THE RELATIONSHIP OF PARTICIPATION IN A RESIDENTIAL LIVING AND LEARNING COMMUNITY TO GOAL ORIENTATION, SELF-EFFICACY, AND SELF-REGULATION OF LEARNING

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CHAPTER I

INTRODUCTION

Background

In 1994, the American College Personnel Association published the *Student Learning Imperative: Implications for Student Affairs.* The publication of this document was a challenge to post-secondary education, particularly student affairs, to reform America's institutions of higher learning. The publication encouraged discussion and debate as to how colleges and universities, specifically student affairs divisions within those colleges and universities, could purposefully design environments that would increase students' learning and personal development (American College Personnel Association [ACPA], 1994). Student learning and development are said to be two important goals of undergraduate education (ACPA, 1994; Andreas & Schuh, 1999; Boyer Commission on Educating Undergraduates in the Research University, 1998; Chickering & Kytle, 1999).

Since the publication of the *Student Learning Imperative (SLI)*, there have been numerous and varied attempts to learn about and increase student learning and development. Broadly speaking, researchers in this area have generally reached one common conclusion: student involvement can and does increase student learning and development (Astin, 1999; Kuh, 1995; Pascarella & Terenzini, 1991).

Considering the hypothesized relationship between student involvement and student learning, many researchers have been seeking evidence that explains specifically how student involvement impacts student learning and personal development. For example, Astin (1999) developed his involvement theory. Kuh (1995) has extensively investigated out-of-class experiences. Brower (1992) looked at student integration on a deeper level—the "second half" of student integration. The preceding are only a few of many studies that have been performed in this area.

Specifically, in terms of involvement, researchers have been particularly interested in how a student's place of residence during the college years impacts student learning, development and involvement (Pascarella & Terenzini, 1981, 1991 & Pike, 1999). Consistently, these researchers have reported positive relationships between living on campus and student development and learning (Hernandez, Hogan, Hathaway & Lovell, 1999). Hernandez et al. (1999) also reported that the most significant effect of on-campus living was found in a type of residential environment called a Living and Learning Community (LLC).

While there has been a considerable amount of research collected on student learning, student development and student involvement (Pascarella & Terenzini, 1991), there is also a large line of research on deep psychological processes such as motivation, goal orientation, self-efficacy, and self-regulation of learning and the varying relationships between them (Bandura, 1997; Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003; Lopez, 1999; Patrick, Ryan, Pintrich, 1999; Schunk, 1990, 1991; Zimmerman, Bandura, & Martinez-Pons, 1992). There is also a growing body of research examining the relationship of these constructs and academic performance in a collegiate

setting (Donald, 1999; Harackiewicz, Barron, & Elliot, 1998; Paulsen & Feldman, 1999; Pintrich, 2004; Schunk, 1990, 1991; Schunk & Zimmerman, 1994; Zimmerman, 1990, Zimmerman et al., 1992). However, an analysis of this literature shows that there has been considerably less research examining these constructs and their possible relationship to student development and involvement in the college environment. Astin (1999) offered the following regarding student involvement and motivation:

> The construct of student involvement in certain respects resembles a more common construct in psychology: *motivation*. I personally prefer the term involvement, however, because it implies more than just a psychological state; it connotes the behavioral manifestation of that state. Involvement, in other words, is more susceptible to direct observation and measurement than is the more abstract psychological construct of motivation. Moreover, involvement seems to be a more useful construct for educational practitioners, "How do you motivate students?" is probably a more difficult questions to answer than, "How do you get students involved?" (p. 301)

Chickering & Kytle (1999) tell us if colleges will embrace broad-based cognitive and affective outcomes versus mere information transfer and career training, these colleges will be able to incorporate the underlying ingredients of "educationally powerful residential colleges" (p. 109). Other student affairs literature (Pascarella & Terenzini, 1991) supports a causal relationship between student involvement and attributes like self-confidence and interpersonal skills without taking into consideration the psychological constructs of self-efficacy, goal orientation, and self-regulation of learning. Without considering these constructs, it is plausible these constructs contribute to student

development and learning during the collegiate years in addition to involvement. Furthermore, the possibility does exist that student involvement could be an outcome of one or more of these constructs (e.g. goal-orientation, self-efficacy beliefs, or self-regulation of learning (Bandura, 1982 & 1993; Bandura et al., 2003; Dweck & Leggett, 1988; Grant & Dweck, 2003; & Zimmerman et al., 1992).

We are aware that the culture/environment, in which we find ourselves, pervades all aspects of our lives—including motivation, goal orientation, self-efficacy, and self-regulation of learning (Bandura, 1982 & Wlodkowski, 1999). Rogoff & Chavajay (1995) observed that social scientists today view cognitive processes as inherently cultural. Knowing this, it would seem that a students' residential setting at college could impact his/her goal orientation, self-efficacy, and self-regulation of learning because of the inherent cultural nature of residence halls. After an analysis of literature regarding the impact of student involvement on student development and learning, Hernandez et al. (1999) reported that understanding the underlying causes of student involvement is an unresolved issue (gap) in the literature. Finally, Dweck and Leggett (1988) report that "the task for investigators of motivation and personality is to identify major patterns of behavior and link them to underlying psychological processes" (p. 256). Considering this and Astin's (1999) statement regarding involvement as a behavioral manifestation of motivation, student affairs practitioners could classify "involvement" as a "major pattern of behavior" to be investigated.

Theoretical Framework

Pascarella and Terenzini (1991) describe two families of theories and models of student change: developmental and college impact. The developmental models describe

"dimensions of student development and the phases of individual growth along each dimension" (p. 17). The college impact models attempt to identify factors that impact student change. These various "factors" are diverse as they may be student related, structural, or environmental. They offer the conceptualization that the developmental models focus on "outcomes or the nature" of student change while the college impact models focus on the "source" of that change. In this regard, the focus of the developmental models may be on identity formation, moral or cognitive development, for example, while the focus of the college impact models could be on institutional characteristics, programs and services, or students' experiences.

Pascarella and Terenzini (1991) suggest that there should be some consolidation of the psychological and sociological approaches to explain change in college students. Evidence is presented throughout the publication that college students do in fact change while they are in college. It is also posited throughout the publication that the nature and origins of these changes are both psychological and sociological.

Considering recommendations from Pascarella and Terenzini (1991), it seems reasonable to investigate psychological (self-efficacy, self-regulation of learning and goal orientation) factors and sociological (residential setting and participation in an LLC) factors in the present study. Examination of these factors could be useful in necessary further research and development of student development theories (Pascarella & Terenzini, 1991) that incorporate both the psychological and sociological aspects.

Statement of the Problem

Currently, research in student affairs lacks consolidation between psychological and sociological approaches to explain change in college students. Consequently, there is

a lack of student affairs research investigating the relative levels of underlying psychological processes in student learning, development, and involvement and whether or not certain student affairs responsibilities such as residential setting, specifically on-campus living and learning communities, affect these processes.

Purpose of the Study

In order to address the gap in the literature between investigation of underlying psychological processes in student learning and development and the impact of student affairs functions on these processes and perform assessment of a specific LLC, the purpose of the present study is to investigate and compare the levels of goal orientation, self-efficacy and self-regulation of learning between first-year students who live in a specific residential living and learning community (LLC) and a group of first-year students who live on campus but not in an LLC.

The current study is seeking to examine potential differences in the psychological variables (factors) based on the sociological variables (factors). Specific sociological variables in the study include campus living environment (residence in a specific LLC and residence on campus but not in a LLC). Specific psychological variables in the study include self-efficacy, goal orientation and self-regulation of learning.

Definition of Terms

Freshmen In Transition (FIT) Program:

The Freshmen in Transition (FIT) program is a residential living and learning community (LLC) consisting of seventy students who are majors in the College of Agricultural Sciences and Natural Resources (CASNR) at Oklahoma State University.

Goal Orientation:

Goal orientation defines the type of goals (performance or learning) individuals bring to the achievement context (Grant & Dweck, 2003). This construct is operationally defined as the scores on *The Goals Inventory* (Roedel, Schraw & Plake, 1994).

Self-efficacy:

Self-efficacy is the "belief in one's capabilities to organize and execute the courses of action required to produce a given goal" (Bandura, 1997, p. 3). Bandura (1997) also reports that self-efficacy is a multidimensional construct as is best measured in a specific context. Therefore, for the purposes of this study, self-efficacy will be operationally defined as the scores on the *Career Decision Self-Efficacy Scale-Short Form* (Betz, Klein & Taylor, 1996).

Self-regulation of learning:

Self-regulation refers to the degree that individuals are metacognitively, motivationally, and behaviorally active participants in their own learning process (Zimmerman, 1986). This construct is operationally defined by scores on the *Self-Efficacy for Self-Regulated Learning Scale* (Gredler & Garavalia, 2000).

Assumptions

The following assumptions were made regarding this study:

1. All students would possess at least some level of the underlying psychological processes (goal orientation, self-efficacy, and self-regulation of learning) being measured.
2. Students who are members of the LLC exhibited a desire to be an active participant in the community.

3. Students would be capable of completing the test instruments.
4. The measurement instruments are valid measurements of the stated construct.

Limitations

The following limitations were considered:

1. This study provides information collected from one medium-sized, residential, public university. Therefore, results may not be generalizable to other institutions, even like institutions.
2. The population analyzed in this study was first-year students enrolled in the College of Agricultural Sciences and Natural Resources at Oklahoma State University. Therefore, data from other colleges within this institution may have yielded different results.
3. Participants in the Freshmen In Transition (FIT) Program were not randomly assigned to the community. Instead, participants in the program were randomly selected from those who self-selected to participate through an application process. Therefore, the data from this sample may be different than the data set if the participants had been randomly assigned to the community.
4. This study used self-reported data from the students. As with any self-report data, there is the possibility that a participant will provide incorrect or incomplete information about him/herself.

Significance of the Study

This study could be significant in several areas. First, it could allow CASNR to perform an assessment of the Freshmen In Transition living and learning community that could provide valuable data to determine whether or not the FIT program is meeting

stated goals (see Appendix A). Prior assessments of this community have provided useful information about the community but have only been moderately effective in reporting the impact of the community on student learning and development (D'Souza, 2003; Sexton, 2000).

Second, it could allow CASNR administrators to determine if FIT seems to impact student development. Stated differently, is the community worth the investment? Moreover, results of this study could assist in making planning decisions for subsequent years if the current goals and objectives are not providing the appropriate means to impact student learning and development in the manner that is desired.

Third, the research could be valuable for student affairs research as there are not many specific student affairs studies examining these particular psychological constructs. Results reported from this study could aid in increased attention to these topics in future research. Analysis of the data could provide useful insight about the growth and development of first-year students in relation to these topics.

Finally, the results from this study could add to the growing body of research surrounding the psychological constructs of goal orientation, self-efficacy and self-regulation of learning. Currently, there is limited research that examines the relationship of these constructs in relation to sociological variables affecting college students such as college residence. As stated before, the research that has involved college students most generally is related to some realm of academic performance or achievement. Investigation of these constructs in other contexts could prove to be useful.

Research Question and Hypotheses

The following question guided this study:

1. What is the relationship of participation in a first-year student residential living and learning community to goal orientation, self-efficacy and self-regulation of learning?

The following hypotheses were tested in the present study:

H1: Students who participate in the LLC will exhibit significantly higher levels of self-efficacy and use of self-regulated learning strategies than students who do not participate in the LLC but live on campus.

H2: The LLC group will exhibit a significantly higher level of the learning goal orientation than the non-LLC on-campus comparison group.

Organization of the Study

Chapter one has presented the background and problem for the proposed study. Student affairs practitioners are continually working toward goals of student learning and development. Student involvement is one context in which student learning and development occurs. Currently, in student affairs research, there is a gap in the literature concerning the levels of underlying psychological processes (such as self-efficacy, goal orientation, and self-regulation of learning) and their relationship to student learning, development, and involvement. Furthermore, little is known about whether or not certain student affairs areas of responsibility such as residential setting and programming have any effect on levels of those processes. This study anticipated a relationship between a student's residential setting and the relative levels of the psychological processes he/she exhibited.

The review of the related literature is presented in Chapter Two addressing the collegiate ideal in the twenty-first century, general motivation theory, goal orientation, self-efficacy, self-regulation of learning, the impact of residential setting, and living and learning communities. The Freshmen In Transition Program is also described in detail. Chapter Three discusses the methodology for the study. The following items are described in this chapter: the sample, the instrumentation, research design, procedure and statistical analysis. Chapter Four presents the results and findings of the study. Discussion, conclusions, and recommendations are presented in Chapter five.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Publication of the Student Learning Imperative (ACPA, 1994) has prompted much research attempting to understand and explain student learning and development in college. While this research is broad and varied, one conclusion seems to be a common theme: student involvement can and does increase student learning and personal development (Astin, 1999; Kuh, 1995; Pascarella & Terenzini, 1991). In terms of involvement, researchers have also investigated the impact of a student's place of residence during the college years (Pascarella & Terenzini, 1991; Pike, 1999). In their review, Hernandez et al. (1999) found consistent and positive relationships between living on campus and student development and learning. Hernandez et al. (1999) also reported that the most significant effect of on-campus living was found in residential living and learning communities.

In addition to the body of research concerning student learning and development, there is also a body of research that investigates deep psychological processes such as goal orientation, self-efficacy, and self-regulation of learning. The varying relationships between these constructs have also been investigated. However, there has been considerably less research examining these constructs in the collegiate setting and their possible relationship to student development and involvement.

In their 1991 publication, Pascarella and Terenzini suggested there should be some consolidation of the psychological and sociological approaches to explain change in college students. Research supports the claim that students change in college and that the origins of these changes are both psychological and sociological (Pascarella & Terenzini, 1991).

This chapter reviews literature regarding the psychological processes of motivation, goal orientation, self-efficacy and self-regulation of learning and the relationships between those constructs. The impact of residential setting during college and residential living and learning communities will also be discussed.

The chapter begins with a discussion of the "collegiate ideal" (Chickering & Kytle, 1999). The discussion of the psychological constructs will follow, and the chapter will conclude with a residential setting discussion.

Please note, because of the close and interdependent relationship between goal orientation, self-efficacy and self-regulation of learning, there is some debate about the "order of the processes." Therefore, this review addresses them in the order of motivation and goal orientation, self-efficacy and self-regulation of learning.

The Collegiate Ideal in the Twenty-First Century

Chickering and Kytle (1999) present us with their conception of the "collegiate ideal." This idea, however, was just an idea. The majority of the content in this article revolves around how to "realize the ideal college in the twenty-first century" (p. 115). They posit that one component of realizing this idea is "Maximizing Human Interactions" (p. 117). Chickering and Kytle point out that daily interaction with peers can have a great impact on student learning and development in a number of dimensions including

leadership development, academic development, cultural awareness and others. Additionally, it will be necessary to create small "communities of commitment" (Kofman & Senge, 1995) that treat participants as whole persons and not just minds to be filled or bodies to be trained. Thus, for purposes of this study, this evidence supports the implementation of residential living and learning communities such as F.I.T. as being beneficial.

Social Cognitive Theory

Social cognitive theory, in terms of human agency, serves as the root of self-efficacy and self-regulation as discussed in the context of this study. In 1986, Bandura presented a model of triadic reciprocality (see Figure 1). In this model, internal personal factors in the form of cognitive, affective and biological events; behavior; and environmental events all operate as interacting determinants that influence one another bidirectionally (Bandura, 1997, p. 6).

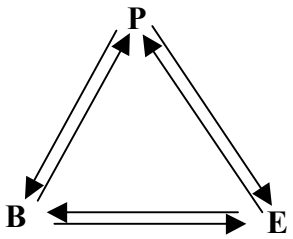

Figure 1. Bandura's model of triadic reciprocality. B represents behavior; P the internal personal factors in the form of cognitive, affective and biological events; and the E the external environment (Bandura, 1986).

With this model, one or more of the factors may influence a person's thoughts and actions. Bandura (1997) posits that these three sets of interacting determinants are not equal in strength. He states that "their relative influence will vary for different activities and under different circumstances" (p. 6). Ray (2002) discusses these determinants in

academic settings. She claims that personal influences could include goals, self-efficacy, knowledge of cognitive and metacognitive strategies, and affective variables; behavioral influences could include strategy use and strategy monitoring; and environmental influences could include academic outcomes such as grades.

General Motivation Theory

One of the simplest concepts of motivation found in the literature came from David McClelland (1985), who said, "Motivation has to do with the *why* of behavior, as contrasted with the *how* or *what* of behavior" (p. 4). While there are many definitions of motivation, the following fits the purposes here: "Motivation is the natural human capacity to direct energy in the pursuit of a goal" (Wlodkowski, 1999, p. 8).

Motivation continues to be a popular area of research not only in psychology, but also in educational settings as well. Researchers are constantly wondering whether or not "student success" is due to sheer *motivation* or to other factors. In a recent study, Côté and Levine (2000) found that motivation was more important than intelligence in the terms of outcomes (self-management skills, self-motivation skills, technical skills, and academic achievement) they measured. This finding supports the statement made by Paulsen and Feldman (1999) that the motivational beliefs of college students affect academic performance.

Two types of motivation are typically studied: intrinsic and extrinsic motivation. Intrinsic motivation is largely internal and self-defined whereas extrinsic motivation is largely externally defined (Lowman, 1990). There is a general consensus that intrinsic goal orientation (motivation) tends to enhance academic performance whereas extrinsic goal orientation could constrain it (Paulsen & Feldman, 1999).

Goal Orientation

Student goal orientation has become an important topic of motivation research (Bergin, 1995). Specifically, there is a major body of research that suggests achievement motivation can be understood in terms of the different goals individuals bring to the achievement context (Dweck & Elliot, 1983; Grant & Dweck, 2003; Pintrich, 2000). While there are many ways to classify achievement goals, Harackiewicz, Barron & Elliot (1998) provide a simple definition: performance goals promote the demonstration of ability relative to others while mastery goals focus on skill development and competence (p. 2). Sometimes a person with a mastery goal (task mastery) would be classified as a person with a task orientation whereas a person with a performance goal may be referred to as someone with an ego orientation (Jagacinski & Strickland, 2000). Overall, achievement goals can serve as guides, providing direction and energy to behavior.

In the educational context, competition (performance goals) seems to be emphasized through students competing against one another for grades, admission into prestigious graduate programs, selection into elite honoraries, and placement into advanced seminars to name a few examples (Harackiewicz et al., 1998). However, there is a great deal of research claiming that a learning (mastery) orientation is the more adaptive of the two (Harackiewicz, et al., 1998). At the same time, however, Harackiewicz, et al. will point out that sometimes this is not always true. Overall, however, those who adopt learning (mastery) goals are more likely to engage in deeper, more self-regulated learning activities, more engaging and more difficult tasks (Grant & Dweck, 2003; Harackiewicz, et al., 1998; Jagacinski & Strickland, 2000). While this is true of mastery goals, this concept does not apply to performance goals. Harackiewicz, et

al., describe a complex pattern of findings for performance goals. Therefore, one cannot exclusively say if performance goals are good or bad.

Most studies examining goal orientation mention "perceived ability" or a similar term at some point during the study (Bergin, 1995; Dweck & Leggett, 1988; Grant & Dweck, 2003; Jagacinski & Strickland, 2000). According to these studies, typically people with high perceived ability will persist in face of difficult or challenging situations, whereas others probably will not. This concept of perceived ability is important in the next section, self-efficacy.

Self-Efficacy

A key component of self-efficacy that is often mentioned in many literature reviews regarding this topic is that perceived self-efficacy concerns people's belief in their capabilities to mobilize the motivation, cognitive resources and courses of action needed to exercise control over given events (Bandura, 1982; Ozer & Bandura, 1990, p. 472). Judgments of personal efficacy affect choice of activities and selection of environments (Bandura, 1977, 1997). Specifically, individuals may avoid accomplishing tasks for which they have low self-efficacy while highly self-efficacious individuals will participate readily. Schunk (1991) asserts that a considerable amount of research supports the conclusion that self-efficacy can be a mechanism underlying behavioral change, maintenance and generalization.

Bandura (1982) reported that perceived self-efficacy influences people through four major processes: cognitive, motivational, affective, and selection processes. In terms of the cognitive, Bandura (1993) suggested that personal goal setting is influenced by perceived self-efficacy—the stronger the perceived self-efficacy, the bigger goals

people will set and the more committed they are to reaching those goals. Bandura also indicated that self-efficacy beliefs moderate affective processes (i.e. how much stress and depression a person will experience in a threatening or difficult situation). Finally, Bandura (1986) suggested that "Self-efficacy beliefs are the product of a complex process of self-persuasion that relies on cognitive processing of diverse sources of efficacy information conveyed enactively, vicariously, socially and physiologically" (p. 23). Most importantly, there is a line of research that indicates the contributing role of self-efficacy beliefs in self-development, adaptation, and change at different phases of the life course (Bandura, 1997)

Sources of Self-Efficacy

Beliefs about personal efficacy constitute a large proportion of an individual's self-knowledge (Bandura, 1997). People's belief in their efficacy is impacted in four principal ways (Bandura): (a) enactive mastery experiences, (b) vicarious experiences, (c) verbal persuasion, and (d) physiological and affective states. These sources of efficacy information offer clues about how students can be influenced in educational settings and are discussed in detail below.

Enactive Mastery Experiences. These experiences have also been classified as mastery modeling (Ozer & Bandura, 1990) and enactive attainments (Bandura, 1982). Bandura (1982) claims that these sources of efficacy information are the most influential because they are based on authentic experiences. In 1990, Ozer & Bandura supported this claim by describing mastery experiences as the "most effective vehicle for developing a resilient sense of efficacy" (p. 473). In 1997, Bandura provided additional

support for the significant impact of these experiences by saying that they "provide the most authentic evidence of whether one can muster whatever it takes to succeed" (p. 80).

Essentially, self-efficacy increases with success while failure causes it to decrease (Bandura 1982, 1997; Ozer & Bandura, 1990). Failures are particularly influential if they occur before the individual has developed efficacy (Bandura, 1997). Difficult situations and experiences are useful in teaching one that turning failure into success requires perseverance. These experiences provide opportunities for individuals to learn how to exercise greater control over events. As a result, individuals are better able to bounce back from difficult situations and maintain in the face of adversity.

Vicarious Experiences. For most activities, individuals do not have an absolute measure of adequacy (Bandura, 1997). Individuals estimate their capabilities based on the performance of others. Hence, modeling has the potential to promote personal efficacy. Stated another way, if an individual witnesses similar others experience success, his/her efficacy expectations can increase, but if he/she witnesses similar others experience failure efficacy expectations can be lowered (Bandura, 1982).

Verbal Persuasion. Also referred to as social persuasion (Bandura, 1997), verbal persuasion has the potential to strengthen people's belief in their capabilities for achievement. Efficacy, particularly in the face of difficulties, is easier to sustain and maintain if important individuals relate faith in a person's capabilities to achieve as compared to relating doubt. This influence has the greatest potential for impact if challenges are structured in graduated steps (Ozer & Bandura, 1990) or if appraisal is presented within realistic bounds (Bandura, 1982). Giving an individual unrealistic

beliefs about personal capabilities will undermine the persuader and lower his/her sense of efficacy (Bandura, 1997).

Physiological and Affective States. Part of the information people rely on to gauge their capabilities comes from their physiological and emotional states. Visceral arousal in stressful situations is an indication of vulnerability to dysfunction (Bandura, 1982, 1997). Because high arousal can debilitate performance, people often expect success in situations that do not promote tension and agitation. These indicators are particularly important in health functioning and activities requiring physical strength and stamina. Fatigue, aches and pains are often used to gauge physical inefficacy (Bandura, 1982, 1997). Considering, efficacy beliefs can be altered by enhancing physical status, reducing stress levels and correcting misinterpretations of bodily states (Bandura, 1997).

Self-efficacy theory is rooted in social cognitive theory as is achievement goal orientation research (Dweck & Leggett, 1988) and self-regulation of learning research (Zimmerman, 1990). Essentially, "people are aspiring and proactive organisms, not just reactive ones…" (Bandura & Locke, 2003, p. 91). People are able to motivate themselves by setting goals among other things (Bandura & Locke, 2003).

As mentioned before, goals, self-efficacy and self-regulation are interrelated. In one study, Zimmerman, Bandura and Martinez-Pons (1992) used path analysis procedures to analyze the causal role of students' self-efficacy beliefs and academic goals in self-motivated academic attainment. The results indicated that students' beliefs in their efficacy for self-regulated learning affected their perceived self-efficacy for academic achievement, which in turn influenced the academic goals they set for

themselves and their final academic achievement (Zimmerman, Bandura, & Martinez-Pons, 1992, p. 663).

Self-Regulation of Learning and Performance

Zimmerman (1990) suggested, "Since the founding of the republic, American educational leaders have stressed the importance of individuals assuming personal responsibility and control for their own acquisition of knowledge and skill" (p. 17). This statement is the root of self-regulation. Self-regulation has been defined as the degree that individuals are metacognitively, motivationally, and behaviorally active participants in their own learning process (Zimmerman, 1986). In academic domain, Schunk & Zimmerman (1994) conceptualize self-regulation as "students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals" (p. ix).

Zimmerman (1994) developed a conceptual framework of academic self-regulation consisting of four dimensions. These dimensions include (a) self-regulation of motives, (b) self-regulation of methods, (c) self-regulation of performance outcomes, and (d) self-regulation of environmental resources. Table 1 presents the task conditions, self-regulatory attributes and self-regulatory processes associated with each of these dimensions.

Table 1

Conceptual Analysis of the Dimensions of Academic Self-Regulation

Scientific Questions	Psychological Dimensions	Task Conditions	Self-Regulatory Attributes	Self-Regulatory Processes
Why?	Motive	Choose to Participate	Intrinsically or self-motivated	Self-goals, self-efficacy, values, attributions, etc.
How?	Method	Choose method	Planned or Automatized	Strategy use, relaxation, etc.
What?	Performance outcomes	Choose performance outcomes	Self-aware of performance outcomes	Self-monitoring, Self-judgment action control volition, etc.
Where?	Environmental (social)	Control social and physical setting	Environmentally/ socially sensitive and resourceful	Environmental structuring, help seeking, etc.

(Zimmerman, 1994, p. 8)

Pintrich (2004) offers a slightly different conceptualization for assessing motivation and self-regulation in college students. He proposes that there are four general assumptions that SRL models share: (a) active, constructive assumption (learners are active participants in the learning process); (b) potential for control assumption (learners can potentially monitor, control, and regulate certain aspects of their own cognition, motivation, behavior and some features of their environments); (c) goal, criterion, or standard assumption (there is some type of goal, criterion, or standard against which comparisons are made in order to assess whether the learning process should continue or if some type of change is necessary); and (d) self-regulatory activities are mediators between personal and contextual characteristics and actual achievement or performance (p. 387 – 388). Pintrich's model also includes four phases of regulation (planning and goal setting, monitoring, control, and reaction and reflection) and four

areas for regulation (cognition, motivation/affect, behavior, and context). Pintrich suggests that this model is a broad outline of the different self-regulatory strategies college students might use. He also indicates that research on college student motivation and learning focus on the goals of scientific understanding and practical applications.

Zimmerman (1990) discussed the issue of defining self-regulated learning. He states that self-regulated learners are distinguished by their awareness of strategic relations between regulatory processes or responses and learning outcomes and their use of these strategies to achieve their academic goals (p. 5). Systematic use of certain strategies is a key feature of most definitions for self-regulated learners. A second key feature of self-regulation definitions is students' responsiveness to self-oriented feedback about learning effectiveness. A third key feature of self-regulation definitions that Zimmerman identified was students' independent motivational process. How and why do students choose a particular strategy or response? Finally, Zimmerman suggests that practitioners should work to develop all three dimensions of self-regulated learning in students: metacognitive, motivational, and behavioral.

Relationship of Goal Orientation, Self-Efficacy and Self-Regulation

In a 1990 article, Zimmerman states, "An important aspect of theories of self-regulated learning is that student learning and motivation are treated as interdependent processes that cannot be fully understood apart from each other" (p. 6). Furthermore, the social cognitive approach (Bandura, 1986) to self-regulated learning focuses on perceptions of self-efficacy as the ultimate source of students' motivation.

Impact of Residential Setting

Pascarella and Terenzini (1991) concluded that living in college residence halls versus commuting to college is perhaps the "single most consistent within-college determinant of impact" (p. 611). In an additional synthesis of a large body of research, Pascarella, Terenzini, and Blimling (1994) reached the same conclusion. Furthermore, they suggest that students living on campus can be influential in shaping the "essential character and the developmental impact of an individual's college experience" (p. 39). They found no evidence that living on campus versus commuting to college provided any significant positive influence in regard to study habits or academic performance. They did, however, report findings that suggest living on campus may foster general cognitive growth in areas not necessarily linked to students' formal academic experiences (e.g. critical thinking). Finally, they state that current research on the effects of residence arrangement typically focus solely on academic achievement while ignoring residential impacts on more general dimensions of cognitive or intellectual growth.

Upcraft (1989) reports that freshmen who live on campus are more likely to succeed in college as compared to those who elect other residential settings. He also suggests that a major reason residential halls promote personal development is the students' interactions with one another and with the collegiate environment. Upcraft also reports that the positive impact of the residence halls doesn't happen naturally. He recommends that residence halls be structured by assigning students; rigorously selecting, training, and supervising residence hall staff; and developing educational programs and activities (p. 150).

Chickering (1974) has also suggested that living in a residence hall, especially during the freshman year, impacts student development. He indicated that the development and impact of close relationships between students who live near each other could impact development. The opportunity also exists for a subculture to be developed within a residence hall and for students to adapt attitudes and behaviors to fit this subculture. Finally, living in a residence hall offers students the opportunity to see how their behavior impacts others.

Residential Living and Learning Communities (LLCs)

A residential living and learning community as defined by Shapiro & Levine (1999) is a student living space with intentional academic programming and services within the residence hall. In a literature review to determine the characteristics of an effective learning community, Shapiro and Levine (1999) compiled the following list:

1. Organization of students and faculty into smaller groups.
2. Encouragement of curriculum integration.
3. Establishment of academic and social support networks for students.
4. Creation of an environment for students to learn about college expectations.
5. Union with faculty in more meaningful ways.
6. Focus of faculty and students on learning outcomes.
7. Establishment of an environment for community-based delivery of academic support programs.
8. Opportunity for examining the first-year experience.

In the Impact of Residential Life on Students (1994), Pascarella, et al., report there is a large body of research that focuses on the impact of living and learning

communities (LLCs) on student growth during college. While there are many definitions of LLCs, the authors conclude they all include one central theme: "a closer integration of the student's living environment with his or her academic or learning environment" (p. 32). They also offer that most LLCs require an application and selection to participate. Thus, LLCs often will attract students that are significantly different than students that choose to live in conventional residence halls. They also report other benefits of LLCs that include a more rewarding or personally satisfying social climate, better academic performance, and increased persistence and graduation rates. However, they also report mixed evidence regarding the direct effect of LLCs on general forms of intellectual and personal development.

In a 1999 study of students' learning and intellectual development while living in formal learning communities in residence halls, Pike reported that students in residential learning communities had significantly higher levels of involvement, interaction, integration, and gains in learning and intellectual development than did students in traditional residence halls (p. 269). He also reported that the effects of the LLC were both direct and indirect and that the indirect effects varied by outcome. Pike posited that that membership in an LLC has the greatest impact on day-to-day college experiences. These day-to-day influences include cocurricular involvement and interaction with significant others. He goes on to explain that integration and synthesis of such experiences is impacted by the quantity and quality of those experiences. Finally, it is suggested that gains in learning and development are subsequently influenced by the integration of diverse experiences.

Pike, Schroeder, and Berry (1997) in a study examining the relationship between residential learning communities and students' experiences and persistence during the first year of college also reported indirect effects of LLCs. Specifically, the LLC did not improve academic achievement and persistence directly but had an indirect effect on students' success by enhancing their integration into college.

In 1981, Pascarella and Terenzini reported findings of a longitudinal, quasi-experimental study investigating freshmen year educational outcomes associated with organizational/structural differences in residence arrangement. Results showed that exposure to an LLC had a significant positive influence on cumulative academic achievement, voluntary freshman to sophomore persistence, and attitudes toward the freshman year academic program. The authors suggest the most important finding from the study was student/faculty relationship measures accounted for much of the significant influence of the different residential arrangements on educational outcomes. They too, suggest that LLCs may only indirectly impact student outcomes.

The Freshmen In Transition Program

The Freshmen In Transition (FIT) Program was started in 2000 by the College of Agricultural Sciences and Natural Resources (CASNR). In her 2001 thesis, Sexton traced the history and development of the FIT Program. The mission of the FIT program was "to provide CASNR freshmen with the opportunities to excel in the university, community, and life" (Freshmen In Transition [FIT], 2001, p. 1). Additionally, the program was created to challenge first time freshmen to "reach beyond their personal expectations and achieve a significant level of excellence in several areas" (FIT, 2001, p. 1). While the same basic mission has remained the same, the goals and objectives of FIT

have changed over the years. Prior assessments of FIT (D'Souza, 2003; Sexton, 2000) led program administrators to the conclusion that FIT goals and objectives needed to specific so that intentional programming and services could be provided to meet those objectives. The goals and objectives for FIT in 2004-2005 are provided in Appendix A.

The FIT Program consisted of 70 first-year students who are enrolled in majors within the College of Agricultural Sciences and Natural Resources at Oklahoma State University. All prospective freshmen who were admitted into CASNR were invited to apply for FIT. Appendix A contains a flyer, with the full program description, that was sent to the admitted students.

All students lived on two floors of a suite-style residence on campus. Both males and females lived on the same floors although each suite housed only same gender students. Additionally, 10 Student Academic Mentors (SAMs) also lived with the students. These SAMs were upperclass students (at least sophomores) who have been participants in FIT. The SAMs were trained, paid, and supervised through CASNR. Each participant in FIT was expected to fulfill a number of expectations. Program administrators established these expectations as a means of accomplishing stated goals and objectives. These expectations are presented in Appendix A. As a part of these expectations, each FIT student participated in one small group and served on one committee (committee descriptions are provided in Appendix A). In an effort to help the students take ownership their community, small groups and committees were charged with planning a number of the FIT activities throughout the year used to help the participants fulfill the expectations.

CHAPTER III

METHODOLOGY

The purpose of the present study was to examine the relationship of participation in a residential living and learning community (LLC) to goal orientation, self-efficacy, and self-regulation of learning. Specifically, the study addressed whether students who participated in the LLC exhibited higher levels of these psychological constructs as compared to students who did not participate in the LLC. Variables in the study included campus residential environment, goal orientation, self-efficacy and self-regulation of learning.

This chapter serves to describe the methods and procedures used in conducting the study. The population, participants and instrumentation will also be discussed.

Research Design

This study utilized a causal-comparative design to examine potential differences between two groups of students: (a) students who participated in the Freshmen In Transition (FIT) LLC and (b) students who lived on campus but did not participate in the LLC. Gay and Airasion (2003) state that causal-comparative research is utilized to explore relationships among variables that do not meet the stringent criteria for true experimental research. Specifically, most studies that fall under this classification fail meet the random assignment assumption where participants are randomly assigned to a treatment or control condition from a single pool. This study falls into the causal

comparative category for this reason. Students who participated in the FIT LLC were not randomly assigned to the community as they self-selected themselves to apply for potential participation. Data were collected using an Internet survey.

Research Question and Hypotheses

The specific question guiding this study was:

1. What is the relationship of participation in a first-year student residential living and learning community to goal orientation, self-efficacy and self-regulation of learning?

This study was designed to test the following hypotheses:

H1: Students who participate in the LLC will exhibit significantly higher levels of self-efficacy and use of self-regulated learning strategies than students who do not participate in the LLC but live on campus.

H2: The LLC group will exhibit a significantly higher level of the learning goal orientation than the non-LLC on-campus comparison group.

Institutional Review Board

In concordance with federal regulations, Oklahoma State University (OSU) policy requires that all research involving human subjects conducted by faculty, students, or staff be submitted to the OSU Institutional Review Board (IRB) for review before the research is initiated. This process occurs in order to protect the rights and welfare of human subjects involved in biomedical and behavioral research. In accordance with this policy, this study was submitted to the board for review. The study was approved and capability to collect data was granted (see Appendix B). The IRB application number assigned to this study was ED0598.

Population

The population for the present study consisted of all first-year students enrolled in the College of Agricultural Sciences and Natural Resources at Oklahoma State University, a medium sized land grant institution in the southwest, during the spring 2005 semester. The total size of the population was 364 students. The list of these students and their e-mail addresses was obtained using a report from the campus student information system. Participants in the FIT LLC constitute approximately 19% of this population.

Sample

Because of the small size of the population, all members of the population were surveyed. Comparison groups in the study were based on participation in the FIT LLC and place of residence on campus. Participation in the study was voluntary, and participants were offered the opportunity to enter their names in a drawing for one of three Apple iPod Shuffles as an incentive.

Participants

Three hundred and sixty-four students were asked to participate in the study through an email invitation. This email invitation generated 143 responses. Thus, the response rate for the study was approximately 40%. Approximately 20% (29) of the responses were deleted from the data set because they were designated as incomplete or duplicate responses. Of the remaining 114 responses, another 3 (.02%) were deleted because respondents indicated they were not first-year students. The final sample size consisted of 111 responses. Subjects were classified by their place of residence. There were 52 (47%) in the LLC group, 40 (36%) in the on-campus group, and 19 (17%) in the

off-campus group. While the focus of the present study was to examine students living on campus, respondents that identified themselves as living off campus were retained to compare the LLC group to the entire non-LLC group. Furthermore, five (.045%) students reported living in a fraternity or sorority house. Because of the structural similarity of fraternity and sorority houses to traditional residence halls, these responses were included with the on-campus group.

Overall, 80 (72%) of the respondents were female while only 31 (28%) were male. Of the participants, 93 (84%) identified themselves as Caucasian, 13 (12%) identified themselves as Native American, two (.018%) identified themselves as Asian, one (.009%) identified him/herself as African American, one (.009%) identified him/herself as Hispanic, and one (.009%) classified him/herself as other. Ages of the subjects ranged from 18 to 20 with a mean age of 18.84 years old.

Instrumentation

A four-part questionnaire was administered on the World Wide Web through an online form. This questionnaire (see Appendix C) was created to measure goal orientation, self-efficacy and self-regulation of learning. It contained three instruments in continuous succession concluding with a demographic form.

Goal orientation was measured by the *Goals Inventory* (GI) (Roedel, Schraw, & Plake, 1994). Permission was obtained to use the GI (see Appendix D). Hallenbeck (2002) provides a good rationale for selecting this scale in that it measures learning and performance goals independently so that each participant has a measurable score for both learning and performance goals.

Bandura (1997) asserts that self-efficacy is multifaceted and multidimensional domain. He states that self-efficacy cannot be measured by an omnibus test but rather in a specific domain. Thus, the *Career Decision Self-Efficacy Scale-Short Form* (CDSME-SF) (Betz, Klein & Taylor, 1996) was selected to measure self-efficacy because of the focus in FIT and college-wide on the career decision process. Permission was granted to use the CDSME-SF (see Appendix E).

Students' beliefs about their self-regulatory skills and strategies are essential for students to activate and sustain cognitions, behaviors and affects to attain goals (Gredler & Schwartz, 1997). Therefore, the *Self-Efficacy for Self-Regulated Learning* (SESRL) (Gredler & Garavalia, 2000) was selected to measure self-regulation. This scale was selected because its focus is on the construct of self-regulation or learning, and it also divides a broad construct into five applicable factors. Permission was obtained to use this instrument (see Appendix E).

A description of each scale is included below as well as discussion of available validity and reliability data.

The Career Decision Self-Efficacy Scale – Short Form

It is necessary to begin the discussion of the *The Career Decision Self-Efficacy Scale-Short Form* (CDMSE-SF) (Betz, Klein & Taylor, 1996) with a discussion of the original *Career Decision Self-Efficacy Scale* (CDMSE) (Taylor & Betz, 1983). The *CDMSE* is based on Bandura's social cognitive theory of self-efficacy (Nilsson, Schmidt & Meek, 2002). Taylor and Betz (1983) were the first to develop a standardized measure of self-efficacy designed to assess individuals' confidence in their ability to engage in career decision-making tasks (Luzzo, 1996). The original scale consists of 50 items that

represent behaviors important to career planning. There are 10 items to measure each of five career-planning competencies: accurate self-appraisal, gathering occupational information, goal selection, making plans for the future and problem solving. These competencies were originally identified by Crites (1978) for his career maturity model. Respondents use a 10-point scale to gauge their self-confidence in performing a task mentioned in that item. The total CDMSE score is calculated by summing the confidence ratings for all 50 items (Luzzo, 1996). The short form of the original instrument consists of 25 questions with the five best questions selected from each subscale. Furthermore, a five-point likert scale (as compared to 10) is used with this form.

There has been a considerable amount of research done analyzing the psychometric properties of this instrument (the long form). Validity and reliability on the whole appears to be quite acceptable. Nilsson et al. (2002) conducted a score reliability generalization of the *CDMSE* and *CDMSE-SF*. For the *CDMSE-SF*, the range of reliability coefficients was .92 to .97. The subscale reliability coefficients were slightly lower for the short form (as would be expected by the shorter length) than the original form. The subscale reliability coefficients for the short form are as follows: (a)self-appraisal - .72 to .82; (b)occupational information – .78 to .82; (c)goal selection - .83; (d)planning - .77 to .83; and (e)problem solving - .69 to .75. Additionally, the researchers conducted an ANOVA to test the difference of score reliabilities between the two forms. They found a nonstatistically significant result. This indicates that the two forms of the test exhibit no differences in score reliability. In the manual, the authors present evidence for the predictive and discriminant validity of the instrument (Betz & Luzzo, 1996). The decision to use the short form of the instrument was made in an effort

to keep the overall length of the survey down considering respondents will be completing two other instruments.

The Goals Inventory

The Goals Inventory (GI) (Roedel, Schraw & Plake, 1994) has been selected to measure the goal orientation of study participants. The scale consists of 18 items that measures respondents on two independent scales: learning and performance. The instrument stems from the work of Dweck and Leggett (1988). The scale measures two orientations. A person with a learning orientation will be concerned with personal improvement and mastery, whereas a performance-oriented person will be more concerned about outperforming others even if unrealistic. The items on the scale reflect attitudes and behaviors associated with the two orientations. Students use a five-point scale to rate how true each item is of them. This instrument contains two scales with differing levels of questions between them: learning (twelve items) and performance (five items).

In their psychometric evaluation of the scale Roedel, Schraw & Plake (1994), discovered that twelve items loaded on the learning factor (.80) and that five items loaded on the performance factor (.76). Hallenbeck (2002) reported internal consistencies of .86 for learning and .75 for performance in his 2002 study.

The Self-Efficacy for Self-Regulated Learning Scale

The final instrument to be used in the study is The *Self-Efficacy for Self-Regulated Learning Scale* (SESRL) (Gredler & Garavalia, 2000). The original version of this scale consisted of 24 items that assessed various categories of self-regulated learning from Zimmerman and Martinez-Pons (1986). The five factors that the scale measures,

originally identified by Gredler and Schwartz (1997) are as follows: 1) General Organization and Planning, 2) External Regulation, 3) Typical Study Strategies, 4) Environmental Restructuring, and 5) Processing/Recall Ability. The purpose of this scale is to measure college students' perceptions of their self-regulatory capabilities and their perceptions of their use of key self-regulatory strategies. Gredler and Garavalia (2000) edited and expanded the scale. The same five factors were identified with the following respective Cronbach alphas: .87, .68, .74, .74 and .73.

Procedure

Permission was been obtained from appropriate administrators in CASNR to administer the scales to all first-year students in the college (see Appendix G). Permission from IRB was also obtained before the data collection (see Appendix B).

The instruments and demographic questionnaire were administered via the World Wide Web through an online form. ClassApps online survey software was utilized in presenting the instruments and questionnaire in an online format. Members of the population were invited to participate in the study through an email invitation (see Appendix H). Each invitation contained a unique link for each respondent. This unique link provided a mechanism with which to track respondents and non-respondents. The online system provided the capability to send reminder emails to those who had not responded. Two reminder emails were sent (see Appendix I). Participation in the study was voluntary.

The consent form was contained within the invitation email and participants consented by clicking the link to the survey. Data were collected during the last three weeks of the spring 2005 semester. Completion time for the questionnaire averaged

approximately 15 minutes. When participants completed the instruments and demographic questionnaire, they then had the opportunity to enter themselves in the drawing for one of three iPod Shuffles.

Analysis of Data

Quantitative statistics were calculated using SPSS for Windows (2004). Descriptive statistics were used to interpret the data. A series of independent t-tests were conducted to test for mean differences among the variables.

This chapter described the procedures to conduct the study, and the following chapter will discuss the results in greater detail.

CHAPTER IV

FINDINGS

Introduction

The purpose of the present study was to examine the relationship of participation in a residential living and learning community (LLC) to goal orientation, self-efficacy, and self-regulation of learning. Interest in this study was based on a desire to assess a specific LLC on the Oklahoma State University in a different manner than it had been assessed before (D'Souza, 2003; Sexton, 2001). Observation indicates that students who participate in LLCs benefit from that experience, but determining exactly how they benefit is difficult to determine. This study measured variables that the LLC was hypothesized to impact. The results presented in this chapter are the analyses related to the research question and hypotheses.

Data were collected for three variables: goal orientation, self-efficacy, and self-regulation of learning. These variables were operationalized by scores on the *Goals Inventory* (GI) (Roedel, Schraw, & Plake, 1994), the *Career Decision Self-Efficacy Scale-Short Form* (CDSME-SF) (Betz, Klein, & Taylor, 1996), and the *Self-Efficacy for Self-Regulated Learning Scale* (SESRL) (Gredler & Garavalia, 2000) respectively. Independent t-tests were run to determine whether significant differences existed between students who participated in the LLC and students who did not.

Correlations Between Variables

Literature indicates that self-efficacy, goal orientation, and self-regulation of learning are interrelated (Bandura, 1986; Zimmerman, 1990). Data from the present study exhibit significant correlations on several dimensions. Means, standard deviations and correlations of the variables and related sub-scales are presented in Table 5 in Appendix J.

Preliminary Analysis

Self-reported unweighted high school grade point averages and ACT college entrance exam scores were used to test for pre-college group difference between LLC and non-LLC participants. Independent t-tests indicated there were no significant ($p > .05$) differences between the two groups. Refer to Table 6 in Appendix K. It was noted that the average unweighted high school grade point average and composite ACT score for incoming freshmen at Oklahoma State University was 3.51 and 24.3 respectively (Oklahoma State University Student Profile-Fall, 2004).

Independent t-tests were also conducted to test for gender differences on any of the measured variables. No significant ($p > .05$) differences were found between males and females who participated in the LLC (see Table 7 in Appendix K), between males and females who did not participate in the LLC (see Table 8 in Appendix K), between females who participated in the LLC and females who did not participate in the LLC (see Table 9 in Appendix K), and males who participated in the LLC and males who did not participate in the LLC (see Table 10 in Appendix K).

Findings Related to the Research Question

"What is the relationship of participation in a first-year student residential living and learning community to goal orientation, self-efficacy and self-regulation of learning?"

This research question guiding this study was to determine if a residential LLC had an impact on the psychological constructs of goal orientation, self-efficacy, and self-regulation of learning. Descriptive statistics were calculated and independent t-tests were conducted to test for mean differences. Specific findings related to the hypotheses are discussed below.

H1: Students who participate in the LLC will exhibit significantly higher levels of self-efficacy and use of self-regulated learning strategies than students who do not participate in the LLC but live on campus. This hypothesis tested whether LLC participants' scores on the CDSME-SF and SESRL were significantly greater than non-LLC participant scores.

In terms of the CDSME-SF, the independent t-tests showed no significant ($p > .05$) differences between the two groups on the total CDSME-SF score or any of its sub-scales (see Table 2).

Table 2

Comparison of Career-Decision Self-Efficacy-Short Form Scores of LLC and non-LLC students

Group	n	M	SD	t	p
Career Decision Self-Efficacy					
LLC	52	102.15	14.35	.861	.392
Non-LLC	40	99.50	15.06		
Sub-Scales					
Self-Appraisal					
LLC	52	20.98	3.05	1.106	.272
Non-LLC	40	20.25	3.26		
Occupational Information					
LLC	52	20.06	3.44	1.059	.292
Non-LLC	40	19.33	3.08		
Goal Selection					
LLC	52	20.77	3.05	.305	.761
Non-LLC	40	20.55	3.83		
Planning					
LLC	52	20.35	3.35	.244	.808
Non-LLC	40	20.18	3.30		
Problem Solving					
LLC	52	20.00	3.23	.992	.325
Non-LLC	40	19.20	4.24		

In regards to the SESRL, independent t-tests showed no significant ($p > .05$) differences between LLC students and non-LLC students on any of the five factors (see Table 3). A total score is not calculated for this scale.

Table 3

Comparison of the Self-Efficacy for Self-Regulated Learning Scores of LLC and non-LLC students

Group	n	M	SD	t	p
General Organization and Planning					
LLC	52	43.33	5.04	1.523	.131
Non-LLC	40	41.55	6.16		
External Regulation					
LLC	52	13.83	2.87	-1.204	.232
Non-LLC	40	14.58	3.05		
Typical Study Strategies					
LLC	52	13.42	2.07	.410	.683
Non-LLC	40	13.25	1.92		
Environmental Restructuring					
LLC	52	14.07	3.00	1.557	.123
Non-LLC	40	13.08	3.26		
Recall Ability					
LLC	52	11.60	1.88	-.201	.841
Non-LLC	40	11.68	1.85		

H2: The LLC group will exhibit a significantly higher level of the learning goal orientation than the non-LLC on-campus comparison group. This hypothesis tested whether LLC participants had a greater learning goal orientation than non-LLC participants. The t-tests conducted for this hypothesis indicated no significant ($p > .05$) significant differences between the two groups (see Table 4).

Table 4

Comparison of the Goals Inventory Scores of LLC and non-LLC students

Group	n	M	SD	t	p
Learning Orientation					
LLC	52	38.75	4.80	.535	.594
Non-LLC	40	38.20	5.00		
Performance Orientation					
LLC	52	18.05	3.18	-.103	.918
Non-LLC	40	18.13	2.99		

Subsequent Analysis

The focus of this study was to compare the goal orientation, self-efficacy, and self-regulation of learning for two groups of first-year students, those who participated in a specific residential LLC and those who lived on campus but did not participate in the LLC. However, because approximately 17% (19 responses) of respondents who completed the survey classified themselves as living off-campus, it was decided to compare all respondents who participated in the LLC to all respondents who did not participate in the LLC even if they did not live on campus. Means, standard deviations, and t-values for the LLC versus non-LLC groups are presented in Tables 11 and 12 in Appendix L for pre-college characteristics and all variables in the study. No significant ($p > .05$) differences were found.

Summary

Independent t-tests were conducted to explore any relationship of participating in a residential LLC to goal orientation, self-efficacy, or self-regulation of learning. Analysis of the data produced no significant ($p > .05$) differences on any of the variables between the LLC and non-LLC groups. These findings are discussed in further detail in the following chapter.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the relationship of participation in a specific residential living and learning community (LLC) to goal orientation, self-efficacy, and self-regulation of learning. Because the LLC has many intentional components, it is assumed that the community can have some impact on the participants. Determining specific components of this impact is a challenge. The particular LLC being studied, the Freshmen In Transition (FIT) Program on the Oklahoma State University, has been in existence for five years and has been assessed twice (D'Souza, 2003; Sexton, 2001). Both these studies measured hypothesized impacts of the program. The results of both studies produced non-significant results regarding the effectiveness of the program. In response to these assessments, program administrators have reviewed and updated the program goals and objectives and made a concerted effort to provide intentional and specific programs and services to meet those goals and objectives. Considering this, the variables the researcher opted to measure in this study were specifically related to program goals and objectives (see Appendix A).

The following question guided this study:

1. What is the relationship of participation in a first-year student residential living and learning community to goal orientation, self-efficacy and self-regulation of learning?

The following hypotheses were tested in the present study:

H1: Students who participate in the LLC will exhibit significantly higher levels of self-efficacy and use of self-regulated learning strategies than students who do not participate in the LLC but live on campus.

H2: The LLC group will exhibit a significantly higher level of the learning goal orientation than the non-LLC on campus comparison group.

In order to examine the relationship of participation in a residential LLC to goal orientation, self-efficacy, and self-regulation of learning; 52 LLC students and 40 non-LLC students completed three scales to measure these constructs. The *Goals Inventory* (GI) (Roedel, Schraw, & Plake, 1994) was used to measure goal orientation. Based on Dweck's (1986) work, this scale measures two types of motivation: learning and performance. This scale is useful in helping to understand how college students are motivated. The *Career Decision Self-Efficacy Scale-Short Form* (CDSME-SF) (Betz, Klein & Taylor, 1996) was used to gauge the self-efficacy of the participants. This specific scale was selected because of the multidimensional features of self-efficacy (Bandura, 1997) and because it was specifically related to an overriding concept of the FIT program, career development. Self-regulation was measured by the Self-Efficacy for Self-Regulation of Learning Scale (SESRL) (Gredler & Garavalia, 2000). This scale was selected because general self-regulation is a concept promoted within the FIT program. Self-regulation of learning is particularly relevant during the freshman year of college as students are making the transition from high school to college and learning new study skills, how to adapt to a different environment, etc.

Scores on these measures were collected and analyzed using a series of independent t-tests. The results of these tests showed no statistically significant ($p > .05$) differences on any of the variables based on participation in the LLC.

Discussion

Literature suggests that residential living and learning communities (LLCs) could be the most significant effect of on-campus living environments (Hernandez et al., 1999). More broadly, Pascarella and Terenzini (1991) conclude that living in college residence halls versus commuting to college is perhaps the "single most consistent within-college determinant of impact" (p. 611). Upcraft (1989) and Chickering (1974) have also reported a positive impact of living on-campus that is especially prevalent during the freshman year. Considering this, it would seem that LLCs such as Freshmen In Transition have the potential for a significant positive effect during the first year of college.

Determining the specificity of this impact, however, is an issue. For example, Pascarella and Terenzini (1991) report there is mixed evidence regarding the direct effect of LLCs on general forms of intellectual and personal development. Results of the present study and prior assessments of FIT (D'Souza, 2003; Sexton, 2001) support this conclusion. Furthermore, these results indicate that LLCs such as FIT perhaps have an indirect effect on general forms of intellectual and personal development. For example, Pascarella (1985) reports that the residence setting effect on self-concept changes is indirect and reflects the nature of major causal mechanisms at work. He concluded that the residential setting's major impact was the shaping of the student's social/interpersonal environment. Pike (1999) also reported that a residential living center (RLC) had a direct

effect on the day-to-day behavioral aspects of students' college experiences. He also reported that the RLC also had an indirect effect on the integration of information and gains in student learning and intellectual development. Pike, Schroeder, and Berry (1997) have also reported indirect effects of RLCs. In their study of the relationship between RLCs and students' experiences and persistence during the first year of college, results indicated that RLCs did not have a direct effect on persistence rates. However, they also reported that the RLCs had an indirect effect on persistence because of significantly higher faculty-student interaction.

Pascarella, Terenzini, and Blimling (1994) report that studies of freshman samples tend to produce net effects of living on campus that are smaller in magnitude of sophomore or mixed-class samples. They suggest, cautiously, that perhaps the net effects of living on campus could be cumulative and may increase in magnitude during the student's college career. Furthermore, the constructs measured in this study may be more apt to change over time. The possible effects (direct or indirect) of the LLC could be emergent beyond the freshman year. Thus, longitudinal research comparing past participants of LLCs to other students could be useful and might provide insight to the long-term effects or benefits of such an experience after it has occurred. Longitudinal studies over the course of the freshman year could also be useful as well.

Another issue concerning assessment of the unique impact of college residence halls proposed by Pascarella, Terenzini and Blimling (1994) is that in the majority of situations, random assignment of students is impossible. They report that when students self-select themselves into various environments, it separates the influence of student aptitudes and traits that lead to selecting a particular residence from the actual

environmental impact of the different residential options. They suggest that mistakes can be made in concluding that different residential environments are causing student outcomes if student aptitude and traits are not taken into consideration. Often, they say substantially different kinds of students select or are recruited to different residential arrangements. This issue of self-selection is present in the current study as students self-select themselves to participate in the LLC that is being assessed.

In learning about the different reasons student self-select themselves into LLCs, qualitative assessments or qualitative components of assessments might be helpful in learning about students select them. Schroeder, Minor, and Tarkow (1999) recommend that both qualitative and quantitative assessment techniques should be utilized when analyzing learning communities. It seems that qualitative assessment often offers unique insights not uncovered through quantitative data. D'Souza (2003) in his mixed-method study also reported different findings on various dimensions between quantitative and qualitative assessments.

While the variables that were measured provide useful insight about traits of students in the community now, it might have been useful to assess these particular traits at the beginning of the school year. Assessment of the students at the beginning of the year may have illustrated differences between the students who participated in the LLC and those who did not at that time. Even though there were no detectable differences between the groups of students at this point in time, prior evaluation would have allowed us to assess the amount of change students experienced over the year. Because of potential differences in students who self-select into the LLC, students who participated in it might have started out lower and experienced more change than the non-LLC group

or vice versa. Schroeder et al., (1999) also suggest longitudinal study of freshmen interest group participants when making recommendations about launching such a program.

When considering survey research in higher education, Fuqua, Hartman, and Brown (1982) suggest that a major disadvantage of it is nonresponse bias. Nonresponse is a problem because individuals who did not respond to the survey may be different from those who did respond in some systematic or meaningful way (Gay & Airasian, 2003). Because those who choose not to respond may be different in some way from those who chose to respond, the validity of the study and ability to generalize the results of it are affected.

Therefore, an additional factor that may have impacted these results is that of nonresponse. As previously discussed, the response rate for this study was approximately 40% (143 responses). However, 32 responses were removed from the group because of duplication, incomplete responses, or respondents indicating they were not first-year students. Therefore, the response rate of the final study group was 31% (111 respondents). This response rate is considerably less than the suggested return rate of 80 to 90% to ensure that population estimates created by a sample are unbiased (Kerlinger, 1986). Hartman, Fuqua, and Jenkins (1986) suggest in a conservative nature that nonresponse bias should be addressed in any study where less than 100% response is obtained.

It is also important to note that while the overall response rate was 31%, the response rates between the LLC group and the complete non-LLC group were significantly different. In the LLC group, 52 of 68 participants responded giving a

response rate of 76.5% whereas in the non-LLC group, 59 of 296 individuals responded giving a response rate of almost 20%. Considering this, it seems reasonable to assume that scores collected from the LLC group should be fairly representative of that population. At the same time, it seems also reasonable to assume that scores collected from the non-LLC group may not be representative of that population.

Nonresponse has also been an issue with other assessments of this particular community. Sexton (2001) reported respective response rates of 15.2% and 26.7% for traditional residence and non-selected FIT students. In his 2003 study, D'Souza reported a response rate of 40% for a pilot test and a response rate of 38% for the final survey. Assessments of other residential LLCs and related groups have also reported low response rates. In 1999, Pike reported a 26% response rate in a study of students' learning and intellectual development while living in formal learning communities in residence halls. Additionally, a response rate of 38% was reported by Pike, Schroeder, and Berry (1997) in a study examining the relationship between residential learning communities and students' experiences and persistence during the first year of college.

Conclusions

Although no statistically significant differences were found on the measured variables between the LLC and non-LLC groups in this study, there are logical and meaningful conclusions that can be made from these results.

First, this study was the third assessment of this particular LLC. As with the prior two assessments, the results were non-significant in determining the effectiveness of the community as related to the measured variables. This pattern of non-significant results indicates the manner in which these assessments have been performed is perhaps not an

effective way to measure the impact of this community. Therefore, other research tools and options might provide different information. It seems reasonable to conclude that communities such as Freshmen In Transition (FIT) can be and are effective. Studies mentioned above report positive, indirect impacts of LLCs. These studies also report the possible existence of other effects (direct or indirect) in LLCs. The challenge to researchers, then, is to identify what to measure and how to measure it. Longitudinal research, retrospective pre-tests, or qualitative methods could be useful in identifying direct and/or indirect effects of LLCs that have not previously been identified measured or significant.

Another key to understanding the impact of LLCs will be to learn more about the type of students that self-select themselves into these types of environments. Research indicates that systematic differences between those who choose to participate in an LLC and those who do not may have a great influence on the assessment of LLC effectiveness. Pre-testing and use of qualitative assessment measures could offer insight on differences between those who choose to participate in LLCs and those who do not.

It seems that non-response is an issue with studies of this nature (D'Souza, 2003; Pike, 1999; Pike, et al., 1997; Sexton, 2001). Without an acceptable response rate, it is difficult to accurately assess and make decisions about the significant influence (or lack thereof) of such LLCs as FIT. For example in the present study, a larger and more representative sample might have provided different results. Utilizing different methods and techniques of data collection could provide more complete datasets that would be helpful in assessing and making decisions about LLCs.

Finally, Pike (1999) suggests that colleges and universities should modify expectations that a single educational intervention will have a dramatic effect on students' learning outcomes (p. 282). He suggests that student learning and development is complex and that a number of factors influence it. Considering this, it could be worthwhile to investigate and assess the impact of specific components of LLCs versus trying to assess an entire LLC as a single entity. Better understanding of these components could provide useful insights to the unique nature of these communities and their impact on students.

Recommendations

The findings and conclusions of the present study have led to following recommendations for practice and research:

Recommendations for Practice

1. FIT administrators should review the program mission, goals, and expectations to ensure they are specific and allow for intentional interventions.
2. Interventions and programs through the FIT should be focused on program goals, based on theory and intentional.
3. Every effort should be made to recruit and attract a diverse pool of individuals to participate in FIT. A large pool of applicants will allow administrators to randomly select participants in FIT and perform assessment on all those who applied.
4. FIT administrators should collaborate with faculty members to implement a series of core classes for FIT students to take together so that faculty

members can tie course content to activities in FIT and FIT administrators can tie activities in FIT to course content.

5. In an effort to promote gains in the area of self-regulation of learning, more educational activities relating to the five factors of self-regulation as identified by Gredler and Garavalia (2000) (general organization and planning strategies, external regulation, typical study strategies, environmental restructuring, and recall ability) should be provided for FIT participants.
6. FIT administrators should take the "Plan of Action" concept and develop it into a more comprehensive goal setting and life planning approach by integrating self-efficacy and self-regulation concepts.

Recommendations for Further Research

1. Different research methods, strategies and tools beyond what was used in the present study should be utilized when assessing LLCs as they could offer different insights to various dimensions of LLCs and measured variables.
2. Program effects should be assessed through model development and analyzing direct and indirect influences of specified outcomes.
3. Greater effort and care should be taken to increase response rates of such studies to acceptable levels.
4. Researchers should investigate characteristics of those who self-select to participate in LLCs and those who choose not to participate and look for

systematic or meaningful differences between the two groups of students beyond high school grade point averages and test scores.

5. Longitudinal research of FIT cohorts should be conducted over the course of the freshman year and throughout their college careers as the desired impacts and outcomes may not be evident during or directly after participation in the LLC. The effects (whether direct or indirect) of participation in an LLC may be emergent or increase in magnitude over time.
6. Specific components of LLCs should be assessed for impact (as compared to assessing the entire LLC as a single entity). Understanding of specific parts of an LLC and their possible impact on intermediate effects could lead to better understanding of the community as a whole and its cumulative effect.

Limitations

This study has several limitations that should be taken into consideration when interpreting the findings.

1. The results of this study are based on students from a single academic college at a single institution. The generalizability of these results to students or similar communities at other institutions is unknown.
2. The mixture of students living in the LLC residence was 70 freshmen and 10 sophomores. The ratio of freshmen to upperclass students in the non-LLC group was probably smaller. Different mixtures of students could provide different results.

3. The overall response rate for the freshman survey was extremely low (40%). The response rate for the non-LLC group was even lower (20%). These response rates should be considered when interpreting the results of the independent samples t-tests on the various dimensions as the percentage of people who responded may not be representative of the population.
4. The findings from the present study are representative of a snapshot in time. If the measures had been taken at a different time during the year, the results may have been different.
5. The students who participated in the LLC self-selected themselves into it. The selection bias may have skewed the results.
6. As suggested by Hallenbeck (2002), this study investigated one aspect of the students' environment. A complex examination of the entire system would be beneficial (p. 91).

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APPENDIXES

APPENDIX A

FRESHMEN IN TRANSITION PROGRAM SUPPLEMENTAL MATERIALS

Freshmen In Transition
2004-2005
Goals and Objectives

1. Promote Community Development Through Purposeful and Intentional Activities, Programming and Services

    a. Encourage Student Interaction and Integration in the Community, College and University

2. Work to Increase Students' Self-Efficacy Through Purposeful and Intentional Activities, Programming and Services

    a. Focus on Career Decision-Making Self-Efficacy through Career Development Activities

3. Promote Self-Awareness and Self-Reflection

4. Encourage and Offer Structure Opportunities for Goal Setting and Planning During the Freshman Year, College and Career

5. Help Develop Students' Self-Regulation Abilities

    a. Aid in Development of Self-Regulation of Learning Knowledge and Strategies through Educational Activities, Provided Tutoring, Workshops and Seminars

OKLAHOMA STATE UNIVERSITY™

College of Agricultural Sciences and Natural Resources

Freshmen In Transition

Get FIT at OSU

As a freshmen in CASNR, you have the unique opportunity to participate in Freshmen In Transition (FIT), a Residential Living-Learning Community. FIT focuses on helping you make the most of your freshman year experience by asking you to make a **commitment** to become actively engaged in all aspects (academic and co-curricular) of college life during your entire freshman year through living in a specific residence hall and participating in structured activities.

LIVE • LEARN • LEAD • SUCCEED

LIVE

FIT students live together with approximately seventy other students enrolled in similar majors. Upper class mentors live with you and help you participate and organize activities within and outside of the residence. Tutoring is provided for core subjects such as math, biology and chemistry.

LEARN

College success has the greatest chance of happening when you become active and involved on campus and take responsibility for your own learning. You will learn both in and out of the classroom. Because FIT is composed of all CASNR students, you will find other participants enrolled in your same courses. Study groups and student partners often form naturally because of the living arrangement. FIT mentors help you learn about on-campus resources, while CASNR arranges other educational outlets for CASNR freshmen.

LEAD

Through FIT, you will learn about leadership through an academic leadership course, participation in leadership/professional development workshops and contribution to the campus and community through service activities. As a FIT student, you will take the leadership for initiating, organizing and participating in educational programming, faculty interactions, social events and service activities.

SUCCEED

At the end of your first year, you will be more knowledgeable about your strengths, will have gained experience in team work, reflected on career and life plans, learned about behaviors of effective leaders, joined student groups appropriate for your goals, taken the first course toward a leadership education minor, developed a network of resources and established behaviors that will bring you future success as an OSU college student and alumni.

FIT Membership

The cost for participation in FIT is $105. This covers expenses for various social and educational programs, the banquet and other services. The other cost associated with FIT is Alpha, the beginning of the year program hosted by OSU for all incoming freshmen. Alpha registration is typically $60—$70.

FIT Housing

FIT students are housed on the 3rd and 4th floors of the Zink/Allen complex. The OSU Residential Life website offers additional information about single student housing, dining options and costs of the various living options:

http://www.reslife.okstate.edu/hsingle.htm

Application

Only those students admitted into OSU with plans for a CASNR major (including Biosystems & Ag Engineering students) may apply.

The application is online and can be accessed at www.casnr.com; click on "FIT" or "Freshmen Year Experience."

*Application **must be** completed by student; parents should refrain from completing the application on behalf of the student.*

Application Deadline: April 26, 2004

The FIT Experience: Highlights

Are you interested? Before you apply, read about the highlights and structure of FIT. FIT is only successful if participants are interested, willing and committed.

Mentoring: A key component of FIT is the relationship developed between FIT students and Student Academic Mentors (SAMs). SAMs are upper-class students who live in the FIT residence hall and serve as a built-in support system for the freshmen. During the beginning of the fall semester, they assist FIT students with basic concerns and questions of any incoming student and serve as small group leaders in the FIT section of the Freshman Orientation course. After the initial adjustment of college, SAMs serve to mediate problems, coordinate programming, provide leadership for FIT, and encourage participation in campus/college/FIT activities. FIT SAMs are always available to listen, support and offer guidance to students participating in FIT.

Small Group Support: Every FIT student is assigned to a small group of 7-9 other FIT students. SAMs lead these small groups, which meet weekly as a part of the fall semester Freshman Orientation course and bi-weekly in the spring semester. These small groups are yet another example of a built-in support system. Each group works as a team to perform service activities, schedule dinners with faculty and organize educational programming. The most significant part of the small group is the friendships that are developed.

Tutoring/Academic Assistance: The College of Ag Sciences and Natural Resources hires at least three tutors for students in FIT. Math, chemistry and biology are usually the three subjects for which tutors are hired. Because FIT students live together with approximately seventy other students enrolled in similar majors, study groups often form within the residence. There are also other resources and workshops for all OSU students including the Math Learning Resource Center and the Writing Center.

Educational Programs: At least two educational programs are coordinated by FIT each month. FIT students and SAMs are responsible for planning, organizing and attending FIT educational events. Programming covers a wide range of topics such as resume development, stress management and wellness. FIT small groups often attend other campus-wide workshops and programs.

Leadership/Professional Development: CASNR sponsors several leadership retreats and professional development workshops for FIT students throughout the year. FIT students also are required to enroll in a spring semester "Introduction to Leadership" course that focuses on styles and behaviors of successful leaders. This course is the first course in the "Leadership Education" minor offered through the Ag Education department in CASNR. Finally, every FIT student is also asked to participate and gain leadership skills and professional development through participation in a college or university club, organization, or association of their choice.

"FIT students will be encouraged, supported and pushed to get actively involved with classes, faculty, and activities that will enhance their personal and professional growth. Our goal for all CASNR freshmen is to provide both challenge and support. We hope students are excited about FIT, but want them to realize it is a personal commitment. Every CASNR freshman has access to the resources that will allow them to be active and involved. The difference for FIT students is that they make an actual commitment by signing a contract and agreeing to participate. FIT students can't be couch potatoes. Students in FIT have to be willing to make that commitment ."

-Louann Waldner, Director, Student Services, CASNR

Service: The students in FIT participate in campus and community service projects such as Adopt-A-Highway, The Big Event, Reading Buddies and the Humane Society. In addition, many individuals or small groups volunteer for philanthropies of their choice. Each FIT student will be asked to contribute at least 20 hours per semester in service to the campus, college or community.

Networking: Participants in FIT are given the chance to meet faculty on a one-on-one basis. Faculty dinners, barbeques, and discussions facilitate open lines of communication between students and faculty members. FIT students, with guidance from SAMs, set up the faculty dinners and other networking opportunities. FIT students also are encouraged to network with prospective employers and seek out internship/career opportunities through the numerous Career Fairs hosted on campus.

Social Activities: Fun-filled events offer students a break from the daily routine of classes, studying and exams. Group social activities may include attending allied arts events, playing intramural sports, or participating in Homecoming and Ag Week.

Alpha/FIT Retreat: Students in FIT attend OSU's Alpha Program which includes the opportunity for early move-in to the residence hall. Students become acquainted with mentors, faculty, FIT program coordinators and fellow students. The FIT Retreat will be integrated into Alpha so that students will have a good understanding of FIT as well as the campus, the college and available resources. The cost of Alpha is typically $60- $70 and it begins the Thursday before the first day of fall classes.

Being a FIT RockSTAR
Things you "GET" to do!
2004-2005

Attend Alpha/FIT Retreat

- All FIT Students get to attend Alpha/FIT Retreat prior to the beginning of the fall semester.

Make Academic Success a Priority

- FIT Students should attend the tutoring opportunities in the FIT residence and on the OSU campus. Students are expected to know the faculty members' office hours and use them when necessary. FIT will host other academic workshops as requested or scheduled by FIT students, small groups, committees and/or SAMs.
- CASNR Academic Programs office has established a **minimum 3.0 group GPA goal** for the FIT participants. Every member of FIT will strive to help in meeting that goal (students and SAMs).

Enroll in Common Courses

- **FIT students get to enroll in the FIT section of AG 1011 course** (College Orientation) in the Fall 2004 semester. Every freshman in CASNR (whether FIT or non-FIT) enrolls in Orientation. Your academic advisor will assist you in enrolling in the appropriate section during the OSU Freshmen Enrollment program.
- **FIT students get to enroll in the one-hour AGED 1511,** Introduction to Leadership, in the Spring 2005 semester. There are usually four sections of this course offered at different time periods. FIT students will be given enrollment details in the fall semester.

Small Group Activities

- Each FIT student is assigned a SAM (Student Academic Mentor) who will serve as the group leader and will facilitate weekly small group meetings and activities as well as assist students with individual questions and concerns.
- **FIT Students get to attend small group meetings** as a part of the Ag 1011 course as well as throughout the year after the course is over.

Develop Professional and Leadership Skills

- FIT students will participate in activities to help them with their career and major choices. **Each FIT student gets to complete an academic/career "Plan of Action."**
- **Each FIT student gets to complete a professional resume and have it critiqued.**
- **All FIT Students get to attend three professional development and/or leadership workshops/retreats (weekend activities) scheduled throughout the year.** FIT invites nationally recognized speakers to conduct the workshops/retreats.
- **Each FIT students gets to register with CASNR Career Services and attend at least one Career Fair/Career Information Session per semester.**

Involvement and Service

- **Each student gets to serve on and be an active member of one FIT committee.**
- FIT students are asked and are encouraged to join and participate in a college or university club, organization or association of their choice. Because OSU offers over 300 clubs and organizations, every student can find his or her niche.
- **Each FIT student gets to accomplish at least 15-20 hours of community service each semester.** Students will have the responsibility and opportunity to work as a group on campus-wide projects, create a special project as a FIT group or volunteer individually for the philanthropy of their choice. Projects may include Adopt-A-Highway, volunteer service for the local youth shelter, Habitat for Humanity, just to mention a few.

Educational Programs

- Two educational programs will be conducted for the entire FIT group each month. **All FIT students get to attend one educational program each month.** Each small group will have the responsibility of setting up an educational program at least one time during the year. Faculty members, administrators, club representatives, student government representatives, student service professionals, employers and industry professionals are possible speakers.
- **Each FIT student gets attend at least one "expand your horizons" (i.e. allied art/cultural/international) event per semester.** Activities that count for this item on the "to-do" list will be determined by the "expand our horizons" committee.

Networking

- Every month each small groups will invite faculty to join them for lunch/dinner. These "faculty dinners" will allow FIT students to interact with faculty on a one-on-one basis. **Each FIT student "gets to attend" at least one faculty dinner per month.**
- FIT coordinators/SAMs will keep students apprised of opportunities and encourage student attendance at departmental-hosted speakers and events. These are great networking learning and networking opportunities.

Community Building

- Various FIT committees will plan/organize various community-building/social/wellness, etc. activities for the entire FIT group throughout the year. **All FIT students "get to attend" at least one of these events per month.**
- All FIT members and small groups are encouraged to participate in an intramural sport as a social event or as competitive teams.
- Wellness activities will be encouraged and will be promoted within Zink Hall by the Sports and Community Building Committees.
- The FIT community will participate in Homecoming and Ag Week activities in the fall and spring semesters, respectively.

FIT Committee Descriptions

Sports Committee
Like sports? Like Intramurals? Want to get others involved in these activities? If so, then the Sports Committee is for you! This committee is responsible for coordinating "all things sport" for FIT. Responsibilities of this committee include (but are not limited to) the following: 1.) Organizing/Coordinating FIT teams for the various intramural sports; 2.) Informing FIT students about intramural opportunities (both individual and team); 3.) Coordinating FIT Teams for the Dean's Volleyball Tournament and Ag Week; 4.) Organizing groups of "fans/cheerleaders" to support/watch FIT teams participate in intramurals, and 5.) Organizing other athletic-related activities.

Sunshine Committee
Do you love to send and receive birthday cards and special notes? Are you cheerful and happy (most of the time)? Would you like to see the walls of Zink brightened with decorations? Perhaps you will like to serve on this committee where you will have the responsibility of cheering people up, celebrating birthdays and creating harmony in the world of Zink Hall. Responsibilities of this committee include (but are not limited to) the following: 1.) Sending a birthday card to each member of FIT on his/her birthday; 2.) Organizing a monthly birthday partly for all birthdays in that month (held at one of bi-weekly large group FIT meetings); 3.) Coordinate hall decorating efforts (i.e. Halloween, Christmas, etc.); and 4.) Completing other efforts to bring "sunshine and happiness" to FIT/Zink Hall.

Environmental Committee
Do you think recycling is important? Are you concerned about the environment? Are you interested in coordinating activities to keep FIT students informed about the environment and how to care for it? That's what the Environmental Committee is all about. Responsibilities of this committee include (but are not limited to) the following: 1.) Coordinating FIT's Adopt-A-Highway efforts (i.e. obtaining supplies, posting flyers, etc.); 2.) Coordinating FIT's recycling efforts; 3.) Organizing other environmental activities/events; and 4.) Organizing environmental learning activities for FIT students.

Dance/Parent's Weekend Committee
This year FIT will hold two dances/social events (fall and spring) and host a parent's weekend in the fall. This committee will be responsible for planning and coordinating those events. So, if enjoy planning activities of this sort, then this is the committee for you! Specific responsibilities of this committee include (but are not limited to) the following: 1.) Planning/coordinating activities for a "parent's weekend" during the fall semester; 2.) Organizing the fall and spring dances/social events; and 3.) Doing appropriate public relations for these events.

Homecoming Committee

Homecoming is one of the biggest traditions at Oklahoma State University. There are numerous opportunities for all OSU students to participate in Homecoming activities. This committee will be responsible for **coordinating** FIT participating/involvement in Homecoming activities. Responsibilities of this committee include (but are not limited to) the following: 1.) Work with Zink personnel and Hall government to coordinate FIT involvement in Homecoming, 2.) Organize groups of students to participate in various Homecoming activities, and 3.) Perform other FIT Homecoming "chairs" functions.

Philanthropy Committee

Do you like community service? Are you interested in getting other involved in community service? If you answered yes to these questions, then the Philanthropy Committee is for you. This is one of the most important committees within the FIT community. Specific responsibilities of this committee include (but are not limited to) the following: 1.) Coordinating/organizing one FIT large group philanthropy/community service event (to be completed in the spring) that FIT can be "tied to" year after year; 2.) Coordinating groups of FIT students to participate in campus-wide community service efforts (i.e. Into the Streets, Big Event, Toys to the Game, etc.); and 3.) Informing FIT students of various individual service opportunities.

"Expand Our Horizons" Committee

Do you enjoy attending cultural activities? Are you a fan of the music and arts? For those of you that enjoy these types of things and would like to get others interested, then sign up for this committee. Responsibilities of this committee include (but are not limited to) the following: 1.) Coordinating groups of FIT students to attend various "expand our horizons" (i.e. cultural events, Allied Art activities, etc.) activities; 2..) Determine "FIT Approved" list of "expand our horizons" activities (i.e. Seek out and determine activities that count for the FIT requirement), and 3.) Plan and organize other "expand our horizons" activities for FIT students to attend.

Community Building Committee

Do you like organizing groups of people to play board games? Does the idea of "Karaoke Night" sound fun to you? Are you a fan of yoga? Well, then the Community-Building Committee is looking for you! Responsibilities of this committee include (but are not limited to) the following: 1.) Organizing/coordinating "inside Zink" community-building activities for FIT students (i.e. game night, karaoke night, etc.), 2.) Organizing alternative social activities for FIT students, 3.) Coordinating wellness-related activities for FIT students (i.e. bringing in someone to do a yoga class, coordinating stress management seminar, etc.); and 4.) Coordinating other activities to "build community" within FIT.

Spirit Committee

Are you a die-hard OSU fan? Do you think everyone else should be a die-hard OSU fan, too? Do you enjoy attending sporting events? Do you think attending these events as a group is more fun than going by yourself? If you are this person, the Spirit Committee is looking for you! The responsibilities of this committee include (but are not limited to) the following: 1.) Organizing groups of FIT students to attend OSU sporting events (i.e. football, basketball, soccer, softball games, etc.); 2.) Coordinating the all-sport ticket validation process for FIT for the big football games (i.e. Homecoming, OU, etc.); and 3.) Coordinate/organize other "outside Zink" social activities (i.e. movie night at the student union, etc.).

Memories Committee

Are you sentimental? Do you enjoy scrapbooking? Do you like taking pictures? Do you enjoy end-of-the-year banquets (you know you do)? If so, the memories committee is for you! Responsibilities of this committee include (but are not limited to) the following: 1.) Planning the details of the end-of-the-year FIT banquets (i.e. menu, decorations, etc.); 2.) Collecting photos and other FIT memorabilia throughout the year; 3.) Assisting with the FIT slideshow at the banquet; 4.) Organizing "memories" related activities (i.e. scrapbooking parties, picture taking adventures, etc.), and 5.) Organizing efforts for the FIT Display Box in Ag Hall.

APPENDIX B

IRB APPROVAL

Oklahoma State University Institutional Review Board

Date:	Wednesday, April 06, 2005
IRB Application No	ED0598
Proposal Title:	The Relationship of Participation in a Residential Living Learning Community to Self-Efficacy, Goal Orientation and Self-Regulation of Learning
Reviewed and Processed as:	Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 4/5/2006

Principal Investigator(s)

Carrie L Trentham
136 Ag Hall
Stillwater, OK 74078

Marcia Dickman
435 Willard
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 415 Whitehurst (phone: 405-744-5700, emct@okstate.edu).

Sincerely,

Sue C. Jacobs, Chair
Institutional Review Board

APPENDIX C

STUDENT QUESTIONNAIRE

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The Impact of Living and Learning Communities

A masters thesis research project conducted by the College of Agricultural Sciences and Natural Resources.

Thanks for your willingness to contribute to this research.

Remember, if you choose to participate in this study, you will have the option to **enter yourself in a drawing for one (1) of three (3) Apple iPod Shuffles (MP3 Players).** A random drawing will take place at the conclusion of the data collection period to determine the winners. The odds of winning will be based on the number of respondents. At most, 400 people will be responding to this survey.

Your responses to items in the survey will not affect your chances of winning one of the prizes.

If you have any questions about this survey or masters research project, please contact the survey administrator and researcher:

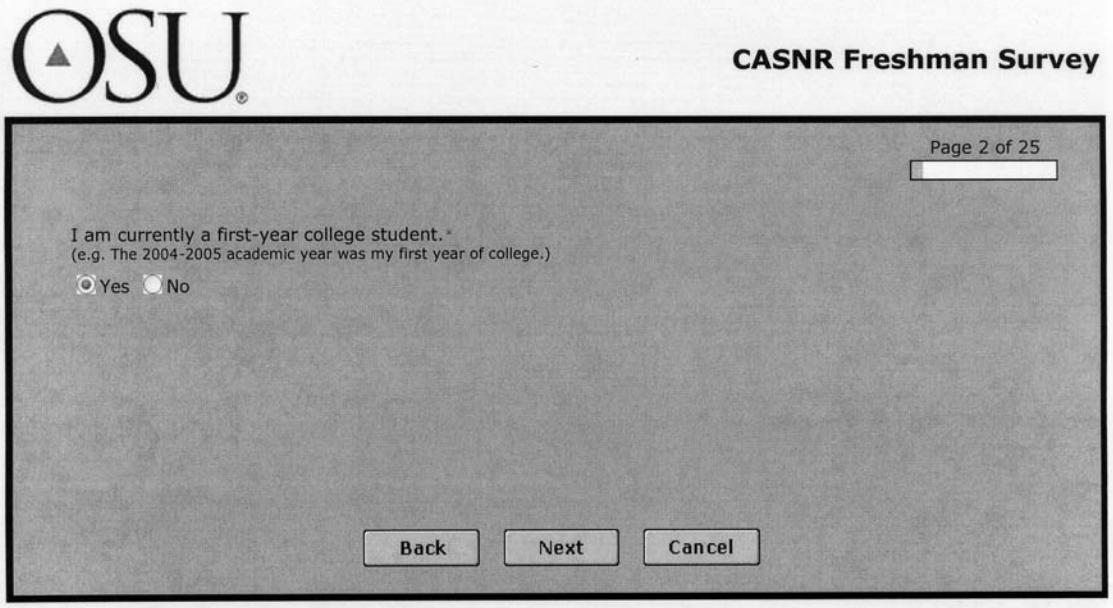
Carrie L. Trentham
Oklahoma State University
College of Agricultural Sciences and Natural Resources
136 Ag Hall, Stillwater, OK 74078
Phone: 405.744.3250
E- mail: trentha@okstate.edu

Estimated time frame to complete survey: 9 - 13 minutes

Confidentiality: Research data will be reported in aggregate by groups. Participants' names will not be associated with any data.

Institutional Review Board (IRB) Approval #: ED0598
For questions about use of human subjects contact: Dr. Sue C. Jacobs, IRB Chair at (405) 744.1676

Next Cancel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I am currently a first-year college student. *
(e.g. The 2004-2005 academic year was my first year of college.)
Yes
No
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Career Decision Self Efficacy Scale -- Short Form

References

Taylor, K.M. & Betz, N.E. (1983). Applications of self-efficacy theory to the understanding and treatment of career indecision. Journal of Vocational Behavior, 22, 63-81. Original CDMSE.

Betz, N.E., Klein, K, & Taylor, K.M. (1995). Evaluation of a short form of the Career Decision making Self-efficacy Scale. Journal of Career Assessment, 4, 47-57. (CDMSE-SF development article).

Betz, N.E. & Luzzo, D. (1996). Career Assessment and the Career Decision Self-Efficacy Scale. Journal of Career Assessment, 4, 313-328. (Review article, including review of studies using interventions to increase career decision self-efficacy).

INSTRUCTIONS:

For each statement that follows, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the key:

Scale

1 = No Confidence At All 2 = Very Little Confidence
3 = Moderate Confidence
4 = Much Confidence
5 = Complete Confidence

How Much Confidence Do You Have That You Could

Find information in the library about occupations you are interested in.*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Select one major from a list of potential majors you are considering.*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Make a plan of your goals for the next five years.*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Determine the steps to take if you are having academic trouble with an aspect of your chosen major.*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Accurately assess your abilities.*
1 2 3 4 5

Select one occupation from a list of potential occupations you are considering.*
1 2 3 4 5

Determine the steps you need to take to successfully complete your chosen major.*
1 2 3 4 5

Persistently work at your major or career goal even when you get frustrated.*
1 2 3 4 5

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Career Decision Self Efficacy Scale -- Short Form

Instructions: For each statement that follows, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the key:

Scale

1 = No Confidence At All
2 = Very Little Confidence
3 = Moderate Confidence
4 = Much Confidence
5 = Complete Confidence

How Much Confidence Do You Have That You Could

Determine what your ideal job would be.*
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Find out the employment trends for an occupation over the next ten years.*
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Choose a career that will fit your preferred lifestyle.*
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Prepare a good resume.*
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Change majors if you did not like your first choice.*
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Decide what you value most in an occupation.*
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Find out the average yearly earnings of people in an occupation.*
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Make a career decision and then not worry about whether it was right or wrong.*
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

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Career Decision Self Efficacy Scale -- Short Form

Instructions: For each statement that follows, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the key:

Scale

1 = No Confidence At All
2 = Very Little Confidence
3 = Moderate Confidence
4 = Much Confidence
5 = Complete Confidence

How Much Confidence Do You Have That You Could

Change occupations if you are not satisfied with the one you enter. *
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Figure out what you are and are not ready to sacrifice to achieve your career goals. *
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Talk with a person already employed in a field you are interested in. *
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Choose a major or career that will fit your interests. *
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Identify employers, firms, and institutions relevant to your career possibilities. *
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Define the type of lifestyle you would like to live. *
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Find information about graduate or professional schools. *
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Successfully manage the job interview process. *
○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Identify some reasonable major or career alternatives if you are unable to get your first choice.*

1 2 3 4 5

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The Goals Inventory

T. Roedel, G. Schraw, & B. Plake

Roedel, T. D., Schraw, G., & Plake, B. S. (1994). Validation of a measure of learning and performance goal orientations. *Educational and Psychological Measurement, 54* 1013 - 1021.

INSTRUCTIONS

In this part, we would like you to respond to the questions below by indicating how true or false each statement is about you. If a statement is always true, for example, select the five button in the choices below each statement.

I enjoy challenging school assignments.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

It is important for me to get better grades than my classmates.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I persevere even when I am frustrated by a task.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

It is important to me to always do better than others.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

Sticking with a challenging task is rewarding.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I try even harder after I fail at something.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I adapt well to challenging circumstances*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I am willing to cheat to get a good grade.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I work hard even when I don't like a class.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

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The Goals Inventory

In this part, we would like you to respond to the questions below by indicating how true or false each statement is about you. If a statement is always true, for example, select the five button in the choices below each statement.

I am very determined to reach my goals.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

Personal mastery of a subject is important to me.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I work hard to improve myself.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I like others to think I know a lot.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

It bothers me the whole day when I make a big mistake.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I feel angry when I do not do as well as others.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I am naturally motivated to learn.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I prefer challenging tasks even if I don't do as well at them.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

I would rather have people think I am lazy than stupid.*

○ Always False ○ Usually False ○ Sometimes True ○ Usually True ○ Always True

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Self-Efficacy for Self-Regulated Learning Scale

M. Gredler & L. Garavalia

Gredler, M. E., & Garavalia, L. S. (2000). Students' perceptions of their self-regulatory and other-directed study strategies: A factor analysis. *Psychological Reports, 86,* 102-108.

INSTRUCTIONS:

Please think carefully about how often you implement the following activities and select your resonse for each.

1 = not well at all
2 = between at all and some of the time
3 = some of the time
4 = between some of the time and very often
5 = very often

How Well Can You...

finish assignments by deadlines?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

prepare for courses when there are other interesting things to do?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

concentrate on school subjects?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

take notes in class?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

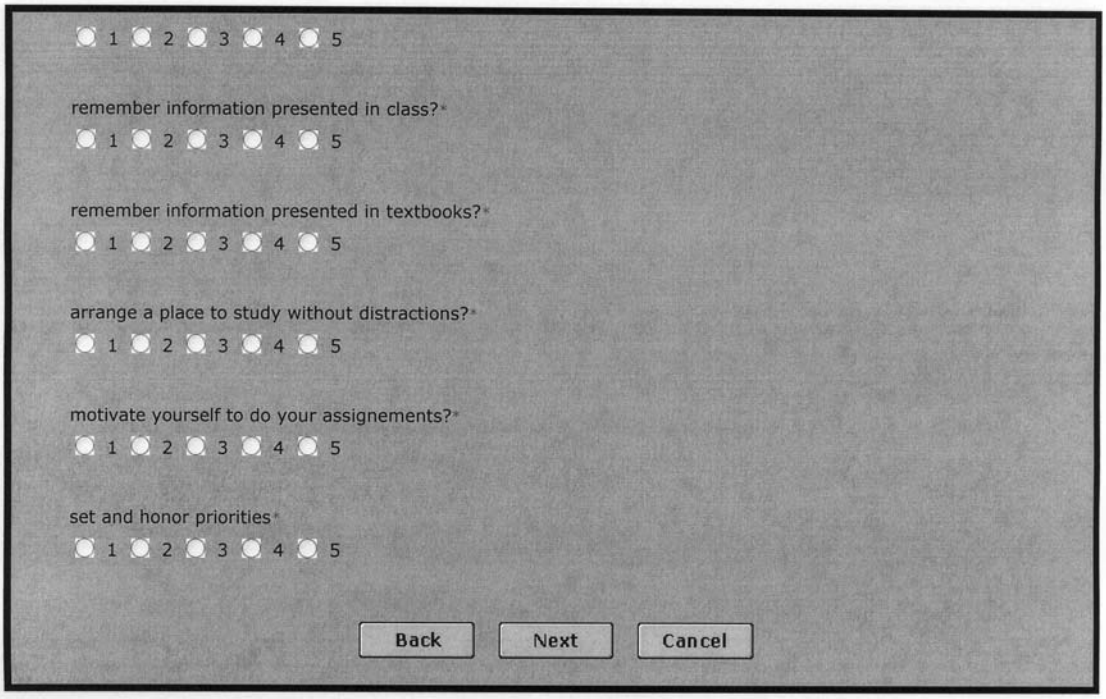
use appropriate resources to get information for class assignments?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

plan your class work?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

organize your class work?*


1 2 3 4 5
remember information presented in class?*
1 2 3 4 5
remember information presented in textbooks?*
1 2 3 4 5
arrange a place to study without distractions?*
1 2 3 4 5
motivate yourself to do your assignements?*
1 2 3 4 5
set and honor priorities*
1 2 3 4 5
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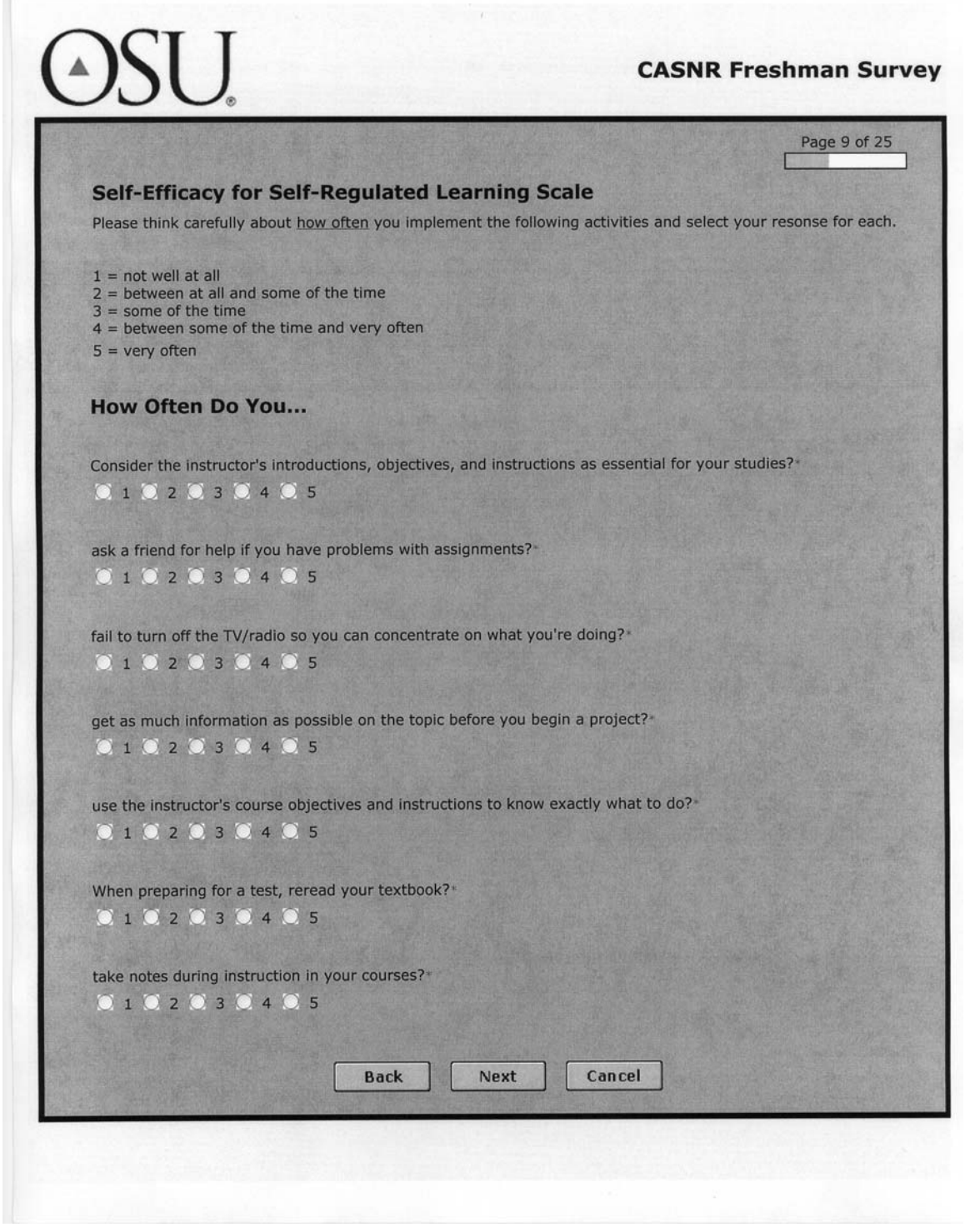

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Self-Efficacy for Self-Regulated Learning Scale

Please think carefully about how often you implement the following activities and select your resonse for each.

1 = not well at all
2 = between at all and some of the time
3 = some of the time
4 = between some of the time and very often
5 = very often

How Often Do You...

Consider the instructor's introductions, objectives, and instructions as essential for your studies?*
1 2 3 4 5

ask a friend for help if you have problems with assignments?*
1 2 3 4 5

fail to turn off the TV/radio so you can concentrate on what you're doing?*
1 2 3 4 5

get as much information as possible on the topic before you begin a project?*
1 2 3 4 5

use the instructor's course objectives and instructions to know exactly what to do?*
1 2 3 4 5

When preparing for a test, reread your textbook?*
1 2 3 4 5

take notes during instruction in your courses?*
1 2 3 4 5

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Self-Efficacy for Self-Regulated Learning Scale

Please think carefully about how often you implement the following activities and select your resonse for each.

1 = not well at all
2 = between at all and some of the time
3 = some of the time
4 = between some of the time and very often
5 = very often

How Often Do You...

decide you have a command of the subject matter based on completion of all course assignments?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

fail to plan what you are going to do before beginning a class project?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

ask a teacher to help if you have problems with assignments?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

study all subject matter in the same way?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

fail to reread your class notes when preparing for a class meeting?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

when preparing for a test, reread your class notes?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

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Self-Efficacy for Self-Regulated Learning Scale

Please think carefully about how often you implement the following activities and select your resonse for each.

1 = not well at all
2 = between at all and some of the time
3 = some of the time
4 = between some of the time and very often
5 = very often

How Often Do You...

study all the subject matter in the same order as addressed in class?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

fail to isolate yourself from anything that distracts you?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

study according to the instructor's instructions?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

when preparing for a class meeting, reread your textbook?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

study for your courses in a quiet room or area?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

remember the facts and ideas presented in your courses?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

rely on learning goals set by the instructor?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

paraphrase written information when you are studying?*

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

1 2 3 4 5

remember information presented in class?*

1 2 3 4 5

remember information presented in textbooks?*

1 2 3 4 5

arrange a place to study without distractions?*

1 2 3 4 5

motivate yourself to do your assignements?*

1 2 3 4 5

set and honor priorities*

1 2 3 4 5

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Demographic Information

My gender is:*

- Female
- Male

My age is:*

- 18
- 19
- 20
- 21
- 22
- Other, please specify

I consider myself

- White, non-Hispanic
- Hispanic
- Native American (American Indian)
- Black, African American
- Asian Pacific Islander
- Other, please specify

The percentage of my immediate family's household income from production agriculture is*

- 0%
- 1 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 100%

Other ways my family is involved in agriculture include*
Mark all that apply. Select at least 1 response.

- [ ] 4-H or FFA
- [ ] Government Agency
- [ ] Hobby Farm
- [ ] None
- [ ] Employed in Agriculture
- [ ] Other, please specify

Back Next Cancel

OSU

CASNR Freshman Survey

Page 13 of 25

My cumulative (unweighted) high school G.P.A. was*
The value must be less than or equal to 4.000.

My score on the ACT college entrance exam was
Leave blank if you did not take this exam.

My score on the SAT college entrance exam was
Leave blank if you did not take this exam.

I was involved in FFA for _____ year(s) prior to college.*
Enter 0 if you were not involved in this organization prior to college.

I was involved in 4-H for _____ year(s) prior to college.*
Enter 0 if you were not involved in this organization prior to college.

I was involved in FBLA for _____ year(s) prior to college.*
Enter 0 if you were not involved in this organization prior to college.

I was involved in FCCLA for _____ year(s) prior to college.*
Enter 0 if you were not involved in this organization prior to college.

I was involved in DECA for _____ year(s) prior to college.*
Enter 0 if you were not involved in this organization prior to college.

Back Next Cancel

OSU

CASNR Freshman Survey

Page 14 of 25

My cumulative college G.P.A. (Fall 2004) was*
The value must be less than or equal to 4.000.

My anticipated cumulative college G.P.A. after Spring 2005 is*
The value must be less than or equal to 4.000.

My educational goal is to complete*
Mark all that apply. Select at least 1 response.

- [ ] Some college
- [ ] Associates degree
- [ ] Bachelors degree
- [ ] Some graduate school
- [ ] Masters degree (M.S., M.A., M.Ag)
- [ ] Doctoral degree (Ph.D. or Ed.D)
- [ ] Other professional degree (M.D., D.V.M., J.D., etc)
- [ ] Other, please specify

My major is*

My major option is
Leave blank if not applicable.

My double major(s) is (are)
Leave blank if not applicable.

My minor(s) is (are)
Leave blank if not applicable.

I plan to switch majors*

- Yes
- No

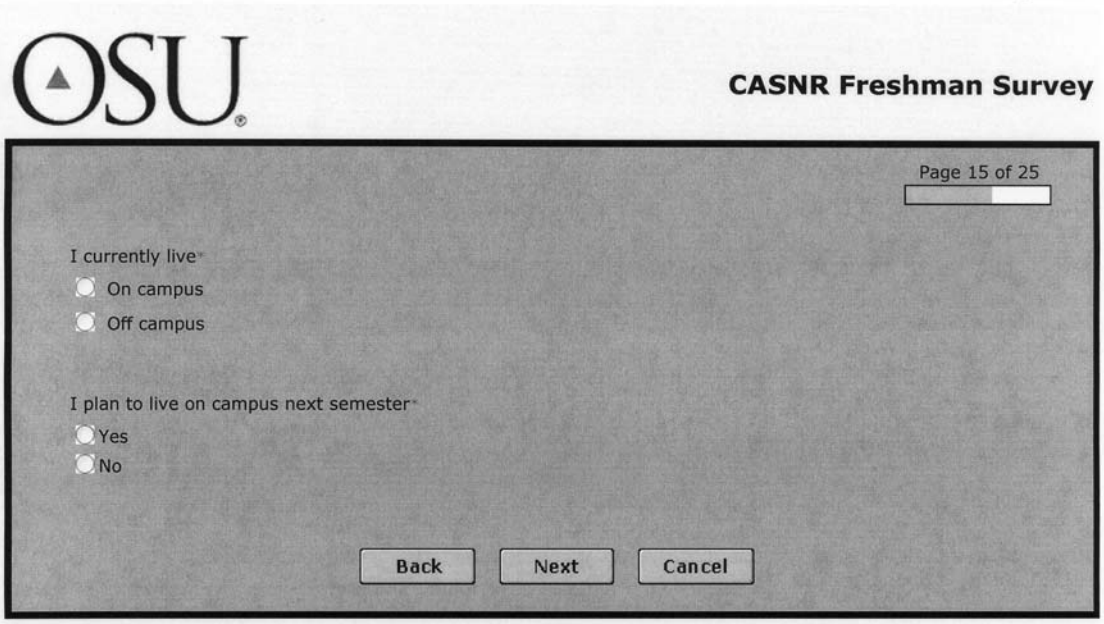
I plan to remain in the College of Agricultural Sciences and Natural Resources (CASNR) next semester*

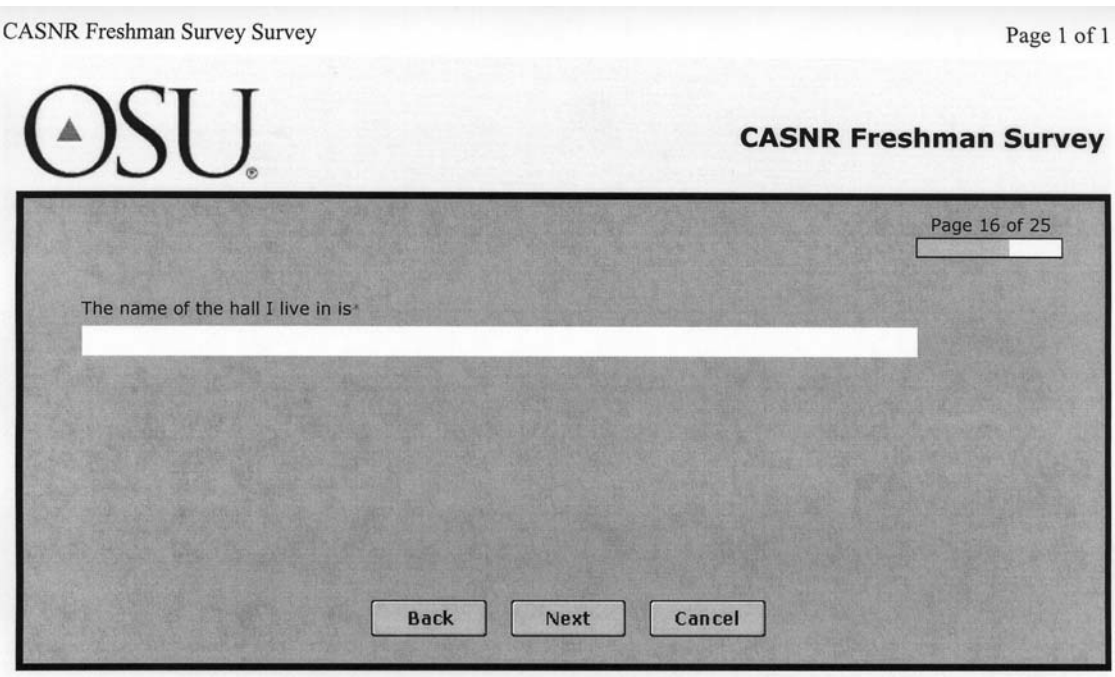
- Yes
- No

I plan to return to Oklahoma State University next semester*

- Yes
- No

Back Next Cancel


OSU
CASNR Freshman Survey
Page 15 of 25
I currently live*
On campus
Off campus
I plan to live on campus next semester*
Yes
No
Back
Next
Cancel


OSU
CASNR Freshman Survey
Page 16 of 25
The name of the hall I live in is*
Back
Next
Cancel

OSU

CASNR Freshman Survey

Page 17 of 25

My working status during Fall 2004 was*

- Not employed
- 5 - 10 hours per week
- 10 - 15 hours per week
- 15 - 20 hours per week
- More than 20 hours per week

My job during Fall 2004 was*

- On campus
- Off campus
- Not employed

My working status during Spring 2005 is*

- Not employed
- 5 - 10 hours per week
- 10 - 15 hours per week
- 15 - 20 hours per week
- More than 20 hours per week

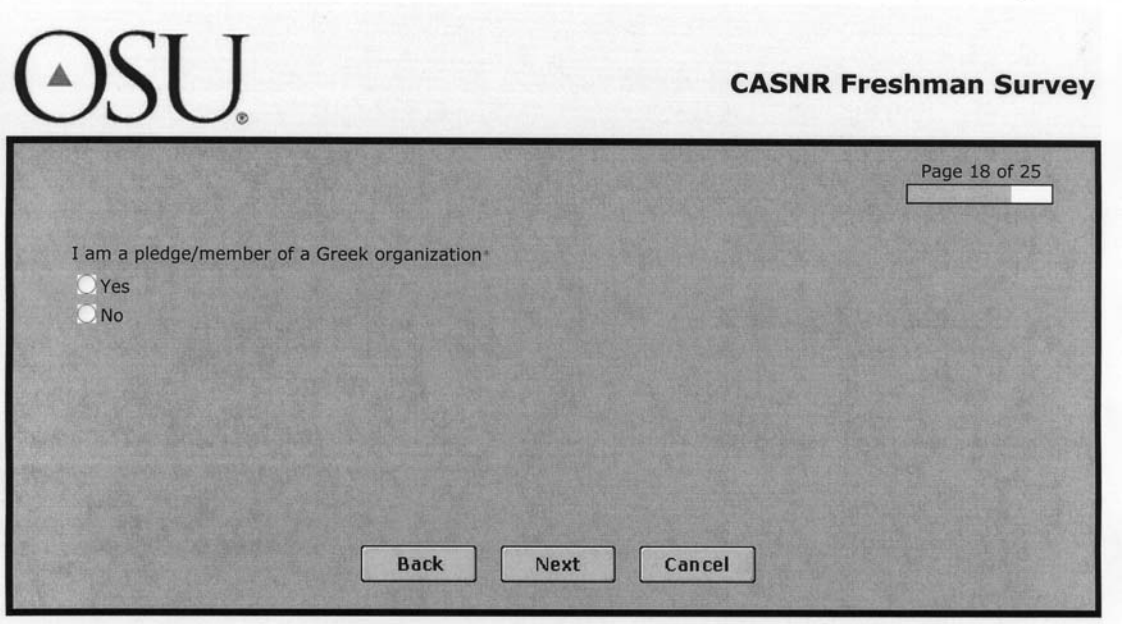
My job during Spring 2005 is*

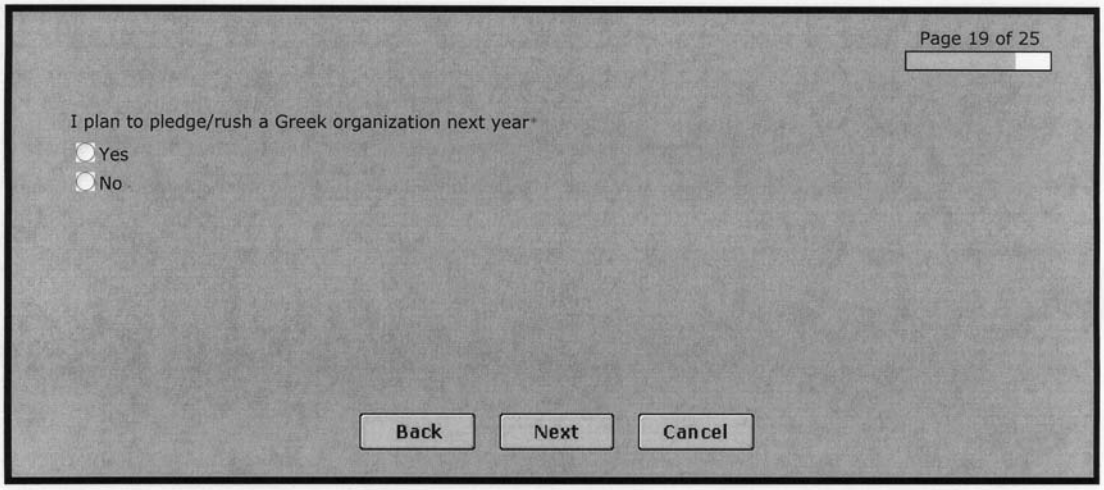
- On campus
- Off campus
- Not employed

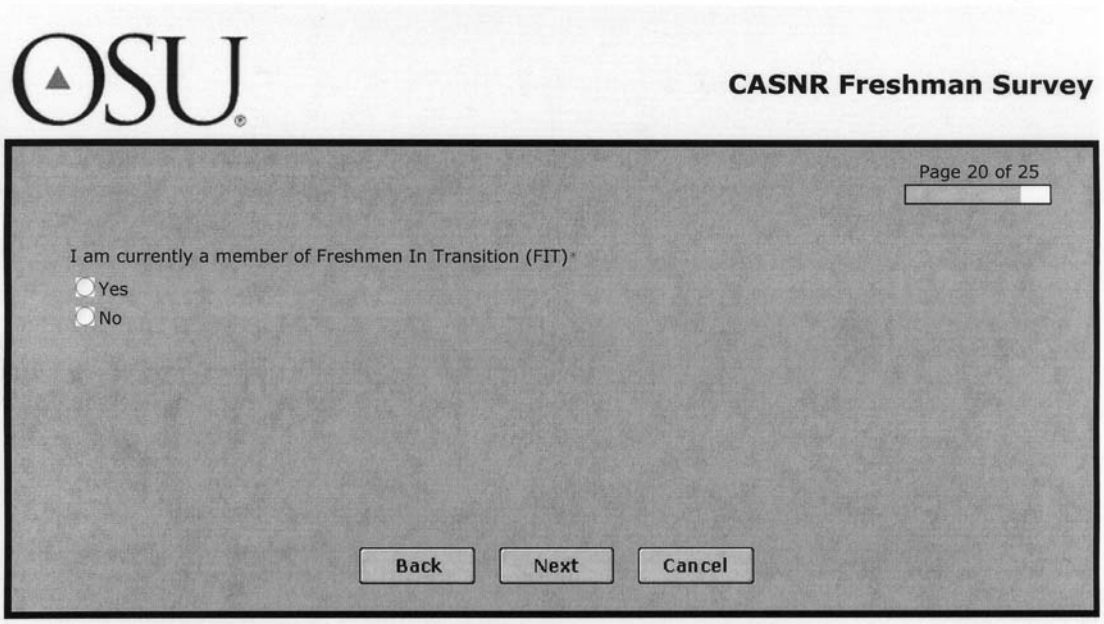
My college costs are being financed through

Please enter the percent (%) that each source contributes to the cost of your education. The numbers you enter should equal 100%.

Myself	
My parents	
Scholarships	
Financial Aid (not including scholarships)	
Other	


OSU
CASNR Freshman Survey
Page 18 of 25
I am a pledge/member of a Greek organization*
Yes
No
Back
Next
Cancel


OSU
CASNR Freshman Survey
Page 19 of 25
I plan to pledge/rush a Greek organization next year*
Yes
No
Back
Next
Cancel


OSU
CASNR Freshman Survey
Page 20 of 25
I am currently a member of Freshmen In Transition (FIT)*
Yes
No
Back
Next
Cancel

OSU

CASNR Freshman Survey

Page 21 of 25

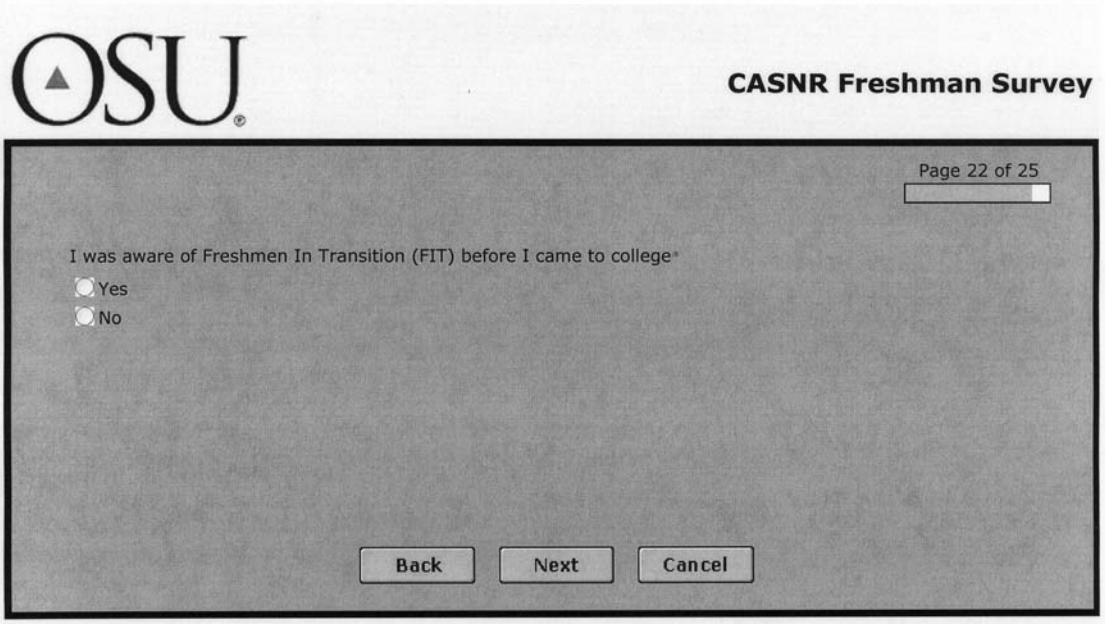
I learned about FIT from*
Mark all that apply.

- [ ] A high school counselor
- [ ] A campus visit to OSU
- [ ] Residential Life
- [ ] The CASNR website
- [ ] Office of Undergraduate Admissions
- [ ] A faculty member
- [ ] A past participant of FIT
- [ ] A friend
- [ ] A flier/newsletter in the mail
- [ ] Future Ag Leaders Conference
- [ ] Other, please specify

Please rank your reasons for applying to FIT*
(1 = highest, 7 = lowest) Rank the items below, using numeric values starting with 1.

I hoped it would introduce me to new friends.	
I thought it would help me do better academically.	
I thought it would enhance my leadership skills.	
I wanted to live in a suite-style residence hall.	
My family encouraged me to do so.	
Other	
I liked the idea of my roommates being in the same college as me.	

Back Next Cancel


OSU
CASNR Freshman Survey
Page 22 of 25
I was aware of Freshmen In Transition (FIT) before I came to college*
Yes
No
Back
Next
Cancel

OSU

CASNR Freshman Survey

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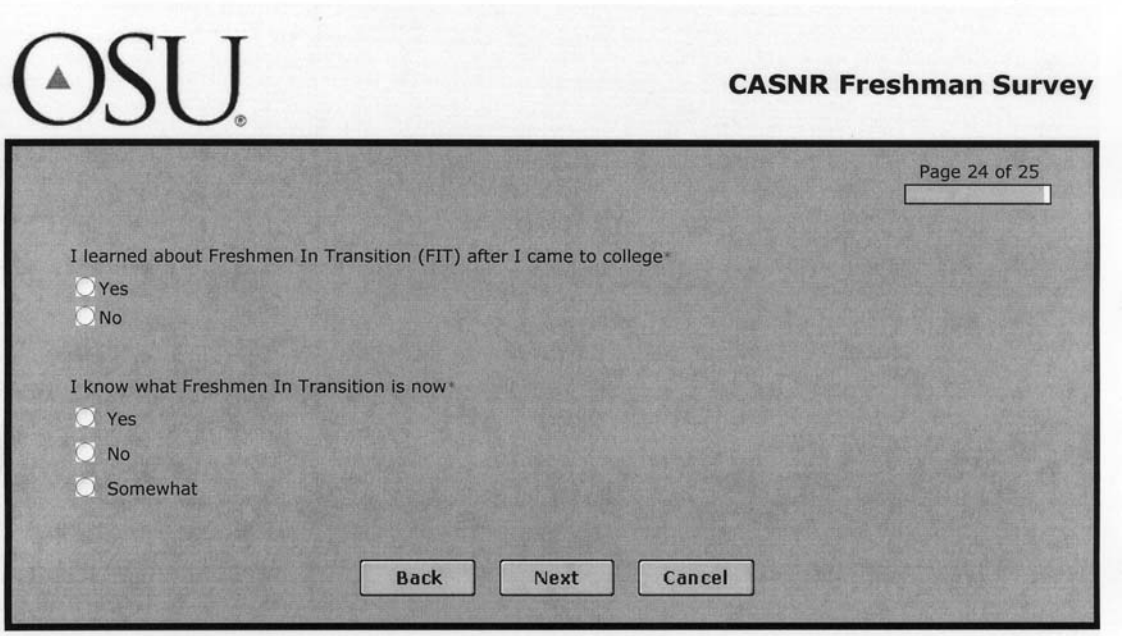
Please mark the following option that best applies to you.*

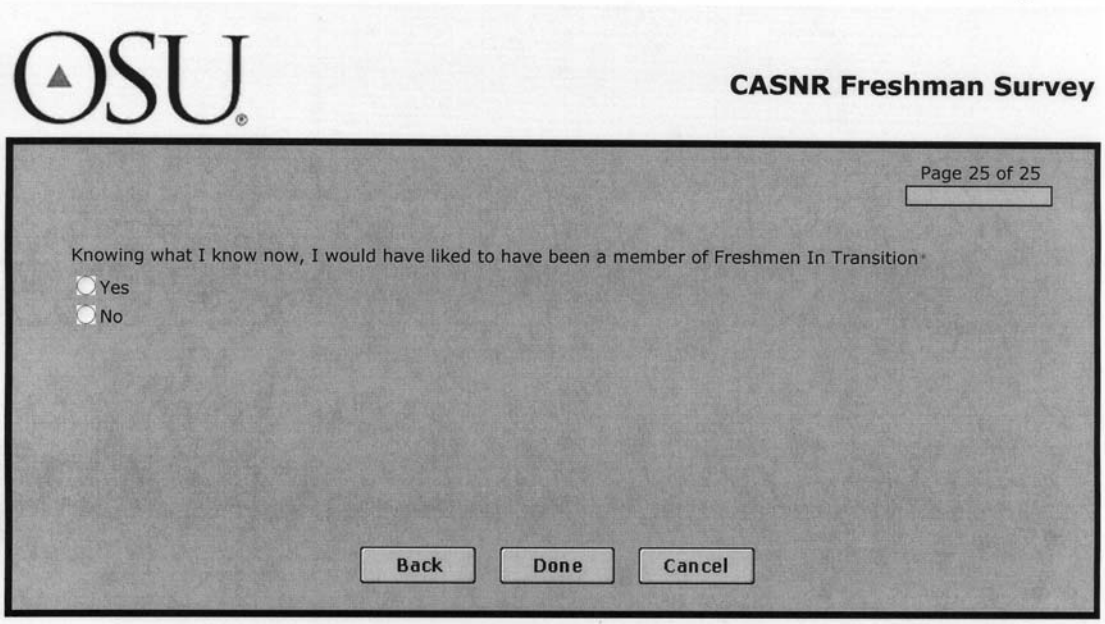
- ○ I found out about FIT after the deadline and wasn't able to apply
- ○ I applied to be in FIT
- ○ I would have applied but missed the deadline
- ○ I did not want to be a part of FIT and did not apply
- ○ Other, please specify

I would have liked to have been a member of Freshmen In Transition (FIT)*

- ○ Yes
- ○ No

Back Next Cancel


OSU
CASNR Freshman Survey
Page 24 of 25
I learned about Freshmen In Transition (FIT) after I came to college*
Yes
No
I know what Freshmen In Transition is now*
Yes
No
Somewhat
Back
Next
Cancel


OSU
CASNR Freshman Survey
Page 25 of 25
Knowing what I know now, I would have liked to have been a member of Freshmen In Transition*
Yes
No
Back
Done
Cancel

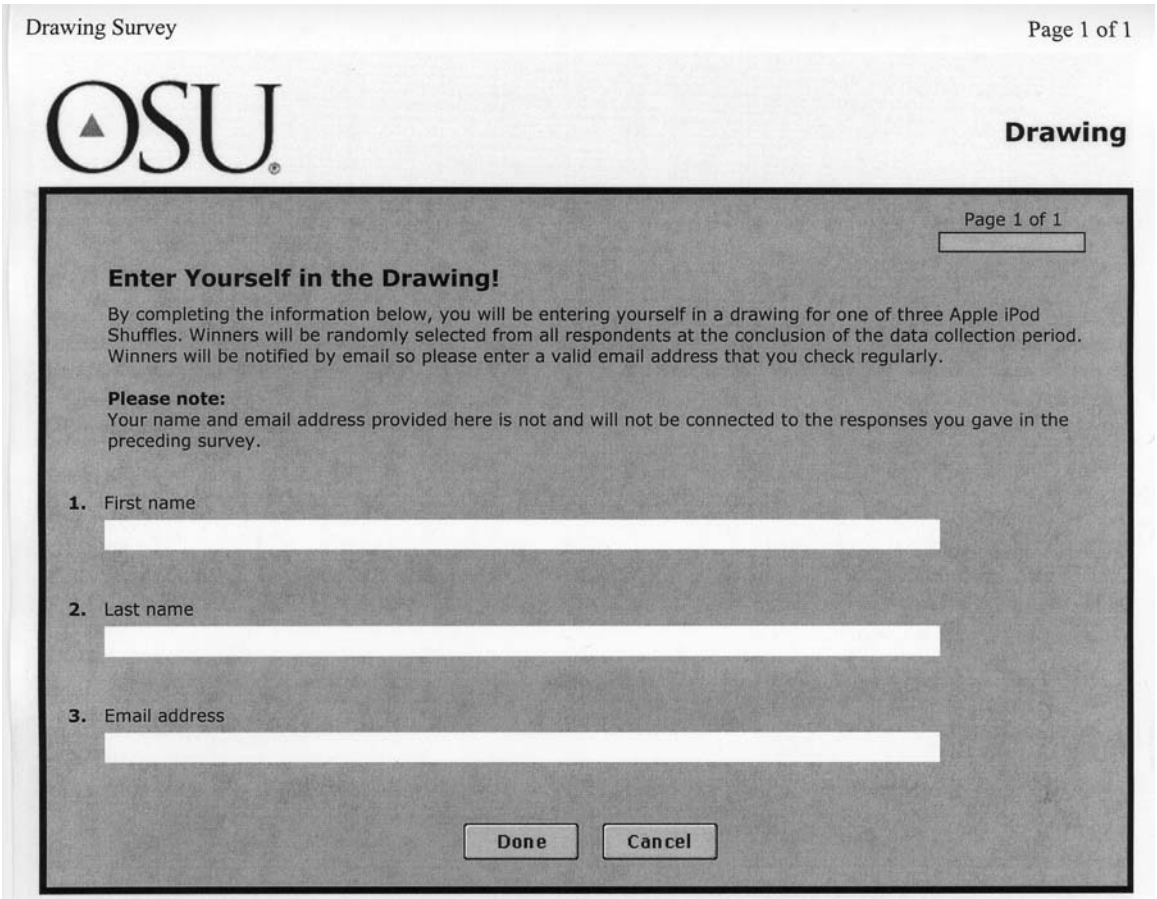
CASNR Freshman Survey

Survey Completed

Thank you for taking the survey! Please the link below if you wish to enter yourself in the drawing for one of the three Apple iPod Shuffles.

Enter the drawing!

Close



OSU

Drawing

Page 1 of 1

Enter Yourself in the Drawing!

By completing the information below, you will be entering yourself in a drawing for one of three Apple iPod Shuffles. Winners will be randomly selected from all respondents at the conclusion of the data collection period. Winners will be notified by email so please enter a valid email address that you check regularly.

Please note:
Your name and email address provided here is not and will not be connected to the responses you gave in the preceding survey.

1. First name

2. Last name

3. Email address

Done Cancel

APPENDIX D

PERMISSION TO USE THE GOALS INVENTORY

Gregory Schraw
<gschraw@unlv.nevada.edu>
03/09/2005 11:57 AM

To: Carrie L Trentham <trentha@okstate.edu>
cc: (bcc: Carrie L Trentham/dasnr/Okstate)
Subject: Re: The Goals Inventory

Carrie,
Here is the instrument and a validation paper.

gregg

Carrie L Trentham wrote:

> Dr. Schraw,
>
> First of all, thank you so much for returning my call!! Per your request here is an email. As I said in my message, I am a Masters student working on my thesis. If you are curious, we are examining the relationship of participation in a residential living and learning community to goal orientation, self-efficacy and self-regulation learning. Obviously, I am using your scale to measure goal orientation.
>
> I do have one question that I will go ahead and ask now - My plan is to administer these surveys online. I am in the process of securing online survey software that will allow me to create a survey and host it on our web server. Are there any problems or concerns that you have with this method? The survey will be online for approximately three to four weeks, and users will have to authenticate in some fashion before they can access the survey (probably through a unique email link). I tell you this so that if someone does a basic internet search for the Goals Inventory, the version of the scale that I am putting online will not show up in the search results.
>
> Granted, this may all be addressed in the materials that you are going to send. However, if it is not, I wanted to go ahead and ask up front. Thank you again for returning my call, and I look forward to hearing from you.
>
> Sincerely,
>
> Carrie Trentham
>
> Carrie L. Trentham
> Graduate Assistant & Webmaster
> Office of Academic Programs
> College of Agricultural Sciences & Natural Resources
> 136 Ag Hall
> Stillwater, OK 74078
> (405)744-5395
> Visit our website!! (www.casnr.com)


GOALS1.doc


Goals scale.doc


Goals.doc

APPENDIX E

PERMISSION TO USE THE CAREER DECISION SELF-EFFICACY SCALE-SHORT FORM

"Nancy Betz"
<betz.3@osu.edu>
03/09/2005 08:22 AM

To: "'Carrie L Trentham'" <trentha@okstate.edu>
cc: (bcc: Carrie L Trentham/dasnr/Okstate)
Subject: RE: Career Decision Self-Efficacy Scale

No problem withusing online – others have done. The thing about the copyright is that only Karen Taylor and I hold it so what we say goes!!! There aint nobody to sue but us and we give it away free!!

NB

-----Original Message-----
From: Carrie L Trentham [mailto:trentha@okstate.edu]
Sent: Tuesday, March 08, 2005 10:09 PM
To: betz.3@osu.edu
Subject: Career Decision Self-Efficacy Scale

Dr. Betz,

Thank you so much for returning my call! I really appreciate it. Per your request here is the email. As I said in my message, I am a Masters student working on my thesis. If you are curious, we are examining the relationship of participation in a residential living and learning community to goal orientation, self-efficacy and self-regulation learning. Specifically, we are operationalizing "self-efficacy" as career decision-making self-efficacy because as you know, self-efficacy is a multi-dimensional construct best measured in a specific context. We selected the area of career decision making because that is one are of focus for the particular living/learning community that we are assessing.

I do have one question that I will go ahead and ask now - My plan is to administer these surveys online. I am in the process of securing online survey software that will allow me to create a survey and host it on our web server. Are there any problems or concerns that you have with this method? The survey will be online for approximately three to four weeks, and users will have to authenticate in some fashion before they can access the survey (probably through a unique email link). I tell you this so that if someone does a basic internet search for the Career Decision Self-Efficacy Scale, the version of the scale that I am putting online will not show up in the search results. My research of various scales has led me through many different websites, and I have come across some instruments that universities/organizations have put on the web that anyone has free rein to access. Knowing that your instrument ! is copyrighted, I understand concerns that you may have, and I assure you I will take the steps necessary to alleviate those concerns and protect the copyright.

Granted, this may all be addressed in the materials that you are going to send. However, if it is not, I wanted to go ahead and ask up front. Thank you again for returning my call, and I look forward to hearing from you.

Sincerely,

Carrie Trentham

Carrie L. Trentham
Graduate Assistant & Webmaster

Office of Academic Programs
College of Agricultural Sciences & Natural Resources
136 Ag Hall
Stillwater, OK 74078
(405)744-5395

Visit our website!! (www.casnr.com) CDMSEManual1.rt CDMSEScales.doc

APPENDIX F

PERMISSION TO USE THE SELF-EFFICACY FOR SELF-REGULATED LEARNING SCALE

"Garavalia, Linda" <GaravaliaL@umkc.edu>

03/08/2005 03:01 PM

To: "Carrie L Trentham" <trentha@okstate.edu>
cc: (bcc: Carrie L Trentham/dasnr/Okstate)
Subject: RE: Self-Efficacy for Self-Regulated Learning Scale

Dear Carrie,
You have my permission to use the scale. The only stipulation is that you cite the validation study in your work and provide appropriate source attribution in your writing.

Gredler, M., & **Garavalia,** L. (2000). Students' perceptions of their self-regulatory and other-directed study strategies: A factor analysis. *Psychological Reports, 86,* 102-108.

I'm attaching a copy of the scale as a Word document.
Best wishes for success with your study,
Dr. Garavalia

From: Carrie L Trentham [mailto:trentha@okstate.edu]
Sent: Tuesday, March 08, 2005 9:10 AM
To: Garavalia, Linda
Subject: Self-Efficacy for Self-Regulated Learning Scale

Dr. Garavalia,

I left you a voice mail, but I thought that I would send an email as well. I am currently a Masters student at Oklahoma State University, and I am interested in using the Self-Efficacy for Self-Regulated Learning Scale as a part of my thesis project. If you could offer any guidance or assistance regarding the steps that I need to take in order to do this, I would certainly appreciate it. I can be reached at (405) 744-3250 or by email.

Thank you in advance for your help.

Carrie Trentham

Carrie L. Trentham
Graduate Assistant & Webmaster
Office of Academic Programs
College of Agricultural Sciences & Natural Resources
136 Ag Hall
Stillwater, OK 74078
(405)744-5395

Visit our website!! (www.casnr.com) Gredler & Garavalia SESRL Scale.

APPENDIX G

PERMISSION MEMO FROM COLLEGE ADMINISTRATORS

OKLAHOMA STATE UNIVERSITY

OSU

College of Agricultural Sciences and Natural Resources
Office of Academic Programs
136 Agricultural Hall
Stillwater, Oklahoma 74078-6017
405-744-5395
Fax: 405-744-5339

MEMORANDUM

TO: Carrie Trentham

FROM: Dr. Ed Miller
Associate Dean, College of Agricultural Sciences and Natural Resources

DATE: March 3, 2005

RE: Permission to Survey First-Year CASNR Students

Per your request, you have permission to survey all first-year students in the College of Agricultural Sciences and Natural Resources for the purposes of your thesis research project and assessment of the Freshmen In Transition Living and Learning Community.

APPENDIX H

EMAIL INVITATIONS

Research Study: Thesis: The Relationship of Participation in a Residential Living and Learning Community to Goal Orientation, Self-Efficacy and Self-Regulation of Learning

Primary Investigator: Carrie L. Trentham

Participation Request Email
(Freshmen In Transition Participants)

Dear _____:

We would like to ask for your participation in a study designed to evaluate the effectiveness of the Freshmen In Transition Program (FIT) on the OSU campus. We are surveying both College of Agricultural Sciences and Natural Resources (CASNR) freshmen who currently participate in Freshmen In Transition and CASNR freshmen who do not participate in Freshmen In Transition. By completing this survey, you are consenting to participate in the study.

If you agree to participate in the study you will complete an online survey regarding your goal orientation, self-efficacy and self-regulation of learning. You will also be asked to provide some demographic details. In addition your GPA will be gathered through the university database. There are no known risks associated with this project which are greater than those ordinarily encountered in daily life. You will be assigned a number to track your surveys; however, you will not be identified in any other way and results will be reported only in aggregate form. The results of this project may be published in professional journals, but no individuals will be able to be identified.

This study is designed to benefit our on campus population by providing information regarding the effectiveness of communities like Freshmen In Transition. Your participation in this study will help determine future offerings of specialty housing for on-campus students at OSU.

Your participation in this research study is completely voluntary. If you choose to participate, you have the right to withdraw at any point, for any reason, and without damage or injury to you. The information you provide will remain confidential and not associated with your name. Data will be stored on a secure server that requires a password for access. Only the researchers have this password.

If you choose to participate in this study, you have the option to **enter yourself in a drawing for one (1) of three (3) Apple iPod Shuffles (MP3 Players)**. A random drawing will take place at the conclusion of the data collection period to determine the winners. Your responses to items in the survey will not affect your chances of winning one of the prizes.

For information on subjects' rights you may contact Dr. Sue C. Jacobs, IRB Chair at 405-744-1676. If you have questions about the research study please contact Carrie Trentham at 405-744-3250.

If you are ready to participate, please click on the link below. Thank you again for your participation!

[link goes here]

Research Study: Thesis: The Relationship of Participation in a Residential Living and Learning Community to Goal Orientation, Self-Efficacy and Self-Regulation of Learning

Primary Investigator: Carrie L. Trentham

Participation Request Email
(Control Group)

Dear _____:

We would like to ask for your participation in a study designed to evaluate the effectiveness of the Freshmen In Transition Program (FIT) on the OSU campus. We are surveying both College of Agricultural Sciences and Natural Resources (CASNR) freshmen who currently participate in Freshmen In Transition and CASNR freshmen who do not participate in Freshmen In Transition. By completing this survey, you are consenting to participate in the study.

If you agree to participate in the study you will complete an online survey regarding your goal orientation, self-efficacy and self-regulation of learning. You will also be asked to provide some demographic details. In addition your GPA will be gathered through the university database. There are no known risks associated with this project which are greater than those ordinarily encountered in daily life. You will be assigned a number to track your surveys; however, you will not be identified in any other way and results will be reported only in aggregate form. The results of this project may be published in professional journals, but no individuals will be able to be identified.

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For information on subjects' rights you may contact Dr. Sue C. Jacobs, IRB Chair at 405-744-1676. If you have questions about the research study please contact Carrie Trentham at 405-744-3250.

If you are ready to participate, please click on the link below. Thank you again for your participation!

[link goes here]

APPENDIX I

REMINDER EMAILS

Research Study: Thesis: The Relationship of Participation in a Residential Living and Learning Community to Goal Orientation, Self-Efficacy and Self-Regulation of Learning

Primary Investigator: Carrie L. Trentham

Follow-Up Email
(Freshmen In Transition Participants)

Dear _____:

On [date] you received an email requesting your participation in a research study to evaluate the effectiveness of the Freshmen In Transition Program (FIT) on the OSU campus. Your participation in this study will help determine future programming efforts regarding specialty housing and is extremely important.

Our system shows that you have not yet completed survey. Please consider completing the online survey. The original email is provided below for your reference, along with the link to participate.

Remember, if you choose to participate in this study, you have the option to **enter yourself in a drawing for one (1) of three (3) Apple iPod Shuffles (MP3 Players)**. A random drawing will take place at the conclusion of the data collection period to determine the winners. Your responses to items in the survey will not affect your chances of winning one of the prizes.

[original email]
We would like to ask for your participation in a study designed to evaluate the effectiveness of the Freshmen In Transition Program (FIT) on the OSU campus. We are surveying both College of Agricultural Sciences and Natural Resources (CASNR) freshmen who currently participate in Freshmen In Transition and CASNR freshmen who do not participate in Freshmen In Transition. By completing this survey, you are consenting to participate in the study.

If you agree to participate in the study you will complete an online survey regarding your goal orientation, self-efficacy and self-regulation of learning. You will also be asked to provide some demographic details. In addition your GPA will be gathered through the university database. There are no known risks associated with this project which are greater than those ordinarily encountered in daily life. You will be assigned a number to track your surveys; however, you will not be identified in any other way and results will be reported only in aggregate form. The results of this project may be published in professional journals, but no individuals will be able to be identified.

This study is designed to benefit our on campus population by providing information regarding the effectiveness of communities like Freshmen In Transition. Your participation in this study will help determine future offerings of specialty housing for on-campus students at OSU.

Your participation in this research study is completely voluntary. If you choose to participate, you have the right to withdraw at any point, for any reason, and without damage or injury to you. The information

you provide will remain confidential and not associated with your name. Data will be stored on a secure server that requires a password for access. Only the researchers have this password.

If you choose to participate in this study, you have the option to **enter yourself in a drawing for one (1) of three (3) Apple iPod Shuffles (MP3 Players)**. A random drawing will take place at the conclusion of the data collection period to determine the winners. Your responses to items in the survey will not affect your chances of winning one of the prizes.

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If you are ready to participate, please click on the link below. Thank you again for your participation!

[link goes here]

Research Study: Thesis: The Relationship of Participation in a Residential Living and Learning Community to Goal Orientation, Self-Efficacy and Self-Regulation of Learning

Primary Investigator: Carrie L. Trentham

Follow-Up Email
(Control Group)

Dear _____:

On [date] you received an email requesting your participation in a research study to evaluate the effectiveness of the Freshmen In Transition Program (FIT) on the OSU campus. Your participation in this study will help determine future programming efforts regarding specialty housing and is extremely important.

Our system shows that you have not yet completed survey. Please consider completing the online survey. The original email is provided below for your reference, along with the link to participate.

Remember, if you choose to participate in this study, you have the option to **enter yourself in a drawing for one (1) of three (3) Apple iPod Shuffles (MP3 Players)**. A random drawing will take place at the conclusion of the data collection period to determine the winners. Your responses to items in the survey will not affect your chances of winning one of the prizes.

[original email]
We would like to ask for your participation in a study designed to evaluate the effectiveness of the Freshmen In Transition Program (FIT) on the OSU campus. We are surveying both College of Agricultural Sciences and Natural Resources (CASNR) freshmen who currently participate in Freshmen In Transition and CASNR freshmen who do not participate in Freshmen In Transition. By completing this survey, you are consenting to participate in the study.

If you agree to participate in the study you will complete an online survey regarding your goal orientation, self-efficacy and self-regulation of learning. You will also be asked to provide some demographic details. In addition your GPA will be gathered through the university database. There are no known risks associated with this project which are greater than those ordinarily encountered in daily life. You will be assigned a number to track your surveys; however, you will not be identified in any other way and results will be reported only in aggregate form. The results of this project may be published in professional journals, but no individuals will be able to be identified.

This study is designed to benefit our on campus population by providing information regarding the effectiveness of communities like Freshmen In Transition. Your participation in this study will help determine future offerings of specialty housing for on-campus students at OSU.

Your participation in this research study is completely voluntary. If you choose to participate, you have the right to withdraw at any point, for any reason, and without damage or injury to you. The information

you provide will remain confidential and not associated with your name. Data will be stored on a secure server that requires a password for access. Only the researchers have this password.

If you choose to participate in this study, you have the option to **enter yourself in a drawing for one (1) of three (3) Apple iPod Shuffles (MP3 Players)**. A random drawing will take place at the conclusion of the data collection period to determine the winners. Your responses to items in the survey will not affect your chances of winning one of the prizes.

For information on subjects' rights you may contact Dr. Sue C. Jacobs, IRB Chair at 405-744-1676. If you have questions about the research study please contact Carrie Trentham at 405-744-3250.

If you are ready to participate, please click on the link below. Thank you again for your participation!

[link goes here]

APPENDIX J

CORRELATIONS BETWEEN VARIABLES

Table 5

Correlations Between Variables In the Study (n=111)

Variable	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.
Career Decision Self-Efficacy													
1. Total Score	101.04 (14.37)												
2. Self-Appraisal	.924**	20.67 (3.09)											
3. Occupational Information	.846**	.756**	19.70 (3.32)										
4. Goal Selection	.869**	.799**	.616**	20.70 (3.30)									
5. Planning	.917**	.813**	.768**	.771**	20.19 (3.24)								
6. Problem Solving	.810**	.682**	.557**	.616**	.657**	19.77 (3.52)							
Goal Orientation													
7. Learning	.435**	.425**	.406**	.339**	.435**	.299**	38.39 (4.68)						
8. Performance	.187*	.130	.234*	.069	.260**	.125	.340**	17.86 (3.30)					
Self-Efficacy for Self-Regulation of Learning													
9. General Organization and Planning	.337**	.374**	.238*	.270**	.293**	.298**	.632**	.169	42.51 (5.49)				
10. External Regulation	-.209*	-.203*	-.024	-.165	-.180	-.330**	-.279**	-.144	-.530**	14.11 (2.92)			
11. Typical Study Strategies	.274**	.314**	.180	.263**	.249**	.197*	.439**	.125	.456**	-.405**	13.28 (1.91)		
12. Environmental Restructuring	.309**	.328**	.236*	.271**	.305**	.216*	.463**	.154	.592**	-.257**	.347**	13.74 (2.97)	
13. Recall Ability	.320**	.291**	.363**	.170	.303**	.269**	.320**	.195*	.458**	-.346**	.182	.232*	11.59 (1.84)

Note: Means (and standard deviations) are presented on the diagonal.
* Correlation is significant at the $p < .05$ level.; ** Correlation is significant at the $p < .01$ level.

APPENDIX K

PRELIMINARY ANALYSIS TABLES

Table 6

Comparison of pre-college characteristics of LLC and non-LLC participants

Group	n	M	SD	t	p
Cumulative Unweighted High School G.P.A.					
LLC	52	3.70	.36	.484	.630
Non-LLC	40	3.65	.47		
ACT College Entrance Exam					
LLC	51	24.14	3.14	-1.35	.181
Non-LLC	39	25.28	4.51		

Table 7

Comparison of All Variable Scores Between Males and Females Who Participated in the LLC

Group	n	M	SD	t	p
Career Decision Self-Efficacy					
Female	42	100.90	15.05	-1.295	.201
Male	10	107.40	9.82		
Sub-Scales					
Self-Appraisal					
Female	42	20.69	3.20	-1.420	.162
Male	10	22.2	2.04		
Occupational Information					
Female	42	19.79	3.62	-1.173	.246
Male	10	21.20	2.35		
Goal Selection					
Female	42	20.67	3.17	-.493	.624
Male	10	21.20	2.62		
Planning					
Female	42	19.97	3.45	-1.658	.104
Male	10	21.90	2.47		
Problem Solving					
Female	42	19.79	3.36	-.978	.333
Male	10	20.90	2.60		
Learning Orientation					
Female	42	39.02	5.10	.841	.404
Male	10	37.60	3.20		
Performance Orientation					
Female	42	18.02	3.32	-.156	.877
Male	10	18.20	2.70		
General Organization and Planning					
Female	42	43.67	4.93	.997	.324
Male	10	41.90	5.49		
External Regulation					
Female	42	13.79	2.91	-.210	.835
Male	10	14.00	2.87		.
Typical Study Strategies					
Female	42	13.50	1.94	.545	.588
Male	10	13.10	2.64		
Environmental Restructuring					
Female	42	14.14	2.84	.228	.821
Male	10	13.90	3.78		
Recall Ability					
Female	42	11.59	1.94	-.007	.994
Male	10	11.60	1.71		

Table 8

Comparison of All Variable Scores Between Males and Females Who Did Not Participate in the LLC

Group	n	M	SD	t	p
Career Decision Self-Efficacy					
Female	29	100.00	14.13	.337	.738
Male	11	98.18	17.97		
Sub-Scales					
Self-Appraisal					
Female	29	20.59	2.99	1.062	.295
Male	11	19.36	3.88		
Occupational Information					
Female	29	19.38	2.77	.179	.859
Male	11	19.18	3.95		
Goal Selection					
Female	29	20.72	3.69	.461	.647
Male	11	20.09	4.35		
Planning					
Female	29	20.17	3.33	-.008	.994
Male	11	20.18	3.37		
Problem Solving					
Female	29	19.14	4.26	-.149	.883
Male	11	19.26	4.39		
Learning Orientation					
Female	29	38.69	4.65	1.005	.321
Male	11	36.91	5.89		
Performance Orientation					
Female	29	17.66	2.83	-1.165	.107
Male	11	19.36	3.17		
General Organization and Planning					
Female	29	42.41	5.60	1.462	.152
Male	11	39.27	6.26		
External Regulation					
Female	29	14.59	2.83	.037	.971
Male	11	14.55	3.72		.
Typical Study Strategies					
Female	29	13.76	1.27	2.210	.058
Male	11	11.91	2.66		
Environmental Restructuring					
Female	29	13.52	3.26	1.410	.167
Male	11	11.91	3.11		
Recall Ability					
Female	29	11.90	1.86	1.242	.222
Male	11	11.09	1.76		

Table 9

Comparison of All Variable Scores Between Females Who Participated in the LLC and Females Who Did Not Participate in the LLC

Group	n	M	SD	t	p
Career Decision Self-Efficacy					
LLC Female	42	100.90	15.05	.255	.799
Non-LLC Female	29	100.00	14.13		
Sub-Scales					
Self-Appraisal					
LLC Female	42	20.69	3.20	.139	.890
Non-LLC Female	29	20.59	2.99		
Occupational Information					
LLC Female	42	19.79	3.62	.510	.612
Non-LLC Female	29	19.38	2.77		
Goal Selection					
LLC Female	42	20.67	3.17	-.070	.944
Non-LLC Female	29	20.72	3.69		
Planning					
LLC Female	42	19.97	3.45	-.239	.812
Non-LLC Female	29	20.17	3.33		
Problem Solving					
LLC Female	42	19.79	3.36	.715	.477
Non-LLC Female	29	19.14	4.26		
Learning Orientation					
LLC Female	42	39.02	5.10	.281	.779
Non-LLC Female	29	38.69	4.65		
Performance Orientation					
LLC Female	42	18.02	3.32	.488	.627
Non-LLC Female	29	17.66	2.83		
General Organization and Planning					
LLC Female	42	43.67	4.93	.963	.339
Non-LLC Female	29	42.41	5.60		
External Regulation					
LLC Female	42	13.79	2.91	-1.151	.254
Non-LLC Female	29	14.59	2.83		.
Typical Study Strategies					
LLC Female	42	13.50	1.94	-.629	.531
Non-LLC Female	29	13.76	1.27		
Environmental Restructuring					
LLC Female	42	14.14	2.84	.859	.394
Non-LLC Female	29	13.52	3.26		
Recall Ability					
LLC Female	42	11.59	1.94	-.655	.515
Non-LLC Female	29	11.90	1.86		

Table 10

Comparison of All Variable Scores Between Males Who Participated in the LLC and Males Who Did Not Participate in the LLC

Group	n	M	SD	t	p
Career Decision Self-Efficacy					
LLC Male	10	107.40	9.82	1.437	.167
Non-LLC Male	11	98.18	17.97		
Sub-Scales					
Self-Appraisal					
LLC Male	10	22.2	2.04	2.063	.053
Non-LLC Male	11	19.36	3.88		
Occupational Information					
LLC Male	10	21.20	2.35	-1.405	.176
Non-LLC Male	11	19.18	3.95		
Goal Selection					
LLC Male	10	21.20	2.62	.699	.493
Non-LLC Male	11	20.09	4.35		
Planning					
LLC Male	10	21.90	2.47	1.320	.202
Non-LLC Male	11	20.18	3.37		
Problem Solving					
LLC Male	10	20.90	2.60	.963	.348
Non-LLC Male	11	19.26	4.39		
Learning Orientation					
LLC Male	10	37.60	3.20	.329	.746
Non-LLC Male	11	36.91	5.89		
Performance Orientation					
LLC Male	10	18.20	2.70	-.901	.379
Non-LLC Male	11	19.36	3.17		
General Organization and Planning					
LLC Male	10	41.90	5.49	1.018	.322
Non-LLC Male	11	39.27	6.26		
External Regulation					
LLC Male	10	14.00	2.87	-.373	.713
Non-LLC Male	11	14.55	3.72		.
Typical Study Strategies					
LLC Male	10	13.10	2.64	1.027	.317
Non-LLC Male	11	11.91	2.66		
Environmental Restructuring					
LLC Male	10	13.90	3.78	1.322	.202
Non-LLC Male	11	11.91	3.11		
Recall Ability					
LLC Male	10	11.60	1.71	.671	.510
Non-LLC Male	11	11.09	1.76		

APPENDIX L

SUBSEQUENT ANALYSIS TABLES

Table 11

Comparison of pre-college characteristics of LLC and All Non-LLC participants

Group	n	M	SD	t	p
Cumulative Unweighted High School G.P.A.					
LLC	52	3.70	.36	.535	.594
Non-LLC	59	3.65	.43		
ACT College Entrance Exam					
LLC	51	24.14	3.14	-.751	.454
Non-LLC	58	24.67	4.27		

Table 12

Comparison of All Variable Scores Between LLC Participants and All Non-LLC Participants.

Group	n	M	SD	t	p
Career Decision Self-Efficacy					
LLC	52	102.15	14.35	.768	.444
Non-LLC	59	100.05	14.44		
Sub-Scales					
Self-Appraisal					
LLC	52	20.98	3.05	1.003	.318
Non-LLC	59	20.39	3.13		
Occupational Information					
LLC	52	20.06	3.44	1.057	.293
Non-LLC	59	19.39	3.22		
Goal Selection					
LLC	52	20.77	3.05	.198	.843
Non-LLC	59	20.64	3.54		
Planning					
LLC	52	20.35	3.35	.477	.634
Non-LLC	59	20.05	3.16		
Problem Solving					
LLC	52	20.00	3.23	.632	.529
Non-LLC	59	19.58	3.76		
Learning Orientation					
LLC	52	38.75	4.80	.764	.446
Non-LLC	59	38.07	4.60		
Performance Orientation					
LLC	52	18.05	3.18	.577	.565
Non-LLC	59	17.69	3.41		
General Organization and Planning					
LLC	52	43.33	5.04	1.474	.143
Non-LLC	59	41.79	5.81		
External Regulation					
LLC	52	13.83	2.87	-.951	.344
Non-LLC	59	14.36	2.99		
Typical Study Strategies					
LLC	52	13.42	2.07	.744	.458
Non-LLC	59	13.15	1.76		
Environmental Restructuring					
LLC	52	14.07	3.00	1.193	.235
Non-LLC	59	13.42	2.93		
Recall Ability					
LLC	52	11.60	1.88	.057	.955
Non-LLC	59	11.58	1.80		

VITA

Carrie Lynn Trentham

Candidate for the Degree of

Master of Science

Thesis: THE RELATIONSHIP OF PARTICIPATION IN A RESIDENTIAL LIVING AND LEARNING COMMUNITY TO GOAL ORIENTATION, SELF-EFFICACY AND SELF-REGULATION OF LEARNING

Major Field: Educational Leadership

Biographical:

Personal Data: Born in Liberal, Kansas, April 28, 1980, the daughter of James and Cindy Trentham.

Education: Graduated from Balko High School, Balko, Oklahoma in May 1998; received a Bachelor of Science degree in Agricultural Economics from Oklahoma State University, Stillwater, Oklahoma in August 2003. Completed the requirements for a Master of Science degree with a major in Educational Leadership, College Student Development option at Oklahoma State University, Stillwater, Oklahoma in July 2005.

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Name: Carrie Lynn Trentham Date of Degree: July, 2005

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: THE RELATIONSHIP OF PARTICIPATION IN A RESIDENTIAL LIVING AND LEARNING COMMUNITY TO GOAL ORIENTATION, SELF-EFFICACY AND SELF-REGULATION OF LEARNING

Pages in Study: 137 Candidate for the Degree of Master of Science

Major Field: Educational Leadership/College Student Development

Scope and Method of Study: The purpose of this study was to compare levels of goal orientation, self-efficacy and self-regulation of learning between first-year students who participated in a residential living and learning community (LLC) and first-year students who lived on campus but not in the LLC. Participants were 111 first-year students in the College of Agricultural Sciences and Natural Resources at Oklahoma State University. Participants completed the Career Decision Self-Efficacy Scale-Short Form, Goals Inventory, Self-Efficacy for Self-Regulated Learning Scale, and a demographic form. Independent samples t-tests were used to analyze data.

Findings and Conclusions: Participation in the LLC was found to have no significant impact on goal orientation, self-efficacy, or self-regulation or learning. Factors contributing to these results include the potential for LLCs to have an indirect effect on specified outcomes, systematic or meaningful differences between students who self-select to participate in LLCs and those who choose not to participate, and the non-response bias.

ADVISER'S APPROVAL: _____