen at mid-year should provide instruction as to the social climate and the needs of incoming students (Nelson, Scott and Bryan, 1984). Assessment of the freshman academically and socially is vital to the direction of programming for the institution. Nelson, Scott and Bryan (1984) concluded that the single best source of data involves asking students about their second semester enrollment plans (p. 53). These researchers believe that, by the middle of the first semester, freshmen have determined their plans for the remainder of the year. As Nelson, Scott and Bryan (1984) discovered in analyzing surveys of freshmen, persisters and non-persisters reflected different experiences with instructors and with personal encouragement by instructors (p. 53). In 1988 Ory and Braskamp concluded that students who engaged in efforts of quality with regard to their scholarly activities and social interaction gained

"in intellectual skills and personal/social development" (p. 117). They also found that after evaluating three groups of freshmen-- (a) a transition group; (b) a group of freshmen in an honors program and; (c) a group of freshmen described as regular--(average)--the honors group was the most active and the most diversified educationally. They:

. . . participated more in art, music, and theatre activities, made more frequent use of computers, read about or worked more in the area of science and technology; participated more in clubs and organizations, and read more unassigned readings (p. 112).

Both the honors students and the transition students reported more contact or experience with the faculty than did the regular students (p. 122). This research also reported that those students who were the most successful were those who had the most opportunity for a total education and, second, those who were making decisions about their lives--including returning to college. The "regular" students, were the students who needed the most assistance, and they are by percentage the largest group of students on most campuses. Contact with students through interviews during the first semester should give administrators and programmers an idea of what the freshmen feel about their college experience. It would also provide an opportunity for academic intervention, e.g. contact with students by advisers or referrals to learning laboratories, counseling services, or other helpful academic support services.

Several theories relating to academic success have been published, and the theories consider a wide variety of issues. Terenzini and Pascarella (1977) approached the issue of student

success socially and academically from the viewpoint of freshmen attrition, which they calculated to be at a constant of 50% nationally (p. 25). Weidman (1979) developed a conceptual framework describing the interaction between faculty and students as:

an important contribution to both social integration within the undergraduate college, and to the attainment not only of institutional goals but also of individual students' personal goals (p. 49).

Integration and Decision-Making

Freshmen are often aware of the changes which have occurred to them during first semester. Students come to the realization that they are responsible for how they spend their time. They learn to rely on peers. They are concerned about achieving good grades. The initial month of classes is somewhat disintegrating for students as they seek to find their way through the maze of new adjustments. As the first semester progresses, freshmen are more conscious of their need to integrate their lives. They begin to prioritize intellectually, and they articulate that it is their duty to make the best decisions for their lives and for their success.

Terenzini and Wright (1987a) developed a model which focused on influences on student growth and variances of that growth from year to year (p. 161). This research provided the investigators with information indicating that

. . . students' academic integration level in each of the four years had a direct effect on reported academic skill development in that year and an indirect effect on reported growth in succeeding years (p. 161).

Terenzini and Wright (1987a) concluded that this integration of skill was most prominent in the junior and senior years of college and gave credence to long-standing theories of development (Astin, 1977; Chickering and McCormick, 1973, Feldman and Newcomb, 1969; Pascarella and Terenzini, 1991).

As the student progresses in life and within the educational system, more integration takes place when and if the student is able to assess what has happened to him/her over the preceding years of college, consequently, the student is more able to plan for the remaining years (Davis, 1977). This integration process does not occur according to a particular timetable or in a prescribed format for students. Rather, the integration of the total experience of college takes place when the student begins to mature intellectually and socially, affording him/her time to reflect and discern what the event of higher education has meant (Davis, 1977).

It is interesting to note that in research done by Anderson (1981) students in two-year colleges who experience a low level of integration into the college as a social and academic system, due to low rates of interaction with other students, faculty, and staff, and few extracurricular activities are low persisters (p. 3). Students leaving the higher educational system in all forms of advanced education--two-year, four-year, and university systems--experienced the same integration problems. If they are not in some way tied to or experience belonging to their respective choice for college, the student is more inclined to leave, perhaps to regress

to their former lifestyle--that which they experienced on the secondary level.

Academics And The Freshmen

Many freshmen have a plan concerning what they to choose with regard to their college career by the eighth week of classes during the first semester. It is at this time that they begin to decide whether or not to return for the following semester, or for the following academic year. If they have integrated socially and if they have succeeded academically--even moderately, the chances are greater that they will return.

Astin (1977) discovered, through freshman self-predictions, that "two-thirds said that they had no chance of dropping out" (p. 40). Freshman with "poor academic records in high school, low aspirations, poor study habits, relatively uneducated parents, and small town background, are the most prone to dropout (Ibid, p. 45). If administrators in admissions and in student affairs are aware of this, and if the research in this area is readily available, there needs to be some commitment to change which will influence the numbers of students who fall away from their first year of college. Programs and intervention processes need to be developed according to the character of each respective college or university, rather than placing reliance on past programs which suit a few.

To whom do freshmen go to resolve these new and conflicting feelings and emotions? According to Feldman and Newcomb (1969), it is assumed that faculty interaction with students is beneficial,

however, they (1969) discovered that the influence of professors on students was minimal. Again, the illusion is that the classroom experience is primary in the development of the student.

Davis (1977) noted that in spite of an increase in information there is "an erroneous assumption that a given method will affect all students the same way." He stated that "professors are certain that education takes place primarily in the classroom" (p. 228). In fact, the education students receive is formative and continuous as it affects every aspect of the college experience. The freshman enters college not knowing what to expect, but initially s/he is receptive to all that is imparted. As the freshman increasingly encounters life as a college student, learning takes place on all developmental levels. Clearly, what happens is that the student learns both in the classroom and outside of the classroom. Davis (1977) noted:

And sometimes, though less often than one might wish, the classroom becomes an important vehicle for interpreting the real-life experiences that occur outside of class (p. 228).

Terenzini and Wright (1987 a) analyzed student progress in academic growth. Using a Likert scale, they conducted a longitudinal study consisting of five dimensions (p. 165). Three of the dimensions dealt with "peer relations," "faculty relations," and "faculty concern for student development and teaching" (p. 165).

Terenzini and Wright (1987 a), concluded that:

In the freshman through the junior years, academic integration clearly has a more powerful influence than social integration on reported academic growth in each of those years (p. 173).

Other researchers (Forrest, 1985) have emphasized the importance of the university's role in preparing students for adult roles through the academic experience. Forrest (1985) contemplated higher education and its impact on students from a diverse perspective, that which focused on the competitive aspect of drawing students to advanced education i.e., ". . . schools that give great intellectual value and superior training for their tuition should fare best" (p. 63). This insight stresses the idea that students should receive a quality education which is defined as an education which is formative yet progressive in its preparation of students. Investigators--such as Boyer (1991) and Forrest (1985)--encourage the integration of the life of the institution with the experience of the student to meet more fully the affective and cognitive needs of the students. This also implies that ancillary services such as financial aid, counselling, bursar, food service, math and writing labs, and residential life need to cooperate to meet student needs.

Plans and Programs For Freshmen

Freshmen have expectations of college, (Appendix F Interview Questions 23, 24). University personnel who plan programs for freshman orientation programs might gain some knowledge of the needs of these students by conducting small group seminars which meet throughout the year. University expectations and student expectations could be discussed. Facilitators for these groups should be personnel who best relate to freshmen. In this setting both groups could have a more realistic idea of what might occur

academically and socially each semester. Facilitators could contact each freshman in their group prior to the onset of second semester. Non-returnees would then be able to tell "someone" why they chose not to return to college. This would provide administrators with the necessary information for retention/attrition reports (Pascarella, Terenzini, Wolfle, 1986). Similarly, in person-to-person contact returning students would continue to be aware of a link to their success.

The purpose of orientation is to provide "a transition cushion between past and future learning experiences" (Titley, p. 221). In most orientation programs, there are attempts to provide parents and students with various kinds of information which will help the student adjust to college. The idea is to provide

. . . a balanced introduction to the constraints imposed by, and the opportunities available in, the collegiate environment as well as to enable students to more clearly define their educational purpose (Ibid. p. 223).

Titley (1985) advised that planners must be "risk takers--realistic about consequences (of orientation programs) and willing to break old molds" (p. 239). Planners cannot live out of a file cabinet each year and expect students to relate to the university and to the faculty, staff, and returning students of the university.

Bean and Metzger (1985) portrayed the need for being sensitive to the social process and to the social needs of all students. While their concentration was on non-traditional students, the implications of their research apply to freshmen in that both groups are in need of stability and affirmation within the new environment. Perhaps this knowledge will lead to some promotion of combined

programming during orientation which will coordinate the needs of non-traditional students with the needs of freshmen, forming a different type of social group--persons right out of the secondary system and persons choosing to return to school--both vulnerable to the institution, yet each group strong in unique ways.

Planning For Academic Success

Freshmen need more and more consistent contact with advisers or with those responsible for on-going Orientation. Freshmen participating in this study evidenced a need for a sense of direction for time-management and for individual adjustment problems.

In a study by Gordon (1985), students with uncertain aspirations or direction were found to be the most likely to drop out of college. These "undecided" students need advising which is more deliberate and intrusive during the initial semester. Gordon (1985) found that students who were not sure of their goals are receptive to:

. . . help in understanding the decision-making process itself and (accept) assistance in identifying and acquiring skills needed to make satisfying, realistic, and long-reaching decisions (p. 117).

Crockett (1985), in his research of academic advising, found that there was a "critical link between academic advising and student retention" (p. 244). If the university believes that retention is important, then a close look at academic advising and the actual advisers is necessary. Crockett clearly states that the link to excellent advising must be a part of the overall

institutional plan (p. 245). This means that academic advising need not be considered a task, more it should be considered a vital part of the success of academic departments and students. Persons advising students need to be aware of the needs of students, particularly those at entry level, taking into consideration the vast amount of adjustments new students experience. Crockett (1985) advised that the training of academic advisers be done well in order for the advisers to be effective. Often preparation for advising is not well planned, and needs of advisers are not taken into consideration. Follow-up opportunities with participating faculty and students in the advising procedure need to be part of the program ensuring that successful aspects of advising are repeated and that problems with the program are addressed, modified, or deleted from the advising sessions (Astin, 1977, Crockett, 1985). In this manner, on-going research and practice provide information which is valuable to the advisers, students, and those planning the program. Finally, a constant reality check of the programs with the institutional mission and purpose should occur (Boyer, 1991).

Spady (1970), advised that persons involved in student success academically move:

. . . beyond a mere summary of available studies of 'college success' toward a more interdisciplinary-based, theoretical synthesis of the most methodologically satisfactory findings and conceptually fruitful approaches to this problem (p. 64).

It is clear that the study of academic achievement is still a topic which is being researched and explored. Considering the interest in and the investigation(s) of, pre-college educational

system(s), the effect of these studies will find its way into post secondary institutions. Students who are under prepared academically for college may struggle with college courses the first year. The strongest influences on their success are faculty who see them more than other campus influences and who, therefore, have the most opportunity to direct student success (Bargh and Schul, 1980).

Students who make more of a total investment in their college career by living on campus (Grosz and Brandt, 1969), involving themselves in activities and the general life of the campus (Astin, 1978), have the greatest chance of success. Moore and Carpenter (1985) concluded that academically unskilled students cope with a variety of issues which inhibit their ability to focus. Therefore, if a student enters a new environment, i.e., college, and if s/he is insecure, the onslaught of adjustments will provide more of an opportunity for the student to fail.

Social Integration of Freshmen

College freshmen face a world of changes and differences. In theory we realize the importance of diversity. However, for those who have not experienced differences in racial, ethnic, religious, sexual orientation, the experience of the multi-dimensional academic community can be unsettling--at least initially. Often there is not a unified effort to help students succeed on all levels of development. Many freshmen feel fragmented at the beginning of the semester, and they need opportunities to pull the experiences together.

College personnel should not separate or compartmentalize students in the learning process. Learning takes place on various levels and in a variety of ways--some of are evidenced latently, while other aspects of learning are more immediate and direct. Students who interact with their peers and with faculty experience more opportunities to develop fully as persons. Ideas are exchanged, biases are challenged, lifestyles are questioned or approved of, and generally the more a student integrates academically and socially, the more gratifying the educational experience. Pascarella and Terenzini (1991) concluded that those students who were interactive with faculty and peers during their college years were most likely to develop more cognitively. Their minds are stretched, so to speak, and this expansion lends to more openness toward their own experience.

Other researchers, such as Ory and Brascamp (1988), concluded that students who are more involved in activities and in academic pursuits developed the abilities of "analysis and synthesis" in greater proportion than those students who did not integrate academically and socially (p. 117).

Patton (1991), Kuh, (1991), and Whitt (1991) have stressed the importance of researching the interactive and integrative lifestyle of students by "engaging with students in their living environments, the library, the playing fields, the union, the work setting, and other places frequented by students" (Kuh and Andreas, 1991, p. 397). The outcome of this first hand involvement is a deeper and more holistic understanding of students (Anderson, 1981). Anderson (1985), found a direct correlation between academic

success, retention, social integration and a students fit in college. The investigators determined that low achievement in grades was "the cause of low perceived integration into the college" (1981, p. 5). Students who achieve minimally or outside of the college environment have little to hold them to identifying with the college: therefore, they often leave.

In 1991, a seminal work by Pascarella and Terenzini captured theories of student development and the effect of college on students. The authors concluded that those students who integrated well socially and academically would have a greater "commitment to their institution and to the goal of college graduation" (p. 155-156). Walsh (1985) asserted that the college experience should be one which develops the "affective and the academic development" of students (p. 310). Walsh (1985) concluded that one of the responsibilities of higher education institutions is to assist with the development of "self-image formation" which takes into consideration the theory that students enter college receptive to learning on all developmental levels (p. 310).

Pascarella (1985) studied affective development of students and the influence of college on this development. As suggested by Astin (1977, 1978), retention and success of the student depends largely upon the level of integration in college socially and academically. Smith, Lippett, and Sprandel (1985) researched campus-wide support for retention of students and concluded that various contingencies within the campus needed information and knowledge in order for change in "the quality of life" to occur. If students are

integrated socially within a campus, those working on campus must understand the needs of students. Wynne (1974) stressed the need to understand the society and the effect of society on students entering college. Considerable transitions have occurred with regard to social strata, and this has served to alienate people rather than draw them together. When freshmen enter college, they may for the first time meet students who are different from themselves. Wynne stated: To become effective adults,

. . . children must acquire both cognitive and affective skills (the latter refer to skill in managing and organizing one's own emotions, as well as understanding those of others (p. 24).

These are the skills which graduates will bring to their professions. Inkeles (1966) wrote that society has expectations that competence is attained on three levels:

Those which one's society will normally assign one, those in the repertoire of one's social system one may appropriately aspire to, and those which one might reasonably invent or elaborate for oneself (p. 265).

Therefore, colleges and universities need to prepare students for the society to which they are sent. Contemporary versions of this study have been devised measuring confidence and identity issues relating to incoming students (Erwin and Delworth, 1980). The researchers concluded that freshmen developed confidence through their associations with others. Feldman (1969) defined change as categorically applicable to students "in any of a wide variety of attributes" (p. 207). These changes were cognitive, affective, and skill related. These attributes develop if the student acclimates and integrates to the campus and to the campus socialization

process. If the student cannot integrate and cannot assimilate the total learning experience, s/he may leave to find a social system in which s/he fits in better.

An article by Chickering (1971) stressed that those entering the college environment must have a certain amount of "cultural sophistication" (p. 128). Students need to be prepared for some of the experiences that they will encounter in college, and this measure may be a means to gauge the degree of success students have in college. Caple (1971) noted that students need to be asked about their college experiences. The positive and negative responses of the students contributes to their estimation of themselves as valuable to the institution and reinforces the value of the institution to the student.

Heath (1977) confirmed studies which emphasized the total involvement of students in college life. His research indicated that those removed from involvements other than academics were "immature, tense, and inadequate" (p. 624). Similarly, Greeley and Tinsley (1988) found that the experience of college has a great impact on the development of persons and on the transition from adolescence to adulthood. This study attempted to address issues of "between-sex" differences in autonomy and intimacy which produced information that revealed

Separation from parents, management of the anxiety of being alone, and making independent decisions may be a student's most pressing issues, perhaps even when the presenting problems are reported as exclusively relationship issues (p. 519).

Inasmuch as these student concerns are recurring, administrators and faculty need to program more effectively to meet them. Not addressing these needs may result in higher attrition rates. There is still a fantasy held by some administrators and faculty that students who are of age are mature and do not need guidance or direction in their lives. Glenn (1966) found that there has been a tendency to "massify" groups of people, which does not take into consideration the vast differences within culture and education (p. 273).

The task for academic services and student affairs personnel is to move beyond familiarity and routinization of programs and methodologies in meeting students' needs. University personnel should focus on better contact with incoming students beyond the initial week of orientation. Researchers have found that students who have a link with the university, e.g., a faculty member, counselor, coach, resident assistant, and other students, are more invested in their college experience (Astin, 1977). The challenge for those dealing directly with students is to prepare to meet each in-coming class with a view to meeting their academic and social needs. This will take coordination, cooperation, fiscal prioritization, and time, but the success rate may be greater.

Conclusion

Over the years the lip service of colleges and universities has changed, but our approach to individual student needs academically and socially has not changed. Are we not using the research, or are

we too eager to move groups through the process? Planners and programmers for incoming freshmen should consider mandatory (for credit) introductory courses taught by persons who best communicate with freshmen. Some colleges plan freshmen courses which serve to unite the student with the purpose of their advanced learning experience. If more freshman programs were planned, the initiate would have a forum to create socialties with other searching, fearful, and inexperienced students. These courses would assist with preparing all freshmen with experiences that are likely to occur on all levels of the human experience. One side effect of this would be the development of resource groups for the student(s), and it would also supply planners and programmers with information about concerns of freshmen.

Caple (1987a, p. 8) discussed change and the influence of change upon structures. His idea was that, when a system becomes complex, it produces an unbalanced environment which serves to influence and direct energy to maintaining a balance rather than to achieve other more worthy tasks. The more complex the system is (the more connecting points it has), the more unstable it is and the more susceptible it is to change.

When the student is challenged and when all of the connecting points which have formerly engaged him/her to a familiar world have been dissolved, the student needs other forms of connection in order to once more become stable. If the college cannot provide some or all of these connections, they may lose the student(s), and attrition could continue to rise. We cannot leave students alone to

socialize and integrate academically--at least during the first year. More needs to be done to see that the student succeeds.

Paradoxically, the college or the university experiences the same complexities that students experiences. Each year a new group enters, each year there are new and perhaps more expectations (connections), which place reports, paradigms, and bottom lines ahead of persons in the system. Perhaps, as Caple (1986a) relates: we need to "establish new and different connecting points to exchange energy in an expanded environment" (p. 10). As the student socializes within the campus community, the campus community must renew its need for socialization with the student. Institutions must review the mission and the purpose needs to be examined. If faculty, administration and staff are not connected with the mission and purpose, it may be possible to neglect students.

This review of literature emphasized the importance of gaining on-going accounts concerning what was effective and what was not effective in the lives of college freshmen relying on the perceptions of the students. Many researchers cited for this study emphasized the need for person-to-person relationships for student success. Research with Oklahoma State University freshmen confirmed the importance of direct contact with freshmen. Discussions of academic and social successes and challenges confronting freshmen were important. When asked questions about their experiences as the year unfolded, freshmen were better able to focus on priorities and could articulate what they needed to do in order to accomplish their

goals for academic and social success. Those who administer programs for students need to emphasize the integration of academic and social goals for the benefit of the students. If the university concentrates on inter-departmental communication regarding providing the most effective programs for students, the best personnel can be selected to fulfill the goals of retaining students.

Semester by semester self-assessment by freshmen was an effective way to gain information about the institution and about the students who succeeded as well as those who chose not to stay. It was also an effective way to update information regarding successful programs and services available to students.

CHAPTER III

METHOD

Introduction

This descriptive study was qualitative and did not follow the quantitative research approach. Instead of "hypotheses to be tested and data gathering instruments purposely designed to secure information relevant to these hypotheses and analytic procedures specified in advance" (Becker, Geer, Hughes, and Strauss, 1961, p. 17; Mackay and Schuh, 1991), this study concentrated on research questions designed to track the experiences of twenty-eight college freshmen, male and female, academically and socially through their initial year. There was a methodological commitment to scheduling the interviews for times reportedly corresponding to student growth and experience during the freshman year, and there were interview questions designed to determine each subject's perceptions of their academic and social changes during the first year of college.

Subjects

A list of 120 eligible freshmen students, 60 men and 60 women, was selected through the use of a computer random sampling program. Names of eligible freshmen were randomly selected through Registrar records. Access to these records was procured through Residential Life Research. Eligible freshmen were listed according to gender,

age, and residence hall--which was chosen by the researcher through the process of elimination. There were three residence halls which fit the desired description for the study in that they were predominantly occupied by incoming freshmen men and women. However, the researcher eliminated one hall due to personal biases, (served as hall director for two years in one of the potential sites). Another residence hall was eliminated due to high numbers of freshmen involved in fraternities and sororities. It was thought that their social and academic experiences would be more structured and influenced by Greek organizational values and expectations as opposed to more natural experiences of freshmen not a part of such organizations.

The sample was divided into two groups--60 men and 60 women. The names of each group of 60 were then divided into four groups of 15 names each. Priority for selection was given in accordance with the random selection process, i.e., the first 15 randomly selected names of students in the men's group and the first 15 names of students in the women's group were the first students contacted and so forth. Students from the remaining 45 names in each group were stand-by selections in the event that students from the first group of 15 elected not to participate. Students from the second grouping of 15 (men and women) were needed for the final numbers for this study.

The number of participants desired for the research was 30 (n=30): As contacts with students were made time necessitated interviewing twenty-eight participants instead of thirty

participants (women n=14, men n=14= n=28). Initially, there were 15 men and 15 women selected in the first draw from the random sampling list. Ten women from the first fifteen names drawn from the random sampling agreed to participate, two women signed the consent form but did not respond to follow-up telephone calls or telephone messages, and three from the initial draw of fifteen could not be contacted. Four women agreed to participate from the second draw of fifteen names. Those participating from the first draw of the men's list numbered eight; seven from the first random sampling of fifteen could not be contacted or would not respond to messages left in their mail. Six male students participating in the first interview were from the second draw of fifteen names.

The subjects chosen for this research were "true" freshmen (incoming students 17 to 19 years of age not formerly enrolled in traditional college courses). The students all resided in one high-rise residence hall, with women housed on the North side and men housed on the South side. Of the students participating, one was African-American, one Asian, two Hispanic, and twenty-four Caucasian. This population was not representative of the overall campus population of multicultural or ethnic diversity. Freshmen residence halls (two high-rise and one traditional are notably filled with the high-rises filling first. The research site customarily fills second to the other high-rise residence hall). Typically, the third freshman hall (not a high-rise hall) houses students who must wait for financial aid or those who decide to

enter college late in the summer leaving them with fewer housing options.

Interviews one and two involved verbatims from twenty-seven out of twenty-eight participants = 96%. Third interviews involved verbatims from twenty-four participants (two participants did not return, two did not participate in the interview) = 86%. The fourth interviews involved verbatims from seventeen students out of a possible twenty-eight (17/28=61%) (the two freshmen who did not participate in the third interview were not contacted for the fourth interview. Seven other students did not participate in the final interview).

Instrument

The researcher designed questions reflective of the freshman experience and of the complexity of academic and social changes on the freshman during the initial year of college (Astin, 1977, Baxter, 1987; Chapman and Pascarella, 1983; Churchill and Iwai, 1981; Endo and Harpel, 1982; Gadzella and Fournet, 1975; and Terenzini and Pascarella, 1977). Research questions were designed to categorize student's perceptions of college through questions in three groups: (1) academic and social perceptions of freshmen during the first semester of college; (2) academic and social changes freshmen perceived within themselves during the first year of college; and (3) freshmen students ability to describe changes which occurred during their first year of college. The researcher conducted a similar study in a preliminary study with freshmen

residence hall students in 1986 (Appendix C). Questions for the current study was an enhancement of the former instrument. A total of forty-two questions were asked of each student, and complete verbatims from each interview with each student may be found in Appendix F.

Design

The design applied in this study was descriptive and was based on a series of four interviews, two in the fall semester and two in the spring semester. The interviews were strategically placed to avoid closeness to breaks, holidays, and other times when students might be less apt to respond in a relaxed and informative manner, e.g., dead week, finals week, or immediately before major exams.

Procedure

Procedures involved preparation in advance of initial interviews with freshmen. On September 14, 1992 contact was made with the Institutional Review Board (IRB), at the university. An institutional Review Board form permitting research with human subjects was signed by the researcher's department head and faculty adviser. The research proposal was approved with some modifications to ensure confidentiality of the interviewees in the research. This aspect of the process occurred two weeks prior to meeting with students. Copies of the approved Institutional Review Board form were read by students prior to their participation in the research.

With the approval of the IRB, an appointment was made with the Director of Residential Life to receive permission to interview students in a residence hall. The Director subsequently wrote a letter of introduction and support of the research to the Area Coordinator (administrative supervisor of one half of the residence halls, e.g., West campus or East campus), thus facilitating access to the residence hall and to a room to conduct the interviews. Hall Directors (administrators of each respective residence hall, e.g., women's side, or men's side of the residence hall), were notified concerning the research in their building, and desk clerks (student staff members stationed at sites in lobby areas of residence halls to answer the telephones, take messages, give information and provide direction to those who request it), were advised to support any needs of the researcher concerning contacting students (e.g., putting up notes in mailboxes, supplying telephone numbers).

Originally, the researcher had intended to begin the first interviews with students in the fourth week of classes. However, the actual research began during the fifth week of classes, on September 28. Students were contacted by telephone and asked to meet with the researcher to discuss the research. The initial meetings were held informally in the residence hall lobby and in a meeting room on one of the floors of the residence hall. The majority of these initial meetings were held with individual students, but due to time constraints one meeting with seven students was held.

At the initial meeting, students completed an information form and a consent form. After providing a reminder to each student about the purpose of the research, individual interviews were conducted which lasted between 30-40 minutes each.

After the first interview, the students were asked to set up a meeting for November. Since they were on the same semester schedule, the second meeting was relatively easy to set. Students were given appointment reminders distributed through their residence hall mailboxes two days prior to the November schedule for interviews. Students were informed at the November meeting that notes would be placed in their mail boxes during the first week of classes (in January) in order to arrange an interview time for the third meeting slated for February. (The researcher attempted to contact each student by telephone during Christmas break in order to determine numbers of students returning to campus). The fourth interview for April was set during the February meeting. Written reminders were given to each student two days prior to their scheduled interview. Students who could not attend a scheduled interview were asked to notify the researcher to arrange for another meeting time (See Limitations section).

Data Analysis

This study consisted of three research questions as the basis for a series of interview questions devised to assess student perceptions of these academic and social changes during the freshman year of college. The research questions were developed to give each

student an opportunity to self-evaluate academic and social changes as their (freshman) year progressed. Questions were designed to determine which persons, programs, services and activities were helpful to freshmen during their first year of college. The researcher assessed student changes during the first year of college by using a summary of statement(s) from student responses to each research question. Perceptions of freshmen concerning academic and social changes were collated to reflect important changes. Questions asked during interviews were coordinated to correspond to each student perception of changes which occurred during the freshman year. Percentages pertaining to participants perceptions of academic and social changes during their initial year were noted with each of the perceptions. In addition to this, composites of three freshmen participants were cited which typified the responses of many of the subjects as they experienced academic and social changes during the year.

Limitations

Clearly, this study was limited in several ways. First, due to the number of participants the results mainly applied to non-minority students i.e., 85% Caucasian. Although in many instances information and patterns of adjustment of participants in this research did not differ greatly, this may not be the case in other residential life populations with higher percentages of ethnic or multicultural populations of students.

Second, the study concentrated on two aspects of the college freshman experience--namely, academic and social changes as perceived by freshmen. Although these are highly significant aspects of student development, they are clearly not the only aspects of change affecting freshmen during the freshman year.

Third, participants volunteered to be part of the study. They were under no obligation to participate in the research and could choose to disengage from the research project at any time. Therefore, some participants did not "show up" for interviews. This behavior increased for the fourth interview, i.e., numbers decreased from 96% (27/28) participation in the first interview to 70% (17/28=61%) participation in the fourth interview.

Fourth, qualitative research involving an interview style format is extremely time consuming and is dependent on time schedules of the subjects. Therefore, the researcher must be able to dedicate large blocks of time and large amounts of energy to the interview processing, to transcribing, and to collating information for results.

CHAPTER IV

RESULTS

Questions formulated for the four interviews with freshmen were designed around three research questions.

1. To what extent do first semester freshmen consider themselves prepared for the demands of college academically and socially?

2. To what extent are freshmen aware of a difference in the demands of college academically and socially between first and second semester of the freshman year?

3. To what extent are freshmen aware of the changes which occur during their initial year of college, and how do they describe these changes?

This section begins with an overview of freshmen perceptions in accordance with each of the questions stated above. The section continues with three case studies of participants in the study. The three case studies are reflective of many of the experiences of participants in this study. Insights into freshmen experiences during the first year of college are contained in the three studies which also include information about courses, programs, activities, and persons helpful to participants' adjustment to college life. The section closes with a summary of academic and social perceptions of students (16) during their freshman year. These perceptions were

formulated through verbatims of interviews with freshmen during the academic year 1992-1993.

Overview of Freshmen Perceptions Of Academic
and Social Changes

Question 1--To what extent do first semester freshmen consider themselves prepared for the demands of college academically and socially?

Freshmen participating in this study related many common experiences of their first year of college. Individual changes seemed to begin to evidence themselves as the first semester progressed, but these changes were not as pronounced as they were second semester. First semester was essentially a sorting-out time for freshmen. Everything participants experienced was new, somewhat confusing, and without parental influences to guide them, freshmen struggled with creating standards for their success academically and socially. As participants became more comfortable in their environment, with leaving home (and with the multicultural community), they became more assertive, focused, and articulate. Their year seemed to make sense as they were able to review the course of events and their struggles with establishing themselves as college students.

(Student number four in the interviews) S-4--It seems weird because you really mature a lot. You become more responsible. You realize that this is it, you know! You can't goof off any more. Socially you realize that you have to--that you can't go out every night. I have realized that, but some people have not realized that yet. Some people it takes a couple of years. It's harder for me to do academics now because I am getting involved in activities now that you usually don't get into first semester. So, you've got all this other stuff coming in on top of your homework.

Participants were moderately to highly involved in activities in high school (Appendix D). During their first semester of college many missed their former activities, but they did not seem compelled to join as many activities as they had joined in the past.

S-12--I didn't get involved--like a bunch of freshmen come down here and they get involved in a lot of clubs and activities, and they find out that they can't do all of it. They get stressed out. I didn't get involved in hardly anything. I should have got involved. I changed majors. I was in the College of Ag and half way through I figured out that I didn't want to do that any more. That's when they were taking all the pledges for those clubs. I was already too late to be a pledge.

Activity-wise some of the participants virtually became inactive choosing to concentrate energies on their studies (Astin, 1978). The freshmen seemed to be more concerned about making good grades and with adapting to college life--which included forming social groups and friendships with their floor mates in the residence hall (Lokitz and Sprandel, 1979). It is important to note that participants had the same energy and needs for physical and social activity---but they did not participate in as many varsity athletics, cheerleading, spirit groups, student government, or other interest activities and clubs--as they had done in high school.

S-17--First semester putting (sic) a little too much stress on myself. I went through a bad period first semester where I was upset over my school. I didn't like the way my academics--the way things were. I felt like I was slowly drowning and it was, and I came to find out, I was making A's and B's and they weren't good enough for me. I think I put more pressure on myself. I had to drop a class. . .

A few of the participants joined intramural programs first semester, and this was the outlet that they needed to burn off some energy and relieve stress. Some freshmen were more involved in the

overall experience of the residence hall environment including participation in activities and residence hall programs which were planned by members of their floor. One student claimed that he spent 60% of his time socializing the first semester. Much of this time was spent in lounges watching television. There was no real social interaction, but he was in a recreation area with other students; therefore, he categorized this as socializing. Since many participants confined themselves to residence hall activities, they did not know about or take advantage of the many services or activity areas on campus. One student reflecting over the year noted that freshmen were not aware of many non-academic services until second semester.

S-19--There is so much stuff here that freshmen are not aware of like the Wellness Center. You are just not aware of it until second semester, that's when you start to feel more comfortable and you start getting out more and you see these places and you are like, "Oh, I didn't even know about these places!"

Academically, most of the students reported grade point averages which were fairly strong. One freshman did not wish to discuss his GPA. Another student did not receive grades due to outstanding bills. More important information came from the subjects regarding which courses were helpful and which were not. Students were not hesitant to discuss professors or classes which they felt were not helpful to the learning process (Gaff, 1973). At the same time, they were equally open in discussing classes and professors which were beneficial to their progress as students. Important to this study concerning changes which occurred during the freshman year were the comments from participants regarding their

academic preparation for college. There were some strong statements from some regarding deficiencies in their college-bound programs.

S-19--In high school if you showed up and you were nice to your teachers and stuff you got a grade. I had a real high grade point in high school, like a 3.9, and I didn't study. Not very much really. I got here and kinda had the same idea.

Interestingly, during the first few weeks of college many felt that classes in high school had prepared them for college. These feelings changed after mid-term examinations when freshmen who were not prepared for college academics found that they were lost and needed assistance (Anderson, 1985). Some found they were sorely lacking in preparation for algebra, chemistry, biology, and for the amount of reading assigned for classes. Some found that they not know how to take notes, how to study for tests and exams, and how to ask for assistance, because many of them had not learned how assert their needs. Much relating to their educational process had been done for them. Formerly they recited what they had been told to learn. Now they realized that they were in an atmosphere in which self expression and intellectual challenge were encouraged.

First semester this change was traumatic for some freshmen who had been conditioned to believe that their former schooling was the way to learn. When they did not receive test sheets to memorize with questions and answers for tests, and when they had to read nine to twelve chapters and "know" what was important, it threw them into a panic. When they received their first grades of 'C', 'D', or 'F', the truth was clear: I am going to have to work here. I am going to have to use my brain, study, and dig for grades!

S-5 Well, I think pretty much everyone has the social part down, but no one realizes what the academics require. And, I guess in high school hardly anyone has to study to do anything. It is so easy. I mean I made a 3.9 or a 3.8 in high school and I never studied once! I came up here and I tried to do that and I made a 2.4. The demands are far greater. You need to know how to study, take notes and go to class. No skipping out! Whenever you have free time, it's not free time, it's study time!

Participants took their studies seriously since they did not know what to expect from their college professors. This did not mean that they studied well, that they took notes well, or that they communicated with their professors about what they found interesting and what they did not understand in class. This meant that although they did not know what to expect from college they were serious about their academic role, i.e., they were in college and that meant a more serious life step. They realized that in order to stay in college they had to achieve a certain grade point average. For a few the emphasis was on grades, not necessarily on what they might have learned. They recounted what they had heard from other people about college academics: You have to study. Balance your life. Have fun, but remember, you are there to study.

Many freshmen had difficulty managing their time. This became more apparent to freshmen as they began to get used to their surroundings. Many were used to regulation and lock step organization in their schooling. Having flexibility and no real order to the day, except when they attended classes, was a big change. A participant reflects on the year during the fourth interview with advice for incoming freshmen.

S-13--When you get an assignment you should do it first thing--that afternoon--so you don't end up messing around all evening and all night and then you are tired so you want to go to bed and you don't want to do your homework.

Freshmen immediately experienced lifestyle changes. There was no one to push them to finish their homework, or to remind them about what they were supposed to do--laundry, car care, getting up for class. There was no one to threaten them to do what they were "supposed to do" such as the time to go to bed, choosing friends and activities, and following rules.

Essentially, first semester was one of constant change and adjustment on every level of development. Just when freshmen got used to their surroundings and to the changes within them, they were ready for the sophomore year and for more changes. They made new friends, overcame the shock of the initial demands of college courses, dealt with competition, and lost a few rounds in their dealings with other people, particularly those with whom they lived. They had developed perceptions of who they were within reference to their parents, their pasts and their futures. They were awakened to new ideas, thinking, and types of people. They now lived in a society that resembled the United Nations by its multicultural student population. Most importantly, they asked questions and began to form new identities.

S-17--I think I further developed more finding out who I am. In the respect--it's real different than living at home. It was kinda set for you when you were at home. You have to decide what kind of places do I want to live? Where do I want to go? What do I want to do? How do I want to spend my days? You do a lot of exploring as to trial and error--how to make that balance between academic and social. What kind of social life do I want to be involved in? How serious do I want to be about my academics? I think that I am really getting closer to

knowing what kind of things work for me. I have learned how to schedule better.

Question 2. To what extent are freshmen aware of a difference in the demands of college academically and socially between first and second semester of the freshman year?

During the year freshmen experienced many changes which affected them on all levels of development, e.g., intellectually, socially, emotionally, spiritually, physically. Students evidenced the need for guidance and assurance during this time of personal change and physical transition. Although they had peers who would listen to them, comfort, console, and direct them, they missed having a resource persons such as a known and favorite teacher, coach, or older students with whom they could share their feelings, dreams, and goals. Since the students did not have such resources, it was difficult for them to move beyond their problems, thereby leaving them in unresolved conditions to which they would return until problems or difficulties were dealt with appropriately and reasonably (Boyer, 1991).

Transition best described the experience of freshmen during their first year of college. They were moving somewhere. Some decided to move forward and out toward greater opportunities by developing new relationships, contributing to their classes through discussions and peer study groups, and by entering into college life by participating in activities, programs and residence hall projects and governance. Others stepped backward to a place where it seemed safe and non-threatening by returning home most weekends and by continuing to socialize with friends still in high school in their

home towns. A few stayed in the middle--waiting for other students to invite them to socialize and by choosing not to study or to prepare for classes as needed.

Although the experiences of the subjects in this research varied somewhat, there were many commonalities during their first year. They seemed to be comfortable in their environment. It seemed during interviews that there was a sense of freedom to express precisely what each student had encountered academically and socially. Most of the participants were able to articulate the changes they perceived within themselves, but some were confused as to a sense of direction and focus in their first semester of college. As the interviews continued, students seemed to speak more clearly about their perceptions of their initial year of college.

S-4 Actually, I wouldn't do anything differently. Anything that I would change doing--like going out less often and that sort of thing--I think that you can't learn if you don't go through that. Everybody has to go through that. So, I just think that you have to go through all the learning stages--the social life versus the academic life and everything before you can figure out what you want to do and where you want to be and how to balance that. I wouldn't change anything!
Personal assessments by students were honest and reflective.

There is, therefore, merit in relying on the viewpoints of students and their perceptions of changes which occurred during their first year. Participants seemed to enjoy being interviewed and they seemed appreciative of having opportunities to relate their experiences during the year. This going-to-the-source approach through interviews was valuable in that it served as a means of recording thoughts, feelings, and experiences of students as they encountered college from two perspectives: academic and

social (Whitt, 1991). As participants grew and evolved in their new settings they were more prepared for second semester. They were a little more certain about who they were, where they were going, and why they were moving in the directions they moved.

Freshmen were able to perceive changes within themselves. Many of these changes were related to new-found responsibilities and freedoms. These perceptions provided freshmen with opportunities to form comparisons with their past, including limitations set on them by parents, school officials, and society. Some felt that major changes occurred as they compared themselves with friends who did not attend college. Others felt that substantial changes had occurred during the first semester and that these changes effected difficulties for them when they returned home for Christmas break. Students contacted by the researcher at their homes prior to returning for the second semester were eager to resume their lives at college.

S-14--It's going to be really strange and possibly really bad. I'm thinking of going on this ski trip to the Summit with the OSU Ski Club, so I won't be spending as much time at home. This past weekend I went home I had a conflict with my Mother because she says, "When you come home and you stay at my house, you're going to live by my rules. You have your own rules at college, but when you come back here you're going to follow mine." And we kind a clashed, because I was used to my freedom here and when I went there I tried to use the same amount of freedom and it didn't work!

Question 3--To what extent are freshmen aware of the changes which occur during their initial year of college and how well can they describe these changes?

As the academic year progressed participants were able to describe changes which occurred. Although these changes were reflected in each of the interviews, participants reflected more clearly on their experiences and changes during interviews three and four (Appendix F).

Freshmen anticipated changes when they began college. They had many questions about who they were, where they were going, and why. In research by Davis (1977), it was found that the freshman year was one of insight and adjustment. Researchers such as Astin (1978), found that the freshman year of college was a time when crises occurred, and there was a need for assimilation of experiences in order for freshmen to do what was necessary to survive, establish goals, expand their social awareness, learn more about freedoms and responsibilities, and work toward earning a degree. The freshman experience was initially one of uprooting. All that was familiar was now unfamiliar. In a study by Chickering and McCormick (1973), it was found that freshmen experienced changes on all levels of development. That which was certain was now uncertain. Much that was gained in high school was cast off since it was time to begin again. Pascarella (1985), described the college experience as one of new beginnings for entry level students. This seemed to be what participants in this study experienced--new beginnings, new challenges, and great changes.

Life for many had become boring and routine. Entering college was new, exciting, and scary. It was a challenge to be on their own--making decisions and living with the decisions they made.

Before entering college the freshman who looked in a mirror was sure that s/he recognized the person looking back. Now, in a fast-paced collegiate society, one which moved quickly toward accomplishing major goals, the freshman who looked into the glass was likely to see a blur instead of features which were recognizable.

With the culmination of one life experience--the end of secondary education school--and the beginning of another--entry to college--freshmen began college with a wide range of feelings, expectations, concerns, and ideas. Basically, the difference between a high school senior and a college freshman was three months. Freshmen entering college anticipated many changes. Some were eager to leave home and to test their independence. Others were not certain about being away from home--away from the security that was theirs for so many years. As college began, freshmen looked forward to meeting their roommates, to enrolling in new classes, to entering into activities--an aspect of their lives that they had come to expect to be synonymous with their experience in high school.

S-21--High school is more a game, I think. I think it's more the group you fit in and what like (sic) who's teacher's pet and stuff like that. It's more of a . . . you are not there to study, more or less, you are there just to hang out. It gives you something to do. I mean, 'cause I never studied in high school. Like here it's different 'cause I mean nobody cares what group you are in.

For many participants, high school was a social experience where they tolerated academics. Interestingly, they perceived that they were prepared for college course work. Although some of them had been admonished that college classes were more demanding than

high school courses, the thought did not become a reality until they received their first grades.

S-2-- . . . high school was a joke you know nothing compared to college. I mean I understand it now I mean this is my life. I'm going to have to you know, I'm scared, 'cause I'm thinking like you know like I failed my history course class. I mean my test, and you know that scared me 'cause I was like you know, I thought I did good but he wants it detailed, detailed, and I'm not used to that. You know I'm used to writing down what I know and getting a B or a C and so forth. I mean it's scary. I'm scared right now about my future.

Participants did not enter college with expectations that they would fail. Many entered feeling that they knew what was necessary to continue to earn above average grades. After all, they had years of practice. They had learned what teachers "wanted" from them in class. They had learned the system, i.e., how to study for a variety of teachers.

S-8--Well, I think that you have to realize that it's going to be a lot different than high school. It helped me out a lot because my Father was explaining to me--he said--"Alls (all) you're going to do is study!"

As they described their high school experiences, they did not speak about having to critique or analyze, rather they just needed to know the "right answers" to achieve high grades. Some participants were accustomed to receiving study or test sheets-- papers handed out by teachers with questions and answers to the questions to be asked on test day. They had earned very good to excellent grades on tests with this type of preparation.

For these freshmen, high school was a place where they grew up and socialized with the same group of people all of their lives. Changes in one another were not too noticeable because they "hung out" with the same group during school. Students in this

environment were not expected to be different, they had been assigned nicknames and labels early in life, and they were treated the same in high school as they were in middle school. People reflected one another more than they attempted to be different or individual. Belonging to a group or a clique was important, and some freshmen came to college hoping to shed the nicknames and labels and reputations attached to them throughout their schooling. They looked forward to a chance to discover and be who they were instead of remaining where others kept them. There would be a freshness and an openness that these students would welcome (Davis, 1977).

Freshmen who felt that they needed a change from what they encountered in high school, with their parents and siblings, or the general population, looked forward to opportunities which awaited them in a large university setting. They could sleep as late as they wanted to sleep, or stay up late at night. No one would tell them when to return home. They could make friends with people who might have been outside of parental approval at home but were part of "diversity" in college. They could risk talking about their dreams, fears, and ambitions without being laughed at. There were more people in college who felt and thought the way they did (Wynne, 1974).

People seemed to be more free in college. They were more accepting. When a student needed help moving in, he asked his roommate to help. When he drove up to unload his car, he said that seven freshmen came running out to help him. This was impressive,

particularly since this freshman considered himself to be a loner before college. Things changed quickly. New ideas, new freedoms, new population--all surrounding freshmen day and night. There were almost a thousand students in the same building! The newness was impressive and promising.

Some freshmen were more sophisticated and culturally astute than others. Some had travelled more and had moved around so they were more used to change and social adjustment. A few came from long distances--across country to attend college, and they were really on their own. It was surprising that they were able to acclimate so well. Others were not ready to loosen the bonds of home and high school. One of the interviewees wept each time we met for an interview. She was unhappy the day she arrived and continued to be unhappy through the semester. Some freshmen returned home almost every weekend. When they were not at home, they were thinking about home and counting the days until they were able to return to a more secure environment (Greeley and Tinsley, 1988).

Although the experiences of the subjects in this research varied somewhat, there were many commonalities during their first year. They seemed to be comfortable in their environment. It seemed during interviews that there was a sense of freedom to express precisely what each student had encountered academically and socially. Most of the students were able to articulate the changes they perceived within themselves, but some were confused as to a sense of direction and focus in their first semester of college

(Anderson, 1985). As the interviews continued, students seemed to speak more clearly about their perceptions of their initial year of college.

It would be difficult to profile all of the participants' experiences of their first year of college, therefore, results will be better understood by placing those interviewed into the experiences of three students who, in many ways, typify most of the freshmen participating in the interviews. The three students will be designated as one each from a rural, urban, and suburban area. Douglas is a student from a rural background, Heather from an urban background, and Myke* from a mid-sized or suburban area. (*Fictional names of students).

Douglas The Searcher

Doug came to college from a rural setting which included a small town, small school population, relatively little exposure to diversity insofar as a large variety of ethnic groups, big city culture and population, or where a large spectrum of activities is concerned. In high school he was involved in debate, drama, sports, choral music, SADD, student council, science club, and some service organizations such as Red Cross.

Before he entered college, Doug felt prepared for college classes having taken advanced placement and honors courses throughout high school. Doug was clearly an achiever and a leader. He believed that an academically and socially prepared freshman would be "someone that's got the self-confidence they need to go to

classes first of all and not skip out on classes." He thought that a student should be able to take what was given in class and "do well for (himself)." Doug came to this university because he was turned down by another school. He did not want to attend but the university gave him money, so he came. He considered the classes he was taking to be easy with the exception of chemistry 1515 which he said, "takes a little work." He described himself as a good test taker and a good note taker, and his debate experience helped him as he listened to lectures. He was able to take essential notes instead of incidental information. First semester he carried 15 hours including calculus, chemistry, engineering, political science and an elective. His GPA was 3.3.

He was struck by the attitude of professors and the amount of reading required and talked about it this way, ". . . the teacher is not going to hold your hand all the way through like they did in high school." He felt that he planned well and that he had enough time for studying and for his social life. His motivation for doing well academically was that he wanted to transfer to another college during his sophomore year. This was how he described his college experience:

The key should be learning, but it doesn't always have to be learning through books 'cause you can learn through social experiences. You are not here to play intramural basketball. You are not here to um date all these women or whatever. You are here to learn. I think a lot of people lose sight of that.

Doug was serious-minded, and he assessed his life often. He was a thinker. He was gearing toward a major in the field of chemical engineering, although it was a subject he did not really

want to pursue. His parents had that goal for him. He said that he did not enjoy engineering and that he was uncertain about what he wanted to study. He quoted a line from a song by Alice Cooper's "I'm Eighteen," where Cooper sings about confusion everyday. Doug said that Cooper's lyrics were true. He was confused.

Doug was forthright and blunt, but there was a touch of the poet in him. He was highly expressive and descriptive in his viewpoints. He talked about his love of the mountains and his late night road trips with friends. He described his relationships colorfully and came to life when someone responded to him with laughter. He was becoming more spontaneous and would liked to have been more of a free spirit. He was sensitive and caring. He described himself as the baby-sitter on his floor. This meant that he spent time with other freshmen who had problems. Students were drawn to him and went to him for advice and for consolation. They talked about their problems freely with him. He was everybody's big brother, yet he was the same age as those he helped. He sometimes felt that he had to get away because the demands upon him were great.

When he evaluated his experiences, he did so with a combination of cynicism, humor, and appreciation. He related that he had a very good relationship with his drama teacher and that he missed that. He enjoyed talking with her. It was easy to see that he was comfortable and relaxed with the interviewer. When he talked about changes which had occurred within him he said that he realized that he was different from some of his friends at home who did not

attend college. He commented that their lives did not seem to be valid. He said that they were just working and that they went to work drunk sometimes.

His social life as a college student revolved around developing better social skills. He felt that he had made the most progress in this area. Being away from his parents had forced him to be more responsible. Doug knew that he was still living a somewhat sheltered life by being in a residence hall where his meals were fixed, his bills were paid, and there was always company. Because he was not a crowd follower, he found the best time to study was when everyone else was out having fun: "I can sequester myself alone for a while and get some things done that need to get done." He liked the fact that he could live with his friends, and said, "the greatest thing about college is the people".

Doug was still shy about meeting girls. He said that one of the good things about living in a residence hall was that men and women were together much of the time. It broke down barriers and made talking to people of the opposite sex normal and interesting. He recounted an experience he had in the dining hall.

Everyday I am sitting there eating my Fruitloops thinking, 'Go over and talk to her! And after about a month of that you say, "Oh, what the hell, I'll go over and talk to her".

Doug was somewhat anti-establishment in his views and criticized the university believing that "they" did not really care about him as a person. He said:

Sometimes I wonder. Some of this stupid stuff I've seen here at college tells me that they want my money. They really don't consider who I am.

He described the university as academically strong in architecture, accounting, and mathematics. He said that he was in a good environment and that the people were friendly, but he felt if people wanted a good education, they should go to another school.

I have so many friends that turned down MIT and Notre Dame because they got scholarships here. I would never do that in a million years! It's gonna totally change the rest of your life, but I would definitely go for the higher academic institution in a minute.

Doug's dissatisfaction with his experience carried over to services and specifically to fees charged to students. He resented the amount of money he had to spend for services that he did not use.

They charge me \$300.00 a semester so that I can go lift weights, go swimming, there's a million things they charge you for. There's a list of student services and it hacks me off every time (I have to pay), because I never do any of these things. I was planning to buy a dirt bike, and then had to pay the fees. They're ridiculous amounts of money, like \$68.00 for lifting weights, pool fees, and copy fees, and computer use fees at the library, and I think it would be better if the university could go college by college. Like Arts and Sciences students never spend any time in the engineering lab, so why do I have to pay for them? I suppose it's to equalize costs, but it's frustrating!

Unlike most of the subjects for this study, Doug did not want to be at the university. He was fighting many aspects of his experience, and his concentration was on the following year when he hoped he would be where he wanted to be. There were some hurdles ahead though. Doug would have to make some decisions about his future which would put him in opposition to his talents, ambitions, and his strong desire to please his parents. He was really struggling with what he wanted to do and who he wanted to be. He was transferring to a highly prestigious school, and his goal was to

earn a degree there and begin his professional life. However, he was not happy in his current academic major and he planned to pursue a similar major at his new college.

In this new environment he would have to make some decisions about his future sooner than he thought. The competition would be keener and the expectations higher during his sophomore year. Although Doug's academic life was fairly well developed, his affective life was not. He was changing and discovering aspects of his personality that he did not know were there. He said that the biggest changes that occurred in him his first year of college were social. He felt ready for course work. He had many questions about his future. Being away from home had given Doug the time and place to try to sort out what confused him. He felt that he was still fulfilling other peoples' dreams for him. He would need guidance from a discerning person in order to actualize what he really wanted to do. Doug's battle was in trying to please his parents and at the same time fulfilling his dreams. Doug says it best:

I mean it's not that I miss them (parents), it's that there was always added pressure from them you know in what I should do when I grow up, and now I'm thinking for myself which is a nice change, but it's definitely the biggest adjustment, because they've always wanted to think for me. I mean so now I'm out there and my Dad's always wanted me to be an engineer and you know since I've gotten here, I've decided I don't want to be an engineer. And I mean and now that I'm out here and and I realize that I can think for myself, that really is my decision.

Although Doug articulated that he was capable of making his own decisions, he still felt pressured to conform to his parents' expectations for his future.

Heather The Helper

Heather loved people and she loved to talk. She was interesting and expansive in her comments about her experiences. She warned the researcher at the first meeting that she sometimes lost her train of thought. Interviews with her were an investment in concentration. Occasionally she drifted to another topic which occurred to her during her response to a question, and she took a few minutes to arrive at her answer. She was highly verbal and had a good vocabulary. She seemed to be enthusiastic about her college experience. Heather was the type of student who acted as though she had been in college for a long time. When she spoke she seemed to be more mature than some of the other freshmen, but as the interviews continued it was clear that since she was so communicative she seemed to be "together." She came from an urban area and graduated from high school with a class of 800. She was used to being around a lot of people, so the numbers of people in the residence hall and around campus were more energizing than debilitating for her. She knew at the onset of the year that she would have a problem with her socialization. She liked to be where the action was.

She was a good student in high school, taking elective classes in psychology, chemistry, physics, and math up to college algebra. Extracurricular activities were a big part of her life in high school where she was involved in ecology and Latin club, SWASS (drug awareness), youth and government, student council, homecoming committee, and sports trainer. She said that she was tough on

herself in high school. During her senior year she needed only one credit to graduate, but she took some additional solid subjects to enhance her education. She felt prepared for college academics. Heather wanted to major in a unique area of animal science. She was drawn to attend the university because of the people she met in her department.

She was able to interact immediately with students on her floor, with faculty advisers, and with student services personnel. She seemed to be used to fending for herself, and she knew how to use the system. Heather said that she was confident about dealing with other people and realized that this may be her greatest strength as well as her greatest weakness. She liked to be in the middle of things. She found that she procrastinated with regard to homework and studying, but she reconciled this by saying that people were important. She would exhaust herself earlier in the year by staying in the residence hall environment where people were likely to interrupt her, instead of going some place else to study. She knew she would survive and that she would achieve good grades.

She seemed to be mature in her expressions of the purpose of college and realized that it took a while to learn how to deal with the experiences she was facing.

. . . an academically and socially prepared freshman is a student who can come to college and is able to balance the two out. I've always felt that you can't be all academic or all extracurricular, because it just doesn't work out. At the end it I think it ends up really stressing the student out causing problems. I think that it is a good indication that the student was prepared if they've got a balance between the two. I think that they're able to balance their time, sometimes that includes saying "no" to certain things, and that's something

that I have to learn, is to be able to say "no" sometimes to things I would have just normally have done.

She took chemistry, English, history, calculus and orientation first semester and earned a 3.37 GPA. She dropped calculus because "the teacher was not very good." She planned to take 15 hours second semester.

Heather described herself as an independent person--one who was socially outgoing. Changes in her had not been as pronounced as those in Doug. At this point, she was not struggling with great differences such as Doug's battle with wanting different life goals than his parents seemed to want for him. She had protective parents and was used to asking permission to do things, but she felt comfortable making decisions now without their guidance. She did what she wanted to do, but she was learning to be more moderate and saw the need for time management in order to accomplish what she needed to do. She said that she had always been consistent in her school work and considered that to be a priority for her. During the first part of the semester she felt that she was slipping a little in some academic areas.

Since she was such an extrovert, she found that she was spending too much time with other people at all hours of the night. It was as if she did not want to miss anything that was going on. She knew that since she has a learning disability she would have to spend more time than others when it came time to study, but she just could not discipline herself to break away. She referred to herself as the counselor on her floor.

It's really hard sometimes but I allow study time. It seems that I never get accomplished what I intended to get accomplished. And I need to work on that some more. And I think I need to start you know, I say, "OK, I'm going to bed early tonight", and then something comes up, and I don't do it. And then I am tired in the morning. I really need to prioritize sleep into my schedule as well as studying and social time. I think that's something I need to start doing. That's something that I've slipped on a little bit.

As the semester progressed, she was better able to create a schedule which she found helped her accomplish her assignments and kept her social contacts. Second semester she found that she was able to better adjust to the demands of other students, and said that she could say "no" more easily than before.

She thought that college professors expected students to go to class, prepare for lectures, and learn the material presented. She realized that it was her responsibility to earn a degree. Heather thought people were more mature in college. She liked the idea that she had freedom to do what she was supposed to do without being monitored by others.

I've never really liked it when I've had teachers who would kind of hold to me in high school. I had a couple teachers that weren't like that. I had one physics teacher that was just like my college professors here. I really liked that a lot better. I like the independence and I like the kind of find the studies exhilarating. I really like learning new things. Kinda makes me feel better about myself.

Socially, she liked the friendliness of the campus. She said she felt like people really wanted her to be here. It was easy for her to get in touch with her dean and with people who she may need to see. She liked the open door policy--unlike Doug who did not believe his adviser really knew he existed. She was involved in residence hall government, and she met a lot of students whom she

called her friends. She described herself as socially experienced and outgoing. She enjoyed meeting people and was able to get along with people who were not ordinarily approachable.

I'm one of those people that will just walk up to a complete stranger and introduce myself. I have the capability to get along with people that I don't particularly like, and work with people and compromise, so I feel like that has given me a little bit of an edge.

She found the most demanding part of her social life was that it interfered with her academic needs and ". . . It's a lot easier to get behind. Heather had already received the respect of people she lived with, including her resident assistant (RA). She had been approached to assume a leadership role in the residence hall, but she decided that it would involve too much of her time, and she needed to concentrate on her studies more in her sophomore year. She was flattered that she was so well thought of, and she would consider being more involved during her last two years of college. The initial adjustments to college taught her that she did not have the physical stamina that she thought she had. She felt that she had grown most by disciplining herself to prioritize her time and her goals. Academics should be first. Social life fit in when she did not have to study.

She found her orientation class and her Student Academic Mentor (SAM) to be the most helpful to her adjustment first semester. She thought that the ALPHA program (freshman orientation days) was great and liked the idea of freshmen moving in earlier than upperclass students. She had high praise for Disabled Student Services personnel who had assisted her with providing what she needed to

succeed. "It's been great for me, and it's made college life possible for me without being so stressful . . ." She considered her RA and the people on her floor to be the most helpful to her. She had not engaged in extracurricular activities preferring to occupy her time socially within the residence hall.

Myke The Adventurer

Myke came to college from the West Coast and loved the people, the campus, and her experiences this year. She laughed when the researcher commented that she was brave for leaving home and coming to a school so far away. She got a little pensive, though, when she thought about the length of time it would be until she saw her family again.

In high school she was active in student government, cheer-leading, Key Club, French club, ecology club, and student school board. She took computer courses, typing, and French as electives. Her math and English courses were advanced placement, and she felt that these and biology best prepared her for college courses. Myke was impressed with the university when she visited campus during her senior year. She felt that she was genuinely welcomed and that the people she met were friendly. She had heard that the university was a good academic university, and she felt that the competition for entrance to college would be less here than in some of the schools out West.

When she discussed her role as a student, she recognized that she had to balance her time between "studying and having fun." She

suggested having a calendar or schedule so that time could be set aside for studies and for time to be with friends. She seemed to be solidly responsible. When she was asked questions during the interview, she looked directly at the interviewer as if she did not want to miss a word. She had an incisive intellect which evidenced itself in her concise responses to some questions. She did not seem to fight for the words to describe her experiences, and she stated these with assurance. She was fully aware that she was responsible for her success or failure in college. She was growing in awareness of the importance of good decision-making, and she recognized early in the semester that she had to study more in college than she did in high school.

Myke had a sense of humor and was fairly outgoing. Compared with Heather, she was more reflective and not as verbal. Her first semester GPA was very high--3.75. (Her classes cannot be listed due to the fact that they could identify her). She chose a combination of general education courses and courses in her major, plus electives which complemented her major. Some were challenging, but she was able to adjust to the demands of college courses soon after mid term.

She did not feel prepared for college academically in that she felt she was not advised as well as she could have been. She found out that she could have taken a test in advanced placement biology but did not. Therefore, she had to take biology in college. She felt that her time could have been better spent first semester if she would have taken the test.

Myke was more pragmatic than Doug or Heather. She knew what she wanted and gave the impression that she would accomplish each goal she set. While Doug was searching and earnestly critical of his environment, Myke was working with the system learning how to do well. As Heather struggled with time-management and re-prioritization of goals, Myke was facilitating her way through each week because she learned early to establish a schedule and stick to it as much as possible. For her the most difficult aspect of college academics was the taking of tests. She said that in high school homework and tests were not as difficult and comprehensive. She expressed irritation when she described how she found it difficult to understand two of her teachers who did not speak English well.

. . . it's weird because some teachers I'm having problems with as far as I have one teacher that doesn't speak English well, so that throws the whole class for a loop and I have a teacher that is a student teacher that really doesn't know what he is talking about, so that just confuses you on top of everything else .

She said that in spite of this she had learned the most from the class she had with the international teacher because she had to pay close attention and sort things out more. She learned to put more effort into her assignments after she confused the relaxed, conversive atmosphere of her English class with handing in papers that were done effortlessly and at the last minute. She assumed that because the teacher was flexible in discussions that the papers would be graded that way.

My first English test I got a 'C' which I made all 'A's in English . and I had a tough teacher. My first English test I don't really need to worry about it and I got a 'C' and that

just blew my mind, and then I buckled down and got "A's from then on. It kinda really just takes a realization like that to realize you really gotta buckle down!

Socially, Myke found it difficult at times to say "no" to invitations to socialize. She said that it was difficult because everyone was living in the same area, so people were more accessible. Privacy in the residence hall was rare, and it was a challenge to be able to study at times. When she was at home and someone wanted her to do something, she would use her parents as an excuse for not going out with her friends. In college she had to determine what she would do for her own best interest and she found that troublesome at first.

. . . it's hard because now they're right here and they'll be knocking on your door saying, "Let's go." And you know especially if you're sitting there just kind of zoning or something and you're like, "I'm trying to do my homework", and they say, "No you're not, you're just sitting there!"

She was interested in her major area social organization which she considered to be a service program. She found it helpful to be involved in the orientation program for her academic major, and she complimented the members of the department on their friendliness and their interest in students. She was involved in residence hall activities that promoted interaction with the men's side of the complex. She also enjoyed getting together with the other women on her floor where they spent time just talking. She thought that she had changed socially in that she was used to being outgoing, and now she found that she was more forced to meet people. "If you're living in a dorm you are forced to be more social, unless you want to sit and do nothing." During the first few weeks she went out a

lot and now felt more secure in staying home. She did not need the approval of others in order to belong. "I love to meet new people, but I don't feel out of place any more."

She was aware of services available on campus, but she spent most of her time in residence hall activities and floor functions, such as bowling, intramurals, and mixed activities with the men's floors. She was most impressed with the departmental gatherings in her major area. She did not experience boredom. Myke's career plans were to return to the West coast after graduation to work for a firm and later perhaps start a business.

Summary of Academic And Social Perceptions

In many instances, freshmen perceptions of academic and social changes first semester were similar. A consolidation of these perceptions follows. Complete responses to questions asked during the four interviews may be found in Appendix F. A complete list of interview questions for each of the four interviews may be found in Appendix E. Interview questions concerning academic and social changes during the freshman year are listed with each of the "perceptions" of participants.

In some instances students responses to interview questions were considerably varied. The researcher collated responses which indicated that one or more participants perceived a particular focus point as contributing to their change(s) academically and/or socially during their freshman year. Therefore, while information

from students was valuable and noteworthy. Small percentages did not diminish the importance of the study.

Perceptions of Participants

First, participants perceived that it was essential and valuable to have college preparatory classes in high school, particularly in the areas of English, math, and science.

Question #1--Describe your idea of an academically and socially prepared college freshman. Ten participants out of a possible 27 or 37 percent of the participants.

Question #3--As you look over your experience so far, what would have helped you better prepare for college? Five participants out of 27 or 18 percent of the participants indicated specific ways they could have been better prepared.

Question #7--Do you consider yourself to be prepared academically for the courses you are taking this semester? Describe how you are not prepared. Ten participants out of 27 or 37 percent of the participants.

Second, participants perceived that high school instructors needed to emphasize and teach study skills, note taking, and increase the amount of reading assignments during high school in preparation for college courses.

Question #1--Describe your idea of an academically and socially prepared college freshman. Four participants out of 27 or 15 percent of participants.

Question #3--As you look over your experience so far, what would have helped you better prepare for college? Nine participants out of 27 or 33 percent of participants.

Question #9--What are some of the demands of your course work so far this semester? Fourteen participants out of 27 or 51 percent of participants.

Question #25--What have you learned that you did not know before entering college this year? Five participants out of 27 or 18 percent of participants.

Third, participants perceived that high school mathematics and science courses, particularly algebra and chemistry, needed to be more demanding in preparation for college courses. The focus for secondary educators needed to be beyond the initial five weeks of college courses in these areas. Students preparing for college course work during their senior year needed to work in a more demanding secondary education circumstance, rather than in a less demanding end of the high school career setting.

Question #3--As you look over your experience so far, what would have helped you better prepare for college? five participants out of 27 or 18 percent of participants.

Question #7--Do you consider yourself to be prepared academically for the courses you are taking this semester? Describe how you are not prepared. Two participants out of 27 or 7 percent of participants.

Question #11--What changes have occurred within you so far this semester. Describe these changes. Eight participants out of 27 or 30 percent of participants.

Fourth, participants perceived that initially, college courses were review, but after mid-term of the first semester these courses became much more demanding involving more study time, laboratory assistance, (especially the math lab), and use of the library. Many of the freshmen prioritized academics after receiving their first grades from tests and assignments.

Question #25--What have you learned that you did not know before entering college this year? Six participants out of 27 or 22 percent of participants.

Question #30--Looking back on the first semester, how would you assess your role as a student from an academic and social stand point? Eleven participants out of 24 or 45 percent of participants.

Fifth, participants' perceptions were that the college atmosphere was more "professional" than high school. Some felt that professors were to be revered but they were not viewed as approachable. (This is in the form of a comparison with high school teachers).

Question #19--During the first semester what differences did you notice about the high school atmosphere and the college atmosphere? Eleven out of 27 participants or 40 percent of participants.

Question #38--Imagine you are an academic adviser. What would you tell an incoming freshman about college? Six out of 24 participants or 25 percent of participants.

Sixth, participants perceptions indicated that they felt overwhelmed in large classes.

Question #19--During the first semester what differences did you notice about the high school atmosphere and the college atmosphere? Two out of 27 participants or 7 percent of participants.

Question #32--How could the university help you achieve your goals? Six out of 24 participants or 27 percent of participants.

Seventh, participants perceived that those teaching the Orientation course(s) were of significant help to their adjustment to campus first semester. Other persons, programs, and services were mentioned, e.g., MLRC (math lab).

Question #12--What activities, programs, service organizations, and courses have been helpful to you so far this semester? Please be specific. Twelve out of 27 participants or 44 percent of participants.

Eighth, participants perceived residence hall student staff and residence hall governance officers as helpful to their adjustments to campus.

Question 13--Which persons, services, or information have been the most beneficial thus far in your adjustments to college academically and socially this semester? Please be specific. Eight out of 27 participants or 29 percent of participants.

Ninth, participants perceptions were that campus ecology (atmosphere, aesthetics, people), were helpful to their adjustment to college. Eleven out of 27 or 41% of the participants were attracted to OSU because of its beauty.

Question #2--Why did you choose OSU for college?

Tenth, participants formed social groups within the residence hall(s) and these groups met (sometimes) in study groups in the residence hall. Peer study and tutoring occurred often. Student perceptions indicated that these peer groups were highly supportive during the process of integration to college. Students indicated that they communicated more with those with whom they lived as compared with any other persons on campus.

Question #5--Are there any particular problem areas you are facing academically and socially at this point in time? Five out of 27 participants or 19 percent of participants.

Question #13--Which persons, services, or information have been the most beneficial thus far in your adjustment to college academically and socially this semester? Please be specific. Fifteen out of 27 participants or 55 percent of participants.

Eleventh, participants perceived that there was little regulation to their lifestyles in college.

Question #17--What is it going to be like going home for an extended time over Christmas break? Nine out of 27 participants or 33 percent of participants.

Question #31--What were the biggest changes in you socially first semester? Academically? Fourteen out of 24 participants or 58 percent of participants.

Question #37--What role did finances play in your first year of college? What scholarships or financial assistance do you have.

Question #40 If you had your freshman year to do over what would you do differently?

Twelfth, participants found themselves subject to new social experiences such as: multiculturalism, differences in value and belief systems, cutting or rolling classes at will, decision-making in the areas of spending money, socialization vs. studying, friendships, struggles with parental influence and guidance, and bureaucracy within the university. Evidence from this research indicated a multiplicity of adjustments in participants' lives. All of the freshmen interviewed experienced new social insights, encounters, and adjustments.

Question 8--Do you consider yourself to be prepared for the social life of a college student at this point of the semester? What has been the most difficult social adjustment for you so far? Describe why this has been difficult.

Question 10--What are some of the differences in the demands of your social life this semester?

Question 11--What changes have occurred within you so far this semester? Describe these changes.

Question 25--What have you learned that you did not know before entering college this year?

Question 31--What were the biggest changes in you socially first semester? Academically?

Question #39--What changes did you experience between first and second semester of your first year of college?

Thirteenth, participants generally perceived that they needed to be more disciplined and organized in their approach to academics and social choices. Participants reflected this perception as a pervasive concern throughout the interviews.

Question 14--Do you have any additional comments about your initial month or five weeks that you would like to include?

Question 19--During the first semester what differences did you notice about the high school atmosphere and the college atmosphere?

Question 22--Imagine that you are forty years old. What would you tell your child about college as s/he prepares for the freshman year?

Question 23--What kind of students do you think universities want?

Question 24--What kind of priorities should a college student have in college?

Question 25--What have you learned that you did not know before entering college this year?

Question 27--Which courses have been the most important this semester? Why?

Question 28--Have your ideas changed about your maturity as a person this semester? Explain.

Question 38--Imagine you are an academic adviser. What would you tell an incoming freshman about college?

Fourteenth, participants realized that being outgoing in high school was an asset to their socialization processes in college. They perceived that they had to initiate conversations, activities, and interactions with other students, professors, and staff. Typically, participants experienced a need for social encounters. In some instances (Question 35), their priorities shifted from first to second semesters (Question 40).

Question 1. Describe your idea of an academically and socially prepared college freshman.

Question 8. Do you consider yourself to be prepared for the social life of a college student at this point in the semester? What has been the most difficult social adjustment for you so far? Describe why this has been difficult.

Question 10--What are some of the differences in the demands of your social life this semester compared to high school?

Question 33--If you were recruiting students for OSU, what would you say about the university to prospective students?

Question 35--Percentage-wise, 100% being the total, how much time did you spend academically and how much time did you spend socially first semester? Second semester?

Question 36--What advice would you give next year's freshmen about preparing for college academically and socially?

Question 40--If you had your freshman year to do over what would you do differently?

Fifteenth, socially many freshmen were used to a long term social group--sometimes the same social group throughout their schooling. Some students felt disassociated at first--not having a group to which they belonged. Some found it uncomfortable to be alone. It was all right to "hang out" without any pressure to socialize in high school, but it was awkward to "hang out" when the student(s) didn't know anyone. A few freshmen stayed in their rooms without much contact except in the classroom, until they found people on their residence hall floor who had the same class(es) as they.

Question 1--Describe your idea of an academically and socially prepared college freshman.

Question 5--Are there any particular problem areas you are facing academically and socially at this point in time?

Question 10--What are some of the differences in the demands of your social life this semester as compared to high school?

Question 26--Do you think you are different from your friends who did not attend college this year? Describe how you are different.

Sixteenth, participants perceived that they were changing and growing. The words they used to describe these changes were "mature", "responsible", "discipline", "more studious", "diverse". Students also perceived that they had become more independent and

more versatile socially. Interviewees mentioned the benefits of the multicultural setting. Students from smaller populated towns were overwhelmed by the numbers of students on campus and in the residence hall, but generally these students acclimated well to their surroundings.

Question 4--What are your perceptions of your progress as a student?

Question 11--What changes have occurred within you so far this semester? Describe these changes.

Question 16--When things become difficult for you, how do you deal with the difficulty?

Question 17--What is it going to be like going home for an extended time over Christmas break?

Question 22--Imagine that you are forty years old. What would you tell your child about college as s/he prepares for the freshman year?

Question 25--What have you learned that you did not know before entering college this year?

Question 31--What were the biggest changes in you socially first semester? Academically?

Question 33--If you were recruiting students for OSU, what would you say about the university to prospective students?

Question 35--Percentage-wise, 100% being the total, how much time did you spend academically and how much time did you spend socially first semester? Second semester?

Question #36--What advice would you give next year's freshmen about preparing for college academically and socially?

Question 39--What changes did you experience between first and second semester of your first year of college?

Question 40--If you had your freshman year to do over what would you do differently?

Question 41--How did you limit your successes this year?

Question 42--What were your successes this year?

Although these perceptions regarding academic and social changes were conveyed as important and some needs for assistance were addressed, many freshmen did not immediately seek help for difficulties they encountered, e.g., for time-management problems or for remediation with the exception of going to the math lab and of a few attending the writing center. This finding is in accordance with information found in a study by Anderson (1985) which noted that students who are aware of and make use of campus services experience greater success academically in college.

Freshmen seemed to struggle with "how to" skills initially. They knew that they needed assistance, but did not ask questions of resource persons such as resident assistants or hall directors as a means of resolving their struggles. Some participants developed better attitudes concerning their needs for assistance as first semester progressed. They asked questions and attended labs and hired tutors for troublesome academic subjects. Many relied on peer study groups to work out their problems with classes. This approach offered consolation as well as security in numbers of students with similar difficulties. As interviews progressed first semester, some students who had difficulty academically seemed to continue to view their academic life on a par with that which they had experienced in high school (Moore and Carpenter, 1985). In other words, some freshmen hoped or believed that they would "pass" because they were present, or they were expecting the same kind of rapport (one on one) with college professors that they had with their high school teachers (Endo and Harpel, 1982). Many participants expressed a

need to be more disciplined with respect to their studies. These students acknowledged that the demands and expectations of college academically were higher, yet they did not possess the know-how or the personal resources to solve their problems (see Q's 23, 24), (Endo and Harpel, 1982). After the first eight weeks of classes, most freshmen acclimated well to the social changes they experienced first semester. Second semester participants felt more engaged with the university and began to discover and utilize university non-academic services and personnel, e.g., Colvin Center, Wellness Center, counseling services, math Lab, writing Lab, organizations, clubs, and special interest groups, e.g., Colors For Success (multicultural group).

During the year participants in this study experienced the university from many aspects--living on campus and attending classes virtually twenty-four hours a day. The research does not reveal that participants were aware of the campus as a unified community, particularly first semester. In some respects it seemed that the academic community and the non-academic community were divided for students (Boyer, 1990). At first it appeared that freshmen "functioned" with regard to their classes and their social lives. As the participants acclimated to college first semester there did not seem to be a connection for them between the academic purpose and the overall college experience. During the third interviews after Christmas break freshmen seemed more self assured, more confident, and less fearful of what they would encounter in the classroom and within their living environment.

Initial perceptions of freshmen were that they were fragmented and that their experiences were also fragmented or compartmentalized. During the last interviews in April, freshmen indicated that they had found ways to balance their lives. They established schedules for study, moved to other locations for a more quiet atmosphere, and curtailed excessive socializing. The newness and trauma of being in a new environment had worn off, they were socially more comfortable and more academically secure having one semester of college experience.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study described the freshman experience of college through perceived academic and social changes which occurred within 14 men and 14 women students in a residence hall situation. Four interviews were conducted during the academic year at which time participants shared their experiences of adjustment academically and socially. This study also gave an idea of which activities, programs, courses, and services were the most helpful to the adjustment of these students during their first year of college.

The purpose of the study was to address three issues:

- (1) To what extent do first semester freshmen consider themselves prepared for the demands of college academically and socially?
- (2) To what extent are freshmen aware of a difference in the demands of college academically and socially between first and second semester of the freshman year?
- (3) To what extent are freshmen aware of the changes which occur during their initial year of college, and how do they describe these changes?

College freshmen experienced significant changes between the end of their senior year of high school and the end of their first semester of college. Astin's (1978) studies found that growth occurred on all levels of development during the freshman year. He described the changes and the growth which occurred as "critical."

Some participants (OSU) in this study articulated the changes which occurred as part of their lives as college students. Some did not realize that changes occurred, and they experienced confusion and disquieting emotions and feelings. Some who experienced changes were traumatized by college life and decided to opt out of college for a while in order to regain a sense of direction.

Evidence from this study indicated a need for more information regarding day-to-day academic and social survival skills for the entering student. McLeish (1973) discovered that the environment of a college or university played a large role in changes within students. McLeish's study focused on aspects of a college community which translated to student comfortability and success in the institution. Factors influencing student satisfaction were

a concerned and objective faculty, concern for the individuality shown by college authorities, the clarity and systematic procedures with which courses were taught, liveliness of the student body and the intellectual climate of the university (p. 255).

Freshmen participating in this (OSU) research indicated that they expected professors and courses to be demanding and rigorous and that they wanted to learn. However, freshmen indicated that they felt they were regarded not so much as individuals as they were as "freshmen." There were a variety of differences in course work and expectations of those teaching courses. Freshmen compared assignments with one another (having different instructors) and found that for some courses more or less work was required of them. Many of the freshmen were active within the residence hall system and since freshmen resided on campus most of their activity

(initially) first semester was confined to the residence hall through programming or leisure activities e.g., pool, television, movies, floor functions, although some freshmen entered into intramural programs with other men or women in their residence hall.

Survival tactics of freshmen e.g., self-reliance and peer counseling, reinforced the need for significant contact with an "adult" adviser or staff member. Immediate--during the first four weeks of classes, and intermittent meetings through the academic year would greatly assist new students in their acclimation to college--particularly during the first semester. Having a contact or resource person for the first few months of the year would help freshmen in their adjustment process by:

(A) Providing them with a place to seek answers to questions they may have about various needs, e.g., financial aid, tutoring, dropping and adding classes, residential life concerns, needs for counseling, and contact with another human being knowledgeable about campus life in general.

(B) Attaining a "reality check" regarding their experiences during their first year concerning issues which might affect their long-term academic goal(s), e.g., changing interests due to interests in subject material, analyzing new found talents as a result of being enrolled in a diversity of courses, and the development of interests outside of college (work) which may involve dropping out of school for a time.

Freshmen in this research invested in their first year of college on many developmental levels. As the year progressed some

participants chose to involve themselves in "the quality and quantity of the physical and psychological energy (of) the college experience" (Astin, 1988, p. xiv). They did so by entering into conversations with persons outside of their culture, belonging to organizations which diversified their interests and understanding concerning religion, sexuality, and value systems, and exploring new found freedoms which led to more responsibility and depth.

Conclusions

Essentially, there were two conclusions as a result of this study: One: When participants entered college they felt that they had been prepared for college courses and for the social changes which would occur. Two: As the first semester of college progressed, participants realized that they were not prepared for college courses and did not (generally) find the university responsive to their needs. Although freshmen viewed the "university" as one entity, the response to freshmen may come through specific agencies, departments, services, and people within the university.

Freshmen found that in many respects they were not prepared psychologically for the amount of reading required for some courses and for abstract or cognitive courses such as algebra, chemistry, biology, and history. Consequently, they were forced to regroup emotionally and seek practical means of assistance in order to cope with the changes in demands of academics (high school compared to college courses).

Freshmen interviewed for this study indicated that they were more prepared socially for changes which occurred during their first year of college, although there were marked differences in their involvement in activities, organizations, and service groups compared with their involvement in high school. Freshmen were housed in an environment which provided opportunities for them to relate with hundreds of freshmen, many of whom were experiencing the same or similar adjustments to college. Consequently, there were opportunities for moral support, conversations, comparisons of experiences, and assistance with adjustment problems from peers. For many this was comforting and helpful in that friendships formed, taking the place of relationships left behind as a result of entering college.

There were too many assumptions on the part of incoming freshmen regarding their preparation for college course work. Similarly, there were assumptions on the part of college faculty that freshmen were prepared for college courses. Both sets of assumptions were unwarranted. During the first semester freshmen met academic challenges by:

- (A) attending laboratories for math, writing, and computer needs, .
- (B) dropping difficult or troublesome courses,
- (C) hiring tutors (an expensive option),
- (D) staying in the course(s) which were difficult but:
 1. working more diligently toward success in the course
 2. continuing fatalistically with the course(s) without

changing approach to studying, hoping somehow to pass the course.

(E) cutting classes for a while then not returning to classes due to embarrassment or to the fact that they had missed too much work--finally failing the class.

Assumptions on the part of faculty and freshmen are in some respects understandable, consequently, contact with academic advisers and adviser(s) contact with freshmen is essential to initial integration (of students) within the college community. Due to sudden changes in academic expectations--high school versus college--participants in this study would have benefitted educationally by having more contact with academic advisers during the first semester. Alberti (1972) found that faculty were encouraged to "spend more time with students" (p. 18). However, Alberti also found that

. . . the literature of higher education contains no specific evidence to demonstrate that close relationships between professors and students actually has any measurable impact upon students' growth (p. 18).

While contact with professors may not result in immediate or perceptible growth, as Alberti notes, this study with university freshmen students indicated that there was a need for intervention by advisers, particularly for referrals for personal counseling services, career counseling services, laboratories for assistance with core courses i.e., math and science, and for personal contact as a means of establishing better associations with the university. Consequently, the results of this study differ with those of Alberti in that freshmen contact with advisers led to growth in skills in

learning, adaptation, general happiness with their life style as students, and assimilation to college life.

In a study by Crockett (1985) it was found that "academic advising effectively delivered, can be a powerful influence on student development and learning" (p. 244). Crockett considered the relationship between advisement and retention to be a "critical link" and stressed that "quality advising provides the most significant mechanism through which this can be accomplished" (p. 244). Contact with advisers has been shown to be an important factor in students' acclimation to campuses. Participants in this (OSU) study would have benefitted from more frequent meeting times as well as more and informal contacts, e.g., in study groups, at the residence hall during meals, at campus activities--films, plays, lectures, departmental gatherings, and during individual meetings.

Endo and Harpel (1982) stressed that students having contact with advisers experienced an "impact on general ways of thinking, methods of problem-solving, and interest in various life goals" (p. 116). As (OSU) freshmen progressed through their initial year of college, it was helpful to have a resource who was available for consultation and for direction. Consequently, as the student's contact with the adviser increased, his/her assimilation into the university community increased, knowledge became more useful, confidence grew, and his/her education became more meaningful and viable due to contact with persons knowledgeable about the university.

The most academically successful freshmen in this study seemed to enjoy a continuous, strong, and helpful relationship with a professor, adviser, student services staff member, or with their respective academic major through social contact. This contact was in the form of gatherings, on-going orientation, individual meetings, and informal contacts with other students of varying classifications, (sophomores, juniors, seniors). As Endo and Harpel 1982, found, interaction between faculty and students, then, helps in the retention of "highly qualified and motivated individuals" (p. 116).

Participants in this study were ready to learn and would have learned more, including general knowledge about the university, if they had regular contact with faculty or with a comparable resource person. Some freshmen learned the system and found ways to remedy academic inadequacies. However, some did not find the means to resolve their struggles: consequently, they experienced failure or chose to drop out of required courses resolving--(sometimes angrily)--to take them at other colleges where (they felt) requirements would not be as demanding, e.g., algebra, chemistry, history, biology, taken during a summer session at a community college.

Pascarella (1980) wrote that higher education institutions in the 1960's and 1970's were viewed as impersonal. Critics of colleges and universities emphasized the lack of communication between "faculty and student cultures" (p. 545). Furthermore, in the same study, Pascarella noted that in their contacts with

students higher education faculty were encouraged to

go beyond the transmission of facts and knowledge (acculturation to the world of ideas, inculcation of certain attitudes and personality orientations, development of interpersonal skills, promotion of critical thinking and problem-solving ability, development of a sense of self and career, identity and clarification of personal values) (p. 545).

Participants in this study, familiar with resources and intervention in high school, indicated a need for an "adult" figure as they sorted out a multiplicity of issues, feelings, and problems during their first year of college. Faculty advisers or professors responsible for educating freshmen could have provided the type of guidance, direction, and affirmation freshmen needed as they integrated within the college community.

The task of educating needs to be looked at more holistically. student services personnel and academic services personnel need to work more closely toward developing presentations, processes, and programs which blend the campus mission rather than developing information which separates various entities of the campus (see administrative recommendations). Gaff (1973) stated that "much of the erosion of academic authority in recent years can be traced in large measure to the assessment, rightly or wrongly, that colleges and universities have abandoned their central task of providing effective education" (p. 605). Freshmen leaving the secondary system and entering college had some expectation that they would have relationships with people at the university who would be concerned about their success and interested in them as persons. Gaff discovered that "a fairly extensive research literature

indicates that, in general, faculty members are not major influences in the lives of students" (p. 606). Findings in this study with freshmen indicated otherwise. Students who had good experiences with advisers seemed to enjoy college more. They seemed more secure about their sense of direction with regard to their choices of careers and as persons on the way toward accomplishing their goals of earning degrees. Many studies have been done in which researchers have probed the value of faculty-student relationships. Feldman and Newcomb (1969) found that faculty were often more successful with small numbers of students, or with a few whom they advised. The success was evident in the time spent with individual students formally through academic advising and informally through campus life in general.

Though faculty members are often individually influential, particularly in respect to career decisions, college faculties do not appear to be responsible to campus wide impact except in settings where the influence of student peers and of faculty complement and reinforce one another (p. 330).

Some participants in this study regarded their relationship with their adviser as something disconnected from their education. Their adviser was someone who signed a form--someone with whom they spent a little time each semester preparing a class schedule. Opposing this view were a few freshmen who had bi-monthly or weekly contact--usually informally--with their advisers. These students said that they felt comfortable stopping by to visit with their adviser, or that they had been contacted a least once a month by their adviser who asked about their progress and general integration to the campus.

Discussion

Academically, freshmen perceived by word of mouth and reputation that their college courses would be more demanding as demonstrated by their concern for maintaining good grades and by their belief that college students should be good students (Appendix F questions 1, 4, 7, 23). This rationale may be explained in a number of ways. First, the participants in this study entered college as socially active students with good grades. Lokitz and Sprandel (1979) discovered that entering freshmen

. . . appeared to be preoccupied with academic competence, as indicated by their intense desire for high grades and the belief that studying should take priority over everything else.

Although freshmen in this study confirmed that finding, the researcher noted that the freshmen believed (espoused) that studies should be first, however they did not always act on this belief. Many spent the majority of their time acclimating socially first semester. The reality of the importance of good grades began to become a focal point for them after mid term examinations--more toward the end of the first semester.

Since they were accomplished students in high school, they had similar expectations that they would do well in college. Some of the participants were surprised by the competition for grades in college, and they were equally surprised at the attitude of professors toward assignments, tests, and papers. As one student remarked

(S10) I have to do a lot of it on my own, and I'm not used to that. I have to teach myself and just use the class notes as guide-lines.

Second, participants were used to having significant contact and guidance from teachers, coaches and administrators in high school. They felt that the university atmosphere, though professional, was more remote concerning classroom activity and rapport with professors. Participants felt the need for guidance and direction, particularly during the first semester, and they did not have familiar sources to assist them with their acclimation to college. Essentially, participants relied on peers for guidance and for adjustment to college.

(S-8) Teachers don't care as much as they do in high school. If you are not there you are not there, and you are still responsible for what went on. Usually they are not (professors) going to sit down with you and go over it (missed lectures). You are going to have to get with another student. You do not have the reviews for tests like you did in high school. I got a couple classes where you don't (review), I have a couple where you do (review).

Chickering (1972) discovered that a student's perception of college influenced

not only by the objectifiable characteristics of the college but also by his frame of reference, by his prior expectations about the college, and by his background. In short, the subjective environment can be very different from the objective environment (p. 134).

Freshmen had expectations and perceptions of what their college experience would hold for them. Contact with a resource person-- another student, residence hall staff member, faculty adviser, or counselor-- helped to ground the freshmen and provided a reality check for them as they proceeded through the year.

Third, fifty-one percent of the participants were used to success in their studies, but they felt that they did not have sufficient preparation for the independence of college classes. Neither were they prepared for the types of quizzes and tests they had in their classes. Additionally, they were not prepared for the amount of reading that they would be assigned. As a freshman remarked to question #9, "What are some of the demands of your course work so far this semester?"

(S-23) A lot of reading. And it's a lot of reading that you have to do on your own. I mean the teacher is not going to hold your hand all the way through like they did in high school. You know we had a test a week from Friday you were supposed to read chapters 10-15. That's the last they'll say about it. If you don't do it then your grade will reflect it.

They were used to providing "right" answers to questions in high school and were now in situations where discussion was important and resolutions or answers to questions "may not exist" e.g., literature, history, philosophy, sociology (Lokitz and Sprandel, 1979). When asked how they could have better prepared for college, seventy percent of the participants perceived that college academics demanded more of them in terms of time investment and basic skills such as, studying, reading, and preparing for tests (question #3).

Academically some participants expressed a need for guidance and direction, particularly during the first semester, since they did not have familiar sources to assist them with their acclimation to college. Essentially, participants relied on peers for guidance and for adjustment to college. As the semester progressed, freshmen settled into a schedule or a pattern of dealing with academic and

social challenges. Their perceptions of college formerly idealized were now becoming more realistic insofar as how they were affected by the total college experience.

Chickering (1972) discovered that a student's perception of college was influenced

not only by the objectifiable characteristics of the college but also by his frame of reference, by his prior expectations about the college, and by his background. In short, the subjective environment can be very different from the objective environment (p. 134).

Participants in this study indicated that they relied on their peers in the residence hall for consolation and for decision-making more than they relied on persons outside of the residence hall. Consequently, some of the advice they received was not the best advice. As Gaff (1973) found there needs to be a system of support on campuses to serve students best. Faculty need to know about referral systems and advising systems beyond academics. Residence hall staff need to know about academic resource centers and non-academic services designed to assist students with acclimation to campus. Faculty were viewed as potential information resources, but freshmen were somewhat intimidated by them.

Fourth, several participants indicated that they had experience with college preparatory courses, but they would have appreciated more preparation in the areas of the development of study skills, note-taking skills, and a time management plan in order to succeed academically. Lokitz and Sprandel (1979) found that students interviewed felt that they were being asked to study for the first time in their schooling. They did not expect college courses to be

as hard as they were, and they were confronted by competition for grades--something many of them were not used to, particularly in high school where they may have been academic "stand outs."

Freshmen did not seem to notice transitions between high school and college academics during the first four to five weeks of classes. Toward the eighth week of classes participants became more aware of their need to change study habits in order to succeed. Some participants found that they were not prepared for the amount of work assigned for classes. Moore and Carpenter (1985) studied academically underprepared students and found that there were

declining test scores as well as statistics indicating that 30 to 40 percent of entering freshmen are deficient in college-level reading and writing skills..

Initial adjustments to college courses were generally in two areas: quantity of work and comprehension of reading material. Some participants felt unprepared for the amount of reading and preparation required for college classes. Some found that it was difficult to answer questions on tests due to the lack of comprehension of the reading they had done for class. This pattern evidenced itself on other levels of development. Some freshmen experienced excessive physical demands with changes in sleeping, eating, and exercise habits, emotionally with the task of forming new social groups and responding to living with hundreds of other students, and intellectually with changes in expectations of academic outcomes for which they were not prepared.

Fifth, as the academic year proceeded, freshmen, with their social networks established, concentrated on academic pursuits more

than they did first semester (Question 35). Many were able to prioritize goals and work toward academic success. Participants had learned the system, received their first semester grades--which provided them with self-evaluation opportunities, and they were more emotionally settled in their environment (Questions 38, 39, 41, 42).

Last, participants acknowledged that much of their pre-college educational experience was activity-oriented rather than academic-oriented. Many had advanced-placement or college-bound courses, but these were inadequate preparations for college course work for many participants. Before the first semester in college, they had been used to spending a minimal amount of time studying, preparing for, and concentrating on academics. They had spent a great amount of time and energy in clubs, athletics, organizations, service projects, and with their peers.

Interestingly, although most of the participants in this study were average or above average in their involvement in activities in high school, few participated in college activities during their first year. More freshmen became involved as the year progressed, but most of them relied on residence hall associations and programs for activity, unless they went home for high school sports activities.

High school instructors, particularly those teaching college-bound courses, need to prepare students for the changes which will occur academically during their first year of college. High schools need to organize to challenge college bound students at a higher developmental level. Essentially, participants felt that

the transition from high school to college was more easily made socially than academically. Still, in spite of their experience with activities in high school, many did not join organizations or participate in activities until second semester of their freshman year (see consolidation of information forms Appendix D). How did participants use their energies? Some spent time sleeping, watching television, in other students' rooms, lounging, and communicating with peers (question #35 "100% being the total, how much time did you spend socially and how much time did you spend academically first semester? Second semester?). During the fourth interview two students evidenced a contrast in priorities which was indicative of the participants as a group.

(S-3) More time studying first semester--70% academic and 30% social. Second semester it's changed because I have joined a sorority, so I have a lot of social life with that--60% academic and 40% social.

(S-6) First semester 20% academically, 20% socially, and 60% sleeping. Second semester, 40% academic, I'm not sure, probably 30% socially and the other 30%--well, I don't sleep any more, so that means that I just kinda sit around in my room and watch tv or something.

As first semester proceeded and as students began to acclimate to their new surroundings, they began to realize the importance of establishing priorities, and they began to manage their time better. Students returning for the second semester had defined their priorities for balancing their "academic assignments and their social needs" (Lokitz and Sprandel, 1979, p. 275).

In answer to question #8 ("Do you consider yourself to be prepared for the social life of a college student at this point of the semester? What has been the most difficult adjustment for you

so far?"), over 65% of the participants stated that although there was more freedom they felt prepared for social life in college. As one participant stated in his description of college the first semester,

(S-13) It's like being in an alien environment. It's just like I have my life here, and I've been taken out and put somewhere else. That's kind of different to adjust to. It's kind of different. There is a lot more free time, because you are not with your parents any more. You don't have curfews or anything. You pretty much set you own rules. Attendance is not as enforced as it is in high school. That's a big part of it. Other than that, as far as difficulty in the classes, it wasn't overwhelming.

Socially, participants found that they had to re-identify who they were in their new living environment. Essentially, they were unknown entities with a need to socialize in a totally unfamiliar environment.

. . . the students find themselves in a situation where they have no history. No one knows who they are or anything about their past. Many of the students commented that they could be whoever they wanted to be. Although the opportunity for change was commented on and viewed positively by almost all students, the experience was a bit overwhelming (Lokitz and Sprandel, 1979, p. 277).

Some participants experienced homesickness and returned home frequently. Others realized that they were separated from home and felt that they were grown up, maturing, and would not return to their home environment or belong in the same way again. During Christmas break many participants removed themselves more emotionally from home and looked forward to returning to campus--to returning to their new home.

Through contact in the form of interviews with freshmen the researcher found vital information regarding freshman perceptions of

academic and social changes during their first year of college. Perhaps with more communication and stronger efforts to provide educational excellence, educators on all levels of the educational system may find ways to communicate, coordinate, teach, and effectively prepare students to be the best persons they can be, to know that learning continues through life, and to do what they need to do in order to succeed and make a contribution to the lives of others.

University Assistance Personnel

And Programs

Since transition and acclimation to college pose difficulties for freshmen, assistance to them is needed to provide as much information as possible for adjustment academically and socially their first year. Boyer (1991) emphasized that colleges and universities experience a loss of community "a feeling that colleges are administratively and socially so divided that common purposes are blurred, or lost altogether" (p. 1). Freshmen experienced disorientation particularly early in the first semester--during the first eight weeks of classes. At the same time, university personnel were involved in setting up and settling in for the academic year.

Administratively the purpose of serving students may be lost during the critical formative initial weeks of first semester due to the prioritization of paper work. Although administrative duties are essential to smooth functioning on campus, time moves swiftly

and contact with new students is easily lost due to information and documentation demands of the various departments on campus (e.g., room assignments, rosters, room changes, bursar charges, food service charges, insurance needs, financial aid). Consequently, university personnel most likely to encounter freshmen--e.g., faculty, resident assistants (RA's), hall directors, student academic mentors (SAM's), honors program staff, president's leadership council staff, student government officers, and high school college relations personnel, are involved with duties and "priorities" which take them away from meeting student needs. If student services personnel are educated to communicate with freshmen during orientation week, it seems that there might be an expectation that they follow-up on the progress of freshmen initially through orientation, but also through the year as changes and challenges become a part of the lives of freshmen. These persons might assume roles as liaisons or ombudsmen for students. Faculty, staff, and administrators could provide opportunities during the year for students to ask questions, receive guidance and direction, and work toward success in college.

Churchill and Iwai (1981) found that students who had access to resources in college felt more successful. Questions concerning use of the library, counseling services, financial aid and other pertinent agencies determine to some extent the student's decision to remain in school. When asked which non-academic services were available for their use, many of the participants in this study did not reveal a knowledge of such resources for their use in spite of

the fact that their fees subsidized many of these services. In addition, resource persons assisting freshmen need to be more visible. Human resources serve as a means of providing useful and practical information which may overflow to in-services for residence hall staff, counseling services, academic advisers, and provide information to administrators of undergraduate programs.

For example, if it were found that primary "teachable moments" for freshmen occurred during the eighth week of classes first semester, meetings with faculty or staff members could be held to re-orient students. Freshmen would have enough experience and exposure to college to formulate questions or express concerns during this time. The eighth week of classes usually includes first test grades returned, first papers graded, homesickness sets in, and the need for intervention is prime. Freshmen who do not experience success academically have a tendency to retreat and to isolate themselves from their courses, preferring to sleep more, watch television more, and "hang out" more in the residence hall. These students have little real social interaction. Some may feel alone and could decide to leave college at the semester. If a faculty or staff member were to meet with freshmen at this time, it might serve as a means of balance for freshmen or provide opportunities for direction of students. For the faculty/staff member, these meetings would provide valuable information about acclimation needs of new students.

Essentially, faculty, staff, and students who best relate with freshmen (traditional and non-traditional) would be involved in

orientation programming. Titley (1985) found that

Orientation courses are designed to integrate students more fully into the institutional community by suggesting solutions to problems and needs that may develop as new situations are encountered (p. 226).

These interested persons would serve as contact persons for freshmen during their first year of college. Ideally this involvement would extend through the year with a strong emphasis on intervention (established meeting times and informal interviews with students) during the first semester. Meetings with individuals or with groups during second semester would be valuable for student development and assessment purposes. Outgoing freshmen (those anticipating their sophomore year) could provide valuable information to those planning orientation/academic programs for the following academic year.

Ory and Braskamp (1988) stressed the necessity of involvement between faculty and staff with students as a means of assisting students with the development of actualized or latent skills-- "involvement has also been correlated with student perceived gains in their social and intellectual development" (p. 117). Involvement is the key to student success. Therefore, because reward systems in academia focus on publications and research by faculty--although contact with students through teaching and advising are touted as essential to faculty positions--other persons within the system may be asked to assist with freshmen advising.

Faculty who do not have the time to meet students or to advise them when the student has a need to be advised--those who are caught up in the stress-related efforts of conforming to academic

standards for rank and tenure--should be relieved of freshmen advising. Tenured professors or departmental student services staff members may meet the integration needs of freshmen better and without the risk of losing their jobs. The university must prioritize its mission and purpose goals honestly for direct effectiveness. If students and faculty are key to learning then every effort must be directed to total educational excellence. Faculty and students must be the first to be provided resources. Prioritization needs to be emphasized through responsible fiscal management--not administration by whim.

Recommendations For Further Study

There are several areas suggested for further research as a result of this study.

First, A study of faculty perceptions of freshmen may be valuable to administrators and to faculty in general. This study would point out strengths and limitations within the advising system. Faculty may be able to provide important insights as to their abilities, preferences, and needs with regard to university expectations for advising, teaching, and publishing. Comparisons of the freshman experience with advising and faculty experience with advisees would provide interesting and beneficial information which, in turn, would be helpful in assigning students to advisers.

Second, a study concentrating on how to get beyond social acclimation as fast as possible in order to assist freshmen with adjustments to academic demands would be valuable for student

services personnel in alliance with academic affairs personnel.

A related study could review and compare those freshmen who participate in extra-curricular activities their first year with freshmen who did not involve themselves in extra-curricular activities during the freshman year. A comparison of the social lives of each group and their descriptions of satisfaction with the first year of college would provide important information to administrators of non-academic service areas of the campus concerning the amount of communication disseminated to students regarding the availability of support services, student involvement in activities, relationships between students and staff members hired to serve students and to develop abilities and talents of students, visibility and accessibility of resource persons such as resident assistants (RA's), residence hall directors, counselors, resource centers e.g., learning laboratories, computer centers, tutoring services, health and wellness services, and academic support services such as the library.

Third, another topic of interest would be to study the importance and the impact of academic advisers on freshmen students' success in college. This subject area offers the potential of providing insightful information which might influence academic planning, provide undergraduate retention/attrition information, and help in analyses of departmental strategies for faculty/student contact for academic advising.

Fourth, a study of criterion for a college-bound program with expectations from an academic counterpart on the college level,

e.g., math, biology, chemistry, would provide important information concerning preparation of high school students for course work. Included in this study would be communication patterns and information between college faculty and secondary education faculty concerning subject matter taught and types of preparation needed for students' academic transition from high school to college academics.

Fifth, since the self-reported grade point averages of students in this study were remarkably high first semester, it would be beneficial to replicate this research in another residential life setting. The overall freshman class grade point average first semester (1992) was under 2.0. Participants in this study, then, were not representative of the freshman class at large at least in this one respect. (Self-reports of first semester grades may be found in Appendix F, third interviews question #29. A list of grades of both semesters for participants may be located at the end of the fourth interviews).

Administrative Recommendations

One--utilize personnel already successful in advising, teaching, and counseling freshmen. For example, instructors of orientation courses were viewed as the most helpful to freshmen in their adjustment to college first semester (44 percent of the freshmen noted this). Over Christmas break instructors of orientation courses could sustain contact with freshmen who were in their classes first semester for the purpose of assessing the experience of freshmen first semester. This would provide

continuous contact for freshmen with university personnel between semesters.

Orientation instructors would then be able to provide information concerning reasons for students not returning to college second semester. Orientation instructors could continue to meet with freshmen in each respective group periodically through second semester assisting them with adjustments, referrals, and individual academic needs. Ideally, these meetings would be in the residence hall setting which is familiar and home-like for freshmen. Additionally, it would be advantageous for instructors to be seen in the residence halls, and it would promote the perception that college personnel are interested in students since there would be a willingness to go to the students rather than students having to seek out college personnel in office areas.

Two--Residence hall staff (RA's) need to be more attentive to first semester freshmen by providing more individual attention--particularly immediately after orientation--(when freshmen are left alone as RA's ready themselves for classes and residence hall administrative tasks and house, floor, and staff meetings), after the first five weeks of classes, after mid term examinations, and prior to Christmas break. Participants in this study indicated that they needed intervention in order to deal with academic problems, social concerns, and with advice regarding returning to their homes over a long break between semesters.

Residence hall directors could better assess student success academically and socially during the year if resident assistants had

information regarding common and uncommon adjustments freshmen experienced during the year. Assessment information could be gathered through interview style communications with freshmen. This would be beneficial to hall directors and resident assistants as they plan programs, develop projects, and work toward cultivating leadership and talent development with freshmen students.

Since many freshmen were not used to asking for assistance for their needs, residence hall staff may have to provide opportunities--particularly first semester--for freshmen to have their questions answered. Resident assistants could schedule meetings with individual students or with small groups (4 students) during the semester to assess the progress or need for referrals, or provide support for social needs such as dating, homesickness, or difficulties with a wide variety of relationships. It should be noted that sometimes resident assistants are not viewed as helpful to residents, therefore alternative personnel may need to be a part of this process, e.g., trade floors (RA's), employ desk clerks to assist in this process, or offer the process as a project for students in an academic area such as applied behavioral science education (ABSED).

Three--Academic advisers would best serve freshmen if the advisers were more aware of developmental needs of incoming students. They need training and education regarding the freshman experience. Faculty or staff who have demonstrated that they are successful in communicating and advising freshmen would be the best for consideration. Those who advise freshmen need support from

administrators concerning the time it takes to effectively advise students.

If advisers serve on committees, provide information in forms of assessment, or provide pertinent information regarding freshman progress reports in academic areas, they need to be rewarded.

Oklahoma State University student service s personnel and freshman academic advisers could cooperate to author and produce an annual Freshman Studies Journal. Advisers could submit research or publications, invite other college personnel to write articles or provide research, or conduct seminars with area wide or state wide college and university personnel interested in studying freshmen.

An additional benefit would be the receipt of annual information concerning assessment of freshmen academically and socially on campus. More needs to be done innovatively and creatively to meet the needs of students and consequently, the needs of advisers with minimum time frames, and maximum expectations for advising, serving, teaching, and publishing.

Four, a study of academic programs in algebra (mathematics), chemistry, and biology could be planned to discover why large numbers of freshmen have difficulty with or fail these courses. Administrators might consider options to these courses for students not electing to major in these disciplines. Freshmen found some presentations in these areas to be unclear (language), instructors not helpful (could not find them), and some students reported spending extraordinary amounts of time in labs or with tutors in preparation for course work in these areas. If there is a weeding

out process in some departments to discourage students, then there needs to be an alternative for those who cannot do the work (sometimes over 50% of the students do not pass these courses). Otherwise, students are wasting their time and money. Faculty who boast about failing masses of students are practicing an ethic which is counter-productive to educational values.

Five--Programs such as orientation (ALPHA), student academic advisers (SAM's), president's leadership council (PLC), student government (SGA), intramurals, wellness center, health centers, counseling services, academic support services--math, writing, computer, tutors, residence hall association (RHA), could provide short programs (20 minutes) in the residence halls after the first four weeks of classes when students are more receptive to hearing what is available to them in forms of services and organizations. After the fourth week of classes freshmen have better ideas about how to get around campus. Many freshmen socialized primarily in the residence halls first semester, therefore, providing information in person rather than through the use of notices or announcements might be more beneficial to students.

Six--Many participants in this study considered the residence hall environment to be their main source of socialization during the freshman year. Only twenty-nine percent of the freshmen interviewed noted they had (helpful) contact with a residence hall staff member during their process of adjustment to college first semester. Freshmen need to be encouraged to participate in activities first semester. Some participants isolated themselves and did not

socialize, because they were stressed out concerning the demands of academics. They chose to stay in their rooms not meeting other students. Resident assistants might form support groups for these students with willing and more adjusted freshmen on each floor of the residence hall. Since some students view RA's as authority figures, other freshmen students might be more successful in assisting new students with social integration. A side bar to this is that if there is talent and leadership in those who form the support groups these students might in turn be encouraged to interview for staff positions which would perpetuate student development.

Seven--Some participants in this study noted that they appreciated being a part of this research because someone was interested in them and asked them questions about their experience in college. In some instances the researcher was the only adult who asked them about their year. Contact with an "adult" during the freshmen year would help freshmen assess their experience. Contact with an adult staff member, faculty adviser, or a student services official would fill a void experienced by freshmen when they leave home, familiar high school resource persons (teachers, coaches), and it would provide a link between student services, the academic community and the students.

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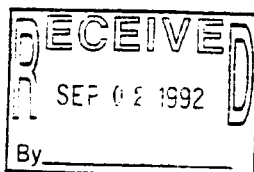
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APPENDIXES

APPENDIX A

INSTITUTIONAL REVIEW BOARD FORM (IRB)

IRB # ED-93-CN

APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH
 (PURSUANT TO 45 CFR 46)
 OKLAHOMA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD

Title of project (please type): Dissertation: FRESHMAN PERCEPTIONS
OF ACADEMIC AND SOCIAL CHANGES DURING THE FIRST YEAR OF COLLEGE

Please attach copy of project proposal.

I agree to provide the proper surveillance of this project to ensure that the rights and welfare of the human subjects are properly protected. Additions to or changes in procedures affecting the subjects after the project has been approved will be submitted to the committee for review.

PRINCIPAL INVESTIGATOR(S): Thomas Karman Signature
 (If student, list
 advisor's name first) Suzanne Dextras Signature
Joseph W. Licate Signature

Higher Education Administration Education
 Department College
309 Gunderson Hall 744-7244
 Faculty Member's Campus Address Campus Phone Number

TYPE OF REVIEW REQUESTED: EXEMPT EXPEDITED FULL BOARD
 (Refer to OSU IRB Information Packet or the OSU IRB Brochure for an explanation of the types of review.)

1. Briefly describe the background and purpose of the research.

This study addresses three issues affecting the freshman experience
 (1). To what extent do first semester freshmen consider themselves to be prepared for the demands of college academically and socially
 (2). To what extent are freshmen aware of a difference in the demands of college academically/socially between first and second semester the freshman year?
 (3). To what extent are freshmen aware of the changes which occur during their initial year of college, and how well can they describe these changes?

2. Who will be the subjects in this study? How will they be solicited or contacted? Subjects must be informed about the nature of what is involved as a participant, including particularly a description of anything they might consider to be unpleasant or a risk. Please provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of the written solicitation and/or an outline of the oral solicitation.

(A). Freshmen residential life students will be the subjects for research. (B). The students will be selected through a random sampling using hall director rosters. Students will be contacted personally by the researcher to gain permission to have the student participate in the research.

- (C). Students will be advised about all aspects of the research and if they participate, they will sign a consent form affording the opportunity to "drop out" of the project if they do not wish to continue to participate. The script will simply consist of information about the research, asking the student if he/she is willing to participate. 3. Briefly describe each condition or manipulation to be included within the study.

Not applicable for this research project.

4. What measures or observations will be taken in the study? Include a copy of any questionnaires, tests, or other written instruments that will be used.

Verbatims of student responses will constitute the basis for the research, therefore, student responses will be tape recorded and transcribed. General questions concerning the life of the student as he/she experiences the first year of college will determine the essence of the research. (See Method Chapter in proposal).

Forms A, B, and C, in the proposal are also part of the research design.

5. Will the subjects encounter the possibility of stress or psychological, social, physical, or legal risks which are greater, in probability or magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests?

Yes [] No [x] If yes, please describe.

6. Will medical clearance be necessary before subjects can participate due to tissue or blood sampling, or administration of substances such as food or drugs, or physical exercise conditioning?
Yes [] No [x] If so, please describe.

Note: Refer to the OSU IRB Information Packet for information on the handling of blood and tissue samples.

Not applicable.

7. Will the subjects be deceived or misled in any way? Yes [] No [x]
If yes, please describe and include an outline or script of the debriefing.

8. Will there be a request for information which subjects might consider to be personal or sensitive? Yes [x] No [] If yes, please describe.

This may be a part of the student's response, but personal information will not intentionally be solicited. Due to the nature of this study, it is possible that a student may wish to confide information which is not part of the research.

9. Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading?
Yes [] No [x] If yes, please describe.

Page .

10. Will any inducements be offered to the subjects for their participation? Yes [] No [X] If yes, please describe.
If extra course credits are offered, are alternative means of obtaining additional credits available?

11. Will a written consent form be used? Yes [X] No [] If yes, please include the form, and if not, please indicate why not and how voluntary participation will be secured.

Note: The OSU IRB Information Packet illustrates elements which must be considered in preparing a written consent form. Conditions under which the IRB may waive the requirement for informed consent are to be found in 45 CFR 46.117 (c), (1) and (2).

The consent form used for this research is included in the Appendix of the proposal.

12. Will any aspect of the data be made a part of any record that can be identified with the subject? Yes [] No [x] If yes, please explain.

13. What steps will be taken to ensure the confidentiality of the data?

Interviewers (2) will use names of students only for the purpose of contacting the students for interviews throughout the academic year. Names of students will not be used in the actual research in the verbatims transcribed from tape recordings.

Page


14. Will the fact that a subject did or did not participate in a specific experiment or study be made a part of any record available to a supervisor, teacher, or employer? Yes [] No [x] If yes, please explain.

15. Describe any benefits that might accrue to either the subject or society. (See 45 CFR 46, section 46.111 (a) (2)).

This research will be helpful to those assessing freshman acclimation to campus. The research will also be beneficial as a means of contemporizing research on the topic of student development, and the impact of student services on the life of the freshman. Lastly, the information gleaned from the research will be helpful to planners and to programmers involved in Orientation and academic programs for incoming students and their parents/guardians.

Joseph Licata  9-2-92
Signature of Head or Chairperson Date

Higher Education Administration
Department or Administrative Unit

EAHED/Thomas Karwan  9/2/92
College/Division Research Director Date
Angela Dalton
9-2-92

Checklist for Application Submission

- Proposal
- Informed Consent Form/Assent (if appropriate)
- Instrument(s) (questionnaire, survey, testing, field)
- Curriculum Vita (not necessary for Exempt review)
- Departmental/College/Division Signatures

Number of copies to be submitted:

Exempt Review: 2 copies
Expedited Review: 3 copies
Full Board Review: 7 copies

APPROVED 10-13-88

~~OKLAHOMA STATE UNIVERSITY~~
~~INSTITUTIONAL REVIEW BOARD~~
 FOR HUMAN-SUBJECTS RESEARCH

Proposal Title: FRESHMAN PERCEPTIONS OF ACADEMIC AND SOCIAL CHANGES DURING THE FIRST YEAR OF COLLEGE

Principal Investigator: Dr. Thomas Karman/Suzanne Dextras/Joseph Licata

Date: Sept. 2, 1992

IRB # ED-93-019

 This application has been reviewed by the IRB and

Processed as: Exempt [] Expedite [X] Full Board Review []
 Renewal or Continuation []

Approval Status Recommended by Reviewer(s):

Approved [] Deferred for Revision []
 Approved with Provision [X] Disapproved []

Approval status subject to review by full Institutional Review Board at next meeting, 2nd and 4th Thursday of each month.

 Comments, Modifications/Conditions for Approval or Reason for Deferral or Disapproval:

The following modifications need to be made prior to receipt of final approval.
 DO NOT PROCEED WITH THIS STUDY PRIOR TO RECEIVING FINAL APPROVAL

The consent form needs to be revised to better address the issue of confidential

1. Explain to the subjects who will have access to the names of the participants and who will be reviewing the tapes.
2. Participants should be made aware of how the storage and disposal of tapes to be handled. What is to be done with the recordings at the end of the project? If they are to be destroyed, this should be shared with the participants in the consent form. Additional information on how the transcription process will be managed should also be included.
3. Exhibit B, asks for a great deal of personal information about race, background, etc. This, coupled with the fact that the recordings will be of accents, vocal patterns, etc. could make it rather easy to identify individual participants. What precautions will be taken to protect the confidentiality of respondents? What assurances will they be given?
4. Provide subjects with phone numbers and campus addresses of UNiv. Counseling Services should anything come up in the interview which troubles the student. This information should be given to all participants.

Signature: _____ Date: September 10, 1992

Chair of Institutional Review Board

Constance
 9-14-92

Consent Form

"I _____, hereby authorize or direct Suzanne Dextras, or associates or assistants of her choosing, to perform the following treatment or procedure."

Purpose of the interviews:

The purpose of the interviews is to gain information about the freshman experience--socially and academically--according to the perception of freshmen residential life students. All information regarding input from participants in the research will be held confidential. Only the researcher(s) will have access to names of students participating in the research, and only the researcher(s) will review and transcribe the recorded interviews.

Tapes from interviews will be stored and secured in the researchers' private home offering no access to recorded information to other individuals. At the end of the research, all taped interviews will be erased. All comments taped will be transcribed using a stenographic mechanism with earphones to ensure confidentiality of the information shared by students.

Further, the confidentiality of student participants will be protected through the use of "mono-transcription" by the researcher. After interviews are recorded, the tapes will be transcribed and after the transcription process the tapes will be erased to be used for the following interviews. At the end of the interview process, in April 1993, the recorded information on the tapes will be erased. Only information given by students will be used in the actual dissertation research. No names will be identified with the information in the research. No other organization, service, or person shall have access to the identity of students participating, except those assisting with the research project. Complete confidentiality will be observed by those involved in the research.

In addition to these guarantees, students will receive assurance regarding the procedure(s) by giving them access to contact persons in Institutional Review Board. Students who request assistance or counseling as a result of issues of acclimation or adjustment to college which may come up during the interviews, may contact:

*University Counseling Services
310/315 Student Union
744-5472 or 744-5458*

Procedures

(A.) Meet with the researcher four times during the 1992-1993 academic year, once in September, November, February and April, to conduct interviews corresponding to my experience academically and socially as a freshman at Oklahoma State University. I understand that the interviews are for the purpose of research and that my name will not be attached to the actual research project. Interviews will be scheduled at the convenience of the student and the researcher. Interview times will not exceed two hours, unless the student needs more time to respond to interview questions.

(B.) Questions pertaining to my adjustment and integration to OSU will be asked by the interviewer(s), and I may at any time ask for clarification of the questions asked.

I am also free not to respond to questions if I feel that they are too personal or intrusive.

(C). I am free to disengage from this research upon notifying the researcher(s).

(D). If I should leave the university before the end of the academic year, the researcher(s) may contact me for information concerning my departure, and my experience at OSU.

This is done as part of an investigation entitled Freshman Perceptions Of Social And Academic Changes During The First Year Of College. "The purpose of the procedure or treatment is:" Assess the freshman experience.

- (1). To what extent do first semester freshmen consider themselves prepared for the demands of college academically and socially?
- (2). To what extent are freshmen aware of a difference in the demands of college academically and socially between first and second semester of the freshman year?
- (3). To what extent are freshmen aware of the changes which occur during their initial year of college, and how well can they describe these changes?

"I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director."

Name of project director: Suzanne Dextras, at telephone number 405-372-1628. I may also contact Director: University Research Services, 001 Life Sciences East, Oklahoma State University, Stillwater, Oklahoma, 74078. Telephone: 405-744-5700.

Date: _____ Time _____ a.m./p.m. (circle).

Signature of Subject (Freshman participant) _____

(Items in quotations are from the IRB Consent Form Guideline pp. 4-5).

APPENDIX B

LETTER FROM DIRECTOR OF RESIDENTIAL LIFE



Oklahoma State University

DEPARTMENT OF RESIDENTIAL LIFE

STILLWATER, OKLAHOMA 74078
IBA HALL
405-744-5592

To Whom It May Concern

This letter provides support and approval for Suzanne Dextras' research in Willham Hall. This is Department of Residential Life support and approval only and is contingent upon the research being approved and supervised by the Institutional Review Board.

It is anticipated that this research will be of assistance to the Oklahoma State University Department of Residential Life and may be of assistance to the field in general. If clarification is needed on this letter, please contact me.

Sincerely,

A handwritten signature in cursive script that reads "Bob Huss".

Bob Huss
Director

BH/cf

pc: Tim Luckadoo

APPENDIX C

PRELIMINARY STUDY (1986)

SURVEY A

Male _____ Female _____ Age _____

Circle the response which better applies to you.

- | | | |
|---|-----|----|
| 1. My high school courses prepared me well for classes in college. | yes | no |
| 2. I felt I knew what I wanted to major in upon entry to college. | yes | no |
| 3. My goals were set for college before my first semester freshman year. | yes | no |
| 4. I was influenced by parent(s) to enter college. | yes | no |
| 5. I was influenced by teachers to enter college. | yes | no |
| 6. I thought college courses would be as difficult as high school courses. | yes | no |
| 7. I thought college courses would be as easy as high school courses. | yes | no |
| 8. I was taught study skills in high school. | yes | no |
| 9. I achieved high grades in high school. | yes | no |
| I achieved average grades in high school. | yes | no |
| I earned lower than average grades in high school. | yes | no |
| 10. I purposely chose easy classes in high school. | yes | no |
| 11. I realized after my first semester in college that I had to develop better study skills. | yes | no |
| 12. My first semester in college was spent mostly socially. | yes | no |
| 13. I cut too many classes first semester. | yes | no |
| 14. I put my social life ahead of all else first semester. | yes | no |
| 15. Being on my own in college was an easy transition for me first semester. | yes | no |
| 16. I was exposed to a variety of different social and nationality groups before college. | yes | no |
| 17. Being on my own in college was an easy transition for me. | yes | no |
| 18. It was difficult for me to make friends first semester. | yes | no |
| 19. I wanted to return to college after first semester. | yes | no |
| 20. I know more about what I want from college after my first semester experience. | yes | no |
| 21. Check all of those which apply to you: I returned to college second semester because of: friends _____ family _____ academics _____ career decisions _____ could not find a job _____ to achieve better grades _____ nothing better to do _____ to continue my social life _____. | | |

Telofacts 2

v1.1

1ST SEM. FRESHMEN(B)
All Respondents

1. sex:

- A. male
B. female

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
8	0	0	0	0	8	0	0.000	0.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

2. Age:

- A. 17
B. 18
C. 19
D. 20
E. 21 or above

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	2	4	1	1	8	0	0.000	0.000
0.0	25.0	50.0	12.5	12.5	100.0		0.000	

3. My high school courses prepared me well for classes in college.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
5	3	0	0	0	8	0	1.000	1.000
62.5	37.5	0.0	0.0	0.0	100.0		0.000	

4. I felt I knew what I wanted to major in upon entry to college.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
4	4	0	0	0	8	0	1.000	1.000
50.0	50.0	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

1ST SEM. FRESHMEN(B)
All Respondents

10. I achieved high grades in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
5	3	0	0	0	8	0	1.000	1.000
62.5	37.5	0.0	0.0	0.0	100.0		0.000	

1. I achieved average grades in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
2	6	0	0	0	8	0	1.000	1.000
25.0	75.0	0.0	0.0	0.0	100.0		0.000	

2. I earned lower than average grades in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
1	7	0	0	0	8	0	1.000	1.000
12.5	87.5	0.0	0.0	0.0	100.0		0.000	

3. I purposely chose easy classes in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
1	7	0	0	0	8	0	1.000	1.000
12.5	87.5	0.0	0.0	0.0	100.0		0.000	

4. I realized after high school that I needed to develop better study skills.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
6	2	0	0	0	8	0	1.000	1.000
75.0	25.0	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

1ST SEM. FRESHMEN(B)
All Respondents

5. I stayed out of college for a semester because of finances.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
1	7	0	0	0	8	0	1.000	1.000
12.5	87.5	0.0	0.0	0.0	100.0		0.000	

6. I stayed out of college first semester to better assess my goals.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	8	0	0	0	8	0	1.000	1.000
0.0	100.0	0.0	0.0	0.0	100.0		0.000	

7. I was influenced by parent(s) to enter college.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
4	4	0	0	0	8	0	1.000	1.000
50.0	50.0	0.0	0.0	0.0	100.0		0.000	

8. I was influenced by teachers to enter college.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
4	4	0	0	0	8	0	1.000	1.000
50.0	50.0	0.0	0.0	0.0	100.0		0.000	

9. I was taught study skills in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
5	3	0	0	0	8	0	1.000	1.000
62.5	37.5	0.0	0.0	0.0	100.0		0.000	

Telofacts 2

v1.1

1ST SEM. FRESHMEN(B)
All Respondents

15. Staying out of college first semester helped me establish career goals.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	7	0	0	0	7	1	1.000	1.000
0.0	100.0	0.0	0.0	0.0	100.0		0.000	

6. I came to college primarily for the social life.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	8	0	0	0	8	0	1.000	1.000
0.0	100.0	0.0	0.0	0.0	100.0		0.000	

7. I thought I could get a good job without a college education.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
1	7	0	0	0	8	0	1.000	1.000
12.5	87.5	0.0	0.0	0.0	100.0		0.000	

8. I had some idea about a career during high school.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
6	2	0	0	0	8	0	1.000	1.000
75.0	25.0	0.0	0.0	0.0	100.0		0.000	

9. Being on my own after high school was an easy transition for me.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
5	3	0	0	0	8	0	1.000	1.000
62.5	37.5	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

1ST SEM. FRESHMEN(B)
All Respondents

20. It was difficult for me to socialize after graduation from high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
1	7	0	0	0	8	0	1.000	1.000
12.5	87.5	0.0	0.0	0.0	100.0		0.000	

21. I wanted to go to college after staying out one semester.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	6	0	0	0	6	2	1.000	1.000
0.0	100.0	0.0	0.0	0.0	100.0		0.000	

22. I have set goals for my college experience after staying out one semester.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
1	4	0	0	0	5	3	1.000	1.000
20.0	80.0	0.0	0.0	0.0	100.0		0.000	

23. I feel that staying out one semester helped me mature.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	6	0	0	0	6	2	1.000	1.000
0.0	100.0	0.0	0.0	0.0	100.0		0.000	

24. I entered college second semester because of friends.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
2	0	0	0	0	2	6	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

1ST SEM. FRESHMEN(B)
All Respondents

25. I entered college second semester because of family.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
4	0	0	0	0	4	4	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

26. I entered college second semester because of academics.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
5	0	0	0	0	5	3	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

27. I entered college second semester because of career decisions.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
5	0	0	0	0	5	3	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

28. I entered college second semester because I could not find a job.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
1	0	0	0	0	1	7	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

29. I entered college second semester to continue my social life.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	0	0	0	0	0	8	0.000	0.000
0.0	0.0	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

1ST SEM. FRESHMEN(B)
All Respondents

30. I entered college second semester because I had nothing better to do.
 A. yes
 B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
1	0	0	0	0	1	7	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

1ST SEM. FRESHMEN(B)
All Respondents

Q #	# A's % A's	# B's % B's	# C's % C's	# D's % D's	# E's % E's	Base 100.0%	No Ansr	Average Std Dev	Median
1.	8 100.0	0 0.0	0 0.0	0 0.0	0 0.0	8 100.0	0	0.000 0.000	0.000
2.	0 0.0	2 25.0	4 50.0	1 12.5	1 12.5	8 100.0	0	0.000 0.000	0.000
3.	5 62.5	3 37.5	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
4.	4 50.0	4 50.0	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
5.	1 12.5	7 87.5	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
6.	0 0.0	8 100.0	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
7.	4 50.0	4 50.0	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
8.	4 50.0	4 50.0	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
9.	5 62.5	3 37.5	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
10.	5 62.5	3 37.5	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
11.	2 25.0	6 75.0	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
12.	1 12.5	7 87.5	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
13.	1 12.5	7 87.5	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
14.	6 75.0	2 25.0	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
5.	0 0.0	7 100.0	0 0.0	0 0.0	0 0.0	7 100.0	1	1.000 0.000	1.000
6.	0 0.0	8 100.0	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000

TeloFacts 2

v1.1

1ST SEM. FRESHMEN(B)
All Respondents

Q #	# A's % A's	# B's % B's	# C's % C's	# D's % D's	# E's % E's	Base 100.0%	No Ansr	Average Std Dev	Median
17.	1 12.5	7 87.5	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
18.	6 75.0	2 25.0	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
19.	5 62.5	3 37.5	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
20.	1 12.5	7 87.5	0 0.0	0 0.0	0 0.0	8 100.0	0	1.000 0.000	1.000
-1.	0 0.0	6 100.0	0 0.0	0 0.0	0 0.0	6 100.0	2	1.000 0.000	1.000
2.	1 20.0	4 80.0	0 0.0	0 0.0	0 0.0	5 100.0	3	1.000 0.000	1.000
3.	0 0.0	6 100.0	0 0.0	0 0.0	0 0.0	6 100.0	2	1.000 0.000	1.000
4.	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 100.0	6	1.000 0.000	1.000
5.	4 100.0	0 0.0	0 0.0	0 0.0	0 0.0	4 100.0	4	1.000 0.000	1.000
26.	5 100.0	0 0.0	0 0.0	0 0.0	0 0.0	5 100.0	3	1.000 0.000	1.000
27.	5 100.0	0 0.0	0 0.0	0 0.0	0 0.0	5 100.0	3	1.000 0.000	1.000
28.	1 100.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	7	1.000 0.000	1.000
29.	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 100.0	8	0.000 0.000	0.000
0.	1 100.0	0 0.0	0 0.0	0 0.0	0 0.0	1 100.0	7	1.000 0.000	1.000

Survey B

Male _____ Female _____ Age _____

Circle the response which better applies to you.

- | | |
|--|-----|
| 1. My high school courses prepared me well for classes in college. | yes |
| 2. I felt I knew what I wanted to major in upon entry to college. | yes |
| 3. I stayed out of college for a semester because of finances. | yes |
| 4. I stayed out of college first semester to better assess my goals. | yes |
| 5. I was influenced by parent(s) to enter college. | yes |
| 6. I was influenced by teachers to enter college. | yes |
| 7. I was taught study skills in high school. | yes |
| 8. I achieved high grades in high school. | yes |
| I achieved average grades in high school. | yes |
| I earned lower than average grades in high school. | yes |
| 9. I purposely chose easy classes in high school. | yes |
| 10. I realized after high school that I needed to develop better study skills. | yes |
| 11. Staying out of college first semester helped me establish career goals. | yes |
| 12. I came to college primarily for the social life. | yes |
| 13. I thought I could get a good job without a college education. | yes |
| 14. I had some idea about a career during high school. | yes |
| 15. Being on my own after high school was an easy transition for me. | yes |
| 16. It was difficult for me to socialize after graduation from high school. | yes |
| 17. I wanted to go to college after staying out one semester. | yes |
| 18. I have set goals for my college experience after staying out one semester. | yes |
| 19. I feel that staying out one semester helped me mature. | yes |
| 20. Check all of those which apply to you:
I entered college second semester because of : _____ friends _____ family
_____ academics _____ career decisions _____ could not find a job _____ to
continue my social life _____ nothing better to do. | |

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
All Respondents

1. Sex:

- A. Male
B. Female

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
12	11	0	0	0	23	0	0.000	0.000
52.2	47.8	0.0	0.0	0.0	100.0		0.000	

2. Age:

- A. 17
B. 18
C. 19
D. 20
E. 21 or above

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	7	12	3	1	23	0	0.000	0.000
0.0	30.4	52.2	13.0	4.3	100.0		0.000	

3. My high school courses prepared me well for classes in college.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
13	10	0	0	0	23	0	1.000	1.000
56.5	43.5	0.0	0.0	0.0	100.0		0.000	

4. I felt I knew what I wanted to major in upon entry to college.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
13	10	0	0	0	23	0	1.000	1.000
56.5	43.5	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
All Respondents

5. My goals were set for college before my first semester freshman year.
A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
14	9	0	0	0	23	0	1.000	1.000
60.9	39.1	0.0	0.0	0.0	100.0		0.000	

6. I was influenced by parent(s) to enter college.
A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
15	8	0	0	0	23	0	1.000	1.000
65.2	34.8	0.0	0.0	0.0	100.0		0.000	

7. I was influenced by teachers to enter college.
A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
12	11	0	0	0	23	0	1.000	1.000
52.2	47.8	0.0	0.0	0.0	100.0		0.000	

8. I thought college courses would be as difficult as high school courses.
A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
20	3	0	0	0	23	0	1.000	1.000
87.0	13.0	0.0	0.0	0.0	100.0		0.000	

9. I thought college courses would be as easy as high school courses.
A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
2	21	0	0	0	23	0	1.000	1.000
8.7	91.3	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
All Respondents

0. I was taught study skills in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
8	15	0	0	0	23	0	1.000	1.000
34.8	65.2	0.0	0.0	0.0	100.0		0.000	

1. I achieved high grades in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
14	9	0	0	0	23	0	1.000	1.000
60.9	39.1	0.0	0.0	0.0	100.0		0.000	

12. I achieved average grades in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
13	10	0	0	0	23	0	1.000	1.000
56.5	43.5	0.0	0.0	0.0	100.0		0.000	

13. I earned lower than average grades in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	23	0	0	0	23	0	1.000	1.000
0.0	100.0	0.0	0.0	0.0	100.0		0.000	

14. I purposely chose easy classes in high school.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
6	17	0	0	0	23	0	1.000	1.000
26.1	73.9	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
All Respondents

15. I realized after my first semester in college that I had to develop better study skills.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
20	3	0	0	0	23	0	1.000	1.000
87.0	13.0	0.0	0.0	0.0	100.0		0.000	

6. My first semester in college was spent mostly socially.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
14	9	0	0	0	23	0	1.000	1.000
60.9	39.1	0.0	0.0	0.0	100.0		0.000	

7. I cut too many classes first semester.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
14	9	0	0	0	23	0	1.000	1.000
60.9	39.1	0.0	0.0	0.0	100.0		0.000	

- B. I put my social life ahead of all else first semester.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
11	12	0	0	0	23	0	1.000	1.000
47.8	52.2	0.0	0.0	0.0	100.0		0.000	

9. Being on my own in college was an easy transition for me first semester.

A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
13	10	0	0	0	23	0	1.000	1.000
56.5	43.5	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
All Respondents

20. I was exposed to a variety of different social and nationality groups before college.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
9	14	0	0	0	23	0	1.000	1.000
39.1	60.9	0.0	0.0	0.0	100.0		0.000	

1. Being on my own in college was an easy transition for me.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
16	7	0	0	0	23	0	1.000	1.000
69.6	30.4	0.0	0.0	0.0	100.0		0.000	

2. It was difficult for me to make friends first semester.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
5	18	0	0	0	23	0	1.000	1.000
21.7	78.3	0.0	0.0	0.0	100.0		0.000	

3. I wanted to return to college after first semester.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
21	2	0	0	0	23	0	1.000	1.000
91.3	8.7	0.0	0.0	0.0	100.0		0.000	

4. I know more about what I want from college after my first semester experience.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
21	2	0	0	0	23	0	1.000	1.000
91.3	8.7	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
All Respondents

25. I returned to college second semester because of friends.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
11	0	0	0	0	11	12	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

26. I returned to college second semester because of family.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
11	0	0	0	0	11	12	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

27. I returned to college second semester because of academics.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
17	0	0	0	0	17	6	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

28. I returned to college second semester because of career decisions.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
21	0	0	0	0	21	2	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

29. I returned to college second semester because I could not find a job.

- A. yes
-
- B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
0	0	0	0	0	0	23	0.000	0.000
0.0	0.0	0.0	0.0	0.0	100.0		0.000	

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
All Respondents

30. I returned to college second semester to achieve better grades.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
15	0	0	0	0	15	8	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

31. I returned to college second semester because I had nothing better to do.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
2	0	0	0	0	2	21	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

32. I returned to college second semester to continue my social life.

- A. yes
B. no

# A's	# B's	# C's	# D's	# E's	Base	No Ansr	Average	Median
% A's	% B's	% C's	% D's	% E's	100.0%		Std Dev	
11	0	0	0	0	11	12	1.000	1.000
100.0	0.0	0.0	0.0	0.0	100.0		0.000	

Telofacts 2

v1.1

2ND SEM. FRESHMEN(A)
2ND SEM FRSH FEMALES

#	# A's % A's	# B's % B's	# C's % C's	# D's % D's	# E's % E's	Base 100.0%	No Ansr	Average Std Dev	Median
1.	0 0.0	11 100.0	0 0.0	0 0.0	0 0.0	11 100.0	0	0.000 0.000	0.000
2.	0 0.0	5 45.5	6 54.5	0 0.0	0 0.0	11 100.0	0	0.000 0.000	0.000
3.	8 72.7	3 27.3	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
4.	6 54.5	5 45.5	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
5.	6 54.5	5 45.5	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
6.	8 72.7	3 27.3	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
7.	7 63.6	4 36.4	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
8.	10 90.9	1 9.1	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
9.	2 18.2	9 81.8	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
0.	5 45.5	6 54.5	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
11.	8 72.7	3 27.3	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
12.	5 45.5	6 54.5	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
13.	0 0.0	11 100.0	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
14.	1 9.1	10 90.9	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
15.	10 90.9	1 9.1	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
16.	8 72.7	3 27.3	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
2ND SEM FRSH FEMALES

Q #	# A's % A's	# B's % B's	# C's % C's	# D's % D's	# E's % E's	Base 100.0%	No Ansr	Average Std Dev	Median
17.	7 63.6	4 36.4	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
18.	6 54.5	5 45.5	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
19.	5 45.5	6 54.5	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
20.	5 45.5	6 54.5	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
21.	7 63.6	4 36.4	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
22.	1 9.1	10 90.9	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
23.	9 81.8	2 18.2	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
24.	10 90.9	1 9.1	0 0.0	0 0.0	0 0.0	11 100.0	0	1.000 0.000	1.000
25.	6 100.0	0 0.0	0 0.0	0 0.0	0 0.0	6 100.0	5	1.000 0.000	1.000
26.	5 100.0	0 0.0	0 0.0	0 0.0	0 0.0	5 100.0	6	1.000 0.000	1.000
27.	6 100.0	0 0.0	0 0.0	0 0.0	0 0.0	6 100.0	5	1.000 0.000	1.000
28.	10 100.0	0 0.0	0 0.0	0 0.0	0 0.0	10 100.0	1	1.000 0.000	1.000
29.	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 100.0	11	0.000 0.000	0.000
30.	8 100.0	0 0.0	0 0.0	0 0.0	0 0.0	8 100.0	3	1.000 0.000	1.000
31.	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 100.0	11	0.000 0.000	0.000
32.	6 100.0	0 0.0	0 0.0	0 0.0	0 0.0	6 100.0	5	1.000 0.000	1.000

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
2ND SEM. FRSH MALES

n #	# A's % A's	# B's % B's	# C's % C's	# D's % D's	# E's % E's	Base 100.0%	No Ansr	Average Std Dev	Median
1.	12 100.0	0 0.0	0 0.0	0 0.0	0 0.0	12 100.0	0	0.000 0.000	0.000
2.	0 0.0	2 16.7	6 50.0	3 25.0	1 8.3	12 100.0	0	0.000 0.000	0.000
3.	5 41.7	7 58.3	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
4.	7 58.3	5 41.7	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
5.	8 66.7	4 33.3	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
6.	7 58.3	5 41.7	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
7.	5 41.7	7 58.3	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
8.	10 83.3	2 16.7	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
9.	0 0.0	12 100.0	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
10.	3 25.0	9 75.0	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
11.	6 50.0	6 50.0	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
12.	8 66.7	4 33.3	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
13.	0 0.0	12 100.0	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
14.	5 41.7	7 58.3	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
5.	10 83.3	2 16.7	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
6.	6 50.0	6 50.0	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
2ND SEM. FRSH MALES

#	# A's % A's	# B's % B's	# C's % C's	# D's % D's	# E's % E's	Base 100.0%	No Ansr	Average Std Dev	Median
7.	7 58.3	5 41.7	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
8.	5 41.7	7 58.3	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
19.	8 66.7	4 33.3	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
20.	4 33.3	8 66.7	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
21.	9 75.0	3 25.0	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
22.	4 33.3	8 66.7	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
23.	12 100.0	0 0.0	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
24.	11 91.7	1 8.3	0 0.0	0 0.0	0 0.0	12 100.0	0	1.000 0.000	1.000
25.	5 100.0	0 0.0	0 0.0	0 0.0	0 0.0	5 100.0	7	1.000 0.000	1.000
26.	6 100.0	0 0.0	0 0.0	0 0.0	0 0.0	6 100.0	6	1.000 0.000	1.000
27.	11 100.0	0 0.0	0 0.0	0 0.0	0 0.0	11 100.0	1	1.000 0.000	1.000
28.	11 100.0	0 0.0	0 0.0	0 0.0	0 0.0	11 100.0	1	1.000 0.000	1.000
29.	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 100.0	12	0.000 0.000	0.000
30.	7 100.0	0 0.0	0 0.0	0 0.0	0 0.0	7 100.0	5	1.000 0.000	1.000
31.	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 100.0	10	1.000 0.000	1.000
32.	5 100.0	0 0.0	0 0.0	0 0.0	0 0.0	5 100.0	7	1.000 0.000	1.000

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
All Respondents

Q #	# A's % A's	# B's % B's	# C's % C's	# D's % D's	# E's % E's	Base 100.0%	No Ansr	Average Std Dev	Median
1.	12 52.2	11 47.8	0 0.0	0 0.0	0 0.0	23 100.0	0	0.000 0.000	0.000
2.	0 0.0	7 30.4	12 52.2	3 13.0	1 4.3	23 100.0	0	0.000 0.000	0.000
3.	13 56.5	10 43.5	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
4.	13 56.5	10 43.5	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
5.	14 60.9	9 39.1	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
6.	15 65.2	8 34.8	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
7.	12 52.2	11 47.8	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
8.	20 87.0	3 13.0	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
9.	2 8.7	21 91.3	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
10.	8 34.8	15 65.2	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
11.	14 60.9	9 39.1	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
12.	13 56.5	10 43.5	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
13.	0 0.0	23 100.0	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
14.	6 26.1	17 73.9	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
15.	20 87.0	3 13.0	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
16.	14 60.9	9 39.1	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000

TeloFacts 2

v1.1

2ND SEM. FRESHMEN(A)
All Respondents

Q #	# A's % A's	# B's % B's	# C's % C's	# D's % D's	# E's % E's	Base 100.0%	No Ansr	Average Std Dev	Median
17.	14 60.9	9 39.1	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
18.	11 47.8	12 52.2	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
19.	13 56.5	10 43.5	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
20.	9 39.1	14 60.9	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
21.	16 69.6	7 30.4	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
22.	5 21.7	18 78.3	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
23.	21 91.3	2 8.7	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
24.	21 91.3	2 8.7	0 0.0	0 0.0	0 0.0	23 100.0	0	1.000 0.000	1.000
25.	11 100.0	0 0.0	0 0.0	0 0.0	0 0.0	11 100.0	12	1.000 0.000	1.000
26.	11 100.0	0 0.0	0 0.0	0 0.0	0 0.0	11 100.0	12	1.000 0.000	1.000
27.	17 100.0	0 0.0	0 0.0	0 0.0	0 0.0	17 100.0	6	1.000 0.000	1.000
28.	21 100.0	0 0.0	0 0.0	0 0.0	0 0.0	21 100.0	2	1.000 0.000	1.000
29.	0 0.0	0 0.0	0 0.0	0 0.0	0 0.0	0 100.0	23	0.000 0.000	0.000
30.	15 100.0	0 0.0	0 0.0	0 0.0	0 0.0	15 100.0	8	1.000 0.000	1.000
31.	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 100.0	21	1.000 0.000	1.000
32.	11 100.0	0 0.0	0 0.0	0 0.0	0 0.0	11 100.0	12	1.000 0.000	1.000

APPENDIX D

**INFORMATION FORM/CONSOLIDATION OF
STUDENT INFORMATION**

Summary Of The Student Information Form

Each student filled out an information form at the first meeting. The information included in this sample form is a compilation of the information given by each student on his/her respective form.

The researcher did not include information which corresponds to State requirements for a high school diploma.

1. Name _____ Gender: Male/Female (circle) 14 male, 14 female

Age 17=1, 18=26, 19=1

Race: African-American = 1, Asian=1, Caucasian=24, Hispanic=2, Native American=0, (check one).

High School location: City _____ State Oklahoma= 21, California=1, Kansas=2, Texas=2, Colorado=1, Virginia=1. urban=10, Rural= 13, other 5 explain using numbers of persons in your high school, and approximate numbers of persons residing in your city or your town.

2. Permanent Address: _____ city _____ state _____ z-code _____

3. Telephone number at permanent address: _____ area code _____ number _____

4. Academic major: _____ If you have no declared major area of study, list what academic subjects you are interested in studying this year.

undecided=6, animal science=3, vetrinary=1, speech pathology=1, mechanical engineering=1, communications=1, sociology=1, landscape architecture=1, zoology=1, biology=1, chemical engineering=2, business=2, architecture=1, electrical engineering=4, agronomy=1, forestry=1, pre-medical=1 (one student indicated an interest in two majors).

5. List the high school courses which you feel most prepared you for academics in college.

chemistry=9, English=18, history=5, government=2, physics=8, math=6, computer programming=1, calculus=6, art=1, college political science=1, triginometry=5, algebra=5, geometry=1, psychology=2, biology=2, sociology=1, music theory=1, anatomy=2, physiology=1, science=2, typing=1, principles of technology=1, drafting=1.

Please answer the following with course titles:
English courses taken in high school:

Mathematics courses taken in high school:

Science courses taken in high school:

Drama, Art, Music, Physical Education courses taken in high school:

Other courses required in high school: In line with State requirements

Elective courses taken in high school:

**Teacher who influenced you the most in high school: Gender of teacher,
Male=8, Female=17**

**What subject did this teacher teach? physics=3, English=9,
psychology=1, math=7, physical education=1, history=1,
government=2, music=2, band=1, business=1, chemistry=3,
science=1, physical science=1, wrestling=1, computer science=1.**

How did this teacher influence you in high school?

- taught beyond the subject matter to life issues
- extensive explanation of material
- preparation for college English classes
- individualized approach to students
- set personal goals, examined different viewpoints
- philosophical approach to students
- taught subject matter well
- highly encouraging with students
- taught true dedication and striving for perfection
- made subject exciting
- included other subjects in context of the one taught. Taught how to write college essays and papers
- taught about life, prepared students for college, treated students respectfully
- outgoing and superior, made students work
- gave confidence through her life example, and encouraged success in students
- taught difficulty can be made easier by an enthusiastic and energetic teacher
- instilled self-confidence in students
- encouraged independent thinking
- good at application of material
- encouraged sticking to a problem until it was solved
- helpful anytime and encouraged giving best effort
- motivated to do best
- instilled confidence

- motivational and supportive
- encouraged accomplishments

6. List activities (clubs, organizations, athletic programs, service organizations, etc., that you participated in during high school.

Most students were involved in some activity area while in high school. Generally students participated in the following activities:

Females--Student govt., cheerleading, key club, French club, student school board, Mu Alpha Theta, Youth for Earth, colorguard, German and French clubs, SADD, Key club, Close-Up club, National Honor Society, Yearbook, basketball, softball, track, cheerleading, student council, FFA, FCA, competitive speech and drama, UNICEF, Big Sister Little Sister Program, Student Rotarian, Girls State, Church Youth Group, Tri-M, International Club, Church Choir, School Orchestra, School Choir, Lion Literary League, Band Council, Model United Nations, Environmental Science Club, 4-H, Thespians, Medical Careers Club, Foreign Language Club, Ecology Club, Latin Club, SWASS (drug awareness), Oklahoma Junior Classical League, Sports trainer. All female subjects were involved in two or more activities in high school.

Males: SADD, Kay County Republicans, Student Council, Science Club, Debate-Drama, Red Cross, United Way, NHS, Mu Alpha Theta, Spanish Honor Society, Lacrosse Club, football, basketball, baseball, FBLA, Knowledge bowl team, Boy Scouts, FCA, FFA, Junior Planning Committee, Tutoring, Foreign language club, Calculus, wrestling, track, marching band, Bible study groups, French club, ski team, health career explorers, weight lifting, Afro-club, university interscholastic league. All males were involved in one or more activities in high school.

7. List activities, programs, or service organizations that are interested in joining in college.

There were a variety of interests expressed by the students which ranged from leadership courses to band and to service organizations. One student expressed an interest in working in a soup kitchen over Christmas Break.

Females: House (residence hall government), RHA, XA, Collegiate FFA, Dairy Science Club, athletics, Special Olympics volunteer, Horsemen's Association, Pre-vet club, Big Sisters, Drama Club,

student government, Block and Bridle, Intramural football & basketball, Church fellowship, intramurals, band, Society of Women Engineers, Campus Crusade for Christ, freshman research scholars, Into the Streets, SGA, Honor's program, ski club, academic major clubs, Circle K. Eleven out of fourteen female subjects indicated an interest in college activities, programs, or service organizations.

Males: student government, college republicans, judicial board, colors of success (multicultural group), campus crusade for Christ, Afro-Am, intramurals, academic major clubs, collegiate 4-H, health career explorers, on the street program, resident assistant, church group, Bible study group, fraternities, FCA, Agronomy club, Block and Bridle Club, new friend program. Thirteen out of fourteen males indicated interest in college activities, programs, or service organizations.

Student Profiles

(S=student, HS=high school, C=college, M=male, F=female,
AA=African-American, A=Asian,
C=Caucasian, H=Hispanic, NA=Native American)

S1

Gender Female

Age 18

Race Caucasian

HS location--Urban Oklahoma

Academic Major--undeclared

HS courses preparing for college--AP English, Biology, History,
Pre-Calculus

HS English--American Lit., AP English, British Lit., Freshman Eng.

HS Mathematics--Algebra 1&2, Pre-Calculus

HS Science--AP Biology, Chemistry

Most influential HS teacher--English, Math

HS Electives--French 1&2

HS activities--Key Club, History Club, Dance

C activities--none listed

S2

Gender Male

Age 18

Race African-American

HS location--Urban Oklahoma

Academic Major--Biology

HS courses preparing for college--Sciences
 HS English--English 2-4
 HS Mathematics--Algebra 2, Geometry
 HS Science--Biology, Chemistry, Physiology
 Most influential HS teacher--Female, German
 HS Electives--Computer science
 HS activities--African Club, InterAct, Student Board Affairs,
 SADD
 C activities--Afro-Am

S3

Gender Female
 Age 18
 Race Caucasian
 HS location--Urban Oklahoma
 Academic Major--Sociology
 HS courses preparing for college-- Sociology, Music Theory, Eng.
 HS English--9,10,11,12H
 HS Mathematics--Algebra 1&2, Geometry
 HS Science--Physical Science, Biology, Chemistry, Geology
 Most influential HS teacher--Female, Music Theory
 HS Electives--Stagecraft, Psychology, Sociology, German 1,2,
 French 1
 HS activities--Colorguard, German and French Clubs, SADD
 C activities--Sociology club

S4

Gender Female
 Age 18
 Race Caucasian
 HS location--California suburb
 Academic Major--Landscape Architecture
 HS courses preparing for college--AP Calculus, English, Art,
 Political Science, Biology
 HS English--AP English
 HS Mathematics--Algebra 1&2, Trigonometry, Calculus
 HS Science--Chemistry, Biology, AP Biology
 Most influential HS teacher--Male, Chemistry
 HS Electives--Typing, Computer
 HS activities--Student government, cheerleading, Key Club,
 French Club, California Scholarship Federation, Student School
 Board Member, Mu Alpha Theta, Youth for Earth, Friday Night Live
 C activities--Recycling chairperson, Landscaping Club, (ASLA)

S5

Gender Male

Age 18

Race Caucasian

HS location--rural Oklahoma

Academic Major--Agronomy

HS courses preparing for college--Physics, Trigonometry, English

HS English--9,10,11,12 Advanced Composition

HS Mathematics--Algebra 1&2, Geometry, Trigonometry

HS Science--Physical Science, Biology, Chemistry, Physics

Most influential HS teacher--Female, Algebra, Geometry, Physics

HS Electives--Typing, Computer, Drafting, Agriculture

HS activities--Boy Scouts, FCA, Football

C activities--FCA, Agronomy Club, Block and Bridle Club

S6

Gender Male

Age 19

Race Caucasian

HS location--rural Kansas

Academic Major--Electrical Engineering

HS courses preparing for college--Physics, senior English, Math,
Principles of Technology

HS English--9-12

HS Mathematics--Algebra 1&2, Trigonometry, Analytical Geometry

HS Science--Physical science, Chemistry, Physics, Biology

Most influential HS teacher--Male, Physics, Chemistry

HS Electives--Welding, Engines 1&2, Principles of Technology,

Sociology, Psychology, Jazz Band, Orchestra

HS activities--Baseball, FFA, Junior Planning Committee,

Tutoring, Foreign Language Club

C activities--Electrical Engineers Club, Fraternity

S7

Gender Female

Age 18

Race Caucasian

HS location--rural Oklahoma

Academic Major--Undecided

HS courses preparing for college--teachers helped, no college
prep

HS English--1,2,3,4

HS Mathematics--Algebra 1,2 Geometry
HS Science--Life Science, Biology 1,2
Most influential HS teacher--Female, Business
HS Electives--Spanish 1&2, Economics, Business Law, Intro. to Computers
HS activities--National Honor Society, Yearbook, SADD
C activities--none

S8

Gender Male
Age 18
Race Caucasian
HS location--Urban Virginia
Academic Major--Forestry
HS courses preparing for college--English, Math Analysis, Physics
HS English--1,2,3,4
HS Mathematics--Algebra 1&2, Geometry, Trigonometry, Math Analysis
HS Science--Biology, Physical Science, Chemistry, Physics
Most influential HS teacher--Female, Algebra
HS Electives--Band, Weights and Conditioning
HS activities--Winter track, Marching Band, Bible Study
C activities--Church group, Bible Study

S9

Gender Male
Age 18
Race Caucasian
HS location--Urban Oklahoma
Academic Major--Electrical Engineering
HS courses preparing for college--Calculus, English Literature, Physics
HS English--American Lit., English Lit., Traditional English
HS Mathematics--Geometry, Algebra 2, Trigonometry, Calculus
HS Science--Physical Science, Biology, Chemistry, Physics
Most influential HS teacher--Male, Physical Science, Wrestling
HS Electives--Spanish 2,3,4,5, Drivers' Education, Wrestling, Art
HS activities--Wrestling
C activities--none

S-10

Gender Male
Age 18

Race C
HS location-- Rural Colorado
Academic Major-- Electrical Engineering
HS courses preparing for college-- English, Math and Science
HS English--4 English courses
HS Mathematics--Algebra, Algebra 2, Geometry, Advanced Math
HS Science--Biology, Chemistry, Physics
Most influential HS teacher--Male, Math teacher
HS Electives--2 computer courses
HS activities--football, basketball, baseball, student council, FBLA, National Honor Society, Knowledge Bowl Team
C activities--Engineering Organization

S11
Gender Male
Age 18
Race Asian
HS location--rural Oklahoma
Academic Major--undecided
HS courses preparing for college--Physics, Math, English
HS English--1-4
HS Mathematics--Algebra 1&2, Geometry, Trigonometry
HS Science--Physics, Chemistry, Biology, Earth Science
Most influential HS teacher--Male, Science
HS Electives--metal shop, gifted and talented program
HS activities--Student Council
C activities--none

S12
Gender Female
Age 18
Race Caucasian
HS location--rural Oklahoma
Academic Major--Animal Science/Pre-Vet.
HS courses preparing for college--English, Trigonometry, Algebra 3, Chemistry
HS English--1,2, AP 3,4
HS Mathematics--Algebra 1, Geometry, Algebra 2, Algebra 3, Trigonometry
HS Science--Physical Science, Biology 1,2, Chemistry, Zoology
Most influential HS teacher--Female, English
HS Electives--German 1,2, Business Computer, Typing 1

HS activities--4H, student council, National Honor Society,
yearbook, basketball, track, cross country, United Methodist Youth
C activities--Pre-Vet Club, Block and Bridle, Intramural Football,
basketball, and softball

S13

Gender Male

Age 17

Race Caucasian

HS location--Urban, Texas

Academic Major--Architecture

HS courses preparing for college--Governemnt, English, Math,
Drafting

HS English--Honors, 1,2,3, AP English 4

HS Mathematics--Algebra 1,2, Geometry, Trigonometry, Analysis,
Calculus

HS Science--Chemistry, Physics

Most influential HS teacher--Male, Government

HS Electives--Drafting,

HS activities--NHS, Mu Alpha Theta, Spanish Honor Society,

LaCrosse Club

C activities--Into the Streets Program

S14

Gender Female

Age 18

Race Caucasian

HS location--rural Oklahoma

Academic Major--Communications

HS courses preparing for college--CP English, Psychology, Human
Anatomy

HS English--CP 1-4

HS Mathematics--Algebra 1,2, Geometry

HS Science--Biology 1,2, Chemistry, Anatomy, Physiology

Most influential HS teacher--Female, English

HS Electives--Agriculture 1,2, Natural Resources, Spanish,
Athletics, Psychology, Horticulture, Independent Study of
Agriculture

HS activities--Basketball, Softball, Cheerleading, Student
Council, FFA, FCA, Competitive Speech, Drama, UNICEF, Big Sister
Little Sister Program, Student Rotarian, Girls State, Church Youth
Group, Church Administrative Council

C activities--Intramurals, Into the Streets Program, Big Sister Program, SGA, Honor's Program, Ski Club

S15

Gender Female

Age 18

Race Caucasian

HS location--Urban Oklahoma

Academic Major--Mechanical Engineering

HS courses preparing for college--AP Chemistry, Calculus, Trigonometry

HS English--Honors Freshman English, American Literature, Honors World Literature, Honors English Literature

HS Mathematics--Geometry, Honors Algebra 2, Trigonometry, AP Calculus

HS Science--Biology, Chemistry, AP Chemistry, Physics

Most influential HS teacher--Female, English

HS Electives--French, Music Theory

HS activities--Tri-M music, Honor Society, French Club, International Club, National Honor Society, Church Youth Group, Church Choir, School Orchestra, School Choir

C activities--Society of Women Engineers, Campus Crusade for Christ, Freshman Research Scholars

S16

Gender Female

Age 18

Race Caucasian

HS location--urban Oklahoma

Academic Major--Speech Pathology

HS courses preparing for college--Anatomy & Physiology, Algebra, Honors English, World History 3

HS English--1-4 honors

HS Mathematics--Algebra 1,2, Geometry, Math Analysis

HS Science--Biology, Chemistry, Anatomy & Physiology

Most influential HS teacher--Male, Band

HS Electives--Speech, Band, Keyboard, German 1,2, Spanish 1, Driver's Ed., Anatomy & Physiology, Math Analysis

HS activities--National Honor Society, German Club, Lion Literary League, Band Council, Model United Nations, Lutheran Youth Fellowship, Environmental Science Club

C activities--Lutheran Student Fellowship, Intramurals, Band

S17**Gender Female****Age 18****Race Caucasian****HS location--urban Oklahoma****Academic Major--Zoology****HS courses preparing for college--Psychology, Chemistry, Physics, Math, Basic Computer Programming****HS English--1-4****HS Mathematics--Algebra 1,2, College Algebra, Geometry, Trigonometry****HS Science--Physical Science, Biology, Chemistry, Physics****Most influential HS teacher--listed 5 teachers****HS Electives--none listed****HS activities--Ecology Club, Latin Club, SWASS (drug awareness), Youth and Government, Student Council, Homecoming Committee, Oklahoma Junior Classical League, Psychology Club, Sports Trainer****C activities--House (residential hall office), RHA, XA,****S18****Gender Male****Age 18****Race Caucasian****HS location--rural Oklahoma****Academic Major--Electrical Engineering****HS courses preparing for college--Honors Chemistry, Honors English, Honors World History, Chemistry 1****HS English--Honors 1-4****HS Mathematics--Algebra 1,2, Geometry, Math 1****HS Science--Biology, Honors Chemistry 1, Honors Chemistry 2****Most influential HS teacher--Female, Chemistry****HS Electives--Business Law, Economics, French 1,2****HS activities--French Club, Downhill Ski Team, National Honor Society,****C activities--J-Board, Become an RA, intramural sports****S19****Gender Female****Age 18****Race Hispanic****HS location--mid sized city, Oklahoma****Academic Major--Animal Science**

HS courses preparing for college--Chemistry
 HS English--English Literature, Composition 1, 2,3, Senior Comp.
 HS Mathematics--Geometry, Algebra 2, Algebra 3, Trigonometry
 HS Science--Biology, Chemistry, AP Chemistry
 Most influential HS teacher--Male, History
 HS Electives--Agriculture classes, Spanish 1,2
 HS activities--SADD, D-FY, Foreign Language Club, FFA, Youth
 Government
 C activities--Special Olympics, Horseman's Association, Pre-Vet
 Club

S20

Gender Female
 Age 18
 Race Caucasian
 HS location--urban, Oklahoma
 Academic Major--undecided
 HS courses preparing for college--English, History
 HS English--Composition 10,11,12,
 HS Mathematics--Algebra 1,2, Geometry, Accounting 1
 HS Science--Biology, Physical Science, Fundamentals of
 Chemistry, Ecology
 Most influential HS teacher--Female, Physical Education
 HS Electives--Health, Band, Athletics
 HS activities--Track, Honor Society
 C activities--none

S21

Gender Female
 Age 18
 Race Caucasian
 HS location--rural Oklahoma
 Academic Major--Animal Science
 HS courses preparing for college-- Chemistry, Government
 HS English--1-4
 HS Mathematics--Algebra 1,2, Geometry, Trigonometry
 HS Science--General science, Biology 1,2, Chemistry
 Most influential HS teacher--Female, English
 HS Electives--Agriculture, FFA, Home Economics, FHA
 HS activities--FFA, FHA, Yearbook, Pep Club, 4H, National Honor
 Society, SADD, Gifted and Talented
 C activities--Collegiate FFA, Dairy Science Club, Athletics

S22

Gender Male

Age 18

Race Hispanic

HS location--rural Oklahoma

Academic Major--Business

HS courses preparing for college--English, Algebra, U.S. History,
Typing

HS English--1-4

HS Mathematics--Basic Algebra, Geometry, Algebra 1,2

HS Science--Physical Science, Chemistry, Biology, Computers

Most influential HS teacher--Female, Algebra

HS Electives--Typing, Computers, Art

HS activities--Yearbook, Basketball

C activities--Intramurals, major club

S23

Gender Male

Age 18

Race Caucasian

HS location--rural Oklahoma

Academic Major--Chemical Engineering

HS courses preparing for college--Honors and AP courses

HS English--1,2, Honors English 2, AP English

HS Mathematics--Algebra 1,2, Honors Geometry, Trigonometry

HS Science--Earth Sciences, Chemistry, AP Chemistry

Most influential HS teacher--Female, Algebra

HS Electives--French, Crosscountry-track, Speech/Debate

HS activities--SADD, Young Republicans, Student Council, Young
Lawyers, Science Club, Debate/Drama Club, Red Cross, United Way

C activities--College Republicans, Into the Streets, New Friends
Program, Student Government

S24

Gender Male

Age 18

Race Caucasian

HS location--rural Texas

Academic Major--Chemical Engineering

HS courses preparing for college-- Trigonometry, Physics,
Chemistry, Algebra 1,2, Geometry

HS English--1-4

HS Mathematics--Algebra 1,2, Geometry, Trigonometry
HS Science--Physical Science, Honors Biology, Honors Chemistry,
Physics
Most influential HS teacher--none listed
HS Electives--Band
HS activities--Band, National Honor Society, Speech and Drama
Club, University Interscholastic League
C activities--Judicial Board, Colors of Success, Campus Crusade
For Christ

S25

Gender Female
Age 18
Race Caucasian
HS location--suburb Kansas
Academic Major--Education, Theatre
HS courses preparing for college--English, College Algebra,
American History
HS English--1-4 Honors
HS Mathematics--Algebra 1,2, Geometry, College Algebra
HS Science--Physical Science, Biology, Anatomy & Physiology
Most influential HS teacher--Female, English
HS Electives--Contemporary Issues
HS activities--Student Council, Honor Society, Thespians, Drama
Club, SADD, Medical Careers Club
C activities--Big Brothers/Big Sisters

S26

Gender 26 Male
Age 18
Race Caucasian
HS location--rural Oklahoma
Academic Major--undecided
HS courses preparing for college--Chemistry, Calculus,
Trigonometry
HS English--1-4
HS Mathematics--Algebra 1,2, Trigonometry, Calculus
HS Science--Biology, Chemistry, Physics
Most influential HS teacher--Female, English
HS Electives--none
HS activities--Student Council, track
C activities--Student Government College Republicans

S27

Gender Male

Age 18

Race Caucasian

HS location--small town Oklahoma

Academic Major--Pre-Medical

HS courses preparing for college--English 4, Trigonometry

HS English--English 4

HS Mathematics--Algebra 1,2, Geometry, Trigonometry

HS Science--Biology, 1,2 Chemistry

Most influential HS teacher--Female, English

HS Electives--Russian 1,2, Office, Agriculture Education, Driver's Education, Psychology

HS activities--4H, FFA, Health Career Explorers, football, basketball, baseball, track, weight lifting, church youth group

C activities--Collegiate 4H, Into the Streets, intramurals

S28

Gender Female

Age 18

Race Caucasian

HS location--mid size Oklahoma

Academic Major--undecided

HS courses preparing for college-- Physics, pre-calculus, chemistry, college-prep English

HS English--1,2, college prep 3, 4

HS Mathematics--Algebra 1,2, Geometry, pre-calculus

HS Science--Biology 1,2 Chemistry, Physics

Most influential HS teacher--Female, Music

HS Electives--Choir, Home Economics, Spanish 1,2

HS activities--Church, Music, Student Council, Yearbook, FHA, Show Choir

C activities--none

APPENDIX E

INTERVIEW QUESTIONS

First interview:

1. Describe your idea of an academically and socially prepared college freshman.
2. Why did you choose OSU for college?
3. As you look over your experiences so far, what would have helped you better prepare for college?
4. What are your perceptions of your progress as a student?
5. Are there any particular problem areas you are facing academically and socially at this point in time?
6. What is your perception of university life so far?
7. Do you consider yourself to be prepared academically for the courses you are taking this semester? Describe how you are not prepared.
8. Do you consider yourself to be prepared for the social life of a college student at this point of the semester? What has been the most difficult social adjustment for you so far? Describe why this has been difficult.
9. What are some of the demands of your coursework so far this semester?
10. What are some of the differences in the demands of your social life this semester as compared to high school?
11. What changes have occurred within you so far this semester? Describe these changes.
12. What activities, programs, service organizations, and courses have been helpful to you so far this semester? Please be specific.
13. Which persons, services, or information have been the most beneficial thus far in your adjustment to college academically and socially this semester? Please be specific.
14. Do you have any additional comments about your initial month or five weeks that you would like to relate?

Second interview:

15. What are your feelings about college now that the semester is almost over?
16. When things become difficult for you, how do you deal with the difficulty?
17. What is it going to be like going home for an extended time over Christmas break?
18. What have you thought about since you left home for college?

19. During the first semester what differences did you notice about the high school atmosphere and the college atmosphere?
20. Will you return to OSU next semester? Why? If not, explain why you will not return.
21. When you go home for Christmas break, what will you tell your parents about college?
22. Imagine that you are forty years old. What would you tell your child about college as s/he prepares for the freshman year?
23. What kind of students do you think universities want?
24. What kind of priorities should a college student have in college?
25. What have you learned that you did not know before entering college this year?
26. Do you think you are different than your friends who did not attend college this year? Describe how you are different.
27. Which courses have been the most important this semester. Why?
28. Have your ideas changed about your maturity as a person this semester? Explain.

Third interview:

29. What was your GPA first semester?
30. Looking back on the first semester, how would you assess your role as a student from an academic and social standpoint?
31. What were the biggest changes in you socially first semester? Academically?
32. How could the university help you achieve your goals?
33. If you were recruiting students for OSU, what would you say about the university to prospective students?
34. What non-academic services are available for your use at OSU? (Support services).

Fourth interview:

35. Percentage-wise, 100% being the total, how much time did you spend academically and how much time did you spend socially first semester? Second semester?
36. What advice would you give next year's freshmen about preparing for college academically and socially?
37. What role did finances play in your first year of college? What scholarships or financial assistance do you have?

38. Imagine you are an academic advisor. What would you tell an incoming freshman about college?
39. What changes did you experience between first and second semester of your first year of college? *291*
40. If you had your freshman year to do over what would you do differently?
41. How did you limit your successes this year?
42. What were your successes this year?

APPENDIX F

VERBATIMS (INTERVIEWS 1-4)\FRESHMEN

GRADE POINT AVERAGES

Verbatims of First Interviews

(First Interviews Scheduled in September/October after the fourth week of classes through the seventh week of classes.) Twenty-seven out of a possible twenty-eight students participated in the initial interview, 27/28=96%. One female students' interview did not translate from the tape due to noise interference caused by maintenance workers. (S=student, number=the interviewee's code throughout the four interviews, F/M=male/female). These verbatims are not edited. The researcher transcribed interviews with participants as closely to authentic word useage as possible.

1. Describe your idea of an academically and socially prepared college freshman.

S-1F Ok, um, it would have to be one who came--who would know what they expected out of college and who knows what they really came in here for. Um, it would be knowing people here and getting to know the school, I mean not just choosing the college and then coming, but I mean getting into the programs and activities that go along with the school. And being prepared to just be studying a lot being able to be competent to come to college on your own and being able to leave home and just start to make your new life on your own. I think that's all.

S-2 M-First of all I think they should come up here and have in mind some of your goals what you want to do in the courses so you can prepare for your profession and uh uh really just have your mind set on your goals and go for what you want. And social, you know, be open -minded meet new people, don't be scared, don't be shy, you know I'm shy and I have a problem speaking up and basically just trying to be sociable.

S-3 F- Academically, uh, I think you need to have a good high school background. You need to have a well rounded you need to be a very well rounded person. You need to have lots of experience in the Arts and sciences and the Humanities all that . And um, I think for women I think it needs especially to be more in the sciences and mathematics because of the rise of women in the more technical fields and not so much in clerical work, and men need to broaden into the arts and humanities and open up that side of them and socially, I think whatever makes you feel comfortable whether you like to do things in groups, or whether you are just an artist and you like to work in sculpture and painting or whatever I think socially you I don't know that's a tough one...just feel comfortable in any surrounding that you are in. I think um that's important.

S-4 F-I think that an academically and socially prepared freshman would be one they've learned or they're learning how to balance the time between studying and also having fun, because I think that both parts are a very important part of college and um I think studying should come first although it doesn't always it's sometimes hard for that to come first. But you should definitely set aside times to study and I would even suggest making a calendar of what you have to do for the next day or whatever and then that way you can, you can socially have a better idea of how much time you can spend with you friends, but I think that without the social life college wouldn't be any it wouldn't be a learning experience, because you are learning from your friends and the new people that you meet, so...

S-5 M-An academically prepared freshman is one who would go to class regularly take notes, listen and in a sense that he or she can do in the class given the knowledge and background they already have. Socially, it just to be active don't just sit in your dorm room all of the time. Get involved with different organization, clubs and with people on your floor or if you live in a house just interact with people.

S-6 M-Oh, I don't know, somebody who knows that they have to study really hard and that that that the social part is just kind of a by-product of coming to school here to study, 'cause that's why they're really here is to study, and then the social part is an extra that's kinda helpful.

S-7 F- Academically you have to be prepared to take tests take notes to listen better just to really pay attention to the teacher because in high school you know you're just sitting there you know whatever, but in college you've really got to pay attention and that's something that I'm really having trouble with and socially you've just got to meet people and be friendly don't be afraid to um say "hi" to somebody you know walking to class or something just be friendly, be yourself, don't try to impress people like that.

S-8 M-Academically prepared? Well I think that academically prepared you have to realize that it's going to be a lot different than high school, it helped me out a lot because my Father was explaining to me he said alls you're going to do is study. I'm looking to get an ROTC scholarship so your like going to be sitting down and studying all the time, and basically he prepared me, um like I said it's not anything like high school, like the test I took today it was over everything we've covered there was no outline to it. Which is how most of them are going to be does that answer your question? What would you expect a freshman to know coming in about academics? Well, when I came in I just expected it to be a lot harder um I didn't know too much about it, because I didn't talk to actual um actual students in college so it was pretty much just from what my my Dad had told me and from my expectations of it alone which um which were kind of underestimated I it's a lot harder than I thought it would be. But,How would you prepare socially for college? Um I don't know if I actually prepared socially for college um mean as in friends and stuff like that? That would be part of it. I just went along with what happened um friends that I go, I got and I didn't actually prepare for that part of it.

S-9M Um they're prepared...you mean like how they did in high school. Well, they study for tests and stuff always pay attention in class and so that they can get used to doing that, and they do their homework. Socially, they would probably be like in an activity in a sorority or go to football games, or maybe be in student council or some kind of club.

S-10M Well, they should have taken college prep courses in high school, I guess and socially, I don't know if there is anything to help you get ready for it. Just gotta be outgoing and good at making friends, I guess.

S-11M Oh one that's gone a definite four years of high school...I don't think in high school you should be able to skip grades it should all be done in grade school and junior high, because that's an important social growing time, and take as much Math and Science as you can (laughs).

S-12F Uh...taking the right classes in high school helps, and you have to study a lot more than I did in high school...be hard working, be responsible, so you can get your studies and get to class. Socially, you have to be responsible too. So you don't get into trouble. And, I don't know...

S-13M Um, as far as socially goes you don't need to be necessarily outgoing, but more open I mean you can't sit in your room all day I mean you have to get out there and make as many friends as you can, because you don't know when you will need some help or anything like that. Um, academically, um like college prep courses would probably be the best, I mean that's what has helped me so far. All the college prep courses until the advanced placement and honors.

S-14F It would be a person in high school that took college preparatory classes, and it would probably be a person who had to do a lot of studying in high school, or not necessarily had to but did so anyway. Like in high school I didn't do a lot of studying I never had to study for anything

and so when I came up here I was really unprepared because I didn't have any study skills or any note taking skills or anything like that and a socially prepared person would be someone who had enough social experience to make decisions on her own and not to have her friends or the people they are dating make their decisions for them, and a person who has had enough experience to see which those type of people that are good for them as opposed to who are bad for them who like lower their self-image or do something like that.

S-15F Um be someone who's um oh gosh..just someone that's academically prepared, good study skills um I don't know someone who's outgoing, maybe.

S-16F My idea of an academically and socially prepared freshman would be someone who has had a lot of college prep courses in high school, and someone who is not afraid to be independent and be away from their families because it is really hard to um you know to get adjusted to not having Mom there everyday. Um someone that can handle microwave cooking, when the dorm food is not too appetizing. Socially, someone that can be outgoing enough that they can make friends because this is just a huge campus, and you have to be willing to make the first move, you can't wait for people to come to you, so that's probably the first adjustment as far as the social goes, you've got to be willing to make the first move with people.

S-17F My definition of an academically and socially prepared freshman is a student who that can come to college and and is able to balance the two out, because I've always felt that you can't be all academic or all extracurricular, because it just doesn't work out. At the end I think it ends up really stressing the student out and causing problems. And I think that it is a good indication that the student was prepared, if they've got a balance between the two. I think that they're able to balance their time, sometimes that includes saying no to certain things, and that's something that I have to learn, is to be able to say no sometimes to things I would just normally have done.

S-18M-Academically and socially prepared? Well, it wasn't me. I got to school, and didn't know what to expect I suppose my classes that I had taken in high school had prepared me somewhat for the academics but as far as social, it's a completely different experience from high school. Where high school was pretty much a little society within itself, and you are pretty much restrained what you can do and I mean pretty much in general your thoughts and your ideas are pretty much restrained to the schools' thoughts and ideas, at least that's what I saw. Whereas when you come to OSU there is such a wide variety of people and ideas that you can expand your thoughts and all that to a lot more ideas. And the academics, I suppose I was ready somewhat—it took me by surprise—where in high school I could attend class, do my homework, and study and I 'd do OK, and I got here and I've been trying to do that and it's kind of showing me it's not going to work. I'm going to have to put a lot more effort in to it than I did in high school.

S-19F-Probably someone who has had a lot of honors courses in high school. They are well-rounded in every area Math, Science, English and probably even History. Probably someone who is emotionally mature and ready to handle the responsibilities of college life. They don't like to party a lot. They're ready to settle down and study hard.

S-20F-They, I guess they like to spend time studying, but also know what their limit is and take time to go out and do things with people. Not just lock themselves in their room, but they also know not to spend too much time goofing off.

S-21F-Just one that come from a good school that prepares for college, one that's willing to come here and accept the responsibility of actually going to class and stuff when you don't have to. Socially, one that's willing to meet people not be shy cause there are lots of people up here.

S-22M-I think you would have to prepared himself before he came up here. I think he would keep his mind on the first thing, the priority being keeping his grades before he went out and socialized or anything. Doing his homework, and keeping his grades up.

S-23M-Well, just someone that that is not so much what courses they take in high school, but someone that's got the self-confidence they need to go to classes first of all not to skip out on classes, but to go to classes, um buckle down and be able to study—study skills are very important—-I think you need to be able to you know, take what the teacher gives you, read on your own, go over the notes on your own and uh, and be able to do well for yourself.

S-24M-One that academically prepared would be like he had all the courses in high school you know like TRIG and Algebra you know like the math and the Chemistry you know he had all the courses to be prepared for college. And socially is able to make new friends easily and able to get along with people.

S-25F-I think that they have to be able to balance both of those things real well, and uh, well, that's about it I guess.

S-26M-Academically I think that you should be well prepared through high school with your course work and counsellor to be able to come up here and walk into the college classroom and succeed and understand what's going on..good study skills and good study habits and good just overall background.

S-27M-Academically and Socially, probably one that has a really good schedule. One that sets time aside for homework and you know social events. Cause I know myself, I find myself you know putting social things before my homework or something like that or maybe not even on purpose, maybe just like getting back to my room at midnight and thinking, "Oh gosh I forgot about this or that.", so I you know both academically and socially probably one that's well organized.

This interview did not translate due to noise in the residence hall and the soft voice of the interviewee.

2. Why did you choose OSU to go to college?

S-1 Um, I would have liked to have gone out of state, but I don't think I could have handled that my first freshman year because I am just used to living at home and I didn't want to go to OU because my whole family was just from OU and I wanted to be the different one and come here and I like the atmosphere better here because I feel like OU there just more snobby they're more upper class—I don't know, it could be the same here, but this is more relaxed and I just feel more comfortable and that's why I came. I mean I knew lots of people that were gonna come here but I mean it was still I was gonna come here whether or not they were going to.

S-2 uh, just really didn't choose it basically it was close to home I intended to go to Hampton University in Virginia and it was just close to home basically, I only plan to stay here one year and transfer after my freshman year in Virginia so it's basically just to do some of my basic courses and get college life down.

S-3 Well, we at the time when I enrolled I didn't know that we were moving to Houston over the summer. So, we were staying in Tulsa for all I knew, so that was just convenient and affordable and um I a decent place to go versus _____ or you know or various other Oklahoma schools. I liked the business program which was originally what I was going into, but now that I've gotten here I've gotten completely away from business and into sociology so, um and now I'm going to move on to another school that has more social sciences programs.

S-4 Because I visited here at Spring Break last year and I really enjoyed it, the people were really friendly, they came up to you and they seemed like they actually wanted you here and um they have good I've heard good scholastic things about them at the same time it's not like some of the schools that where I live where it's so competitive that you can't enjoy yourself at the same time.

S-5 The main reason is because of the strong Agriculture department. I come from an Ag background, I've done it all my life, and I have a keen interest in that field of study. That's why I came.

S-6 Well, I got two uncles that went to school here, and they talked it up pretty big, and it was closer than any other major university from my home town so I just kinda picked it because uh how close it was and all the good stuff I heard from my uncles.

S-7 Well, I really wasn't planning on going to college. My parents said you know you really need to so um it was either this or OU or Baylor and I didn't want my parents to have to pay out-of-state tuition and uh from what I've heard about OU it just didn't sound like the place I'd want to go and I've heard a lot of good things about OSU so I came here.

S-8 Well, my reason for choosing OSU was I had an interview with a professional forester and he gave me some information on colleges that had pretty good programs for forestry and Oklahoma State was one on the list and I also get in-state rates in Oklahoma which was also another factor.

S-9 Ever since I was a teen my older brother he went here and my sister went here and my next brother went here, and none of them really graduated from here but they started going here and ended up graduating from somewhere else. So, they still, they would always I mean even though OSU wasn't good in football they would cheer for OSU and so I would cheer for OSU. I knew that engineering I wasn't wanting to go into engineering, and OSU has one of the best in the State.

S-10 Well, I got a freshman fee waiver and it was cheaper to go out- of- state, to come to Oklahoma with that fee waiver than to go in-state. And I have a lot of relatives here and I was interested in OSU.

S-11 It's far enough away from home where I can have some freedom, but it's not so far that I don't get homesick.

S-12 I'm interested in pre-vet and they have a good pre-vet I mean they have a good vet school. But I'm thinking about changing that, but I still like it here. It's a pretty campus, people here are nice.

S-13 Well, my major is Architecture, and this is one of the best Architecture schools in the Nation, and I could have gone to UT, cause I'm from _____ and uh, but I mean that UT is like 60,000 students, and I just wanted a change I figured small town life might be a change for the better.

S-14 They gave me the most money...sounds real bad. Most of the colleges I applied to were terribly expensive, and I was accepted to some of the ones I wanted to go to but I couldn't afford it..that and OSU has a pretty good Communications department and that's what my major interest is in.

S-15 Um they have a good engineering program, I got scholarships here. I got scholarships at other schools, but they were more expensive to start out with so there's still more money to pay. So, it was a reasonably good price, plus I knew a lot of people coming here.

S-16 Well originally I was determined not to go in-state at all, I just thought I have to broaden my horizons and go away from home, but OSU was the one school that was really really nice to me. They called me and sent me a Valentines Day card, they want me. I knew that they wanted me. They gave me a lot of good scholarships and they just appreciated me as a person, as opposed to the other schools where I was just a number, so that's why I came here.

S-17 I chose OSU because they had semi the program that I need. I'm going into _____ and that's sort of a rare and not often found subject area not found in most schools. And when I came here I found that there was a professor here that was working um, with that, and so I found out that there were opportunities for me to do work study (there were several indecipherable words spoken here which did not record due to a maintenance project which drowned out the taping). And so that kind of gave me my foot in the door, um and also I found the campus was really friendly, and they made a real good impression on me. I felt that this would be a place where I would feel comfortable. And that I would be able to get the information that I would need, and so that those were my first, my initial reasons and it just kind of was luck, and I am glad that it was, and it is closer to where I am from which is _____ Oklahoma, so it was close to home but it was far enough away that it was suitable for me.

S-18 I had it narrowed down to two school, North Carolina State and OSU and at the time when I was pretty much forced to make the decision of which school I wanted to go to I wanted to go to North Carolina State, went to Orientation there, stayed in the dorms for three days, and had a pretty good time there. I felt pretty awkward. I had a pretty steady girlfriend at the time too. I had intentions eventually marrying and she was back here in Oklahoma and uh, it was either go to North Carolina State which I think is probably a better Engineering school or go to Oklahoma State which is a good Engineering school and be close to _____. I chose to go to OSU and we broke up about a week before I came here.

S-19 Well, it's a real good school. They have one of the best Vet schools around. Plus my Dad's a big OSU fan. So those two factors.

S-20 Well, a real good friend of mine, she went here, and I wasn't really exposed to any other school but she talked to me and she showed me around and I really when I came here I felt comfortable here and so, I decided to come here.

S-21 Because I liked the idea of a lot of people in a university situation um, and my major is Agriculture, and this is an agriculture school so...

S-22 It was just I felt that it was a better school than the other schools in the State and you know academically.

S-23 I had no other choice. I was supposed to go to the Air Force Academy, but it didn't work out, and I never wanted to go to OSU, and I don't plan on staying, but it just turned out that all of a sudden June first came and then my plans for other colleges worked out, so, this was the last place that would still give me money, so, this is where I am.

S-24 Because I was going to major in Chemical Engineering and I liked the looked it over and I liked the Engineering school here.

S-25 Well, I chose it for a real stupid reason. I just I didn't really know where I wanted to go and I have relatives that have gone here, and my favourite cousin is going here and we were going to room together, and that was about it. That just kind of made up my mind.

S-26 I was planning on going to _____ on a track scholarship, but I decided to go ahead and put athletics aside and start focusing on academics, and OSU offered me the most scholarship money for academics.

S-27 Cause I've visited the campus probably hundreds of times. I've been up here for scholastic events and things such as that. I know people that have gone here before. I was in the 4-H program real big in that you know, this is like the maiden place for that like the State office is here, so I've visited here a lot, and really like the campus, really like the people. I've visited other schools like _____ and _____ and a couple of other junior colleges and I just liked OSU better. I just liked the people and the environment.

3. As you look over your experience so far this semester what would have helped you better prepare for OSU?

S-1 Well, hm, studying more in high school. I went to a public school and they like just do is a your work you know, and you could get away with lots of stuff 'cause I mean I didn't do a lot of my work I mean I still learned but I could have learned a lot more. And, I could have probably gone to a better school, I mean private school, I mean that probably would have better prepared me. I think that's all.

S-2 Uh, in high school you know I sorta regret because I don't take reading seriously you know I scan a lot didn't really read like I was supposed to..just to pass you know B's and A's in high school. I wish I would have taken speed reading courses in high school, writing skills 'cause it's like in some of my classes I have to read a lot and I am not used to reading a lot.

S-3 Oh um definitely being more involved in Student Council, I was last year, and I had a great time. And um that gave me more confidence in dealing with people and large groups and um I think you just need to be able to work with people whether large masses or one on one you know um just being involved in lots of activities.

S-4 I think seriously looking as far as classes at least looking more into the future of what you're having to take in college because a lot of my classes didn't i learned things in high school but it didn't really prepare me as much as I would have liked to have for college and some things I overlooked in high school like I took an AP biology class and instead of taking the test so that I could so I would not have to take it in college, I just blew it off and thought I'd like to take it in college, but then down the road you think it would have saved you a lot of time, and money and energy. So just little things like that.

S-5 Probably being a better, knowing how to study better, beforehand how to prepare myself for exams, how to take notes, how to the social part was fine and the academic part was fine. I could have done better in the academic part.

S-6 Uh probably studying a lot harder in high school, or taking uh uh a lot more advanced classes than I did.

S-7 Like I said in high school I really didn't pay that much attention and I really didn't have to study for tests I just went in and took them. That's really the only thing the tests because you have less of a chance to get a grade (good) here. Whereas in high school in can make it up with your daily assignments and stuff—it's harder to get a grade here.

S-8 I don't think there's anything. I think I've done fairly well for my first five weeks and I don't think I'd do anything different.

S-9 Um....if I would have..I mean I know that everyone says that you've gotta study all of the time but teachers give you assignments to read and stuff, in high school it's like I would pay attention and do the homework and I'd get good grades and I wouldn't study that much but here they don't cover everything. If you don't read what they want you to read...so you've got to read a lot, so you're studying most of the time not counting the assignments that you've got to do. You know I wish I would have known that before I started then I would have started out doing that. It took me a couple of weeks before I realized....

S-10 Making more money this summer....that's my basic worry right now.

S-11 Finding a better Math teacher in my high school (laughs) it would have helped a little.

S-12 I don't know...(long pause)....I took pretty hard classes in high school..I feel prepared. Chemistry is kind of tough, I just have to work at it.

S-13 Um, if I learned how to study cause I still don't know how to study. Because I went through middle school and the first years of high school, and I never had to study for anything really, and then my senior came and I still don't know how to study, and that's my biggest problem.

S-14 Study skills and a lot of it out of my high school I've been discovering was pretty deficient in several areas. And they should have I don't know how they would have gone about doing it, but somehow they should have instilled in us better study skills and and and they should have prepared us better in the area of Math, because everybody from my high school is struggling with Math, and not just this year but last year and the year before and so on and so on...they should have just provided us better and more college preparatory classes cause in my high school they only have one college preparatory class and that's English and that one really helped a lot I mean that one was really by far the only experience that I had previous to college that really prepared me for it.

S-15 Taking some of my classes in high school more seriously, and studying a little more. And and what else.....

S-16 Probably in high school if I would have had a workshop or someone tell me how different the classes are in college, because the classes in high school it was no problem for me. I studied the night before for everything and I always made A's, and here I have to study for a week or two ahead of time, and you know you have to review all your notes, whereas in high school it's no big deal. So that's what has been so different for me is the class work it's so different. It's not that it's so hard, it's the preparation it takes a lot more preparation time. I wish someone would have

told me that from the very beginning, because it kinda hit me after my first round of tests, that maybe I didn't study enough. So, that and probably I did not know what to expect about the dorm at all. It turned out better than I thought. So I wish someone would have eased my mind, cause I was stressed out for weeks about living in the dorm.

S-17 I'm not real sure. Maybe getting a chance to get to do things on my own this summer, or but I was pretty much able to do that. My parents it was really hard for them to do that, they oversaw what I did, but they gave me a little freedom to choose what I was going to do and how I was going to balance my time if they saw that I might be messing up they would talk to me, but really I don't know how I could have been more prepared I was I've always been an independent person and I've always been socially outgoing and I've always been real consistent in my school-work, so, I kinda in a way had a step up from a lot of people that I met here. When I got here, so I kinda feel like I was pretty much prepared in what I didn't know were things that I had to learn here. They were things that I had to experience in order to prepare myself.

S-18 I think what would have better prepared me is have someone sit down and tell me that I can't just float through college like I did in high school. And lots of people told me that, but I just didn't listen. But, you can't just party all the time, you are going to have to put out a lot of effort. I think one of the biggest helps I had was some of my teachers in high school who were I guess college prep classes, they helped me a lot but I still didn't believe them. I don't know if you can really get prepared. I think it's an experience you have to go through. Especially if you are as stubborn as I am. Won't believe it unless you see it yourself.

S-19 Probably taking harder classes in high school. Taking harder English classes, I've had a hard time with English, just because I don't like to write. Maybe taking Trig in high school.

S-20 I didn't know exactly how my classes, or what my professors would be like. I wasn't ready for all the responsibility like you are responsible for all the studying, it's kind of different. I don't know how I could have been prepared.

S-21 My high school courses, if they would have been more tedious, cause I come from a little school, and you don't have to study or nothing, I mean I never studied at school, and now it's like got a test, you better study for it. If I would have had harder classes and taken harder courses back in high school I think I would be better prepared.

S-22 Probably doing some more research would have helped me more. And um, probably if I would have taken harder classes in high school probably would have done better study skills in high school would have helped me a lot too.

S-23 Nothing really, I think I've been very prepared, maybe a little money. If you are listening Mom and Dad, send me money!

S-24 Oh, maybe uh, learning how to study just a little bit better. Improve my study skills a little bit more.

S-25 Uh...realizing that this was totally different. You know like no parents, no like you're just totally independent, it seems like. Well, for me I just came here and it just happened. I hadn't thought about it. I just needed to think about it and kinda prepare myself, just tell myself you know this is different. You've gotta be together, and I don't really know exactly....

S-26 Um, basically trying to retain more of the information that was presented in high school.

S-27 Well I've noticed I wished that my high school, cause I come from a real small high school—I mean not putting them down—I love the high school, as far as college prep courses, they were not really ready for it. I mean now I have Chemistry 1314 and it's really giving me a hard time just because I wasn't ready for it. I mean I've never seen some of the stuff before. I mean it's all just like new to me. I'm having to start over from scratch, and people who you know had college prep courses in Chemistry were you know had at least seen it before—had a taste of it. So, I wish I would have taken maybe even a summer course or something to get ready some of the...I would advise anybody to do the same. And maybe like I said too, planned out a schedule at the beginning of the year, and stuck to it. You know now I've started to where I have a big calendar to where I put everything down and...I'm getting there. Probably the most important thing is to prepare yourself through you know with different harder classes in high school.

4. As you look over your year so far, even though it has been a relatively short time, what are your perceptions of your progress as a student right now?

S-1Um, I think I'm adapting well. So far. Um, I'm studying more than I thought I would. Um, as far as I know I'm doing better than I thought I would. I'm sure there are people out there that are just freaking out. I don't know, I think I'm doing pretty well so far.

S-2 my perceptions....as a student? In college. I want to do good. And I perceive as being a black male, an African -American male at OSU you know I feel it's harder I mean that's just how I look at it you know predominantly white school is harder for African-American male and I perceive as being an African-American male I have to do I have to be harder and stronger and much more assertive getting my point across to my advisers my future tell them what I want and what I need so it's basically I just feel I have to work harder.

S-3 Oh wow..Well I've definitely found which classes I'm better in than I thought I was going to be and I've been able to learn to work with different teaching methods and get along better with people here than I had at home , and it's just being on my own I get to make choices of what I want to do and when I want to do it and that's helped me just be able to get along with people better. I don't have someone over my shoulder saying do this now, No, I don't want to do it now, I want to do it when I feel like it , so, that's that's a lot of it.

S-4 It's really weird because I can already tell that I have progressed somewhat because when I first got here the first week we really didn't have much homework anyway but like the second or third week I was still trying to get used to having people living with you and and trying to learn to know these people and still trying to get your academics stuff done, and I had a real hard time because I tended to you know if someone said come on let's go get a coke, then I'd do that. You don't realize that two hours later you come back and you have to do more homework, and it was hard for me because I tended to um you know when you don't start your homework until 12 o'clock at night and then you stay up until 3 in the morning and actually I still do do that sometimes so that's the biggest thing it's just learning when to know when to say when. Not go our with you friends or do whatever.

S-5 My perception is that I have progressed I know I have because I'm learning. I'm learning something new everyday. And I'm retaining it and my progress is very good in that respect.

S-6 Well, I'm starting to get uh when I first came here I was really unorganized and I didn't have a real rhythm or a schedule of study and stuff like that, and now I'm getting to where I'm getting a schedule down and I kinda keep, if I keep by the schedule I have plenty of extra time to do the things that I want to do, but I still have but I still get my studying done.

S-7 Like from the first day of school 'til now? I'm doing better than I thought I would um I was really nervous about all the work, I thought it would be really hard, I mean when we first started out it was just like high school you
 you get a syllabus and they tell you what's going on and you start out slow and it's getting a little bit more hard, but um I'm going to have to change my study habits and get with it and study current in all my work.

S-8 Before or after the test today. No, I feel I'm doing well except for that test today. See what happens with that. Um I'm doing better than what I expected to do, actually.

S-9 When it comes to knowing the campus when I first got here I was getting lost, but now I'm pretty much knowing every building so and as a student I've got to where I read like I'm supposed and finish the assignments, even though I might want to just not just listen to the radio or something, I'll go ahead and read then I'll find out that I'll get it done and I'll have a lot of time to do what I want to do.

S10 I've done all right I guess, I could do better..keeping up after my work..and making good grades I bombed one test already..but guess I'll work.

S-11 I've learned I gotten a little better study habits...I think it's just that I know that I am responsible for myself you know so, I make myself study instead of being urged to study like in high school.

S-12 Oh...I guess I'll find out next weekend..uh I don't think I am doing as well as I should be uh cause I just kinda got down here you know. It's a shock. I came from a small school..and there's just so many people here.

S-13 You mean how I'll do in the future? How I'm doing right now? I'm doing pretty well I'm getting B's. Um, I'm doing. It's not as hard as I thought it would be. I thought it would be just monumental. It's really not that tough. .

S-14 I've progressed quite a bit. I'm learning how to study. When I first came up here I wasn't studying at all. But in my Orientation class Dr. _____ and _____ taught us a lot of study skills and note taking skills and they're giving us a bunch of sample questions on how to answer different types of questions on different types of tests and so I've progressed a little bit from there, because I've started trying different study methods and different note taking methods, and so I think I've more of what I'm being taught is soaking in and after my first round of tests I believe I've progressed a lot since I blew my first round of tests were really bad, really bad.

S-15 I think I've progressed pretty well, I'm doing good in all my classes, so that surprised me. Didn't think I'd do as well cause I'm taking harder classes.

S-16 I not extremely impressed with myself, I feel that I am at a mediocre stage right now. I'm working at doing a lot better, no, I know that I can do a lot better than I'm doing. I'm making a couple A's a couple B's and one C so I'm not doing badly, It's just for my standards I'm not doing well enough.

S-17 I think that I in some areas I've done really well, and in some areas I'm slipping a little bit. I've uh learned a little better how to balance my time, and not procrastinate so much, which is something that I sometimes find easy to do. Um, I think that that I've done well you know when you balance out my social activities and my study time. Um, I don't miss class, which I see a lot of girls on my floor do. Um, and when I make my schedule for the week, I highlight those things

that have to be done and can't be broken, and that helps me because it's highlighted that means I'm doing that no matter what! But I seem to be not sticking to my sleep schedule. It's really hard sometimes but I allow study time, but it seems that I never get accomplished what I intended to get accomplished. And, I need to work on that some more. And I think I need to start you know, I say OK I'm going to bed early tonight, and then something comes up, and I don't do it, and then I'm tired in the morning. Um, so I've been battling some health problems in the last couple of weeks, and I really have got to just say, you know, my doctor's ordered me to get sleep. So, I really need to prioritize sleep into my schedule as well as studying and social time. I think that's something I need to start doing. That's something that I've slipped on a little bit.

S18 When I first got here all my classes were review, and my classes that weren't review, they were just kicking off, so it wasn't really any hassle for me, so I was doing pretty good, and getting in lots of social time after class, and wasn't spending so much time studying as I should have, but now it's kinda catching up to me, and I am having to spend more time studying and less time out partying with my friends. I don't know, I think I am progressing. I guess I am just used to having someone looking over my shoulder saying, "____you are going to have to get your act together, or you are going to flunk out". And I don't think that I am going to flunk out per se or fail everything, but I'm kind of almost in that waiting for someone to say "Get your act together, or you are going to screw it up,". Like this unconscious thing I know that I am going to have to do it, no one is going to tell me to. I think it's just a matter of when I decide to do it. I'm starting to now, spending more time with my studies and just temptation is always there and someone is always there saying, "We're going to a party, do you want to go". Want to get something to eat? Or just coming in and talking. Turn on the TV and it just a big maturity..I don't know if it's maturity or not, it's just responsibility maybe of whether you sit in your room and watch TV all day, or party with your friends or if you're responsible enough to do your homework. I guess that I'm half and half sometimes I do my homework, and sometimes I goof off.

S-19 I'm starting to develop study skills. In high school I really didn't have to study. Just do your homework and you had your tests and I always did fine. But here I've had most of my tests and I've learned that I do have to study, you can't just do your homework and hand it in and get an A. You have to study. So I think that I am starting to develop some study skills.

S-20 I think I fit in pretty well, I mean I feel comfortable. I've made friends and studying I can probably do more, I think I've done pretty well so far.

S-21 I think I'm doing pretty well as it goes on. I am learning to get my schedule set down and get get work when it needs to be in, and stuff like that. Instead of procrastinating like that.

S-22 I think I'm doing pretty good. I got folks that told me "It's gonna be pretty tough you should go to a junior college first."

S-23 Since I've been here...the progressed that I've attained here hasn't really been in the academic area, it's been in the area of social skills, and I'm one that always prided myself in my social skills. I've done a lot of growing up just in the last seven weeks you know um as far as responsibility goes and your parents always tell you about, "Oh you need to be more responsible and on and on and on", but I mean it doesn't really come into full effect until you're out there and you like I'm living in a residence hall and it's I'm really not paying my own bills, but I don't know I mean, I've socially I've just developed a sense of right and wrong, and when there's a time for things, I don't know, it's kind of neat. I guess that's where I would define the progress that I've had.

S-24 I think I'm doing OK. I think that I could do a little better get better as the year gets going, you know. More used to studying.

S-25 I've done well. I've studied a lot so. I've done really well, I think. I've gotten A's and B's on things so, I've really doing well..

S-26 I think I made all my progression the first two weeks, because I just had to establish a system that worked to study and social and in balancing out all of my time, and I felt that I got that established the first two weeks. It's been OK since then.

S-27 Probably, I mean I've learned a lot. I've learned the differences between high school and college. Cause you know like that Chemistry class is probably 250 people in there, and no body is going to help you you know. There's people there you know like they have their office hours and you can go ask them, but if you're not going to take initiative, then it's not going to get done, and you're not going to succeed. Or you're not even going to get by much less succeed, so really it's kinda early to see progress that I've made, but as far as you know I've learned things about college. Learned things about college life itself. Not so much as academically progressive. I've learned that it's a lot different, no one's going to do it for you.

5. Are there any particular problem areas you are facing academically and socially at this point in time?

S-1 Um, not yet, I am just keeping up on my studies and my social—I mean I really don't care, I mean I have my friends here, but I'm not really interested in getting into things, I'm more concerned with my school work I can play later after work.

S-2 Like I said earlier mainly just the reading part I mean I can read but it's just like I don't like to read it's my problem I don't like to reading that much. But if I have to I read I don't like to read I mean I'll pick up a newspaper and read it but it's not constant it's like every now and then. So that's my other fall back. Any social problems? Social! I get along with everybody. You know if somebody you know if I see that they have an attitude towards me you know I usually ignore that and speak to them anyway to show them that I'm much higher you know I'm not going to fall down to their level. I'm pretty much social.

S-3 Um, socially I don't do a lot of activities. Right now I am concentrating on my grades so I can keep my grade point average up so I can into so I can get more scholarship money for a better school or a more in depth school in social sciences, so I'm not very active with clubs and all of that as I should be, and um I'm going to try to do more of that next semester, and um academically I'm doing better than I thought. I'm putting in more time studying that I did in high school and my grades are reflecting that, they're a lot better than the early years in high school. Last year they were good but when I started out, it wasn't that good. So um it's gotten my study habits have improved a lot just for me knowing when I have to you know do this when I have to study this you know budgeting time. I have learned to do that a lot better.

S-4 As far as academically the hardest part which is different from high school is is taking tests and having to do really well in them to do well in the class, because I'm used to you know you turn in the homework assignments and the little essays and everything and tests weren't weighted that much, so that's one thing that's very hard to deal with for me as far as far as academics also just um it's weird because some teachers I'm having problems with as far as I have one teacher that doesn't speak English well, so that's makes that throws the whole class for a loop and I have a teacher that is a student teacher that really doesn't know what he is talking about, so that just

confuses you on top of everything else. But socially I think I'm adjusting pretty well except for the fact that you know like I said before I just want to do everything, and that's hard, my friends are not really pressuring me into it, it's just something that I want to do myself. So.

S-5 Probably my main uh thing that I worry about is grades I have goals for myself to achieve a 4.0 and whenever I get my grades back I got 80's on tests and it kind of puts me down brings me back down to earth and uh but it gets me more focused on what I need to do to accomplish my goals.

S-6 Not really I'm going along pretty good with the flow.

S-7 Well, I'm kinda having trouble getting motivated to go to my freshman orientation class I've only been there three times in the past five or six weeks, but um I'm getting better with that I told myself you gotta go to make the grades you're paying for it and it would just be a waste of money not to go, so.

S-8 No none.

S-9 No, not really. I mean, I'm not good at chemistry, but that's about it.

S-10 None that I know, except for that History might be my only problem, and socially I've made a lot of friends..

S-11 No.

S-12 The first test was pretty tough. I felt like I studied, because I studied a lot more than I did in high school you know for a test, but still didn't pass. I'll just have to study more.

S-13 Socially, no, not really. (Already mentioned study habits were weak).

S-14 In college Algebra is my only concern in academics, cause in the rest of my classes I'm getting at least a grasp of and I can understand it, I've had a little bit of experience like in Psychology and in my Political Science class cause like Political Science is my favourite area to study and um my History class I love, but I hate Math and Math has a lot to do with it I guess. But socially I'm a little bit on the down side right now. I was dating somebody when I first came up here I met this guy when I first came up here I met this guy I was dating and that stopped last week and so now I'm just in this blah period where there's well I go out with my friends which is just probably better for me anyway.

S-15 Any problem areas, not really. I guess adjusting is a little different. Getting used to not having your parents around all the time. I mean like every time I get a good grade I want to call them up right away, can't really do that for every good paper I get.

S-16 Well, mainly it's just personal all the problems I'm having. I'm such a procrastinator and being in college it's made it so much easier to do that because at home my parents were always asking me questions about everything you know "have you finished this", or "what's going on with this class" and I don't have anyone asking me that now, so it's so easy to say "Oh well, I'll do it later, and and um that's what I've been doing a lot, and that's what gets me into trouble. I have an English paper due Wednesday, and I've only done the introduction, because I have been putting it off.

S-17 Yes. I'm facing right now some problems with some of my classes. I require having LD (learning disabled) I require more study. I estimate I require every one hour for other students, I require two hours of study time. Um, and I having trouble with that because I'm not, there just are not enough hours in the day to get that accomplished So, in that aspect, I'm having problems..

S-18 My pre-calculus teacher who is a graduate student is obviously a brilliant guy but he's not a very good teacher as far as I am concerned and he presents his work in a way that I am sure one of his fellow graduate students could understand, but someone who has never heard of it before it is rather difficult and hard to understanding and probably end up at the MLRC for half their life like me trying to catch up and understand. It is just kind of annoying. As far as socially goes, I don't there's a lot of people out here, a lot of great people, a lot of beautiful women and uh, I'm not really having a lot of trouble socially.

S-19 Not really, I'm having a hard time with History. My History teachers in high school were always coaches and you didn't really have to do that much. I like History but I've just learned that you have to study and you can't you do have stuff you have to do in there.

S-20 Just I need to study more, like read my textbooks, socially I'm doing OK, I've made new friends.

S-21 Not right yet, not yet. My adviser didn't assign real tough classes, just because of that. So, not yet.

S-22 None that I can think of I just need to get some study skills down and some self-discipline is really a big thing for me.

S-23 No.

S-24 Maybe, just trying to learn how to study better. You know like memorising material.

S-25 Socially, I don't know I can't like, I'm not real open with everyone. I'm just like, I'm going to start bawling...cause um, well I've never been a loner my whole life, but that's kinda what I am here. I just..that's why I'm leaving. I don't feel like they're friends, I know it takes time, but it seems like it's been a long time. (Student begins to cry, so the interview stopped, until she gained control).

S-26 Algebra's giving me a little trouble that's all.

S-27 Chemistry, well see, I took 17 hours, and I've heard from a lot of people that that was a big step, a lot of hours for the first time. Chemistry's really the only thing that's giving me a problem right now. I've got a tutor in there, and I've started to meet with a tutor and stuff, so I'm sure that I'll get by, but it's going to be tough. Socially, I don't have any problems. I get along with everybody on my floor, and like I said earlier, I plan on joining a fraternity next semester and, then again that's the good thing about OSU, there's no socially anybody can fit in.

6. What is your perception of University life so far?

S-1 Um, it's interesting to meet different people. They come around you know, they really don't care what you think about them because they'll just put anything on in the morning and they'll just go to class look like they just got out of bed—some of them have and but it's interesting. It's kind

of what I expected but it's comfortable it's you know you can be yourself here and no one really cares.

S-2 As a freshman there's freedom and there's fun of course um basically a lot of hard work if you want to get your goals. If you want your future you have to study, that's basically what I perceive just mainly a lot of freedom from your parents you have to be you have to set your schedule you have to set aside time to study do this and that.

S-3 hmmm it's fun. It's demanding socially and academically and just there are so many things to do and you have to choose what you want to do.

S-4 Um well I think it's great cause you have so many things that you can do you've got activities within your dorm not just within your floor, but with other floors, and you've got sports activities that you can attend and then the academics even though you're learning something you are meeting people through that and you um you some classes you can even have fun heaven forbid! But, so, I mean as a whole there is just so much going on and just learning to live with other people which you never had to worry about before, if you got into a fight with someone you just went home or whatever, and that just generally yeah.

S-5 I love it it's great you are away from all the hassles of a small town where I come from— everybody knows everybody. Up here you meet somebody new every day, and you can be up here for 10 years and you'll meet somebody new everyday. And it's just, I love it the social activities that we are able to be involved with up here are enormous and it's just a big change from my high school, because we didn't have anything to do in our town except go out and just sit around, but up here there's things to do and I've enjoyed myself the past month.

S-6 I think that uh well the social part of the college is a lot less, it's not as close as it was in high school. (Restate the question). One of the biggest problems socially is not being in the same groups that I was in high school or being in a close knit uh bunch of friends that you can talk to or see everyday and you know just be around, if you got problems you can talk to them or or uh I don't know just seeing just be friends with just someone to be friends with everyday someone you see everyday and you get to know them better you get a lot closer and I really kind of miss that.

S-7 I like it um when I left home I thought I'm going to hate it I'll miss my family but I got up here and the people are so nice and um everybody I've met I get along with um and I really don't miss home cause this is really like home. I'm having fun now.

S-8 I like it. It's a lot different than living at home, obviously. Um, it was I guess I kinda expected what it would be like, and I'm enjoying it. And there's no problems with it.

S-9 Well, its like sorta like being on your own, See my roommate I known forever, since I was ten, so it's sorta like being on your own, but if my roommate wasn't someone I knew I'd be sort of lonely...and so after a while you get to know everyone, and I'm getting to know everyone on my floor and and people from my classes and stuff and you just say ""hi"" and stuff and it's just like and then you find out that there is someone in your class and they're on your floor and stuff and you just get to keep knowing more people.

S-10 Well, I don't know, I like it, I gotta get used to this four hours of sleep at night. I study from the middle of the afternoon till around ten like from five to eight or ten whenever I get done..me and my friends usually go out, just hang around go to the Kettle or something like that.

S-11 Uhhh gosh Uh, it's pretty laid back, I like it. It's pretty easy going so far. It's a lot easier than I thought it would be.

S-12 It's great, I love it here.

S-13 University life. Well, in the beginning it seemed more like camp than college. I guess it's just like there's a lot of freshmen on my floor there's always something going on. Well, it's I've learned to take responsibility for myself. You're forced to rely more on your own responsibility you don't have your parents nagging you to do stuff, it's just kind of independence.

S-14 I like it. I like it a lot because it gives me a lot more independence than I had at home, and it gives me a lot I have a lot more access to things that I didn't have in _____ um like the extensive library and just the just a lot of things on campus and a lot of things that you are exposed to on campus that I wasn't exposed to in _____ that I think um and it's teaching me a lot about self-control about when to come in, what time to get up and all that good stuff, I mean it's teaching me a lot about myself and my limitations and stuff like that. I really like the University life. I think that it's healthy once you get used to it.

S-15 I was expecting dorms to be really terrible, they haven't been. Noise-wise until this week. They were working on one of our showers at the other end of the hall and I could hear them all they way at the other end of the hall with my door shut.

S-16 I love it, I'm really having a good time. I didn't realize how popular sororities and fraternities were. I mean I never really even thought about it, and I've learned a lot of Greek letters, I didn't pledge or anything, I mean I just love going to the, I had this stereotype of the sorority girl in the back of my head and I met a lot of the nice ones, I mean the stereotype I had wasn't good. You watch Saturday Night Live and they all look really stupid and bouncy and everything, so that's changed. I really like the dorm life a lot even though next year I think I'm going to move out, um I am going to miss...I just want a kitchen and stuff be able to...and stuff. But I like the dorms a lot and I like the fact that when you get into the elevator people say "Hi" to you or you are walking somewhere and people smile at you and it's very friendly and um I like that part of it.

S-17 I love it. Actually, I really love. I've gotten real active. I've always been involved real outgoing and social person. And, um, I've got _____ (government office) of my house. I've met lots of really good friends, and that's important to me, and um, and I feel like I'm doing OK in my classes. I'm having some struggles, but I'm on the road to working those struggles out, so I'm feeling kinda confident about that. (Repeat the question). Everywhere I've gone I haven't run into problems so far. If I ever need something, I call an office you know wherever I need to go whatever it pertains to um, you know, if it means that I need to go to my RA, or my hall director, or the front desk is wonderful in giving information, DSS (Disabled Student Services) office, the multicultural Office um, they're, I just always I haven't run into any problems. Everyone here is willing to help. They really care about you doing well. So, I really like university life right now.

S-18 Well, I'm having a good time. It's like you wake up, go to class, get back from class, study, go out and be with your friends. And that's pretty much the day. On the weekends you go out and party and Sunday evening you come back and do your homework, and start all over again.

S-19 I really like it. I mean that there are a lot more culturally diverse people than there were in high school. It seems that the people are friendlier too. I mean everywhere you go the college students are pretty friendly.

S-20 It's kinda neat, like a little community. It surprised me like everyone's working together. I mean, I guess people have their problems here and there...I don't know how to explain it. People are friendly and say "Hi".

S-21 I like it, it's fun. It's just a big change, because I come from a small town, and it's like all these people around. I like it, I like to go out a meet people. I'll say 'Hi' to everybody so I have a lot of friends now, and stuff.

S-22 Yeah. Well just there's a lot of things that went on a lot of social activities, a lot of parties and everything, and right here there's parties every night, you know you can go to them. I'm not really as socially active as I thought I would be right now. I'm sure I am going to make more friends in the long run

I'll have to have more self-discipline and control that too.

S-23 It's fun. I think some people don't know when to draw the line on the fun, but it's definitely um not a pressure cooker at OSU. If there would be an anti-pressure cooker, that's what OSU would be. I mean that everybody is having fun, I mean people here are really great. But, I think university life is fun. The good thing about it not being a pressure cooker and everybody having fun, it's not hard to find time to study or whatever. I'm the type of person that likes to study on my own, I can't study while I'm in groups, so I mean everybody's out having fun, and I can sequester myself alone for awhile and get some things done that need to get done.

S-24 I come from a town of only about 5000, so, a lot bigger than home. My freshman class is as big as the whole town.

S-25 As in everything? Well, I don't know-- it's real different; you see a lot more people walking alone. You don't know so many people. Everything is different it's a lot bigger. I don't know. It's harder. You have to put more time into your work than you did in high school, if you want to maintain good grades. Just you know, it's different, people go to bars, instead of going to watch a movie or whatever.

S-26 I think it's a pretty diverse place, because there's lots of nationalities and people from all types of backgrounds here. It's real laid back, and I like that. That's one of the things that attracted me to OSU.

S-27 It's different. I mean, you know I lived at home before, and someone's always there to tell you what to do, and stuff like that. And up here, nobody's telling you what to do at all. I mean we have quiet hours in the dorm, but you don't have to go to sleep, and they don't make you study, and so I think it really makes somebody grow up. You know, I consider myself grown up as far as being independent. It's a big lesson for independence, because nobody's telling you what to do and it's up to you whether or not you get by.

7. Do you consider yourself to be prepared academically for the courses you are taking this semester?

S-1 Yes. Um, I took lots of college courses like AP classes--advanced placement--it's high--there's learners you know for the special students but then there's the AP, and if you take a test at the end of the year you can get college credit but they're hard tests, so I didn't pass any they still prepared me to the work that I did last year is the same work that I'm doing this year.

S-2 Yes, I do. uh I took a lot of courses my senior year to prepare me mainly my teachers encouraged me they taught me ways to study and right now I'm taking basic classes, I mean they're not remedial they're just just regular basic 1100's.

S-3 Um hmmm. I think I am the only one that all of my classes I have had in high school before except for my philosophy class and that one is a little more difficult because I don't know how to study for that type of um an exam or that type of class but all the other ones I've had before, so I think I'm doing pretty well.

S-4 I actually think I'm really prepared I haven't had um for instance my English class I had a teacher that it was a college preparation class it was geared towards making through college English classes and she you know did everything and it was actually hard and because I came here knowing a lot about English I felt and then I got into the classroom and I had a teacher that is really lax and relax and we discuss essays it was just kind of like well do whatever and I kinda felt like I was almost over prepared, and I got a little cocky, and I thought, well this is not problem. But, and then I don't know I think that academically I was really prepared it's just everything else that throws you for a loop.

S-5 I believe I am prepared uh I may not be prepared to the best of my ability, but I am prepared, because I have done well in my academics before back in high school. I graduated with a 3.8, I know what it takes to make the good grades and to keep the good grades, and I know what will happen if you don't, I know the other side of the story too.

S-6 Pretty much I'm prepared for the courses that I am taking this semester, but as I go on it gets kinda iffy but I think that I started my freshman year pretty well prepared. I took a lot of classes that really helped me transition into college I like I've already taken two college classes from my local community college to go ahead and take care of some of my credits and then I've taken like some higher math and some higher sciences like physics and chemistry and it just helps you start out on the right foot.in college, I think.

S-7 Well, all of them yes, except for political science I think because I'm not used to having a class like that where all you do is go in and take notes from the lectures. It's a really boring class I don't like it at all. So I'm having trouble with that one, but that's about it. I like all my other ones.

S-8 Yes, that was one of the reasons I took the courses I am taking. Due to the fact that I'm wanting to get the ROTC scholarship I needed to take courses which I knew I would be able to uh do good work in and therefore that's why I picked those courses um and then also forestry that was a course that I had to take, and I just need to apply myself a little bit more in that course.

S-9 Yeah. the courses that I'm taking now. I've pretty much taken them already but there just college.

S-10 Yes. I am just classes that high school prepared me and I feel comfortable with classes, I mean I know that I covered most of the material before that so it's nothing new.

S-11 Definitely. Two Years of French, actually three...but I had to take a refresher course because it was two or three years in-between from my French one to my French two so I took French one again, and it was a different teacher and that helps in my French class, and then, I took all the Math classes in my high school, that my high school offered, except for Calculus, because I didn't, the teacher and I didn't really see eye to eye....and stuff, so I didn't feel that I could get

Calculus out of her, so. My Science classes helped a lot. The Physics that I am taking is really boring, because my Physics teacher did a good job in high school, so that's about it.

S-12 Yeah. I mean I'm not taking any too hard classes. Just basics. Yeah.

S-13 Yes. Um, for my each course individually...generally pretty much I took some of these courses last year, I mean they're almost identical courses. Um, my toughest course is Philosophy. I'm really not prepared for that cause we learned some philosophy last year in English and I thought that it wouldn't be that much of a problem, but it's totally different. Um, reading, I wasn't prepared for all the reading...I mean textbook reading you know, you are forced to rely more on your book more than you are in high school.

S-14 I think that I am very prepared in my Psychology class. It seems to be a lot of review of my high school Psychology class because the teacher in high school went very much in depth so this is just kinda covering I'm going back over it's just an intro class, so I sorta expected that. My History class History in _____ is one of those things that is deficient (in high school), I used to tease people about how I never made it past the Civil War which I haven't I have never studied any point in History past the Civil War because the teachers start over at the beginning and that's as far as they make it each year, and I know that area of History really good. So I wasn't really prepared for History but it's good cause I'm interested in it and I'm learning a lot more and I don't find myself bored in that class, because it's not review. And, but because of my English teacher in high school really prepared us for History because when she was covering Literature she touched a lot of History, she used to be a college History professor so she gave us a lot of history. And as I said very unprepared for Algebra because I haven't had it I guess since my junior year and that was Algebra 2 and like he like I have not seen half of the things in College Algebra I've never even seen before and my professor seems to think that it's review for everybody but it's really not.

S-15 Yeah, I'd say so. I'm taking Calculus 2, I had Calculus 1 and 2 in high school. I took the AP test and I got a three on it so I tested out of Calc 1 And I;m taking Chem 2, and I took two years of Chemistry in high school, so it's just kinda blended into this year. And then...freshman Comp, and almost all my English classes in high school were honors, so and we did a lot of writing and stuff which has prepared me for the classes.

S-16 Um, it's hard to say. I'm academically prepared for my History class for sure. And, my Biology class I think I am, I mean there's a lot of things we learning that I have not learned before even though I've had three years of science. And my college Algebra class I think if I had a better teacher it would help, some, but I really don't have a very good teacher, as far as explaining things. It's all things that I've learned before, but I guess that since it's college Algebra they're adding little details to it that makes it harder and they're adding things that make it, you know, I didn't learn in high school, and it's pretty much this year I've kinda taught myself, I mean I just really have to dig and go to MLRC and get help there, because my class we just take notes, and that's it.

S-17 Yes, I do. I was very tough on myself in high school. In my senior year I had one credit I needed for graduation and that was English, and everything else was optional. I'm taking Chemistry currently, I had Chemistry in high school, um, I took College Algebra in high school, so I'm in Algebra class now, and so I an AP (Advanced Placement) class in high school which was supposed to centered around a freshman comp class in college. And that was the way it was treated. We were graded tougher, we were graded by what my teacher calls college standards. And it was a very, very, tough class, and I struggled through it. It was really hard, but I feel that I benefitted from my class. And now I'm in freshman comp, and now I can honestly say that my AP English class in high school is three times harder.

S-18 In general, yes. My Chemistry class, the Chemistry class I took in high school, they still haven't caught up to what I learned in high school, it's pretty much a big review for me. However, they do require that you arrive at the answers in a different manner than what I was taught in high school. So uh, I haven't rolled (not attended) any of those classes yet, just because I understand the work, but they usually won't give me full credit for the way I was taught to do it in high school. I pretty much go to all those classes. I suppose I've only rolled one class this whole year, which is...I guess two, one I accidentally slept through and another one I just didn't feel like going to. Anyway, my grades in that class is going to be an A at the end of the year. It's pre Comp and all my papers I handed in so far, I've gotten A's. I don't think that's going to be a problem.

S-19 Yeah, pretty much so. I haven't had too hard a time with anything. I mean there hasn't been something that I just totally don't understand. Most everything I pretty well know what's going on. In my Chemistry class in particular, the tests are definitely different, but our class work, I mean I understand it. I had AP Chemistry and she was more like a college professor. I mean it was up to you to get it in. If you didn't that was your problem, I mean she didn't beg you. My Math teacher was sort of like that, he was a little more lenient. They kinda left it up to you, if you're old enough and you think you're smart enough to be taking their classes, then you should also be mature enough to get your work in. So, I think probably my Chemistry teacher helped me the most. She was more, you know, you do it, or you don't and that's it.

S-20 I think I am in a way, I mean although not totally prepared. I'm not very good at just listening to a professor and writing down what they say it's hard to get the important cues from them, but I have some experience in taking notes, so, I don't know....

S-21 Not really. Like in my Chemistry class I feel that I was prepared, but my teacher was also used to also be a professor at _____ so he knew what to expect out of a college. My Government class was real good, but the rest of them were not.

S-22 Yes. I think that I had some pretty good teachers in high school, and like I think I think I know the material well now, the first you know few weeks. I don't know what's going to happen in the future so I'm just going to go with it as it comes.

S-23 Definitely. I think I'm taking, see getting in in June I didn't get a chance to get in the Honors program so, the classes I'm taking now are fairly easy with the exception of Chemistry 1515 which takes a little work, but I mean it's not that big of a deal. I'm not a good test taker, I'm a good note taker. I debated all through high school and uh and it just cause you're always sitting there taking notes and I mean I take really good notes. And um, I don't know it's something that I've gotten better at since I've been to college, just listening to the speaker and comprehending while I'm taking notes. Now I can comprehend them while I'm there. Um, I think that uh the preparation aspect isn't so much the information you can regurgitate at this point, it's how well you can learn new information.

S-24 Yes. OK, I'm taking Calculus and in high school I had TRIG and Algebra-two years of Algebra, and Geometry and all of those. We have University Inter-scholastic Week, it's in _____.

S-25 Yeah. I one thing that was lucky for me was that I know how to study. Cause I know a lot of people who came to college who didn't really know how to study. And I knew how to do that. I put in the time and study. I could figure out what's important and all of that, so...I don't know, I'm doing OK.

S-26 Yes. I took a my high school education was basically college preparatory, and it was a good system. Good teachers.

S-27 I wish I would've taken like a harder Chemistry course, well see I took everything that out high school had to offer. The highest Math class I had was Trig and the highest Science was Chemistry. I talked to some other people from other high schools and they even had AP where you could get college credits. I didn't they didn't have anything like that or 5 point classes, a lot of high schools have that too, and our high school didn't. I just wish that my high school would have been more college prep. My Trig teacher was real good, she was very good, she really understood that everybody in the class or 99% were going to go to college and she made it she was a real good teacher, but as far as all the others it was just like getting through high school.

8. Do you consider yourself to be prepared for the social life of a college student at this point of the semester? What's been the most difficult social adjustment for you so far?

S-1 Um, I don't know I'd be like with a social I mean that would be going out and going to parties and I'm not really into that kind of stuff I am more laid back and I go home every weekend and I see all my old friends, I'm not into the groove of things here yet, so....

S-2 Pretty much so. (This student's response was inadvertently erased, so I am paraphrasing the response). The student found it difficult to be in an environment which was predominantly white. He remarked that he felt socially inferior, and because he was shy, he felt that he would not initiate much socially. He also remarked that his mother wanted him to attend a black college. He plans to transfer at the end of the year to another college. He remarked that it was unusual to be around a majority of whites, and although he had relatively few dispositions about this, he did feel uncomfortable.

S-3 Um well ...yeah kind of. Since I didn't do much in high school.. I was involved in the color guard which took up a lot of my time, and so I didn't have a lot of time for socializing, because I was always in practice, so I never really did that, so I haven't carried on doing that here I'm not much you know I like to go out and party but I'm not every weekend or every night you know that's not what's important to me now. Getting up for my 9:30 class, um...I'm not a morning person. Socially....I don't know because my parents gave me a lot of freedom last year and they said you know you can live under our roof this year, but pretty much we are going to let you do what you want so that you will be prepared for next year. So, I think I'm about average. I don't think I have any problems.

S-4 Um I think you can't be totally prepared I am basically, if that's an answer. I knew what to expect because I had heard people you know going to college and having to adjust and everything and I am prepared somewhat because it's weird because I knew what was going to happen but now that it's happened it thrown me for a loop you know, having to adjust and to figure out when to spend time with friends cause it makes it hard when you know that you have to do homework and do laundry and everything else too.

S-5 I do. Um the social life it's different than it was six months ago. I mean there's I'm eighteen and there's a lot more things for me to do um there's a lot of things I need to watch out a lot more things um it's just mainly if you use common sense that'll guide you through no matter what you do. Probably leaving my Dad he was my best friend, I looked up to him a lot I worked with him I could tell him anything, and we're still real close even though we're two hundred miles from each other. But uh that's probably the biggest hurdle I've had to overcome.

S-6 Uh, I'm pretty much prepared I guess, I don't know. We'll see. How do I feel prepared? Well, I don't know I feel like I've always had it real easy making friends I've never had a real problem making friends. I've moved twice in my high school years—between seventh and tenth grade I've moved twice so, and I've never had a problem making friends right off the bat, so I was kinda looking forward to coming to college and meeting new people. Gaining new friends. Most difficult social adjustment is not being able to see that same people everyday and not being as close to one person or one set of people as I was in high school. It's like a lot of my really really close friends went to ___ State and I miss them a lot, and I get letters from I probably got ten letters since school started from them alone, and I've written 'em all back so I really miss them a lot and I hope I can get into some closer groups of people somebody that I can buddy around with everyday or most sometimes during the week.

S-7 In some ways yes and in some ways no because uh I'm used to just having people call me up and say c'mon let's go do something so I go OK you know, I'm not used to having to call up people and say man I'm bored, let's go do something. So, that part I don't know me and my roommate we go out and do stuff but um it's not really a social life we don't go out and party all the time and stuff. I mean I get along with everybody and I meet new people but it's not like it's like we talk in class on our way to class it's not like we call each other up at night.

S-8 Yeah. Well, I mean how am I doing socially? What would be the description of social life for you? Umm....well social I guess I'm making lots of friends. I'm doing better at that than I expected to umm I seem to be fitting in and taking up activities around the campus.

S-9 Well, sorta. I mean I was on the wrestling team, so I know a lot of people and I never really had to meet new people, 'cause I knew everyone. I'm not really used to meeting new people...but I'm learning, I guess. Most difficult..well in our lobby (mezzanine) you sitting there watching tv, and someone wants to watch something else, but if I sitting there watching tv they won't change it, but some guys will just change it and I don't really want to say, "I was watching that" or I mean 'cuz I don't really know them, but the people I know I can just tell them that I was watching it.

S-10 Um I think so. Common showers..I don't like to shower with a bunch of guys.

S-11 Yes. Uh I don't spend much time on my floor, but I'm always up on 6th. There's a guy who's in my freshman Orientation class and that's what started it all. I went up there to play pool and then I ended up meeting everybody up there. I have no social life on my floor, but I go upstairs and (laughs)..... Um, Oh, trying to figure out when everybody else takes showers.

S-12 Yeah. Kinda get tired. Um...just a crowd you know a basic crowd you know like special like you were in high school.

S-13 Yes, I think so. Um, well it's just being nice to people. I'm not really much of a mean person. I'm pretty easy to get along with, I can make friends pretty easily. Um, I think I'm doing OK so far.

S-14 My parents gave me a lot of independence my final year in high school. So I started learning a lot more discipline as far as what type of people I should go out with or what type of friends I should have what type of people are good for me and bad for me and uh how late I should stay out. How it's going to affect the next day as far as how late I stay out and um I was sorta prepared but not really, people approach you a lot different in college and there's so many more people that you have to deal with and not socially and in dating but with friends and the people you are around you've got to interact with people so much better here than you did like in a small hometown that I came from. So, I was somewhat prepared I don't think I was I don't think I was

prepared I mean I really thought I was but once I got up here I realized that I wasn't as prepared as I thought. Living with so many people, I don't know if that's really a social adjustment but. um I'm used to having total privacy when I want it because when I just have a little brother and we have separate rooms, separate bathrooms and everything so I'm used to having to share a bathroom or living space and so getting used to a roommate and all these other people and all their noise and you know their habits and all of that has been the hardest.

S-15 Well, I'm really shy, but I am doing a lot better this semester. It was really hard in high school because you know you knew people, and it was hard because you didn't really get to know them when you first met them, and it was kinda hard to you know get to know them later, but here it's like starting over.

S-16 Well, if you look at the stereotypical generalized social life of you know partying all the time, no, I'm not prepared. I mean I like to have a lot of fun and everything but in high school I didn't drink, I didn't go to parties or anything, because I mean all my friends we didn't think it was important. I mean we had a lot of fun in high school, but we just didn't get involved in that. and um, it seems like everywhere I've been there's a lot of that you know, there's always drinking, there's always stuff and and um I've had to kind of step back and say, "I'm not going to I don't have to judge these people but I don't have to you know do it, I can still be friends with these people. I mean that not that I judge them or anything, but it's hard to be in a room with 30 people and you are the only person not drinking, you know. And um, so that's the only way I'm not prepared. And another way I wasn't prepared was the way that some of the guys treat you. I feel like um well, kinda like it's a constant meat market sometimes. You know like a couple times I've gone out to the Weed, I love to dance and have fun, and I feel like I'm constantly being examined, you know. Not all guys, but a couple of fraternity houses that I've gone to with some friends that's happened there, and then at the Weed and it makes me feel really uncomfortable. Because you feel that they're constantly looking at you.

I haven't had anything that is extremely difficult. The most stress I've had is involving guys. Just because I've gone out with six or seven since I've been here, and that was my goal when I started college was to date a lot of people, and I don't know, it didn't work out that way. And now I'm dating one person, and that was the most difficult at first was because trying to some of these guys are such jerks, and to have to deal with them you know just socially male female interaction I guess because nothing else has really been that hard.

S-17 Yes. I do. Socially I was I feel like I was very experienced. I've always been a very outgoing person. I'm one of those people that will just walk up to a complete stranger and introduce myself. So, I've never really had a problem making friends and meeting people. I have the capability to get along with people that I don't particularly like, and work with people and compromise, so I feel like that has given me a little bit of an edge. I'm used to being able, if I don't understand something, going to the teacher and saying "I don't understand this, can you meet with me sometime?". And I've talked to a lot of girls here, and they don't feel like they can go to their professors, but that's what they're there for.

(This student talked about the benefit of having a SAM (Student Academic Mentor through the Alpha program. The noise was so loud at this point from the maintenance workers, that the actual verbatim could not be translated).

S-18 It's really different from what I expected. I didn't know really what to expect. It's like when you are in high school and you see a bunch of college guys out it's almost like you look up to them. You have this admiration for them, you here about these wild parties and you see "Animal House" and expect things like that. It is part of it, but it's nothing like what I was used to. In high school you just I was in a fairly large high school, I mean a graduating class of at least 500. But still I found little cliques and the little groups, I don't know it just seemed like high

school was really closed minded. There was stuff you could do and stuff you couldn't do and you always had to there was a lot of pressure on you to fit in, and a lot of pressure on you to pretty much be the same as everybody else and you couldn't express yourself, I suppose. And you get out here and it's so completely different and there's such a variety of people. I don't think I was prepared, I don't think you could be prepared, at least coming from these little small towns.

S-19 I don't know...the people are just more mature than high school. In high school you had the people who were mature and then the people who just sort of did their own thing. Here there are some people like that, but most everyone I believe is here to learn. Not just to party and have a good time and socialize. While a lot of people I went to school with that was why they went to school. They didn't care about learning anything, they just went to socialize. Saying "no" to people about parties. There's always to do something with, or someone who wants you to go somewhere with them and that's been pretty hard for me to say "no". And all the free time I've had I tend to sleep too much.

S-20 I think so, I was questioning it at first, then I looked around and people were in the same boat as I was in, and we just kinda got together and I think people told me stuff that go and find friends you can't just stay in your room...

S-21 Yeah, socially, I do. But my family moved around a lot and stuff, so I always had to meet new people. That wasn't a problem. Dad was a truck driver, he is a farmer now, but he was a truck driver, so we moved all the time...

S-22 Response stated above

S-23 Yeah. I think that I am a little more prepared in that area. I kinda baby-sit a lot of the guys on my floor. Um, yeah, I would say that I'm as ready for it as anybody else is. I don't know that there's a set norm or anything, but I think that I'm very par. (Difficult social adjustment) Being without my parents. I mean that not that I miss them, it's that there was always added pressure from them you know in what I should do when I grow up, and now I'm thinking for myself which is a nice change, but it's definitely the biggest adjustment, because they've always wanted to think for me. I mean so now I'm out there and uh my Dad's always wanted me to be an engineer and you know since I've gotten here, I've decided I don't want to be an engineer. And I mean and now that I'm out here and I realize that I can think for myself, that really is my decision. So, thinking for myself is.....

S-24 Yes, I think so. Ok...well.. I have met people and find stuff to do, is that what you want? I was involved in lots of activities in high school, and a lot here-maybe more here.

S-25 No. Laughs. I don't know. I'm different I don't have all the I don't care about going to all the bars. I know that's a really big thing obviously in college, and uh, I don't know, it's just different. a lot of it is like you know you come home from class, and there's no one there. You know like I would come home and my parents would ask, "How was your day?", "Did you go out with your friends?", or whatever, and I really don't have any people that just...I mean I do stuff but not very often. I go out with people every once in a while, but it's just different. It's like they say how are you but, you know that's something to say, it's not really, you know, meaning it, or whatever.

S-26 Yeah. Having to tell people that I don't want to go out because I had homework to do, and had to set priorities and get my homework done.

S-27 Yeah. I've always got along with everybody, and we come from a predominantly black town—40% high school, but I got a long with everybody. I guess being in 4H I learned to be outgoing. That's one of the things that really helped me. I come up here and like I said, I'm real good friends to everyone on my floor and people in my class I get along with real well. As far as socially goes, I think I was prepared. And I know people who went to school here now, so I met a bunch of people that way. I realize that it's hard for some people.

9. What are some of the demands of your course work so far this semester?

S-1 Um, reading a lot, writing essays it's not too bad, I just have to do my work mostly read.

S-2 Demands? I mean can you explain that. What are some of the assignments, some of the long-term expectations of your courses? Right now? Like what are they going to do for me in the future? What are your courses, what do they make you do in your courses?

So far like mainly read, all my other courses the courses I'm taking now it's like reading knowing information the teacher is presenting, memorising I'm not getting into hard, hard stuff it's just mainly a lot of reading.

S-3 no comment from the student.

S-4 So far, um, it hasn't been too demanding in that everything has been pretty evenly spaced. I don't have some you know I have things where I'm allowed time to to to to manage my time on my own so that you know it's not like Dead Week where you have all these essays at one time, it's kinda like spread out so it's I'm handling it OK because I bought one of those little calendars and I learned how to write it really helps to write something down and if you have an essay due Friday then you write Tuesday and Thursday nights you work on it, so something like that really helps. You wouldn't think that it really would but something like that then you don't _____ Friday and think I can work on it Thursday night or what ever you actually sit yourself down and do it.

S-5 Uh demands studying an enormous amount of material in a short amount of time. That's probably the biggest thing uh in one class I'll have ten chapters a night to read, and that's something I'm not used to, that's probably the biggest demand is there's a lot of reading involved and a lot of reading for one class.

S-6 Lot of studying a lot of reading, especially my history class lot of reading, and you've got to they expect you to be ready for the next class be prepared and they expect you to have your assignments done on time and which is pretty much basic, I was expecting that I was definitely expecting that, but you're still expected to have it ready and that's something that it's just something you gotta do.

S-7 I guess just getting motivated to do the work and I've been pretty good with it in the sense that after the class I'll come home and do the stuff that I need to do. I'll be done with it so I can do whatever I want, but like this English paper that I have due today, I just finished it last night and I've had the assignment for like a week so just doing the work, I think.

S-8 I guess during high school I I always with actually reading I I'd read it, but I wouldn't get anything out of the topic that we were supposed to read under, so one of the prof...you know the college instructor wants you to anything they pass out or assign they want you to read and be able to understand it and I find I have a problem with the reading comprehension um that's something that they expect you to do, and I'm having a little bit of a problem comprehending everything that

I'm supposed to be able to comprehend. Because of the masses of reading, the large amount? Not just that, I just get my mind starts to wander when I'm reading it and uh I'm not truly focused on what I'm reading what I'm supposed to be doing. So concentration in other words? Yeah, concentration.

S-9 In um chemistry I gotta read and take notes and you have a lab on _____ that we do and then write our lab report and then we gotta write our pre-lab for the next lab that has to be due the next time. And then, English we just pretty much write essays. We have a journal but it's not like you write what you did that day _____ (teacher) will just say, "Write a paragraph about what you're going to do this weekend, sometimes _____ say that or, _____ might have us answer questions out of the book over some story, in calculus we have homework everyday and uh but we don't really have to read in there, because _____ goes over everything and in history, there's a whole bunch of people in there and there's three books you read out of because we're behind already he says, and uh every _____ (day) there's this one book that you read not a story, but an essay and then you answer these questions and you have to hand this report in to _____.. And, engineering we take notes about engineering stuff and then we've had one lab so far in engineering that was working on the computer.

S-10 Um, well I have to do a lot of it on my own, and I'm not used to that but I have to teach myself and just use the class notes as guide-lines I haven't turned in much homework except for in a Math class, and just cram for tests. You gotta do a lot of that.

S-11 The most demanding thing so far has been just going to the library, and doing a little bit of research. It's not really a problem, it's kinda fun.

S-12 They expect you to come to class. Pay attention, and um....well they like to have discussion...some of them, some classes they just lecture, you never ask questions. The classes are boring, they want you to discuss. Papers are not that much longer, they're different than they were in high school, you have to have a point to everything. I'm finding it hard to do that.

S-13 Specifics....I never have homework, I have reading, I don't have homework, or papers....NONE? It's reading, usually lectures for all my classes. In Calculus we have assigned homework, but he doesn't take it up, we I do it to review. The other than that it's pretty much based on lecture.

S-14 Um, well in my Algebra class they expect you to OK every week we have homework assignment due and every single Wednesday and about every three or four weeks we have a test and um they expect you to do a lot of outside work in that class you don't do it in class, everything is outside which is where a difference in high school cause in high school you have a lot of class time to work on things and in college is no class time. And, in my Poly Sci class they expect a lot more than I thought they would. I thought they were wanting us to have a general grasp of what they were teaching us in their lectures and in the book and so when we were studying I study with my roommate and a couple friends, we were just trying to get a broad overview, and they were wanting a specifics they wanted us to know everything there was to know about everything. Which was not what I was expecting, and they just really expected us to totally comprehend everything that they presented in their lecture, everything they presented in the lecture, everything that was in the book you know in the chapters that they were covering, as well as current events, things going on, and articles in Time Magazine. Which covered so much area, I wasn't used to that. And in History she just expects us to have a broad overview of what's happening and how it's significance in today's society. And that's about it. In Psychology she just it's just intro to Psych so she just wants us to understand the background and and she just wants us they always say a little bit of

knowledge is dangerous and she just wants us to have a little bit more. So that we are not dangerous you know.

S-15 In English we're doing a lot of writing and stuff, that was expected "freshman comp", um, I don't know if there's any real demands, Calculus we have homework everyday, which it's not for a grade, but we're expected to do it. Just to practice the concepts we learn in class, and in Chemistry he gives us problems but we don't have to turn those in either, and then our test comes directly from those problems, so if you work the problems and know how to make it, you get a good grade on the test, so....

S-16 Well, most of my classes are just that you turn in homework you know, and um my Biology class and my History class and my Algebra class none of those care if you you know they don't care if you show up, they don't care about attendance, and um it's pretty much you're on your own. You just come to class, take notes and turn in homework. And um whereas my English class we are required to be there, and um he has really high expectations of us, we have to get involved in class discussion we have to get into working groups and you know that's part of our grade-participation-and um my Orientation class is like that too, where we have to be there and um you know we are required to turn in assignments and everything and we have a few papers due in there, so that's really oh never mind, I'm in the Band also. That requires a lot...time.

S-17 Expectations of the faculty they expect you to be there. One of them, I think that I was lucky, I had a physics teacher in high school and that physics was a real tough class, and he he was really willing to help, I mean he would go out of his way to help somebody that really wanted to learn and really wanted to be there. Not because they have to, not because their parents told them they have to take that class, or whatever, but people that really wanted to do well in that class. He would go out of his way to help that person. But at the same time, if you weren't interested in that class, a didn't pay attention to lecture and didn't show up for class, you didn't come to him for help. That kind of prepared me that's kind of what the professors are like here. You come to class and you really want to learn, I'm here. If you don't show up to class they're not going to _____ it's your education.

S18 In my pre Calc class, which I am really disappointed in so far, the work isn't really too hard but the teacher doesn't present it in a manner that it's easy to understand, and he doesn't assign any homework so you pretty much do the homework by yourself, which I try to do and uh I've pretty much learned that if you do the homework, then you'll do OK on the test. There's not any homework assigned, so you pretty much have to decide if you are going to do the homework or not. You have to decide if you are going to do it. And there's Chemistry, where assignments that just blow my mind are given. I mean ask questions that are so absurd, and stuff that you know is never going to be on the test. it takes you a half hour to do the question and you only have an hour to take the test. But, it's not a real big problem. I've got a lot of guys on the floor who take the class, so we usually study together. We figure it out. We hand in the assignments, but the labs. I have been trying to contact my lab teacher all week, and I cannot get a hold of her. I went to her office hours, I've called, she's never there. I have no idea how to get a hold of her. The labs, I don't know if it's just my teacher or what, but I do not enjoy the lab. She told us last week that if we're the future doctors and chemists and physicists of the of our country she sure didn't want to come to any other us, that she might as well kill herself now, or something like that. She doesn't think too much of my lab class. It takes a lot of stress and effort to get them done. English--write the papers, and hand them in. That's pretty much a summary of the class.

S-19 English class we have a paper due about every two weeks. I haven't found English to be too hard. I wasn't ever a good writer in high school, usually about a B writer, and that's what I've gotten on my papers here, so I'm happy with that. In Chemistry we have homework over the

chapters that we hand in and we have labs that are a grade. The work in our labs are about 30% of our grade and then we have tests which make up the rest. I mean in Chemistry all we do is take notes and then we have tests. History it's just about the same. We have reports that we do, little selective readings that the teacher picks and we read and then they're like reports, like what is the thesis? Give three facts which supports this and that stuff. But the majority of our grade in there are tests. I'm in Animal Science and our whole grade in there are tests and quizzes we don't ever have homework. PLC (President's Leadership Council) and I don't really know how our grade is figured up in there, but we have in leadership we follow a leader around and we identify the type of leadership they use. And we have a meeting every week and we review a book or a movie or whatever, and we have to write a report on it.

S-20 Well, reading the they like you to read the textbook everything that they're talking about. They cover like three chapters each time you are in class, and it's hard to do that. Sometimes you just read the summaries at the end of the chapter. In English class you have to write a lot. That's about it. They take roll, they want you to be there.

S-21 I guess, trying to learn more about my roommate and stuff. We're totally opposite and stuff. I try not to impinge on her on her stuff her privacy and stuff like that, that way we don't get on each other's nerves, that would be the hardest, I think. Just that you are confined to such a little room and everything, and so.

S-22 Trying to read the text while they give you notes. It's kinda hard to get down and do something when they not actually telling you to do it.

S-23 A lot of reading. And it's a lot of reading that you have to do on your own uh I mean that the teacher is not going to hold your hand all the way through like they did in high school. You just you know we had a test a week from Friday you were supposed to read chapters 10-15. That's the last they'll say about it. If you don't do it then your grade will reflect it.

S-24 Have to spend like two hours for each subject studying.

S-25 a lot of it like reading a lot. That's something that I had to get used to. And uh..um reading and they don't go into as much detail you know they cover a lot more stuff, and I was used to covering you know. Things happen quicker, you know like you'll have all these chapters and a test real quick. There's a lot of you know you don't go to class and not have homework, you have homework all the time. Which is kinda bad. It gives me something to do I guess.

S-26 No comment from the student.

S-27 Probably the time you need to take out of class to study, cause our Chemistry teacher told us the second or third week, that if you're not willing to study two hours on Chemistry every night, you're not going to pass the course. I was studying maybe 30 minutes a night at the time. And that really kind of shocked, me two hours a night just for one course, and you know I still have 5-6 other courses and probably that's the thing that really shocked me...that he expects you to study two hours....every night just on Chemistry I still have pre- Calc and Poly Sci and all these other things that I have to study for too.

10. What are some differences in the demands of your social life this semester as compared to high school?

S-1 Like—before um, I think people are a lot more mature here than in high school um, they're I don't know I'm don't know how to answer that.

S-2 Uh money situation I mean I don't have that much money. I'm used to you know getting money when ever I want it. Now it's a little bit hard right now I'm broke, you know I don't want to ask my Dad or my parents for money. Back home I'm used to being around a lot of blacks and I have white friends in high school we got along well, party you know went out but up here it's a different set. People I don't hardly know them I'm just now learning learning about them. Uh, this is I guess meeting a new set of friends that what I could say about social.

S-3 student answered in another question.

S-4 It's hard because you are right there with all of your friends. Like before in high school if someone called you up and said lets go to a movie on a school night then you'd think no way because it's too much trouble to have to meet them or whatever and it's hard because now they're right here and they'll be knocking on your door saying let's go and you know especially if your sitting there just kind of zoning or something and your like I'm trying to do my homework and they say no your not your sitting there. So, that's really hard, because , and at the same time if your at home and you say Mom I'm going to go to a movie on a school night then she would just flip and say no your not, but now you have to make your own decision about where you going to go and who you're going to go with and what you're going to and that's really hard and it's hard I've just I haven't learned how to adjust to that yet so...

S-5 Um I don't feel that there's any differences in demands, there are differences in what I'm able to do, but I don't feel that there's any demands I have to meet. I mean there's just new things out there I can be a part of and that is probably the only change.

S-6 Uh...well, a lot more people come and talk to me about classes and they used to just come and talk to me about whatever just to goof off and and it seems a little less formal than it used to, you're not as close.

S-7 I guess there's so many people that I don't know and I'm just used to being around people that I know and I'm just used to being around people that I know always seeing people in the hall and saying "hi", and talking after class and stuff I guess that that's really the only thing because um I'm around all these strangers and my high school was a little high school and I knew practically everybody and uh it's just weird not knowing people.

S-8 Um...seems like before it was a lot easier to find a group of people that you actually wanted to hang around with umm here you start out with a specific person my roommate start out with him umm start out with that person, and see what their friends are life and eventually in my case right now it seems that my roommate's wanting to go one way and I'm wanting to go another, so I have to go find a new set of friends to a group I like to be with.

S-9 Well, in high school I had a job and a lot of the kids from school would go up there and eat, and we would talk and stuff to them, so I would see all my friends at my job, and right after school I had wrestling practice and then or a wrestling match or something, if I didn't work, so I I mean I would see a lot of people that I knew. Up here I'm always here, I mean I don't go like to one place and see people I know and then somewhere else that I gotta go I mean it might be somewhere on the campus, but it's always here.

S-10 There aren't too many really except you're friends always know like if you're in your room they can always come and ask you to do things and you gotta set your priorities if you're in there getting ready for a test or anything like you gotta tell them that you can't do that. And back home, I mean no one I mean they left you alone unless you had something planned. You could plan better than here. They're just always around.

S-11 Oh, I guess I was really more of an introvert in high school. Now, I guess it's just that I've got that little more bit of freedom. I think, I guess I'm just getting out more. That would be about the only difference.

S-12 I don't know it's just different I mean you'll go out, but you don't go out on a date much here. It's like nobody has any money to take you out. It's pretty stiff competition. That's about it.

S-13 Just starting out meeting people again that's probably the hardest one. Um, but I know almost everyone on the floor, you can always find someone to hang out with or do something with. That's probably the hardest thing.

S-14 You gotta be at home if I wanted to be in a bad mood I could be in a bad mood, people just put up with me, I mean like my friends sometimes I lose my temper over my haircut. I guess people that I grew up with are used to are more used to me and they can expect things more you know, when my family they just have to accept me. They have no choice, and once I got up here and wasn't living with my family and friends, and I was living with people who had never met me and weren't used to living with me, I have to make myself more cheerful sometimes and more liveable which I have never had to do before, so that's the biggest adjustment so far.

S-15 Um, I don't know, what exactly do you mean? Repeat question. Well, I have a lot of friends from high school that are up here, but I don't see them very often. Most of the friends that I talk to a lot are the people on my floor that I've just gotten to know this year.

S-16 Well, a lot of the demands I have on my social life I'm kinda putting on myself. Because you know Thursday night you know is party night and I'll have a lot of stuff I'll need to do for Friday, but I will put it off because the social life, you know, the atmosphere is so you know, happy, happy, that you don't want to stay and do homework, because everybody is going out. And so I'm kind of putting that demand on myself, you know putting off things I really need to do because of things I want to do.

S-17 There's a big difference. When I'm here I have very protective parents, everything I did I had to check with them first. Often times I was not allowed to do a lot of things. Sometimes I wasn't allowed to make my own decisions about things. And if I'm here, if I decide to come home late at night, or I decide to stay up late, there's no one here to tell me I can't do that, so it really gives me the uh it puts the responsibility on me. I have to tell myself, you know, you don't need to be doing this, you need to be sleeping, or you need, there's no one to tell me that one of my friends calls me at 2 in the morning, there's no one to tell me, you can't go. I have to make this decision for myself. The social demands are that it's a lot easier to get behind.

S-18 It is really different. In high school students occasionally go out an experiment with alcohol and stuff but up here it's just It's there! There's such a gross amount, I mean you go to a party and I never drank before I came here, and now it's like you go to a party and it's there. I mean it's not unusual for me to sit in my room and do homework and drink a beer while I am doing my homework. I don't know if that's bad or good. I just never drank before I came out here, and now it's there, and everybody drinks, or the majority of the people drink. I don't know if I should

say that that's my whole social life. That's one thing that stood out I didn't have much experience in high school and it's so prevalent here.

S-19 Just I don't now, I think I've said that before. Your parents aren't here. On week nights I had to be home at a certain time, and I had to ask before I went out on week nights and here I mean you know, Or if I would leave a note, that was always the big thing, at my house. If I wanted to go play basketball, or go to WalMart, I would always have to leave a note so that they would know where I was and here no one is here to baby-sit you really.

S-20 I guess having to make new friends, cause in high school you had the same friends since you were a little kid, here you just have to go out and find other new friends, new people to be with and you have to make decisions about where you are going to go, and what you are going to do.

S-21 Writing essays, and like see, speeches talking is not hard, except in Speech you have like know your topic real well, and it's hard to get up and just talk and talk and stuff. That's pretty much the hardest.

S-22 There's not really much of a...there's people that come up and ask you to go out but if I was to ask someone to go out, they'd probably do it it's just that start getting into that groove of things and start going out and wanting me to do more stuff with them.

S-23 I don't think there's really demands here, that's the nice thing. Um, at home there was the demands from the parents to you know be the best you can be and then with friends JEEZ, I've got to pencil in time to be with my friends and weigh that all out with studying. And here it's like I live with all my friends, so I don't have to worry about seeing them, and you know you don't have to really worry about seeing females cause they're on the other side. So all that takes away a lot of pressure that I might otherwise have, so I mean it's kinda all balanced out. I have plenty of time for studying, and if I need anything else it's there.

S-24 In college you uh, are on campus 24 hours, in high school you are only like with them maybe during the school day or whenever you go out with them during the night or something like that.

S-25 I don't think I understand that. Well, that's kinda what I was saying.

S-26 Establishing study time (the student repeats the information stated above).

S-27 No. Yeah. I mean you know it's kinda hard every now and then to have to open up the door and shout down the hall, "I'm trying to sleep.", that might be different, but as far as demands from socializing, I get along with everybody pretty well.

11. What changes do you feel have occurred within your this semester? Describe as much as you can what the changes are.

S-1 I think I've learned to study more and learned how to um, what's the work, I've learned to train myself, make myself study, discipline myself, and I've learned to discipline myself, I used not to eat I would eat just junk food and there's food here to eat and I'm eating healthier food, I'm doing my work, and I'm getting my work and I'm getting more sleep because I plan my daily schedule out, and know when I should go to bed because for when I have to wake up the next morning. That's about it.

S-2 Changes? Basically my attitude towards school I mean like I heard before high school was a joke you know it's nothing compared to college, I mean I understand it now I mean this is my life I'm going to have to you know I'm scared cause you know I want to you know I want to be somebody, right now I'm scared cause I'm thinking like you know like I failed my History course class. I mean my test and you know that scared me cause I was like you know I thought I did good but he wants it detailed, detailed and I'm not used to that. You now I'm used to writing down what I know and getting a B or a C and so forth. I mean it's scary I'm scared right now about my future.

S-4 Well, I've definitely earned that you can't take anything you have to take everything seriously, like I've mentioned before like the English essay you can't think this is going to be no problem and just blow it off you really have to concentrate on it and I've learned that staying ahead of things and and not procrastinating definitely helps, because the first couple of days, I'd think oh I can start my homework that night the night before it's due or whatever and I've just in a short time I learned that that really doesn't work you need to schedule time other than the night before or whatever. That helps.

S-5 Um well, I feel that I have grown more mature in the fact that I go to class now and I'm focused on what I have to do and have to achieve and I've noticed that with a lot of students in my classes. There's not a lot of cutting up. There's 300 people in one of my classes and you could hear a pin drop. I don't know if their asleep or if they're listening intently, but I feel that not only myself but I feel that everybody else has become more focused on what they are here to do. That's probably the biggest change. I know where I'm headed, and I know what I need to do to get there.

S-6 I think I've matured a lot and I've really put my nose to the grindstone and started studying a lot more than in high school because in high school you really didn't have to study. You just kinda went through the motions and and if you just went to class everyday, you could pretty much get good grades on the tests. Like I used to take notes in high school, but I'd never go back over 'em and I'd read the chapter once and then that would be it and I would never read it again and I'd get really good grades on tests, and so, but here you gotta really study, because they ask trick questions or they they uh get a lot more specific on questions, because they expect you to know more than you did in high school.

S-7 Um I have more self-discipline if there is something I need to do, I do it. Like I was a really big procrastinator I would wait you know, since I got down here I don't know what it is I guess I've just realized that it's time to grow up and get what you need to do done, if you're going to do something do it. If you're not um you'd better get out or change your ways, so um that's the biggest change, I do what I need to do.

S-8 I'm gaining weight. Ummm I think that I study better than I did in my last year my last semester of high school. Um I apply myself more, I don't feel that there's such a need now or yet, I guess I should say to go out to out all the time and spend times with my friends mainly because it's not quite as many and also because that my friends here are doing the same thing, they're studying and so I find it easier to study and therefore I study easier.

S-9 Uh..well, I've got to where I know one thing for sure that I got to where I don't the first weeks I would want to go home, and then the next week I would want to go home you know and I've got to where you know I don't really want to go home but I'm going home this weekend for the State Fair probably, but I've got to where I'm not looking forward to that the whole week and I could stay here...and uh some changes is that I would get I've been getting my homework done instead of doing something, and then doing it at night I'd do it first, I usually I've never done that,

especially in high school, 'cause I'd have practice and then work. I've got to where I can get it over with, and that makes it easier, because if I find out there's something wrong, or I don't understand it I got the whole night, but if I wait til the last minute to do it it's like I've gotta go to sleep...(laughs), anyway....

S-10 No answer.

S-11 I started wearing my hair back, because it's too windy outside, that's about it. Otherwise I'm basically the same.

S-12 I had to learn to live on my own, and to manage money. Um, I have to take care of my car. Things you know that your Dad's do for you. Just I'm kind of a shy person, but I had to kinda get over it, cause I had to know things, I had to ask questions.

S-13 Well, I'm cleaning my room you know, I guess that's responsibility. Yeah, responsibility is one of the biggest one. I'm just learning to live on my own pretty much..um .

S-14 above statement corresponds to this question.

S-15 Well, I've been more outgoing for one, cause when I was in high school I was kinda shy, so I determined that when I went to college, I was not going to be that shy. I've been more outgoing.

S-16 Um, one definite change I've become a lot more open to other ideas, and new ideas, whereas before I was a lot more um judgmental and set in my own standards and my own ideas where now, I mean there is no way that I could possibly be like that and maintain friendships with half of the people here. I mean I don't have to agree with them, but I have to allow them you know their beliefs and everything, and um so, I've begun to do that a lot more, and um, I've definitely become more responsible as far as taking care of my care, cause my Dad's always on me..."check your oil"...and do this, it's like become more responsible um I've become a lot more conservative as far as um money is concerned because my parents send me a certain amount every month, and after that that's it, and I don't get any more. And um, so I have learned how to budget really well, and you know bargain shopping, and making due with things. I've learned how to get along really well with, well like I said, people who are different than me, um. My roommate's not really different than me, but there's a lot of things we do differently and we just kind of just accept it, and that's why we get along real well, we just accept each other.

S-17 I've lost some of my knack for procrastination. I gotten a lot better about that. I still do it at times, but I've gotten a lot better. Taking a little bit more responsibility for myself. Realizing that the decisions that I make are going to affect me and me alone, I'm going to have to deal with the consequences. If I don't do well in a class, I'm the one that's going to have to deal with it, I'm the one that's going to have to suffer.

S-18 I'm realizing now that no one is going to tell me that if I don't get my act together now I'm going to fail. I am just going to have to do it myself rather than waiting for someone to tell me that. I am going to have to start doing my homework, get everything handed in. I think that I have become more responsible. Maybe a bit more mature breaking up with my girlfriend right before I came out here was pretty tough. I came out here and there were all these beautiful women. I think the combination of coming out here and breaking up with her and missing all my friends and I was really depressed when I first got here. I didn't meet anyone. I just sat in my room. After I met all these new people and dated a few girls, it's just great. I think I've become a lot more confident with myself. I was kinda scared to talk with people when I first got here and scared to approach people I didn't know so well, and see if they wanted to go do something. Now

I don't feel so threatened by people so much. I don't feel like I'm going to get mugged by someone if I am walking down the street at three o'clock in the morning.

S-19 I think I've matured some in the way I look at life. In high school I ran around all the time you know, there was always something to do. And here, I think I've studied a lot more. I mean I'm trying to get my priorities straight about what's important and what's not. I mean somebody will want to go do something and if I studied I'll go with them, but if I feel that I need that time to study I'll say maybe some other time. So I think I've matured.

S-20 I think I feel like more responsible, maybe. I have to make my own decisions and I have to think about what the consequences will be. It's not already made up for me. I think that's the most part.

S-21 Yeah...like I don't know the more you talk to people, the more friends you become, some of them you don't I mean the more you learn about them some of them you know you just won't get along with them so well. It's not there's not a whole lot. I am just more outgoing and more talkative than I used to be.

S-22 I think I've learned to be a little more responsible. Since I don't have my parents you know to give me this and give me that, and I have to budget my money more and be more responsible.

S-23 Growing up and being more responsible. Those are the big ones. Beyond being more responsible, because I don't want to be redundant, but my confidence level has gone up definitely. Yeah, from just actual telling myself, Jeez, you know you are out there and you are really making it and you're living and your grades are good, and your future is bright.

S-24 I've become more mature, and I've picked up better study habits, you know with the course work I've been taking I've learned to study a little bit better. I learned how to make friends better.

S-25 I think I've become more independent, because I've had to. You know. I mean everyone who comes here has to. You have to buy everything yourself, learn to say you know, "I should be going to bed.", or "I can stay up tonight.", or you know all that kind of stuff.

S-26 I think I'm basically the same person I was when I came up here.

S-27 Probably like I said maturing. Making a point to—at the first of the week I'd stay up til 3-4 in the morning, just doing whatever and then you know, going to bed and as soon as I got out of classes, coming home and sleep, come back to the room and lay down and sleep then, and get back up 6-7 o'clock and go again until—a lot of it's making myself set down and study, or sit down and read what I need to read or something like that then getting in bed at a decent hour. If I get in bed by midnight, I'm lucky, very lucky.

12. What activities or programs or service organizations and courses have been helpful to you so far this semester?

S-1 Orientation class is somewhat helpful It's basically teaching you how to plan out your day like you know it teaches when to they give you a calendar and say write down the times when you should study and then they like all the little like rape awareness weekend, sexual awareness week that they have here they've had they've been teaching us like stuff about that, so those are that's about it.

S-2 My A&S, my orientation class that's basically where we're learning how to meet friends, plan, basically go for it you know that's what we're getting in A&S that's the only class I can think of right now.

S-3 Um...well since I was in color guard and that demanded a lot of time so that has helped immensely here with me knowing this is the time to study and this is the time to play, and that's just the way it is. You know, and um other activities, like I said I never really did much, because the guard was always in the way, um so that's really the only one that's..I was in SADD and I'm still very very involved in that.....No, not really done much except study here.

S-4 As far as activities or I suppose it would be considered a service program my college had a is the college of Agriculture and we had an Agriculture orientation where we got together and we met people members of the club we clubs were there and we got to find out information about them, plus talk to some of the people in the faculty and that helped a lot and then in the same program I have an Ag orientation that now this week we're meeting with people from our departments and we're talking about just in depth more about that department and that really helps because you come in and you declare a major I knew what I wanted to do definitely but now it's nice to come in and really find out and really dig deep and have someone there that's helping you you're not just reading it from a book. Or a you know a class schedule or whatever. As far as other activities just activities that are scheduled in the dorms getting together with a guy floor cause you learn that you know that it's you know it's fine, it's fine when you're with all girls and you know you can just Bla Bla Bla but you kind of realize that there are guys out there and you kinda have to you can't just stick to your floor you know just guys but the girls floor too. You can't you know you need to meet new people and even if you found a lifelong friend you still can meet people through other activities and stuff like that. As far as classes I've actually learned the most from the classes that are the that you have the most trouble with that like the class with the international teacher I mean you really learn that you have to pay close attention and you can't just zip through everything. And that's taught me to you know really focus in on what he's saying and pay attention.

S-5 So far this semester, probably I've been involved with two social clubs in the Ag college and it's helped me in the respect that I can see what goes on out in the field that I'm studying and I can see what's going on um behind the doors and what is apparent to everyone. I can see that there is unlimited amount of possibilities that one can achieve. A person if he would just sit down and take time to smell the roses then he'd be able to see a lot clearer probably understand life a lot better and probably feel better about himself.

S-6 Well, MLRC (Math Learning Research Center) uh helped me keeps me going on that if I get lost and one of my friends down stairs is kinda lost and doesn't understand what's going on because he's not in the same class. I think a lot of the intramural sports keeps me going because I was really getting bored and in the evenings before they started and now I'm just busy, something to do something to do every night and I love it. It's better than sitting around doing nothing. I think that because intramural sports help a lot to keep me active and keep me going and and I don't know I guess some people think that they take away a little from the academic part of the college and that it takes away from the study time a lot of people on my floor because I'm on _____ floor think that so they don't really get involved. Then there's the other ones that think that what's the use of coming to college if you can't have a little fun too. You're not here just totally for learning I mean you're you're that's the basic reason that you're here, but if you just come here for learning and have no social part, then it's not worth it. Er, it might be worth it later, but it doesn't seem so now.

S-7 I don't know. Like in social or....(Re-state the question). Alpha was really good because they told you everything that was going to be going on and so you were prepared for it. They told you what to expect out of your professors and what you needed to do and your syllabus, yeah I guess that was the biggest thing that helped me.

S-8 I found the Agricultural 1011 course um Orientation course to be very helpful they um gave insight on how to study better and better ways to study and actually get something out of what you are studying. Um, I'm part of the _____ student center and that's helped me out a lot just for moral support.

S-9 Uh...I don't know. On our floor they have pool tournaments and stuff, I have not really been in a tournament, but we would just keep playing pool and I'd met a lot more people. And then in the in engineering they sort of it's engineering but he tells you how you should study for stuff, so I learned a lot in engineering.

S-10 Well, Alpha was all right, I guess. It kinda helped out, I mean getting used to the campus, but some of the activities were kinda, I mean I didn't really enjoy, I skipped out on a bunch of them....some of the games were just, I don't know, I guess they were helpful, I mean, in meeting people, but, I can't think of one instance where I was, I mean I just remember thinking to myself how stupid I felt sometimes when we were doing it. And then my Orientation class is very helpful. And they do a really good job of explaining to you different choices you have right now where to go if you're studying, stuff like that.

S-11 Well, it's not official thing, but we all go to this guy's room and do our homework. We all help each other if we know what we're doing, and that's about it.

S-12 Orientation has been real helpful, I mean they, I really like Ag Orientation. They teach us how to manage our time, how to study, how to read, that's probably the most help.

S-13 In college? Um, Probably my philosophy course. She's teaching me a whole new way of learning. Lecture based, I'm not really used to that. That's not how it's taught in high school. In high school you get work sheets...and here it's not work sheets.

S-14 Um I think one of the activities that has been really helpful is intramurals, because it helps me let off steam. And the physical activity—and it's just fun, it teaches you you interact with other people that are on your floor and that kinda helps you live better together because you have that bond or that thing in common, and you can always compare something to the football game, and if things get tense you can always go back to the football game where you all were all one unit and um then I don't know.....um the course that helps me the most in my Arts and Sciences Orientation course. As I said earlier they taught me a lot about study skills and things like that and the first few weeks of Orientation they teach you about programs you now they talk about sexual harassment and they talk about um you know the Wellness Center, the different things on campus that can help you. And so that course has really helped me. There a lot of things on campus that I would not have known about. Another class is the PLC (President's Leadership Class), we have that class on Tuesday nights and that really helps a lot because we have 125 students..yeah....all freshmen...and um, sophomore student facilitators and they um are sort of like your SAM (Student Academic Mentor) and um they tell you a lot about student activities and most of them they have a representative from most of the student activities and a lot of them are in SGA (Student Government Association), and things like that.

S-15 Well, I'm a member of the Society of Women Engineers, we had a meeting a couple of weeks ago where we learned how to resumes, I don't have one together yet, because I don't have much to put on it. But, I'll know in the future how to write resumes...but....

S-16 Well, the Band has really been helpful to because I started that before I started that like the Wednesday before school started, I came up early and had like a camp a pre-school camp and that helped me a lot because I met so many people, you know like 200 people instantly. And that kind of you know I met a lot of really nice girls who live here in the dorm, that were involved in that and that helps a lot having someone like that you know you know familiar faces right from the very beginning. My Church has helped me immensely I go to _____ and we have like a Thursday night Bible study for college students and that's just really helped me a lot just to be there and talk to people and um we have really active group there of college students and it's nice to go and you can just hang out there, there is a house next door to the Church where college students can go there and study or do whatever you want, and it's nice to just go there and you can talk to someone that um is completely open to you and shares your faith. That's really helped a lot.

S-17 Again, I'd like to reiterate the SAM program and the Orientation classes. I think that's a wonderful idea, and I think that they should continue to build on that program. It's been a tremendous help to me. And, also I've been very pleased and very grateful for the DSS office which is the office for Disabled Student Services. They've been very helpful to me in helping me transition. Helping to accommodate for my LD so that I can you know.....

S-18 My hall president has been real helpful. Whether he's being a good friend, or he's doing his job as the hall president. He's given me a lot of helpful advice. He's almost I suppose in a way that big brother type voice telling me that I better get my act together. He's helped me a lot with personal problems that I've had through the year--through the semester, I should say. So, I think him and MLRC have helped.

S-19 My adviser. He's helped me a lot with the typical freshman experiences. And a lot of people on my floor, they're older. If you have questions, you can ask them without them going "You're just a typical freshman". I haven't really gotten involved in uh...the leadership there are a lot of people in that, and a lot of them are in the same residence hall.

S-20 About the only place I've really gone is BSU (Baptist Student Union) and that's been a lot of fun, and that's where I met most of my friends so it was helpful in that way. They are all really encouraging, and they accept you, and they made me feel real comfortable when I first came, cause I didn't know anyone, and they made me feel.....good.

S-21 Like my _____ in Agriculture and stuff that was real helpful, and we went to our National Honor Society was real active, so went to help elderly and stuff like that. I enjoyed doing stuff like that...helping people.

S-22 My Business Administration Orientation has been helpful to me about you know the studying and stuff. like, in a way it's kinda scaring us telling us he knows people that's went the wrong path and messed up, and so he's just wants us to do right.

S-23 Air Force ROTC has been helpful to me. Giving a a chance to enter that and to make friends and it's been fun. Right now I'm working with A New Friends Program, it's what they do is take college students to elementary schools and they assign you an under privileged child and you do 30 minutes homework, and 30 minutes play and it's been a lot of fun cause it's you know it's in a time where college students are out partying and having fun it's kind of given me a dose of the real

world. It kinda helps you realize you know to keep your bearing while you're here. Not let college be too much fun. I mean you are supposed to have fun, but don't lose sight of the real world.

S-24 My History course my professor in there, he explained to us how we can learn to study better in college. In our Engineering course we learn stuff like study skills and things that prepare you for later college work, when you graduate and get your career and uh join the _____ board which has helped me learn friendships, meet new people.

S-25 One thing I do that really helps me a lot is I go to water Aerobics three times a week and that kinda relaxes me, gets the stress out. It gets me out for a while. I don't know about courses helping me in any way.

S-26 I'm in the President's Leadership Class, and we had a retreat about two weeks before classes started, and that provided me a good opportunity to meet a lot of people to where I could walk into a situation here and know a lot of people right of the start, and that helped a lot.

S-27 The collegiate 4H and I'm 'hopin' to do some volunteer work, cause I kinda need to cause I did volunteer work since I was in 4H I volunteered for everything you can think of and I'm going to start doing that here in college too, maybe not as much, cause I don't have the time to, but I wouldn't mind doing a little bit of something like that, and as far as my freshman Orientation course, it was real helpful because you know I thought that it was a good deal. I wish I would not have had so much work in it, cause it was like a whole 'nother course, I thought there should have been less homework. because all the other classes I talked or all the other guys I talked to, their classes they didn't have to do but maybe one or two things the whole time they had the class, and we had to do every Monday and Wednesday. My Political Science teacher I really like, she's really energetic and I really like going to that class, I wouldn't think about missing it. It's I enjoy it, just listening to her.

12. Which persons, services, or information have been the most beneficial so far in your adjustment to college academically and socially?

S-1 I don't know probably I'm just socially I have a lot of friends here from my high school, there's about nine of us here so we just kind of stick together, a lot of us have the same classes and so we don't we've taken the classes and we'll help each other out so I think that would be kinda helping me to get used why I am here.

S-2 Uh, Ms. _____ the high school college relations—I met her through my high school, you know she is the one who got me up here. Uh, me and my adviser I mean I feel uncomfortable with her because I mean I had a little conflict with her this year, not an argument—I mean I just didn't say anything—cause I needed something, she didn't do it for me So I went to Ms. _____ and she you know she's high school and college relations she's trying to recruit people so I went to her and she sent me to Dr. _____. So, basically I've been going to him when I have a problem. and he's been advising me and looking at my schedule, I have not really talked to my adviser.

S-3 Our RA and our house president have been wonderful. They are super, they are really about once every two or three weeks we'll have a house meeting and they'll just go over you know what's new and what's going on on campus. They've been a big help with just letting just all of us know what's here and um that's about it.

S-4 Actually my RA she's helped me a lot because I'm not afraid to come to her she lives right next door to me so I see her all the time, I see her in the bathroom and everything and I've asked her about just about everything one day I woke up and I slept through my alarm didn't go off and I slept through one and a half classes and I ran over there and said you know well later that day I said what can I do and she helped me through that and you know she knows where what's going on on the campus where to eat you know everything, if I have a problem in a class then she say she'll say I know someone who took that class last year you can borrow her notes. So she really helped, everyone says go ask your RA, but she really has helped me out.

S-5 Probably the biggest person that's helped me is my girlfriend. I met her the first day I was up here and we've been going out ever since. She'll be a junior in the spring starting in January, she's got a 4.0 and she's a excellent student. She's kinda helped me to keep focused. She knows what it takes to make the 4.0 and also to be involved in all of her service clubs too, to be involved not only academically, but socially um and she's helped me in that respect to get out and try new things, get involved with other people and she's helped me keep from getting homesick that's probably the biggest um that first weekend I was up here, I was sick and I could hardly stand it, but she'd pick me up you know and tell me it was going to be all rights, that I was up here for a purpose and and then that kinda sunk in I realized at that point that my parents still loved me no matter where I am sure they're going to miss me but they want me to go on and make something of my life and I finally saw that, and that made me feel pretty good inside.

S-6 Oh boy..I think that my history class. This is a class, I don't know, I don't know how to explain it. It uh helped me adjust really quick because my teacher is kind of a cut up, he's really funny and and and the class really gets going and you get a lot of discussion this way and and it makes you think a lot harder I think, because he'll like, he has these _____ (identifying factor), that are just like _____, and it makes you think harder about what you just said and then and then you try to say something so he'll say something stupid and you can go HUH? What are you talking about and then just really gets really you really start going and you really start learning. and I think and that makes the class fun and if you can't have fun and if you can't have fun in the class then it's really hard to learn I think. The problem is the reading part. There's a lot of books but I think that and then I've got like a friend downstairs who is in three or four of the same classes that I'm in so I see him a really lot and I'm pretty good friends with him and and we go study and if we have problems with our math especially we get together and work on our math together or sometimes chemistry or engineering quiz we had this week or I don't know just basic class stuff that I know helped keep me prepared and keep me on top of things if I don't understand things something I always have somebody to talk to and ask and maybe they'll understand something that I don't..

S-7 Well, all my professors are really good, and they make you feel, they help you they don't make you feel stupid. And if you have questions you can go to them and not feel like an idiot, you know if you don't know something. My roommate's been a big help, because we're going through the same thing, you know, so we can talk to each other about our problems, my family, my friends, from school they've really helped me out because I can always talk to them or call them if I need anything.

S-8 Well, both academically and socially I'd have to say um a friend I've known for quite a while she lives here in Stillwater but she doesn't, she's not part of the campus any more um I've known her since I was a little kid, she grew up in the same town that my grandparents live in so, she's been a big help to me um, she's been around whenever I've needed her, and helped me out and everything. The programs that the _____ student center again there just always always motivating you helping you.

S-9 Uh...uh...well, so far like academically, um um the uh all my teachers always lecture and stuff, but in my English class there's like 30 people, and you can like go see her, and she'll she's really been the most helpful, like when it comes to homework, and if I understand it or not. Well, that's because she doesn't have as many students also. And uh, socially I don't think I've really did anything. I've just walked around and stuff.

S-10 Hmm probably high school teachers, because they had me pretty well prepared and told me what to expect.

S-11 The freshmen guys. Just it's one big group.

S-12 The Ag College has been great...it's been real good. They help. They will try to do anything for you.

S-13 Uh.it's hard probably some of the guys on the floor...they're pretty outgoing and they're pretty easy to get along with too.

S-14 Probably as much as I complain about some of the demands Dr. _____ and _____ the people that are work with us through the Honors program, they have really been the most helpful, because they're there the most for us, and we have use of the honors lounge so about any time we want we can just peek our head in the door and talk to them about anything. And, um I have a class every day with them, I have a class on MWF and TTH with them, and I think that a lot of the time, if I didn't have to put up with them if I missed the class, then I may not have gone. So....that and they come to our floor, and we have a computer on our floor with a printer and everything. They will come in—they have an office—and spend some hours, so we can see them whenever we want.

S-15 Trying to think...um, One of the engineering advisers _____, I talked to him a couple times when I came up to visit the campus, and then several times he helped me to decide what courses to take, I was wondering if I should take a _____ test and he advised me that it would not be beneficial to take it.

I guess my RA has been helpful, too. Whenever I need anything, she's there.

S-16 Well, as far as services go the Math Learning Resource Center has been right there for me, that's what I've used that so much, and that's really helped me a lot. And, let's see, well just being able to call somewhere on campus and find out I mean you can call anywhere and they always know what's going on. And um, you know cause I have had to call the Residential Life place a lot and ask questions and stuff, and they're always really nice and um they talk to you and everything, you know. And then my adviser has been really, really helpful. He was just immediately, all through the summer sent me little cards you know saying, "If you need anything, call me". You know, was really, really good with my schedule and um, being available for me, so that helped me a lot.

S-17 Same as the question above.

S-18 I think I've answered that.

S-19 Our house president has been at our floor meetings, and she has helped me to socialize. I have a tendency to kinda stay to myself, and she's helped me to get out and kinda meet people.

S-20 Not that I can think of.

S-21 The RA's and stuff on the floor. Our house president I mean any time we have a problem, we just go and bang on their door. Help, so....they we get along great, and have become good friends. I'd say those are the most helpful. My adviser is real helpful. He calls me and asks if I am doing OK and stuff. I go see him about once or twice a month, so I've been there about three times since I've been here. He's real helpful. Gives me advice and tries to help me with my English sometimes.

S-22 Mr. _____ in (Business Administration), and a couple of friends in the dorm who say like : "You better study, or you're going to flunk out.", you don't want to go back home, and like that. They're just trying to help you along.

S-23 I'd say a guy down the hall named _____. I mean it's kind of hard for me to especially in school this type of student faculty ratio it's kind of hard to you now at least as a first semester freshman to pin down a teacher or a TA or something and kind of bond--to help you kinda get adjusted--so, I don't know, I've kinda relied on friends for that and now I've met a guy named _____ who lives down the hall from me who's a really neat guy and we just get together and talk about our problems you know as far as grades and females and females.....and you know it works out really well. It's I don't know, we have opportunities in all our classes you know to go you know--open door policy--to talk to our teacher, and I don't know I've always liked talking to friends over like psychiatrists or anything like that. I think that's what friends are for.

S-24 Well, a professor in Engineering class Dr. _____ and my History professor, Dr. _____. They both explain to us how we can better learn study skills and ways to adjust to college.

S-25 Well, I have a lot of people that I can call um, there's a girl from my Orientation class. She's my SAM, (Student Academic Mentor), I can call her any time and you know tell her, and there's this other guy..my Grandmother knows him, and he's a SAM. he said I can call him any time. I haven't really though. I call my folks, call my friends (at other colleges in another State). That's really who I talk to.

S-26 I've got a few friends up here from high school and I mean we've helped each other out. I knew some people who were up here like some upperclassmen they if I ever have any questions if I don't know where something is, or how to go about doing something, they usually know.

S-27 I wish I really can't think of any that have been real helpful like some of the older guys on the floor, or something like that. Somebody down the hall, or somebody in class talking to me. I wish our adviser would sit down, and cause I mean I didn't know what was going on when I first went in there, and she said, "Well, you need to take this and this and this, and the only choice I made was what electives I want to take and then it was like or it wasn't really electives it was like do I want to take PolySci or History...which was the only thing I can remember choosing, cause you take your Math placement test, so that really fits you into the Math that you're going to take, and I told her that I wanted to take Chemistry, but I didn't know there was like a lower level Chemistry, I probably would have taken it if I would have known about it. She was just kind of this and this and this and this....this is what you need to take. I didn't really know what questions to ask I didn't know that I could take put off, if I would have known that I could've done it different I would have put my Chemistry or my Math class off til second semester.

13. Do you have any additional comments about your initial month or five weeks that you would like to include?

S-1 Not right now. It's just been interesting. It's been new. It's been fun cause there's no curfew, there's no parents, you have to do it yourself and that just makes you you have to do it yourself it kinda makes you want to do it more just to your parents are like O you better make it in college.

S-2 What I've been going through? Uh, I mean I came pretty well prepared what to expect, so it's really nothing I can think about.

S-3 Hmmm uh I like OSU I do I think it's a beautiful campus. That's one of the things that attracted me to it. Cause I've visited a lot..too many colleges last year, and um I like it here, the people um were pretty friendly they're not as outgoing as I thought as they make you think in the write ups of colleges, so once you get here you really realize what they haven't told you. And uh but it hasn't been negative really. What did you expect? Well, just coming from a small high school-2000-coming to a school 22,000 I missed you know you're a name you are not a number you know that we had at the high school everybody pretty much knew everybody else, and here it's you know your number and your next door neighbor and that's about it. So, I miss that from high school, and I really shouldn't have expected that here but just within our floor I thought there would be more continuity, but there's so many different people and different schedules that it's hard to have everybody come together to have your own little group your own floor have your group. Some of my other friends in other floors their floor has bonded together they're just a big family and but I don't see that at all. Do you have upperclass women on your floor? I don't know...I don't think so, I think it's pretty much freshmen. Do you have a lot of sorority people? um hm. Yeah, our neighbors on both sides.

S-4 Well, it's been great but it's definitely been hard because I've had to settle down I find myself just wandering and even if there's nothing to do I do anything to keep from doing my homework and so I'm having to keep getting myself back in gear because I was really the studious person in high school and I never let my grades slip and now that I'm here and there's so many things going on that's just the hardest thing just to learn that you have to do your homework and pay attention in class and go to class so...

S-5 Um just it is a big change, but it's nothing that we can't handle, I mean we're going to be dealing with changes all of our lives and you've got to be prepared to change whether it be from one job to another from one city to another you never know what's going to happen. There's a plan out there and only God knows what that plan is and you just have to follow it the best you know how and just live each day as though it were the last day, and live the best you can, and that's all that anybody can expect is to be your best.

S-6 It's just ben a totally new different thing it takes a little adjusting. The first I really didn't take a lot of adjusting people at my school said oh it's gonna be so different it's going to be so different, you're going to be so messed up but when I came here I felt that well I said that it was going to be a it's going to be so different because you're gonna have to live in a dorm you're gonna have a roommate and you're gonna have classes at different times during the day and not all together at one time and and your studying you're gonna study a lot more and there's gonna be a lot less extra time that you have and and all this other stuff and they really beat it into me and I was almost a little scared to come to college and that's the way I think a lot of people were a little scared to go to college.

I know some kids that when the day came they had to leave they didn't want to go but they ended up going and I I felt kinda a little bit scared going to college, but I wanted to go. And it's something that I've always looked forward to is going to college, and I've always tried to pace myself to be at the college level. When I got here it was a lot less worse than people all made it to be. People made it out to be like like this big bad thing that uh you're just going to go insane because you're going to do all this studying and the first couple of months are going to be impossible to adjust to and all sort of stuff, but it's not really that way. It's just I was adjusted the first week of school I was adjusted and started to get into a rhythm and it isn't any big thing, I mean it isn't as scary as people say.or it isn't as tough as everybody says it's going to be it's just studying is the hard part.

Another one of those support groups is the band. The band is two hundred and five or six people and they're instantly your friends. I mean you have two hundred and six friends, and when you've got a problem and you see somebody...if you're lost in the band you know that you can talk to them and you know they'll help you because you know and they're really protective and and well I don't know about protective, but they really want you to get along well in college. And they believe that everyone in the band believes that they're the best and uh that our band is the best and we work as a team and it's a really nice thing to have is the team work in something that's so individual as college. It's really neat, and the things you can accomplish with two hundred and four people is just amazing, because with three people and six hours a week you can get so much accomplished it's just it just blows your mind. And you don't really think about it until the day of the performance comes and you look back and see what all you did in the short amount of time and you like wow! I can't believe we got this done and then like we had band camp before school started here which was the Wednesday before school started and they threw a party for all the freshmen that night, and it was a big old thing there was a lot of people there and they had food and stuff and watched Ren and Skimpy on tape and on a hifi system that had would blow your ears if you sat too close it was a lot of fun. It helped you feel more at home in the college.

S-7 Not really, it's went by fast, so I haven't really had a chance to tell if any thing's wrong or not. But um, everything so far has been good for me, I mean I haven't had any bad experiences. Um not with any of my classes or with any of the people I've met. So...all in all it's been pretty good for me. I hope that it gets better.

S-8 About the whole first five weeks? (Long pause) I guess starting the first week I learned something I'd been taught my whole life, and I guess never really had to use it, and that's is Never Judge A Book By It's Cover. Um..I walked int my dorm room and being from a church and everything I was expecting to find you know a good roommate and stuff and I walked in the door and I found a neon sign stating _____, so I go, "Good, my roommate's a _____. It turns out he's not, he's just he just has a sign, so that's one of the things I learned throughout the first five weeks, trying to apply it to the rest of school--just don't see a person, and make a judge on 'em real quick. Um, the first five weeks have gone fairly smoothly, for me anyway, and I'm doing better than I thought I would at this point.

S-9 I think I've probably said it all. No. None.

S-10 It's been fun, I mean I've been ready for this for three years. It's what I expected, I guess. And, now I can't wait to get out, I want a paying job!

S-11 College is not hard. The hardest part about it is paying for it, and getting in.

S-12 That um, I really like it here in Stillwater, I mean that my choice was between OU and OSU. My Dad is a big OU alumni and I was down there and visited and I didn't like it at all. It seemed crowded and people aren't as friendly I don't think in a large town...a big city. So, you can drive here without getting in too much trouble. Um classes aren't too hard yet but they will get that way, but they try to make it real easy they try to make it easy for the freshmen so that they can adjust. And I'm having a great time, I'm trying to study too, but I'm trying to have fun.

S-13 It's I don't know, it's been fun, It's had it's ups and downs you know, you go out and have fun and then you got course work and study and a lot of stuff um...other than just the responsibility being without parents. I think that's about it.

S-14 Um, well, I realized how I mean I really thought that I was a person prepared for college, and for the college experience, because you know throughout high school you know, everybody was saying you're gonna go to college and you're not going to be prepared, you're not going to know how to study, you're going to flunk your first semester. You know, everybody always gave us these warnings. The year before I graduated our Valedictorian came to OSU and the first semester he had a 1.4. He spent a little bit too much time on the social side, and not on the academic, so I kept telling him that I'm not going to be one of those people, I'm going to be prepared. I know that I'm going to have to study more and I know that I am going to have to do this. And I really thought I was prepared, I wasn't as prepared as I thought I was. I was as much as a lot of students who come up here, but um I wasn't as prepared as I thought I'd be. I'm having to spend a lot more time studying than I thought, and um, I've learned that I can't run on three hours sleep I have to have sleep and food in order to to survive so.....And I'm thinking about writing a letter to my Superintendent and my parents are kinda wary of this cause my little brother is still going through the school system, but explain to him how deficient, you know, I mean how they need to add something you now to the course work in high school to prepare people more for college. And something more in the Math program to prepare people more for college. Because they're not preparing us at all, and there's no use in them calling their programs "college preparatory", if they're not going to be. 'Cause they're just kidding themselves, and they're kidding us, sending us up here thinking we're prepared when we're not.

S-15 So far I'm having a lot of fun, meeting new people, and enjoying it. Studying also, just having a lot of fun. Once in a while someone on our floor will watch a movie and we'll all end up watching a movie. Last night I ended up watching "A Hundred And One Dalmatians". I hadn't seen it in so long.

S-16 It's been a big adjustment, but it's been a lot of fun. And I know that I'm going to have to, I'm going to have to buckle down, I realize that. Right now I've really got to buckle down, and then I don't um, I realize now how much my parents mean to me. That I have been taking them for granted for a long time, and that is one of the major things that I have realized. How important they are.

S-17 I think that this has been a real good experience for me. I think that my stress level is very high right now, but I think that that goes along. I think that one of those support things that I try to help people with and that I try to get across to the girls on my floor is that you've just got, if you have questions, don't be afraid to ask and sit down and try to work out a schedule, try to work out something that fits you. I'm I've always been the counsellor in high school. All of my friends came to me, and I have a real problem trying to say no. to people, and and I try to learn that sometimes I need some time for myself.

S-18 I'm having a really good time up here I suppose. It was kind of a shock but getting used to the whole place and the whole idea, and not having anyone wake you up in the morning. And the roommate, the roommate just completely blew my mind. He doesn't speak a word of English. It's impossible to communicate. He shows up about 1 or 2 in the morning, and goes to sleep and wakes up at 8 so I hardly ever see him. He doesn't talk. I can be in there with a friend, a girl. He'll look in and if I am with someone he'll look in and walk out. I don't know I just wish I could talk with him, and explain to him that's it's his room too.

S-19 It's been a lot of fun. Not just the school part, but you meet some many different people. I guess I didn't have an appreciation for other people's values and cultures, but you just watch people and they're I mean you have anywhere from cowboys to Orientals or your hippie types—I think I've learned to appreciate people more for who they are not what they look like or how they dress. That was kinda the way it was in high school. But here there are so many different people that you just can't really judge. Well, you're like this. And that's all.

S-20 No.

S-21 I think it's weird like it's different..you see faces over and over, especially at Willham, you see the girls and the guys,you know you see them over and over and over and they become familiar to you like in the lunchroom—the cafeteria—or something. You can be sitting there and people just come up and sit you know "Can I sit here?" and then you get the name and talk to them it's more I like how everybody is so friendly and stuff. Like in high school you have to go out and make the effort to make friends, like you have to decide which clique or group you want to be in and all of that, and up here everybody on the same level, so it's not so tedious (This student explained that "tedious" meant "demanding".)

S-22 I like it. I just feel like I know what to do a lot better. I just gotta make myself do it. And it's just awful hard, and I know I can do it. (Mumbles....).

S-23 Considering that I don't want to be here, um it's I've kind of come into it with a negative feeling. Jeez, you know I'm going to do well, but I'm going to do well because I want to get out of here, because I want to transfer. This isn't going to be fun. I'm here now, and I'm having a good time. As far as the experience goes, the greatest thing about OSU is the people. Of course you can find good people wherever you go. School's not that big of a deal. School's not that hard at OSU. At least yet. I think of my experience so far, I've changed from that first day. I didn't want to be here, but I am going to do well so I can get out. And now I'm don't be in such a rush you know to move on with life. Enjoy it while it's here. You can still be wild and still leave if you want, but definitely something to be said for today.

S-24 It's been kinda challenging that helped adjust in ways a lot and it's helped me grow more mature, because I've been away from home and learned how to take responsibility studying.....

S-25 No, I guess not. (This student cried through the interview, and was encouraged to contact one of the OSU resources which she mentioned in the interview).

S-26 It's been enjoyable so far.

S-27 No, I wish there was somebody there, I mean like our adviser, I'm sure that she deals with hundreds of people a day, so it's probably hard for her to really sit down and explain everything you know to each person, but I'm kinda catching on now, but 8-9 weeks ago, I wish I would have had somebody say "You know that's a lot of hours, you might want to go this way, or try this.", or let me know my options, that I had more options than I did. Now I'll fill out my own schedule.

I went in there and sat down and she did all the filling out and I just kinda shook my head yes or no or whatever, and now I can sit down and plan my own schedule and maybe make my classes a little later in the day. My SAM, she was, I only met with her once, that was during ALPHA. She was in my freshman Orientation class but never after that she never really seemed very helpful.

Verbatims of Second Interviews

(The Second Interviews were scheduled during the first week of November to avoid Thanksgiving Break and finals week in December. The student numbers correspond throughout the interviews, e.g., S-1 in the first interview is S-1 for the following three interviews, and so forth). One male student did not take this interview. Twenty-seven students out of a possible twenty-eight students responded to the second interviews, $27/28 = 96\%$.

14. What are your feelings about college now that the semester is almost over?

S-1 They're about the same. You really have to study a lot, and it's just difficult than what I perceived it at the beginning. No matter how much you study, it's not enough. There does not seem to be enough time.

S-2 They have practically changed I just know it's really the same. I know it's life your real life I mean you just gotta get busy. I come to find out that you can't really slack off doing your homework, cause I've had to drop one class. You just have to work hard. It's not goof off time.

S-3 It's much like I thought it would be. More difficult or easier scholastically than I thought it would be, so I not really surprised. I still like it.

S-4 Well I learned that it's a lot of hard work. It's more work than you realize, but actually it's not school work, it's things that you have to do like keeping up there's just balancing the social life with the college life. Trying to get back to figuring that I learned that actually college is not that much harder work-wise than high school, at least not for me. You just have to learn to balance other things in there. I really like college. I've gotten a great impression so far.

S-5 Well, I have a little better idea of what is expected of me. I realize that it's important, I realize that more and more each day. The more I talk to people the ore I get enthused about staying up here and completing my degree. I mean it's important to get an education. That's, I'm seeing that more and more each day.

S-6 It's getting tougher as it goes along. It hasn't changed that much, it's still kinda a lot easier than I figured. My Chemistry class is just unreal. It's probably because I really don't go out and study on it everyday like I probably should. I've got to start.

S-7 I think it's been really helpful to me. I'm glad that I did it. I wasn't too sure about it coming in you know, because I didn't really want to go to college, but um I'm glad I did.

S-8 I'm really enjoying it. I want to go home for a little bit over Christmas I kinda miss home, but I'm really enjoying it. I feel like I'm fitting in.

S-9 That you gotta do a lot of work. I mean the whole point of college is to learn something and do that, you know. So, you gotta do a lot of work, and try to learn and you're on your own. I mean, you don't have--well some people might have their parents someone might live in town or something but that's about it. I mean you gotta try hard to learn because you go over a lot more stuff than you do in high school and everyone's used to it. You can't wait until the last minute like some people grew up used to doing that like I did, so you gotta just always study.

S-10 I don't know I have enjoyed it I guess. Classes are a lot tougher than I am used to. I'm getting used to them, I guess. I can wait until next semester, I guess.

S-11 I really don't have any strong feelings one way or the other. It's more of an extension of high school so far. I really haven't learned that much yet. It's just sorta fresh. Next semester I think will be a little bit different.

S-12 Classes are not harder, but you realize now that the grades are coming out you realize that you kinda have to get down to business now. I have been studying a lot more. It's going by real fast.

S-13 It's kind of a shame that the semester is almost over, I am just now getting settled into college life think. I don't think I was really prepared for it. I didn't know what to expect, now I have a better idea. I realize what my priorities are.

S-14 Actually, I'm kinda looking forward to next semester I enrolled last week, and I'm like ready for this semester to be finished with and I'm ready to go on with the next one, because this one I didn't do that great on but I didn't have enough experience with you know how you should schedule your classes, what classes you should take and stuff like that. I really, really like college and all my parents friends are always asking me "How do you like college?", and I really like it, and they're like "No, the class part." and I say, "I don't like that part."

S-15 I'm really enjoying it. I'll be glad when the semester's over, but I'm really enjoying it.

S-16 I don't like it as much as I thought I would. I like as far as the social part, but I'm really, really struggling with my classes and just, I feel like as far as my tests have been --mid terms and all that--I know that I can do a lot better if they wouldn't cram so much into one test. It's hard, I mean, it's hard for me. I thought that it was going to be a lot easier than this.

S-17 At the moment they are hectic! Real hectic. I enjoy being here. I like this a lot better than I liked high school. I find the classes a lot more challenging and interesting. I really like the courses I am taking. I am doing a lot better in my time management than I was before. I am adjusting. It seems that every now and then things kinda get real hectic and then it will be real light for a while, so, this is this has been a week that has been really, really awful for me, so. My feeling about college are that I am liking it.

S-18 Well, when I first got here I was real nervous, real unsure of myself-what I could do. One of my friends described it as a "high school with ash trays." Short of the fact that my parents aren't breathing down my neck, on a constant basis now, and now that I've kinda gotten all of that wild energy that I first had when I first got here, I wanted to see what college life was life and go out partying I mean I'm really happy here. I like it a lot. I mean the high school with ash trays thing is pretty close.

S-19 Well, I like it a lot. It's been kind of an adjustment, because most of my classes we're just now having our second test, and it's now mid-term already. Most of your grade is based on tests, not so much homework. I don't know, I'm I like it still overall. I've found that whenever I learn to manage my time more that I have more time to do other things, probably more so than I did in high school.

S-20 I feel kinda the same as I did at the beginning. I'm feeling a little more at home and I am kinda ready for the first semester to be over, so I can start other classes and get on with new things.

S-21 It's a little tougher than it was at the beginning. I mean I still like it and everything, it's just different. Now I know what they're kinda expecting out of me, and _____(unclear).

S-22 I keep thinking if I will finish my freshman year, or if I will stay up here for the rest of my four years. I think about that a lot. I keep thinking about socially like joining a fraternity next semester. I think about that. I think about my grades, too.

S-23 I'm ready for it to be over. Just ready for a break so I won't kill the people on my floor. It's kind of I mean in high school you put up with the crap, but you can go home and say, "Oh, it's only crap it's only high school." Here you don't have the break, you go home and you live with it. I'm just ready to kill everyone.

S-24 I think it's all right. The first semester is probably the hardest. It will get easier next semester.

S-25 Well, I think it was hard, but I learned that I could do this. I'm doing pretty well so far.

S-26 It's basically what I expected. I came in pretty prepared from high school and it hasn't been that bad. I still like it.

S-27 This student did not interview the second time.

S-28 The first interview with this student did not come out. It's fun. It's nice being independent. It's not as hard as I thought it would be. I guess that's about it.

15. When things become difficult for you, how do you deal with the difficulty?

S-1 I just usually try to make them the best that they can be, and try to make them the easiest for myself, try not to be too difficult on myself.

S-2 Usually I run. I call my parents and talk to them about the issue. I hear their advice, or I talk to a friends that I can relate to and listen to them, then I make my decision--what I should do, what I shouldn't do. Usually, I just talk to my parents and see what they have to say about it.

S-3 Sleep for a couple of hours, and then still think about the problem. Just give myself time to work it out. Or I'll go out and exercise.

S-4 I usually talk to somebody. I talk to my RA about it or just somebody else, or I talk to my Mom. I call my Mom. Sometimes it's something that if I just don't worry about it or don't get too stressed, then I can work it out myself.

S-5 I deal with the difficulty--I just go to the Bible. I go to God. Just have Him help me through it, and I just turn my life over to Him. That's all I have ever done. He's always seen me through.

S-6 You just gotta adjust--I mean you can't like just all of a sudden adjust, you've got to slowly deal with it, and make adjustments as you go along, and just like as the year goes along your start making more and more friends, but you also start starting going into cliques, because you don't get to see the same people everyday, so you start hanging around the same people everyday, you don't get to see a whole bunch of people everyday, so you just hang around the same people everyday. You start counting your own little bitty cliques, and that's a way of adjusting socially. Academically you just have to go to the library and study.

S-7 Talk to my friends. Take long walks. Take a shower. Things to calm me down I guess, so I won't get my mind on something else.

S-8 I really haven't had too much difficulty socially, but I guess I have my friends that I go to and people that I go to for advice and I guess when something comes up then I usually think about it for a while and talk to some people and if they have gone through the same circumstance, then they can give some good advice.

S-9 I don't know. I just try to put it past or something and just focus on something else and not worry about it.

S-10 I usually just go out with my friends and blow things off. Just forget about it for a while. S-12 Usually I exercise, cause that's what I did in high school a lot. I've been

S-11 I see it as a challenge. It makes it easier, actually. The more difficult it is, the more I want to work on it. Rather than to try to shy away from it.

S-12 Usually I exercise, cause that's what I did in high school a lot. I sleep, or just get out and do something I enjoy.

S-13 I like to be by myself. I go out to Boomer Lake there's a little dock out there that's falling down and I kinda go out there and just hang out.

S-14 Usually I go home. That's kind of a weenie thing to do, but if things become really difficult, then that weekend I'll go home and relax and cool down and be around people that are going to build my confidence back up. People that have known me for a long time. I spend a lot more time with my friends during the week before I go home, I spend a lot more time with my friends here, and they usually cheer me up pretty good.

S-15 I usually like to be by myself. I usually think things out and work things out.

S-16 Well, a lot of times I go and exercise if I get stressed out. I go over to the Colvin Center and work out for an hour or two, and that helps. Sometimes I just sit there and I write down all the things that I have to do and kind of prioritize and sit down and get it done, because if I sit around and worry about it, it definitely won't get done. And I pray a lot.

S-17 I just try to reason something out. If it is a time thing, I try to set my priorities and follow through with them. Sometimes just kinda sit down and clear my head try to start over, you know, because I get too flustered to think. I'm kinda almost--I noticed yesterday, it's almost like I'm playing the role that my Mother played when I was in high school. Early in high school, when I was a freshman and sophomore in high school my Mother was always asking me, "Do you have your homework done?", you know. Now, I am asking myself those questions. It's kinda like I'm--I've been sick this past week. I've had the flu, and I wasn't feeling very well. If I was at home I would have just sat back and let my Mom do everything for me, but my Mom wasn't there, so I had to do it myself. I was doing things that if I were at home I probably wouldn't be doing. I've kinda noticed that I am playing the role of my Mom.

S-18 I've got lots of friends I've made since the beginning of the year. I try to talk to them. I'm pretty good friends with my hall president I talk to him about things when they get real hard and I don't think I can cope with them any more. Or I'll call back home and talk with friends back home.

S-19 I go play basketball, or I go run or go do something that relieves a lot of stress for me.

S-20 I just I try to like academically I try to put myself into it more take better notes, or study more than I did before. Try to put more time into it.

S-21 I usually just kinda cause I'm a real outgoing person, I usually just somber down just take it easy and think about take more responsibility for myself and try to do better.

S-22 Sometimes I'll call to one of my friends, or I'll just try and go and do something that I like doing like relaxing playing basketball, or just waling or something.

S-23 Road trips--take drives--hop in the car and go! Me and my buddy have grown pretty close to just hopped in the car and drove to Colorado.

S-24 Talk to someone maybe. If things are not going well, maybe call parents. find a friend here.

S-25 I just have to take them on. I just have to get through it. I don't know exactly what we are talking about, so it's kind of hard to say. REPEAT. I don't know I guess if it's school stuff I just talk to a teacher, or get help or get a tutor or whatever. Roommate problems, I guess you just have to talk it out or whatever, have some agreements, or whatever.

S-26 I just usually take it head on. That's what I've always done. Take a realistic approach.

S-28 I try I have a couple of friends and I just go to them and try to forget about it go do something, just try to forget about it.

16. What is it going to be like going home for an extended time over Christmas break?

S-1 It will be difficult, because I am used to here with no rules. I am not acting any differently from what I was at home, I still go to bed at a regular time about 11. I don't stay out late, and I never I haven't gone partying, that was never my type, and the only thing is the curfew. Up here, I don't have a curfew. I don't go out late, but at home they usually are like, "Be home by 12." ,and I'll say, "I'll try.", and that's the only thing that's difficult. I'm changing, and they're not here while I'm changing and it's difficult for them to adjust kinda to me.

S-2 It will be a happy time to see all my family. Parents, my parents, my grandparents and my sister. And, I'll probably, it'll be hard to come back to school and get back into the track of doing homework, because I'll be so relaxed just laying around and enjoying the family again.

S-3 It's going to be weird. I just talked to my parents a couple of weeks ago, and they still have the rules on me that they had on me when I was in high school, and it's going to be an adjustment again to back to having rules. I don't think it'll be too bad. It'll be nice to see them.

S-4 For me it's going to be great, because I haven's seen my family. I don't see them until Christmas. It is going to be weird. Being away from everything this year, you're used to it now. It's going to be kind of strange.

S-5 Different. It won't be as loose. I'm going to be with all my friends. I'll probably be working a lot.

S-6 I think it's going to be kinda lay back and sleep and get ready for next semester.

S-7 Oh gosh! I don't want to. I don't know, I just got so used to it up here. It's gonna be weird going back home. Well, I go back home on the weekends, but I'm usually not there for any certain amount of time, just to sleep. I don't know I guess because my parents will be at work, it won't be that bad. My brother will be there, but...the only thing I don't like about going home is that my parents and me always fight.

S-8 Well, I think it will be good at first, and after a while you're going to want to come back, is the way I see it now. At least that's what I've heard from my brother and people like that. I'm really looking forward to it. I haven't seen my parents for a long time. I am going back home to the same place I left from, some people don't do that, and I've got all my friends back there too. I think I'll have a good time.

S-9 You'll get to see your friends and everything, and you really wouldn't want to go back, I don't think I would. I know I will. It would be cool.

S-10 I can't wait. I am looking forward to that too. I got a little homesick for a while. Everything will be new, cause I went home over Fall Break, and my town was just, it was unreal being there really. Everything was just strange. Being back home, I mean, I don't know if I really know how to explain it. I kind of didn't fit.

S-11 It will be kind of boring. I come from a real small town. There's stuff to do here that you can't do in a little town.

S-12 I am ready for Christmas, I can't wait. I miss my little sisters, and I miss my parents. I didn't at first, but I do now.

S-13 I will be nice I think. I like being home a lot. It will be I will be glad to see my parents. I know most people are like, "I'm glad to be away from my parents." I have a pretty good relationship with my parents, so it will be nice to be home.

S-14 It's going to be really strange and possibly really bad. I'm thinking of going on this ski trip to the Summit with the OSU ski club, so I won't be spending as much time at home. This past weekend I went home I had a conflict with my Mother because she says, "When you come home and you stay at my house, you're going to live by my rules. You have your own rules at college, but when you come back here you're going to follow mine." And..we kinda clashed, because I was used to my freedom here and when I went there I tried to use the same amount of freedom and it didn't work! It's going to be really hard, as long as I calm down, and as long as I follow the rules, it's going to be fine, but I don't think..I don't know how it's going to turn out.

S-15 It'll be nice. it won't be too different. My Aunt will be in town. My great Uncle will be in town, so we'll have a lot of people at the house. I'll be working a lot. I'll be going on a ski trip. I won't be home the whole time.

S-16 I am not going to be at my actual house very much. I am taking two different vacations, so it's going to be--I don't know I'll probably get sick of my family. I mean I love my family, but being away from them, and then I go home even when I go home for just a small weekend, I am kind of glad that I;m going back you now just to get away. I have two younger brothers and it's just really wild, so...I'll probably be ready to come back.

S-17 It will be relaxing and restful. Nice to be able to go home and not have to worry about my studies, because my finals will be over. I won't have any class work at all. I think it will be nice to be able to see all of my friends and be able to talk. It might be a little stressful too. Because,

when I go home it takes some getting used to. My Mother still gives me a curfew when I am home and things like that. As of now, I think my family situation has changed since I have moved to college. It's a lot better now, and actually, I enjoy going home now, so. I think actually it might be really nice, and I am looking forward to it.

S-18 I think it's going to be tough. Here at 1 o'clock in the morning if me and my friends want to go out and get something to eat, we just get up and leave. When I go home, I don't think my parents are going to be too hyped on the idea of me getting up whenever I feel like it and leaving. A big change of freedom is going to be real difficult, I think. I'll probably will get real sick of it real quick!

S-19 I don't know. Most of the times whenever I've been home I've only been home Saturday and stayed until Sunday afternoon, so I don't know.

S-20 I think it will be a change, but it will be kinda neat. I could spend more time with my friends and family. It will be weird not going to school like I usually did.

S-21 Different cause I don't see I have two sisters and a brother, and I don't see them very often. Seeing them for a long time will be different.

S-22 I don't know it's going to be hard to still apply to my parents' rules since I have been on my own for so long like basically didn't have a curfew, you know. I'm going to have to argue or something. I'll try to re-adapt and then re-adapt when I come back up here.

S-22 Tough. I'll be under my parents rules.

S-23 Well, actually I won't be at home for an extended time over Christmas I've got a lot of friends in a lot of different universities that I haven't seen in a few years. I think I'm going to go and see some of them. I don't live that far away anyway.

S-24 Probably be pretty nice. I'll get to see my parents. I haven't been home since Fall Break, and it will be all right.

S-25 Good. Good. I don't know what else to say.

S-26 It will be nice to be home, but I think after a couple weeks at home I'll be ready to come back. I'll get tired of lounging around for so long.

S-28 Probably get really bored. I plan to work at the insurance company I worked at last summer, so it'll be nice. I won't have to worry about homework and stuff, and I'll probably really get bored.

17. What have you thought about since you left home for college?

S-1 Probably wondering if I am going to make through college. It's really difficult. Wondering how many friends I am going to make, and if I'm how many people I'll meet each year, and if I'll do well. I wonder if I will succeed.

S-2 My Dad, his high blood pressure. How is he doing. Basically, my parents. My family. My future-getting scared. It's like what's next? Dropping my History course, it's like, Man, I only have eleven hours, and I'm not classified as a Full time student but I know that I can work on that. It's just really my future that I am worried about.

S-3 I miss my Mom's cooking! I don't know how to answer that one.

S-4 You just realize how easy you had it at home, and that a lot of things that you take for granted like doing the laundry—my Mom always did the laundry. You realize that you have to take responsibility for yourself, and no one else can help you with that you just have to do it all yourself.

S-5 Being an election year, I've had a great deal of time to think about the candidates. I've really thought about that this Fall. I've had a lot of extra time that I'm not used to. Cause the year before I've been involved with football, and that's taken a lot of time. Now I'm seeing that I have a lot of extra time, and it just gives me a lot more time to just think about things, put the world in perspective, and put my life into perspective, and just to take a look at it. Think about career options, think about what I'm going to take next semester. Think about what the future holds for me.

S-6 I don't know...about the only thing that bothers me about leaving home is leaving all my friends. I still talk to my parents all the time, or I see them once in a while, and my little brother—I kinda miss him. It's my friends that I miss the most, because they're so far away. Almost all my friends went to K-State. Only one of my friends came here, so I spend a lot of time talking to her on the phone. Last night I talked to her too late, and, and I don't know, I just miss my friends.

S-7 I've thought a lot about being on my own. I've thought a lot about next year, because I'm probably going to move out of the dorms and get an apartment or a house or something. I've thought a lot about that, and I've thought a lot about how I'm going to do that. How I am going to get the money to do that. A lot about my boyfriend because we are getting pretty serious.

S-8 What I am going to be doing in the future. Especially now that Clinton is President, what I was looking at was going into the military and the way it looks there's going to be drastic cuts, and I'm I think I'm going to have to start to look for something else. I am going to stick with ROTC at the moment, and see how things fan out in the next few years and make my decision then.

S-9 That I'm not really going to go back I mean even in the summer. See, my Mom out of _____, and I told her that I wanted to move back there, and she said, "That's OK." So, now I know that I am on my own. I mean I could always go back there, she would let me, but I keep thinking that for my own person and for myself....

S-10 What I am going to be doing in a few years. That's been on my mind quite a bit. I've been thinking pretty seriously if my major is the right one.

S-11 Jobs and the real world! How important it's going to be in another three years, or seven years. It's sneaking up.

S-12 How I am going to manage my money, and what it's like there without me. I miss the things, I miss watching my sisters and stuff. I miss basketball games and football games, I miss all of that.

S-13 I am thinking a lot about my future right now; exactly where I am going. Is this my major is this what I really want to study, and what I have to do to take care of myself.

S-14 The first week I was here..after a while it really dawned on me that I'm probably not ever going to live at home again, because after the end of this semester, in May, a friend of mine and I and a few others are going to rent a house here, and we are going to stay in it in the summers, and work in Stillwater, and stay all year around. So, it dawned on me that I am probably not ever going to live at home again, and then I started really kinda worrying about what I was going to do once I got out of college. My interest has always been in law but it's a field that is very hard to find work in now, so, I started really worrying about what I was going to do. Although I plan on my major being in psychology and communications and then I have changed it back to pre-law, well I mean I am going to be pre-law, but I am going to still be a communications major so that I'll have that in case the law part doesn't pan out. So, I've been really worried about my future which I have never really worried much about. I have thought about it, but I've never really been scared or worried about it, what I am going to do, and now I am really beginning to wonder.

S-15 One thing that my roommate said that really struck was that the next time I go home--I'll never go home I'll never go home to stay again. I'll just go home to visit. It's not my permanent home any more, which is weird to think about.

S-16 I was thinking today when I was talking with a friend. That before, all through my entire life, my parents saved money and saved money, for me to come to college, and I always talked about, "I'm saving money for college.", and now it's really here. It's just suddenly hit me this week (in November) it was like man, you know, I can't waste my parents money! I realize how much they're spending to do this for me, and I've really got to get a grip and get going and study a lot more that I am studying. I mean I am studying a lot, but not near as much as I know it requires to do as well as I want to. So I really do value the money, I think. It doesn't feel like I'm I don't know it doesn't feel like you're spending money when you're just going to classes like you always have, and then you look at your bills and something like that, and I've realized a lot just how much I take my parents for granted and my family, so..

S-17 I can believe it sometimes. I've been..I always said in my senior year, that I am so ready for college! I am so ready to get away from home and be on my own, and you know, prove myself to myself. So, when I came here, you know, I adjusted real fast and real well. I last weekend was the first time since I have been here that I actually got homesick. So, that only lasted a couple hours. I miss my family, but I write letters to them, I talk to them on the telephone, so it's.. but I really enjoy it. I really enjoy my independence.

S-18 My future. I think about that a lot. What I want to do, if the field I'm in now is what I really want to do. I'm in Electrical Engineering is really what I want to do for the rest of my life. I think about all the people at home. I miss my ex-girlfriend, and my family, my dog. I think about how I am going to get the money to pay for the semester. School next year, and stuff like that.

S-19 One thing is all the freedom that I have now. I mean I can pretty well go or do whatever I want whenever I want. That's one thing that's kinda bothered me. Usually whenever I'm home I don't have a lot of time to go see my old friends well, their not home for one thing. I mean I've got other things to do. I'm just wondering how my parents will act whenever I go home and I think it will be hard for me and them both, because when I am home on the weekends I'm home a lot. I mean I am going to want to get out probably more than I did in high school. It will be interesting to see how they will react.

S-20 Not really. I've been thinking about the future when college is over what I'm going to be doing if I'm going to be going back home for a while, or if I'll find a job somewhere.

S-21 That there's a big change, I mean all the responsibility is on me now. I mean I have to...nobody's there to tell you, "Get up and go to class." I mean you gotta make yourself do it. A lot of changes really.

S-22 I keep thinking that if I will finish my freshman year, or if I will be coming if I will stay up here the four years. *

S-23 Trying to get out of OSU still is persistent. Trying to figure out what I want to do with my life is being a freshman coming in here I thought I knew all—I'm going to be a Chemical Engineer—happy, happy, and That's what I want to do, and that is not what I want to do. I was going to be an Air Force pilot, but now with Clinton winning, the military is NOT going to be the place to be. I don't even enjoy Engineering, so...There's a lot of uncertainty. There's an old song from the '60's—Alice Cooper—I'm Eighteen—he talks about how "I'm confused everyday," and that's really true!

S-24 I can't really thing of that much. Maybe what's going on—how the football team's doing back home.

S-25 For me, I guess I wasn't ready. I didn't know that, but, I found out. Now I know and I can either go home or tough it out. I'll probably go home. *

S-26 I wonder how some of my friends are doing that are at other colleges in the area.

S-28 I worry about my Mom, I mean I now she worries about me, I can tell, so...besides that there really isn't anything.

18. During the first semester what differences did you notice about the high school atmosphere and the college atmosphere?

S-1 People are more mature here. It's more, they seem to be more polite. The teachers are the professors here expect you to do your stuff and they expect you, and when you are in high school they make you do it, and when you don't do it you get in trouble. Here if you don't do it pass or fail, I don't know how to explain it. The kids are nicer. There isn't certain groups. There are by the way people dress. Basically everyone can get along.

S-2 It's a lot more people. Basically with the professors you don't have one-on-one contact. High school I knew everybody, all my teachers knew me, my parents. I am just out there on my own. That's really different. You don't have your parents to talk to the professors—like you know just like you know they don't have the contact with the professors, so it's just like myself—I have to work for it. That's just a different feeling. I am on my own all by myself doing what I have to do.

S-3 College is a lot more free. You can choose what you want to be. You don't have people telling you what to do. You are free to choose what classes you want to take, and you won't supposedly have anyone standing over you saying, "Take this class!" So, you have more responsibility.

S-4 The high school atmosphere people are a lot more relaxed about homework and everything, they don't really care that much about work, but now, everyone's settled down somewhat and they know that you have to make the grades. In high school there's a lot of things that—you really

don't care, and in college you have to start caring. You have to worry about what you have to get done.

S-5 It's a much more professional atmosphere. You don't have a bunch of clowns throwing airplanes. I mean, everybody's there they're taking notes and they're listening. Everybody is. I mean, I've got a class with about 300 people in it and you can hear a pin drop. It's just more a professional attitude and atmosphere.

S-6 I really don't know. I know that high school seemed like a breeze compared to college. You can go to high school and take classes and not study at all at home and do good. I guess I really didn't really study much in high school. I spent a lot of time, if they say it class, I write it down on a piece of paper, or I remember it usually—and that's there, there in high school it's just a lot of of they, they, they, ___ in you what they're going to put on a test, and you can just spit it back out. It's just that! But here, they expect you to get it yourself out of the reading and out of the notes they expect you to kinda interpret it, or you know just stuff like that. It's more on you, not the teacher to get ready for the test.

S-7 College is a lot more academic. I guess cause at high school you have a set routine. Everybody does the same thing. At college, everybody doing their own activities, going to their own classes. They I don't know in high school. you know what they're doing. In college, there's just so many people to keep up with, you know, you just don't know what's going on.

S-8 Teachers don't quite care as much as they do in high school. If you're not there you're not there and you're still responsible for what went on. Usually they are not going to sit down with you and go over with it, you are going to have to get with another student um. You don't have the reviews for tests like you did in high school, or it depends on your class. I got a couple classes where you don't at all. I have one a couple where you do.

S-9 There's more people and not everyone, well you're close most of the time you probably live right down the hall from someone who is in one of your classes. The whole college is like a big town, but everyone is going to school. Then there's the library, and I mean in high school, I'd have like a job, and I would be on the wrestling team or something and I don't really remember doing homework in high school. And now, that's the main thing that I do, when I am not in class—is homework. That's the main thing right there, the homework and stuff. And then the people that are in your classes you see them more when you're not in classes than in high school. Unless you go to football games or something and you see people. Here you see them, like you live with them! I got this one guy on my floor and he lives two doors from me, and we got the same Calculus class, and we work on it together, you know. It's not like in high school I would have to meet someone at the library, but here I mean I just walk down the hall.

S-10 High school was everyone was not as concerned about their grades, they were there to just have a good time. And people here want to have a good time, but their grades come first. I think they are more focused on that. High school was just more relaxed, I think. Up here it's all you, you don't have anyone else telling you that you need to do this and this, you have to take care of it all yourself.

S-11 The college atmosphere to me at least, was easier, because you have more personal freedom. That's about it.

S-12 You are not as individual here as you are there. You are somebody in high school, especially since out high school is so small everybody knew everybody. but here it's just like you're nobody really. I mean you are somebody, but you are not as you don't know everybody, and it doesn't

seem like anybody cares what you are doing like you did in high school. Teachers really don't care if you come to class or not. Like in high school, they made you have to have an excuse for everything you did. You don't have to here, it's your responsibility. You have to make sure that you go to class.

S-13 It seems a lot more carefree on the surface. There's not really a lot of rules or anything. There's not a lot of responsibilities—party, party, party—but once you really get into it's not like that at all. It's really a lot more intense.

S-14 I went back one day to take a friend to lunch in high school and it's just so, I mean the people there, I can't even have a conversation with them. I laugh when they talk about, this one girl was saying "Oh gosh, Mr. _____ class is so hard this year, and I actually had homework twice this week," and I was thinking "twice!" I mean I am trying to figure out how I am going to do all my homework and you know, get all my studying done in time for the next day and here they were talking about during the week. It was just so relaxed and the all think that it is so tense. and I mean, you really do in high school. You get really stressed out about things that really once you get to college are not that meaningful. And there is so much more emphasis on doing things like school activities and things like that. People seem to be more...when you get to college and you are going to do some activity as a class, they're not so excited, but more interested in them. I mean that it usually involves their group to study and all that. At high school people dread them, and they say, "oh, we have to do this....."

S-15 College is so much more relaxed, especially in class you can eat and drink in class which high school is strictly against the rules. Most professors don't take roll, so you can roll a class or anything, stuff like that. In high school they took roll and attendance counted and if you weren't in class your parents knew it.

S-16 Well, there's a lot more people in college, that's one thing. High school the teachers seem to care a lot more about the individual student, because you know they didn't have as many students, and it was a lot easier to do well in high school for me because I made straight A's. I made straight A's in high school, it was no problem. I always had someone there, either my parents or a teacher, saying, "You can do better.", and there's always someone there asking me, "How is this going?", whereas now it's totally up to me. I don't have teachers, I have one professor that does that here, but then the rest of the time it's completely up to me. I am not really sure that I like that yet. Well, there's a lot more responsibility as far as money is concerned and which I have been pretty good with money. I haven't had any money problems at all. I like for two years in high school I had my own checking account and had to do all that, do it all myself and there's a lot more freedom, that's obvious, because I am so used to having a curfew, so used to having my parents tell me to be home and it's kind of weird 'cause I'll be out real late, and I'll go, "I better get home, or I'll be in trouble." And then I'll realize, "No I'm not!", it doesn't matter!

S-17 It's a lot more mature—the college atmosphere is. Because, here, we are expected to take responsibility for ourselves. That's kind of always the way I've liked it. I've never really liked it when I've had teachers who would kind of hold to me in high school. I had a couple teachers that weren't like that I had one teacher, my physics teacher that was just like my college professors here. I really liked that a lot better. I like the independence and I like the I kind of find the studies exhilarating. I really like learning new things. Kinda makes me feel better about myself.

S-18 The people around here seem to be a lot more open-minded than in high school. They're a lot more willing to accept something different, but uh, other than that, there is obviously going to be a maturity difference, but it's just like a big high school.

S-19 It seems that the college is relaxed. You don't have to do anything. You don't have to go to class. In high school if you didn't your parents would get a call or something.

S-20 Here at the college everyone's kinda their own person--they're on their own, but yet we're all working together somehow...I don't know, in high school everyone there for the exactly same reason, but here everyone's doing their own thing.

S-21 High school is more the game I think. I think it's more the group you fit in and what like who's teacher's pet and stuff like that. It's more of a..you are not there to study, more or less, you are there just to hang out it gives you something to do. I mean cause I never studied in high school. Like here it's different cause I mean nobody cares what group you're in. They are interested in you. Like teachers are different totally. If you're here to study they don't care if you study or don't, it's up to you.

S-22 There are a lot more people than were at my high school. like I said before the notes. When I took notes in high school it was you was told what to take and now it's up to you to know what to take down.

S-23 I like everyone, but some people are becoming more aware of themselves. Aware of their surroundings. In high school you had people who really didn't care. They were socially inept, but here, you're kinda forced to be socially active. I mean living in the dorm in the residence halls. People are looking around and saying, "Hey, this is who I am, this is who I am." Where do I need to go from here. It's a good step..I think.

S-24 I came from a town that only had 6,000, roughly, and here it's about 25,000, so students from my high school there's only about 300 in the whole school I mean the high school--up here there's 20,000! It's a big difference. Also, I have to study a lot more. In high school like when we had a test, we got a review sheet the night before and at the beginning of the semester we had to read had assigned readings and had to do a lot more studying over time. Here, you're kind of on your own.

S-25 Well, for me I kinda take the work more seriously, high school was easier, this is tougher and kinda more important, you know. I guess you just have more responsibility in every aspect.

S-26 High school atmosphere is a lot more structured for you, and you don't have much of a say in basically what your schedule would be, but then again here you almost have to set your own schedule and be pretty precise on it to get things done effectively.

S-28 Walking in the weather. In high school it could be raining and they would bus us from building to building if we had to go somewhere, and here you just have to put up with it, and I mean in high school they had to worry about pleasing the parents, because the parents would get mad if their kids would be out in the cold weather, and here you just I mean that's one thing. Uh, in high school your teachers knew you by name, knew a lot about you. Here, a lot of times they don't even know who you are. Um, you don't get to know them as well. You don't go to school--I mean you're not in actual classes long--you have other things to do um and I have to budget my time a little bit better.

19 Will you return to OSU next semester? If not, explain why you will or will not return. (Asterisks predict non-persisters according to the researcher).

S-1 I plan on it. I like it up here. I am comfortable with the people and the atmosphere. I plan on going here for as long as it takes to finish school.

S-2 Yes. I have planned on transferring to a school in Virginia. We will only have two weeks over Christmas Break, so I am just going to hang-in at OSU one more semester. I'll be gone to Hampton. *

S-3 Yes. I want to finish out a year here. It would be difficult to switch in the middle of the year. *

S-4 Oh definitely! Same reason I came here in the first place. I liked the school and I like the people and I think its a good school, because even though the classes are are they're difficult, they're not extremely difficult, but yet you do learn something. So I definitely will come back.

S-5 no response.

S-6 Yes. Probably I want to graduate, so I'm not going to drop out. I'm starting to make some friends here, but I think it's just that I like this school a lot better. Than a lot of other schools. If I had to go to another school, I'd probably go to K-State. It's the only--besides my friends going there, I'd go there anyway, because it's a smaller campus unlike KU which is huge. You have to take busses around to all your different classes. It's a lot more friendly atmosphere. Nobody is quite as up tight, and you can get a lot closer to your teachers and to your friends, and to people around campus.

S-7 Yeah. I realize that you can't really get anything in this world unless you have a degree. I think that's what's really motivating me, because I'm going to have to get out on my own pretty soon. I have to get a job. I have to support myself. The only way to do that is to get a good job, get paid good, and the only way to do that is to get a degree. *

S-8 Yes, I will. I get in-State rates here, and that's a big thing. I have already started my college career here and I do like it here. I feel that I am getting something out of it, so I figure I'll return.

S-9 Yeah. Because I want to and I like it here. *

S-10 Yes. I think I am getting a pretty good deal up here really. I have made a lot of really good friends. I don't see any reason why I should change.

S-11 Yes. I am here already.

S-12 Yes. I like it here. I like the atmosphere, I like the social I mean the classes are hard, but it's worth it. It's far enough away, but it's not that far either, I can still go home if I have to.

S-13 I hope to. Because I really do like it here. It really surprised me. I am from a city and I don't know it's just a good change I guess, a welcomed change.

S-14 Yes. I really love the OSU campus, and I like my professors, all but one. And I it's just it really seems to be the perfect college for me. And my roommate and I got the "freshman blues" and we were thinking, "well, at the end of this year, we will transfer to another university," and then we thought, "God, then we'll have to go through the freshman feeling again!" And we really started thinking about it and we both really love OSU. I love the area, I love the town, and I love the college, so I'm coming back.

S-15 Yes. I really like it here. This is a good place for my major.

S-16 Yes.

S-17 Yes. I really like the school. My impression that I had at the beginning of school is still the same in relationship to the friendliness of the campus. It feel like here they really want you to be here. I haven't had any doors slammed in my face yet. It's not hard to get in touch with people that I might need to get in touch with, like my dean and things. They pretty much have left their doors open, and I the people here in general are just real friendly. The classes are good with the one exception--my Calculus professor, I haven't run into any problems with any of my professors.

S-18 I hope too, yes. I think if I can transfer to North Carolina State where I had originally intended to go, I would probably do it. Being that my Father's retiring from _____ and he is going to lose his residency. I have doubts as to whether or not he's going to pay out-of-state tuition. *

S-19 Yeah. I really like it. I mean, the people on campus are really friendly. That's kinda surprised me. I like the atmosphere. I was worried about it being real hard, but it's you just have to sorta prioritize your time, and I do have to study, but it's not that bad, and I really like it.

S-20 Yes. Just to get an education and get a degree. I want to finish school. Some people drop out for a semester and then start back up. I think that would be difficult.

S-21 I think so. Cause I like this school. I like being in a university and all that stuff. I like meeting new people and stuff like that and then my major is one of the top schools in the Nation for my major, so...*

S-22 Yeah. I think I have my trial enrollment already, and I plan to be here next semester.

S-23 Yeah. Next semester.

S-24 Yes. I like it up here. The people are friendly.

S-25 No. I didn't enjoy it at all. I need to have my family, or, maybe not just my parents, but the other school that I am thinking about going to I'd be with my Grandmother, my Aunts and my cousins in that town and that would be the same difference to me. Or, I need to be around people that I know, not strangers. I mean, I know people here but it's not the same. *

S-26 Yes. I just never thought about leaving.

S-28 Yeah. There's nothing wrong with it. I just assumed I'd stay here. Unless something comes up and I just really don't want to--if something bad comes up I'll stay here always, until I graduate. *

20. When you go home during the Christmas break, what will you tell you parents about college?

S-1 I'll tell them it's a lot different from when they went. When they went they had curfews, they had to be in their room. I think there's about the same amount of drugs and alcohol. I think that they know that I am not going to do that type of stuff. I'll just tell them that it's really difficult and that I am trying my best.

S-2 Already said it.

S-3 I don't know. I enjoy it. I like it. It's a lot of work, and they know that. I'll just tell them how my grades are and about my friends. Stuff going on around campus.

S-4 Just that they were right. All those lectures about do your homework, and don't get behind, they were totally right, because that's the hardest thing, staying ahead on your homework. That is something important, and I'll tell them, I have told them actually, that you don't realize how lucky you are, like I've said before in how tough it is and you do get through. I'll tell them that I'm loving it.

S-5 That I study all the time, and don't go to parties. I'll tell them the truth. I learn something everyday. I meet someone new everyday. You make so many friends up here. I've only been up here three months, and I've already made a lot of good friends. Friends that will last me forever. Friends that I'll remember forever. I think that's what it's all about.

S-6 I tell them about what's going on.

S-7 I'll probably thank them for putting me through it. Thank them for pushing me to go, because they are the ones that wanted me to, and said that it was a good idea, and they were right. I hate to admit they were right. I'll tell them that it's been a good time, and I was ready for it. I didn't know if I was ready for it. I thought about waiting a year.

S-8 Well It depends upon what they ask me! I'll probably give them a sum up how it's been going on. How my response is to the classes and how I feel about the new socializing--how I've grown, I think. Just give them a sum of how and why I am enjoying it.

S-9 I already every time my Mom or my brother asks me about it I always say, "Oh, it's easy." And then my older brother is going to _____ and every time I go home on the weekend he's doing homework in his room, and he's telling me, "You're gonna keep doing worse if you keep coming here. And I say. "Oh, it's easy." I don't tell them how hard it is so they won't worry about me.

S-10 I don't know. Just probably about all the good grades, (laughs). I won't tell them about anything bad.

S-11 It's fun. It's a growing experience. I told them to save for my brother and sister. They're going to need the money.

S-12 How much fun I am having. I miss them. It's a lot harder to do things. You have to take care of your own stuff, when you go to the doctor you have to your Mom doesn't get you an appointment. You have to do stuff on your own.

S-13 I don't tell them a lot really. Just about classes and how I am doing. People I have met.

S-14 no response

S-15 I don't know, I've already told them. I figured it out. I was talking to a friend the other day. So far I've had three weekends where I haven't seen my parents.

S-16 I know that the first thing my Mom's going to ask about is guys, because she always asks about because she always asks about my love life—she is really concerned with that. So we'll talk about that for a while. Then we'll talk about grades second—well, my Dad will ask about grades first cause he's always concerned about my school work more than my Mom is, and uh, so he'll ask me about that, and he'll ask me about money we'll talk about money, "Are you getting enough?", and I'm sure they're wondering if I am going to get a job any time soon, like if I am going to get a part-time job. I didn't want to do it first semester at all, but I am thinking about it second semester. My brothers will probably ask me how many parties I've been to and I don't know we'll probably have some good discussions, because on Thanksgiving Break which is coming up soon, I'm not going home, I'm going to visit my Father in _____, so I'm not really going to have to have really good discussions until Christmas, when I will have a lot of time with my parents. A lot of things have happened with my family, like my Grandfather's been really sick and my Mom's best friend died this weekend, and just a lot of really—so I'll get a chance to discuss those deep and depressing things.

S-17 I will probably tell them everything. I'm real—my parents and I have a real open relationship, so I will probably tell them all about it. All my feelings and the things I've done and you know, I can tell them that I really like living there and they won't be hurt. They understand that I miss them, but I enjoy where I am living, so...

S-18 Probably not much. My Mom has lived a real sheltered life and isn't real aware—she thinks that every person she meets is going to be real honest, and real nice to her. She just lives a real sheltered life, and I don't think she'd be too pleased if she knew some of the stuff I've done since I've been up here. So, I tell her about the academic side, but I don't think I'll tell her too much about the social side. There's lots of drinking and stuff like that around here. Whether there's supposed to be, or should be or not, there is.

S-19 I don't know. I go home quite a bit. I don't know really what I'll tell them. I like it, and I'll probably tell them that.

S-20 I'll probably tell them that I'm enjoying it, and that I've learned more responsibility. I don't know if I'll talk about academics a whole lot. Maybe some classes, but not all of them.

S-21 It's interesting, it's fun, it's difficult. It's a change. It's gonna be weird, they're going to have to ask the questions or prompt the questions I don't know what to go out and say.

S-22 I'll leave it to them to ask me questions. I'm not going to go you know make like I'm a better person than anyone else because I am going to college or whatever. Or better than my brother who is staying at home and is the same age. I am just gonna try to be as normal like I was before I left, and it's gonna be kinda hard, but that's what I am gonna do.

S-23 I give it to them in small doses. You know the dreams that they have rallied behind for so long now, aren't they aren't what I need. I mean as I got here my dreams started changing. I started realizing, well, you know that was awfully closed-minded just wanting Air Force, nothing else, and that's going to be a harder pill for them to swallow than it is for me. Maybe Clinton's election will help me give it to them a little bit easier cause then it will be a little more understandable. The hardest thing for them is that they may have to pay for my college.

S-24 Liked it up here, and uh I probably told them that I liked it. I mean, probably will tell that first semester of college is different than high school, it's just a lot more studying.

S-25 That I don't like it. I've kinda thrown myself in my work, I guess. Because I don't know I don't really care much about most of these people out here, so...I guess that they know that. They know that I am just not happy.

S-26 I'll just tell them that I like it. I haven't had any big problems yet.

S-28 Not really. I go home a lot.

21. Imagine that you are forty years old. What would you tell your child about college as s/he prepares for the freshman year?

S-1 I would just tell them that it is not as easy as they might think. It really is a lot of studying. I think I would tell them that it is more than it seems. I mean that you hear about it, but you never actually experience it until you are there. You need to study a lot, and make a schedule to eat, sleep, and study. Have a time for being social with your friends, so you don't go crazy.

S-2 First of all, don't waste my money. Get in there and work. Don't get into a group where there's some party all the time. Get into a person that's come to college to do the same thing that you want to do. Don't think that it's a party time just cause you're away from me. Just get out there and discipline yourself take what I've taught you into school and college and just discipline yourself. Just do what you want to do.

S-3 Don't be overwhelmed at first. It I think people sometimes make it out to be ore difficult than it really is. If you just set your keep your mind straight and you mind focused on what you're supposed to do and you just have to make a few adjustments. You don't have Mom and Dad standing over you all the time. You just have yourself, and you control what you are supposed to be doing. So, don't let things get to you. It might be a problem maybe...the first few days are so different. I just totally realized, you know, calm down! I'd just tell them to be careful, it's a different place. You have a lot more freedom which means a lot more responsibility, so just be smart!

S-4 I would tell them that as far as school work it's a lot like high school in that I personally would tell that that you don't need to all I heard when I was going to go to college, not from my parents, but from other people was that you're going to have, it's really hard, and you're not going to do very well and bla, bla, bla. I don't think I'd tell my kid that because I went into college scared to death, basically. I was scared of the school work and I was scared of the teachers and I don't think there's any reason you should be. I would just tell my kid that they're going to have to be facing differences as far as socially and living with other people. Not that the work load necessarily, cause I don't think that's a lot different.

S-5 I'd say, definitely go, cause education is important. The cost of tuition will probably be sky rocketed by then. I'd probably tell them just do their best and that's all that anyone asks of you, and not quit.

S-6 I'd tell him that it's probably going to seem pretty easy the first couple weeks. It'll be a little hard adjusting to the social climate and not having all your friends around all the time, and making new friends. That will be the hard part for the first couple of weeks. Then you're going to get into classes that are made to weed out the freshmen who shouldn't be here and they are going to be tough, so you have to get your nose to the grindstone, and get to it, or their going to have bad grades and are not going to get as good a job in the future.

S-7 I'd tell them to do their work and lessons and have them ready. And be themselves. Don't let people tell you what to do and how to act. How to believe. Do the best you can, you know, it's not for everybody. So if they didn't think it was for them, then I would support them. Just to do the best they could.

S-8 Don't let it bother you too much. It's not as bad as it's made out to be. You can go in there with a clear conscience and go in there to study, but don't make your whole college experience all study. You are going to have to have some play time. Otherwise, it's not going to be a fun experience for you.

S-9 I'd tell them to have a schedule sort of when you are going to study for each class, and only have fun when you don't need to be studying. You'll know if you need to be studying or not. When you're done studying and stuff, just go ahead and have fun if you'd want to.

S-10 Don't be afraid to ask questions. That's been one of my problems. You can never ask too many, I mean finding things out before you go like you know, just preparing yourself about what you are curious about. I didn't ask enough questions before coming. And really get yourself educated on the college you are going to.

S-11 Well first I would kick them out of my house in the Caribbean! I'd take plenty of underwear! Never bet off your laundry money! Try to get your good parking space and then just hitch rides with everybody else! Just have a good time. Be happy about it. Don't make it too much work.

S-12 I'd tell them to have fun, but not too much. Make sure that they keep their grades up, because it's important. You have to keep your grades up, so that you can get more scholarships. College will probably be more expensive than now. The rate is going up. Just tell them to have fun, and that they will have to study a lot more than they did in high school.

S-13 That's a scary thought. The only way he would hope to succeed is by doing well in school work. You can't really screw around—not like in high school. School really is important. Yeah you are away from your parents and everything, but it's a time for responsibility not a time to party.

S-14 no response

S-15 Study hard, but don't study all the time. Go out and do things. Don't spend your whole time out partying or whatever. Take some time to enjoy yourself.

S-16 I'd tell them that it's not one big party, because that is the perception I had. I thought, "Well, I'll just be able to go and just have all this fun, and get all my class work done, no problem.", actually I am in class a lot less hours than I was in high school. I'll have all this free time. So, I probably would enrol them in a time management course and get some peeks of how to schedule their time and how to prioritize and definitely teach them the value of money and get them some good skills, get them some lessons in assertiveness, because that is something that you definitely need, I am learning that a lot more than I need to me a lot more assertive as far as my professors go. And talking with adults in college, because you need to you know, they're here to serve, you know the professors and the people here in the college are here to serve us, because we're paying them. A lot of times I think students get taken advantage of, because they don't say anything. I would tell my children to learn how to speak up and speak their mind.

S-17 I would probably first of all stress to my child that even if—I hope that when I have children I will have a good open relationship with them, or they feel that they can talk with me. I would probably stress with them that there are going to be some adjustments and some changes, and that there are going to be times when things are not going so well, but I want them to know that that instead of letting it slide and letting it get worse, to try and take care of it right off. That's one thing that I ran into in one occasion. I got a little bit behind and then you know the classes move at such an accelerated rate that if you get behind, you are almost never caught up, and so, I would want to stress to them to take care of things and if they need to talk that they can call me. I'd also tell them that college should be fun and not all work, and that they should find some leisure time, because otherwise they'll get burned out real fast. I'll give them some tips on time management, maybe.

S-18 I'd tell them not to worry. Not to get upset about it. To do their best. I'm not going to put a bunch of pressure on them, like my Father continually does to me to get straight A's, that annoys me to death. Every time he tells me to get straight A's it's almost like it urging me to do bad. Just bothers me so much. I'll probably tell them to do their best, and experiment with the different things out there in the world, and be safe.

S-19 It's a great time. I don't think you start living until you go to college. That's when you have to make sure I mean you're sort of on your own. You may live in a dorm, and it's sort of like a family, but you don't have your parents there to tell you...it's a lot more responsibility. If I didn't study at home, I was asked about it, here—they can't really, my parents don't call me to see if I've studied.

S-20 I would try to relate the differences between what they had been living and what it's going to be like when they go away to school, so that they would be prepared for being on their own. Cause I really no one ever really said that much to me about it. My Mother only went to like one year of college, and Dad stepped into a job after high school. I had some friends talk about college, but they really didn't tell me the being away from everyone what it was going to be like. I'd try to tell my child about that.

S-21 It's a responsibility. It'll just mainly depend on what the world is like then, how much difference college and stuff is then. It's still similar as it is now, I'll tell them just to be responsible and think about what you are doing. Think about how much you're paying for this and not just go there to party, because it's easy to come up here and do nothing, sit around and and go to class, but it doesn't mean you're paying attention.

S-22 I'd try to tell them before their sophomore year in high school I'd try to tell them about college. I'd be telling them about college. I'd be telling them these last years what you do here is really going to matter. You're going to start you know, I'll tell them think about your own—think on your own. Depend on yourself to do your own homework, don't depend on me to tell you when to do it on time, because that's what college is it's making with your own.

S-23 Keep your options open. You think you know what you want—you may—but don't be disappointed if it doesn't work out, because these things happen and rebound and get your bearings and I'm here to support you!

S-24 I'd tell them that there's going to be a lot more studying Like if you're given assigned readings that your professor gives you just start working on it early and not wait until the last week or the night before. Make new friends maybe, like my Dad's told me.

S-25 I would tell them that if they well, if they had gone away to school gone somewhere they didn't have much friends, and stuff like that, tell them to be prepared for that, because I wasn't. I didn't even think about that I just came and it just hit me. That was bad! I'd tell them to try to start out doing well with the school work, because if you bomb out at first, it's real hard to pull yourself back up. I know that.

S-26 To take their college prep courses pretty seriously, and to uh, enjoy high school by all means. To keep your future in mind.

S-28 Well, I don't know if I would tell them, but I would be worried about them spending their time wisely studying and stuff, cause I mean they're free to do whatever they want with their time. I would want them to make sure that they spent their time studying and stuff.

22. What kind of students do you think universities want?

S-1 They would want people who are willing to actually—the ones who know what they want, know what they are after in life. Instead of the ones who's parents want them to go, or going because all their friends are.

S-2 Students that they can help. That are already educated and that can really get in there and do work and make their future—be a doctor, be some kind of star that can say that they graduated from OSU, so that OSU can have a good record of good students who come from OSU really.

S-3 Highly motivated. Caring students. They care about themselves and they care about the impact that they will make on society when they get out of college, so they want to do their best and try to make themselves be a better subject to put into society. So they will work hard here, and have some fun too, cause all work and no play is kinda bad.

S-4 Students that are obviously make good grades and work hard, but also just that can get along with other people, because you don't want people at your college that have a negative attitude about college in general or life in general, so I think people that have a positive attitude and are willing to work because you can't make it through university for four or five years if you're not willing to work and try hard.

S-5 In a lot of ways they want all students. Mainly they probably want students that are serious. That are up here for a reason. Students that want to learn, achieve goals and be successful. I kinda think that's what they want.

S-6 I think they want students that study hard, and put forth the effort to learn, because that's why they're here to learn. Unless you're on a football scholarship!

S-7 I think they want active students. Students who get involved in the community and school and everything. Students that are positive about learning. They don't just go in there and blow it off, or whatever. They really want to learn, and that's why they're here. That's why they are paying their money.

S-8 Ones that are dedicated. Ones that actually have a career in mind and want to pursue that career. Ones that will give them money that's definitely a big one. But I found that they are more interested in the student that wants to be in there. Who wants to pursue their goals.

S-9 People that will try to do the courses or take try to take the courses and do the best they can in the courses and won't like quit like some of them won't have the money to finish. They want the people that will try the hardest and will finish. And do the best. Try the hardest and do the best.

S-10 Students who are willing to get involved in the university itself and other organizations. The top 10% of the high school, I guess. Top 20%, maybe.

S-11 They want ones that are more well rounded. Not just athletic and not just smart. They want ones that are sort of smart and athletic. I always see junior colleges as ones that are just a step below. That's where everyone else from _____ went to—a junior college. Somebody that's just a little bit of both worlds not just one.

S-12 They want hard workers. I mean they don't necessarily have to be the smartest people in the world, but they just are people that work hard. They want smart people, but I think they want people that have common sense. They don't just want brainy people, but people cause college just isn't books and stuff. You have the social and all the activities they have. Fraternities and that stuff. That has a lot to do with your grades.

S-13 Ones that...have proven themselves well though high school and they feel can benefit from an education. Who would be more likely to welcome to accept...the education given to them. That would take it and apply it—to better themselves as well as society.

S-14 They want students who are going to be active, and who are going to be involved in the campus activities, and who are just going to be involved in life. They don't want students who..I think they want well-rounded students, not just students who are going to come to study all the time and make the grade and get out. I think they want students that are going to get involved in the university, help the university programs, maybe add new programs and activities people who are going to be involved in all aspects of college life, not just one. Which is sort of a bad part of the honors program is that they put down other activities and emphasize studying, studying, studying. I don't think that is what the university wants at all. I think they want students who are going to get involved.

S-15 They want those that will work hard, and work towards their major and not just go out and party the whole time.

S-16 I think they want well-rounded students, students who have been involved in extracurricular activities in high school. I don't think they necessarily want all the smartest people in the world, because there is no way—then you can't teach if everyone is really smart, then you are not going to know if you are doing your job or not. I think they want students who want to go to school, because a lot of times I think kids get pressured to go to college from their parents and their friends and like "You have to go!", I don't think—if you don't want to be in college, then I don't think you should be. If you are not benefiting from it. That's just a big waste of money and time. I know my roommate is going through that right now. She is trying to figure out if she really wants to be here. She has no desire to be here. I think colleges really need to make sure that they have student that want to be there.

S-17 I think that universities want students that are interested in their education. Wiling to work for it. It think they want students that want to learn. That can, but also want to be involved in campus activities and things like that. I think that's real important too. Like the RHA and things like that. I thing those types of organizations and the types of things that they do are real important to the college experience, and so I think if they want well-rounded students, those that are genuinely interested.

S-18 Students with good grades, students with good work habits. They seem to like the high ACT's and the high GPA's and active students. They seem to be real important in getting accepted in the colleges that I applied in.

S-19 Someone who's involved in many areas socially—clubs, but yet someone who's a good student. Not necessarily a 4 point, but someone who maintains a good grade average. Hopefully active in clubs, and taking I guess leadership positions.

S-20 I think they want people who are going to want to go to school and do a good job and get a degree. They really don't want someone that's just going to come probably and not do anything. Cause it's kinda a waste of time and money, if they're giving them scholarships. I think they want those that are motivated to get through school.

S-21 Those are that are willing to work, I think. The ones that have shown that they can and are prepared to learn. I mean, I'm sure that they get some that just want to be in sororities and fraternities or something—I mean that doesn't mean not to apply, but just want to come up here to get away from home and still have fun not have responsibility, a jobs.

S-22 Intelligent students. Probably they don't want trouble makers. The people that have good grades and have you know and they think good about their selves, and they think about other people. Just good people.

S-23 Sometimes I wonder if the universities care about the people or the money. I mean I got some of this some of the stupid stuff I've seen here at OSU tells me that they want my money. They really don't consider who I am. Like, Dad played football for the U of _____, and his fraternity the Sigma Nu's they all talked about that and said they really don't care about who we are, and so they enrolled a German Shepherd in classes and by the time he was a senior they graduated a German Shepherd. They all took different classes for him. They didn't even bother to ask who this guy was.

S-24 Students who are bright and who are willing to study and work hard.

S-25 Ideally, probably hardworking students, and ones that are well rounded like in clubs, or sports or whatever, plus doing well with their grades. I guess that's what they want.

S-26 I think here they're pretty diverse. They want people from all ranges of life.

S-28 Um, students that get real involved. I think they would like to have really smart and intelligent people. I mean not real geniuses, but I think they want people that work hard for their grades. Um not necessarily have to be genius, but get involved real involved with the school.

23. What kind of priorities should a college student have in college?

S-1 I think they should put their studying as one of their top priorities, because that's important to take you through. You should allow time to talk to your friends. No one can just study 24 hours a day without not going crazy, and I think they should make out a schedule what time they are going to sleep, and what time they are going to classes, and how much time there is in between that, and what time you can eat and what time you can just take rests and just have time for everything. If they did that it would be easier.

S-2 Number one study, parties—really just study. Have your mind straight and study your books. And second have a good time studying but don't get too lenient and go out and party every night, not even every night mainly to study. That's the main reason you came to get your education, but don't get into your books too much where you can't have fun with your social life.

S-3 That's completely a personal question. Some people value academics more than social life, and some the opposite. So, just figure out for yourself what's more important. If it's your grades or your friends and put that first, and then stick with it.

S-4 Their number one priority should be school work, obviously and graduating. Also, just the little things like making ends meet with all of your friends and managing to meet new people and do other stuff. You have to learn to get other things in.

S-5 Number one is to know why you're there. You're there to learn and to grow and to I guess train yourself for a place in the job world. For a career. Probably the main priority is keeping with the books and expand focus on what you want to do.

S-6 I think they should be...I think their main priority is to study and to learn, that's why they're here. That's why they're spending their money. They're not coming to college to make friends, they're coming to college to—well I am sure some people are—some are coming to college to party, cause I know lots of people that are eighth year freshmen or something, they're—I know one kid that's been in school he hasn't graduated yet, and he's 25=26, and he's been here a long time!

S-7 To pass their classes. To set goals. To um get their work done, make their grade.

S-8 Um right now my first priority is studying. Keeping the grades up, because I'm wanting a scholarship and the only way to do that it to keep studying. I've seen a lot of kids that think that to go out to a party is their first priority. That's just not me, and I don't go a long with that. I think my second priority is to make sure that I do have fun and not become a hermit in my room.

9. They should always study. They shouldn't skip—like right now it's starting to get cold—and they shouldn't skip meals. I mean even if they gotta study, cause if your sick when you take the tests it's worse. They should always study and eat right and not stay up all night.

S-10 Like before focus on your grades that's what we are here for. You gotta know when its time to say, "The heck with it, I'm going out and have good time." If you don't you are going to go nuts! Or, I would anyway.

S-11 Homework first! You will have plenty of time to do everything else.

S-12 School work should come first. Most people probably doesn't, but they should be responsible and they have to most of them have jobs, I don't know. I will have to be getting one my parents didn't want me to have to get one the first year, because I needed to settle in and stuff. Probably a job, keeping in touch with their parents should be a priority. Friends back home once in a while.

S-13 First and foremost it should be academically. I mean social is important also, but not nearly as important as concentration on your studies.

S-14 This sort of goes back to the last question. One of the priorities should be studying and making the grade, because the reason they are there, or supposed to be the reason that they are at college, is to prepare themselves for the future and all of that and learn about their field of interest or at least the occupation that they are going in to. So, one of the top priorities is to learn as much as they can, but another priority is to loosen the strings that bind them..home..you know, I am not saying that they should you know cut the strings, but they should loosen them, because they are going to have to learn their independence. And then another priority would be getting involved in activities that interest them, because in order for them to be sound psychologically, you know, they have to be doing things that they are comfortable with. For some sports activities help them release tension and that helps people psychologically, and for other people like being involved in like poetry reading and things like that does the same thing. So, they need to be involved in activities.

S-15 Just kinda work hard.

S-16 School work should come first. Put it above your social life, it should come first. That's what I am trying to do right now. Keeping in touch with your family and is really important, especially if you are really far away from home. I'm not, so it's not, it doesn't seem like a really big deal. There's a lot of people who are super far away and their parents are having a really hard time, my Mom is really freaking out, and I'm only an hour away! School work and family and then, also, people need to prioritize and not get themselves bogged down and stressed out. Being so much of a perfectionist and always worrying about your school work that you have like a breakdown or something, you know. That happened to my Aunt in college. She totally was always worried about her grades and she got really sick. You've got to consider you health too.

S-17 I think a college student should have a priority to their education, and also a priority their health and well-being. When I say that I mean more well-rounded and be able to balance the social with the academic and because I think that there's more to college than the classroom. There's a whole—you learn a whole lot of valuable things for your future in college, beyond just the textbook education. There's things like time management, taking care of yourself financially and emotionally, you know health-wise. Learning how to get along with other people, and work with other people, so...

S-18 I think the grades should be the first priority. That was the first problem with me when I first got here. I put class second and going out and being with my friends and making friends first. Which I think I am going to be able to correct that mistake before too long. Probably just to keep their grades first.

S-19 Number one on my list is time management. You can do a lot if you just know how to manage your time.

S-20 I think studies. They need to get out and do things with people, but not so much that they don't study.

S-21 To be willing to learn. To be responsible enough to take—when you go to class and stuff—and you're willing to learn, your grades are going to show whether or not, I mean you may not be the smartest person in that class, I mean you may get a C, but if you work for that C, and you feel you've accomplished something, but if you go just go in class and you get a C and you never worked for it, you know you could've got a B or an A then that's not really accomplishing much.

S-22 Look forward to going to class. If you can't for example, if you can't get up in the morning, don't take an early class. That would mess you up.

S-23 The key should be learning, but it doesn't always have to be learning through books cause you can learn through social experiences. I guess time management after learning. That's what you are here for. You are not here to play intramural basketball, you are not here to um, date all these women, or whatever. You are here to learn. I think a lot of people lose sight of that. Time management, you can't learn if you don't budget your time well. I mean you can, but you can't maximize your life. You would have to consider yourself. Consider am I doing what is right for me? Am I getting myself in situations I shouldn't be in? What is right for me? Who am I? I think college is the good time—I think that if you don't find yourself by the time you graduate from college, I am not sure you never will. Some people never do, I know that.

S-24 Study should be first and going out with their friends would be second.

S-25 Grades. Good grades. And I guess try to have fun, but at the same time, don't go too far behind on the grade part.

S-26 I think you can have priorities in all aspects like social life you need to take time away from studying and go out and have fun every once in a while. You also need to have your priorities in your academics cause that's ultimately why we're all here, to get an education. Priority to yourself—to just keep yourself in line and make sure that you're not taking your freedom farther than it should go.

S-28 They should always—going to class should be the number one priority. Um, and study, and they need to have friends too. I think it should be: go to class, study, and have fun too.

24. What have you learned that you did not know before entering college this year?

S-1 I really don't know. I can't think of anything.

S-2 Study habits. You need to really get your study habits down pat, that's about it. In high school it's like skim, read books, read an assignment. Here you've got to read, highlight and go over and over to get the information down pat, because they're real picky they want detail. In high school it's like skim, read books, read an assignment. Here you've got to read, highlight and go over and over to get the information down pat, because they're real picky they want detail. High school, you can just write down get by and get 10 points. Here you can probably get 5 points. It's just know how to do it right.

S-3 I don't know if I've really learned anything. It just you just expand on what you already know more, you just develop what you know. I guess you expand a little bit on things. I know how to get along with people better than I did in high school. That's pretty much all you do around here. You have to learn how to get along with them you got twenty-one thousand men and women and people to deal with, not just Mom and Dad and your family, so I guess people would be the main thing.

S-4 Basically what I have said already. There's a lot involved than just your school work. Actually, that's the biggest part of about college, you just have to learn to live with other people and you kinda get to know what it's like to live on your own.

S-5 Well, I knew a lot about it because I've wanted to go to college all my life. I've prepared myself for college. I've been taking college level classes in high school, so I pretty much knew what it would be like. I guess the biggest change is the social atmosphere. Up here everybody's

so nice and you make so many friends so quickly you can't even believe it. I guess that's what so different.

S-6 Calculus.

S-7 I learned that I was a better worker than I thought I was, because in high school I didn't have to work very hard. In high school I didn't really like school I really didn't get into that much, but down here I realized that I had to do my work, so I pretty much a better worker than I thought I would be. More focused than I thought I would be.

S-8 I learned a lot of things through classes, but that's expected. I've learned a lot more about exactly how the college person thinks. I used to think that I didn't used to think that is was a lot of people were there just to have fun, because I there are a lot of people here, I think, just to have fun. That aren't really serious about why they're really here. I kinda thought when I was coming in to this that there were a lot of people that were going to be serious—"this is what want to do, this is why I want to do it—so I can get to achieve this goal", and a lot of them are not like that.

S-9 People don't me that I didn't really know that you gotta study more, and also you meet more people than you think you will in a short a time that I have been here I have met a lot of people. I didn't really know that classes were just semesters, and you go over so much in that semester like it's a full high school year, I didn't know that. Now I do.

S-10 A bunch. I have learned a lot about different people. Different cultures, cause I'm used to the same thing. Everything about college, I think. It's all totally new.

S-11 Stuff in the Student Union is really expensive! Even though you charge to your Bursar's account and everything, everything. It's amazing. I have a book that's about (half an inch thick) that big, and it's a great book, I've used it a lot, it's a writer's guide—\$15.00 used! You can buy a tree for that much!

S-12 How much I was going to be on my own. I didn't realize how much I depended upon my parents. I think maybe I should have not depended on them as much as I did in high school. I am glad that I did, but I shouldn't have had to. I should have done more for myself.

S-13 Well, I discovered that I don't like having a roommate. I mean it's not my roommate personally. I kind of value my privacy. I like to be by myself. It's working out all right, but it's just different for me. I've learned that I have to start taking action. I mean I don't have a Mother to nag me to do stuff. I have to kick myself out of bed, I have to go run errands, grocery shopping.

S-14 People have told me all of my life, and I guess I should have learned it, I just didn't. Everybody said that I have the intelligence, but I just don't work, or you just don't concentrate, or you're just...and which is really true. like the college algebra, I found last week that I am really capable of doing it. It's just that I need to concentrate a lot more, and spend more time. I sorta had a mental block against it. I have always been poor in Math and I am not very proficient at it still, but I am beginning to discover that I have the capacity to learn some of it, or understand some of it. That's one thing that I have learned is that most of the people that said that stuff were right. I have learned that you need to study so much more in college. Two hours for every hour you spend in class—that's definitely true. I thought that people were trying to scare you by saying that just because they want you studying all of the time, they don't want you to have a social life. It is true.

S-15 That one's hard. I am not sure. I guess I learned more about myself, because I am more dependent on me. At home I was more dependent on my parents.

S-16 Of course, I have learned a lot from my classes. I've learned a lot about letting other people have their opinions. I've been pretty lucky my roommate and I, we pretty much agree on everything. There's a lot of people on my floor and we have different ideas about a lot of things. Before I probably would have gotten angry with them for feeling a certain way, but now I realize that it's not my place to do that. There's so many people here from all these different backgrounds and no one is going to have the same background as me, so I've got to learn to kinda let them have their opinion and step back and say, "OK that's fine, I don't agree with you, but that's fine."

S-17 Probably, that's a hard question. That things aren't always as you expect them to. I pretty much already knew that too, but it actually happened you know. Get here—I realized that I learned how to manage my time better, a lot better. In high school I never really had to study. Scheduling study time was not something that I was not used to doing, I just flew through my classes real easy without a problem, so I've learned that I have to be a little more assertive and not procrastinate so much. Things can pile up on you pretty quick.

S-18 That I have no tolerance for alcohol whatsoever!

S-19 A lot. I was pretty scared. I didn't know what to think of my professors. Most of them are really personal. I mean they always made me feel like if I had a problem, I could go talk to them. I learned that there are a great many different people. That all go to this school—types.

S-20 I think I've learned like I don't have someone on my back all the time telling me what to do and what not to do. I just kinda have to do what I think I should do like study. I don't have my Mom telling me to study.

S-21 The responsibility's tremendous. I mean cause this several times this semester I would sit back and think, "Golly, no body is going to wake me up, or tell me when to go to class."

S-22 I didn't think that there was so many different thoughts, for example on religion. A lot of people up there don't believe in God, and back home where I came from, they were—just a known fact—that you believe in God and everything. There are a lot of guys up there that don't and it's kinda shocking. There's a lot of other interests that are just totally different from my own.

S-23 That's tough. Of course I am compelled to answer something in interpersonal relations, because that's just pounded into your head once you get here. Not by the system so much, but by the actual day-to-day living, because you're so sheltered when you are at home, but when you are here—I can't count the riches of the valleys and the peaks of my relationship with my roommate. They're just so numerous. I guess that it would be that I never really thought that I would have to think twice about what I say, because I was always the type of person that thought about what I said before I said it. I said it, and if you didn't like it, then you didn't like me. To some degree that's too idyllic. You need to especially if you want things to run well, you need to consider the feelings of others, and that's something that I have been bad about so far. Just not looking at things from other people's perspective. And that kinda shocked me when I found out, because I always prided myself in being open-minded and at least what I thought was a caring individual. I guess you can never be perfect, and uh, last weekend I just found that me and my roommate had a talk, and found that I had actually made—what he had interpreted as not considering his feelings, so.

S-24 I didn't think that you had to study as hard. When I got to college I learned that you had to study a lot more.

S-25 Well, I learned that it's not all fun and games like it is on television. Like you know, all these parties and I mean there are those, but it's tougher, so you have to totally uproot the way you have been living. You're like a grown-up now. You have to do it yourself, laundry, food, drive around, yourself or whatever.

S-26 I've learned how to manage time a lot better. I've started to use a little daily planner that I never thought I'd do now.

S-28 Before I came to college, I didn't think I would miss my parents at all. I didn't think I would want to go home at all. I figured there'd be tons of things to do and stuff. If you're not in a sorority, then there's not much to do. I find myself going home....I miss my parents more than I thought I would.

25. Do you think you are different than your friends who did not attend college this year? Describe how you are different.

S-1 No. I think all of us are about the same. I think I am different I think I have learned responsibility more than they have. I am on the road to my career and they just kinda sitting back.

S-2 Pretty much so. Now I can go back home and talk to my friends who did not go to college, and ask them what they are going to do, and you can hear it in their voice that they're embarrassed. I just ask and they're like, "Yeah." But they just feel inferior, because they're not doing anything, and I'm doing something you know that's great--wish that they could do, but they're just....I don't feel any difference towards them. They're still my friends, but....I just want them to do something, go to the Army if that's all they can. Not just sitting around, that's how I feel about it.

S-3 I don't consider myself any better than they are. Maybe they're getting their education in a way that they--I have friends that went to TJC, I don't have any of my friends that didn't go to some type of college. I think that they're getting their education how they need it. If it's not a big college, then it may be something else.

S-4 Oh definitely. As a matter of fact, I was talking to my friends the other day that are still the same--they're going to a junior college would you consider that different than a university, or is that the same thing? REPEAT the question. You have to learn to balance school work, and activities and other things.

S-5 I went home this past weekend. I've got a couple buddies that didn't go to college. I've come back and I'm pumped and I'm excited and I come back and talk to them. They stay back and work all the time, and now they're wanting to go to college. I think coming back with a good attitude and that pumped feeling, it's kinda encouraging them to go on and go to school. And one of them is going to go this Spring.

S-6 Yeah, I think I'm different. The kids from my town that didn't attend college were kids who really didn't put out the effort and they didn't....I mean I know one kid for sure that is really, really smart, and I guarantee you that if he would have applied himself towards school, he would have shoot I don't know--he could have been Valedictorian, he could have got 33-34 on his ACT. He's just sharp as a stone!

S-7 Yes. They are missing out on the experience. Some of them are working and some of them are not doing anything. I think that's just a big waste of time really. They're just wasting their time. College is a good experience even if it's only for a year, and you don't like it. It can give you some skills, like people skills, even to go out and get a job after the first year if you don't like it. It can teach you a lot even if you don't make the grade.

S-8 I honestly can't think of many friends that didn't. I can only think of one and the only reason that he didn't attend college was that he wasn't sure what he wanted to do with his life. He wasn't sure where he wanted to go so, he went and joined the Navy where he is going to be getting a pretty good income, and they'll even help you with your education, so really I don't think he made a stupid decision, but I think he could've made a better one.

S-9 No. No, not really. The friend that I am thinking of that didn't go to college, he probably wouldn't be able to get into college. I'm different than him. I am not saying that I am better he just wouldn't try in high school or nothing. He just wanted to get through high school and then go do something. I told him that I wanted to—he always knew that I would go through college, and then do something.

so I guess that I am a little different, cause he didn't want to wait to get on with his own life—that's the way it is.

S-10 I think all my friends went to college.

S-11 All my friends are in college. Except for the ones that are in high school. I'm still pretty much the same person. I just have grown a little bit more upstairs.

S-12 Kinda. Most of my friends did. I don't know, my close friends did.

S-13 No. It's just where my interests lie. It's not like he dropped out. He just didn't go to college. He already had a job lined up and everything. If that's right for him, that's right for him.

S-14. Yes. I went home last weekend and there were a lot of my friends. And a lot of my classmates that did not attend college and they seemed so bored with life already, and here they are, 18-19 years old and they are already bored with life and they just you know, they just like, most of them were drunk, but they were all..they just don't seem to care about life and they don't seem to be having very much fun, and they are griping about the job they are working at. One of them is working at Garfield's restaurant and another is working at Sonic, and it's just—they seem to hate life. There's no really source of stimulation in their life because they are bored.

S-15 I don't know. I've got a lot of friends that are seniors in high school, and I can see that there's more of a gap in our friendship than there was before. Since I am away at college and they're there at home, but...I feel a little more mature than they are since I'm out kinda on my own.

S-16 Definitely, Definitely! I have one of my best friends is not in college, she stayed at home. She is living with her parents and she is working at JC Penney's and she just thought that she was not cut out for college. She was really smart in high school, great grades, just very good student, involved in a lot of things, but she just decided all of a sudden, "No, I'm not going to go.", and she doesn't know what she is going to do in life. She has come up with all of these ideas like a travel agent, a beautician, and all these you know things...it's weird when I go back to see her. I have advanced so much more in my thinking and she is still in that high school mode. She hasn't experienced college, and it's hard for me to get along with her because I can talk about things that she can't relate to. She has not experienced this, so that's really different.

S-17 In some aspects, yes. I have one friend who is not going to college, and she is working. She really just works and does whatever she wants to. Outside of work. She hasn't developed some of the skills that I have like time management goes, and coping on her own. She's still living at home. She moved out. She tried it just didn't work out. She just couldn't make ends meet. I think maybe I've gained some of the knowledge kinda being out there on my own that she hasn't yet acquired.

S-18 No. My one friend that didn't go to college, he's really smart. He's super smart. He's an Indian and for some reason his parents refuse to put him on the roster—as a full blooded Indian—and he is full blooded Indian, he could go to school for free, I imagine. But uh, I don't feel any different or smarter than him, if anything, I feel that he is smarter than me.

S-19 I don't know, probably in some ways. I don't think I've changed that much. I've had more opportunities in total decision-making I think than probably most of my friends that live at home and don't go to school and just work. They are still under their parents' roof, and technically speaking what their parents say, goes!

S-20 I haven't really been around any that haven't. I am different. There's probably good and bad, cause most of them are probably working and have a job, so I guess we'd both be learning responsibility, but I don't know they wouldn't be extending their education like I am trying to do.

S-21 My one friend just has a job. I think I am more mature, because at least I am on my own and not living at home.

S-22 Well I have some friends that tried to take college. Three friends of mine moved out three or four miles away from home, in a house. I thought that would be a cool idea before I thought about going to OSU. I think that if I would have taken that road it would have been a horrible decision. All three of them dropped out of college already, during the first week.

S-23 Yes. I am different than friends that DID attend college this year! I think that they are still not going to be ready to enter the world socially. They are still living at home, they are still in la la land. Some of them may have had doses of the world that are preparing them. I went home once this past semester, and uh, we have a 24 hour WalMart, it's just huge, so I got home late—I say so many of my friends from high school working at the WALMART. I was just shocked, because I thought at least they would go to a junior college or something. Some of them were intoxicated while at work just totally letting themselves go.

S-24 Yeah. The ones who didn't the ones that went into the Army and stuff like that. I can't really think. Can you give an example? The ones that went to work and didn't go to college are not going to have as high paying job.

S-25 I didn't have any friends that didn't go to college.

S-26 Probably. I think that a lot of them were not able to attend because of financial problems, but also a lot of them just aren't very aren't just real motivated to get a higher education in college.

S-28 I don't have that many friends that didn't go to college. Yeah. I think I get to be a kid a little bit longer than a friend who is working. She's gonna have to be an adult a little bit sooner than I am.

26 Which courses have been the most important this semester? Why?

S-1 Probably my biology course because I am going to try to go into pediatrics, because I like kids. I would like to do something with kids, I think that's important. My orientation class was kinda important. It kinda got me on schedule and taught me how to do some stuff. We had little seminars during class and my English class is teaching me to write, because it's helping me develop a writing process that I think I will need. To write papers.

S-2 Really my sociology class. It's somewhat aimed toward my major, Biology. That's about it. Sociology and my A&S class (Orientation), that really helped me to deal with people, get involved social life.

S-3 Sociology. I have changed my major to Sociology. I love that class. I high school I absolutely hated it, but I was taught the wrong way, and up here I have a great teacher he is great. The class is wonderful, and we have a lot of fun and it's completely different than high school. So, I've changed my major from Marketing to Sociology with Marketing as a minor.

S-4 no answer.

S-5 All the basics. The most important class is the one in my major. My major is Agronomy and I'm taking some Agronomy classes, and they're probably the most important, because that's kinda the line of work I'll be doing, so...and that's my favorite class.

S-6 For me, my Engineering class is kind of a blow off course. It's just there to it's just an introduction. My History class I didn't have to take even though I love that class. My teacher is weird. He does all kinds of weird stuff like whenever somebody does something, we'll have a discussion, if you say something and he doesn't agree with it—he'll like take his tie and do what he calls the "Fozzie Bear", he'll cover his face up with his tie, cause he's so embarrassed about what you just said.

S-7 Math. That was my worst subject in high school, I can do the work when it's like _____ next week and I had just got through going over it, but now um, maybe it's the teacher, I'm understanding it more. That's helping me remember everything for tests and everything.

S-8 I think all of them have been for me, because I need that scholarship. Everything goes back to that scholarship. That's what I am focusing on really hard right now. I think the most important are those that apply with my major. I think Algebra is really important, because I do see now that I will need that in the future and I didn't see that in high school—"How am I gonna use this!" I have to go on to higher degrees of Mathematics, and I know that I will need the fundamentals. The Forestry class I am in, I know I'm going to need that stuff I need to get with it and know everything that's in there. So, probably, those two.

S-9 Calculus cause it a lot of the stuff is going to be in Engineering and stuff, and the English might not have that much important for my major, but I like that class, cause I've started where I would enjoy writing essays and stuff and I mean if I enjoy the class it's an important class. Even though I might not have to have it. Hopefully even though Calculus is a main course for Engineering, I hope that Chemistry won't be real _____ so, I think Calculus is the most important one.

S-10 The intro to Engineering was good. The introductory courses are good. I don't know all my others are just Math, Science. I didn't like the History. Like I said before, I didn't do as badly on the test as I thought I had. I made a C on it.

S-11 My English course. There's a lot of freedom in it. I like that class! Everything that I did that my English teachers in high school said I did wrong, are right now, so..I love it, it's great!

S-12 My Orientation class was important. They taught me a lot of things like how to handle college, and goal setting, and things like that. How to save time. How to fit everything in. English has been real tough for me. I don't know why. I did pretty well in high school in English, but here it's a little different. It's harder to write. I am working on it.

S--13 No answer.

S-14 I think my Poly sci class has been the most important, and my Orientation class, because both of them kind of dealt with law and legal institutions. It made me realize that I am still interested in it (law). It made me refine my interest in where I am going to be in pre-law.

S-15 no response.

S-16 My English class is the most important to me, because that's the one professor that really knows me—he knows my name! I think he is the only professor that I have that knows my name! He is the one I am doing the best in his class, because he allows so much creativity as far as out writing goes. He is not so strict, by the book, so he when I've gone to talk to him in his office he's been very helpful and um..he's very personal with each and every person, and always comes and helps you, and has made that class more important to me. I want to do well in that class. In my other classes where I feel that the teachers—you know we've got a class of 150 people—and there's no way, the class doesn't seem as important to me, because all we do is take notes. I am doing the worst in that class.

S-17 I really like my History class, but I don't know if that's the most important one...I think that all of my classes are important, or else I would not be taking them. My History class is very important. It's an analyzation class and it's not based on Historical facts—we don't memorize dates—we look at all of the events like we just studied the Civil War. We spent four weeks studying the events that led up to and spent one lecture day studying the actual war. it was the things that happened before that were the big part of it, and I learned things about it that I never learned in high school history, because they just said, "On this date.", they didn't tell us what the battle was about. What it's significance was to the war of to what was happening. It was just a name to us. In this class we find out what was going on. What started it. What were the issues, who was involved. It helps me understand History a lot better and how it affects my daily life. My life now, you know, the America now how it was affected by that and I never really had that connection before. It's taught me how to look at things beneath the surface, and look behind things to find out why they happen. It has really helped my analyzation skills.

S-18 I really enjoyed English. I don't know why, I mean when I was in high school who was an excellent teacher, but she just drove me to the ground. I hated writing, I hated it with a passion. She made me keep revising, and revising, and re-working with it and at the end of the year, some of my work got published and when I went back at the beginning of this year, when I walked into the classroom and she stopped the class and she said, 'Now class, I want you to meet a real writer.' That was kind of a neat feeling. When I got up here, I just most of the papers I have handed in so far I have done in a couple of hours, and it's never been a big bother to me. I have done well on all of them.

S-19 I've really enjoyed Animal Science and Chemistry. In Animal Science you learn a lot about the Agriculture Industry in general and a lot of stuff I didn't know. In Chemistry, I just like Chemistry.

S-20 Band is important cause you have to be there. It's fun. You have to be there for the grade. It's a lot of work. I like Political Science that's one of my better classes. They are all important, I guess.

S-21 My Orientation class and my Political Science class. With the elections this year, it was real good to have up to date information.

S-22 My English class has been pretty important. It's helped me you know you have to write and think and write at the same time and know what I want to say in a paper. That's helped me a lot.

S-23 Poly Sci actually. Basically since I don't like my Engineering classes.

S-24 Chemistry, Engineering, Calculus--

S-25 Probably English because they're teaching you what college professors want in a paper. You're learning to do that practicing all the time the whole semester. I guess that would be the most valuable class.

S-26 Biology, because I want to go into something science related. Somewhere down the road, probably as a career. Political Science is just--I've enjoyed it. It's been interesting to me.

S-28 Algebra's been real important. It's a difficult class to good in and I have to I find myself going to MLRC almost everyday, so...I concentrate on getting my homework done and doing it right. .I prepare really hard for those tests.

27. Have your ideas changed about your maturity as a person this semester?
Explain.

S-1 I feel more mature because I am taking more responsibility. I have to fend for myself up here. I have to wake up, my parents are not here to wake me up, and they are not here to tell me to eat, and go study, I have to do it on my own. I have to keep I feel that I have matured that way.

S-2 Not really. I have always been a pretty serious person. I mean I joked around, people used to call me 'Grandpa' because I was just always just sitting around. I would talk, I would go out and party, but some--like if they would go out and party, I wouldn't party all the time. I would just sit around and talk watch TV. I mean it's practically the same. I was more like mellow than some of the people around me.

S-3 I don't consider myself any more mature or any less mature. I think I am pretty much the same way. I wasn't a real baby in high school, and I'm not up here. So, I don't think I changed much that way.

S-4 Yes, because in high school I just thought that I was the mature young woman, and I thought that I knew everything. I know that I don't know as much as I thought.

S-5 I think that I mature everyday. There's new things and new challenges everyday. You grow as a person everyday. I don't think you stay at one level any two days. There's so much to achieve and so much out there that's available to you that you can't sit still. You've gotta go on. Can't waste a day, an hour, a minute.

S-6 Not really. I think that there during the first couple of weeks I matured. I still have those moments of immaturity where I gotta go have some fun with someone, but I really don't...when it comes to like class, then I mature. I sit there and I listen to the teacher. I try as hard as I can to pay attention. It's just impossible every once in a while to go off on a tangent, or daydream or something, but I try as much as I can to stop myself from daydreaming and pay attention.

S-7 No. Sometimes I can act mature, but I am not really mature. Like a lot of my friends say that they don't know how I can be so calm and act so calm, you now. That's really on the outside. Just because like all my friends they go crazy there's got to be someone there to settle them down. To keep them within the limit. Really, all my family thinks I'm so mature cause I just don't I act so different around them. Around other people you kinda got to set an impression.

S-8 Honestly I feel that I was pretty mature before I came to college, because of something that happened within our family. My Mom got fatally ill one time and over five years she just got worse, which caused me to grow up really fast. I guess the only major difference I see in my maturity level is, that now I'm making my own decisions, and I have to be smart about it. Not just look at the decision, but look at the outcome and weigh which way I am going to do it through that. Now that I am making my own decisions, I guess that that is a step in the maturity level.

S-9 Yeah. It seemed like I noticed that because I had a friend come and stay with me at the dorm this Fall break, he's in high school, and he's only a freshman in high school cause I have known his family for a long time, and it seems that since I'm in college and I'm doing all this hard work and I'm on my own it seemed that I'd feel that I was more mature and stuff, but I noticed that everyone—cause he said this—"Everyone is acting like they're ten year olds." because on the floor we always joked around and stuff. Everyone knows we deep inside we're thinking, "This is hard, and I don't want to study." So when we are having fun we just joke around and try to make things easier. We kinda help each other so we are not being so selfish even though we are just playing pranks and stuff.

S-10 I think they have. I am realizing that I am on my own. It's just me now. I need to take care of myself, I guess. Learn to be a little more responsible.

S-11 Not really. I am pretty much the same level.

S-12 Yeah. I think I am more mature, that's for sure. You just have to be cause you're by yourself here and you have to grow up. If you don't you will get into trouble. You'll get thrown in jail or something.

S-13 No. Not really. Yeah they have. It's once you get to college, you're stuck with new people. You aren't around your friends any more. You kind of influenced by these situations. I don't really like to do that. I could find an ideology to stick to it. I'm still kind of lost.

S-14 No. I really don't think so. Everybody always said I was...well now that I think about it. Everybody always said. "You are so mature for your age." which I was not mature for my age, I was mature compared to those who were around me when I was growing up. Once I got up here, I discovered that there were people who were so much more mature than I am, because they handled things so much better than I did. They handled stress and the studying and all that. A lot better.

S-15 I am more dependent on myself. I have to I have to decide when I want to go to bed at night. I have to decide if I am going to watch TV, or if I am going to study, or if I am going to go out.

S-16 I think I have become more mature, as far as making decisions and when I was at home I didn't make any decisions, I asked my Mom. I always asked for someone else's opinion. Whereas now, I don't always have someone there to ask. So I've had to make decisions even little decisions. like today I went to get my ear pierced twice in this ear, and I never would have done that at home. I would've thought that my Dad would have gotten mad and I just would not have done it. Today I just went and did it, didn't ask anyone, just went and did it! It something that I wanted to do. It's not a major decision. It's funny too, I was thinking this weekend, I went on a band trip we went to KU. There's so many immature people, there's so many people that just act like complete idiots--in public! Of course, that's my opinion and my perception of them, but, it's funny, I told my friend that I thought when I came to college the people were going to be so much more mature, I thought that I was going to get out of this high school thing. My friend is a junior and she said, "No." There's some people who are always immature, they're always going to be like this.

S-17 Yeah. I think that I've gained some maturity since I gotten here. When I was in high school I was always told I was way mature for my age. Then I got here I realized not necessarily that mature really, but I do see that there's always room to grow more in maturity, I don't think that'll ever end. I had some falls, and I picked myself up and from those I learned. I am kinda proud of myself, actually, that I have done some of the things that I have done.

S-18 Like I said before, I don't know about maturity. I don't even know what maturity is. I'm not sure. One thing that really bugs me is people drinking and driving, and if that has anything to do with maturity, I guess I was mature before I got here and there's a lot of immature people out here.

S-19 Yeah. I think I've matured more. The way I look at things and things that used to be important to me now don't really seem to matter. You get kinda into the real world. When you are at home your parents protect you you don't really know but you're sort of in the real world now.

S-20 Yeah. I think I realized that when I was in high school people would say that I was immature, and I didn't think so, but when I got here on my own, when I looked back, I realized that some of the things I did do were immature and I think about it now and try to be more mature do things that are mature instead of immature.

S-21 Yeah. I have to take responsibility for everything now.

S-22 Yeah, kinda. I still think that I am in the maturing stage and everything. It's kinda a big blow to me. I know that there are some things I gotta mature in some things. I've changed a little bit.

S-23 Yeah. Well when I got here I thought I'm "Joe College", and I'm as mature as I'm going to get! Then I've kinda had to become the role of Mother with them, because some of them are still not ready to be away from home. I don't know it's kinda like just another guy on the floor like a trustee--that added responsibility um, it was comforting at first, and now it's--not a burden, it's something that's important to me. I feel like a big brother to a lot of my peers. That has sobered me up about what college is about how mature I am actually. I am not sure that I can handle

another semester, let alone three ore years of people always turning to me, but at least for a semester, it was good. I still have room to go to mature.

S-24 Oh, I think I've gotten more mature as the semester went on and being a ways from home and being on my own.

S-25 Probably so. I thought I was this big, independent kinda person. I found out that--well, I am, but, not to the extent that I thought I was. (This is the only student who openly said that she would not return second semester).

S-26 Not really. I thought I was equipped well to cope with everything that I could be faced with here. I've had no problem, really.

S-28 No. I don't think I am as mature as I thought I was.

Third Interviews

Students were advised during the second interview regarding the process of notification for continuing the interviews second semester. At this point, only one student stated that she would not return to the university. In fact, two of the twenty-eight subjects did not return for second semester classes. The researcher contacted each student by telephone prior to their return to campus for classes second semester.

The third set of interviews was slated for February, approximately 4 weeks after students returned from Christmas Break (February 1-8). Students were sent notes in January, during the first week of classes, and were asked to review their class schedules and make arrangements to meet for the third interview. Appointments were set by the student at a time convenient for him/her.

Interview times for the fourth and last meeting were scheduled at the end of the third interview. Students were sent reminder notes one or two days prior to the last interview.

Students who did not return second semester were (coded): S-22 and S-25. Students who did not participate in the third interview (they made an appointment but did not show up) were S-14 and S-26. The total number of subjects returning second semester was N26, the total number of students participating in the third interview was N24--12 women and 12 men, $24/28=86\%$

29. What was your GPA for first semester?

S-1 1.71. 14 hours. History, college algebra, English, biology, and orientation.

S-2 2.70. That was only 11 hours because I had to drop a three hour course, but I took summer school college algebra and that's 14, so my cumulative average is like 2.57. physical geography and lab, English comp1, sociology, and 13 this semester.

S-3 3.07. 14 hours. ecosystems biology, college algebra, philosophy of life, business orientation, and sociology. 18 hours second semester

S-4 3.75 It's higher because I had college credit before I came. I had college algebra, orientation, introduction to landscape architecture, English, biology, and interior design. 14 hours second semester.

S-5 2.5. 16 hours. Agriculture orientation, agronomy, animal science, history, college algebra. 16 second semester.

S-6 2.76. 17 hours. chemistry 1314, calculus 1, English 1113, honors American Government, marching band, engineering orientation. 16 hours second semester chemistry 1515, calculus 2, engineering graphics, concert band.

- S-7 3.3. 13 hours. Subjects: theatre, political science, English Comp 1, Intermediate algebra, and freshman orientation. 15 hours second semester. algebra, history, comp 2, sociology and speech.
- S-8 3.35. 15 hours. Introduction to forestry, Ag 2112, microcomputer, college algebra, English comp 1, ROTC, and Ag orientation. 15 hours second semester.
- S-9 2.81. 16 hours. chemistry, calculus, history, English, and engineering. 13 hours second semester.
- S-10 3.21. 14 hours. Trigonometry, freshman comp., chemistry 1, and introduction to engineering. 14 hours second semester.
- S-11 15 hours. I am not sure because I just got it and threw it over in the corner. It was one of those unimportant things. Above C average. French, English, physics, algebra, trig, that's about it. 14 hours second semester.
- S-12 2.78. 15 hours. chemistry, animal science, English, weight training, and orientation. 18 second semester.
- S-13 2.50. 14 hours. calculus, political science, philosophy, and architecture and society. 12 second semester.
- S-14 did not show up for the interview after two notices.
- S-15 3.78. 14 hours. comp, calculus 2, chemistry 2, introduction to engineering. 16 hours second semester—physics, algebra, material science, music, American government.
- S-16 2.53. 15 hrs. comp 1, biology, band, orientation, American history, college algebra. 17 hours second semester.
- S-17 3.37. chemistry 1314, English 1, history 1103, orientation, calculus which I dropped. I didn't have a professor that was very good. I dropped it because I wasn't going to get a high enough grade for it to count in my major so I am going to take it in summer school. Second semester 15 hours.
- S-18 2.92. Pre-calculus, chemistry 1314, engineering 1111, freshman comp. 14 hours second semester. I have started to specialize this semester.
- S-19 3.13. 15 hours.history, English, animal science, PLC, chemistry.18 hours second semester.
- S-20 2.97. 15 hours. political science, biology, English, geography, orientation, and band. second semester: history, English, music appreciation, sociology, and math and band.
- S-21 I don't know because I didn't get my grades yet, because I didn't pay it all off yet. Classes: political science, speech, animal science, computer.
- S-22 did not return second semester.
- S-23 3.3. 15 hours. calculus, chemistry 1515, ROTC, Intro. to engineering, and political science. 12 hours second semester.

S-24 2.9. 16 hours. Calculus 1, chemistry 1314, engineering 1111, history 1103, English. 14 second semester.

S-25 did not return second semester.

S-26 did not show up for the interview after two notices.

S-27 2.0. 17 hours. Chemistry, math, English, political science, and orientation, health career seminar. The chemistry was really over my head, because my high school didn't really prepare me for it, and I kinda thought I can do it. I know now that if I get into a class that's I think is going to be over my head just go ahead and drop it. My adviser just put me into the class, and didn't tell me that there was one below it. It's the one I am in now, and it's a lot easier. I am taking 14 hours this semester.

S-28 3.33. 15 hours. college algebra, sociology, physical geography, English comp, voice lesson, and orientation. 17 hours second semester.

30. Looking back on the first semester, how would you assess your role as a student from an academic and social stand point?

S-1 I studied, I just didn't like my classes. It's not like I just didn't do anything, and I went out and partied all the time, cause I did study. I made a 'D' in my history and algebra. History I had in high school and I was just bored with it, I didn't feel like doing anything. Socially, I did I would go out on the weekends but not during the week. I would stay in and study or just....

S-2 Actually I was scared, nervous, frustrated many times because I would make bad grades. It was something to deal with because I didn't know my professors as well as I knew them (teachers) in high school. So actually I had a learning process where you learn how to talk to your professor and explain what you would like to get out of class and he will tell you the key points what to do and that's academic. I was just basically, I didn't study that much, that's my downfall. I think that I could have done a little bit better. Say if I had a test coming up Wednesday I would probably start studying Tuesday and study all day whenever I could. I mean that's basically how I studied first semester, so I am going to try and hit that. Socially, I didn't really do that much. I hung around and watched TV. See, I have a girlfriend up here and I was basically with her.

S-3 I uh academically with all the changes that you have to go through being a freshman first semester and all that I think that I did rather well compared to the rest of my friends. I did above average. I think that I applied myself the best I could under the circumstances. Socially I have friends from high school up here that I mainly hung around with, but I met quite a few people up here that will be friends forever.

S-4 My role was more academic I tried to be oriented...well, it was weird at the beginning of the semester everything was social I just wanted to meet people, and that is all I cared about. It kinda took me a while to realize that I was there, I think my role...I finally figured out what is academic and um, I've said this before what took me so long was to balance those things, but I mean, now I am just totally realized that it needs to be academic. I think at first you're more geared toward the social aspect.

S-5 I know that I didn't study as well as I should have. I believe that what my role is? I believe that I was all right as a student. I just didn't take some of the things that I should have taken seriously, I didn't take seriously. If I could have it back I would right now, because I guess first semester you kinda try to get everything out of your system and get used to a different life style. I kinda think that this semester is gonna be a lot different. My grades are already reflecting that. I kinda got a change in attitude. Socially, I have about a hundred or more friends. I still meet two or three people every day. I'll see someone in the elevator. I don't know, I still have the same girlfriend that I've had since I was up here, and she is real good to me. I've got a lot of real good friends and I am meeting more every day.

S-6 I think I spent too much time on the social part, and not enough time on the academic part. And I really hate to say it, but I know I did I spent too much time—and it's not social as a lot of people would look at it I spent more time with just plain friends and not worrying about getting any relationships or anything like that I just I have always found it easier to make friends, and harder to get in relationships. It's just not something easy. I spent too much time just out having fun with my friends, and just blow off the homework until the next morning and then you're like—"Uh Oh", and then you just scramble and get it done you work real hard and it's just not the right way. I know this and I just have to work it. I just have to say, "I can't do this, I have homework. I can't go out and golf today." I can't skip my history class like I did last Thursday. I had three people taking notes for me and I was prepared to miss that class. I'll take responsibility for that one. Since the first day of classes I felt closed in and claustrophobic or something like that. Everything is built in around me, and I just can't move. I don't feel like I have any freedom I don't have time to do anything, and so I just kind of blew off one course and when and had some fun. I have been since this semester started I have been studying a lot more and trying to spend a little less time with my friends. Even though I don't want to be doing that, it's something that I have to do. That's why I am here at college, so I have to do it.

S-7 Academically, I didn't really have to do that much, so that's why I can't believe that I made that good of grades. I didn't really—it was more like I was in high school, because I really didn't study that much and when I did it was just the night before the test, and you know, I cared about it, but I just knew that I wouldn't have to study that hard. So I didn't. I probably could have made better grades, but that was..Social? I don't know. I mean, everybody I talk to I'm friends with, I haven't made any enemies yet! I don't know there isn't really that many things that I did with the people from here. I usually do stuff with the people from my old high school. They're always coming down, or I go up there. It was kinda boring socially last year.

S-8 I feel academically I did well. I think I could have done better than I did. Socially, I feel I did OK too. I probably could have made more friends. The friends that I had, I still have now, and I am happy with the friends that I have.

S-9 Academically it was a shock because there was so much to do. I mean, you have more time but there was still a lot to do. I had time to do it but there was still...writing an essay or something in history or in English, going to take a tests for the class like later at night. The tests for my chemistry class weren't during the class, they were later at 5 o'clock in the afternoon, and you would have MLRC assignments in calculus and it was all stuff to do on your own time. In engineering you had to go on tours to different schools like architectural and stuff like that at 7 o'clock at night to get credit all stuff that you just do. Then there were labs I had a lab from 7-9 once a month. It was a lot of stuff but it wasn't that hard, I guess. Socially, at the beginning of the year I was staying in my room. I thought that I would get my homework done easier if I didn't go out and watch tv or anything. Now I know everyone on the floor and I met a lot of people that I have just seen around that I have in class or that I have in a class now. So, everyone goes out to Tumbleweeds. I went out there a couple times. Our floor would go we usually at the beginning of

the year you were with your roommate eating, and now it's like our whole floor is all together in this big spot in the cafeteria. We play pool tournaments and stuff like that. Everyone wants to meet someone everyone wants to meet you so and say "hi".

S-10 Academics I kinda didn't work to my potential but I still came out of it all right. Socially, that's about what my first semester was about making new ties here, so I wouldn't get so homesick and everything, I guess. So I wouldn't miss home so much and I'd rather stay here.

S-11 Should a...I think I should have done a little more bull...this semester is going pretty good. I should have been more open in class. And the socialization I was pretty much stuck with that same group.

S-12 I could have been better academically. I should have studied harder, but I think first semester is hard to—it's just kinda getting used to everything. I shouldn't have taken some of the classes that I did, because I jumped in and took some under my major, but I am changing my major, so it's kinda of pointless to take some of those I should have just taken what I am taking this semester. They are easier classes—they are just basics, but they seem easier and I don't have to read a lot. They seem easier than going in to a major and stuff. I think I should get my grade point up, my parents said! Socially, it was fun last semester, but it's getting the Weed—everyone goes out there—it's about all there is to do, I found out. There is not much else to do. Except go to the show. Money is not real—the cash flow—is not happening, so.

S-13 Um academically I could have improved a lot. I really didn't pay as much attention to my studies as I should have. Socially, I have a girlfriend now.

S-15 Academically I guess I did pretty good. I studied a lot. It surprised me, because I didn't study much in high school. I got down here and studied more. Socially, I got involved in Campus Crusade for Christ, so I got to know a lot of people through that. It was the main organization that I was involved with. There were a couple of other organizations too. I was a little more outgoing than I was in high school which is something that I have been working on. When you meet someone you can be more outgoing and more assertive, and they don't already know about you, they don't know anything about you. They don't have any ideas about how you are, so you start all over.

S-16 I never was the student that I should have been, and it took me too long to realize that. In fact, I really didn't realize it until I got my grades and realized what I had done, and my priorities what they've been and my study habits and all that, so my role as a student wasn't near what it should have been. This semester I am doing much, much, much better. As far as my role as a student goes, I'm definitely a good student!

S-17 I think I did pretty well. I had a discussion about this last night. Academically I did better than a lot of freshmen. My GPA is higher than what they expect from a freshman in a new environment and everything. I think I did well in that stand point, and then also in the social stand point. I was asked to apply for an RA job this year by my RA for next year. I decided to decline. Next year is the year my college I want to enter into is really going to test me and they are gonna really lay it on me my sophomore year, and so I really don't think I think I need to devote more time to my studies next year to get through and then things will ease up on me a little bit. I am house vice-president on my floor this year, and I really enjoyed it. Socially I do a lot. It has taken me a long time to get there, but I think that I finally struck a balance between my social and academic and it's working very well this semester so far. I did a little experimentation last semester. I think I am doing pretty well. I will run for HP next year on my floor (house president).

S-18 That depends upon what you compare me to. I came up here with a group of six or seven guys from the City, and I was kind of the reject of the group, the one they didn't think would make it, and everybody else didn't—I am the only one left! They all went Greek and they all dropped out. I went to a lot of people and said, "I told you so." As far as my floor goes I think my floor's cumulative GPA was abysmal. I mean, once people kinda looked down on the ninth floor and Willham and we had five or six guys just leave half way through the semester. So that didn't much help, and talking with my friends my GPA is decent it's not real good, but it's not real bad. I mean, compared to how good it could have been it was just ok. Socially, when I first got here I kinda felt pretty much alone, lonely. I didn't have any friends. As the semester progressed I think that people quit seeing me as the guy who wears the weird shirts and the weird hair and combat boots and people began seeing beyond that and actually trying to talk to me and giving me a chance. The more I got to know these people I think and the more we got to be friends it was less of taking pity on _____ and more of a lets go find _____. I think it was real hard for people to just kinda see through whatever it was. My music or I told you about the big scar on my nose the first weeks of school when I had a beer can thrown at me. I think I freaked a lot of people out with that. After I got pretty much settled in I found lots of people—you've got your leaders and your followers in society and they clearly stand out. I found lots of times after I made lots of friends and uh I guess really showed no effort that I was going to kill myself to be friends with anybody the people started to come and seek me out and want to be friends with me and do stuff with me. I think overall I went from one spectrum to the other just having no friends at the beginning of the semester to at the end of the semester being friends with everyone.

S-19 Academically I should have studied a lot more, especially in history—I had a "c" in history, and if I would have studied a little more, I could have at least got a "b". Socially, I don't know. I enjoyed myself a lot first semester. I think it was because I was away from home and that was really the first time and probably I didn't study as much as I should have.

S-20 I didn't have homework, so I didn't do a whole lot. I didn't do all the reading that I should have. That's how I could have applied myself better, is to do the readings. I really didn't do a whole lot, because I didn't have homework or anything. Socially, I was in BSU—that's mainly what I did. I didn't go to the Weed or anything. And I have friends on my floor that we've become good friends, and I do stuff with them.

S-21 I don't think I was as inquisitive as I am normally, and that has a lot to do with just the fact that I didn't some of the classes I just wasn't interested in like the computer class. I guess I didn't pick up on it cause I haven't been around it. The political science class—government class—it was really interesting. I could see where it fits in, but as a student I feel that I should be more inquisitive and more apt—more willing to learn than I was last semester. Socially I did pretty well, just because I met millions of people. I have lots of friends. I feel a lot more comfortable now I have people that I can go talk to and if I ever need something I can just see somebody about it...help or anything I've got people to talk to. People are always calling to ask if I want to do something.

S-23 Lucky! With the amount of studying I put in, I actually pulled off a pretty good grade point. I could have done a lot better had I controlled the situation with my roommate and been more assertive towards what I knew I should be doing which was studying. Anybody could probably make a 3.8 or better, if they just take that initiative. I didn't, so I consider myself lucky. Socially, I was pretty active last semester. Just staying up late with the guys playing Nintendo or running over and playing tennis, or like last night I was out with _____ until midnight riding bikes, just being social like that. On the weekends sometimes you go to parties.

S-24 I think I could improve my study habits more. This semester I have already improved a little bit. Last semester I didn't make out a schedule and have it organized as much. This semester I can get things done a little bit faster. Socially, about the same. I did pretty good socially last semester.

S-27 From an academic I probably could have done better. I mean I know what I am capable of and it was, I mean a lot of people told me that if you get out of your first semester with a 2.0 you're doing pretty good, but I feel that I could have done better, just myself. That's why the second semester I have really, you know, cracked down a lot and been doing a lot more studying, because you know last semester my room was like the melting pot—there was always somebody watching tv, or playing Nintendo or something like that. This semester I at about 10 o'clock it's time for everybody to leave and either I start studying or go to bed cause on MWF's I have a 7:30 so I try to get in bed by at least 11:00. Cause I have to get up at 6:30. So I have been more assertive with people telling them that I have to study, "I need you all to leave, cause I have some studying to do". Socially, I think that I am always good in social situations. Always get along with everybody, so socially everything was fine. Maybe that was part of it I got too social, I should have been more worried about academics than socially—getting along with everybody.

S-28 Academically I would say that I was pretty good. I tried hard and I studied. I could have done a little bit better, but I feel like I feel like I did almost as good as I could. Socially, not too good, because you know I broke up with my boyfriend in the middle of the semester and I wasn't just real high on life um but this semester definitely better socially.

31. What were the biggest changes in you socially first semester? Academically?

S-1 Change in maturity. My vocabulary and the way I do things and the way I acted. I wasn't really immature in high school, but when you come to college there's more responsibilities and so you're maturity expands. I used to be really shy. I am starting to talk to more people and finding out that it's easier if you can sit by someone..I didn't make a lot of friends, but I am starting to meet people and I am comfortable with them.

S-2 I didn't socialize—I have a lot of male friends up here not many female friends because of my girlfriend. GPA dropped. Study skills more. Usually I made a 3.3.

S-3 Jeez, I guess learning how to deal with different types of people on my floor because we have a lot of sorority....I came in with the attitude towards them, and it turns out that they are really nice people. I've been thinking about rushing, if I have time. It's gonna be hard. I don't know socially any changes, it's mainly just a different location, so a different building. My roommate was one of my good friends, so I didn't have to go through the new roommate thing. I live in Houston so I am used to masses, my high school was pretty big. I wanted a bigger school. Having to not having classes everyday. In high school you have the same classes everyday with the same schedule. Here you have to balance your time a little more, so everything was so structured already for me. Here I got to study when I wanted to, I had two days in between classes so you have to balance that day with the next day. So I think that's mainly the biggest change. I got about the same grades that I did in high school so...

S-4 It was weird because I feel like once I got to college it was like almost the first week. I feel I changed a lot socially. I was a lot more outgoing I mean I was always outgoing in high school but I knew everyone so it's different when you're stuck with people that you don't know anyone, you're living in a dorm, you are forced to be more social, unless you just want to sit and do nothing. You kinda tend to be a little less social towards the end because you have to do your homework. I remember the first month or two I went to the Weed every Thursday night and that

was a big thing for me to be able to do that, and now I look at I know that I can't do that every single day like I used to. I am a lot more secure. I don't feel like I mean I love to meet new people, but I don't feel like I am out of place any more. I think they only got better, because at the beginning I just had a real hard time sitting down and doing homework. Even I mean it's just such a different environment. My first English test I got a "C" which I made all "A's" in English, and I had a tough teacher (high school). My first English test I don't really need to worry about it and I got a "C" and that just blew my mind, and then I buckled down and got "A's" from then on. It kinda really just takes a realization like that to realize that you really gotta buckle down. In high school I was always in the college prep classes where you have everyone that you're in class with they have high standards as far as your grades and everything, and here you are with people who could just care less. You do like a group activity and you have people in your group who don't show up at the meetings or whatever, and it's just a totally different thing. It's almost like in some situations you rely on other people more in college. At the same time it's just the opposite, because you don't have your Mom saying, "Go do your homework", so it's kinda hard.

S-5 Independence. I've always been fairly independent. When you finally get out on your own you are making you own decisions all the time. I guess that's one of the big changes. Making sure I guess that there's a responsibility to go to class, meetings like this, eating right—I won't have somebody there saying, "Dinner's ready!" I've gotta go and take care of it myself. In high school I studied a lot and up here I thought that I could—I don't know I guess I got big headed. I didn't study quite as much as I did in high school and my grades reflected that. I thought that I could remember everything—which you can't! I guess that I learned how to take notes.

S-6 Really there wasn't in high school I had tons of friends. I had I think I didn't have any enemies, and I was proud of that. But, they weren't really friends, they were acquaintances, but I was acquaintances with everybody. Nobody hated me, and everybody talked to me and I'd walk down the halls and people would say, "Hi, how are you doing?", and it was great, and I loved it. It's really nice to be liked by everybody, and not picked on and spit on because you are not wearing the right shoes or the right pair of jeans or stupid social stuff like that. That's the way I was treated when I was in my freshman and my sophomore year when I lived in _____ . I didn't wear the right shoes and I didn't wear the right jeans I didn't make a really great first impression. People just kinda looked down on me, "Oh, look at the scuzzball", and it made you feel really bad, you only had one or two friends in the whole school. Then I moved to _____ where I was born, and all of a sudden. boom! I had friends everywhere! People saying, "Hi, how are you doing", and all this other stuff. I just thought it was great, I was just in awe. Then I came to college and I had all these friends, and my brother just started high school this year, and he came up to me one day and he said, "Wow, you have—everybody in the school is your friend, and they are trying to be my friend. It's really great that people don't want to stick my head in the toilet and give me a swirlley (spelling ?)." At college it's just like my junior year. You go into band, and everybody greets you. The first day of band there was a big party and everybody went to the party and everybody met each other and everybody had a lot of fun. It just made you feel a lot closer to a lot of people, and then you move into the dorm and I started to meet people on my dorm floor. I find it a lot harder to meet people on my floor than I do in classes. I think that is because a lot of classes I didn't care for other people didn't care for. On my floor there's certain groups —there's the athletic group over here, and they think everybody in the whole place is a bunch of wimps and they won't associate with them because they are superior. Then you have computer group everybody meets in this one room and they just play games on this computer, and then you have the lounge lizards who just live in the lounge and play pool and watch t.v. I do that too, but they spend 24 hours a day there. I am surprised that they don't throw covers on the couch and spend the night on the couch. High school does not prepare you enough for college. Your junior and senior year they should start mixing in more lecture and less questions because in

college that's basically all you do is lecture and then read the book and that's the whole basis for the test. In high school there is just not enough emphasis on reading the book. Up here you go to your class and they give you three chapters to read before the next class, so you have two days to read the chapters, and then you have five classes, so you have fifteen chapters to read in every at least in a week. You just read, read, read, read, read! You gotta go through this book and that book.

S-7 When I came down here I didn't have any body that I knew at all. I didn't have any of my family, and I noticed that I kinda grew away from my family cause I thought when I came down here I'd really miss them, and I did for the first couple of weeks, I was really upset, "I want to come home", and all that stuff. After a while I got used to it, I go, "This is how it is going to be for the rest of your life, you're not going to have them around you," so, I got used to it. Not that much really (changes). I didn't have much trouble meeting people because I have had to do that so much moving around. I guess getting used to the atmosphere. You are living with all these people and you've got like maybe four or five hundred people in your classes. I guess it's just getting used to all the people. Academically--last semester there weren't that many changes, but this semester I am noticing that practically every night I am reading and studying and doing homework, so that's a big change. I am keeping up with it so far.

S-8 There really weren't any major changes. I can't think of any changes. Academically, I'd study more. I had to decide when to study and when not to. When to go out and when to stay home and stuff.

S-9 The researcher inadvertently skipped this question.

S-10 I don't know that I changed that much. I probably did, you always change but I didn't realize it. I think I was more outgoing in high school. I am not involved as much now. I guess I stick to myself more. I have a few close friends I confide in them...whereas in high school everyone was my close friend. I mean I don't know how to explain it. I mean I am not as close to as many people here, but the people that I am close to I have a better friendship with them than the greater number in high school. I had to take a more active role in making myself learn it. In taking the lecture notes and applying them to the text. The role was more active, I mean didn't have anything spoon fed to me. I learned that I have to be self-disciplined aspect, I guess.

S-11 I was a lot more open. A lot more open that's about it. I turned from an introvert, which is basically what I was in high school, and became a lot more active. There were more people here that you could actually co-exist with than in high school. At least the high school I was in was real small. So we've got this limited amount of people. You have maybe four real good friends out of that. My girlfriend on the other hand, has a million friends. We are pretty much opposites on that. I actually did make myself study more, I learned a few study habits, not too many, not too few. You get to study on your own because you realize--it's not free--

S-12 Being in control of your curfew and stuff like that. I got to do quite a bit when I was in high school. My parents were strict, but they let me do pretty much. So, I it's just different being on your own, because you have to decide when to come in, what you are going to do, who you are going to run around with. Academically--in high school I really did not have to study. I thought it was pretty easy, I made pretty good grades in high school, but I found out that you have to study a little bit more in college. You have to read a lot more than I did in high school. They don't tell you everything that is going to be on the test like they do in high school. You have to dig to find it.

S-13 None really. It's like being put in an alien environment. It's just like I have my life here, and I've been taken out and put somewhere else. That's kind of different to adjust to. It's kind of different. A lot more free time because you are not living with your parents any more. You don't have curfews or anything. You pretty much set your own rules. Attendance is not as enforced as it is in high school. That's a big part of it. Other than that as far as difficulty in the classes it wasn't overwhelming.

S-15 Socially, I guess I was more outgoing and more social. Academically, I studied more and in my classes I expected to have to study a lot for those. I didn't have to study as much as I thought but I did study much more than I did in high school.

S-16 I had a lot lot more freedom. At home you know in high school, and my entire life my parents always dictated what I did. I mean I would ask to do things and they would either say, "Yes", or "No." If it was on a school night the answer was usually "no", or um it was going to be out too late it was "no", or "do you have your homework done first", whereas first semester it hit me, "Hey! I don't have to ask my parents anything I can do whatever I want, I can stay out as late as I want. No one cares, no one's gonna know!" I would stay out on Thursday nights until two in the morning and then come back and say, "You know I didn't do my homework, so I'll just get up early and do it." Then I wouldn't get up in time and do it, so I would just miss class and turn it in at the end of the class. It just turned into a horrible cycle, so as far as socially, I became much more active and free in my social life. Academically, I just exams in college cover so much more than in high school. In high school you have like an exam over chapter one. Whereas like my first history test was over nine chapters. You have a lot more material to cover and that requires studying way way ahead of time instead of the night before, and I didn't get that into my head quick enough. I thought that I could just cram it all in, and it didn't work.

S-17 Socially I think I think I just enhanced the social skills I had. One thing is that I am more confident in myself. In high school I was real involved and I knew everyone because I had grown up since kindergarten in that same school system, and even though I graduated with 800 students I knew almost every single one of them if not by face by name, if not as more than just an acquaintance. I had a small group of friends that I spent my time with, did everything with and um and um I wasn't the dominant one. If we're deciding what to do when we went out, somebody else always decided whatever is fine with me. Now, I am more confident in saying, "No, I don't really feel like doing this." I would always compromise and do things that other people wanted to do. I am more comfortable in saying my viewpoint. I used to be real open and honest in high school, but I would let it out on my family at home and to my closest friends. If I was mad, I wouldn't tell them that I was mad at them. I would say, "Oh, that's ok." Now, I'm not awful or anything, if someone makes me mad and they ask me if I am mad I say, "Yeah, I am." And I tell them why. I think that helps my stress level a lot. Academically, I had to work a lot harder than I did in high school. I am LD and some of my studies take more time and effort on my part. When I was in high school I set myself very high standards but I really didn't have to overly exceed myself to reach them. I never did homework. I did it the last minute if I did have any and turn it in and I'd make A's on it. Here I can't just let things slide and do it at the last minute, you have to be working all the time. You need to study a subject a little each day. You can't put it off a couple of days. I think that it has given me some self-discipline in my life in other aspects just by learning the discipline in my academics. My parents aren't here to tell me to do it and they don't want I go home they don't tell me to study. If I study on the weekend it is totally my decision. I am kind of amazed at myself. I am a procrastinator beyond belief, so that's something that I've gained through college—I have gained some discipline.

S-18 I guess going from being a nobody—when I first got here I was completely depressed and all I could think about was the girl I had been going out with and I didn't care about anything else. I didn't ever want to go out and meet people towards the end, I don't know there's leaders and

followers and I mean it just seems like I have never been in a position to—in grade school or in high school you can pick out the people that were kinda the leaders of the school and the people that led I guess. And it seems like lately in the last month or two, people have been coming to me for advice and people have been seeking me out and wanting to do stuff with me. It's been a big change for me because in high school I was just kinda in the shadows for most of it. And in junior high and elementary I was pretty much in the shadows. Academically, I don't think there was really any change I knew what had to be done the whole time. I knew I had to do it, I just had to force myself to do it. Just like this semester I mean, I know what I have to do and how to accomplish that and how to go about doing it, and it's just a matter of making myself do it.

S-19 Having all the freedom. At first it was kinda weird to deal with, especially the first couple of weeks I came up here. It was strange. Usually you have your parents to answer to or someone, but you are just free to come and go. You don't have anyone there to tell you to study and you have to kind of—I learned this probably too far into the semester—that you have to budget your time, and you can't always do things when your friends want you to. I mean you need to have fun, but there's a time for that and a time to study.

S-20 I guess I learned to—when I first came I was real quiet and I didn't talk to people—and sometimes I felt like I tried not to be like myself, I tried to be like better or something (I wanted to make sure that I didn't have a bad attitude about anything). Then as I got to know people they just...I started to be myself. I feel that I can be more open to people and I can talk to people first before they say something to me. Academically—I didn't think that there was much except for the homework thing. In high school I didn't have to study a lot, and I would still get good grades. So here, when I came here I didn't think that I would have to study a whole lot. I found out that if I had studied more that I would have done a lot better.

S-21 Just meeting the people from different countries and stuff. It's real different, because where I come from it's if you see anyone that's even a different race than you are it's a shock and a surprise and up here there's so many different different kinds of people. Where I come from it's a little country town and if you see somebody that's white in rocker clothes (leather and chains and bandanas) it's like staring them down. Study habits that's just something that's you really didn't really have to anything in high school, and up here you have to do a lot more than you did in high school. That was my biggest change. I am still working on that. You don't have to study. I have to have this read by Monday and he ain't gonna know if I read it or not. That's the biggest change right there.

S-23 I guess it would be that spontaneity that freedom to get up and stay up late and do things that I wanted to do. I've become more able as far as my relationships with girls. As far as when I was in high school I was kinda I've always been this extravert, but I would always freeze up when I am around girls. For some reason I don't freeze up quite as much—I still do, but uh I don't freeze up as much. I guess that's because it's like they're living here and I'm living there and I see them all the time. I find it easier to crack a joke. I guess it's because I see them everyday. Everyday I am sitting there eating my Fruitloops thinking, "Go over and talk to her, go over and talk to her, go over and talk to her!" And after about a month of that you say, "Oh, what the hell, I'll go over and talk to her!" Once you have breakfast with a person once you say, "Hi." Academically, My high school had a real good academic program. It's been recognized as one of the best in the State. My high school teachers were a lot tougher than my college teachers. When you are a freshman a lot of your teachers are graduate students or whatever. In honors programs your teachers have Masters, Ph.D's (high school) so, honestly my teachers in high school were a lot tougher than they are here in college. While they give a little more leeway in high school the actual class work is tougher. Here you are grouped in a class with 300 people and like the

chemistry class. With 300 people they realize that there are going to be a lot of people in the middle of the bell-shaped curve. They are not going to make it that difficult.

S-24 Started going out—more people—had more friends than I did in high school. Worked harder and had to study a little more.

S-27 Socially it was like back home you don't have your friends with you twenty-four hours a day, seven days a week. I mean now there's no parental figures like that it's just you and your buddies there all the time. There was nights when we would, "Hey, let's take a road trip!", and we'd take off for Wichita, Kansas or something like this for the heck of it. That's probably what's so weird is....I talk to people back in my high school, and I remember my high school days you and your friends would go out and do something on the weekends, but as far as every night going out and doing something, going out and being with your friends like I said twenty-four hours a day, and when you are not in class you are with them. That's what I found so weird about the change. I talk to some people in high school and they say that high school is really getting them down and all this and I've got it really great because I've got my friends there with me and we can do whatever we want whenever we want. I would mind at all for someone to tell me, "No, you can't go to Wichita, you can't take that road trip to Dallas you are staying here and studying." Right after Dallas won the Super Bowl four or five guys were begging me, "Come on, go to Dallas with us!" They wanted to go down to Dallas to catch in on all the partying and stuff. I told them that I would but I have that 7:30, 8:30 and 9:30 (classes), plus I had a lab. So I told them no. They just took off for Dallas.

S-28 Changes? I guess you mean....um well, in high school I was in a smaller atmosphere socially I was going all the time, and I get up here and all of a sudden I don't know that many people and socially normally people think about college as being one big party, but it wasn't for me really. I didn't get out to know people a lot. So it was kind of slow compared to what I was used to. I didn't know that many people probably because I was with my boyfriend most of the time, and then when we broke up I was just kinda hanging by myself. Academically, I studied a lot harder and a lot more. Um...I guess that's about it.

32. How could the university help you achieve your goals?

S-1 More interesting professors. Some of them are just really and they are really boring and a couple of professors I have last semester were just active and they moved around and they kept me awake. I think that it would be easier to learn if they made it fun for you to learn.

S-2 Basically have smaller classes. like well that would be more teachers and more money they would have to spend on teachers. Smaller classes one on one.

S-3 Put more money into programs. I'm quite impressed with what I have seen there's really not a lot of things I would change. I would like the amount of diversity in programs. You can find everything from Greek to Zoology or whatever, so I wouldn't say add more programs. The only thing I say is bring outside specialists and have them teach class for a while. Or um do do uh um field trips where you go out and you can actually see the facilities not just at a graduate level but do it as an undergraduate. Because you know now I am originally a marketing major and then I decided well, marketing and sociology and now well no maybe it's a combination of marketing, sociology and theatre. Because I did that in high school and I loved it. So, you know I am trying to decide what I am going to do and all the programs that they have for people going out are all graduate level. They want juniors and seniors they don't want the freshmen and they don't make it known. I would say maybe those two things.

S-4 The way they have things now you don't sit down enough with your counselor (adviser) and say, "this is what you could do", if everyone could sit down with their counselor he or she says, "This is, you should be doing this and planning this", because as far as my big goal is to graduate and go to a landscape architecture firm and all that and my counselor has told me, "No, you need to think along the way of internships you can't just think as far as your actions you have to think summer jobs, internships and stuff like that. I think that everyone needs to have that. And also, some of the seminars that they had about achieving things, kinda like one day at a time, you have to set goals for the week before you can say I am going to graduate in five years with a 4.0.

S-5 They sure don't need to up the tuition 10%. I do mean that. Maybe give out more scholarships, or give out more scholarships to deserving students. As far as the advising and everything, it's exceptional. I've got one of the best advisers on campus, he takes care of me. He checks up on me just about every week. Make sure if I need anything or not. In that respect it's great.

S-6 I think that there's a lot of stuff like chemistry 1314 I have heard from professors that its a class that it's there to weed out freshmen. It's supposed to be hard and they make it hard and they only expect only so many people to pass the class. My chemistry teacher only passed 50% of the class. Fifty percent failed and he did good compared to the other teachers. That just makes you feel like they're trying to weed us out. I just don't think that's right. I think that the university should spend more time trying to teach the kids cause that's what they are there for you know. Even though it would make the other classes more packed, I still feel that everyone has the right to an education and you shouldn't try to weed people out. There's a big problem with the foreign speaking professors. I have a foreign speaking professor for a math class now, like my chemistry class last semester, I couldn't—they have such a thick accent that I couldn't understand them and I spent more time trying to translate what they are saying than I do drawing out what they are doing. I try to figure it out and write it down in English and then I don't know what they are saying.

S-7 If I knew what they were I could answer that question. My goal is to graduate so I guess that they could get me my degree. OSU doesn't tell their students everything, they kinda keep things from them (fees and we don't know where the money is going), college is big business, but it seems like they are not with us in some things. In a lot of things they're are trying to work with the students and make it easier on them, but in some ways it's really hard. Well, I remember when I first came down here. Just like little things the phones, we had to go somewhere else to get our phones working we had to fill something out, and we didn't know this until we asked everybody else on our floor. They didn't tell us. I think they could maybe work with us more, I don't know! For me, it seems like I am just going to school here. It's weird. I don't really feel like I belong here yet, I don't know why that is. I don't know if it's the university or if it's just me.

S-8 Give everybody 'A's. Actually I think they do all they can do. Actually. Maybe help programs I guess. Help study skills stuff like that, but I don't think there's anything they could really do to help me.

S-9 I don't know. Right now I am worried about having to take chemistry over again. I don't really know what to do, cause I have to take it in the summer, I guess. I don't really know what to do because financial aid and where I am going to take it and stuff like that. So, I guess they could have they might have some kind of booklet that tells you where to do everything. They're doing a lot at the university they have like dances and stuff—I haven't been to one though—to help meet people, and then they have MLRC has tutors to help. I mean they got a lotta tutoring programs that you just like sorta paid for already. So you get help with almost any class you have. So I guess I need help in computer.

S-10 I think maybe through advisers would be the only way. I don't really talk to my adviser I guess. I guess I'm only aware that he's there to go over to all the time I confided in my friends and my RA more than my adviser. I think that if they made it--see in high school my adviser I didn't really use it then either, but I came from such as small high school that I really didn't need it. Up here a lot of the times I don't really know what's going on and I wasn't really aware that the adviser was there for any time.

S-11 Better funding. They just well, you have heard how they want to raise the tuition 10%, that's going to kill people. It's just like the article they had today, that they want so many people to go to college yet you can't, because there is no money. It's going to become like the feudal societies--only the real rich can afford to go to college. Then everyone else will have to be a blue collar. That's not right.

S-12 I don't know. I am not real happy with my adviser right now. I am changing colleges though, I don't think they know that yet, but....My adviser is never there. I am taking college algebra this semester and I shouldn't be taking it. I scored I only missed one on my placement test I came out this summer and took it--and I figured that he would probably tell me that I should be taking calculus or something so I just wrote down math 1513 and he said "OK." He just looked at it and signed it, so I am in it, but I kinda want to take it to see if I can raise my GPA. But he didn't say anything.

S-13 That's tough! I can't think of anything. Maybe a closer relationship between the adviser and the student. Maybe like monitoring the student's progress more closely. Um.

S-15 Right now I don't have many goals--mainly to graduate from college. I don't know.

S-16 Now to achieve my goals I guess maybe..that's a tough one. Maybe in some of the classes like have discussion groups. I know like last semester in my history class I had a huge class and we met twice a week and there's so many people in there that you never got to discuss the material with the professor or with anyone, unless you individually got together (initiated your own groups). Whereas my boyfriend this semester he has the same history class, but his class has class twice a week and then he has once a week they meet together with a smaller group like twenty of them and discuss the weeks work. That would have helped me, if they had that in more classes where you could get together if you've got a really big class break it down and get together in smaller classes and say "OK, this is what I understand from the material", and really go over it. I don't think they do that enough. They just lecture, study and that's it.

S-17 They're doing so much already. I would like to take a minute and praise the DSS (Disabled Student Services) office. They work with you in every way they can. It's been great for me, and it's made college life possibility for me without being so stressful, that I can't handle it. So, they give me the things that I need to keep up the pace with everyone else. I take my tests and I don't have time limits, but other than that that's basically all I use even though there are other things that I could use. The Alpha program is great. I thought that it was great to be able to come to the university three days before the upperclassmen got here and really you know you can walk around and you get to meet other freshmen. You get to get settled. It's a big change. If you moved in on Saturday like the upperclassmen and start class on Monday, that's just not enough, so I really hope that they keep that program going of letting the freshmen come a little early. The SAM groups could probably do a little work. I know that they interview and pick students that they think will be mentors. I only know of one person that has a SAM that has done all that they're supposed to do. They are supposed to have meetings throughout the semester and keep in touch and I know that's kinda hard sometimes but uh during the year but at the very beginning during

Alpha Week a lot of people their SAM's they met on the very first day and after that they didn't go with them to any of the activities. They didn't do things with them. My SAM did. We spent the whole three days doing things. He was calling each of us and seeing how we were doing and things like that. I guess stress the importance of the job. I know they are paid for it, I think \$100.00, and it's just basically that there responsibilities are during Alpha week but a lot of SAM's didn't do anything during Alpha week. A lot of my friends I invited to come with me and my SAM, because their SAM's weren't' doing anything.

S-18 Right now my goal is to graduate. You set goals every year and every semester even to the month. I think that they could help me achieve my goals better by providing more interactive guidance. The guidance that is offered I found is kind of impersonal. If you need help, like right now I've got this big questions about what I should do, what I want to be. I really have no clue at all. I am supposedly an electrical engineer but I don't know if I want to do that or not. I want to find out what else there is to do, and I want to talk to my guidance counselor (adviser) and it's like he'll look at my ID and he'll say, "OK, _____ I". I don't know.

S-19 I don't know. Some people had a really hard time adjusting. I haven't. I really like it down here, but I don't know how you could change it, but maybe someone they could talk to, not like a counselor, but older student. I know a lot of people they go home every weekend and they don't like it up here. I don't know. Some people really have a hard time breaking the ties, I guess if they're real, real, close.

S-20 They can give me the education I need for the job that I might want in the future. I have changed socially, so that's helped also—in my job social activities.

S-21 I would like to see a little bit more one on one—some of the classes that have 30 or 40, those ain't too bad, but the ones that have 150 people with just one professor that's kind of he's trying to teach everyone and that's kinda harder to pick up on because he's not talking specifically to just one person. It's harder for me to learn that way. I am used to one on one help and stuff like that. To achieve my goals that would be the best to have I don't want to ask questions because I feel that I am the only one who doesn't understand. I just keep quiet and ask about it later.

S-23 I am not so sure that there's much in the physical sense that they could do to help me accomplish my goals. They would be surprised at how students would respond and how much they would like this university more if you would just ask. I mean right now I'm in if dean Campbell or anybody—even one of my professors came in and called me in and asked me, "What can we do to help you accomplish your goals?" I would just be blown away! I mean, you guys really care! Right now I feel pretty much like a number, I mean the university really just wants my money that's about it. They may say in their mission statements or whatever that they care about me and my goals, but you know nobody ever asks. Not my advisers, not uh, nobody. Nobody takes the time to to say, "What's important to you?" Let's go from there. It's kinda like that Dean Whitter commercial. "How did they know you needed that insurance policy?" "They asked!" I think that you would get a lot of positive feedback from the students a lot of students who are dissatisfied with the school would think, "Hey, this is really.. It may not be #1 on the US News and World Report best colleges, but they care!" I think the more...I think that they can create a more positive because if people think that the university cares about them that the university cares about them, then I think the grades will get better. That's a rough psychological outlook on it, but I think that it is possible.

S-24 That career center...maybe they can give you assistance where you are not doing well academically they can give you help or something.

S-27 I think they need to have somebody who's like maybe a junior or a senior who has been through this before that you could just sit down with and talk to about the reality of it all. Your adviser, they're really more for your academics. At the beginning of the year at Alpha they had your SAM and they didn't really—the only time I saw my SAM was during Alpha and that was it. I think they just need somebody who's been there and knows who you can talk to about it. Not an adult adult that you would be afraid to ask some questions. Someone that you can just ask anything. Anything that you are thinking or wondering about or having problems with, but cause I mean I had a lot like dropping that chemistry, if I had someone to sit down and talk to who had been there and they would have told me, "if you can't handle it you need to drop it!" I feel that an adult would look down on you and I would feel stupid them thinking that I am not able to solve my own problems. This semester (second) if something like that come up, I have learned so much from the first semester. If I had class that I knew I couldn't handle I'd go drop it.

S-28 Oh man! Possibly, uh like your adviser sometimes you need to go in and talk to your adviser about something it might not be just really important, but um like right now I don't know exactly what major I am going into and I was wanting to talk to a music business major a music business adviser and um he can't talk to me like for another month, because he is so busy and um I think that if the advisers were more um available and more willing to help you out with helping you decide where to go. I mean they do that, but just be able to be more available. I mean like just go and knock on the door and be able to talk to them.

33. If you were recruiting students for OSU, what would you say about the university to prospective students?

S-1 I'd say that it's real easy to get a long in classes. The buildings are not too spread out. It's kind of relaxed it's real nice, it's not too uptight where you have to be proper and do like everyone else does. You can do your own thing. Everyone's really friendly and nice when you are walking to class.

S-2 This is a good study environment. There's not a lot of things to do. There's only two clubs that I know of, Eskimo Joe's you have to be 21, and Tumbleweeds 18 and 21 to drink. There's really not much to do up here. You have to basically find your own self and your group your peer group and party with them if you want to. The school's great, but I am just not used to I can't get into the mood I can't get that one on one (with teachers) that I used to receive from high school. They would say, "Come on, you need to work, study, hit this point, these keys." Professors here you know, there's such a big class yet you know it's all about maturing and growing up.

S-3 I would definitely tell them that the food is awful. I miss Mom's cooking so much. That I would warn them that if they weren't outgoing and willing to jump in and go into programs and clubs or whatever that they might feel a little uncomfortable. You have to be somewhat assertive so you can make yourself known in a group of 22,000. I would there's some good things—the diversity mainly. I like diversity, so I would definitely tell them to come up here and see it. I love the campus and I have a friend that goes to KU and buildings are spread out a half mile between them. I like the closeness. I really like Stillwater because everything that you need is here. Whatever a college student needs. They really cater to your needs. It's close by. It's takes two minutes to go anywhere.

S-4 I would say that there are a lot of really friendly people, that's what I noticed when I got here. Just everyone, you can walk up to anyone and say, "Help, I'm lost", and they'll help you out. The teachers for the most part you can just walk across campus and just meet people and there's always opportunity they have a lot of social things. They have mixers and especially just

the first week of school that you get to know people and they make every opportunity for you to be happy. And they have things like clubs and intramural sports and stuff like that that helps you get into it. Obviously, academics is great, but I think before you can enjoy that's what draws you to a school. I looked at OSU through a catalogue, and it looked pretty impressive, but nothing spectacular. Then I came here and met some of the people and met some of the people in my department and it's just that's what drew me. If everyone could see that.

S-5 How friendly everyone is. No matter if you are a student or a professor they will come up and talk to you. They're human too, they will come up and talk to you. If you go talk to them they'll sit there and talk to you. I talk to one of my professors about stuff back home—about farming, what all he's done in his life. What all I want to do. It kinda reminded me of being with my Grand Dad or something. That's kinda how...I don't mind talking to any body no matter who they are what their age is or what they are. I am not afraid to talk to anybody. I guess that the main thing is that I would tell them is that everybody is easy to talk to.

S-6 I think that this college is it's got—one of the real nice things about it is that it's all real close. KU where you have to take busses to all your classes, and if you miss your bus, you miss your class. That sucks. Everything is close. Ten minutes from your dorm is all it takes. The campus is really beautiful and everybody will see that if they come to visit. Even from the magazine (recruiting brochure), you can see that the campus is a pretty campus. The people around here are really nice. It's not as political for some reason. It's because there's less defined cliques.

S-7 I would say that it had a good environment for learning, a good environment for meeting people...if you know what you want to do and you come down here and do it, you can do it. If you get side tracked in all this partying you are going to go down the drain. If they know what they want to do then they can come down here and they can do it.

S-8 It's a fun place to be, you get what you pay for. It's a lot cheaper than going other places. They have good teachers, good professors, and um the ones that I have had so far actually care about you. It's a good experience and it's a good place to go.

S-9 I'd say that you will learn a lot. It's a lot of fun, it's not boring. You won't be bored. You don't just come here and do homework and then I mean you don't come here and have fun when you are done with your homework you won't be bored. I'd just say that there's a lot of help if you need help.

S-10 It's just like a family kind of. It's real close knit. Friendly people, I guess. It's real easy to fit in. Staff-wise you know so far, it seems real good.

S-11 It's clean—a pretty clean environment. You don't have to worry about a lot down here. You lock your car or something that's about it. I just don't feel as much pressure here as you do when you are in big cities. I mean this isn't a real big city, but it's bigger than where I have lived. You just it's a real nice environment to go to school. Too windy though.

S-12 I would say that you will have a lot of fun if you come here, but it is hard. It is harder than going to some small school, I think, I am pretty sure, because I know a lot of kids in my class that go to a small school they're making really good grades. It's harder because of the individual attention—you don't get as much. You are more pre-occupied because there are so many people here. You want to go out and meet people, you don't want to stay home and study, stuff like that.

S-13 If I was recruiting my friends I would tell that that it will be a lot different than cause it's not as overwhelming as you would think it's going to be. It's relatively easy to adjust to you'll find a way to fit in.

S-15 It's got a nice campus. There's a lot of friendly people. You meet a lot of people. Most of my teachers have been really good. I have had a few that haven't been.

S-16 First of all I would tell them how nice the people are here, because I have had to do this-- recruit some students--a couple of my friends from high school that are seniors this year that have called me and said, "Do you think I should come up here?" And, "What do you like about it?" I've mainly told them how nice everyone is and that they would be really happy here, and that there's a lot of things to do, especially in the dorms our floor we always have like tonight we're going bowling and tomorrow night there's aerobics. We do stuff all the time. Our group on the floor. If they asked me if it was really hard, I would say, "No, but you gotta learn how to handle it though. You've got to learn how to handle responsibility." I would just warn them and tell them to be prepared. Start preparing themselves now for the responsibility and don't and don't let themselves get caught in this trap of thinking, "Well, I'm only going to class three times a day, I've got the whole day and night." I think that's what too many people do. One misconception is that people think that all of the classes are really huge, and that's not true. This semester my biggest class was like fifty people. I would tell them that the horror stories that you hear about the universities are not true.

S-17 I would be very encouraging. I am from Norman. The OU mentality vs. the OSU mentality is so different. OSU is friendlier that includes the students and the faculty and the atmosphere is positive. It just seems that the programs that they instigate, the and a lot of it has to do with what you want to get out of it. The opportunities can be there, but some people don't want to participate. The atmosphere is a real friendly place, and for an incoming freshman that's a really good feeling. I think OSU is an excellent school, I wouldn't be here if I didn't. So far with the exception of my calculus professor I have had good relationships with all of my professors. I talk to them not just shown up to class, but I have gone up to them after class and spoken to them. Like in chemistry Dr. _____ will invite students to make appointments with him and Mr. _____ his assistant to come to the office and get help, and he sets office hours and he does a study group you know, and um you feel like the professors are accessible for the most part. Or at least the professors that I have come into contact with are accessible if you need to speak with them outside of class, but that they are not unapproachable even in class. I know that there are some teachers that you can't approach them. You don't feel that you can. Overall there's a positive attitude all over campus, and I really like that.

S-18 Number one beer consumption in the USA. I don't know I think that's why a lot of people come here, because it has a reputation for being a party school. I think that I would have to tell them that it really is a good school, I have enjoyed it. I've had some excellent professors, I have some excellent professors this semester. I've had some complete bone heads! Overall, it's an excellent school. I have been impressed with the campus it's a beautiful. I would tell them that it's a good school.

S-19 It's a lot of fun. You meet a lot of people from totally different cultures. It's a challenge. I think that it's a challenge of you. I think it's a really good school, but if you want to stay in here you do have to study some it's not like high school. I like it a lot. I mean most people are pretty friendly. There are a lot of different things. I mean they have more things here I guess because college and so many different interests than they ever did at my high school. You can get involved in all kinds of clubs, and I mean there's something for everybody.

S-20 I would tell them that it's like a friendly campus. Most of the professors I have had seem friendly, they would say, "If you have any questions, come and see me", I know of a friend of mine, she thinks that it's too big for her to come here. It's really not once you get here. I don't think that it's that big.

S-21 I would tell them what a wonderful experience it is. How different college life is just compared to junior college. I have friends that are in junior college and they don't have any of the experience that I have. They just drive back and forth they commute and stuff. It's just the change. I'd tell them how good the school is academically and I'd tell them how much fun you can have, you just gotta apply yourself.

S-23 Truthfully! Truthfully! I would probably try to paint a picture of OSU being this wonderful academic institution trying to point out how our architecture college is like one of the top 5, and how our accounting is one of the top 12 in the Nation. I would certainly steer away from providing the whole picture. I would say that the people here are wonderful, they're really nice, it's a good environment, it's a friendly campus—which it is. But, when pressed for the hard core topics—I guess I heard our math program was OK too. I would try to dodge bullets on that, because I, I, mmm, if I got paid for it, I guess I could lie to the kids! If a person really is concerned about going to a good academic school worried about getting into a good graduate program and doing something important, um that doesn't have to do with finance or architecture, I'd suggest that they if it's between this and another school—I have so many friends that turn down MIT because they got lots of scholarships here, turned down Notre Dame, because they got lots of scholarships here. I would say, ever do that in a million years. It's gonna totally change the rest of your life, but I would definitely go for the higher academic institution, in a minute. I would not falter to provide that advice. People that are coming here just because the State Regents give them a lot of money, that's not right. (This student has been accepted to a highly "prestigious" higher education institution for his sophomore year).

S-24 I'd say that it's a pretty nice place to go, people are friendly, it's got a pretty good a good engineering program. People are close to each other.

S-27 I'd probably talk about the I know that the academics are important. I would refer to the academics first you know the academic standards and how OSU takes pride in their engineering and their business and any of their Ag majors and stuff like that. I would also talk about the environment—the community itself cause it is so not so much easy going, but I think that it's easy to get along with most anybody. I have been on campus at OU cause I was kinda I've always wanted to go to OSU there really wasn't ay doubt that I wasn't going to go to OSU, but I had visited OU's campus and talked to some people from OU just to kinda get a different insight and up there it is so, I mean they put so much pressure on you socially that it's hard—a couple of friends of mine are going there now and they say that if you're not in a fraternity and if you don't know these certain people that you are just nobodies. So they are coming to OSU next year. If you don't fit in socially you are not going to survive academically. I would push the academics first, because that is why you are in college to begin with. If you don't fit in socially you are not going to be able to survive academically. You are not going to be able to get by if you feel like an outcast.

S-28 Um, Hmmm. I would tell them that college algebra a lot of kids have a fear of going to college and taking college algebra but here you have the MLRC uh, that can help you and that's the only way I survived through college algebra. And um not only in algebra but in most of the other subjects you can go and get help and you'll be ok. Also, I would tell them about how OSU seems to be a very conservative school and you don't have a lot of weirdos walking around. That's one thing that I thought that you'd go to college and you'd see all these weird people with

all these weird hair do's and you see maybe one out of 10,000 that way. I'd tell them about how everyone here seems to be the average good kid, you know. It's just the people are nice and not strange.

34. What non-academic services are available for your use at OSU (support services).

S-1 Health center, MLRC, writing center, Colvin center.

S-2 computer labs, writing labs, library, MLRC. .

S-3 Just about everything that you could imagine from what I have seen. I haven't used any. All kinds of support groups for—well just the other day support group for relationships? Of course they have the GLBA (Gay, Lesbian Bi-sexual Association), medical health and fitness programs, and um all kinds of career counseling, which is what I need to go to. Up at the health center I suppose they have counseling, and all kinds of clubs and all that. I think that whatever you need is here. I think.

S-4 There's things like activities in the dorms. There's floor functions and where you go and do things with your floor, and there's floor joint functions where you do things with a guy floor. You all get together and go eat, or go bowling and stuff like that. Intramurals where you get to play sports either coed or non-coed, aerobics not every night but every once in a while, they have just a lot of things in the dorms, then there's the Colvin Center that you can go to and do aerobics if you want to. There's all the clubs and everything you can be in. One thing that I like is all the departmental things. There's always something to do in the department. There is always just something you can do to besides academics.

S-5 The Wellness Center, you pay your \$46 a semester, so if you get sick or something you'd better go, cause it's free. Colvin Center. I go there all the time and play basketball, racquetball, or lift weights. Try to ease the stress play racquetball and break the racquet, try to get all your frustrations out in a closed room where you don't hurt anybody. That helps. I'm not like that all the time, but after 3 tests in a week you kinda get that way. Clubs like the Agronomy club you go crop judging or soil judging. That's a lot of fun. Like just getting involved—they had the farm hand Olympics—that's a lot of fun.

S-6 MLRC, they got tons of stuff! Computer labs, English writing research center, tutors for calculus 2, Colvin Center, golf course, student union which provides lots of services, game room—the arcade room, library is an excellent library with lots of resources, office hours with the teachers, they have TA's that can help you, the big telephones that you can get into and you can use that to work on your computer programming classes, they have special phone numbers for my fortrane (?) class, but if I needed help I could call this one number and they could help with with it.

S-7 (The student did not know what was meant by the question). The Colvin Center, The Wellness Center, career thing in the Student Union, English lab, that's all I can think of.

S-8 The Colvin Center and stuff like that. I am part of the Nazarene Student Center which isn't run by the college. I am not really involved in any support groups, I guess.

S-9 There is a over in engineering north or south, there's a lab that you can go in, that's where I go to work on my lab that's due. I can go in any time between 4:30 and ten. And then there's an

English place somewhere by Morrill Hall and you can get help on an essay, there's a lot of stuff in the library.

S-10 Most of them are through the residence halls like the computer dating thing they had. I didn't participate in it, but I thought that it was pretty cool. Through RHA they have dances and all kinds of stuff going on all the time. Colors For Success—my floor is doing a color jeopardy program right now (Multicultural organization situated at Willham Complex). Mainly through RHA, I guess.

S-11 The Colvin Center, the track, where you can go over your papers and they go through them and make sure the grammar is correct. I have never used it, they got a bunch of stuff.

S-12 Intramural sports, you can pretty much do what you want to—racquetball, lacrosse, and rowing—I didn't even know that they had a rowing team here, basketball games. On the floors they have programs to do. Super Bowl party and bowling and stuff like that. There's a lot of clubs and stuff that we're that I was going to get in, but I changed my department, so...

S-13 Colvin Center, intramurals sports, service programs like Into The Streets, and stuff.

S-15 There's always like the Colvin Center you can go over and exercise or work out or whatever. There's always clubs and organizations.

S-16 Financial Aid office where you get a computer read-out on scholarships you are eligible for. It gives you all of the deadlines and all of the information and addresses on this huge printout. That was something that was really helpful. MLRC (Math Lab Resource Center), that was really a help, because I don't think that there's many good college algebra teachers at this university. I mean everyone that I know that had college algebra all said that their teacher was horrible. I was just really weird. I never talked to one person that liked their college algebra teacher. So the MLRC is really good because there are people there who are closer to our age that know what kind of problems we are having and you can sit down and say, "Help me out with this." Well, that was academic! Church group OSU campus ministries. OSU campus ministries has funded a lot of the stuff our church groups wanted to do. Like we are going to a regional retreat this weekend with Oklahoma, Nebraska, and Kansas Lutheran college students, and they're paying over half. OSU is paying over half of our trip fees, so I'm going for only \$20.00. So, that's really neat.

S-17 Counseling services, complex (Willham) they encourage academically, socially, spiritually, programs that fulfill one of the spokes on the wellness wheel, people on the floor and my RA who is interested in her residents, when I describe my dorm to my friends I describe it as a community—a small group in the midst of a large one. It's nice to hear people saying "Hi" to you as you come back from class. It's kind of amazing, there are so many of us. It has something to do with how they promote floor and house unity as well as complex unity. They have the Willham semi-formal.

S-18 They have a lots of different little groups. My floor is a support group of sorts, my RA and my HP (house president), and my friends. They have little clubs and so forth, I haven't been interested in them enough to go and see. They have lots of church groups like the BSU and the Catholic Student Center, but I don't know what else.

S-19 Well there are all kinds clubs, Health Center, and the Wellness Center, and all that stuff. I really can't think of any....they have like intramurals, basketball and football teams and all of that. That's about all that I can think of.

S-20 The Colvin Center. I don't really do anything. BSU, there's lots of things I'm not sure what they are.

S-21 The Colvin Center Annex, Whitehurst to locate jobs, Student Union, Seretean Center--plays, service at the front desk here, the library.

S-23 They charge me about \$300.00 bucks a semester so that I can go lift weights, go swimming, there's a million things they charge you for. Don't even tell you, you know. They're all a list of student services, and it hacks me off every time, because I never do any of these things. I was planning to buy a dirt bike, and then had to pay the fees! Every semester I get charged I thought it was a one semester thing. They're ridiculous amounts of money like \$68.00 for lifting weights, pool fees, and copy fees, and computer use fees at the library and I think it would be better if the university could go college by college. Like arts and sciences students never spend any time in the engineering lab, so why do I have to pay for them. I suppose it's to equalize costs but it's frustrating. So there's a million things that the university provides as far as student services go, but I could only tell you about five and I wouldn't be happy about those.

S-24 J-board, intramural sports, Colors For Success (multicultural organization), BSU (Baptist Student Union).

S-27 Collegiate 4H, BSU, different religious groups, intramurals, collegiate FFA, Block and Bridle. Something for everyone's interest.

S-28 The Colvin Center, The Wellness Center.

Fourth Interview

Student interviews for this research concluded with the fourth interview scheduled for the first week in April (1-8). Students signed up for the April interview during the third interview in February. Reminders of scheduled April meetings were sent to each student a week prior to the fourth interview. Students were asked about their plans to return to OSU at this meeting. Each interviewee received a paper at the end of this interview stating the title of the research, where it could be located (OSU library third floor), and their code number for the interviews. The number of participants in the fourth interview were 17/28 or 61%. The two students S-14, and S-26 who did not participate in the third interview were not notified for the fourth interview. Students given numbers S-25 and S-22 did not return to the university second semester. The total number of potential participants for the fourth interview was twenty-four.

35. Percentage wise, 100% being the total number, how much time did you spend academically and how much time did you spend socially first semester? Second semester?

S-1 Did not show up for the interview.

S-2 Social 50%, academically 50%. Second semester academically 40% socially 60%.

S-3 More time studying first semester--70% academic and 30% social. Second semester it's changed, because I have joined a sorority so I have a lot of social life with that, 60% academic 40% social.

S-4 Probably 60% socially and 40% academically. The opposite second semester, 60% academically and 40% socially. I finally figured it out!

S-5 First semester probably 30% academically and 70% socially. Second semester 70% academically and 30% socially.

S-6 First semester, 20% academically, 20% socially, and 60% sleeping. Second semester, 40% academic--I'm not sure, probably 30% socially and the other 30%--well, I don't sleep any more, so that means that I just kinda sit around in my room and watch tv or something.

S-7 60% social and 40% studying. Second semester about 60% studying and 40% social. I have had a lot more work second semester.

S-8 40% study, 60% social. Second a little bit more study 50%, 50%

S-9 I'd say, 65% academically and 35% socially. 60% academically and 40% socially.

S-10 70% socially, 30% academically, second 40% social, 60% academically.

S-11 Did not show up for the interview.

S-12 Probably 50% -50%, second 60%-35%. My grades were not so good last semester. First semester you kinda go crazy because your parents aren't around.

S-13 First semester I'd say a higher percent socially--the majority of my time 60% socially, this semester it's completely different. This semester I have architecture lab and I spend all of my time in that building. I probably spend 80% of my time academically this semester.

S-15 First semester about 25% academically and about 50% socially, 25% sleeping and hanging out. Second semester I have spent more time studying so about 33% academically and 33% socially, and 33% hanging out.

S-16 50% and 50%, second 75% academic and 25% social. I didn't do so well first semester, so I have to work hard this semester to bring it back up, and it's paying off, so.

S-17 First semester would be about 55% academic and 45% social. Second semester 45% academic and 55% social. My studies are important to me but I am also very active socially.

S-18 Did not show.

S-19 Probably 50%-50% I didn't study as much as I should have. I was interested in running around and seeing things. Second semester 70%-80% academic and 30% social. I had three science classes and I have labs and I don't have a lot of time to do things. So probably 80% academics.

S-20 40% academics and 60% social. Second 50% or a little more academics this semester. I was not pleased with some of my grades last semester.

S-21 Did not show up for the interview.

S-22 Did not show up for the interview.

S-23 Did not show up for the interview.

S-24 Did not show up for the interview.

S-25 Did not show up for the interview.

S-26 Did not show up for the interview.

S-27 Did not show up for the interview.

S-28 50%-50%. Second, 30% academically, 70% socially.

36. What advice would you give next year's freshmen about preparing for college academically and socially?

S-2 Read! Enjoy reading. Know how to read faster and comprehend better. Have a well disciplined mind not to come up here and party, but have a good time at the same time. Basically, have a schedule to do this and that. Get your priorities straight. Study and then party.

S-3 Academically it's a lot tougher--you just have to be very organized. If you are not already organized try to. Don't be afraid to just jump right in and say, "Here I am", don't wait for people to come and get you, you have to get them. Especially with a big campus like this, because they are not going to come after you. During the summer I would suggest getting a job, so you can start learning responsibility--showing up on time, because you have to show up at class on time. You have to fulfill work requirements, like you have to fulfill school requirements, plus you'd

have a little money. Be patient--I wasn't very patient with the administration here, because they kept losing things--reports and everything.

S-4 They need to learn how to handle the social part in order to handle the academic part. The academic part itself isn't that hard your classes compared to high school are not that different. You don't have--overall they are not a lot more difficult. It's just learning to adjust living in the dorms and just a totally new environment having no parents and all that sort of thing. I would say that if you want to academically succeed you have to get your social life in balance first.

S-5 Well, I think pretty much everyone has the social part down, but no one realizes what the academics require. And, I guess in high school hardly anyone has to study to do anything, it is so easy. I mean I made a 3.9 or a 3.8 in high school and I never studied once. I came up here and I tried to do that and I made a 2.4. The demands are far greater. You need to know how to study, take notes and go to class. No skipping out. Whenever you have free time it's not free time it's study time.

S-6 Learn to like to read a lot. Be ready to study a lot and be ready to put up with a lot of different types of people because there are tons and tons of different types of people, attitudes and natures and just basic different personalities, so you gotta learn to live with that. I would highly recommend to not have girlfriends from back home especially if you live a long way a way. If you are coming in from town, fine, but if you like live where I did--78 miles away--then long distance phone calls suck! Getting to see your girlfriend once every two weeks, sucks! I just would not recommend that. Decide what you really need to bring and what you really don't need to bring. If you need a refrigerator bring a refrigerator, but if you don't need to bring a microwave, because there's one on the floor, then don't bring a microwave because there's only so much space in your room. Right now my room is so cluttered that I've got a loft bed, and I still don't have enough room to find anything, so don't bring anything that you don't need.

S-7 For academics I'd say get all of their work--I mean as soon as you have something to do do it. Re-read it and for the class the next day so you will be prepared when the test comes around all that information won't look strange to you. Last semester I went to class and took my notes and everything and then I said, "OK, I'm done." Then when a test came I was studying the night before you know, cramming and it just I couldn't get all the information in my head by the time the test was. I think that it helped me this semester to really study my notes after I took them. At least when I came to take the test I remembered things. Just do the work and study. It doesn't take that much time when you sit down and do it. And socially, don't get too wrapped up in the social because most people come down here like I thought when I came down here that it was going to be just one big party, you know, sure I'd do my work, but that would be a small portion of what I was doing. They can have a good time and get all their stuff done and make good grades, they just gotta split their time up. School is first, cause you spend money on it.

S-8 Do it on you own. Do what they tell you to do even if it's like homework and they say they are not going to pick it up, do it anyway. And don't wait till the last minute to study for tests.

S-9 Get ready to study a lot. Don't just socially I'd say, if you have a roommate that you don't know, usually at the beginning of the year people go eat with their roommate with just their selves. try to go with your whole floor, or play and intramural sport. Get to know a lot of the people in your building.

S-10 set your priorities at the beginning and stick to them. Socially, you have to have an open mind, because you are gonna be subject to a lot of things you are not used to--in my case anyway. Cultures. Different cultures, cause I came from a small town, and um the gay lesbian thing. They had a meeting on our floor to talk to us about it.

S-12 They need to study more than they did in high school. I'm finding it's not hard if you study, but if you don't study your pretty much in trouble. Socially I would just tell them to have fun, but not too much. It takes away from their grades.

S-13 When you get an assignment you should do it first thing--that afternoon so you don't end up messing around all evening and all night and then you are tired so you want to go to bed and you don't want to do your homework. And you sleep late and you don't go to class which--just sit down and do it and get it out of the way. It's probably the most important thing that I have learned this year. Socially, fitting in socially is really that hard, because there seems to be a diversity in students and it's not hard to find where you fit in I think.

S-15 Be sure to study. Don't study too hard. Do other things also. Um, try and take honors classes or AP classes. Try to get your study habits down in high school because it's easier if you have them established when you are up here. Gosh!

S-16 Academically I would tell them that it's not like high school. You can't wait until the night before to do projects and write papers like you did in high school, and study for tests. It takes a lot more advanced preparation. Socially, be open minded and be willing to be outgoing. Not to hold back if someone wants to talk to them that they want something from them. Everyone here is so friendly that it is kind of a shock. Especially for people who are coming from out of state. Just be prepared for people to be friendly.

S-17 Academically you need to go in with an open mind and with the knowledge that you are going to have to work harder than you did in high school, and you are going to have to decide how well you are going to do. If you blow it off and say "I am not going to worry about it", you are not going to do so well. You need to stay focused and take your studies seriously, but also socially I would suggest that you also come in with an open mind. Meet new people and try to strike a balance between your social and your academic.

S-19 When you get here don't take things too lightly, you know! I thought it would probably be like high school you know things are handed to you and here you sorta have to work for what you get. I mean whatever grades you get you pretty much deserve it. Socially, don't take advantage of too much of your freedom. You know without parents and stuff it real easy, you just kinda go nuts you know! "I have all this freedom and I don't have anyone to answer to and it's great!" It takes a while to get used to that. Just knowing that you have to be responsible for yourself and what you do. You don't have anyone there to ask you, "Well, how's school going?" Your friends that you meet they have got the same problems that you do and they're not gonna ask you, "Well, are you studying for that test like you should?" or watch out for all the freedom that you have.

S-20 Try to give both equal amounts of time.

S-28 I would just tell them they should always go to class. When you go to college you don't have any one telling you to go to class, you have to go on your own. I would tell them not to procrastinate. Schedule your time. Socially, as soon as you come here start to meet people, because it's hard to meet people after everyone else knows everyone. Do that from the very beginning.

37. What role did finances play in your first year of college? What scholarships or financial assistance do you have?

S-2 Scholarships--not big ones like \$500 I got four scholarships--church, fraternity, sorority, and a reunion class.

S-3 No assistance. I didn't apply for any. I couldn't get any need based, because my family makes too much money. I worked over the summer and saved it, so I had some money. Learn to regulate money. Parents pay tuition and books, room and board.

S-4 First semester was great because I had community scholarships--little \$200--that add up that paid for everything first semester, room and board, books, tuition--everything. This semester I still had some left over--maybe \$300 that went towards tuition, and then I had to start paying out of my own checking account until there wasn't anything left in that. Now my parents are starting to have to put their money in.

S-5 Not really a big role. My parents were prepared to send me and I prepared myself in academic aspects as far as getting scholarships and grants things of that nature, but uh it didn't play a great role. I got a general university fee waiver for tuition and then I got a an Ag scholarship and it was renewed for next year. I was awarded that last Friday night. I guess that I have continued to progress and my achievements have gone on. I had one loan--a Stafford loan--I qualified for about \$2400 and next year \$4000.

S-6 I got a \$100 scholarship a semester for being in the band and then I got an out of state fee waiver because my ACT was over 24, that's all I got. I was really disappointed with that because I figured that I should have got a lot better than that. I applied on time. I know a girl from my home town who applied in July so she could come here and she got a scholarship and I didn't get anything. That really made me mad. I had to take out a loan first semester and then for the second semester it's just the same, I had to take out another loan. Right now I am not doing so great financially. I guess that I have a long time to pay it off. Room and Board is the highest cost. The tuition is not that bad. If I had to pay out of state it would be.

S-7 My parents are just paying it. I don't have any scholarships or anything. It's probably stressful on them. I never talk to them about it you know, cause it's kinda weird thing to talk about with your parents. I don't know if they are having trouble, but I mean they manage. They have my car payment and my brothers getting his license so the insurance on his car and my car would be pretty high. My mom just quit her job and she go this new job and it pays half of what she was earning, but I am going to get a job this summer and save as much as I can to help out this year.

S-8 I got all my finances from my parents.

S-9 I had a scholarship for two years (private--\$7000), and I had a Pell grant and OTAG and a freshman waiver, and I had some left over too.

S-10 I had a pretty troublesome first two months here, because I was not sure how I was going to pay for it. I eventually got a loan to help, and after that it was fine. At the end of the first semester, I had a few months that were pretty rough, The second semester I handled it a lot better. Financial aid, and a few scholarships from organizations in my hometown.

S-12 I had two scholarships and next year I have to get a job. PLC and I got that.

S-13 I had a scholarship thing that waived my out of state tuition fee and that's it.

S-15 I received scholarships. I got a full tuition scholarship and then I got a thousand dollar scholarship from engineering.

S-16 I have a total of \$2000.00 in scholarships. This year was not hard for my family. The music program—they cut my scholarship over half, so I'm going to—it's going to be a lot rougher next year. They cut my scholarship over 80%. No financial aid. I had a scholarship through an insurance company, two university scholarships, and a music scholarship.

S-17 This year I came in with no financial aid at all. My parents paid 100% of everything. They paid my tuition, room and board, phone, Whitehurst. They pay all of my college, but I don't receive any spending money. I work occasionally on Saturday in my hometown library. I worked holidays like Spring break. I will work in the summer time in the library and as a Sunday school teacher.

S-19 I got some scholarships and that helped out a lot. I got three pretty big ones, but they were only for one year. I applied for stuff and—I got PLC, agriculture scholarship and I got a minority scholarship. They are only one year, so I have to re-apply for those. I didn't have to work this year that's why I am taking more hours, because I didn't have to work, but next year I will have to and I will be taking less. I have heard that it's a lot harder for a sophomores to get scholarships, and I have applied a lot but I wasn't involved in a lot, and my grade point I thought it was—I didn't think it was that great compared to some people. I had a 3.13 first semester. Some people have 3.8's.

S-20 My parents are paying for it. I had a small scholarship for band.

S-28 Financial Aid. I worked all during high school and summers. Every year I would try to make 4 thousand dollars so I could claim myself as an independent so I could qualify for financial aid, but the laws have changed and I can't get financial aid any more. This year I had President's Leadership Scholarship—\$1500.00, and I had one \$700.00 scholarship and then another \$200.00 scholarship that I got locally. Next year I have absolutely nothing. This year I didn't have to work.

38. Imagine you are an academic adviser. What would you tell an incoming freshman about college?

S-2 Expect put downs and don't be discouraged. Be careful and don't get in the wrong groups—be careful if there is ever a problem come and talk to me. If you are not getting the help that you want come and see me, basically I am here for you if you have a problem come back to me.

S-3 Don't narrow yourself on just one subject. I came into college I took sociology in high school and I said that I would never take it again. It is one of my majors now. Don't go with a specific major but don't shut out other possibilities. In you first year you can take basically anything cause it's all gonna count. Don't get too stressed out. I was pretty stressed. Right now I am in so many group projects that it's about to kill me!

S-4 Reiterating what I have said before. It's a social change. You do have to adjust to professors that...in high school teachers watch out for you more. They make sure that you graduate especially your senior year, and in college it's not as much that way. You've got teachers that could care less if you come to class and could care less if you flunk. They don't care if you drop out and will fail or will pass. There are some that are a little more encouraging that you have to watch out for. That you never had to face in high school. You don't have anyone to rely on except for yourself you know you might be getting money from Mommy and Daddy but that's about it, unless—even the people that live an hour away, it's still—you are independent now. You have more responsibilities that can't be handled by anybody except yourself. I think that you just have to work a lot harder than you did in high school.

S-5 That if your goals are achievable that it takes a lot of hard work. They need to study and use their time wisely, and just convince them that it is not impossible to do anything or achieve anything. If you set your mind to it you can achieve anything. And that if you have goals set goals all the time. If you reach one, set another one. That goes on through life.

S-6 Learn to read! Read lots and lots and lots and learn from you reading and learn to take notes quick! Do it really--clear and concise notes, because professors don't slow down. You get in a class with 300 people and you are sitting way in the back and you have to strain to see, and you are taking notes as quick as you can you can't exactly see what words he's forming on the board because he's not perfectly neat--and you need to learn to take notes by just listening. The more you can take notes just by watching. Learn to pace yourself on your homework. Fill out a plan and stick to it. It's the hardest thing in the world to stick to a time plan, at least it is for me, and do this homework then, and work on another class later, and try not to deviate from that, because just because you don't have homework doesn't mean that you don't have to study, because chemistry and calculus will eat you up! You need to learn to be able to wake up on time for your classes. I know a lot of people who have this tendency to sleep in and when they go to class they are so tired or so out of it, or so lost that they don't pay attention or try to catch up so they just end of flunking or dropping the class halfway through the semester. Be prepared to go to class.

S-7 I'd probably just let them know that there's people everywhere that can help them. I mean if they run into any kind of problem don't let it discourage them. I made a bad grade on a test, and I didn't want to come back, and I can't do this. My roommate's really helped me. There's always people that will help you if you need it there's so many things around here that are for us--the students. Do what you have to do, and if you run into any problems, just find some help.

S-8 It's fun. I'd tell different people different things depending on what kind of life they lived in high school. It's different for everybody. For the party goers they are going to have to stop partying. Or you are not coming back to college after the first year. If you are not a party goer then go to a few, but don't let it run your life.

S-9 Make a schedule for classes and for study time. Try not to waste time, but still give yourself time to relax and even take a nap during the day. Just do what you have fun doing.

S-10 I would probably tell them don't have everything set in stone. Don't have everything planned. I am going to change majors. I had my whole life mapped out and I would just tell them not to do that.

S-12 It's a lot different than high school. You are away from your parents and everything changes. You are responsible for what you do. You are always concerned about money. I have three younger sisters and my parents they pay for my college, but I feel that I have to get a job and help them out. They need to fill out scholarships, because there are some out there. That's one thing that I did not do this year. I did not go to financial aid, so I didn't know that or where to get them.

S-13 Grades are important and some counselors don't tell you that grades are important. They are, because that's the first thing that a lot of people see. So you should try hard in your classes and do well on them cause there's lots of time for social. I just had this lecture from architecture telling me that I shouldn't worry about getting C's and D's in lab cause everybody gets C's and D's their first year and then they come back and then get into a professional school and graduate with a Masters and all that stuff. The problem is it really doesn't work that way, because if I get C's and D's that's six hours of credit there and then my grades go down and I don't keep my scholarship.

S-15 Gosh! I am trying to put myself in that role. College life is a little different you are non your own without your parents. You have to work a little bit harder. There's always opportunities to do things socially. You can always find someone around to do something. There's always someone willing.

S-16 I guess I would probably tell them to keep their facts straight and to be sure not to be afraid to talk to teachers about problems that they are having in class. That would have saved me a lot of problems if I would have gone to my teacher and said, "Listen I am really having problems with this, is there some way I can get some help with this?" I figured that out this semester and I have been able to get some extensions on papers. I would tell a student not to be afraid of professors--even if you are in a class with 100 people, still go and talk to them. That's the main thing. Don't be afraid to call me, because that's my job. My adviser has helped me immensely by figuring out my life.

S-17 Social is something that you come with on your own. I would probably try to help the student understand the system. Suggest ways they can explore what major they will choose by maybe taking a variety of different classes to find out what they are interested in. Trying to help them have a smooth transition as far as getting the correct classes and so that--that's one thing that I worried about--my adviser just wrote up the form for me. You have to be careful, I know some people who have taken all these classes and then they get to the last semester of their senior year and they have one class that they have to finish. They can't take it because they have a prerequisite. The academic adviser I would try to be more helpful in that area. I'd try to be a little more personal about it and try to make sure that they are getting the classes they need, and make sure that they understand how to do that, cause it's a lot different that high school, and it's a system that you have to learn.

S-19 That it is a big change from high school. You kinda I am still kinda guilty of this, but you have to get your priorities straight, I mean, if you come down here with the thought that you gonna have so much fun and you are not gonna have your parents you may not do as well as you could. It might take you a whole semester to realize that. You may not ever realize it. You are down here supposedly for school and that is supposed to be your top priority. In high school if you showed up and you were nice to your teachers and stuff you got a grade. I had a real high grade point in high school like a 3.9 and I didn't study. Not very much really. I got here and kinda had that same idea. When you have a class of 150 your professor doesn't hardly even know you.

S-20 It's very different from high school. Like you are used to being in school 30 hours and here you are in class 15, and you have free time and you don't know what to do with it. You should spend the other 15 hours studying like you would if you were in high school. Don't blow all that free time doing other things.

S-28 Thinking about my own academic advisers they really didn't tell me anything. I'd let them know about dropping and adding classes. I had two classes I wasn't doing well in, and I could drop one with a WP. I would let them know about the WP's. My business teacher told us. Our class wasn't doing so well, so he told us. I know people that didn't know that.

39. What changes did you experience between first and second semester of your first year of college?

S-2 More confidence. It's the end of the school year--four more weeks--I am leaving somewhere where I feel that I can be happy. More friends I have met more friends, more freedom, my parents are not babying me. There is a lot more freedom at home. Cause I am more disciplined. I don't talk to them as much as I used to. At first semester I called every two days almost everyday just to say "hi". Now it's every four weeks.

S-3 Well number one my roommate left, so my study hours changed a lot. She went back home. She was a really good student. When she would study, I would study, so my GPA were good. They are not as good this semester. I miss having her around. My classes are a lot harder this semester, but I joined a sorority too that's another place that I can go besides my room, because I am tired of my room..I hate it, I hate it! I think I have become a more open person. I thought that I was when I first came in, but I am more open now.

S-4 A lot. It seems weird because you really mature a lot...you become more responsible. You realize that this is it you know. You can't goof off any more. Socially you realize that you have to--you can't go out every night. I have realized that but some people have not realized that yet. Some people it takes a couple of years. It's harder for me to do academics now because I am getting involved in activities now that you usually don't get in to first semester. So, you've got all this other stuff coming in on top of your homework.

S-5 I really changed when I got my grades back . That pretty much upset me. Not on the fact that I got down on myself, but the fact that I knew that I needed to get with it, and I made myself this semester spend a lot more time on the academic part. My social life is in tact and I didn't need to go out and party all the time and find a girlfriend or you know that. I already had all that in mind and that helped me to where I could focus on my academics a lot more than my social activities. Plus getting the first semester out of the way--all the jitters. I was nervous about it I mean the first college courses I had ever taken. I got the first one out of the way, and I knew what to expect out of the professors and out of myself.

S-6 I went from bad teachers in this one class to a good teacher. It just kinda flops around that's ok. That's why you have to study all the harder. I started dating a girl from my home town--big stupid mistake! I should have never done that. It's over. I didn't--I stopped sleeping. That's stupid too! Try to get as much sleep as you can when you have time to sleep. For the first two months I don't think I went to bed two times before midnight. I had an eight thirty and a nine thirty class, and so I really didn't get into it and it kinda took my grades down, so I've going to bed a lot early.

S-7 First semester I didn't know what to expect. In high school they say they are preparing you, but they don't really prepare you that well. I came in here not knowing how I was going to do. First semester I didn't study that much. It was like "I'm here and I'm doing the work," Second semester I had to wake up because the classes I have now are more demanding. So I had to do some things different if you want to keep your grades up. I know what I have to do study-wise.

S-8 Second semester you already had your friends you didn't have to go searching for your friends. Academically, it was a little bit easier because I knew what to expect.

S-9 I don't know. I worked and bought a car, so I guess I drive better. The workload is more this year.

S-10 Second semester it was just old habit everything. You didn't have to adjust as much. First semester you have to adjust. I concentrated more on academics and that was my main concern for being here, and I wasn't so gung ho on socializing. I still went out with my friends and things. My social group was already formed.

S-12 My habits--I didn't stay up as late. I didn't watch tv. I didn't go out as much. I didn't go out on Thursdays.

S-13 More time spent on academics because my lab is just I am at the lab all of the time. I wasn't used—I kinda floated through last semester you know and this semester I am really having to work my tail off.

S-15 I study more. I have been able to get my priorities more in line. When you first get here it takes longer to get prioritized.

S-16 I got the dedication thing figured out. I also changed in the fact that I realized how much my college education means to me and also my parents, because they are having to sacrifice and pay for this. I need not only to do this for myself, but for them. They have saved their entire lives to put me through. I have realized who my real friends are now. First semester I was friends with everyone. Now, I have narrowed it down to who I want to be friends with.

S-17 I think I further developed more finding out who I am. In the respect—it's real different than living at home. It was kinda set for you when you were at home. You have to decide what kind of places do I want to live?, where do I want to go?, what do I want to do?, how do I want to spend my days? You do a lot of exploring as to trial and error—how to make that balance between academic and social. What kind of social life do I want to be involved in? How serious do I want to be about my academics. I think that I am really getting closer to knowing what kind of things work for me. I have learned how to schedule better.

S-19 I started exercising more after first semester. At Christmas I gained weight. I started studying more. I think that one thing that should be required for their Orientation is—I'm in the college of agriculture—and my orientation teacher was Dr. H., and he gave us study tips. He told us how to take notes better and how to make school like a forty hour work week. First semester I didn't really care about that because I thought, "Well I made it through high school", first semester I did all right, but I could have done better. This semester I started to apply what he said, like review your notes as soon as you have taken them when you get a spare minute review again. That really helps you retain a lot and helps out over all on your study time especially when it comes time for tests. I think that should be required for all colleges because I know people from other colleges and they don't know what I am talking about. There is so much stuff here that freshmen are not aware of. Like the Wellness Center, and you are just not aware of it until second semester that's when you start to feel more comfortable and you start getting out more and you see these places and you are like, "Oh I didn't even know about these places!"

S-20 I think I am more responsible with my studies. I stay up longer studying than I did first semester.

S-28 I am more relaxed this semester. First semester I was more tense. Coming up here I was ready to make a 4.0. I am still trying, but I know now what I need to worry about.

40. If you had your freshman year to do over what would you do differently?

S-2 Study. Basically I would know what to expect. I'd know what kind of friends to look for.

S-3 Not take philosophy and not take psychology! I don't know. I really wouldn't change anything. I think that I grew a little...more independent and more happy with myself. So, I don't think I would change anything.

S-4 Actually, I wouldn't do anything differently. Anything that I would change doing like going out less often and that sort of thing, I think that you can't learn if you don't go through that. Everybody has to go through that. So, I just think that you have to go through all of the learning stages—the social life versus the academic life and everything before you can figure out what you want to do and where you want to be and how to balance that. I would change anything! Absolutely nothing! Except this semester I have a killer class, and that's the only thing I might change!

S-5 I probably would do what I have done the second semester all the way through and probably expound more on it. Learn to manage my time even better, and mainly to focus on why I am really here and put myself in a position to get a job. You can't do that with lousy grades. They tend to look more closely at those with good grades and a lot of activities and leadership. That's what I would do.

S-6 Study a lot harder in my chemistry and calculus classes because they're the two that's gonna eat you up! They don't seem to look that hard on the board but when you come to the tests, they'll grind you up and spit you out like nothing! I probably would spend a lot more time like doing intramurals or floor functions or something. You get to meet more people, because you get to meet more people. I have fallen into this one group of about five people and they're not the kinda group that I would want to belong with. There's nothing wrong with them, but they don't have any fun. They just sit around and do nothing and it's kinda boring. I am starting to get more friends now and I am expanding and hopefully I'll have a better semester next semester. I am on two different softball teams now.

S-7 First, I would decide on what I wanted to major in before I came. It just makes the classes easier. Take out the classes that I might not need for my major and everything.

S-8 Nothing.

S-9 I'd go to OU. I'd sign up for all of the scholarships. I would get more than I have now. I could save it for the years that I need it.

S-10 Probably be more outgoing. In high school I was more outgoing, and I guess that I wanted a break from it. Now I am ready to get involved again. I would probably stay involved in things more. I do kinda miss having a say in everything. I was really into things like that. Student government, athletics, clubs.

S-12 no response.

S-13 Study! Study more! Do my homework the first thing.

S-15 Try to get more involved in activities. I would like to get involved in a different variety.

S-16 The researcher inadvertently skipped this question during the interview.

S-17 I don't know! I would have probably got more involved at the start. I can't say that, now that I know I probably would have started doing what I am doing now. But if I went back to the beginning I probably wouldn't have this knowledge. So that wouldn't really apply. I would start out with a schedule. I was kinda go with the flow at first. I would try to do what I am doing now, setting my priorities and when I schedule that's what I do. Going to class, studies. I have responsibilities with my vp job. I need to find I would probably be more like I am now.

S-19 First semester less on the social scene! I would probably have tried to get involved in more things. More clubs and stuff. The only club I am in is the pre-vet club. It seems kinda awkward to try to get into something second semester. I probably would get involved in a little bit more than I did.

S-20 I would study more.

S-28 I would try to meet people from the very beginning. There are still a lot of people that I don't know. I know some people on my floor, but I don't know the whole floor.

41. How did you limit your successes this year?

S-2 I am kinda worried about my courses I took down here they might accept them at Hampton, but it might not be the same the intellectual part about it. They might have taught me something different than what I have to know in Hampton. It's just professors like-wise one might be weak.

S-3 I don't know I will have to come back to that.

S-4 I didn't expect as much from myself. I think I had more realistic standards than I did in high school. In high school everything was straight A's that was my entire life was getting straight A's and devoting myself to clubs and stuff. Now I didn't aim quite so high I still make good grades, but I tried not to be quite so hard on myself as far as that sort of thing.

S-5 I did try to spread myself in everything. I kinda stayed in one area instead of trying to accomplish everything in one year in one semester. I know that I am going to be here four of five years, so I guess that this year I wanted to get a feel of the course work and all the academics. Learning to deal with all the social activities and not trying to wear myself out and try to do like I did in high school—try to do everything. You can only take so much emotionally especially when you work so hard for something. You can only work so hard if you are involved in too many things. You can't give your heart and soul to everything.

S-6 By not studying enough, so that's gives me a GPA that I am not proud of. I didn't do anything athletic wise. I think that I could be in better shape than I am in right now. I don't know how it happened, everybody is supposed to gain their freshman 15, and I lost 17 pounds! I don't know what it is maybe the food! I eat plenty around the room, but powdered eggs! We started buying pizza! I started the last two weeks eating pizza 3 pizzas a week. It hurt the old pocket book. When I lived at home we didn't eat until 6 or 7. I have to condense all my eating in one time.

S-7 I don't really think that I set enough goals for myself. I didn't set any really. Just to pass. Next year I am going to set them and try to accomplish them. This year I didn't do that, I just went to class and did my stuff. Next semester I am going to set what kind of grade average I want and set goals.

S-8 Yeah. I could have studied more and have done better than I did. I knew it at the time.

S-9 I had to get a 2.5 at least. I was hoping to get a C in every class that I had to, but I didn't in chemistry, so I got the 2.5, but I didn't get all C's. I could have done better in most of the classes.

S-10 I try to put the academics into the forefront. I try to schedule everything around classes. Once in a while I just say the heck with it and going out with my friends like going to a club or something, like going to the City. Sometimes I will just go with them, and forget everything for a while. That helps me out because then when I come back I am ready to settle down.

S-12 I didn't get involved like a bunch of freshmen come down here and they get involved in a lot of clubs and activities, and they find that they can't do all of it. They get stressed out. I didn't get involved in hardly anything. I should have got involved. I changed majors I was in the college of Ag and half way through I figured out that I didn't want to do that any more, and that's when they were taking all the pledges for those clubs. I was already too late to be a pledge.

S-13 By spending too much time on social things.

S-15 Did not limit myself.

S-16 I guess just by not realizing what it took to have success. I wasn't consciously limiting my successes. They just kind of turned out that way. I had not realized how much I limited myself, until I had not succeeded. As far as grades go. I don't feel that I limited my successes as far as friends go. I guess that it's probably ignorance, that's probably the main thing there, just lack of knowledge.

S-17 First semester putting a little too much stress on myself. I went through a bad period first semester where I was upset over my school. I didn't like the way my academics--the way things were. I felt like I was slowly drowning and it was and I come to find out--I was making A's and B's and they weren't good enough for me. I think I put more pressure on myself. I had to drop a class. I am fine with that now, but I was talking to my Mother and she was just fine. I just thought that she would think that I was not doing enough. My Dad said, "Big deal, so you dropped a class. We expected you to have to do that." I put a lot of pressure on myself grade-wise, and no body else puts that pressure on me. I do it to myself. I end up stressing myself out when there is no need for me to be.

S-19 Probably by not getting involved more. You find out a lot more by being involved.

S-20 By doing other things. Like going out and doing something when I could have been studying. Watching tv.

S-28 I didn't get--I always thought that I would get involved on campus, but I didn't. Now, applying for things I don't have any activities to put down and you can't get into anything. You need to start from the very beginning. FRC--like student government--the freshmen council.

42. What were your successes this year?

S-2 My GPA. I was pretty happy about that. I did pretty good. I was scared. I just put my foot down and just stuck with it.

Will not return to OSU. The student is transferring to a Black college where he feels that he would be more comfortable and more accepted.

S-3 Uh..making good grades. Personal success. I have made a lot of friends in the house. I guess those were my two big ones.

Will return to OSU next year.

S-4 I managed to get a 3.72 GPA which I was quite happy with. I am getting all A's except for one class. That one is something that I really strove for. And just meeting new people. That doesn't sound like much but that's a real accomplishment, especially coming from out of State. I managed to join clubs and I am active in those, and I am having fun. I just found out that I got a desk job, and I was elected to VP of Willham Heights--that was real exciting to me, because I came in as a freshman not knowing anyone.

Will return to OSU next year.

S-5 I got a renewal of a scholarship. And I guess second semester I proved to myself that I can handle the course work because I have a 3.5 this semester taking the same amount of hours.

Will return to OSU.

S-6 I thought that it was a big success just to stay down here. It was tough and it was tough on my family to keep me here, and it was tough on me because I had to, because I am one of those compulsive spenders--when I see something I have to have it--the whole school year I held back. I still have money in the bank account--not much, but I still have money in my bank account. Enough to keep me going if I need a new pair of shoes, because some of them are getting ratty, I just have enough money to go buy some shoes. Or if I lose a book then I have enough money to buy a new one. I have enough money for the needs, the essentials. I have enough money to keep me going there. I felt that I have been really successful pacing myself fund wise. I have been really successful with some of my classes. Other of my grades I was disappointed in. I spent too much time on the little one hour classes and not enough time on the five hour classes. My engineering project was a one hour class and I spent probably eighteen hours this week maybe twenty working on it. I think that I have made a lot of good friends like my roommate and his sister and his girlfriend and his sister's best friend and people surrounding actually my roommate. I have made--they're like family. I could ask any of them to do something for me and I am sure that they would. They will just try to help you. I have made other friends that are not quite that close. Sometimes we will goof off and play sand volleyball or something. That's really great. I have had a lot of success that way. I really need a lot of friends in my life. I couldn't imagine it any other way. I gotta have my friends!

Will return to OSU.

S-7 I was pretty happy with my grade point last semester. Not knowing what to expect and getting a good grade average. I think that helped me get motivated this semester.

Will return to OSU.

S-8 I came out with a good GPA first semester. Second semester it looks like I'll come out with an OK one. If I receive the scholarships I applied for that will be a success. I'll have to wait. Just to make it through was a success too, just to make it on my own.

Will return to OSU.

S-9 I had an A in calculus and got a D in chemistry. I like history and political science. This semester I am retaking chemistry and I have an A, and I am taking calculus 2 and I have a D! The teacher in chemistry he gets his point across, I am learning, and in calculus it's new stuff.

Will return to OSU.

S-10 Made the dean's honor roll this semester. This semester I am pulling a B in calculus. I am really happy with that. Also, I think I have formed a good foundation of friends, they will stay with me all the way through.

Will return to OSU.

S-12 Making it through the first year without wanting to go home. I thought that I might get homesick. I was thinking about going back to a junior college--to play basketball-- it's only about 45 minutes away from home but I just thought that I would stay, because it would take a year out of my education.

Will return to OSU.

S-13 Successes this year--academically I managed to bring up my grades from last semester and I am spending more time on my class work. I am learning how to study a lot better. Socially I have a girlfriend and I have a bunch of friends.

Not sure about returning to OSU. Cannot afford it. May go to college in Texas, his hometown because it is cheaper to do so.

S-15 Well I am pleased that I did good on my grades. I have really been more outgoing this year. That was one of my goals, because when you are at home you know everyone it is kinda hard to change because they already know you. So when I came here I decided that I would be more outgoing.

Will return to OSU.

S-16 I got involved in a really good church group on campus. That;s really helped me out a lot. I have made some really good friends. I got first chair in ____ (musical instrument), so I was proud of that. Second semester I am a lot more proud of myself. This semester I am making all A's in classes that I have no background in. I have never taken in high school at all.

Will return to OSU.

S-17 I had to change sections in Chemistry class. I started to accept the fact that I have a learning disability. I started to say look it's ok if you only take 12 hours and I was not like that first semester. It's ok, I know that I am a good student.

Will return to OSU.

S-19 I think I have become more outgoing towards people. In high school you pretty much knew everyone but I was kinda reserved, quiet. Sometimes you have to make the first move. I think that I have become more outgoing and confident in some respects.

Will return to OSU.

S-20 Just passing. Getting through it. I wasn't' sure what to expect when I got here. It kinda surprised me at first. It was not what I thought it was. Just passing and making good grades.

Will not return. Close friends are going to another college. Parents are moving to another state.

S-28 I have a decent grade point average.

Will return to OSU

Following are grade point averages for each freshman participant in this study. Grades reported in interview three (question #29) were reported by interviewees for this study. Due to issues regarding confidentiality the inclusion of grade reports for participants was authorized through the office of the Vice President for Student Services at Oklahoma State University (5/24/93).

		Semester			
First 1992	Second 1993	First 1992	Second 1993	First 1992	Second 1993
S-1 1.71	S-1 2.20 X	S-17 3.27	S-17 2.40		
S-2 2.72	S-2 2.37	S-18 2.92	S-18 2.33 X		
S-3 3.07	S-3 2.93	S-19 3.13	S-19 2.94		
S-4 3.50	S-4 3.76	S-20 2.60	S-20 3.32 D		
S-5 2.46	S-5 2.25	S-21 1.91	S-21 2.00 X		
S-6 2.76	S-6 2.12	S-22 2.15	S-22 NR X2		
S-7 3.30	S-7 2.40	S-23 3.33	S-23 3.25 DX		
S-8 3.35	S-8 3.13	S-24 1.68	S-24 1.22 AX		
S-9 2.81	S-9 2.38	S-25 3.56	S-25 NR X2		
S-10 3.21	S-10 2.46	S-26 4.00	S-26 4.00 PX2		
S-11 0.13	S-11 0.57 AX	S-27 1.50	S-27 1.78 X		
S-12 2.78	S-12 3.83 D	S-28 3.33	S-28 3.78 D		
S-13 2.50	S-13 2.50				
S-14 1.15	S-14 0.00 AX2				
S-15 3.78	S-15 3.81 D				
S-16 2.53	S-16 3.88 D				

NR = Did not return

A = Academic suspension

D = Dean's honor roll

P = President's honor roll

2 = Missed two interviews

X = Did not participate in the fourth interview

VITA ²

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Candidate for the Degree of

Doctor of Education

Thesis: FRESHMEN PERCEPTIONS OF ACADEMIC AND SOCIAL CHANGES
DURING THE FIRST YEAR OF COLLEGE

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