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The Effects of Participation in a Student Development Mentoring-Transcript Program on Freshmen University Students

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THE EFFECTS OF PARTICIPATION IN A

STUDENT DEVELOPMENT MENTORING-TRANSCRIPT PROGRAM

ON FRESHMEN UNIVERSITY STUDENTS

by

Thomas John Cosgrove

A dissertation submitted in partial fulfillment

of the requirements for the degree of
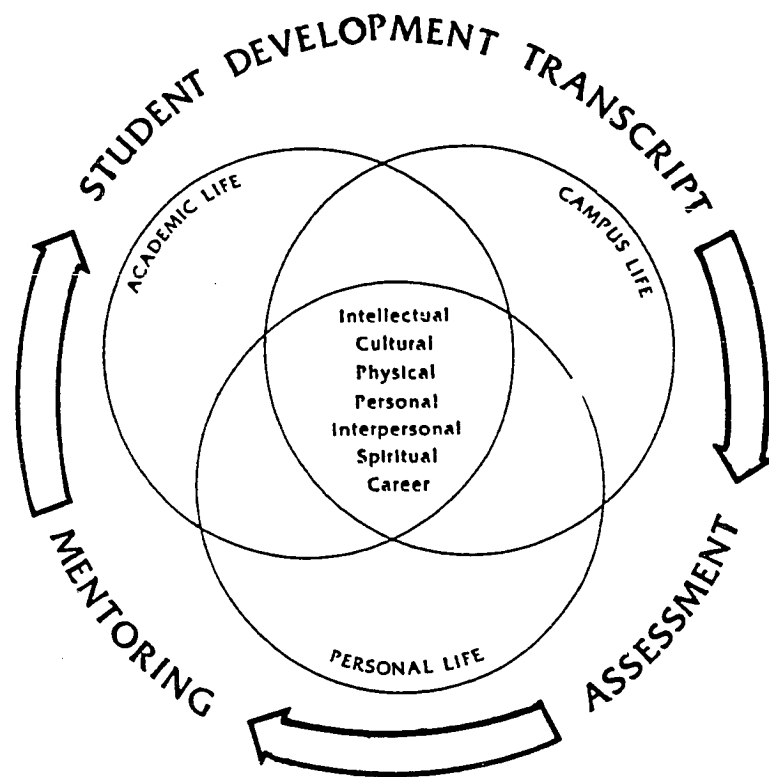

Doctor of Education

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1984

Dissertation Committee

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STUDENT DEVELOPMENT TRANSCRIPT

ACADEMIC LIFE

CAMPUS LIFE

Intellectual
Cultural
Physical
Personal
Interpersonal
Spiritual
Career

PERSONAL LIFE

MENTORING

ASSESSMENT

THE EFFECTS OF PARTICIPATION IN A STUDENT DEVELOPMENT
MENTORING-TRANSCRIPT PROGRAM ON FRESHMEN UNIVERSITY
STUDENTS

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The purposes of this study were: (a) to determine
the effects of participation in a Student Development
Mentoring-Transcript Program on freshmen University stu-
dents, (b) to ascertain the perceived value of partici-
pation in such a program for University students, (c) to
develop recommendations regarding the implementation of
mentoring-transcript programs at colleges and universi-
ties, and (d) to determine areas for further research on
this topic.

Subjects for the study were randomly selected from
the 1982 Freshman Class at the University of San Diego.
Mentors were selected from among faculty, administrators
and professional staff members at the University. The
study employed an experimental design measuring differ-
ences between experimental and control groups on five
dependent variables: (1) use of campus services, (2)
satisfaction with campus services, (3) satisfaction with
the university environment, (4) participation in

extracurricular activities, and (5) change in students'
level of confidence in ten developmental areas. Sub-
groups within experimental and control groups were also
compared to determine if there were differences in the
effects of participation in the program upon: resident
vs. commuter students; male students vs. female stu-
dents; students of high, average or low academic
ability; students with faculty mentors vs. students with
administration or staff mentors.

Instruments used for data collection were the fol-
lowing: the American College Testing Program's Student
Opinion Survey, the Cooperative Institutional Research
Program's Entering Student Survey, the University of San
Diego Student Development Transcript, and two question-
naires developed by the researcher. Data were tested by
means of chi-square, t-tests and analysis of co-
variance.

Some of the major findings and conclusions of the
study were:

1. Participation in a Mentoring-Transcript Program
heightens students' awareness of developmental opportu-
nities available to them at the University and assists
them in establishing developmental goals.

2. Participation in a Mentoring-Transcript Program
increases students' confidence in their ability to solve
problems and to make decisions.

3. Assisting students through a Mentoring-

Transcript Program promotes among participating students positive attitudes toward the University environment.

4. The role of mentor is a potentially powerful and productive role for faculty and staff in their relationships with students.

5. The Student Development Transcript is viewed by students, faculty, administration and staff as a useful and practical instrument.

DEDICATION

TO MY FAMILY

My wife, Karen Lee Cosgrove

My daughter, Jennifer and my son, Sean

Whose love, encouragement, understanding,

patience, and support made

this work possible

and

MY PARENTS

Jim and Helen Cosgrove

Who intuitively understood

all that is important to know about development

and to whom I am eternally grateful

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College Student Personnel profession.

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CHAPTER I

INTRODUCTION

The Student Development Mentoring-Transcript Program is a relatively new concept in higher education (Brown, 1977). The program is an effort on the part of college student personnel professionals to establish an organized system which will assist undergraduate students to establish developmental goals for their college years and to become more intentional in their choices of extracurricular activities.

The program includes a mentoring component whereby volunteer faculty and staff act as resource persons to students concerning aspects of college or university life outside of academic classes. The transcript itself is a record of student activities, on and off-campus employment, and honors received.

In a broader perspective, the Student Development Mentoring-Transcript Program is intended to demonstrate and document a time-honored belief of the American higher educational community that significant learning during the college years occurs outside of, as well as within, the classroom (Carnegie Commission on Higher

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Education, 1973).

This belief is reflected in the way most American colleges and universities are organized. For example, most college and university catalogues contain statements which indicate a commitment to the intellectual, social, personal, moral, cultural, and physical education of students. To implement this holistic educational perspective, colleges and universities have provided students the opportunity to participate in many activities beyond the classes that constitute their academic program: student government, student activities, residence life programs, recreation and leisure programs. The purpose of these programs is to foster total student development: students' growth in self-understanding, sensitivity to other persons and cultures, vocational identity and interpersonal skills.

Until recently, however, institutions of higher learning have made few systematic efforts to encourage and reinforce students' pursuit of developmental goals, nor have these institutions developed systems for assessing and recording students' accomplishments in these areas. In the academic domain, students' accomplishments are recorded on an academic transcript. Faculty members specify the completion of certain requirements before certifying that a student is competent in an academic discipline. Other dimensions of student development - leadership, interpersonal skills, problem-

solving skills - are left, as it were, to chance.

Despite the acknowledgment that development is multi-dimensional, students' accomplishments in extracurricular activities have not been systematically recorded, nor has a system (comparable to academic advising) been devised for assisting students to focus on their own process of development, to clarify overall goals and developmental objectives for college life, and to provide access to programs and services which will assist students in achieving those goals and objectives.

The Student Development Mentoring-Transcript Program, the subject of this dissertation, is an example of such a system.

Historical Background

The commitment of colleges and universities to the holistic education of students is deeply rooted in the history of American higher education. In colonial institutions religious objectives dominated and promoted cohesive and unified approaches to education. The very nature of early educational approaches led rapidly to what has come to be called the collegiate way of life (Brubaker and Rudy, 1976; Leonard, 1956; Rudolph, 1962), wherein "students were viewed by those in charge as in need of close supervision and control in all areas of their lives by those in charge" (Hansen ,1982, p.6).

The philosophy that prevailed was paternalistic, and the desired developmental outcomes were spiritual, moral, and vocational as much as they were intellectual (Hansen, 1982, p.6).

As the United States moved from an agrarian to an industrial nation, and as the state and federal governments became increasingly involved in higher education, there resulted an increased emphasis upon the institution's responsibility for students' intellectual growth and a corresponding emphasis on the student's personal responsibility for his/her own spiritual, social, and cultural life and welfare. By the beginning of the 20th century, the once unified and largely integrated academic and extracurricular elements of student life had become separate, distinct, and increasingly unrelated (Hansen, 1982, p. 8).

It was in response to a perceived loss of some of the original purposes of higher education and to a perceived need to attend to students in more holistic ways that in the 1930's the Student Personnel Movement was born (Findley, 1939, pp. 279-280). Out of this movement came the view that college students were more nearly adults than children and that they learned to be responsible by having opportunities to practice responsible behavior within the educational environment - a position probably best expressed in The Student Personnel Point of View (American Council on Education, 1937).

The influence of the Student Personnel Movement in upholding a holistic tradition in higher education is evidenced in this 1968 statement of the Committee on the Student in Higher Education reaffirming the role cf post-secondary education to educate the whole person:

> Despite our limited knowledge, the college must recognize that even its instructional goals cannot be effectively achieved unless it assumes some responsibility for facilitating the development of the total human personality. A student is not a passive digester of knowledge elegantly arranged for him (her) by superior artists of curriculum design. He (she) listens, reads, thinks, studies, and writes at the same time that he (she) feels, worries, hopes, loves, and hates. He (she) engages in all of his (her) activities not as an isolated individual but as a member of overlapping communities which greatly influence his (her) reactions to the classroom experience. To teach the subject matter and ignore the realities of students' life and social systems of the college is hopelessly naive (p. 6).

While student personel professionals succeeded in maintaining a sometimes begrudging acceptance of a holistic approach to higher education, they did so prin-

cipally by means of practical arguments and by the force of personal convictions. Until the late 1960's, what was lacking was a solid theoretical and empirically-grounded framework to support the philosophical presuppositions of college student personnel staffs and to guide Student Personnel practice. The Student Development Movement of the late 1960's and 1970's provided such a framework.

Building on the seminal writings of theoreticians such as Lewin (1936), Piaget (1952), Havighurst (1953) and Erikson (1963), authors including Sanford (1967), Heath (1968), Chickering (1969), Kohlberg (1969), and Perry (1970) initiated studies applying human development theory to college students. What emerged and became known as the field of College Student Development was a body of theory and research concerned with systematic change in students over time while in college.

This research, most of which is carefully data-based, has served to establish the following: (a) that the traditional college years [ages 18-22] comprise a distinct developmental period (Heath, 1968; Levinson, 1972); (b) that the various dimensions of development [tasks to be accomplished during that period] are definable (Heath, 1968; Chickering, 1969); (c) that student development can be assessed (Lenning, 1980); and (d) that the dimensions of development can be positively, negatively, and deliberately influenced through

resources available on campus. (Sanford (1967); Heath (1968); Chickering (1969); Kohlberg (1969); Perry (1970); Baier, 1981).

Student Personnel practicioners in the 1980's have available many elegant descriptions (or models) of the developmental process of college students. As Knefel- kamp, Widick and Parker (1978) suggest, the task and the challenge to those practicioners is three-fold: (a) how to keep up with the knowledge explosion, (b) how to make sense of the many models, and (c) after understanding them, how to translate them into useful and helpful tools for the work of Student Personnel professionals (p. ix).

The Student Development Mentoring-
Transcript Program

The Student Development Mentoring-Transcript Program is an example of a program solidly grounded in theory and designed to promote intentional student de- velopment. As originally conceived by Brown (1977), the program contains three elements: (a) an assessment pro- cess whereby students indicate those areas which they have an interest in developing as part of their experi- ence during the college years and wherein they make an initial assessment of their skills in a variety of areas; (b) a mentoring component wherein volunteer

faculty and staff persons act as resources to students relative to areas of college life outside of their academic classes; and (c) the transcript itself, which is a record of participation in extracurricular activities, on and off-campus employment, and honors received.

The assessment process is intended to make students aware of the various dimensions of their development while in college and to encourage them to begin to set goals in each of those areas of their lives.

The mentoring process provides students with an opportunity to discuss goals and objectives with a mature person who is there to listen, encourage, support, make suggestions, provide information, and help them better understand their own developmental process.

The Student Development Transcript itself is intended: (a) as a tool which reinforces the notion of holistic development, (b) as a resource to be used by students toward the end of their college careers for the preparation of resumes and for employment interviews, and (3) as a way for institutions to affirm to prospective employers and to graduate schools students' participation in activities outside of the classroom.

Response to the "transcript idea" has been positive. A national survey conducted by Brown and others (1978) indicated that nearly two-thirds of student affairs officers surveyed and more than fifty percent of academic officers and registrars surveyed believed that

a developmental transcript could be a worthwhile addition to post-secondary education. In an institutional study conducted by Brown (1979), students and parents surveyed likewise endorsed the idea.

Moreover, the transcript idea has struck such a responsive chord in higher education circles that there are currently 25 institutions throughout the United States implementing all or part of the mentoring-transcript program as conceived by Brown. Personnel at these institutions have initiated these programs motivated by one or more of the following assumptions:

1. The program will develop greater awareness among students of developmental goals.

2. The program will help students to become more intentional in their choices of extracurricular involvement.

3. In providing information to students about developmental opportunities available to them in college, the program will effect in students a more positive attitude towards the university.

4. The program will improve the retention of students.

5. The program will improve faculty-student relations.

6. The program will increase the participation of students in growth-producing activities.

However, as is the case with many student develop-

ment programs initiated at colleges and universities in the past ten years, none of these effects have been researched. Despite the popularity of Student Development Transcript Programs, no experimental study has been conducted to determine if, in fact, the program does promote intentional student development and does positively effect a student's overall perception of the university environment.

The purpose of this dissertation was to conduct such a study - a study of the outcomes of a Student Development Mentoring-Transcript Program initiated and offered to freshmen students in the 1982-83 academic year at the University of San Diego.

Statement of the Problem

A major purpose of this study was to determine whether or not participation in a Student Development Mentoring-Transcript Program effected specific behavioral and attitudinal changes among freshmen university students. The study also sought to determine whether certain characteristics of students involved in the program as well as the occupational status of mentors in the program effected these outcomes.

More specifically, the purpose of this study was to determine whether the following effects were evident among freshmen university students participating in a

Mentoring-Transcript Program when compared to non-participants: (a) a more positive attitude toward the university; (b) greater use of and satisfaction with campus services; (c) greater participation in extra-curricular activities; and (d) increased confidence in students' skill levels in ten developmental areas.

The study was conducted at an independent, private Roman Catholic University with a total enrollment of 5,000 students, approximately 3,000 of whom are under-graduates. It employed an experimental design measuring differences between experimental and control groups on six dependent variables.

The principal instruments used for evaluation were the American College Testing Program's Student Opinion Survey, the Entering Student Survey developed by the Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California at Los Angelos, two question-naires developed by the researcher, and the University of San Diego Student Development Transcript, also de-signed by the researcher. Both the Student Opinion Survey and the Entering Student Survey have been exten-sively tested for reliability and validity. The ques-tionnaires developed by the researcher addressed factual issues regarding the conduct of the program and were determined to have face and construct validity. The University of San Diego Student Development Transcript

was likewise designed to solicit factual information from students, and was determined to have face and content validity.

Hypotheses

The hypotheses posed for the purposes of this study were as follows:

1. There is no significant difference between experimental and control groups in their use of university services as measured by the American College Testing Program's Student Opinion Survey, Section II, Part A.

2. There is no significant difference between experimental and control groups in their level of satisfaction with university services as measured by the American College Testing Program's Student Opinion Survey, Section II, Part B.

3. There is no significant difference between experimental and control groups in their level of satisfaction with the university environment as measured by the American College Testing Program's Student Opinion Survey, Section III.

4. There is no significant difference between experimental and control groups in their degree of participation in extracurricular activities as measured by completed University of San Diego Student Development Transcripts.

5. There is no significant difference between experimental and control groups in the change in their perceived skill level in each of ten developmental areas as measured by self-ratings on the <u>Entering Student Survey</u> (pre-test), and the <u>Student Opinion Survey</u>, Section IV (post-test).

6. There is no significant difference between experimental and control groups on the three factors described in hypotheses 1, 2, and 3 when the following variables are held constant: resident/commuter; high/average/low academic ability; male/female; faculty/administration or staff mentors.

Responses to student and mentor questionnaires were analysed to determine perceived qualitative effects of the program.

<p style="text-align:center">Definition of Terms</p>

Terms are defined in this study as they are commonly used in the College Student Personnel field and as they have been defined by various researchers of College Student Development.

1. <u>Academic ability</u>: a student's aptitude for university academic work as measured by verbal Scholastic Aptitude Test scores, the measure which the University of San Diego Admissions Office uses as a key factor in its selection process. High, average and low aca-

demic ability were defined for the University of San Diego student population based on the following ranges of verbal Scholastic Aptitude Test scores: (a) high = scores of 520 and above (b) average = scores of 390 - 510 (c) low = scores of 380 and below.

2. College Student Development: A body of theory and research concerned with systematic change in students over time while in college.

3. Development: Qualitative changes of a sequential, hierarchical nature which are related to maturity.

4. Developmental tasks: Seven vectors of development involved in the more general task of identity resolution in young adulthood. The tasks are: achieving competence, managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purposes and developing integrity (Chickering, 1968, p.19).

5. Dimensions of Maturity: Five interrelated dimensions of the maturing process which together describe the development of a student in college. As defined by Heath (1968), these dimensions are: symbolization, allocentrism, integration, stability and autonomy. Heath's dimensions of maturity parallel Chickering's developmental tasks (See Chapter Two).

6. Extracurricular activities: Out-of-class experiences made available to college students for the purpose of enhancing their social, cultural, physical,

recreational and spiritual development. A distinction
is sometimes made between extracurricular and co-
curricular activities. When the distinction is made,
"co-curricular activities" generally refers to activ-
ities directly related to an academic program and
sometimes involving academic credit. Examples are:
participation in a drama performance as part of a
Theatre Arts Program; earning journalism credit as a
member of a University's student newspaper staff. For
purposes of this study, "extracurricular" included both
credit and non-credit activities.

7. <u>Holistic education</u>: An educational model, com-
prehensive in scope, including among its goals the fa-
cilitation of the intellectual, interpersonal, moral,
physical, cultural and spiritual development of stu-
dents.

8. <u>Mentor</u>: A trusted counselor, guide, friend and
teacher... a collaborator with students who strives to
help them achieve their personal goals and who facil-
itates or guides rather than dictates or directs (Brown
and DeCoster, 1982, p.49). As used in this study, a
member of the faculty, staff or administration at the
University of San Diego assigned to three or four
freshmen students to assist those students in estab-
lishing developmental goals for the college years.

9. <u>Mentoring</u>: As a function of educational in-
stitutions, a one-to-one learning relationship between

an older person and a younger person that is based on dialogue between them.... A way of individualizing a student's education by allowing a student to connect with a college faculty or staff member experienced in a particular field or possessing a specific set of skills (Lester and Johnson, 1981, pp.50-51).

10. <u>Orientation Program</u>: A week-long program for entering students designed to acquaint them with programs and services available to them at the University, to familiarize them with the campus environment, to provide them with necessary academic advising and assistance with registration, to provide them with opportunities to get to know their fellow students, and to facilitate their overall adjustment to the campus.

11. <u>Preceptorial Program</u>: A program required of all freshmen students at the University of San Diego and designed as an orientaion to the academic and intellectual life of the University. Preceptorial classes are offered in all academic areas, but are limited in enrollment to 18 students. The student selects a class in an area of academic interest. The preceptor then serves as the student's academic advisor until such time as he/she declares an academic major.

12. <u>Student Development</u>: The application of human development concepts in post-secondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self-direction, and become

interdependent (Miller & Prince, 1976, p.3.). It is broadly construed to include growth in interpersonal skills, emotional maturity, aesthetic interests, career choice, moral values, health awareness and physical fitness as well as intellectual competence and knowledge.

13. <u>Student Development Transcript</u>: An institutional record of a student's participation in extracurricular activities, on and off-campus employment, and honors received during the period of the student's university education.

Assumptions

The following assumptions are used in this study:

1. The characteristics of the University environment are complex and interrelated.

2. College students are active processors of information: i.e., they do not react passively to experimental treatment.

3. Because the human person is a complex being, experimental treatment is likely to affect the learner in complex ways. For example, discussions about career goals may cause a student to consider more options - resulting temporarily in greater confusion but in the long term leading to clarification of goals.

4. Since the Preceptorial Program is required of

all entering freshmen at the University of San Diego,
and since all members of both experimental and control
groups were also members of preceptorial groups, it was
assumed that any influences of this program on dependent
variables were common to both and, therefore, did not
account for differences which resulted.

5.   There is a maturation factor which was true
for members of both experimental and control groups.

Limitations of the Study

The study is limited in the following ways:

1.   Generalizability. Since this study was con-
ducted at an independent, private university with an
enrollment of 5,000 students, the results of the study
are generalizable only to universities of similar size
and philosophy. However, since the number of comparable
universities throughout the country is considerable, and
since it is typically those universities which stress
holistic development, the results should prove to be of
considerable practical value.

2.   Duration of the study. The Student Develop-
ment Transcript Program is potentially a four-year
program wherein students in their freshman year begin to
consider goals relative to the non-academic aspects of
college life, have the opportunity to discuss those
goals with an interested party and begin to maintain a

record of achievements on a document called a transcript. Conceptually, this process would continue throughout the four years and lead to a refinement of goals, a diversification of activity and the building up of the transcript, which in the student's senior year would be converted to a resume. It is possible that some of the effects of the treatment during the first year may show themselves only in later years. For example, as a result of the interaction with their mentors, some students may be convinced of the importance of extracurricular participation but postpone their involvement until sophomore year because of a desire to concentrate solely on academics during the first year of college. A longitudinal study tracking students' progress over four years would furnish more complete data on the effects of the program, particularly relative to the clarification of goals. Data on the results of the program after one year are not insignificant, however, particularly since research has demonstrated a high correlation between student attitudes and student retention (Astin, 1977).

Significance of the Study

The influence of research on college student development is evidenced in the multitude of new programs and procedures which have been created at universities

in the past ten years with the specific aim of facili-
tating the development and growth of college students.
However, as Hansen (1982) suggests:

> The student affairs professional must confront
> a very interesting paradox in the 1980's. The
> paradox is that we philosophize, conceptualize
> and theorize about student development, but we
> do very little to document how students change
> while in college.... Miller and Prince (1976)
> describe a number of innovative programs from
> throughout the higher education community that
> attempt to implement our philosophy and
> theory. One need only to examine our profes-
> sional literature to find descriptions of
> many, many student services programs designed
> to facilitate college student development.
> What we do not find is a systematic attempt to
> assess student development, to document that
> our programs work.

This study was an attempt to do just that - to
examine a program which, because of its foundation in
student development theory has become popular at col-
leges and universities throughout the country but for
which there has been no previous empirical research
demonstrating its effectiveness.

In evaluating specific elements of the Student

Development Mentoring-Transcript Program, the study informs practice. In doing so, it should have practical significance to colleges and universities with programs currently in place. Additionally, the results of the study confirm and further refine some of the theoretical suppositions upon which the program is based.

The experimental treatment employed in this study is described in sufficient detail so that it can be reproduced by other researchers. Replication of the study at other small, private colleges or universities and at large, public institutions would provide useful comparative data on the needs of students at institutions of varying size and character.

Finally, in providing a systematic evaluation of a popular student development program, the study offers a paradigm for the evaluation of other student development programs.

CHAPTER II

REVIEW OF THE LITERATURE

Student Development Mentoring-Transcript Programs are efforts at translating theory to practice. One cannot fully understand this or any other intervention designed to affect the development of students without considering the theoretical literature concerning the development of students throughout the college years.

Accordingly, this review first considers the general body of student development theory, its historical roots and its principal theorists. Secondly, it considers research conducted on the Student Development Transcript itself. Finally, programs currently operating at colleges and universities throughout the country are described.

An Historical Perspective on College Student Development

In 1899 William Rainey Harper, president and reorganizer of the University of Chicago, delivered an address at Brown University entitled "The Scientific

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Study of the Student." Therein, he included this
statement:

> In order that the student may receive the
> assistance so essential to his highest suc-
> cess, another step in the onward evolution
> will take place. This step will be the sci-
> entific study of the student himself.... In
> the time that is coming, provision must be
> made, either by the regular instructors or by
> those appointed especially for this purpose,
> to study in detail the man or woman to whom
> instruction is offered (Williamson, 1949, p.
> 22).

The assistance Harper had in mind, he remarked,
would be predicated upon "a general diagnosis of each
student, which would include at least five considera-
tions in addition to physical health: (1) his charac-
ter, (2) his intellectual capacity, (3) his special
characteristics, (4) his special capacities and tastes,
and (5) the social side of his nature." "This feature
of 20th century education," he said, "will come to be
regarded as of greatest importance, and fifty years
hence will prevail as widely as it is now lacking"
(Williamson, 1949, p. 22).

While Harper's estimate of the time such a shift in
point-of-view would take was slightly off the mark, he

was prophetic in predicting and summarizing the thrust of the student development perspective which had its beginnings with a core of researchers in the early 1960s and has come to enjoy prominence in the 1980s.

The 1960s were a time of turmoil on college campuses which caused administrators to re-evaluate some basic assumptions about students and student life. It became clear during that period that old models of bureaucratic structure and in loco parentis policies and procedures were not effective in coping with the rapidly changing nature of the student body. Institutions were challenged to change their response postures to better recognize student needs. As Hanson (1982) suggested, "the advent in the 1960s and 1970s of human development theories applicable to college students was something of a boon to institutions of higher learning. Concepts underlying the processes of development formed a viable theoretical foundation upon which to build" (p. 8). In effect, the applications of human development theory to student affairs practice initiated the Student Development Movement in higher education.

Models of student development flourished in the 1960s and early 1970s. In 1978, Knefelkamp, Widick and Parker undertook the task of finding or creating a definitive, comprehensive student development theory. Their search for a grand design among different theorists using different language was ill-fated. They did

not find, nor could they create, the comprehensive model of student development. What they did find was that theorists seemed to cluster into categories or families, creating a mosaic of necessary pieces which together described college student development (Knefelkamp, Widick and Parker, 1978, p. XI). Weathersby and Tarule (1980) reached a similar conclusion in their search, describing each theory or group of theories as "a different set of lenses through which to view the process of education" (Weathersby and Tarule, p. 2). The first part of this review, therefore, considers the principal theorists whose collective work has created this mosaic of college student development.

The Student Development Theorists

Nevitt Sanford: A Definition of Development

One of the earliest theorists to address the crisis in student life in the 1960s and to suggest a solution was Nevitt Sanford. In his book, Where Colleges Fail (1967), Sanford presented three postulates which summarize the developmental perspective on college education. First, he argued, colleges need to be viewed as a total experience, one in which students have an opportunity to try out new life styles, to have their value systems challenged and to associate with persons who embody the

values of a liberal education in their lives. Such, he suggested, has been the goal of education since the Greeks conceived the idea of <u>paideia</u> (Sanford, p. xv). Secondly, if the development of the individual as a whole is the primary aim of education, then, he suggested, colleges should organize all of their resources in an effort to achieve that goal. Thirdly, he said, such planning should be guided by a theory of personality.

In his overview of how education can promote or retard individual development, Sanford also articulated several principles which clarified the meaning of the term "development."

Change, Growth and Development

Sanford distinguished among three words often used interchangeably in higher education: change, growth and development. Change, he suggested, is the most general term and describes any condition of a system that is altered from a previous condition. Change may be desirable or undesirable, may involve diminuation as well as increase, decline as well as development (Sanford, 1967, p. 47).

Growth he defined as "the expansion of personality, the addition of parts (e.g., habits, needs or beliefs) and the enlargement of existing parts" (Sanford, 1967,

p. 47). Like change, the growth of a personality may or may not be healthy in the sense of being favorable or unfavorable to the overall functioning of a system. Individuals, for example, may acquire more information but will not necessarily be more complex in the way they integrate that information into their value system.

Development is "the organization of increasing complexity" (Sanford, 1967, p. 47). The complex system has a variety of sub-systems that become differentiated and perform particular functions and, without losing their identity, become integrated into the whole.

Principles of Development

How does development occur? Sanford suggested the following principles:

1. Development is fostered by a combination of challenge and support. A person develops by being challenged. For change to occur, a certain degree of disequilibrium or upset must occur which causes an individual to re-evaluate, to correct, to make new responses and so expand the personality. If the challenge or disequilibrium is too great, the individual will retreat or become entrenched. A sufficient amount of support in the environment is necessary to encourage the person to meet the challenge being presented. If, on the other hand, support systems are such as to impede

challenge, then the individual will stagnate. A delicate balance of challenge and support must be achieved before development can occur (Sanford, 1967, chap. 6).

2. <u>Development is a unitary function</u>. A person's diverse features develop in interaction with one another. Intelligence, feelings, and actions are inseparable parts of behavior. Therefore, developmental education demands that attention be paid to all aspects of the individual and not just to cognitive development.

3. <u>Development is progressive</u>. There is a predictable succession of developmental changes. Therefore, readiness for change must be paired with the appropriate stimuli in order for development to occur (Sanford, 1967, chap. 6).

4. <u>Individuals develop at different rates</u>. No two individuals are the same. Persons grow and develop at rates unique to their personalities and to their experiences (Sanford, 1967, chap. 6). Here Sanford connected to the earliest traditions of student personnel work which stressed the importance of respect for individual differences (Williamson, 1949).

Sanford's overview of developmental education served as a springboard for other college student development theorists. His conceptualization of development provided the basis for the definition of development used in this study: <u>Development means qualitative changes of a sequential, hierarchical nature which are</u>

related to maturity.

Erik Erikson: Identity and the Life Cycle

Another theorist whose work provided a foundation
for the principal college student development theorists
was Erik Erikson. Erikson departed from the psycho-
analytic view of personality development in three ways
which are significant for psychology in general and for
college student development theory in particular. They
are the following:

1. He insisted that an understanding of individu-
al development required consideration of the external
environment as well as internal dynamics. Erikson
placed the developing person in a social context empha-
sizing that movement through life occurs in interaction
with parents, family, social institutions and a par-
ticular climate and culture, all of which are bound by a
particular historical period (Erikson, 1968).

2. Erikson's work stressed the positive and adap-
tive capacities of individuals, focusing on qualities
such as competence, identity, love and wisdom. His was
a model of positive, normal and healthy growth as oppo-
sed to an illness/cure model.

3. Erikson's stress on the sequential nature of
development was a seminal contribution to an under-
standing of the individual life cycle. The journey from

birth to death passes through seasons. His model of
psycho-social development helped to chart them. Even
more, it described an underlying principle which made
their sequence understandable. Erikson's epigenetic
principle suggested that the inherent pattern of human
growth and its parallel social climate created a univer-
sal sequence of psycho-social phases. He saw an ordered
pattern in lives because of the regularity of psycho-
social experiences which dictate the form and sequence
of personality development (Erikson, 1968, p. 92).

Erikson set parameters for a number of psycho-
social theorists who through empirical, data-based re-
search were able to identify the college years as a
distinct developmental period with specific develop-
mental tasks to be accomplished, a period which Levinson
(1979) labeled "Pre-adulthood". It was Erikson's notion
of sequence and task which led these researchers to the
identification of specific developmental tasks for the
college student. It was his stress on the impact of en-
vironment which led these same researchers to the iden-
tification of factors within the college environment
which either promote or retard student development.
Each of the models of college student development are,
finally, proactive and positive, stressing the impor-
tance of creating proper conditions for both growth and
development and assuming an adaptive capacity in
students.

Two of these theorists whose work had a significant impact on student development practice in general and on the student development transcript in particular were Arthur Chickering and Douglas Heath.

Arthur Chickering: The Seven Vectors of Development

Arthur Chickering acknowledged his debt to both Sanford and Erikson. Philosophically, he joined Sanford in envisioning colleges and universities as developmental communities. His orienting point was Erikson's Identity stage. He stated: "At one level of generalization, all of the developmental vectors can be classified under the general heading 'identity formation'" (Chickering, 1969, p. 78).

Chickering pointed out, however, that identity is so abstract as to provide only a hazy guide for practice. His purpose was to give further specificity to that concept, to construct a framework for the developmental changes occurring in young adulthood and to present it in a form which draws on and gives coherence to the wealth of empirical data available on college student change (e.g., Feldman and Newcomb, 1969; Chickering, 1969, p.x).

Vectors as Tasks, Concerns, Outcomes

Chickering postulated seven vectors or dimensions of development in the more general task of identity resolution. These seven vectors were: developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose and developing integrity. These vectors can be seen as a series of developmental tasks, sources of concern, as well as sets of outcomes. For example, during the college years the student encounters various demands or tasks to be accomplished; the student must learn to think, become more independent, make career decisions and take initial steps to achieve that career. These tasks become the central concerns of the college student and tend to be sources of worry and preoccupation. The vectors delineate changes in self-awareness, attitudes and skills which manifest the successful completion of the tasks (outcomes).

Principles of Development

Sanford's influence is evident in three of Chickering's postulates as to how development occurs:

1. Development involves differentiation and integration. In each of the seven vectors, the student

apprehends increasing complexity, moving, for example, from a view of him or herself as "a good student" to the more complex view that he/she is a good memorizer, a mediocre writer, a skilled critic, but a weak creator. These differentiated perceptions are eventually integrated and organized into a coherent picture of self (Knefelkamp, Widick and Parker, 1982, p. 21).

2.   Development is a product of challenge and response. The environment provides the challenges and stimulation which encourage new responses and ultimately bring about developmental changes.

3.   Students are developmentally diverse. Students enter colleges and universities at different phases of dealing with each of the vectors. Moreover, colleges and universities place varying degrees of emphasis on the importance of different aspects of development (Chickering, 1969, chap. 8).

The Seven Vectors of Development Described

Because the seven vectors of development form the foundation for the Student Development Transcript as originally conceived by Brown (1977), as well as for the College Student Self-Assessment Inventory (1980) used in this study, descriptions of each vector follow:

1.   Developing Competence: By a sense of competence Chickering meant a person's sense of his or her

ability to cope and to achieve. This vector includes three spheres: intellectual competence, physical and manual competence and social competence. Increased skills in these spheres leads to a sense of confidence, an inner judgment that one is capable of handling and mastering a range of tasks.

2. Managing Emotions: The task involved in this second vector is a good example of the four-fold process of differentiation and integration - the movement from recognition of a variety of impulses, to differentiation of feelings, to acceptance and integration of feelings with other aspects of self, and finally to the channeling of emotions in appropriate ways.

3. Developing Autonomy: The development of autonomy has three facets: the development of emotional autonomy which involves the breaking of dependence first on family, then on peers and the movement to a position where one's own thoughts, perceptions and values motivate one's life; the development of instrumental autonomy - the ability to set goals, identify resources, engage in problem solving and become increasingly mobile in relation to one's desires; the recognition of interdependence wherein the person, while independent, recognizes his or her connectedness to others.

4. Establishing Identity: While central to the entire concept of development, Chickering saw the task of identity as a distinct developmental step. It in-

volves increased ability to integrate the many facets of
one's experience and to negotiate a realistic self-
image. It is "the process of discovering with what
kinds of experiences, at what levels of intensity and
frequency, we resonate in satisfying, in safe, or in
self-destructive fashion" (Chickering, 1969, p. 13).

5.   Freeing Interpersonal Relationships: This
vector involves the development of tolerance and the
acceptance of individual differences, which in turn re-
sults in an increased capacity for mature and intimate
relationships. These relationships are characterized by
openness, autonomy and trust. Development of intimate
relationships rests, in part, on growth in the autonomy
and identity vectors.

6.   Developing Purpose: This vector involves the
assessment and clarification of interests, educational
and career options, and life-style preference. Ul-
timately, integration of these factors results in
setting a coherent, if general, direction for one's
life. It involves more than career choice. The stu-
dent's vocational plans tend to integrate avocational
and recreational interests.

7.   Developing Integrity: This vector involves
the acquisition of a personally-held set of values.
Chickering postulated three stages in this process: the
humanizing of values, the personalizing of values and,
finally, the seeking of congruence between one's beliefs

and behavior.

Of all of the college student development theorists, Chickering's work has been most widely disseminated (Knefelkamp, Widick and Parker, 1978). The popularity of the model seems to have been derived from Chickering's orientation to his subject matter. In writing Education and Identity, he was interested in increasing the working knowledge necessary for good decision-making rather than refining the theory and research base of student development. Thus, his thinking connected in a very direct way with the experience of college practitioners.

A major strength of Chickering's work was its empirical foundation in the Project on Student Development in Small Colleges, a cross-sectional and longitudinal study of thirteen liberal arts colleges undertaken in the 1960s with the purpose of identifying the effects of interaction between student characteristics and collegiate press on attrition and personality change (Chickering, 1968). A particular strength in his research approach was the use of multiple measures for assessing both college goals and student characteristics. Measurement of student characteristics and change were obtained through responses to a biographical questionnaire, an activity questionnaire, the Omnibus Personality Inventory (OPI), a religious orientation instrument, the Strong Vocational Interest Blank and

semi-behavioral ratings. Chickering's empirical findings generally substantiated the patterns of growth hypothesized by the vector model (Knefelkamp, Widick and Parker, 1978, p. 29).

After the publication of Education and Identity (1969), Chickering conducted other studies which both validated and gave further specificity to the original model (Chickering, 1971, 1973, 1974, 1976; Chickering and Super, 1971). The cumulated data and basic conclusions deriving from other studies conducted over the past twenty years which monitor change in student attitudes, goals and behavior during college (Feldman and Newcomb, 1969; Astin, 1977) closely parallel the developmental outcomes which Chickering postulated.

Prince, Miller and Winston (1974) developed the Student Development Task Inventory (SDTI), an empirically derived instrument based on Chickering's vectors and designed to serve as an aid to practice. The College Student Development Self-Assessment Inventory (Brown et al., 1980), an instrument used in this study, was also based on Chickering's vectors.

Douglas Heath: A Model of Maturing

Another researcher whose work was significant in identifying the college years as a distinct developmental period was Douglas Heath. Like Chickering,

Heath's aim was to create an empirical base which would provide college personnel professionals with an objective understanding of the factors which constitute maturity. Heath's central construct of "maturity" reflects the focus of his developmental theory. Rather than identifying age-specific tasks, he started by delineating the processes characteristic of the mature person. From that vantage point, his model charted the continuous movement from immature to mature ways of functioning.

Research on the Maturity Model

Heath (1968) employed a systematic case study approach in his first major study, a longitudinal investigation of student development at Haverford College. This study involved randomly selected freshmen and seniors as well as college alumni. His purposes were: (1) to describe the patterns of maturing during and following college years, and (2) to identify major determinants of those maturing changes (Heath, 1968, p. 3). His findings confirmed his model of maturing.

Heath subsequently tested the universality of his model by conducting further studies using locally selected exemplars in five diverse cultural areas: mid-Atlantic American Protestants and Jews, northern Italian and Sicilian Catholics, and western and Anatolian Tur-

kish Moslems (Heath, 1977c). These longitudinal studies showed that persons did, in fact, mature as predicted when being liberally educated and when confronted with the responsibilities of adult life. Heath also used his model for developing measures to assess psychological maturity, for mapping the range of outcomes of educational programs, and for identifying the personality attributes which contribute to adapting to vocational (Heath, 1976a), parental (1976b, 1977b), and sexual-marital roles (1978b, 1978c, 1979).

Heath and Chickering: The Models Compared

It is significant that despite the fact that they approached their research from different vantage points, Heath and Chickering's models are remarkably convergent. Table 1 conveys the similarity of the constructs.

Table 1

Chickering's Vectors of Development	Heath's Dimensions of Maturity
1. Developing Competence	1. Symbolization
-intellectual	-intellectual
-physical & manual	-values
-social	-interpersonal
2. Managing Emotions	2. Integration - Personal Relations

Table 1 (continued)

Chickering's Vectors of Development	Heath's Dimensions of Maturity
3. Developing Autonomy	3. Autonomy
4. Establishing Identity	4. Integration - self-concept
5. Freeing Interpersonal Relationships (tolerance)	5. Allocentrism (tolerance)
6. Developing Purpose	6. Stability
7. Developing Integrity	7. Integration

More significant for the student personnel practitioner, the conclusions of these two independent researchers about factors within the college environment which tend to promote student development (in Chickering's terms) or the maturing process (in Heath's terms) are nearly identical. They are the following:

1. Clarity and consistency of institutional objectives (Chickering, 1969, pp. 158-184; Heath, 1968, pp. 207-212).

2. Size of the institution - small enough to allow the individual a chance for active participation and satisfying experiences (Chickering, 1969, pp. 185-195; Heath, 1968, pp. 240-242).

3.   Clear expectations that the student is to become more aware of himself, others and relationships (Chickering, 1969, pp. 165-184; Heath, 1968, pp. 242-247).

4.   Curriculum, teaching and evaluation aimed at where students are developmentally and at integrating personal experiences and content (Chickering, 1969, pp. 206-219; Heath, 1968, pp. 197-205).

5.   Residence hall arrangements which intentionally foster interaction among students (Chickering, 1969, pp. 220-223; Heath, 1968, pp. 184-187).

6.   Frequent, informal and personal interaction with faculty members (Chickering, 1969, pp. 232-252; Heath, 1968, pp. 202-207).

7.   Conscious utilization of the student peer culture (Chickering, 1969, pp. 253-279; Heath, 1968, pp. 187-197).

8.   A sense of community (Chickering, 1969, pp. 173-175; Heath, 1968, pp. 239-242).

Chickering and Heath along with other psycho-social theorists of college student development (Katz and Sanford, 1962; Keniston, 1971; Marcia, 1966; Roy Heath, 1964) reminded educators of the confluence of the cognitive, affective and social aspects of the educational process. The work of these researchers was comprehensive in scope; their concern was with the integration of these various aspects of student life.

They reminded student personnel professionals and faculty members alike that colleges and universities deal with individual students who simultaneously think, value, relate and wonder about themselves.

Specialized Perspectives

Three other families of theories added dimension to the general developmental models. These include the cognitive-developmental theorists (Piaget, 1964; Kohlberg, 1969, 1972, 1975; Perry, 1970; Harvey, Hunt, 1970); the typology theorists (R. Heath, 1964; Cross, 1971, 1976; Newcomb, 1967; Clark and Trow, 1966) and the person-environment theorists (Holland, 1966; Pace, 1967; Stern, 1970).

The Cognitive-Developmental Theorists

Cognitive-developmental theorists employed the structuralist view articulated by Jean Piaget (1964). Their focus was on how students think; how they receive and interpret information; how they make meaning of the learning process in the classroom. Development was seen as a sequence of irreversible stages involving shifts in the process by which individuals perceive and reason about their world (Knefelkamp, et al., 1978). Sanford's paradigm of challenge and support was seen again in

these theorists' view of the process of developmental change as interactive: individuals encounter problems, dilemmas or ideas which cause cognitive conflict that demands that they accommodate or change their way of thinking to a more adequate form. Two of these theorists whose work was particularly useful for Student Personnel practitioners were William Perry (1970) and Lawrence Kohlberg (1969).

Perry (1970) provided the scheme of the college-student-as-learner. He examined how the student views knowledge and the process of learning; how the student understands the roles of professor and student; and what intellectual tasks could be understood and mastered, given the student's level of complexity along the scheme. Perry's work corresponded and brought into focus Chickering's vector of intellectual competence.

Kohlberg's (1971) study of moral development showed that the shift from conventional to post-conventional reasoning typically occurs in young adulthood if the individual encounters more complex moral thought and has opportunities for role-taking. Kohlberg's work generally supported Chickering's delineation of the humanizing of values.

The Typology Theorists

Typology theory suggested that there are persistent

individual differences - such as cognitive style, tem-
perament, or ethnic background - which interact with
development. The typology theorists identified how
different individuals may manage, delay, progress
through, or retreat from developmental tasks. General-
ly, these theorists presented psychological (temperament
differences) [Heath, 1964] or sociological (social-
economic status, class membership differences) [Newcomb,
1967; Clark and Trow, 1966; Cross, 1971, 1976] which
stressed different patterns of socialization. The
typology theorists reminded practitioners that any model
of development, while enormously useful for understan-
ding and for planning, must take individual differences
into account.

The Person-Environment Theorists

The roots of the person-environment interaction
theories are found in the writings of Lewin (1936).
These models stressed the necessity of viewing the
student as both influencing and being influenced by the
elements within the environment. Individual development
is either made possible or enhanced by an environment
that provides the appropriate elements or balance of
challenge and support (Sanford, 1966). Person-environ-
ment theorists also assumed that an individual who
exists in an environment that is a good match for

his/her needs and abilities will likely be more productive and happier than if he or she worked in an environment that did not match his or her needs. As Astin's (1977) study of retention demonstrates, individuals in mismatched environments often leave the environment or become less able to work well within it.

Conclusions

The comprehensive research of the college student development theorists has provided empirical evidence that the college years comprise a distinct developmental period during which time patterns are established which tend to persist into adulthood. This research has further demonstrated that the developmental process of the young adult is significantly influenced, in both positive and negative ways, by the environment of which they are a part. Findings on factors which tend to promote student development (or maturity) on the one hand affirm the importance of those areas of student life traditionally handled by student personnel professionals and, on the other, challenge those professionals to design activities, residence hall experiences, and faculty-student programs which meet the identified developmental needs of students.

One program which, in its original design, incorporated the major findings of student development re-

searchers and had as its original purpose the promotion of intentional student development is the Student Development Mentoring-Transcript Program.

The Student Development Mentoring-Transcript Program

Origins: Assumptions, Uses and Formats

The challenge of translating available models of college student development into useful and practical tools for the work of student personnel professionals was the task which Brown (1971) took up in proposing the concept of the Student Development Transcript. The viability of the concept, he suggested, rested on three important assumptions:

1. Student development must be adequately defined. As this review has indicated, research had established that fact.

2. Student development is an acceptable goal of post-secondary education. Here Brown suggested that student development as a goal of post-secondary education was only in need of re-definition as its history reached as far back as Neumann's Idea of A University (1852).

3. Student development can be assessed. While acknowledging the need for additional assessment instruments, Brown cited the Student Development Task

Inventory (1974), the work of the Educational Testing Service's Cooperative Assessment of Experiential Learning (1975) and the summary of current assessment practices reported in A Compendium of Assessment Techniques (Knapp & Sharon, 1975), as evidence of instruments available to assist with that task.

Brown suggested that a student development transcript could have value for the institution and the student in the following ways:

1. A student development transcript could be a means for stimulating faculty, staff and students in institutional goal setting....

2. For the student, awareness that a developmental chart was being maintained could serve as motivation to use it for self-assessment....

3. The transcript and the requisite assessment process could be used diagnostically either by the student alone or by the institutional staff....

4. The transcript could serve as a record of attainments and competencies to be used for job or future schooling applications....

5. By providing some index of weaknesses as well as strengths and some indications of avenues for further growth, a transcript could be used for further life planning....

Issues, suggested Brown, that must be faced if a student development transcript was to become an accepted part of higher education were the following:

1. Will accomplishments or experiences in personal development domains be required?

2. Will some form of credit comparable to academic credit units be developed?

3. What form will assessment take?

4. Will some form of a learning outcome be required as well as evidence of experience?

5. How reliable and valid are the judgments about the worth of outcomes?

6. Who should be involved in assessment and programming, and what training is necessary? (Brown, 1977)

Research on the Student Development Transcript

In an effort to address some of these issues, Brown and colleagues (1978) conducted a national survey of campus administrators using a stratified sample of 320 administrators (160 Vice Presidents and Deans of Student Services and 160 Vice Presidents and Deans of Academic Services) from four year State colleges, four year private colleges, and two year colleges. They obtained a 75% return from this original sample. Special samples of three key professional groups, 30 in each, were also

surveyed. These included a random sample of leaders of the American College Personnel Association (ACPA), registrars, and institutional representatives of the Educational Testing Services Cooperative Assessment cf Experiential Learning (CAEL). The results indicated general agreement that colleges should systematically support student development. The same results showed an overall positive response to the transcript concept. One-third of those surveyed were willing to make personal growth a prerequisite for graduation. The pattern of responses for the special samples were similar to those for the original sample. ACPA leaders were very receptive to the concept, as were registrars. Institutional representatives of CAEL, which included a large number of faculty members, were less supportive than either ACPA leaders or registrars. However, one-half of the CAEL group thought that the concept was a worthwhile contribution to education. Most did not favor academic credit being offered. See Table 2 (Appendix A).

Perceived Value of the Concept: Administrators and Faculty

Regarding developmental goals which might eventually be included as part of the transcript, several main factor effects were significant. Student affairs and academic officers differed significantly on the goals of

"learning to get along with others," "formation of life goals," "training and skills for an occupation," and "problem-solving skills." In all instances the student affairs officers were more supportive than the academic affairs officers. Officers in private institutions as compared to officers in public institutions were more supportive of moral development as a goal which might become part of a developmental transcript. Both student affairs and academic affairs officers rated "getting along with others" as extremely important. Interpersonal skills, values and life goals, and problem-solving skills were among both groups' top four goals. See Table 3 (Appendix A).

Procedures for Implementation

Regarding procedures for implementation, the majority of campus officers felt that the transcript process should be under the supervision of someone comparable to the Dean of Students. As to who should work with the individual student in determining goals, the strongest support was for some combination of student affairs staff and faculty. Results indicated that academic officers were more supportive of faculty involvement than were student affairs officers. Among the choices of staff members listed, the counseling center staff was the most favored group. See Table 4 (Appendix A).

Perceived Value: Parents and Students

In a second study conducted at the University of
Nebraska, Brown and colleagues (Brown, Baier, Baack,
Wright & Sanstead, 1979) administered a questionnaire to
a stratified random sample of 1400 undergraduate stu-
dents and 200 parents. The results of this survey in-
dicated a strong positive response to the transcript
concept on the part of both groups. See Table 5
(Appendix A). The developmental areas identified in the
questionnaire were supported by both students and
parents. The area of moral development was particularly
important to parents. "Learning to get along with
others" was the area of most importance to students.
Career development was an important area for both
parents and students. See Table 6 (Appendix A).

Appropriate Mentors

The questionnaire listed 18 groups on campus as po-
tential mentors. Results indicated some level of sup-
port for almost all staff and faculty as well as for
graduate student and undergraduate peers as mentors.
See Table 7 (Appendix A).

Assessment and Grading

Regarding assessment and grading, all of the re-
spondents favored some form of assessment. Credit was
favored by only one-third of the students. Making per-
sonal development a requirement for graduation was, in
general, rejected. See Table 8 (Appendix A). Regarding
the form of the developmental transcript - a portfolio,
a competency checklist, an experiential checklist - no
significant differences resulted. See Table 9 (Appendix
A). The majority of the students felt that the student
development transcript should be filed within the
institution but only available with student consent
(Brown, Baier, Baack, Wright & Sanstead, 1979).

A Pilot Project

Given the positive response to the Student Develop-
ment Transcript concept found in the results of these
two surveys, in the fall of 1978, Brown and six other
educators worked with 16 students in a first effort to
implement a Student Development Mentoring-Transcript
Program at the University of Nebraska-Lincoln. Baack's
(1982) research on the project outlined the steps invol-
ved in the establishment of a program and offered guide-
lines for planning and implementation on other campuses.

Students who participated in the project were enthusiastic in their praise of what occurred during their one-semester experience. Faculty and staff were also enthusiastic about the project and expressed a willingness to continue their relationship with students (Baack, in Brown & DeCoster, 1982).

The focus of Baack's research was formative evaluation, the purpose of which was "to describe and evaluate the Student Development Mentoring-Transcript <u>process</u> and, to a lesser extent, to describe and evaluate the project outcomes or <u>products</u>." At this point it had been established that (1) the Student Development Transcript was a concept acceptable in higher education, and (2) that guidelines for establishing a program were being refined. However, there was still no evidence that the program actually effected specific behavioral and attitudinal changes in students.

A National Survey of Employers

In an effort to test Brown's assumption regarding the usefulness of student development transcript to prospective employers, a national survey was undertaken in the spring of 1980 to seek information from employers regarding the value they would place on a "co-curricular transcript" as they reviewed potential candidates for positions (Bryan, Mann, Nelson, & North, 1981). Four

hundred ninety-eight employers were sent a student resume with co-curricular activities listed in a section labeled "School Honors, Professional Societies and Other School Activities," a "co-curricular transcript" with activities listed by categories, and a three-page questionnaire. The results of the survey indicated that only 28% of the employers rated the currently used resume as presenting the job applicants' co-curricular activities very well or quite well. Seventy-one point one percent "definitely wanted included or preferred to have included the co-curricular transcript as part of a job applicant's credentials" (p.32). Here was more evidence of the acceptability of the Student Development Transcript concept - now from employers. Still to be determined were the real effects upon students of participation in the program.

Research on Mentoring

Brown's earliest writings (Brown, 1972) and the models of student development previously reviewed demonstrate that interaction between a student and a mature adult (faculty or staff member) is a significant factor in student development. Levinson (1978) found that young adults, approximately 17-22 years of age, enhanced their development through temporary mentoring relationships with other adults. Mentors served critical roles

as advisor, sponsor, host, counselor, and liaison (Levinson, Darrow, Klein, Levinson, M., & McKee, 1978). Levinson described the mentor as a "transitional figure" who functioned precariously as a mixture of parent and peer while not becoming too much of either (Brown & DeCoster, 1982, p. 10).

In a survey study of 1250 successful business executives, Roche (1979) found that "nearly two-thirds of the respondents had a mentor or sponsor, and one-third of them had two or more mentors" (p. 14). Executives with a mentoring relationship earned larger salaries, engaged in more formal education, and were more likely to follow a systematic career path. They were happier with their careers and derived more satisfaction from their work than did those who were not mentored.

Hennig and Jardim (1977) found that successful women in business attributed much of their achievement to having a mentor or "father-like sponsor" who assisted them in their careers. This study and others has resulted in a growing awareness that women must make a special effort to find sponsors as well as be willing to act as mentors for their younger female colleagues (Business Week, 1978; Shapiro and others, 1978).

Pascarella and Terenzini (1978) concluded that a high degree of interaction with faculty members during the freshman year may influence student expectations and, thus, produce more faculty-student relationships

during future years.

In reviewing the skill classification on the DOT, Cross (1976) noted that mentoring was listed as a most complex role in terms of required interpersonal skills. She commented, "mentoring involves dealing with individuals in terms of their total personality in order to advise, counsel and/or guide them, and this seems a necessary interpersonal skill for many college faculty members today" (p. 205).

Lester and Johnson (1981) recognized the total nature of mentoring relationships in their definition:

Mentoring as a function of educational institutions can be defined as a one-to-one learning relationship between an older person and a younger person that is based on modeling behavior and extended dialogue between them. Mentoring is a way of individualizing a student's education by allowing or encouraging the student to connect with a college staff member who is experienced in a particular field or set of skills (p.50).

Commenting on the effect of the mentoring relationship on faculty members, the Dean of the Learning Center at Empire State College noted: "A few faculty members may experience real stress, and a few may have scurried back to traditional teaching. Yet the rewards along this path are stunning" (Gross, 1976, p. 14).

Thomas, Murrell and Chickering (in Brown & DeCoster, 1982) presented a rationale for the mentoring relationship through an analysis of Perry's stages of intellectual and ethical development, Bandura's social learning theory and concept of modeling and Erikson's psycho-social tasks. They concluded that:

> Each mentoring relationship clearly is composed of two principles who enter, change, and exit from the relationship at identifiable levels of intellectual and ethical development. Degree of change which is effected by the relationship is a function of the learning which occurs, for the most part, through effective modeling by the mentor. The mentor is motivated to serve such a modeling role by virtue of her achievement of the stage of generativity and commitment wherein she can have a hand in establishing and guiding the next generation (p.60).

It is clear that mentoring was a critical component of the Student Development Transcript Program as originally conceived by Brown (1977). The other two elements were: (1) an assessment process whereby students indicate those areas in which they have an interest in developing as part of their experience during the college years and wherein they make an initial assessment of their skill in a variety of areas, and (2) the tran-

script itself, which is a record of participation in extra-curricular activities, on and off campus employment and honors received.

Student Development Transcript Programs Nationally

During the Spring of 1980 a Mentoring-Transcript Clearinghouse was established at the University of Nebraska-Lincoln for the purpose of gathering and distributing project descriptions and establishing a network of contact persons. By July 1981 project descriptions had been received from 24 institutions, and contact people had been identified at approximately 200 institutions and agencies.

Of the project descriptions received by the Clearinghouse, 11 institutions were identified as having programs or projects which contained all three elements - assessment, mentoring, and transcript - as described by Brown. The locations of those institutions and the title of their respective programs follow:

1. Andrews University, Berrien Springs, Michigan. <u>Developmental Mentoring-Transcript Pilot Project</u>.

2. Azusa Pacific College, Azusa, California. <u>Passages</u>.

3. College of St. Theresa, Winona, Minnesota. <u>Developmental Objective/Transcript Program</u>

4. Kent State University, Kent, Ohio.
   Horizon.

5. Michigan State University, East Lansing,
   Michigan. Lifeline.

6. Notre Dame College of Ohio, South Euclid,
   Ohio. The NDC Model for Student
   Development - Dimensions for the 80s.

7. Pine Manor College, Chestnut Hill,
   Massachusetts. COMPASS (Comprehensive
   Advising System for Students).

8. Texas Tech University, Lubbock, Texas.
   The University AIDES Program.

9. The University of Maryland, College Park,
   Maryland. The Student Activities
   Involvement Log (SAIL)

10. University of Nebraska - Lincoln, Lincoln,
    Nebraska. Student Development Mentoring-
    Transcript Project.

11. Westmont College, Santa Barbara,
    California. Student Development
    Portfolio.

Other institutions responding to the Clearinghouse
indicated that they had established mentoring programs
on their campuses, but not in connection with a Tran-
script Program.

The University of Wisconsin - Madison has estab-
lished a Faculty Mentor Program for new minority stu-

dents. Through contact with a faculty member, the student obtains information on campus and community resources, student and community organizations of interest to the student and information on how the university functions and can be of most service to the student (Student Development Mentoring-Transcript Clearinghouse, 1981).

The University of California, Los Angeles offers a mentor program to all entering students. The mentor program was created in 1975 in an effort to help personalize the education experience for new students at the university. In addition to staff and faculty members, the program employs seniors and graduate students who volunteer to be Mentors. Mentors act as resource persons often answering questions about campus facilities, services and procedures. The Mentor Program also offers a series of activities designed to help mentor and mentee to get to know one another as well as to meet other new students (Mentor Program, UCLA).

For the 1980-81 academic year Canisius College, Buffalo, New York, established an experimental Mentoring Program with an academic focus. In this program students were mentored not individually but in groups. Evaluation of the program indicated that students assigned to mentoring groups performed better academically on the average than did non-mentored freshmen. Mentored students were less likely to receive deficiency

notices and, when receiving them, the number was smaller (Student Development Mentoring-Transcript Clearinghouse, 1981).

Some institutions have chosen to focus solely on the practical value to students of the Student Development Transcript itself for the presentation of credentials to prospective employers and graduate schools. The following institutions have created co-curricular, developmental transcripts or logs for the student or institution to record involvement in an activity or demonstration of competency in developmental areas:

1. Alverno College, Milwaukee, Wisconsin. Narrative Transcript.

2. California Polytechnic State University, San Luis Obispo, California. Personal Growth Transcript.

3. Salem State College, Salem, Massachusetts. The Student Activities and Development Record Card System.

4. University of California, Davis; Davis, California. "Transcript Notation" for Resident Advisors Receiving Training.

5. University of Iowa, Iowa City, Iowa. Student Activities Profile.

6. University of Minnesota Technical College, Waseca, Minnesota. Student Development Transcript.

7. University of North Dakota, Grand Forks, North Dakota. <u>Co-Curricular Transcript</u>.

8. University of Wisconsin - Stevens Point, Stevens Point, Wisconsin. <u>Student Involvement Record</u>.

9. Virginia Commonwealth University, Richmond, Virginia. "Student Development Transcript Feasibility Report."

Finally, two educational agencies offer record-keeping systems for students and institutions.

The National Registry for Continuing Education is a record-keeping and transcript service provided to a credited educational institution for their non-credit continuing education courses. The student record spans all institutions which the student has attended and is thus a comprehensive and complete transcript reflecting the total continuing education activity of the student. This transcript includes not only the course title and the institution's name, city and state, but also a four-line description of the educational activity. The service is sponsored by the American College Testing Program (<u>Student Development Transcript Clearinghouse, 1981</u>).

PASSPORT, a project of the Educational Testing Service, is a comprehensive system for the management of continuing education records. PASSPORT provides for the generation of letters and certificates of accomplish-

ments for those attending continuing education courses, invoices for course tuition, on-going records retention, and transcripts as well as the maintenance and printing of course catalogs (Student Development Transcript Clearinghouse, 1981).

Summary of the Review of the Literature

This review has considered the theoretical models of student development which have been established and refined in the past 20 years. These models have established the validity of total student development as a worthwhile goal of post-secondary education and have identified those factors within the college environment which foster individual development. Furthermore, these models suggest the following: (1) that human development is a continuous and cumulative process of physical, psychological and social growth, (2) that the traditional college years (ages 18-22) are an identifiable period within the life cycle, (3) that development is most likely to occur in an environment where change is anticipated and where students can work with others to actively influence the future, (4) that systematic integration of cognitive, affective and psycho-motor experiences produces the most effective development, (5) that abilities and skills which contribute to growth can be learned and taught by faculty, staff and fellow

students, (6) that individual development can be enhanced by exposure to organized life-planning and problem solving, and (7) that development is enhanced when students, faculty and student affairs staff work together to promote development.

Secondly, this review considered the origins and further research on the Student Development Transcript, a program designed as a means of promoting intentional student development. This research indicated that the concept of a comprehensive transcript was acceptable to administrators, faculty, students and parents; that there was general agreement about the developmental areas which might be addressed in such a transcript; and that the transcript itself could vary in format.

Other research on transcript programs has been limited to evaluative research focusing on the process of establishing a Student Development-Mentoring Transcript Program (Baack, 1982; Williams & Simpson-Kirkland, 1982).

A review of the literature on mentoring established a strong conceptual base which suggests that the fostering of mentoring relationships between students and faculty, student affairs staff, and administrators is an appropriate and worthy goal for higher education institutions.

Finally, this review considered transcript programs currently in place at colleges and universities through-

out the country. In some instances these programs con-
tained the three elements of assessment, mentoring and
recordkeeping and were designed for the purpose of pro-
moting intentional student development. In other in-
stances, the practical use of records of extracurricular
involvement was seen to be the sole focus.

Conspicuously absent from the literature are
studies of actual outcomes of students' participation in
Mentoring-Transcript Programs. Before colleges and
universities commit additional economic and personnel
resources to the implementation of such programs, it is
important that research be conducted which tests the
assumptions upon which the Student Development Men-
toring-Transcript Program is based and demonstrates the
actual effectiveness of the program in promoting the
development of college students.

This study represents the first such empirical
study of a Student Development Mentoring-Transcript
Program to be completed.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to determine the effects of participation in a mentoring-transcript program on freshmen university students. Findings of this study provided a basis for recommendations regarding implementation of mentoring-transcript programs at colleges and universities throughout the United States.

The study employed an experimental design measuring differences between experimental and control groups on five dependent variables: (1) use of campus services, (2) satisfaction with campus services, (3) satisfaction with the overall university environment, (4) participation in extracurricular activities, and (5) change in level of confidence in each of 10 developmental areas. Experimental and control groups were also compared on the factors listed above with the following variables held constant: commuter/resident; male/female; high/average/low academic ability; faculty mentor/administration or staff mentor.

Site of the Study

The site of the study was the University of San Diego, a private, independent, Roman Catholic university with a total enrollment of 5000 students, approximately 3000 of whom are undergraduates. The University includes a College of Arts and Sciences and professional schools of Business Administration, Education, Nursing and Law. The University, committed to holistic education, has sought ways to measure outcomes of the total educational process.

Distinctive to the University of San Diego is its Freshman Preceptorial Program. Designed as an orientation to the academic and intellectual life of the university, this program requires entering freshmen to select a preceptorial class, the instructor for which acts as the academic advisor for those students until such time as they declare an academic major. By combining academic advising with an innovative approach to subject matter of special interest to the student, the preceptorial is designed to:

> (1) begin the student's general education by
> instruction in one of the essential academic
> disciplines; (2) provide early and continuing
> communication between the entering student and
> a specific faculty member; (3) assist the
> student in planning a cohesive and productive

program; (4) introduce the student to the
intellectual resources of the university and
the larger community; and (5) help the student
develop the inquiring habit of mind which is
fundamental to higher education.

(Foster,1974)

Since the Preceptorial Program parallels on the
academic side the intent of the mentoring aspect of the
Student Development Mentoring-Transcript Program on the
non-academic side, it was treated, for the purposes of
this study, as an extraneous independent variable.

The entering freshmen class for the Fall of 1982 at
the University of San Diego had the following
characteristics: of the 773 new students, 77.7% were
resident students; 56.9% were women, 43.1% were men;
70.76% of the new students came to the University from
California, 26.26% from other states and territories and
2.98% from foreign countries; 51.87% of the students
graduated from public high schools, 39.07% from Catholic
and 9.55% from private independent high schools.

The class had a mean GPA of 3.10. Mean CEEB/SAT
scores were: verbal - 467, math - 497 (Freshman Class
Profile, Class of 1986, Office of Admissions, 1982).

Selection of the Sample

The sample for the study was randomly selected from

a population of volunteers solicited by means of a bro-
chure enclosed in the Orientation packet mailed to all
entering freshmen at the University of San Diego in the
summer of 1982. Since both experimental and control
groups were drawn from this volunteer population, it was
assumed that the characteristics of volunteers identi-
fied in the literature (Borg and Gall, 1979, pp.188-193)
were common to both groups.

Two hundred fifty-nine freshmen students (33.5% of
the total class) completed application forms for the
Student Development Transcript Program. Utilizing the
formula for small samples (NEA Research Bulletin,
December, 1960), it was determined that the minimal
acceptable sample size for this population was 10
students. However, because of the researcher's intent
to perform analyses of co-variance among subgroups on
several variables, a larger sample of 80-100 was
ulilized.

During Orientation week all students who completed
application forms were requested to attend an hour-long
meeting. At this meeting the purpose of the program was
explained, and students were asked to complete the
College Student Development Self-Assessment Inventory
(Brown et al.,1979). Only those students who completed
the application form and the College Student Development
Self-Assessment Inventory were assigned to experimental
or control groups.

A stratified random sampling method was employed in order to insure a proportionate number of male and female residents, male and female commuters in both experimental and control groups. In order to avoid a biased sample in either group, students in each of the above categories were ranked in order of their verbal SAT/ACT scores - the measure which the University of San Diego Admissions Office uses as a key factor in the acceptance of students. Subjects were then selected alternately from each of these sub-groups for the experimental and control groups, creating matched samples. The experimental group contained 98 subjects; the control group contained 93 subjects.

Table 10

Comparative Distributions: Experimental Group, Control Group, Freshman Class

	Residents			Commuters		
	Exper	Contr	Frosh	Exper	Contr	Frosh
Male	22.4	24.7	32.0	9.2	9.7	10.7
Female	55.1	51.6	43.6	13.3	14.0	12.6
TOTAL	77.5	76.3	75.6	22.5	23.7	23.4

Table 10 provides the percentage distribution of male and female, resident and commuter students in the experimental and control groups as compared to the same

percentage distributions in the entire freshmen class of
1982.

Treatment of Subjects

Treatment of subjects was as follows:

1. Subjects in both experimental and control groups
attended a one-hour meeting, during which the purpose of
the program was explained.

2. Subjects in both experimental and control groups
completed the College Student Development Self-Assess-
ment Inventory (Brown et al., 1979).

3. Subjects in the experimental group were sent a
letter indicating their acceptance into the program and
asking that they complete and return an information form
and a contract confirming their willingness to parti-
cipate fully in the program (see Appendix B).

4. Subjects in the control group were sent a letter
indicating that they had not been selected for the pro-
gram but encouraging their assistance with evaluation of
the program by the completion of a questionnaire to be
administered in April, 1983 (see Appendix B).

5. Subjects in the experimental group were assigned
mentors according to interests indicated on their re-
turned information forms.

6. Subjects in the experimental group were invited
to attend a "Meet Your Mentor" session held September

30, 1982, during which time they had an opportunity to make their first appointments with assigned mentors (see Appendix B).

7. Subjects in the experimental group participated in interviews with assigned mentors (November 1, 1982 - April 15, 1983).

8. Subjects in the experimental group were invited to a follow-up meeting held at the beginning of the second semester, during which time copies of the University of San Diego Student Development Transcript and the Four Year Plan for the Student Development Transcript were distributed (see Appendix B).

9. Subjects in both the experimental and control groups were sent letters asking them to complete a questionnaire to be used in the evaluation of the Student Development Transcript Program (see Appendix B). Questionnaires were made available at two times: Thursday, April 21, 1983 from 11:30 a.m.- 1:00p.m., and Tuesday, April 26, 1983 from 11:30 a.m.- 1:00p.m. A graduate assistant and two work-study students administered the questionnaires.

10. Eighty-two (83.7%) members of the experimental group and seventy-one (76.3%) of the control group completed the American College Testing Program's Student Opinion Survey; 81 (82.7%) members of the experimental group and 71 (73.6%) members of the control group completed the University of San Diego Student Develop-

ment Transcript.

Mentor Selection and Treatment

Because of the fact that previous studies (Brown,
Baier, et. al., 1979) indicated the acceptability of
mentors of varying status to parents, students, faculty
and administrators, and because a program employing
faculty, administrators and staff as mentors would, if
successful, have important practical significance,
mentors for this study were selected from among
interested faculty, administrators and professional
staff members. One-half of the mentors were recruited
from faculty members of different academic departments;
one half were recruited from administrators and pro-
fessional staff members of various non-academic depart-
ments of the university.

Mentor participation was on a volunteer basis. No
compensation by way of additional pay or released time
was offered. In order not to place too heavy a demand
on any of the mentors and to insure quality time spent
with students, no more that four students were assigned
to any mentor.

Mentors were asked to commit to the following:

1. Attend a two-hour "Orientation to the Concept"
session during which they received an explanation of the
program, its purpose and methodology, and a Mentor

Handbook designed to assist them in acting as resource persons for students (see Appendix D).

2. Attend a "Meet Your Mentor" session held September 30,1982 (see Appendix C).

3. Act as a personal resource to four freshmen students for one academic year.

4. Meet with those students four times during the academic year for one-half hour sessions dealing with the students' overall goals for university life. The sequence suggested for those interviews was as follows:

Interview #1 - October, 1982

a) review of College Student Development
   Self-Assessment Inventory.

b) discussion of items marked, "Yes - for
   further discussion" - on that inventory.

c) preliminary goal-setting.

Interview #2 - November, 1982

a) assessment of progress on goal #1
   selected.

b) discussion of satisfaction with the
   University to that point.

c) possible selection of goal #2.

Interview #3 - February, 1983

a) discussion of any changes over the
   vacation period.

b) review of goals in view of academic and
   non-academic progress during the first

semester.

c) possible selection of additional goals.

Interview #4 - March, 1983

a) review of the year's progress and a look to the future.

b) discussion of what was learned thus far and what remains to be done in the semester.

c) discussion of summer plans.

d) completion of Student Development Transcript.

5. To complete a questionnaire sent to them in May, 1983.

Twenty of the 24 mentors selected for the program attended the orientation session held on September 16, 1982. The researcher met individually with those who could not attend. One month after the "Meet Your Mentor" session, the researcher sent a memorandum to the mentors asking them to report in writing whether or not they had been able to contact the students assigned to them and offering assistance if contact had been difficult (see Appendix C). Only two requests for assistance were received. In both cases, notes were sent to the students indicating that the mentor had been unable to reach the student and urging those students to initiate the contact (see Appendix B).

At the beginning of the Spring semester, 1983,

follow-up meetings were held with mentors in small groups in order to receive feedback on the process of interviews to that point and to provide an opportunity for mentors to raise questions and deal with issues which might have arisen for them during the first semester (see Appendix C). The researcher also used these meetings as an opportunity to present additional information regarding the mentoring process and to offer suggestions on the goal-setting process for the second semester.

Questionnaires were mailed to mentors on May 9, 1983. All questionnaires were returned.

Instrumentation

The American College Testing Program
Student Opinion Survey

The instrument used for testing five of the six hypotheses in this study was the Student Opinion Survey developed by the American College Testing Service. This survey was selected because of the direct relevance of its items to the issues under study and because of its high degree of validity and reliability. The ACT Users Guide, which accompanies the instrument, provided detailed information regarding the thorough preparation, piloting and refinement of the survey as well as

reliability data obtained through test-retest adminis-
tration of the instrument. Satisfaction ratings for
various aspects of the institution exhibited a high
degree of stability (The ACT Evaluation/Survey Service,
User's Guide, 1981).

The purpose of the survey was to explore percep-
tions of enrolled students regarding the programs,
services, and environment of post-secondary institu-
tions. The four-page document took approximately 20
minutes to administer and contained the following five
sections:

Section	Title	Number of Items
I	Background Information	16
II	College Services	23
III	College Environment	42
IV	Additional Questions	up to 30
V	Comments and Suggestions	--

Section I contained a variety of demographic and
background variables including social security number,
age, racial/ethnic group, class, sex, marital status,
major, and occupational choice. Responses to items in
this section were used in this study as independent
variables for making within-group comparisons on vari-
ables contained in Sections II, III, and IV.

Sections II contained items which assessed student
satisfaction with specific services and programs
provided by the institution. Students were asked to

identify their level of usage of typical services offered at the college level as well as their satisfaction with these services. This section was used to test hypothesis 1 - whether there were significant differences between experimental and control groups' use of campus services; and hypothesis 2 - whether there were differences between experimental and control groups' level of satisfaction with campus services.

Section III asked students to identify their level of satisfaction with a variety of characteristics of the college environment. This section was used to test hypothesis 3 - whether there were significant differences between experimental and control groups' level of satisfaction with the college environment.

Section IV of the instrument provided answer spaces for up to 30 locally-designed questions (with up to 12 possible choices per question). For this section, the researcher designed 29 questions, 15 of which sought qualitative data regarding the procedures followed and the performance of mentors in the Student Development Mentoring-Transcript Program. (These were administered to the experimental group only.) Four questions asked members of both experimental and control groups about their plans for the following year. Ten questions asked students in both experimental and control groups for a self-evaluation of their current level of skill or knowledge in each of ten developmental areas. This

latter set of questions, based on Chickering's developmental vectors, were used to test hypothesis 5 - whether there were any significant differences between experimental and control groups in the change in their perceived skill level in each of 10 developmental areas (see Appendix E).

The University of San Diego
Student Development Transcript

The instrument used to test hypothesis 4 - whether there were any significant differences between experimental and control groups' degree of participation in extra-curricular activities - was the University of San Diego Student Development Transcript, an instrument designed for this study by the researcher. The four-page instrument grouped activities into four categories: (1) personal/interpersonal/leadership, (2) academic/co-curricular, (3) health/fitness/recreation, and (4) career development. A fifth section provided space for the listing of honors received. Activities were grouped into sub-categories under each of these sections. Next to each item, space was provided for the student to indicate the nature of his/her involvement in that activity - e.g., chairperson, member, participant, captain, etc. (see Appendix E).

Responses of members of both experimental and

control groups were tabulated for analysis by the
following method: (1) participation as a member of an
organization was given a rating of one; participation as
a chairperson or captain was given a rating of two, (2)
participation in intramural sports or recreation classes
was given a rating of one; participation in inter-
collegiate sports was given a rating of two. The rating
was established on the basis of the relative time
commitment required. Utilizing this method, a total
participation score was determined for each individual
in both experimental and control groups.

The Cooperative Institutional Research Program
Entering Student Survey

Hypothesis 5 dealt with a comparison between exper-
imental and control groups on the degree of change in
their perceived skill level in each of 10 developmental
areas. In order to control for any initial differences
which might have existed between groups, the Entering
Student Survey, developed by the Cooperative Institu-
tional Research Program as part of a continuing study of
higher education conducted jointly by the American
Council on Education and the University of California at
Los Angelos and administered to all entering students at
the University of San Diego since 1975 was utilized as a
pre-test instrument (see Appendix E). The Cooperative

Institutional Research Program (CIRP) allows participa-
ting institutions to develop supplemental questions for
local studies. In the fall of 1982, ten supplemental
questions which asked students for a self-assessment on
items related to various dimensions of personal growth
were developed by the researcher and attached to the
instrument. These same questions were repeated as part
of Section IV of the American College Testing Program's
Student Opinion Survey, administered to experimental and
control groups in April of 1983 (see Appendix E).

The Mentor Questionnaire

In order to gather additional qualitative data re-
garding the perceived effectiveness of the Student De-
velopment Mentoring-Transcript Program, the researcher
developed a Mentor Questionnaire mailed to all mentors
and returned to the researcher in May, 1983. Questions
asked of mentors paralleled those asked of participating
students on the Student Opinion Survey, Section IV.
These questions were thus constructed so that student
and mentor perceptions of the effectiveness of the
program might be compared (see Appendix E).

Methods of Data Analysis

Hypotheses 1 and 2, dealing, respectively, with use

of campus services, and satisfaction with campus ser-
vices were tested by means of a chi- square analysis of
items in Sections II, Parts A and B of the Student
Opinion Survey. Since responses to each item of the
survey were on a Likert scale, chi-square was selected
as the appropriate statistical test to determine if how
students responded was independent of their assigned
group - experimental or control.

To test hypothesis 3, which dealt with satisfaction
with the University environment, it was necessary to
compute an overall satisfaction score for each indivi-
dual in both experimental and control groups. The
method employed was to compute an individual mean
response of each student to each of the 42 items in the
Student Opinion Survey, Section III. An independent
sample t-test was then used to determine if there were
any significant differences between experimental and
control groups' level of satisfaction with the overall
University environment. These data were then further
tested by means of an item-by-item chi-square analysis
in order to determine where, specifically, significant
differences were.

To test hypothesis 4, which dealt with degree of
participation in extra-curricular activities, raw data
obtained from University of San Diego Student Develop-
ment Transcripts were converted to mean scores and
tested by means of a t-test.

Testing hypothesis 5 - change in perceived skill levels - involved the comparison of experimental and control group responses to a set of questions administered in September, 1982 as part of the <u>Entering Student Survey</u> and administered again in April, 1983 as part of the <u>Student Opinion Survey</u>. Testing hypothesis 5, therefore, involved the comparison of group means on the dependent variable after those group means were adjusted for initial differences. Because of its adjusting properties and because it is a powerful test, sensitive to differences among groups being compared (Huck, Cormier & Bounds, 1974, p.135), the analysis of covariance was selected as the appropriate statistical procedure to test this hypothesis.

To test hypothesis 6, chi-square analyses were again performed on the data to determine if there were any significant differences between experimental and control groups relative to hypotheses 1, 2, and 3 when the following variables were held constant: commuter/resident; male/female; high/average/low academic ability; faculty mentor/administration or staff mentor.

Qualitative Data

Student responses to the evaluative questions included in Section IV of the <u>Student Opinion Survey</u> as

well as faculty, staff and administration responses to
mentor questionnaires were analyzed, and results are
summarized in Chapter Four.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine whether participation in a mentoring-transcript program effected specific behavioral and attitudinal changes among freshmen University students. An experimental design was employed. The six hypotheses tested measured differences between experimental and control groups on the following five dependent variables: (1) use of campus services, (2) satisfaction with campus services, (3) satisfaction with the overall university environment, (4) participation in extracurricular activities, and (5) change in perceived skill level in 10 developmental areas. The sixth hypothesis measured differences between experimental and control groups on the variables listed above when certain characteristics of the students (resident/commuter; high/average/low academic ability; male/female) and the occupational status of mentors (faculty/administration or staff) were held constant.

Two questionnaires developed by the researcher

sought qualitative data from participating students and
mentors regarding perceived effects of the program.

The sample for the study was randomly selected from
a population of volunteers for a Student Development
Mentoring-Transcript Program advertized in the University of San Diego's 1982 Freshman Orientation mailing.
Of the 259 students who applied for the program, 98
subjects were selected for the experimental group, 93
subjects for the control group. In April of 1983
members of both the experimental and control group were
asked to complete the American College Testing Program's
Student Opinion Survey and the University of San Diego
Student Development Transcript. Section IV of the
Student Opinion Survey included space for up to 30
locally-designed questions developed by the researcher.
In this section, members of the experimental group only
were asked 15 questions relative to their participation
in the program. Ten additional questions asked members
of both experimental and control groups for a self-
evaluation of their current' level of skill or knowledge
in each of ten developmental areas. These latter 10
questions were first asked of these students as part of
the Cooperative Institutional Research Program's Enter-
ing Student Survey administered to all entering freshmen
at the University of San Diego. Data from these two
surveys were compared to determine if, relative to hypo-
thesis 5, there were any significant differences in

self-perceived change between experimental and control groups.

Eighty-two (83.7%) of the 98 members of the experimental group and seventy-one (76.3%) of the control group completed the Student Opinion Survey. Eighty-one (82.7%) members of the experimental group and 71 members (76.3%) of the control group completed the University of San Diego Student Development Transcript. All returned forms were scorable.

Methods of Data Analysis

Since responses to items in Sections II, Parts A and B, and Section III of the Student Opinion Survey were on a Likert scale, an item-by-item chi-square analysis was performed on those sections to test hypothesis 1 (use of campus services), hypothesis 2 (satisfaction with campus services), and hypothesis 3 (satisfaction with the overall university environment).

To test hypothesis 4 (participation in extra-curricular activities), raw data obtained from the University of San Diego Student Development Transcript were converted to mean scores and tested by means of a t-test.

Hypothesis 5 involved a comparison of responses of both experimental and control groups to an identical set of questions asked of students on the Entering Student

Survey (September,1982) and on the Student Opinion

Survey (April, 1983). An analysis of covariance was

performed on this combined data in order to test

hypothesis 5.

To test hypothesis 6 (differences between sub-

groups of the experimental and control groups), chi-

square analyses were again performed on the data from

Section II ,Parts A and B, and Section III of the Stu-

dent Opinion Survey with the following variables held

constant: resident/commuter; high/average/low academic

ability; male/female; faculty mentor/administration or

staff mentor.

Population Analysis

Data received from the American College Testing

Bureau contained information about the population under

study which had a bearing on the interpretation results

of hypothesis testing in this study. The data included

a comparison of satisfaction averages for college envi-

ronment items (Section III) based on local and national

samples. The comparative averages were based on 56,087

student records (29,159 from public colleges and 26,928

from private colleges) from 137 colleges that adminis-

tered the Student Opinion Survey between January 1,1980

and December 31,1982. Satisfaction averages were com-

puted by using the following response codings: very

satisfied = 5, satisfied = 4, neutral = 3, dissatisfied = 2, very dissatisfied = 1. A two-tailed t-test for significance was performed for each item.

Results indicated a high level of satisfaction of University of San Diego students from both experimental and control groups as compared to students from the entire private college sample. Specifically, for the control group differences were statistically significant on 17 of the 42 college environment items (8 items were statistically significant at the .05 level; 9 items were statistically significant at the .001 level). For the experimental group, differences were statistically significant on 33 of the 42 items (eight items were statistically significant at the .05 level; 25 were statistically significant at the .001 level).

The American College Testing Bureau cautioned that the test employed did not address the issue of practical significance or the appropriateness of the comparison being made. Nevertheless, the overall pattern of the responses indicated a relatively high level of overall satisfaction with the environment in the population under study.

For the University of San Diego there was evidence that the institution's efforts to personalize its programs and services were effective. For this study, given the positively-skewed attitudes among the population under study, the results of the t-test furnished by

the American College Testing Bureau suggested that differences attributable to experimental treatment, if any, would be measured on the high end of a satisfaction scale.

Tables 11, 12, 13, 14, 15, and 16 in Appendix A present a summary of the satisfaction averages of experimental and control groups to the Student Opinion Survey, Section III.

Testing the Hypotheses

Hypothesis 1

There is no significant difference between experimental and control groups in their use of campus services as measured by the American College Testing Program 's Student Opinion Survey, Section II, Part A.

The American College Testing Program's Student Opinion Survey, Section II, Part A lists 23 college services or programs and asks students to indicate whether they have or have not used these services. Two of the services listed - (22) veterans services and (23) day care services - are not available to University of San Diego freshmen students. Therefore, the researcher's directions accompanying the survey asked students not to complete these items.

The data received from the American College Testing

Program indicated that 12 of the 21 existing services were used in greater percentage by the experimental group; seven of the existing services were used in greater percentage by members of the control group; two were used equally by both groups. Table 17 lists those services used in greater percentages by experimental and control groups.

Table 17

Experimental and Control Groups' Use of College Services

College Service or Program	Greater Use by Experimental	Greater Use by Control	Equal Use
1. Academic advising services	x		
2. Personal counseling services	x		
3. Career planning sevices	x		
4. Job placement services		x	
5. Recreational and intramural programs and services		x	
6. Library facilities and services			x
7. Student health services		x**	
8. Student health insurance program	x		
9. College-sponsored tutorial services	x		
10. Financial aid services	x		

Table 17 (continued)

Experimental and Control Groups' Use of College Services

College Service or Program	Greater Use by Experimental	Greater Use by Control	Equal Use
11. Student employment services	x		
12. Residence hall services and programs		x	
13. Food service	x		
14. College-sponsored social activities	x		
15. Cultural programs	x		
16. College orientation program	x		
17. Credit-by-examination program (PEP,CLEP, etc.)			x
18. Honors program		x	
19. Computer services		x	
20. College mass transit services		x	
21. Parking facilities	x		

**p = .005

The data were tested by means of an item-by-item chi-square analysis of each of the 21 items listed in Table 17. The results indicated that there were no significant differences in the use of college services

by experimental and control groups for all but one of the services listed. The null hypothesis regarding overall use of college services was, therefore, not rejected.

The one service which received significantly greater use by the control group was the student health service. The corrected chi-square for this item of 7.78624 was significant at the .005 level. Table 18 presents the chi-square analysis for this item.

Table 18

Experimental and Control Groups' Use of Student Health Service

		Experimental	Control
USED	Count	33	45
	Percentage	42.3	57.7
NOT USED	Count	46	23
	Percentage	66.7	33.3

Chi-square = 7.78624

*p = .005

For this item the null hypothesis was rejected. Further study is needed to determine the practical significance of the result obtained. At face value the result suggests that students in the experimental group

were less ill over the period of their first year at the
university than were students in the control group.

Numerous studies conducted in recent years have
demonstrated the relationship that exists between stress
and physical illness (Gray, 1971; Holmes and Masuda,
1974; Selye, 1974, 1976). Other studies have indicated
that the stress level of college students has been in-
creasing in recent years (Allen, 1971; Powell and
Eagleston, 1983). An initial interpretation of this
finding suggests that since the Student Development
Mentoring-Transcript Program was designed to give stu-
dents an opportunity to discuss concerns in virtually
any area of their lives with their assigned mentor, as a
result of the mentoring process, some of the initial
stress associated with a student's first year in college
was relieved for students in the experimental group,
resulting in fewer physical illnesses for that group.

Hypothesis 2

There is no significant difference between experi-
mental and control groups in their level of satisfaction
with college services as measured by the American Col-
lege Testing Program 's Student Opinion Survey, Section
II, Part B.

The Student Opinion Survey, Section II, Part B
asked students to indicate on a five-point scale their

level of satisfaction with each service listed in Section II, Part A _if they had used the service_. Satisfaction averages were computed by the American College Testing Program using the following response codings: Very satisfied = 5, Satisfied = 4, Neutral = 3, Dissatisfied = 2, Very dissatisfied = 1.

The data were tested by means of an item-by-item chi-square analysis of each of the 21 items. Data were first run with the five response categories. Because student responses were positively skewed, there were an insufficient number of responses in categories 1, 2, and 3 to perform the chi-square analysis. It was, therefore, necessary to collapse categories 1, 2, and 3 into one category labeled neutral. Data were then run a second time using the collapsed category.

The results indicated that there were no significant differences between the levels of satisfaction of members of experimental and control groups with all but one of available services used. This one exception was item 4 - job placement services - which had a chi-square of 9.60 ($\underline{p}$. = .0082). As the number of students having used this service (six in the experimental group and 10 in the control group) was so small, this finding was regarded as inconsequential. The null hypothesis, therefore, was not rejected.

While one of the roles of the mentors in the Student Development Mentoring-Transcript Program was to

make students aware of various Univerity services, there
was no expectation that mentors were to proselytize
those services. There was, in fact, some concern on the
part of the researcher for the potential presence of a
"halo effect" whereby students being served in the men-
toring program might transfer their potentially positive
feelings about the mentoring process to other services
of the University. This effect, seemingly, did not
occur.

Hypothesis 3

There is no significant difference between experi-
mental and control groups in their level of satisfaction
with the University environment as measured by the
American College Testing Program's Student Opinion
Survey, Section III.

Section III of the Student Opinion Survey asked
students to indicate on the same five-point scale used
for Section II their level of satisfaction with each of
42 items dealing with various aspects of the college
attended. The section includes items related to the
following areas: Academic (items 1 - 11), Admissions
(items 12 - 15), Rules and Regulations (items 16 - 21),
Facilities (items 22 - 29), Registration (items 30 -33),
and General (items 34 - 42). Mean satisfaction scores
for experimental and control groups on each of these

items are listed in Appendix 1, Tables 9 -14.

In order to test hypothesis 3, it was necessary to compute an overall satisfaction score for each individual in both experimental and control groups. The method employed was to compute an individual mean response of each student to each of the 42 items in Section III. An independent sample t-test was then used to determine if there were any significant differences between experimental and control groups in their level of satisfaction with the overall college environment. Results of the testing are presented in Table 19.

Table 19

Comparison of College Environment Satisfaction Scores

Experimental and Control Groups

Group	Number	Mean	S.D.	t
Experimental	81	3.93	0.379	2.50*
Control	70	3.75	0.461	

* p < .01

The calculated t of 2.50 was significant at the .01 level. Therefore, the null hypothesis was rejected. Students who participated in the Student Development

Mentoring-Transcript program were found to have significantly higher positive attitudes toward the overall university environment than students who did not participate in the program.

In order to determine where the significant differences were, the data were further tested by means of an item-by-item chi-square analysis of each of the 42 items in Section III. Table 20 presents the items where there were significantly more positive attitudes among members of the experimental group as compared to the control group.

While the emphasis of the Student Development-Mentoring Transcript Program was on the non-academic side of university life, mid-year meetings with mentors produced reports that many of the initial concerns of freshmen participating in the program were with academics. Items 1 and 9 of Table 20 suggest that interviews with mentors regarding these concerns resulted in a more positive attitude among participating students regarding the University's academic offerings.

While item 2 regarding financial aid had to do with information received prior to enrolling, the significant difference found between experimental and control groups suggests that mentors may have been of assistance in clarifying students' questions in this area.

The significant difference between groups regarding their perception of the college catalogue and admissions

Table 20

Areas of Greater Satisfaction - Experimental Group

Item	Chi-square	Signif.
1. Variety of courses offered at this college	7.09283	.02*
2. Availability of financial aid information prior to enrolling	5.88712	.05*
3. College Catalog/admissions publications	7.02131	.02*
4. Purposes for which student activity fees are used	9.55269	.008**
5. Availability of the courses you want at times you can take them	8.44154	.01**
6. Concern for you as an individual	8.71824	.01**
7. Opportunities for personal involvement in campus activities	6.27352	.04*
8. Student Government	9.80291	.007**
9. Course content in your major field	5.12502	.07
10.Attitude of college nonteaching staff toward students	4.91975	.08

* p < .05

**p < .01

publications may be accounted for in part by the fact
that the brochure regarding the Student Development
Mentoring-Transcript Program was included in the orien-
tation packet mailed by the Admissions Department.
Secondly, since many of the Admissions Office materials
sent to students stress the personalized nature of edu-
cation at the University of San Diego, one might suggest
that a "truth in advertising" perception was operative
for participants in the program. Finally, since, as
noted above, mentors did, in fact, provide information
to students regarding academic offerings at the Univer-
sity, as a result of the interaction, these students may
have found the college catalogue to be more understand-
able and useful.

Items 4,7 and 8 of Table 20 indicate that partici-
pation in the Student Development Mentoring-Transcript
Program did have a positive effect on students' percep-
tion of the role and purpose of student government and
activities.

Finally, item 6 of the table indicates that stu-
dents in the program perceived the University as demon-
strating greater concern for them as individuals than
did non-participating students.

Hypothesis 4

There is no significant difference between experi-

mental and control groups in their degree of partici-
pation in extracurricular activities as measured by com-
pleted University of San Diego Student Development
Transcripts.

To test this hypothesis, responses of members of
both experimental and control groups were tabulated by
assigning a rating of one to participation as a member
of an organization or as a participant in intramural
sports and a rating of two to participation as a chair-
person of an organization or as a member of an inter-
collegiate sport. The rating was established on the
basis of the relative time commitment required. A total
participation score was then established for each indi-
vidual in both experimental and control groups and then
tested by means of a t-test. The results of the testing
are presented in Table 21.

Table 21

Comparison of Experimental and Control Group
Participation in Extracurricular Activities

Group	Number	Mean	Standard Deviation	t
Experimental	81	4.56	2.3	1.33*
Control	71	3.99	2.98	

*p = .10

While mean scores indicated that students partici-
pating in the Student Development Mentoring-Transcript
Program did, in fact, participate in extracurricular
activities to a greater degree than students not in the
program, the calculated t of 1.33 was not significant.
Therefore, the null hypothesis was not rejected.

One of the concerns expressed by some members of
the University community regarding the Student
Development Mentoring-Transcript Program was that the
program appeared to be "selling" participation in
extracurricular activities, perhaps even to the detri-
ment of the academic program of students. Such was not
the intent, nor did it seem to be an effect. Regarding
extracurricular involvement, several mentors commented
that they found many of the freshmen students reluctant
to become heavily involved in extracurricular activities
until they felt assured that they had their academic
program under control. Mentors evidently fulfilled
their roles as resource persons, not salespersons.

Hypothesis 5

There are no significant differences between exper-
imental and control groups' change in perceived skill
level in each of 10 developmental areas as measured by
self-ratings on pre and post-tests.

The testing of hypothesis 5 involved the comparison

of student responses to a set of 10 questions included

as part of the Cooperative Institutional Research Pro-

gram's Entering Student Survey administered to all

entering freshmen at the University of San Diego in

September, 1982 and administered again to members of

both the experimental and control group as part of the

American College Testing Programs's Student Opinion

Survey in April, 1983. Data from both surveys were

combined and individual responses matched by social

security number. Because a number of students did not

know their social security numbers at the time of one or

the other testing, only 153 sets of responses were

processed. Of these 53.6% were members of the

experimental group and 46.4% were members of the control

group. An analysis of co-variance was performed on the

data, yielding the results presented in Table 22.

Table 22

Difference in Change in Perceived Developmental Skills

Experimental and Control Groups

Item	F Value	Signif.
1. Clarity about career and life-style planning.	1.3519	.26
2. Ability to set and achieve goals.	2.8127	.04*

Table 22 (continued)

Difference in Change in Perceived Developmental Skills

Experimental and Control Groups

Item	F Value	Signif.
3. Understanding other religions, cultures, races, and countries.	1.8102	.15
4. Being a leader of a group.	1.5982	.20
5. Relationships with same sex friends.	2.1813	.12
6. Relationship with opposite sex friends.	0.7915	.50
7. Academic skills needed for success in school, such as effective study techniques, note-taking skills, reading speed and comprehension, writing skills, test-taking skills.	1.0672	.37
8. Ability to solve problems and make decisions.	3.5979	.01*
9. Knowledge and appreciation of music, art, drama, literature.	1.3262	.27
10. Recreational skills and general fitness.	1.0343	.38

*p < .05

The two-way analysis of variance yielded no significant difference in the degree of change for eight of the ten items listed in Table 22. Therefore, for these developmental areas, the null hypothesis was not rejected.

The analysis of co-variance yielded a probability < .05 for two of the items: #2 - ability to set and achieve goals (p = .04) and #3 - ability to solve problems and make decisions (p = .01). For these two items the null hypothesis was rejected.

A fundamental purpose of the Student Development Mentoring-Transcript Program was to provide entering students, through their association with an assigned mentor, information regarding various aspects of university life, an opportunity to discuss concerns in virtually any area of their lives, and assistance in becoming more intentional in their choices of extracurricular offerings. In short, the program was designed to provide students with the tools that would enable them to set goals, make decisions and solve problems. The fact that of the 10 developmental areas listed the two in which the participating students demonstrated significantly more confidence were in their perceived ability to set and achieve goals, and to solve problems and make decisions suggests that the program was effective in achieving its fundamental purpose.

As discussed in Chapter Two, development is epi-

genetic, i.e., certain developmental tasks need to be accomplished by an individual before he or she can tackle more complex tasks. The capacity for tolerance, for example, requires a previous development of an understanding of how other persons think and feel. The development of intimate relationships requires and presupposes the development of a sense of personal identity. College Student Development theorists (Heath,1968; Chickering,1969; Perry,1970) have demonstrated that these are dimensions of development which typically occur toward the end of the college years.

Therefore, the fact that freshmen participants in the program did not evidence significant growth in their perceived skills in undertanding other religions, cultures, races and countries (tolerance), in relationships with same sex and opposite sex friends (intimacy), in their confidence in themselves as leader of a group (identity) serves to confirm developmental theory which suggests that these are complex tasks to be accomplished with additional age, education, and experience. Moreover, these were not dimensions emphasized in this freshmen program.

While career and lifestyle planning was a focus of the program, as Perry (1970) suggests, an important phase in the movement towards a choice of career and/or lifestyle is the realization by individuals of the multiple options available to them. Therefore, it is

possible and perhaps probable that, given the opportunity to discuss options and to look at alternatives with an informed and concern person, a student may be temporarily more confused than he/she was prior to the discussion.

The areas in which participants in the Student Development Mentoring-Transcript Program did demonstrate development are those areas which Chickering (1969) labeled instrumental independence and competence.

In describing the dimension of instrumental independence, Chickering referred to the Goddard study of Resourcefulness and Organization (1966) which described the resourceful and organized student as "practical and able to work out consecutive steps to a goal, as knowing when he needs help and how to get it; he is efficient and knows how to make good use of available resources." (Chickering, 1969, p.71).

"Most change in this dimension," said Chickering, "occurs in the first two years. During that period there is steady growth which tapers off during the last two years." (Chickering, 1969, p. 74).

Regarding the dimension of competence, Chickering (1969) says the following: "One's sense of competence bears some relationships to the reality of one's competencies. A genuine and sound sense of security depends on the ability to solve, or otherwise cope with, life's problems. The development of intellectual,

social and physical skills is important. Yet the pro-
ductivity and effectiveness achieved with a given level
of intellectual, interpersonal or physical ability
varies greatly with the feelings about and orientation
toward the levels of competence achieved" (p. 63).

In view of the research of Chickering and others
(Heath,1968; Erickson,1963; Sanford,1967), the results
of the testing of hypothesis 5 which indicate that
participating students significantly increased their
confidence in their ability to set and achieve goals, to
problem-solve and to make decisions suggest that parti-
cipating students made significant movement along the
developmental continuum.

Hypothesis 6

There are no significant differences between
experimental and control groups on the three factors
described in Hypotheses 1, 2, and 3 when the following
variables are held constant: resident/commuter;
male/female; high/average/low academic ability; faculty/
administration or staff mentors.

Hypothesis 6.1 - Resident vs. Commuter

There is no significant difference between experi-
mental and control groups in their use of campus
services, satisfaction with campus services, and satis-

faction with the university environment when the variables resident and commuter are held constant.

To test this hypothesis the data were re-tested by means of chi-square analyses of each of the 21 items on the Student Opinion Survey, Section II, A and B, and each of the 42 items in Section III comparing the responses of resident non-participants to resident participants in the Student Development Mentoring-Transcript Program.

The results indicated that there were no significant differences in the use of any college services listed except one - the student health service. The corrected chi-square for this item of 6.66799 was significant at the .0098 level. Therefore, as was the case for the total population under study, the null hypothesis was not rejected for all but this one item.

The data were re-tested a third time comparing the responses of commuter non-participants to commuter participants in the program. The results of the testing indicated no significant differences for any of the 21 items. Therefore, the null hypothesis was not rejected for commuter students.

The practical significance of the finding that students involved in the Student Development-Mentoring Transcript program made significantly less use of the student health service compared to non-participants was discussed previously. The secondary finding that the

difference was specific to resident students who, unlike commuters do not typically have access to a family physician and who, therefore, when ill, are more likely to utilize the student health service, strengthens the suggestion that participants in the program were less ill over the period of their first year in college than were non-participants and the further suggestion that, as a result of the opportunity to discuss concerns with a mentor, they experienced less stress-produced illness.

Item-by-item testing of the data in the <u>Student Opinion Survey</u>, Section II B isolating the responses of commuter and resident students resulted in the finding of no significant differences between the levels of satisfaction with any campus services of participants and non-participants in the program whether they were commuters or residents.

Item-by-item chi-square analyses of each of the 42 items in the <u>Student Opinion Survey</u>, Section II comparing the responses of resident participants to resident non-participants and commuter participants to commuter non-participants resulted in the statistically significant differences in perceptions of the University environment for each group listed in Table 23.

Because resident students typically have greater access than do commuter students to program information and to informal channels of communication in the university environment, one of the possibilities considered by

Table 23

High Positive Perceptions of the University Environment:

Resident and Commuter

Item	Signif. Resident	Signif. Commuter
1. Variety of courses offered by this college	.03*	
2. Availability of financial aid information prior to enrolling	.03*	
3. General admissions procedures		.04*
4. Purposes for which student activity fees are used	.06	.02*
5. Availability of the courses you want at times you can take them		.05*
6. Concern for you as an individual	.02*	
7. Opportunities for personal involvement in campus activities	.05*	
8. Student government	.004**	

*p < .05

the researcher was that the mentoring program might be

redundant for residents and be more beneficial to commu-

ter students who do not have access to resident direc-

tors, resident assistants and other housing personnel regarding their concerns. The finding that there were not less but, in fact, more items of significant difference found in comparing resident members of experimental and control groups than there were in comparing commuter members of experimental and control groups strengthens the suggestion that the positive effects identified were a direct result of participation in the Student Development Mentoring-Transcript Program and were not tied to students' status as either resident or commuter students.

One possible explanation as to why, in this dimension, there seemed to be a slightly less positive effect on the attitudes of participating commuter students is that, as a result of their regular association with other adults on the residence hall staff, resident students might feel more comfortable in approaching mentors and in taking full advantage of the mentoring opportunity.

Hypothesis 6.2 - Male vs. Female

There is no significant difference between experimental and control groups on the three factors measured in hypotheses 1, 2, and 3 when the variable male/female is held constant.

Chi-square testing indicated no significant differences between men and women participants in their use of campus services, satisfaction with campus services,

or satisfaction with the University environment.

Hypothesis 6.2 was not rejected.

Hypothesis 6.3 - High, Average and Low Academic Ability

There is no significant difference between experimental and control groups on the factors measured in hypotheses 1,2, and 3 when the variables high, average and low academic ability are held constant.

After isolating the responses of these three groups, the results of the testing indicated that there were no significant differences in the use of campus services by members of the control and experimental groups with high or low Scholatic Aptitude Test scores. Members of the experimental group with average Scholastic Aptitude Test scores used residence hall services (p = .02) and tutorial services (p = .07) to a greater degree than did their counterparts in the control group.

There were likewise no significant differences in the levels of satisfaction with campus services as reported by members of the experimental and control groups with average or low Scholastic Aptitude Test scores. However, members of the experimental group with high Scholastic Aptitude Test scores reported significantly higher levels of satisfaction with the following services as compared to their counterparts in the control group: (1) library facilities and services

($\underline{p}$ = .05) (2) residence hall services ($\underline{p}$ = .04) (3)
college-sponsored social activities ($\underline{p}$ = .002) (4)
cultural programs ($\underline{p}$ = .02).

There was considerable variability among the three
groups when comparing experimental and control responses
to the items concerning satisfaction with the overall
college environment. Table 24 presents the items of
significant difference for each of the subgroups.

Table 24

Comparison of Areas of High Satisfaction with University
Environment: Students of High, Average and Low Academic
Ability

Item		SAT score	
	High	Average	Low
1. Preparation you are receiving for your future occupation		.05	
2. Attitude of the faculty toward students			.05
3. Variety of courses offered by this college		.001	
4. General admissions procedures	.01		
5. Availability of financial aid information prior to enrolling			.04

Table 24 (continued)

Comparison of Areas of High Satisfaction with University
Environment: Students of High, Average and Low Academic
Ability

| Item | | SAT Score | |
	High	Average	Low
6. College Catalog/admissions publications		.04	
7. Purposes for which student activity fees are used		.03	
8. Study areas	.007		
9. Student Union	.05		
10. Availability of student housing	.04		
11. Concern for you as an individual		.003	
12. Racial harmony at this college	.02		
13. Opportunities for personal involvement in campus activities	.001		
14. Religious activities and programs	.005		

The practical significance of the findings indica-
ting that participation in the Student Development

Mentoring-Transcript Program resulted in slightly more positive attitudes about the university environment among students of greater ability as compared to those of lesser ability suggests that freshmen students who are more secure in meeting the academic challenge of college classes are more ready to consider other aspects of their college development and, therefore, more able to take advantage of the various opportunities available to them - including the mentoring program.

Hypothesis 6.4 - Mentor Status

There is no significant difference between members of the experimental group mentored by faculty members as compared to members of the experimental group mentored by administration or staff members on the factors measured in hypotheses 1, 2, and 3.

The data were re-tested by means of item-by-item chi-square analyses of the responses of members of the experimental group to each of the items in the Student Opinion Survey, Sections IIA, IIB and III, comparing the responses of those mentored by faculty members to those mentored by administration or staff members.

The results indicated that there were no significant differences between groups in their use of college services except the following: (1) students mentored by administration or staff members made greater use of college-sponsored social activities (p = .04), and (2)

students mentored by faculty members made greater use of computer services (p = .04).

There were no significant differences between the two groups' level of satisfaction with college services excepting one: students mentored by faculty members evidenced greater satisfaction with college-sponsored tutorial services (p = .01).

Finally, the only areas in which there were significant differences between the two groups level of satisfaction with the overall college environment were the following: (1) students mentored by administration or staff members evidenced greater satisfaction with the purposes for which student activity fees are used (p = .01); (2) students mentored by faculty members evidenced greater satisfaction with general admissions procedures (p = .02).

Overall differences between the two groups were minimal. Therefore, null hypothesis 6.1 regarding differences between students mentored by faculty members as compared to students mentored by administration or staff members was not rejected.

This finding lends support to the finding in Brown's (1978) survey that the status of the mentor is not a significant concern to most students. The practical significance of the finding is that there exists in the University a potentially large pool from which to draw mentors for an effective Student Development Men-

toring-Transcript Program.

Qualitative Data - Students

Hypothesis testing determined whether or not there were statistically significant behavioral and attitudinal differences between participants and non-participants in the Student Development Transcript Program. In order to determine the qualitative and practical significance of the program, locally-designed questions asked students for their evaluation of: (1) the Student Development Transcript itself, (2) the mentoring process, (3) the mentoring relationship, (4) the role of the mentor, and (5) the effects of the program on them personally.

The Student Development Transcript

When asked:"How good was your understanding of the Student Development Transcript Program before you met with your mentor for the first time?" 67% of the students indicated that initially they had a fairly good to very good understanding of the program. By the end of the year only 3 students (3.7%) indicated that they were still not completely clear about the idea.

Regarding the usefulness of the Student Development Transcript itself, 93.8% of the participants reported that they thought the Student Development Transcript

"was a good idea." Only two students (2.4%) had doubts about its value.

The Mentoring Process

Mentors were asked to hold two meetings per semester with students assigned to them. According to student reports, 74.4% of participants had three or more meetings with mentors during the course of the academic year; 25.6% had one or two meetings. Sixty-six percent of meetings were mentor-initiated; 31% were student-initiated. Two students (2.4%) were unable to make appointments. The majority of meetings (65.9%) lasted one-half hour to one hour or more. Five students indicated that their meetings lasted one to two hours. Thirty-four percent of meetings lasted less than one half hour.

The Mentoring Relationship

Regarding the quality of the mentoring relationship, 71.9% of participating students reported that they felt that they could call on their mentor anytime or almost anytime. Only two students (2.4%) indicated that they didn't feel free to call at all. Eighty-seven point eight percent of participating students perceived their mentors as helpful in meeting their needs. When asked if they would like to continue the mentoring rela-

tionship, 75.6% of the students responded "Yes." An
additional 8.5% indicated that, although the mentoring
relationship was initially helpful, they no longer
needed it. Only one student (1.2%) responded: "No,
because I don't feel it was that helpful."

The Role of the Mentor

The role of the mentor was defined for participa-
ting faculty, administrators and staff as " a trusted
counselor, guide, friend and teacher ... a collaborator
with students who strives to help students achieve their
personal goals and who facilitates or guides rather than
dictates or directs" (Mentor Handbook,1983).

Table 25

Student Perceptions of Mentor's Role

Description	Number	Percent
1. An information source	70	85
2. A friend	56	68
3. An attentive listener to my problems	43	52
4. An academic advisor	40	48
5. A career advisor	37	45
6. An activities advisor	29	35
7. A problem-solver	25	30
8. None of the above	3	4

Table 25 reports students' perceptions of the role of mentor. Most students perceived their mentors as performing several of the roles listed in Table 25. (The average number of roles was 3.72). Only three students (4%) perceived their mentors as performing "none of the above" roles.

One of the researcher's concerns was that there might be some confusion in students' minds about the relative roles of preceptor (academic advisor for freshmen) and mentor. Clearly, while academics were a part of interviews, students perceived the role of mentor as broader in scope than that of the academic advisor.

Another of the researcher's concerns was whether students would avail themselves of the opportunity of having a mentor to discuss a broad spectrum of concerns, or whether they and the faculty/staff mentor would be unable to get beyond the traditional academic advising mode. Student responses indicated that a broad spectrum of concerns were discussed.

Effects of the Mentoring Program

Four items of the researcher's questionnaire asked students to report on the effects of participation in the program on them personally.

Question number 14 asked: "In which areas do you think that you made better decisions or experienced more

growth than you would have if you didn't participate in the Student Development Transcript Program?" Table 26 presents a summary of the responses.

Table 26

Areas of Growth Perceived by Participating Students

Developmental Area	Percent Reporting Effect
1. Planning overall college goals	48
2. Clarifying thoughts about personal values, lifestyle or sense of purpose	39
3. Exploring possible career or making career plans	37
4. Developing decision-making or problem-solving skills	37
5. Improving relationships with others	31
6. Making use of leisure or recreational time more enjoyable	20
7. Developing academic skills needed for success in school, such as speedreading, test-taking, note-taking, study techniques, time management	18
8. Developing leadership skills	11
9. Improving health, physical fitness	7
10. Increasing cultural awareness or appreciation	5

The majority of participants indicated that the program

had the direct effect of assisting them in making better
decisions or in experiencing growth in several of the areas
listed in Table 26. The mean number of areas effected was
2.5. Only 15% of participants indicated that as a result of
the program they had experienced growth in none of the areas
listed.

Question number 15 was constructed to determine whether
or not the mentoring process served to help broaden the
perspective of the participating freshmen on university life.
The item asked: "Which areas did participation in the Student
Development Transcript Program get you thinking about that
you probably would not have otherwise thought about at this
time in your life?" Table 27 presents a summary of students'
responses to this question.

Table 27

Areas of Increased Awareness Perceived by Participating
Students

Developmental Area	Percent Reporting Effect
1. Planning overall college goals	40
2. Exploring possible careers	29
3. Clarifying thoughts about personal values, lifestyle or sense of purpose	22
4. Developing decision-making and problem-solving skills	16

Table 27 (continued)

Areas of Increased Awareness Perceived by Participating

Students

Developmental Area	Percent Reporting Effect
5. Making use of leisure or recreational time more enjoyable	15
6. Developing academic skills needed for success in school	15
7. Developing leadership skills	15
8. Increasing cultural awareness	11
9. Improving relationships with others	5
10. Improving health, physical fitness	2

As with the previous question, most students indicated that participation in the program has caused them to consider several areas of their lives which they did not feel that they would have considered had they not participated in the program. The mean number of areas was 1.95. Twenty-four percent of the students indicated that participation had not caused them to consider anything new relative to their lives.

Addressing the same developmental areas, question number 16 asked students: "In which of these areas do you feel more confident and/or more competent as a

direct result of having participated in the Student De-velopment Transcript Program?" Table 28 presents a summary of the responses.

Table 28

Areas of Improved Confidence/Competence Perceived by Participating Students

Developmental Area	Percent Reporting Effect
1. Planning overall college goals	41
2. Exploring possible careers or making career plans	33
3. Clarifying thoughts about personal values, lifestyle or sense of purpose	29
4. Developing academic skills needed for success in school	17
5. Improving relationships with others	13
6. Developing decision-making or problem-solving skills	13
7. Making use of leisure or recreational time more enjoyable	10
8. Developing leadership skills	10
9. Increasing cultural awareness or appreciation	6
10. Improving health, physical fitness	3

Again, the majority of students cited multiple
areas in which they felt that, as a result of their par-
ticipation in the program, they had acquired increased
confidence or competence. The mean number of areas was
1.77. Twenty-three percent of participants indicated no
perceived change as a result of their participation.

In summary, questionnaires indicated that 85% of
participating students experienced growth, 76% reported
increased awareness, and 77% experienced increased
confidence or competence in an average of two to three
developmental areas as a direct result of participation
in the Student Development Mentoring-Transcript Program.

Qualitative Data - Mentors

In order to gather from mentors data parallel to
that received from students regarding perceived effect-
iveness of the Student Development Mentoring-Transcript
Program, the researcher developed a questionnaire for
mentors asking them to respond to items concerning the
following: (1) the mentoring process, (2) their per-
ceived role as mentor, (3) perceived effectiveness of
the program, and (4) adequacy of training for the
program. Mentors were also asked to make suggestions
for future programs.

The Mentoring Process

Responses to the mentor questionnaire confirmed student reports that the majority of interviews lasted 30 minutes or more. Forty-six percent of the mentors reported that interviews lasted an average of 30 minutes; 33% reported that interviews lasted an average of more than 30 minutes; 21% indicated that interviews lasted less than 30 minutes. Eighteen of the twenty-four mentors (75%) reported that they took the initiative in setting appointments for interviews; five (21%) reported that students initiated some of the appointments; one (4%) reported that the students initiated most of the appointments.

Topics discussed with mentees as reported by mentors are listed in Table 29.

Table 29

Topics Discussed with Mentors

Topic	Percent Indicating Discussion
1. Planning overall college goals	98
2. Exploring possible careers or making career plans	71

Table 29 (continued)

Topics Discussed with Mentors

Topic	Percent Indicating Discussion
3. Developing academic skills needed for success in school such as speedreading, test-taking, note-taking, study techniques, time management	69
4. Clarifying thoughts about personal values, lifestyle, or sense of purpose	54
5. Making leisure or recreational time more enjoyable	45
6. Developing decision-making or problem-solving skills	32
7. Improving relationships with others	31
8. Developing leadership skills	25
9. Improving health, fitness	24
10. Increasing cultural awareness or appreciation	19

The Mentoring Relationship

Like the students, the majority of the mentors (79%) described their relationship with assigned students as comfortable. Five of the mentors indicated that the relationship remained formal and a little awkward throughout. Although not asked to do so, five mentors held group meetings with their mentees; two of these held two group meetings. Three mentors arranged for one social get-together with their assigned students; others indicated that they had desired to do so but were unable to arrange a time.

Seventy-one percent of the mentors indicated that in addition to the formal interviews they had many informal, passing contacts with their mentees. Sixty-seven percent indicated that students assigned to them sought them out for counsel outside of the structured interview.

The Role of the Mentor

Mentor's self-perceptions of their role with students very closely paralleled the students' perception of the mentor's role. Like the students, the mentors perceived their role as multi-faceted, differing in emphasis from student to student depending on the

student's concerns. The mean number of roles identified by mentors was 4.4. Table 30 presents a comparison of student and mentor perceptions of the role of the mentor.

Table 30

Student and Mentor Perceptions of the Role of Mentor

Description	Students	Mentors
1. An information source	85	79
2. A friend	68	45
3. An attentive listener to my problems	52	75
4. An academic advisor	48	75
5. A career advisor	45	71
6. An activities advisor	35	50
7. A problem-solver	30	54
8. None of the above	04	12

The results of the questionnaires suggest that the role of information source served as a common thread in most of the interactions between mentors and students. The variety and number of other roles played suggest that mentors were able to respond to the individual needs of students. It is interesting to note that the role of friend was ranked second by students and seventh by mentors. This finding suggests that students may

have less difficulty in overcoming the status barrier
than do administrators and faculty members.

Effectiveness of the Program

Ninety-two percent of the mentors perceived them-
selves as having been helpful to students in relation to
the students' expressed concerns. One mentor indicated
that he felt that he had not been very helpful; one
other indicated not helpful at all.

Sixty-seven percent of mentors indicated that they
thought that the program was appropriate for freshmen
students. Of that group, one-half indicated that they
thought the program would also be appropriate for sopho-
more students. Twenty-five percent of the mentors
indicated that they thought they program would be more
appropriate for sophomore students who are settled in
and ready to explore their overall goals for college
life. One mentor indicated that he thought the program
was most appropriate for junior and senior students.
Only one mentor thought that the program was not appro-
priate for freshmen.

Regarding the Student Development Transcript form
itself, 92% of the mentors reported that they thought it
was a good to excellent idea. Two of the mentors
indicated that they had doubts about its value.

In response to the question: "Would you be willing

to serve as a mentor for 3-4 other students in the com-
ing year?" 13 mentors responded "yes"; two others said
"yes, but with fewer students"; two others indicated
that they would like to but that other commitments
(sabbatical, new administrative duties) would prevent
them from doing so. Five of the mentors said "no" be-
cause the time commitment was too great. One was
uncertain. Only one of the mentors indicated "no"
because this person did not feel effective in the role.

Adequacy of the Training Program

Prior to their first student interviews, mentors
were asked to attend a two-hour training session for the
program. Mentor questionnaires indicated that they
thought that the training was adequate and had given
them a good idea of the purpose of the program. Ten of
the mentors said that they were initially a bit unclear
about the role of the mentor and would like to see that
portion of the presentation expanded. The practical sig-
nificance of this report from mentors is that evidently
the program can be effectively conducted with a minimal
amount of training.

Suggestions from Mentors

Overall, the response of mentors to the Student

Development Mentoring-Transcript Program was that it was a good idea, that it was a positive experience for them personally, one in which they were able to be of help and attend to the individual needs of students, and for which they felt they had adequate training.

In response to an open-ended question asking them to describe how, on the whole, the experience of serving as a mentor was for them, 21/24 mentors stated that they had enjoyed the experience. Most of the mentors specified that they liked the opportunity of getting to know students with whom they would otherwise have not had contact and the opportunity to meet them outside of their usual role as administrator, academic advisor, or instructor. Other descriptors used were "enlightening", "enriching", "humanizing", "a good counseling experience for me" and "gave me a perspective on students' needs in both academic and social areas." One mentor described the experience as "a little frustrating" adding, "I kept feeling like I was getting more out of the program than they were."

Two mentors did not have a positive experience. One described the experience as "strained and awkward" and the interaction as "formal and stilted." This person, who was also an instructor for the students suggested that "a better separation of these different roles might lessen the difficulty." The other found the students in two cases too immature to make use of the

program but also felt that more skilled people should be used as mentors.

As indicated above, some of the mentors felt that the program might be more effective with upperclassmen. The majority of mentors, however, viewed the program as appropriate for freshmen as well as students in other divisions.

The principal difficulty which mentors encountered was in contacting students assigned to them. Several mentors suggested that the responsibility for initiating appointments be placed upon the students. It was also suggested that more time be spent in orienting students to the program as it appeared to some mentors that some students were initially unclear about the program's exact purpose.

While on the whole mentors enjoyed the experience, they realized a commitment to students assigned to them and for some this created time conflicts.

Conclusions

Results of this study did not support the hypotheses that freshmen students participating in the Student Development Mentoring-Transcript Program made greater use of campus services (hypothesis 1), were more satisfied with campus services (hypothesis 2), or participated to a significantly greater degree in

extra-curricular activities (hypothesis 4) than non-participants.

Results of the study did support the hypotheses that freshmen students participating in the Student Development Mentoring-Transcript Program evidenced significantly more positive attitudes toward the University environment (hypothesis 3), and made significant movement along the developmental continuum in terms of their confidence in their ability to set and achieve goals, to make decisions and to solve problems (hypothesis 5) when compared to non-participants.

The results also supported the hypothesis that there was a difference in the effect of participation in the program upon resident and commuter students and upon students of low, average and high academic ability (hypothesis 6). Evidence suggested that the program had a slightly greater effect upon residents as compared to commuter students and a greater effect upon students of higher academic ability compared to students of lesser academic ability as measured by SAT scores.

Results did not support the hypothesis that there was a difference in the effect of the program upon students mentored by faculty members as compared to students mentored by members of the administration or staff.

A particularly interesting finding was the fact that participating students made significantly less use

of the student health service as compared to non-partic-
ipants. An initial interpretation of this finding was
that participating students experienced less stress-
related illnesses typically associated with the pres-
sures of the first year in college.

In response to questions about the effects of the
program on them personally, 85% of participating stu-
dents reported personal growth, 76% of the students
reported increased awareness, and 77% of the students
reported increased confidence or competence in an
average of two to three developmental areas as a direct
result of participation in the Student Development
Mentoring-Transcript program.

Reports from faculty, administrators and staff
involved in the program indicated that the majority of
these participants were able to assume the multi-faceted
role of mentor, perceived themselves as helpful to stu-
dents and found the experience to be enjoyable and
personally enriching.

Some of the implications of these findings have
been discussed in this Chapter. Other implications of
these findings as well as suggestions for implementation
and areas for further research are discussed in Chapter
Five.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was designed for the following purposes: (a) to determine the effects of participation in a Student Development-Transcript Program on freshmen university students, (b) to ascertain the perceived value of participation in such a program to University students, (c) to develop recommendations regarding the implementation of mentoring-transcript programs at colleges and universities, and (4) to determine areas for further research on this topic.

A review of previous research on College Student Development demonstrated interest among Student Personnel professionals nationally in the potential of Student Development Mentoring-Transcript Programs for promoting intentional student development. This review also established that no previous research describing the effects upon students of participation in Mentoring-Transcript programs had been conducted.

Design of the Study

The study, conducted at the University of San Diego, employed an experimental design. Six hypotheses were tested. Additionally, data from student and mentor questionnaires were analyzed to obtain qualitative findings regarding the process and perceived outcomes of the program.

Subjects were randomly selected from among freshmen students who applied for the program in the summmer of 1982. A stratified random sampling method was employed to insure a balance of men/women, residents/commuters, and students of varying academic ability in experimental and control groups. Students in the experimental group were assigned to faculty, administration and staff mentors who met with those students an average of three times during the 1982-83 academic year. Mentors were selected from among faculty, professional staff, and administrators at the University of San Diego. Mentors attended a two-hour training session in September, 1982 and one of three half-hour follow-up meetings held in February, 1983.

Five hypotheses tested measured differences between experimental and control groups on the following dependent variables: (1) use of campus services, (2) satisfaction with campus services, (3) satisfaction with the overall university environment, (4)participation in

extracurricular activities, and (5) change in level of
confidence in each of 10 developmental areas. A sixth
hypothesis compared subgroups within both experimental
and control groups to determine if there were differ-
ences in the effects of the program upon : commuter vs.
resident students; male students vs. female students;
students of high, average or low academic ability. Data
from students having faculty mentors were compared to
data from students having administration or staff
mentors to determine whether the status of the mentor
effected the outcomes of the program.

In April 1983, 82 (83.7%) of the 98 students
assigned to the experimental group and 71 (76.3%) of the
93 students assigned to the control group completed the
American College Testing Program's Student Opinion
Survey and the University of San Diego Student
Development Transcript. All mentors completed
questionnaires mailed to them in May,1983.

Data were analyzed by applying chi-square, t-tests
and analysis of co-variance. All analyses were computer
assisted.

Findings

Hypotheses Testing

Hypothesis 1 stated that there would be no sig-

nificant difference between experimental and control groups in their use of University services as measured by the American college Testing Program's Student Opinion Survey, Section II, Part A. The hypothesis was not rejected. Analysis of the data indicated no significant differences between groups' use of University services excepting one - the Student Health Service. Students in the experimental group made significantly less use of this service than did students in the control group. Participation in the Mentoring Program may have served to relieve some of the stress associated with a student's first year in college, resulting in fewer stress-related illnesses.

Hypothesis 2 stated that there would be no significant difference between experimental and control groups in their level of satisfaction with University services as measured by the American College Testing Program's Student Opinion Survey, Section II, Part B. The hypothesis was not rejected. The Student Opinion Survey, Section II, Part B asked students to evaluate each of 21 services only if they have used the service. Student evaluation of the service, therefore, was presumably based on the quality of the actual service received and was not tied to the mentoring process.

Hypothesis 3 stated that there would be no significant difference between experimental and control groups in their level of satisfaction with the Univer-

sity environment as measured by the American College Testing program's <u>Student Opinion Survey</u>, Section III. The analysis of the data indicated that students who participated in the Student Development Mentoring-Transcript Program had significantly higher positive attitudes toward the overall University environment than students who did not participate in the program. This finding has increased significance when considering the fact reported by the American College Testing Bureau that the responses of University of San Diego students as a whole to Section III were significantly higher than responses of students from other private and public universities. Levels of satisfaction with the University environment among participants in the Student Development Mentoring-Transcript Program were measured on the extremely high end of the satisfaction scale.

Hypothesis 4 stated that there would be no significant difference between experimental and control groups in their degree of participation in extracurricular activities as measured by completed <u>University of San Diego Student Development Transcripts</u>. While the calculation of a mean participation score for all subjects revealed slightly greater participation in extracurricular activities on the part of students in the experimental group, a <u>t</u>-test indicated that the differences between groups was not significant. The hypothesis was not rejected. It was not a purpose of

the Student Development Mentoring-Transcript Program to indiscriminately increase a student's participation in extracurricular activities; rather, a purpose was to assist the student in making judicious choices in this domain. Mentor reports indicated that many students were cautious about becoming overly involved in extra-curriculars, desiring initially to concentrate on their academic program. Mentors assisted students in sorting such decisions; they were not charged to be - nor did they apparently act as - salespersons for student activities.

Hypothesis 5 stated that there would be no sig-nificant difference between experimental and control groups in the change in their perceived skill level in each of ten developmental areas as measured by self-ratings on the Cooperative Institutional Research Program's Entering Student Survey (pre-test), and the Student Opinion Survey, Section IV (post-test). The analysis of data indicated significant differences between groups in two of the developmental areas measured: (a) ability to set and achieve goals, and (b) ability to solve problems and make decisions. The fundamental purpose of the Student Development Mentor-ing-Transcript Program was to assist students to establish overall goals for the college years and to become more intentional in their choices of learning opportunities based on those goals. The results of the

testing of hypothesis 5 suggest that the program was effective in achieving its fundamental purpose.

Hypothesis 6 stated that there would be no significant difference between experimental and control groups on the three factors described in hypotheses 1, 2, and 3 when the following variables were held constant: resident/commuter; male/female; high/average/low academic ability; faculty/administration or staff mentor.

The analysis of data indicated no significant difference between resident participants and non-participants and between commuter participants and non-participants in their use of or satisfaction with University services. Both commuter and resident participants indicated a more favorable attitude toward the overall University environment when compared to commuter and resident non-participants. There were more significant differences found in comparing resident participants and non-participants than were found in comparing commuter participants and nonparticipants. This finding strengthened the suggestion that the positive attitudes found were a result of participation in the Mentoring-Transcript Program and not resident status.

No significant differences were found in comparing male participants and non-participants and female participants and non-participants in their use of and satisfaction with University services. Equally more

favorable attitudes toward the overall University environment were found among men and women who participated in the program as compared to men and women who did not participate in the program.

The comparison of responses of participating students of varying academic ability resulted in the finding that there was greater use of campus services and more positive attitudes toward the University environment among students of greater academic ability as compared to students of lesser academic ability. Brighter students, seemingly, were better prepared to take advantage of participation in the program.

No significant differences were found in analyzing the responses of students mentored by faculty members as compared to students mentored by administration or staff members.

Other Findings

The analysis of questionnaires completed by student participants and mentors resulted in the following additional findings:

1. Eighty-five percent of participating students reported that they had experienced growth and made better decisions in an average of 2.5 developmental areas as a direct result of participation in the Student Development Mentoring-Transcript Program.

2. Seventy-six percent of participating students reported that as a direct result of participation in the Student Development Mentoring-Transcript Program they considered an average of two developmental areas which they would not have considered had they not participated in the program.

3. Seventy-seven percent of participating students reported increased confidence or competence in an average of 1.8 developmental areas as a direct result of participation in the Student Development Mentoring-Transcript Program.

4. Eighty-eight percent of participating students described mentors as helpful in meeting their needs. Twenty-one of the 24 mentors (92%) perceived themselves as having been helpful to students.

5. As evidenced by the variety of topics which mentors discussed with students, mentors were able to respond to the individual concerns of students in the program.

6. The role of information source served as a common thread in the mentoring process. Other roles assumed by mentors as described by both mentors and students were: an attentive listener to problems, an academic advisor, a career advisor, an activities advisor, a problem-solver, and a friend.

7. The majority of mentors (79%) described their relationship with students in the program as

"comfortable." Seventy-two percent of participating students reported that they felt that they could call on their mentor "anytime or almost anytime."

8. Three mentors reported that they perceived some conflict with the role of mentor and other roles which faculty and administrators might assume (academic advisor, preceptor, classroom teacher). Twenty-one other mentors (87.5%) reported that they did not perceive any conflict.

9. Initially, students had many questions about the intent of the program. However, by the end of the academic year, only three students (3.7%) reported that they were still not completely clear about its purpose.

10. Ninety-four percent of participating students and 92% of mentors reported that they thought the Student Development Transcript itself was "a good idea".

11. Mentors reported that the training session for the program was adequate. Some mentors suggested that the portion of the presentation dealing with the role of the mentor be slightly expanded.

12. A comparison of survey responses (Student Opinion Survey) of students who had three of more meetings with mentors (74.4%) and students who had one or two meetings with mentors (25.6%) indicated more positive attitudes towards the University environment among those who met with mentors more frequently. This finding strenthens the suggestion that the differences

found were a direct result of the mentoring process.

13. Eighty-eight percent of participating faculty, administrators and professional staff members stated that they had enjoyed the experience of serving as a mentor to students. Two mentors did not have a positive experience. Both suggested that perhaps they were "not the right person" for the role.

14. Seventy-six percent of participating students reported that they would like to continue the mentoring relationship. An additional 8.5% of participating students indicated that, although the mentoring rela- tionship was initially helpful, they felt that they no longer needed it. Seventy-one percent of the mentors reported that they would like to continue to serve as a mentor to students.

15. The majority of mentors (67%) reported that the program was appropriate for freshmen students. Other mentors reported that the program would be more beneficial to upperclass students. Only one mentor expressed the opinion that the program was not appro- priate for freshmen students.

Conclusions

The overall conclusion of the researcher is that the Student Development Mentoring-Transcript Program is a valuable addition to post-secondary education. Speci-

fic conclusions, based on the findings described in this study are:

1. Participation in a Student Development Mentoring-Transcript Program heightens students' awareness of developmental opportunities available to them at the University and assists them in establishing developmental goals for their college years.

2. Participation in a Student Development Mentoring-Transcript Program tends to increase students' confidence in their ability to solve problems and make decisions regarding various aspects of college life.

3. Assisting students through a Student Development Mentoring-Transcript Program promotes among participating students positive attitudes toward the overall University environment. Such a result may have a long-term positive effect on the retention of students. Retention studies (Cope and Hannah, 1975; Noel, 1976; Astin, 1977) have demonstrated that students who feel positively about the University environment tend to complete their college education in significantly greater percentages than students who do not have such positive feelings about the environment.

4. Participation in a Student Development Mentoring-Transcript Program does not significantly increase students' use of campus services, nor does it effect their satisfaction with those services.

5. Participation in the Student Development Men-

toring-Transcript Program at the University of San Diego
did not significantly increase students' participation
in extracurricular activities. However, since the Uni-
versity of San Diego is a relatively small, private
university which emphasizes involvement in extracur-
riculars and has developed a "norm" of participation, it
is not altogether surprising that members of both exper-
imental and control groups were involved in a average of
three to four activities outside of the classroom. Such
might not be the case at universities where such a norm
is not operational. At those universities, information
provided by mentors regarding opportunities for
involvement outside of the classroom might result in
differences in extracurricular participation. More
importantly, participation in the Student Development
Mentoring-Transcript Program did not result in an over-
commitment to extracurriculars by students to the
detriment of their academic program.

6. This study validates previous research (Heath,
1968; Chickering, 1969) which suggests that personal
contacts between students and mature faculty and staff
members serves to promote the development of college
students.

7. As evidenced by the direct report of mentors
and the satisfaction level reported by students, minimal
training is required for interested faculty, staff and
administrators who serve as mentors in a Student Devel-

opment Mentoring-Transcript Program.

8. Reports of the wide variety of topics discussed with mentors suggest that, when provided with the opportunity to explore virtually any area of their lives with an interested party, a majority of students will utilize that opportunity and will become increasingly comfortable in doing so.

9. The role of mentor has the potential of being a powerful and productive new role for faculty and staff in their relationships with students. As compared, for instance, to the traditional roles of academic advisor or activities advisor - which by definition suggest a delimiting of discussion - the role of mentor presents an open-ended advising agenda and the possibility for students to share a variety of concerns. The large majority of faculty and staff involved in this study commented that they had enjoyed the opportunity to step out of their usual roles with students and that, as a result, they had come to a better understanding of students' concerns.

10. Three half-hour meetings of mentor and mentee over the course of the academic year are sufficient to effect behavioral and attitudinal changes in students. In a pilot study of a Student Development Mentoring-Transcript Program conducted during the Fall semester of academic year 1978 - 79 at the University of Nebraska - Lincoln, 16 participating students met with assigned

mentors once a week for one hour (Baack,1982). The results of the study indicated that students, faculty and staff were enthusiastic about the project and the personal relationships which developed. However, the time commitment asked of mentors in that project raised serious questions about the practicality of the model employed for universities interested in offering such a program to a greater number of students. In the present study, the researcher was interested in determining whether three or four meetings over the course of the academic year were sufficient to effect behavioral and attitudinal changes in students. The positive results found make it reasonable for universities to consider offering the program to a large portion of the student population without placing unreasonable demands on faculty and staff.

11. The finding that participating students reported significantly increased confidence in their ability to set and achieve goals and to solve problems and make decisions relates to what Chickering (1969) described as a sense of competence. Chickering likened competence to a three-tined pitchfork: "Intellectual competence, physical and manual skills, and inter-personal competence are the tines, and sense of competence the handle (Chickering, 1969, p.20). He went on to say that, "although sense of competence does depend somewhat on how competent one is, it also

influences performance and the extent to which development of competence is vigorously, persistently, and fruitfully pursued (p.37). The results of the studies which Chickering cites in support of his argument (Beecher et al., 1966; Bower, 1966; Ryan, 1958; White, 1963) suggest that students participating in the Student Development Mentoring-Transcript Program who increased their sense of competence are likely to vigorously pursue other aspects of their development.

12. Students of high academic ability seemed to profit most from participation in the Student Development Mentoring-Transcript Program. This finding parallels the findings of Bayley (1956, 1957) and Bayley and Oden (1955) that variation in development is correlated with variation in ability. Through studies of aptitude test results, these researchers found that higher scoring persons at any age increased faster in measured mental ability in comparison with their lower scoring peers. They concluded that the greatest development in mental ability during college is to be expected from those who are most highly developed at entrance. Bower (1966) pointed to the relationship between intellectual development and other aspects of change. Perry's (1970) work on the intellectual development of college students further documents this relationship.

13. The College Student Development Self-Assessment

Inventory (Brown et al., 1980) served as an useful instrument for initiating the mentoring relationship and for establishing parameters for the dimensions of development which participating students wished to discuss with mentors.

14. The Student Development Mentoring-Transcript Program is appropriate for freshmen University students. Based on the recommendations of mentors, the program may also be appropriate for upperclass students, particularly students who transfer into the University.

15. The University of San Diego Student Development Transcript itself was positively evaluated by nearly all students and mentors who participated in the program. Moreover, numerous other students at all grade levels expressed an interest in establishing such a transcript for themselves. Whether or not the mentoring program is offered to a wider population, because of the practical usefulness of documenting students' participation in a variety of learning experiences outside of the classroom, the Student Development Transcript should be offered as an option to all University students. Such an option is currently available to students at the University of Iowa; the University of Minnesota Technical College; the University of North Dakota; Salem State College; California Polytechnic State University, San Luis Obispo; the University of Wisconsin, Stevens Point; and the San Francisco State University (Student

Development Transcript Clearinghouse, 1981).

16. Mentoring is the most powerful component of the program. A study should be conducted regarding the feasibility of offering this opportunity to a larger population of University students.

17. The effectiveness of mentors seems not to be correlated with their professional role (faculty member, administrator, professional staff member) but rather with their degree of interest in developing personal relationships with students and level of comfort in doing so.

18. One problematic area in the execution of the Student Development Mentoring-Transcript Program was the difficulty some mentors experienced in contacting students assigned to them. Since students are the primary beneficiaries of the program, scheduling of interviews with mentors should be the students' responsibility.

Recommendations

Based on the findings of this study, the researcher makes the following recommendations:

1. The four-year plan for the Student Development Mentoring-Transcript Program at the University of San Diego should be pursued. According to this plan, participating students will: (a) update the Student Develop-

ment Transcript at the end of their sophomore year, (b) during their junior year attend a workshop demonstrating how they may translate the material contained on the Student Development Transcript into marketable job skills which then may be listed on a resume and utilized in employment interviews, and (c) during their senior year, request that the Student Development Transcript be sent to prospective employers or graduate schools.

2. As a follow-up to the present study, a longitudinal study of the four-year effects upon students who participated in the Student Development Mentoring-Transcript Program should be conducted. Specific factors worthy of exploration in a longitudinal study are the following: (a) long-term retention of students in the experimental and control groups, (b) additional progress made in the achievement of developmental goals by experimental and control groups, (c) practical usefulness of the Student Development Transcript, (d) comparison of the quality of the two groups' relationships with faculty and staff over the four-year period.

3. The Student Development Mentoring-Transcript Program should continue to be offered to students at the University of San Diego. Variations of the program worth consideration are the following: (a) offering the program to incoming transfer students, and (b) incorporating some of the training offered to mentors into a training workshop for freshmen preceptors. At the

inception of the Freshmen Preceptorial Program, an orientation session which included members of the Student Affairs staff was offered to preceptors. The positive response of mentors to a brief presentation of student development research and an update on student activities and services offered at the University suggests that such information might also be beneficial to preceptors. Additionally, consideration should be given to utilizing upperclass students as peer counselors to entering students in lieu of faculty and staff mentors. Such a system, if proven effective, would offer a solution to the problem - given a limited number of faculty and staff - of offering the program to a larger population of underclass students.

4. Further research should be conducted to determine the practical significance of the finding of the present study that students participating in the Student Development Mentoring-Transcript Program made significantly less use of the Student Health Service. Specifically, such a study might determine whether students participating in a mentoring program experienced less stress-related illness as a result of having the opportunity to share pressing concerns with an interested party.

5. The present study should be replicated at another private institution of similar size to determine if similar effects are found. Such a study would be

particularly useful if conducted at an institution without a Freshman Preceptorial Program to determine whether, without the presence of this common independent variable, even greater effects might be found.

6. The present study should be replicated at a large, public institution and a comparison of findings made to determine whether there are differences in the effects upon students of participation in a Student Development Mentoring-Transcript program at large, public vs. small, private universities.

7. Research should be conducted comparing the effectiveness of upperclass students as peer counselors to younger students in a Student Development Mentoring-Transcript Program to faculty and staff as mentors in such a program. A mentor, by definition, is a mature, older person who serves as advisor to a younger, less experienced person. The findings of this study indicate that such an advising relationship is productive. Further research is needed to determine whether just slightly older and minimally more experienced students can function as effectively in such a role.

8. As described in Chapter Two, several post-secondary institutions throughout the United States have established Student Development Transcript Programs without the accompanying component of mentoring. Research should be conducted to determine whether the record-keeping system by itself, in addition to its

practical usefulness, serves as a motivational force
which promotes student development.

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APPENDICES

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APPENDIX A

TABLES

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TABLE 2

INSTITUTIONAL REPRESENTATIVES AGREEING OR STRONGLY AGREEING WITH THE TRANSCRIPT CONCEPT

SURVEY ITEM	CAMPUS OFFICERS		SPECIAL SAMPLE		
	STUDENT AFFAIRS (n=127)	ACADEMIC AFFAIRS (n=112)	REGISTRARS (n=22)	ACPA LEADERS (n=27)	CAEL (FACULTY) (n=26)
1. Colleges should make systematic efforts to promote personal development of students	92	85	96	99	77
2. Systematic efforts for growth should be available for academic credit	58	39	64	74	31
3. Student progress toward personal development should be stressed	88	69	77	93	54
4. Progress toward personal development should be part of a transcript	63	52	54	74	46
5. Progress toward personal growth should be a prerequisite for graduation	34	33	41	59	35
6. A student development transcript could be a worthwhile addition to postsecondary education	68	61	68	86	54

TABLE 3

INSTITUTIONAL REPRESENTATIVES AGREEING OR STRONGLY AGREEING WITH DEVELOPMENTAL GOALS

SURVEY ITEM	CAMPUS OFFICERS		SPECIAL SAMPLE		
	STUDENT AFFAIRS (n=127)	ACADEMIC AFFAIRS (n=112)	REGISTRARS (n=22)	ACPA LEADERS (n=27)	CAEL (FACULTY) (n=26)
1. Learning to get along with others	91	80	63	82	85
2. Formation of values and life goals	91	76	87	97	70
3. Detailed grasp of a special field	42	49	50	55	50
4. Well-rounded education	74	74	82	70	73
5. Training and skills for an occupation	52	45	54	55	57
6. Interpersonal skills	89	79	77	89	65
7. Moral development	76	66	63	70	54
8. Problem-solving skills	88	77	86	96	73
9. Cultural-aesthetic awareness	62	40	54	71	58
10. Physical-recreational skills	49	40	37	63	35

TABLE 4
OPINIONS ON IMPLEMENTATION PROCEDURES FOR THE STUDENT DEVELOPMENT TRANSCRIPT

	CAMPUS OFFICERS		SPECIAL SAMPLE		
SURVEY ITEM	STUDENT AFFAIRS (n=127)	ACADEMIC AFFAIRS (n=112)	REGISTRARS (n=22)	ACPA LEADERS (n=27)	CAEL (FACULTY) (n=26)
1. A student development transcript should be under the supervision of:					
a. dean of students	73	71	50	77	50
b. academic dean	8	9	36	15	23
c. registrar or advising	16	18	14	8	27
2. The person who should work most closely with the student in determination of personal goals is:					
a. faculty advisor	3	12	5	4	31
b. student affairs staff	11	14	5	15	19
c. trained mentor	9	12	36	26	19
d. faculty & student affairs	74	58	55	56	31
e. student peer	1	1	0	0	0
3. The developmental transcript process would be best handled within student affairs by:					
a. housing staff	2	3	0	4	0
b. counseling center	54	60	52	48	42
c. academic advisors	23	20	33	19	42
d. faculty other than advisor	1	4	10	4	4
e. any of the above	18	10	5	15	8
4. Personal development programs should utilize:					
a. formal curricular approaches	2	4	5	8	4
b. informal extracurricular approaches	3	13	14	4	6
c. any combination appropriate	95	84	82	88	86
5. Personal development course offerings should be graded:					
a. Pass/fail	8	16	5	0	35
b. Complete/incomplete	22	21	27	22	19
c. Letter grades	10	6	0	4	12
d. Proficiency, but not letter grade	59	49	68	74	35
6. Availability of the personal development record:					
a. private property of student	20	19	23	15	23
b. filed within institution, but available only with student consent	44	41	59	67	42
c. availability same as academic transcript	34	39	18	19	35
7. Favored form of the developmental transcript:					
a. portfolio	33	29	36	22	19
b. competency checklist	22	35	36	52	46
c. experimental checklist	27	18	9	11	27
d. other	16	16	18	15	8

TABLE 5
PERCENTAGE OF STUDENTS, PARENTS, ACADEMIC OFFICERS, & STUDENT AFFAIRS OFFICERS
AGREEING AND DISAGREEING WITH THE TRANSCRIPT CONCEPT

TRANSCRIPT CONCEPT ITEMS	STUDENTS n=1002	PARENTS n=151	ACADEMIC OFFICERS n=112	STUDENT AFFAIRS OFFICERS n=127
1. Colleges should make systematic efforts to promote personal development				
Agree	88	85	85	92
Uncertain	7	4	6	4
Disagree	5	11	9	4
2. A student development transcript could be a worthwhile addition to postsecondary education				
Agree	65	66	61	68
Uncertain	21	17	25	22
Disagree	14	17	14	10
3. Progress towards personal development should be a part of a transcript				
Agree	41	48	52	63
Uncertain	26	22	22	23
Disagree	33	30	26	14

TABLE 6
RESPONSES OF STUDENTS, PARENTS, ACADEMIC OFFICERS, & STUDENT AFFAIRS OFFICERS
TO POTENTIAL DEVELOPMENTAL AREAS FOR INCLUSION ON A TRANSCRIPT

DEVELOPMENTAL AREAS	STUDENTS n=1002	PARENTS n=151	ACADEMIC OFFICERS n=112	STUDENT AFFAIRS OFFICERS n=127
1. Learning to get along with others				
Agree	87	88	80	91
Uncertain	7	7	11	7
Disagree	6	9	9	2
2. Formation of values & life goals				
Agree	83	81	76	91
Uncertain	10	12	18	8
Disagree	7	7	6	1
3. Detailed grasp of a special field				
Agree	75	79	49	42
Uncertain	18	17	31	47
Disagree	7	4	20	11
4. Training & skills for an occupation				
Agree	84	86	45	52
Uncertain	10	9	38	36
Disagree	6	5	17	12
5. Interpersonal skills				
Agree	81	70	79	89
Uncertain	15	24	16	10
Disagree	4	6	5	1
6. Moral development				
Agree	59	74	66	76
Uncertain	24	13	22	17
Disagree	17	13	12	7
7. Problem-solving skills				
Agree	83	82	77	88
Uncertain	12	11	18	8
Disagree	5	7	5	4
8. Aesthetic awareness				
Agree	69	67	40	62
Uncertain	23	24	39	35
Disagree	8	9	21	3
9. Physical-recreational skills				
Agree	55	53	40	49
Uncertain	29	28	39	42
Disagree	16	19	21	9

Note. From "Implications of Student, Parent, and Administrator Attitudes for Implementing a Student Development Transcript" by R. D. Brown, J. L. Baier, J. E. Raack, D. J. Wright, M. Sanstead, 1979, Journal of College Student Personnel, 20, pgs. 385-392. "Copyright AACD. Reprinted with permission. No further reproduction authorized without permission of AACD."

TABLE 7
STUDENT RESPONSES REGARDING RESOURCE PERSONS APPROPRIATE AS
ADVISORS/MENTORS IN DETERMINATION & EVALUATION OF DEVELOPMENTAL GOALS

FACULTY AND STAFF	STUDENT RESPONSES (N=1002)		
	AGREE	UNCERTAIN	DISAGREE
1. Faculty Advisors affiliated with individual colleges	76	12	12
2. Dean of Students and Assistants	39	29	32
3. Campus Ministers	49	27	24
4. Undergraduate Student Peers	52	21	27
5. Director of Housing and Assistants	19	32	49
6. Graduate Students	51	23	26
7. College Deans and their Assistants	42	29	29
8. Counseling Center Staff	71	19	10
9. Academic Advisors affiliated with Advising Office	62	24	14
10. Faculty Members	74	10	16
11. Residence Hall Staff such as Student Assistants, Residence Directors, Complex Program Directors	47	26	27
12. Director of Student Activities and Assistants	40	36	24
13. Fraternity & Sorority Chapter Advisors	39	33	28
14. Athletic Coaches	45	27	28
15. Multi-Cultural Affairs Staff	30	44	26
16. Greek Affairs Office Staff	16	44	40
17. Military Science Faculty	25	40	35
18. University Administrators	27	32	41

Note. From "Implications of Student, Parent, and Administrator Attitudes for Implementing a Student Development Transcript" by R. D. Brown, J. L. Baier, J. E. Baack, D. J. Wright, M. Sanstead, 1979, *Journal of College Student Personnel, 20*, pgs. 385-392. "Copyright AACD. Reprinted with permission. No further reproduction authorized without permission of AACD."

TABLE 9
RESPONSES OF STUDENTS, PARENTS, ACADEMIC OFFICERS, & STUDENT AFFAIRS OFFICERS
TO ASSESSMENT, GRADING, & REQUIREMENT ISSUES

ASSESSMENT & GRADING ISSUES	STUDENTS n=1002	PARENTS n=151	ACADEMIC OFFICERS n=112	STUDENT AFFAIRS OFFICERS n=127
1. Student progress towards personal development should be assessed				
Agree	62	71	69	88
Uncertain	20	12	21	6
Disagree	18	17	10	6
2. Systematic efforts for personal growth should be available for academic credit				
Agree	37	49	39	58
Uncertain	31	22	24	20
Disagree	32	29	37	22
3. Progress towards personal development should be a prerequisite for graduation				
Agree	15	44	33	34
Uncertain	27	20	32	34
Disagree	58	36	35	32
4. Personal development course offerings should be graded:				
Pass/Fail	14	8	16	8
Complete/Incomplete	22	13	21	22
Letter grades	4	12	6	10
Proficiency levels, but not letter grades	60	67	49	59
No Preference	0	0	8	1

TABLE 9
RESPONSES OF STUDENTS, PARENTS, ACADEMIC OFFICERS, & STUDENT AFFAIRS OFFICERS
TO FORMS & USES OF THE STUDENT DEVELOPMENT TRANSCRIPT

FORM & USAGE ITEMS	STUDENTS n=1002	PARENTS n=151	ACADEMIC OFFICERS n=112	STUDENT AFFAIRS OFFICERS n=127
1. Favored Form for the Developmental Transcript:				
Portfolio	33	21	29	33
Competency Checklist	21	25	35	22
Experiential Checklist	23	35	18	27
Combination	10	10	9	11
No Preference	13	9	9	5
2. Availability of the Developmental Transcript:				
Private property of student	23	23	19	20
Filed within institution, but available only with student consent	57	44	41	45
Availability the same as the academic transcript	19	33	39	35

Note. From "Implications of Student, Parent, and Administrator Attitudes for Implementing a Student Development Transcript" by R. D. Brown, J. L. Baier, J. K. Beack, D. J. Wright, M. Sanstead, 1979, Journal of College Student Personnel, 20, pgs. 385-392. "Copyright AACD. Reprinted with permission. No further reproduction authorized without permission of AACD."

Table 11

Satisfaction Averages for College Environment (Academic)

ITEM NUMBER	ITEM TEXT	EXPER|MENTAL MEAN SIG.		CONTROL MEAN SIG.	
1.	Testing/grading system	3.95	.22*	4.03	.30**
2.	Course content in your major field	3.90	.07	3.91	.08
3.	Instruction in your major field	3.82	-.04	3.98	.12
4.	Out-of-class availability of your instructors	4.09	.11	4.12	.14
5.	Attitude of the faculty toward students	4.37	.29**	4.26	.18
6.	Variety of courses offered by this college	3.88	.46**	3.54	.12
7.	Class size relative to the type of course	4.60	.41**	4.50	.31**
8.	Flexibility to design your own program of study	4.06	.47**	3.91	.32*
9.	Availability of your advisor	4.07	.19*	3.97	.09
10.	Value of information provided by your advisor	3.89	.20*	3.77	.08
11.	Preparation you are receiving for your future occupation	3.89	.18*	3.71	.00

* $p = .05$ ** $p = .001$

Table 12

Satisfaction Averages for College Environment (Admissions)

ITEM NUMBER	ITEM TEXT	EXPERIMENTAL		CONTROL	
		MEAN	SIG	MEAN	SIG
12.	General admissions procedures	4.11	.46**	3.94	.29**
13.	Availability of financial aid information prior to enrolling	3.81	.20	3.73	.12
14.	Accuracy of college information received before enrolling	4.18	.53**	4.01	.36*
15.	College catalogue/ Admissions publications	4.38	.54**	4.13	.29*

* p = .05

** p = .001

Table 13

Satisfaction Averages for College Environment (Rules and Regulations)

ITEM NUMBER	ITEM TEXT	EXPERIMENTAL MEAN	SIG	CONTROL MEAN	SIG
16.	Student voice in college policies	3.42	.41**	3.04	.03
17.	Rules governing student conduct at this college	3.44	.19	3.12	-.13
18.	Residence hall rules and regulations	3.18	.11	3.02	-.05
19.	Academic probation and suspension policies	3.61	.33**	3.33	.05
20.	Purposes for which student activity fees are used	3.48	.43**	2.96	-.09
21.	Personal security/safety on this campus	4.06	.64**	3.88	.46**

* $p = .05$

** $p = .001$

Table 14

Satisfaction Averages for College Environment (Facilities)

ITEM NUMBER	ITEM TEXT	EXPER MEAN	MENTAL SIG	CONTROL MEAN	SIG
22.	Classroom facilities	4.06	.37**	3.94	.25*
23.	Laboratory facilities	3.67	.12	3.55	.00
24.	Athletic facilities	3.80	.46**	3.40	.06
25.	Study areas	3.95	.43**	3.59	.07
26.	Student union	3.86	.54**	3.75	.43**
27.	Campus bookstore	4.04	.64**	3.80	.40**
28.	Availability of student housing	3.89	.47**	3.61	.19
29.	General condition of buildings and grounds	4.54	.85**	4.49	.80**

* p = .05

** p = .001

Table 15

Satisfaction Averages for College Environment (Registration)

ITEM NUMBER	ITEM TEXT	EXPER|MENTAL MEAN	SIG	CONTROL MEAN	SIG
30.	General registration procedures	3.53	.11	3.33	-.09
31.	Availability of courses you want when you can take them	3.23	.17	2.93	-.13
32.	Academic calendar for this college	4.20	.46**	4.10	.36**
33.	Billing and fee payment procedures	3.67	.22*	3.67	.22*

* p = .05

** p = .001

Table 16

Satisfaction Averages for College Environment (General)

ITEM NUMBER	ITEM TEXT	EXPER MEAN	MENTAL SIG	CONTROL MEAN	SIG
34.	Concern for you as an individual	4.16	.45**	3.80	.09
35.	Attitude of college non-teaching staff toward student	4.04	.39**	3.79	.14
36.	Racial harmony at this college	4.17	.48**	3.94	.25*
37.	Opportunities for student employment	3.64	.27*	3.60	.23
38.	Opportunity for involvement in campus activities	4.21	.48**	3.97	.24*
39.	Student government	3.55	.23*	3.13	-.20
40.	Religious activities and programs	4.00	.36**	3.97	.33*
41.	Campus media (student newspaper, campus radio, etc.)	3.68	.33*	3.54	.19
42.	This college in general	4.48	.60**	4.40	.52**

* p = .05

** p = .001

APPENDIX B

LETTERS TO STUDENTS

INTRODUCING...

THE
STUDENT DEVELOPMENT
TRANSCRIPT PROGRAM

**OFFICE
OF
STUDENT AFFAIRS**

UNIVERSITY OF SAN DIEGO

THE
STUDENT DEVELOPMENT
TRANSCRIPT PROGRAM

What is it?

The Student Development Transcript Program
is an experimental general advisement program
for freshman students at the University of San
Diego. The purpose of the program is to help
freshman students derive the greatest possible
benefits from the people, programs and facilities
available at the University of San Diego.

How does it work?

If you are among the students selected for
the program, you will have the opportunity to
develop a friendly and helpful relationship
with a member of the University faculty or staff
who will assist you in developing your career
and academic goals and in learning how to maxi-
mize the educational opportunities available
to you at USD.

Students participating in the program will
also begin to complete a Student Development
Transcript - a record of skill development
through work experience, athletics, intramurals,
student leadership positions, committee work,
student organizations and activities, community
service - which, at the student's option, will
be maintained by the Office of Student Affairs
and sent, upon request, to prospective employers,
graduate schools, scholarship and grant committees.

Why should I be interested?

Because participating in the program can provide you assistance with:

-planning your overall college goals
-improving interpersonal relationships
-setting career goals
-enhancing study skills
-improving the use of your leisure time
-developing leadership abilities
-increasing cultural awareness and appreciation
-solving personal and financial problems

How much time will it take?

About six hours per semester. Participating students will complete an assessment inventory, attend an orientation and "meet your mentor" social and hold two interview sessions each semester with a faculty or staff mentor. Towards the end of the second semester, they will complete the transcript form.

How do I participate?

If you wish to participate, fill out the application form on the rear of this brochure, detach it and return it by mail to:

Student Development Transcript Program
Office of Student Affairs
University of San Diego
Alcala Park
San Diego, California 92110

Additional information about the program will be provided during Freshman Orientation.

Application Form

STUDENT DEVELOPMENT TRANSCRIPT PROGRAM
Office of Student Affairs
University of San Diego

Name_____

Last   First   Middle Initial

Home Address_____

No.   Street

_____

City   State   Zip

Phone__(_____)_____

Commuter_____ Resident_____ Sex: M_____ F_____

Date of Birth_____

College: _____Arts & Sciences
_____Business
_____Education

Major_____

Size of High School_____ Public_____ Private_____

Size of Senior Class_____ Class Rank_____

ACT/SAT Scores: Verbal_____
Math_____
Cum_____

I hereby volunteer to participate in the USD Student
Development Transcript Program and authorize the
Office of Student Affairs to use my academic records
for research purposes. No individual names will be
used in the research.

Signature_____ Date_____

University of San Diego

September 17, 1982

Dear _____,

I am pleased to inform you that you have been selected to participate in the first phase of USD's new Student Development Transcript Program.

As explained in the brochure sent to you this summer, and again during Orientation, you will be assigned a faculty or staff mentor who will act as a resource to you in your college goal-setting and will conduct a minimum of four interview sessions with you throughout this first academic year.

The program will begin with a brief but important "Meet Your Mentor" session to be held Thursday, September 30th at 11:15 a.m. in the Camino Study Lounge. This will be an opportunity for you to set up your first appointment with the mentor assigned to you. Please mark this date on your calendar.

To assist us in "matching" you with a mentor who has your similar interests, please complete the enclosed Student Information Form and return it to the Office of Student Affairs, Serra Hall, Room 200.

I would also like you to complete the enclosed contract indicating your committment to this new program.

If for some reason you have decided not to participate, please let me know immediately as there are a number of students who are interested and, as indicated at the meeting, a limited number of spaces available.

Thank you.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC:cab
encl.

Alcalá Park, San Diego, California 92110 714/293-4588

Student Development Transcript
Program-University of San Diego

STUDENT PROFILE

NAME_____/_____
     First   Middle   Last   Nickname, if preferred

SCHOOL ADDRESS_____
           No.   Street   Apt.   City   Zip

PHONE_____ SECOND LANGUAGE(S)_____

ACADEMIC MAJOR (OR UNDECLARED)_____

PERMANENT ADDRESS_____

LEISURE INTERESTS_____

_____

_____

CAREER INTERESTS_____

_____

ACADEMIC INTERESTS_____

_____

FOR OFFICE USE ONLY
DO NOT WRITE BELOW THIS LINE
- -
- -

ASSIGNED
MENTOR:

Student Development Transcript
Program-University of San Diego

S T U D E N T   C O N T R A C T

I understand that I am committing myself to the following mini-
mum responsibilities:

1. I will attend the MEET YOUR MENTOR session to be held
from 11:15-11:45 a.m. Thursday, September 30th in the
Camino Study Lounge.

2. My Mentor will make four (4) additional contacts with me
and it is my responsibility to return my Mentor's calls
if I am not in when he or she tries to reach me.

3. I give permission to the Office of Student Affairs to
give my completed College Student Development Self-
Assessment Inventory to my assigned Mentor for use in
our discussions together.

4. I will complete questionnaires to be sent to me mid-
March 1983 for evaluation of the program and will return
those promptly to the Office of Student Affairs.

5. I authorize the Office of Student Affairs to use my
academic records for research purposes. No individual
Names will be used in the research.

SIGNATURE: _____

DATE SIGNED: _____

USD University of San Diego

October 4, 1982

Dear_____,

Earlier this year, you submitted an application for USD's new Student Development Transcript Program. As explained at the meeting held during Orientation, because this is a pilot program with a limited number of mentors (25) and because we wanted to insure quality time for both the student participants and mentors, only 100 students could be accepted to participate in this first phase of the program.

Two hundred fifty eight students applied to the program. In order to give everyone an equal chance, students were selected randomly from among the female and male residents and commuters who applied. You were not among those selected for the first phase.

However, we still need your participation! Because this is a pilot program which needs evaluation before it is expanded, in mid-March we will be sending questionnaires to those who participated in the first phase of the program (Oct.-March) as well as to those of you who applied but did not participate. It is critical for the evaluation and for the eventual continuation of the program that you complete and return those questionnaires when you receive them.

As was also mentioned during the Orientation session, those of you who applied initially but were not selected for the first phase will have first option on the second phase of the program.

If you have any questions about the program or the selection process, please feel free to contact me.

Best wishes for a most profitable first year at USD.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC: mlp

Alcalá Park, San Diego, California 92110 714/293-4588

USD University of San Diego

November 5, 1982

Dear _____,

Your mentor in the Student Development Transcript Program has informed
us that after several attempts he/she has not been able to contact you.

We remind you that, as stated in your contract, it is your responsibility
to contact your mentor once he or she has called.

If you are having difficulty reaching your mentor, please let us know and
perhaps we can assist. If you have decided not to participate in the pro-
gram, please let us know that too.

Contact me or my assistant, Marcia Pappas at 293-4592; or drop by Serra
200 to let us know of your plans.

Thank you.

Thomas J. Cosgrove
Associate Dean of Students

TJC:cab

USD University of San Diego

February 25, 1983

Dear

On Tuesday, March 8 from 11:30AM to 12:15PM in the Camino Lounge, there will be an important meeting for all students participating in the Student Development Transcript Program.

At this meeting I will explain procedures to be followed in initiating your Student Development Transcript file and in completing the forms. I will also offer some suggestions as to how in the next 2 months you may make use of both the transcript and the mentoring opportunity afforded to you in terms of:

1) your plans for next year
2) career explorations
3) resume writing.

Please plan to attend this important meeting. I look forward to seeing you there.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC:csc

Alcalá Park, San Diego, California 92110 714/293-4588

☩
U♪D University of San Diego   STUDENT AFFAIRS

March 17, 1983

Dear

On March 8th I held a meeting in Camino Lounge for all students involved
in the Student Development Transcript Program. Since you were unable to
attend the meeting, I wanted to fill you in on what transpired.

First of all, based on the presumption that you are now somewhat settled
in the USD environment and have had most of you questions about what is
available to you answered, I encouraged all students involved in the pro-
gram to take advantage of the two mentor interviews left to you this
semester. This can be an opportunity to once again review the long term
goals which you expressed in the completion of the Student Development
Transcript Inventory and perhaps to begin to make some tentative decisions.

Secondly, I distributed a copy of the Student Development Transcript form
(copy enclosed) and explained that this form should be completed with the
mentors as part of the second interview this semester. These interviews
should be completed by April 15, 1983. Following this, you should bring
the completed copy of the Student Development Transcript form to the Office
of Student Affairs where we will initiate a confidential file for you.

Thirdly, I distributed the four year plan for this program (copy enclosed)
and explained that while the formal relationship with the mentor ends with
this semester, the task for the sophomore year would be to update your
transcript form at the end of each semester. In the junior year, we will
offer to students participating in the program a workshop - utilizing
those forms and focusing on translating the experiences you will have had
up to that point into job skills. That information can then be used for
the preparation of resumes for employment interviews. In the senior year,
we will offer to all students who have participated in this program the
option of having their official Student Development Transcript form sent
to employers and/or graduate schools upon request.

I know that some of the mentors have had difficulty in contacting students.
I also know that they are anxious to meet with you again. Therefore, I
would encourage you, if you haven't already done so, to arrange for follow-
up interviews with your mentor. If you experience some difficulty in doing
this, please let us know and we will see what we can do to help. Planning
for your future years at USD can make a big difference in the kind of
experience you will have here and in your eventual success beyond the
university; so I encourage you to take advantage of this unique opportunity
being offered to you.

If you have any questions, please feel free to contact me personally.

Sincerely,

Thomas J. Cosgrove
Associated Dean of Students

Alcalá Park, San Diego, California 92110 714/293-4588

University of San Diego

FOUR YEAR PLAN - STUDENT DEVELOPMENT TRANSCRIPT

FRESHMAN YEAR

Semester I - Mentoring Program -- Information focus
Semester II - Mentoring Program -- Goal Setting focus
Initiate Student Development Transcript file (April)

SOPHMORE YEAR

Semester I - Update transcript at the end of Fall Semester
Semester II - Update transcript at the end of Spring Semester

JUNIOR YEAR

Attend Workshop on translating listings on Student Development Transcript to JOB SKILLS in preparation for:
1) resume writing
2) employment interviews

Official Student Development Transcript prepared.

SENIOR YEAR

Student Development Transcript sent to graduate schools and employers upon request.

Employment and graduate school interviews.

Alcalá Park, San Diego, California 92110 714/293-4588

USD University of San Diego

April 15, 1983

Dear

You will recall that as a part of your contract for participation in USD's Student Development Transcript Program you agreed to complete toward the end of the second semester a questionnaire to be used for the purpose of evaluating the program. Thursday, April 21 in the Rose Room (located to the left of the main cafeteria) at 11:30 AM is the time and date we have selected for the completion of these questionnaires.

At this meeting we will distribute questionnaires to you which will take about 20 minutes to complete. This is also the time when, if you have not already done so, you may turn in your Student Development Transcript form to initiate your file in the Office of Student Affairs. If you have misplaced this form, we will have others available for you.

As the first group involved in USD's Student Development Mentoring/Transcript Program, your evaluation of the program is critically important to us. Your comments will have a major impact on whether or not the program is to continue and on any adaptions or changes which may be made in it.

If, for some reason, you cannot make the meeting by 11:30 AM, proctors will be available in the Rose Room with questionnaires until 1:00 PM. For those of you who may have a conflict on the 21st which prevents you from attending at all, a second meeting will be held on Tuesday, April 26 from 11:30 to 12:30 - again in the Rose Room.

So that we may plan on numbers for refreshments, which will be served, please complete the attached form and return it immediately to the Office of Student Affairs, Serra Hall, Room 200.

Again, your feedback is very important to us. Thank you for your cooperation.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC:csc

Alcalá Park, San Diego, California 92110 714/293-4588

Name _____

Check one of the following:

_____ - I will be present to complete the questionnaire on Thursday,
April 21 at 11:30 am in the Rose Room.

_____ - I will be present on Thursday, April 21 to complete the question-
naire but will arrive late - at approximately - _____ (time).

_____ - I will be present at the meeting of Tuesday, April 26th at 11:30 am.

_____ - I will be present at the meeting of Tuesday, April 26th but will
arrive late - at approximately - _____ (time).

RETURN THIS FORM IMMEDIATELY TO:

Office of Student Affairs
University of San Diego
Serra Hall, Room 200

USD University of San Diego   STUDENT AFFAIRS

April 15, 1983

Dear

At the beginning of this, your first year at USD, you applied for admission
into the Student Development Transcript Program. As you know, since this was
a pilot program which we intended to systematically evaluate, the number of
students who could be included in the first phase of the program was limited.
At the meeting held during orientation, we assured those of you who were not
selected for the first phase that you would have the first option in the
second phase of the program.

At this point, we need your help! As part of the evaluation of the program,
we are administering questionaires to both participants and non-participants.
The results of these questionaires will serve in large part to determine
whether or not the program will continue. Therefore, with this letter I am
requesting that you give us 20 minutes of your time to complete a questionaire
dealing with your opinions of various services and programs offered at USD.

To make this process as convenient as possible for you, we have designated
Thursday, April 21 between 11:30 am and 1:00 pm and Tuesday, April 26 between
11:30 am and 1:00 pm in the Rose Room (located to the left of the main cafe-
teria) as the time and place where you can complete this questionaire.

Proctors will be available with all necessary material. Refreshments will
also be served.

Reactions to the program, at this point, are very favorable and students who
have participated are by and large very positive. We do, however, need your
input as well as that of the students who have completed the first phase in
order to adequately evaluate and hopefully improve the program. Therefore we
would appreciate it if you would fill out the attached forms and return it
immediately to the Office of Student affairs so that we may know at which of
these meetings we can expect to see you. Thank you in advance for your
cooperation. We look forward to your involvement with the Student Development
Transcript Program.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC:csc

Alcalá Park, San Diego, California 92110 714. 293-4588

USD University of San Diego STUDENT AFFAIRS

April 22, 1983

Dear _____,

Last week we sent you a letter asking you to complete a questionnaire about the Student Development Mentoring/Transcript Program in which you participated this year. The letter included a response form to tell us which of two meetings you would attend. The first meeting was held yesterday, April 21 at 11:30AM in the Rose Room. The next meeting will be held this Tuesday, April 26 from 11:30AM-12:30PM again in the Rose Room (located to the left of the Main Cafeteria).

Since we have not heard from you, we are asking again if you could take 20 minutes of your time to complete a questionnaire which will be administered in the Rose Room this coming Tuesday, again at 11:30AM.

If this time is not convenient for you, you may come directly to the Office of Student Affairs between 9:00AM-4:30PM this Monday thru Friday to complete the questionnaire and to turn in your Student Development Transcript form.

Your feedback on this new program is extremely important to us and we would very much appreciate your cooperation.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC:cab

USD University of San Diego

May 2, 1983

Dear _____,

The Office of Student Affairs is continually in the process of evaluating various programs and services offered to students at USD. At the end of this, your first year at USD, we are asking you to assist us in this process by completing a student opinion survey. The survey takes 20 minutes to complete.

As you know, tomorrow, May 3rd, registration for Fall classes will be held in Camino Lounge. Classes for the day are cancelled. To make it as convenient as possible, we will have proctors available with the surveys in Camino 181, located directly across from the Camino Lounge) between 9:30AM-1:30PM. We would appreciate it if you could stop by this room before or after your registration time to complete the survey. Refreshments will be available.

If you cannot make it at this time, a second option is to stop by the Office of Student Affairs Wednesday thru Friday between 9AM-5PM. Surveys will also be available there.

You are among a limited number of students selected to assist us with this evaluation; so we are counting on your cooperation.

Thanks in advance for your help.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC:cab

Alcalá Park. San Diego. California 92110 619/293-4588

APPENDIX C

LETTERS TO MENTORS

USD University of San Diego

September 9, 1982

Dear _____,

Thank you for your willingness to serve as a mentor in the Student Development Transcript Program.

The "Orientation for Mentors" Meeting is scheduled for next Thursday, September 16th from 11:15-1:15PM in the Camino Lounge. Lunch will be included.

The program will be as follows:

      11:15-12:00 - Orientation to the concept

      12:00-12:30 - Lunch and discussion

      12:30-1:15   - Review of Mentor Handbooks

I would like to schedule the "Meet Your Mentor" Session - a 20-30 minute coffee/donuts introduction - for either the following Tuesday, Sept. 21 at 11:15AM or the following Thursday, Sept. 23 at 11:15AM in the Camino Lounge.

Please indicate on the attached form for which of these you are available. If both, please mark both and return to Serra 200 as soon as possible.

Thank you. I look forward to seeing you on the 16th.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC:cab

Student Development Transcript
Program-University of San Diego

MENTOR PROFILE

NAME_____ / _____
     (First)   (Middle)   (Last)   (Nickname, if pre-
                                     ferred)

DEPARTMENT
MAILING ADDRESS_____
          (Dept.)   (Room #)   (Bldg)

OFFICE PHONE_____

POSITION ON CAMPUS_____

HOME ADDRESS_____
      (Number)   (Street) (Apt.) (City) (Zip)

HOME PHONE_____SECOND LANGUAGE_____

LEISURE INTERESTS_____

_____

_____

CAREER INTERESTS_____

_____

ACADEMIC DEPARTMENT_____

ACADEMIC SPECIALTY_____

_____

FOR OFFICE USE ONLY
DO NOT WRITE BELOW THIS LINE

STUDENTS ASSIGNED	MAJOR AREA	PHONE NUMBER
1._____	_____	_____
2._____	_____	_____
3._____	_____	_____
4._____	_____	_____

University of San Diego

MEMORANDUM

TO: Student Development Transcript Mentors

FROM: Thomas J. Cosgrove, Associate Dean of Students

RE: "Meet Your Mentor" Meeting

DATE: September 28, 1982

Just a reminder that the "Meet Your Mentor" Meeting is scheduled for 11:30AM this Thursday in Camino Lounge. I have asked the students to report at 11:15 in order that we may start promptly at 11:30.

At that time I will read the list of students assigned to mentors and then ask that you meet briefly with them in order to set up first appointments.

I will also distribute to each of you a folder containing the completed College Student Development Self Assessment form for each of your mentees. As the material contained in these forms will be utilized as part of our follow-up research, I ask that you take special care in filing them. They are our only copies! I will be asking for their return mid-March.

Enclosed for your information is a copy of the contract which has been returned to us by each of the students participating in the program. Note especially item #2 which spells out the mutual responsibility for scheduling of interviews which we discussed at our meeting.

Thanks again for participating.

TJC:cab

Alcalá Park, San Diego, California 92110 714/293-4588

USD University of San Diego   STUDENT AFFAIRS

MEMORANDUM

TO: Preceptors

FROM: Thomas J. Cosgrove, Associate Dean of Students

RE: The Student Development Transcript Program

DATE: October 28, 1982

This memo is to inform you about a new program being offered
to students this year by the Office of Student Affairs.

The Student Development Transcript Program, as it is called,
is an effort on our part to assist students in becoming more
intentional in their choices of involvement in extracurricular
and co-curricular activities. The program includes a mentoring
component wherein volunteer faculty and staff persons are acting
as resource persons to students relative to areas of college
life outside of their academic classes. The "transcript"
element of the program involves students in keeping a record
of their extracurricular activities, outside employment, honors
received, etc. This record will be filed in the Office of
Student Affairs and, hopefully, prove of use to the students
in resume writing. Upon the students' request, the record
will be sent to prospective employers and/or graduate schools.

Since this is a pilot program which we intend to evaluate sys-
tematically, we have limited the number of students participating
to 98.

Attached is a list of the students involved and the mentors
assigned to them. Mentors meet with the students twice per
semester.

As some of these students may be in your preceptorial groups,
I wanted to make you aware of their involvement in the program.

If you have any questions, feel free to contact me.

TJC:klr

Attachment (1)

Alcalá Park, San Diego, California 92110 714/293-4588

University of San Diego   STUDENT AFFAIRS

.MEMORANDUM

TO: Mentors

FROM: Thomas J. Cosgrove,
           Associate Dean of Students

RE: Student Development Transcript Program

DATE: October 28, 1982

As a month has gone by since our last meeting, I
wanted to check with each of you to see if you have
had any difficulties in contacting your mentees and
to see if we can be of any assistance with the same.

I would appreciate it if you could take a minute to
fill out the following and return it to me at the
Office of Student Affairs, Serra 200.

Thanks.

Check one:

           a.___I have been able to contact all of
                my mentees.
           b.___I have been unable to reach the following:

                1.
                2.
                3.
                4.
                (If you have checked "b" above, we will
                 contact the students and remind them to
                 see you.)
           c. Any other comments you wish to make at
               this time.

Mentor's Name_____

Alcalá Park, San Diego, California 92110 714/293-4588

USD University of San Diego

MEMORANDUM

TO: Student Development Transcript Mentors

FROM: Thomas J. Cosgrove, Associate Dean of Students

RE: Mentor Meetings

DATE: February 8, 1983

Several mentors in the Student Development Transcript Program have indicated to me that they thought it might be valuable to touch base with one another at the beginning of the second semester. I would like to schedule a one hour meeting for the following purposes:

1. To receive feedback on the process thus far.
2. To provide an opportunity to deal with questions which may have arisen from students.
3. To present some material recently received from the Cooperative Institutional Research Program regarding the retention of students.
4. To offer some suggestions on the goal setting process for the second semester.

Knowing that with various class and meeting schedules it will be difficult to assemble the entire group at one time, I would like to offer the following meeting times:

1. Tuesday, February 15, 11:15 to 12:15 in the Rose Room.
2. Wednesday, February 16, 3:30 to 4:30 in Guadalupe Hall Conference Room.
3. Tuesday, February 22, 11:15 to 12:15 in the Rose Room.

Please indicate below which of these meeting times is most convenient for you. If none of the above times are suitable, I would like to schedule an appointment to meet with you privately.

Please return this form to the Office of Student Affairs (S200) by Friday, February 11.

I will attend the following mentor meeting. (Check one only)

_____ 1. Tuesday, Feb. 15, 11:15 to 12:15 - Rose Room

_____ 2. Wednesday, Feb. 16, 3:30 to 4:30 - Guadalupe Hall Conference Room

_____ 3. Tuesday, Feb. 22, 11:15 to 12:15 - Rose Room

I cannot make any of the above meetings. Office hours when I am available are as follows:

NAME: DATE:

Alcalá Park, San Diego, California 92110 714/293-4588

USD University of San Diego   STUDENT AFFAIRS

March 14, 1983

Dear Mentors:

Now that I have had the chance to meet with each of you either individually or
in small groups, I wanted to share with you some general reflections on the
Student Development Transcript Program gleaned from the interviews. They are
the following:

1. For many - not all - of the freshmen students, an overriding
    concern about doing well academically - not a bad thing,
    certainly - made it difficult for them to consider goals
    in other areas of their college experience during the first
    semester. Some clearly made a decision not to get further
    involved until they felt secure in their college studies.

2. Some students - again, not all - perceived the role of the
    mentor as primarily an information source/problem solver.
    If their questions about the university and services available
    have been answered, they may not be clear about what else
    there is to talk about at this point.

As I suggested in our meetings, using Sanford's "support/challenge" paradigm, if
the support role of the mentor seemed to be primary in the first semester, the
challenge role may be most appropriate in the second.

Specifically, I would like to suggest that in interviews numbers 3 and 4 you
take the opportunity to once again review the Student Development Task Inven-
tory and the goals therein indicated and begin to challenge the students, now
settled, to begin to look at the kinds of experiences they want to have in the
summer and the semesters ahead, and encourage their movement toward some
purposeful decisions.

Examples of decisions, based now on some experience with the university environ-
ment, could be:

-   Now that I have a handle on studies and realize that I have
    some free time, I will look for a part-time job in the area
    of my current career interest.

OR - I will drop two activities in which I am currently involved
       because, while I'm very involved and having fun, I wound up
       with a 1.9 average for the first semester.

OR - I will look into a summer job in the area of my interests.

OR - (If leadership is a goal), I will run for sophmore senator or
       volunteer to be an officer in a club.

OR - I really want to work on meeting more people or cultivating
       the friendships I've already developed.

Alcalá Park, San Diego, California 92110 714/293-4585

OR — (If careers are a concern), I will make an appointment for some interest testing at the Educational Development Center.

OR — (If there is a concern for health and fitness), I will develop a workout schedule for exercise three times a week at the Sports Center.

OR — (If it is athletic skills), I will include a recreation class in my scheduling for the fall semester.

You get the idea.

At a meeting held for students involved in the program on March 8th, I distributed to them a copy of the four year plan for this program and a draft of the student development transcript form itself. At the meeting I pointed out to them that your formal role with the program, per our original agreement, will end with the conclusion of the two interviews this semester. I also asked them to complete the transcript form by the time of their last interview with you and to review that form with you during that interview. Later in the semester I will be sending you additional copies of the transcript form for those students unable to attend the meeting.

At the suggestions of several mentors, I have adjusted the suggested schedule for interviews during this second semester as follows:

Interview #3 — February 15 to March 15

Interview #4 — March 15 to April 15.

There is obviously flexibility within this schedule. However, I would like to ask that you complete two interviews with each of your mentees by April 15. On April 20 I will be sending questionnaires evaluating the program to all the students involved as well as to you.

Finally, as per the agreement reached at our meetings, I would ask you to <u>initiate</u> the two interviews with your mentees during the second semester. If you are not successful in reaching any of the students, please let us know and we will take responsibility for tracking them down for you. You should know that the students who attended the meeting on March 8th evidenced a real appreciation for all of your efforts.

That goes from me too. Thanks.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC:cab

USD University of San Diego   STUDENT AFFAIRS

May 9, 1983

Dear Mentors:

As the academic year draws to a close, we have reached the final phase of
the pilot Student Development Mentoring/Transcript Program - i.e. <u>evaluation</u>.
To assist in this evaluation, I would like to ask of you the following:

1. <u>Complete the enclosed Mentor Questionnaire.</u>
    In addition to the multiple-choice items, there is space for other
    suggestions and comments you might have. Your feedback - positive
    and negative - is important to us; so please be frank.

2. <u>Update the Mentor Report Form.</u>
    I am returning in this packet the Mentor Report Forms completed
    at the beginning of the semester. Please update this form including
    information regarding interviews held since February. An extra
    form is included in the event that you need more space for comments.

3. <u>Interview Session Report.</u>
    As an aid to you in keeping track of students' progress, your mentor
    handbook included interview session summary sheets. I later sent
    additional copies of these forms to you. Several mentors have
    asked if they are to turn in these sheets. My thoughts on this issue
    are these: on the one hand, descriptive comments on the interview
    sessions might well provide us with a "feel" for the mentoring process;
    on the other, as these were intended as private notes, you may feel
    that they contain information which you do not want to share.
    I would, therefore, like to offer you the option of either including
    these along with the other materials or not. In any case, be assured
    that this information as well as particular responses to the
    questionnaire will be kept confidential.

4. <u>Student Development Task Inventories (SDTI).</u>
    Return your mentees' inventories that were distributed at the beginning
    of the year. These will be placed in the students' individual files.

Please return the above materials in the intercampus envelope provided to my
attention at the Office of Student Affairs by <u>Monday, May 18th</u>. Do not fold
the questionnaires.

You should know that students have also been asked to complete questionnaires
and that the response to date is over 90%! After tabulating all of the material,
I will be informing you of the results. I truly appreciate your efforts and
support for this program throughout the year.

With sincere thanks,

Thomas J. Cosgrove
Associate Dean of Students

TJC:hlm

Alcalá Park, San Diego, California 92110 619/293-4588

NAME _____ **MENTOR REPORT** DATE: _____

For each of the students assigned to you in the Student Development Transcript Program please
indicate the date of interviews held, the length of the interviews and any other contacts made:

1. _____ DATE: _____ LENGTH: _____
    STUDENT NAME
                                                      _____ _____
                                                      _____ _____
                                                      _____ _____

        OTHER CONTACTS: _____

        _____

        COMMENTS: _____

        _____

2. _____ DATE: _____ LENGTH: _____
    STUDENT NAME
                                                          _____ _____
                                                      _____ _____
                                                      _____ _____

        OTHER CONTACTS: _____

        _____

        COMMENTS: _____

        _____

3. _____ DATE: _____ LENGTH: _____
    STUDENT NAME
                                                          _____ _____
                                                      _____ _____
                                                      _____ _____

        OTHER CONTACTS: _____

        _____

        COMMENTS: _____

        _____

4. _____ DATE: _____ LENGTH: _____
    STUDENT NAME
                                                          _____ _____
                                                      _____ _____
                                                      _____ _____

        OTHER CONTACTS: _____

        _____

        COMMENTS: _____

        _____

APPENDIX D

MENTOR HANDBOOK

226

HANDBOOK FOR MENTORS

THE STUDENT DEVELOPMENT
TRANSCRIPT PROGRAM
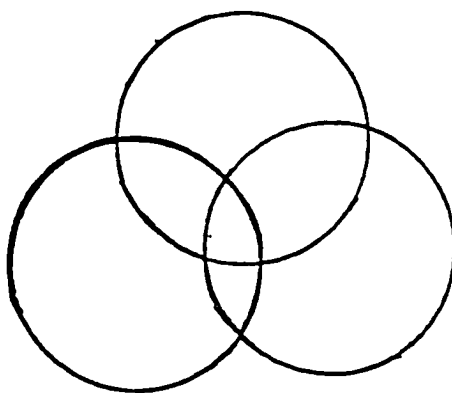
University of San Diego

September, 1982

USD University of San Diego

September 16, 1982

Dear Mentor,

Welcome to USD's Student Development Transcript Program!

The following pages contain an overview of the purposes and direction of
the program, some summary concepts gleaned from the research on college
student development, a description of your role as a mentor in the pro-
gram and, finally, an index to USD resources and programs currently avail-
able to students.

The accompanying packet of resource materials contains specifics about
each of these programs and referral sources.

Thank you for participating in the program and for sharing our enthusiasm
for this new undertaking.

Sincerely,

Thomas J. Cosgrove
Associate Dean of Students

TJC:cab

Alcalá Park, San Diego, California 92110 714/293-4588

TABLE OF CONTENTS

STATEMENT OF PURPOSE

I. <u>INTRODUCTION</u>

The University of San Diego is committed to the goal of holistic education-
to the intellectual, academic, personal, moral, cultural and physical education
of its students. With this goal in mind the university has provided in addition
to its academic programs, a multitude of involvement opportunities for students
through participation in student government, student activities, residence hall
programs, recreation and leisure programs. Counseling services are available to
students to assist them in career planning and in dealing with personal problems.
Faculty members serve students as academic advisors.

Up to the present time, these services and activities have been available to
students in a cafeteria fashion with students free to participate voluntarily.
While such an approach has many beneficial features, it provides little reinforce-
ment for participating and growing. With this fact in mind and an awareness that
only a small portion of the student body afford themselves the opportunity for
participation, the university has been investigating ways of measuring outcomes
in terms of total student development.

Of growing concern to all private colleges and universities in view of the de-
clining population of college students in the 1980's is the question of retention.
Retention experts, Lee Noel and Alexander Austin have stated three main strategies
for effective retention: 1) help students to develop a sense of purpose (i.e.,
provide a good system of academic advising and career guidance 2) educate the
student as to what the college has to offer and 3) demonstrate personal concern
and interest to the students.

Personal interviews conducted with a random sample of U.S.D. students by a
Student Development Task Force in the 1979-1980 school year uncovered three prin-
cipal concerns among students at U.S.D.: 1) a desire for more informal interaction
with faculty members 2) a desire for more assistance in career planning and place-
ment and 3) a need for increased attention to advising.

Given the increasing costs of a college education in an inflationary economy and the scarcity of employment opportunities, students are increasingly concerned about the marketability of their college degrees. There is an increasing need to be able to reaffirm the utility of a liberal arts education. Prospective employers expect certain competencies of the college graduate - the ability to read and write effectively, the ability to think logically, yes, but other competencies too: the ability to communicate with some skill, strengths in interpersonal relations, the ability to apply knowledge, make value judgements, make decisions, the ability to lead others. A representative of a major U.S. corporation on campus for placement interviews approached the Dean of Students of the institution with this remark, "I can't tell from looking at a transcript who is a leader, who has charisma, who has the skills we're looking for. What can you tell me about these students who are interviewing?"

In the academic realm, students accomplishments are evaluated and recorded on an academic transcript. Faculty members do not hesitate to specify certain requirements before they are willing to certify that a student is competent in a subject matter. Other dimensions of student development are left, as it were, to chance. Despite the acknowledgement that development is multi-dimensional, there is no record of a students accomplishments in extra-curricular or co-curricular activities. Moreover, there is, at present, no systematic way (comparable to academic advising) for assisting students to focus on their own process of development, to clarify their own developmental objectives and to provide access to those programs and opportunities which will assist them in achieving these goals.

II. THE STUDENT DEVELOPMENT TRANSCRIPT - A THREE-PHASE PROGRAM

The Student Development Transcript is the name currently being used to identify a variety of student development assessment/record keeping systems being tested at colleges and universities throughout the United States. There are several dimensions to the various transcript programs: 1) a simple record keeping system; 2) an assessment process; and 3) a mentoring program.

    1. Record Keeping Systems

        a) a simple record of extracurricular activities is in use at Salem State College, Salem, Massachusetts and at the Univsity of Iowa, where the system is computerized.

b) a record keeping system with an evaluative component, the evaluation being quantitative and indicating the extent of involvement in a particular organization or project. Such a system has been in place since 1977 at the University of Minnesota, Waseca, where they are likewise in the process of moving to computerization.

c) a portfolio containing a variety of records of student development experiences including personal growth contracts, evaluations of work experiences, records of volunteer and extracurricular activities, student resume and reference listing. (Notre Dame College of Ohio; Azusa Pacific College, California)

2. Assessment

The mere recording of extracurricular and co-curricular experiences serves the student at the end of his/her college career when in the process of seeking employment. Another dimension of the transcript involves engaging the student in the process of goal setting throughout his/her college career.

The SAIL (Student Activities Involvement Log) Program at the University of Maryland and the College Student Development Self-Assessment Inventory, developed at the University of Nebraska, Lincoln, involve the student in the self-assessment of seven different developmental dimensions. Both of these instruments are designed to expand the student's concept of activities, to challenge the student to think about activities in the context of personal development, to set goals and to make choices regarding his/her own activities and areas of development and to choose them thoughtfully. The emphasis is on quality of analysis rather than the quantity element of simply filling in many areas superficially.

3. Mentoring

These latter two forms are best completed in the context of a mentoring program wherein the student has a chance to discuss goals and opportunities with an objective, mature person who is there to listen, encourage, support, make suggestions, provide information and help the student in understanding his/her own developmental process.

Utilizing all three components of a Student Development Transcript - the record itself, the assessment process and a mentoring program - presents a more purposeful and deliberate approach to both in-class and out-of-class

experiences which impact broader areas of development. Out-of-class activities are no longer viewed as coincidental or tangential, but become again an integrated part of the educational process. In-class activities are no longer viewed as only impacting the intellectual realm, but are viewed as affecting multiple areas of a student's sense of self.

III. RESEARCH STUDIES

Research conducted by Robert Brown of the University of Nebraska, Lincoln and others has indicated student, parent, faculty and administrative response to the Student Development Transcript which would:

1. generally support the transcript concept
2. support inclusion of personal development areas as dimensions of the transcript
3. endorse almost all faculty and staff as potential transcript mentors
4. use some form of personal development in the transcript
5. be available in an extensive variety of formats and usages

The usefulness of a simple record keeping system has been demonstrated in a study conducted at the University of North Dakota where a sample of 498 employers were sent a student resume with co-curricular activities listed in a section labeled "School Honors, Professional Societies and other School Activities", a co-curricular transcript with activities listed by categories, and a three page questionnaire. The results of the survey indicated that only 28% of the employers rated the currently used resume as presenting the job applicant's co-curricular activities very well or quite well. 71.1% definitely wanted included or preferred to have included the co-curricular transcript as a part of a job applicant's credentials.

IV. POTENTIAL BENEFITS

Some of the potential benefits which the program offers to USD are as follows:

1. Motivate students to consider pursuing those experiences which might promote personal development growth.

2. Provide students and mentors with diagnostic tool(s) for assessing personal growth.

3. Provide students and staff with a record of student attainments, accomplishments, and competencies which can be used for securing employment.

4. Provide students with an indicator of growth at college age which can be used in later years as a measure and stimulus for future life planning and development;

5. Provide a means for individualizing and humanizing the University experience for students not presently being personally helped, encouraged, etc.;

6. Increase student satisfaction with their University;

7. Increase the retention of students from the freshman year to the sophomore year and beyond;;

8. Provide administration and faculty with information which will be of help in writing letters of recommendation, deciding on recipients of awards, etc.;

9. Provide the University with another avenue to be clearer about its expectations for students, a factor which, in itself, present research studies indicate, is significant to student growth and development.

THE ROLE OF THE MENTOR

WHAT IS A MENTOR?

A mentor has been described as "a trusted counselor, guide, friend and teacher... a collaborator with students who strives to help students achieve their personal goals and who facilitates or guides rather than dictates or directs."

WHAT DOES THIS PROGRAM ASK OF YOU?

1. That you attend a 2 hour "Orientation to the Concept" meeting.

2. That you attend a 15-20 minute "Meet Your Mentor" session.

3. That you act as a personal resource to four freshmen students for one academic year.

4. That you meet with those students a minimum of two times during the fall semester and two times during the spring semester for 1/2 hour sessions dealing with their overall goals for their college years at USD.

5. That you complete an evaluation form which will be sent to you mid-March, 1983.

A SUGGESTED SEQUENCE FOR MENTOR MEETINGS

Interview #1 -- October 1982:

1. Review assessment form with the student

2. Discussion of some of the items listed "YES" for further discussion

3. Preliminary goal setting--the student selects one goal of primary importance to him/her

Interview #2 -- November 1982:

1. How's it going?

2. Satisfaction with the University?

3. Progress on goal(s) selected

4. Possibly select goal #2

Interview #3 -- Early February 1983:

1. Any changes over vacation period? New perspective?

2. New goals? (Grades may make a difference)

3. Additional goals

Interview #4 -- Early March 1983:

1. A review of the year and plans for year #2

2. What have I learned about me?

3. What to do in the time left in the semester?

4. Any plans for summer?

5. Complete transcript form

MAJOR AREAS OF COLLEGE STUDENT DEVELOPMENT

The six personal development areas utilized in this self-assessment inventory can be characterized as follows:

I. **Personal Identity and Lifestyle**: sense of purpose, personal value systems, career planning, self-assessment and goal-setting skills, decision-making and problem-solving skills.

II. **Multicultural Awareness**: sensitivity and understanding of the diversity of values, perspectives, and lifestyles of different cultures; ability to interact effectively in a pluralistic society.

III. **Interpersonal Competencies and Relationships**: communication skills, ability to understand and empathize, capacity to assist and provide emotional support, group work, leadership skills.

IV. **Academic Skills and Intellectual Competencies**: ability to participate in independent learning, utilize successful study skills, cognitive growth through structured learning experiences, specific vocational skills.

V. **Aesthetic Awareness**: appreciation of the arts including music, art, and literature; a sense of personal competency and participation in the arts.

VI. **Health, Physical Fitness, and Recreation**: knowledge of health, fitness and nutritional information; recreational, athletic, and leisure skills.

RESOURCES WHICH RELATE TO THE DIMENSIONS OF DEVELOPMENT

DIMENSION	ACADEMIC LIFE	CAMPUS LIFE	PERSONAL LIFE
1. Intellectual	•All academic classes •Academic Advisor ○Informal contact with faculty •Library •Media Center •Computer Center	•Faculty/student Forums •ARGSB •Alcohol Ed. Program •Academic Com. •Health Awareness Day •Speakers Bureau •Writing Clinic •Study Skill Workshop	○Study schedule •Time Mgmt •Outside Reading ○Newspapers •Magazines
2. Leisure	○Reading-Lit. •Computer Games •Film Appreciation •Music, Art, Drama classes	•Recreational Outings •Intramural Program •ASB Social Events •Cultural Arts Programs •Film Forum •Concerts	•Personal Reading •TV •Sports Events •Hobbies •Vacations
3. Cultural	•Music Appreciation •Art History •Art Classes •Theatre Arts •Classes •Drama Classes •History Classes	○Cultural Arts Program •Cultural Arts Board •Noon Concert Series •Founders Gallery •Opera Workshop •Spring Musical	•Concerts •Symphony •Opera •Local Attractions •Sports Events
4. Physical	○Phys. ed classes •Health Class ○Intercollegiate Athletics	•Exercise Rm, Gym, Pool •Intramural Prog. •Intercollegiate Athletics •Clubs (Rugby, Ski)	•Personal ex. Program •Residence life games ○Neighborhood Programs
5. Personal/ Interpersonal	•Philosophy classes •Religious studies classes •Psyschology classes •Sociology Classes •Class discussion •Model U.N. •Academic Clubs ○Business Classes •Education Classes	•Orientation Team •Campus Ministry •Retreats ○Campus Ministry •Clubs, Organiz. •Resident Ass'ts •ASB Ex. Board •Program Board •Leadership Class •Residence Activity Board •Fraternities/Sor. •Clubs, Organiz.	•Same Sex Friends •Op. Sex Friends •Relationship to parents •Relationship to relatives •Residence Life •Relationship to faculty/admn. •Friendships •Roommates

RESOURCES Cont'd

DIMENSION	ACADEMIC LIFE	CAMPUS LIFE	PERSONAL LIFE
6. Career	•Career Development Class	•Alumni Career Day •Career Counseling Svcs •Volunteer Programs •Career Counseling Class	•Off-campus employ •On-campus employ •Work Study
7. Spiritual	•Religious Studies Class	•Penance Svcs •Masses •Campus Ministry Retreats •Campus Ministry Committees •Religious Studies Club	•Masses •Penance Svcs •Home Parish •Spiritual Adv.

ACADEMIC LIFE

PERSONAL LIFE

CAMPUS LIFE

WORLD OF WORK

STUDENT DEVELOPMENT IDENTIFICATION TRANSCRIPT MENTORING ASSESSMENT

INTELLECTUAL
CULTURAL
PHYSICAL
PERSONAL
INTERPERSONAL
CAREER
LEISURE

T. COSGROVE
5/1/81
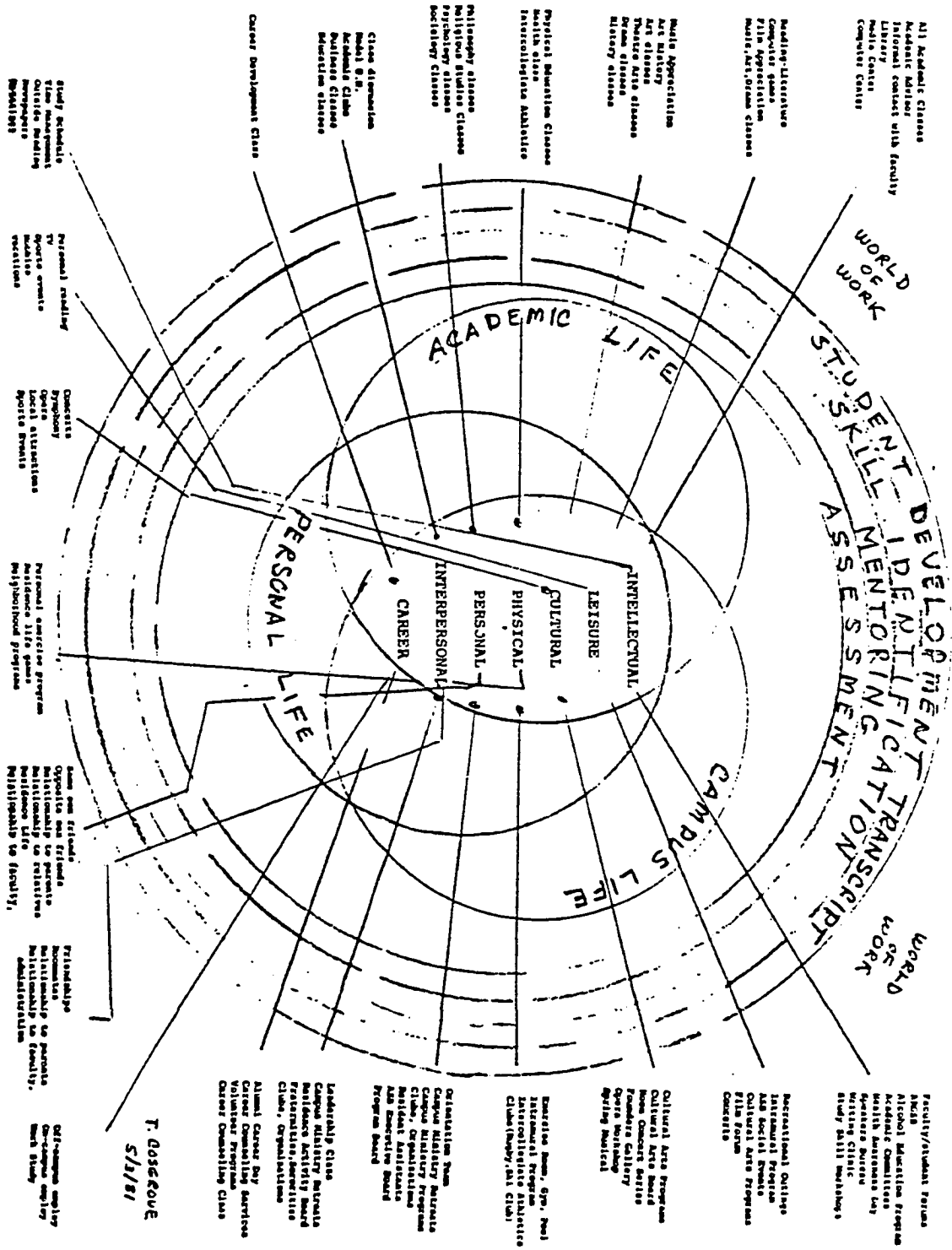
USD RESOURCES AND REFERRAL INFORMATION

Your mentor packet contains a number of informative brochures specific to
various programs offered to USD students. The key resource is ARCHWAYS,
the 1982-83 student handbook. In the following pages this information is
grouped according to dimensions of student development in the hope that
this grouping will serve as an easy index for you as you discuss various
concerns of students listed on the College Student Development Self-Assess-
ment Inventory.

If you know of other departments with helpful services which have been omitted
please let me know that so that I may pass on this information to the other
mentors.

Thank you.

INDEX TO USD RESOURCES AND REFERRAL INFORMATION

I. ACADEMICS

    A. SERVICES:
        1. Academic calendar   -   ARCHWAYS, pgs. 4 & 5
        2. Counseling, general   -   Educational Development Center, ARCHWAYS, pg. 63
        3. Foreign Student Advising -Educational Development Center, ARCHWAYS, pg. 64
        4. Tutoring(Math, Writing Clinic,Foreign Languages,   ARCHWAYS, pg. 64
            Accounting lab, Economics)
        5. Credit by examination
        6. Academic advising - See Preceptor
        7. Media Center/Library/Computer Center   ARCHWAYS, pg. 66

    B. CLASSES: Each semester the School of Education offers special courses for
              undergraduates interested in developing or improving personal and
              learning skills. Among those courses are: Educ. 1, Learning Dev-
              elopment; Educ. 2, Reading Development; Educ. 10, Stress Management;
              Educ. 11, Career Life Planning (see Education brochure in mentor
              packet)

    C. ASB PROGRAMS:
        1. ASB Speakers Bureau - Look for posters, flyers, articles in Vista
        2. ASB Student/Faculty Forums- See posters, flyers, articles in Vista
        3. ASB Academic Committees - See forthcoming brochure
        4. ASB Academic Research Grants - Contact Maria Brightbill in the ASB Office
        5. ASB Film Forum - See Film Forum Schedule posted

    D. ACADEMIC CLUBS:
        Students interested in getting together with other students in a particular
        academic discipline may be interested in one or more of the following
        organizations: The Accounting Society, American Marketing Association, Biology
        Club, College Republicans, Council for Exceptional Children, Finance and Invest-
        ment Society, French Club, German Club, Italian Club, Spanish Club, Model United
        Nations, Philosophy Club, Political Science Club, Psychology Club, Religious
        Studies Club. (See ARCHWAYS , pgs. 74-78 for further details.)

    E. HONORARY GROUPS - ARCHWAYS, pg. 79

    F. STUDENT PUBLICATIONS: See ARCHWAYS, pg. 72
        1. Vista
        2. The Alcala (Yearbook)

II. CAREER

    A. SERVICES
        1. Career Placement and Counseling Services - ARCHWAYS pg. 64
        2. Career Life Planning Class (Educ. 11 - See School of Education brochure)
        3. Part-time Jobs - See Student Employment Center, Serra Hall Room 320 (ARCHWAYS
            pg. 67)

    B. PROGRAMS
        1. ASB Career Forums - See flyers, posters, Vista
        2. Alumni Career Day - T.B.A.

III. **CULTURAL**

    A. ACADEMIC PROGRAMS
       1. Founders Gallery

       2. Opera Performance - T.B.A.

       3. Spring Musical - April 14, 15, 16, 17, 1983

    B. ASB CULTURAL ARTS BOARD
       1. Modern dance performance, mime troupe, major professional performance - see posters, flyers, calendar, Vista
       2. Laserium - Sound and light show, Oct. 16, 1982
       3. Tickets for Globe Theatre performances - See calendar and other publicity

    C. ASB FILM FORUM - See flyer in mentor packet

    D. SAN DIEGO CULTURAL ATTRACTIONS - See ARCHWAYS, pgs. 106, 107

    E. USD PEP BAND(Performance opportunities for talented musicians)ARCHWAYS, pg. 77

    F. LARK/BULLPEN - Popular entertainment series sponsored by the ASB - See ASB calendar, posters, Vista

IV. **HEALTH, FITNESS, RECREATION**

    1. Personal fitness: The USD Sports Center offers an olympic-sized pool, two weight rooms, outdoor racquetball courts, four east and eight west tennis courts. Hours: Monday - Thursday 9AM - 10PM
                                   Fri, Sat, Sun   10AM - 6PM
      (USD I.D. required)
    2. Aerobic Class sponsored by the Associated Students, Student Union, Tuesday and Thursday evenings from 7pm to 8PM and from 8PM to 9PM beginning Tuesday, Sept. 21, admission free.
    3. Intramural Program - See Intramural Brochure
    4. Recreation Classes, general - See academic class list
    5. Recreation Classes, acquatic - See Mission Bay Acquatic Center Brochure
    6. Intercollegiate Athletics - ARCHWAYS, pgs. 100-105
    7. Clubs: The opportunity for students to participate in team sports on a club level is available through the following ASB sponsored clubs - Hockey Club, La Crosse Club, Rugby Club, Snow Ski Club, Surfing Association, Water-Ski Club, Ultimate Frisbee Club, USD Pep Squad. ARCHWAYS, pg. 74-78
    8. Monday Night Football will be a regularly attraction in the Lark (Student Union) during the fall football season. Games will be shown on a large-screen TV.

V. **PERSONAL/INTERPERSONAL/LEADERSHIP DEVELOPMENT**

    A. ASB COMMITTEES: Opportunities for students to become involved in the Associated Student Government are available through a variety of committees associated with the workings of that organization. See ARCHWAYS, pgs. 70-73 for descriptions of those committees.

B. CLUBS
    1. Alcala Womens Club: The A.W.C. is a newly formed service organization for interested women on campus. The purpose of the organization is to service various functions sponsored by the University. Interested students should contact advisors Jean Grech, Head Resident Phase B Mission Housing or Sara Finn, Director of Public Relations.
    2. Circle K: Circle K is a world-wide university service organization devoted to promoting student involvement in community and on-campus service projects. For further information see ARCHWAYS, pg. 75
    3. Commuters In Action (C.I.A.): The Commuter Club is a group of USD students who meet weekly to keep informed on school activities and to plan activities specifically designed for commuter students. See ARCHWAYS, pg. 75.

C. RESIDENCE ACTIVITY BOARD: The Residence Activity Board, composed of two students from each residence area and the resident director is a group which plans events for all students who live on campus. See ARCHWAYS, PG. 94.

D. CAMPUS MINISTRY RETREATS - See Campus Ministry Brochures and ARCHWAYS, pg. 65

E. GREEK LIFE: Students interested in joining a fraternity or sorority on campus should contact the following persons:
    Alpha Delta Pi National Sorority
    President - Lauren Ledbetter, ASB Office
    Advisor - Barbara Schmitz, Office of Student Affairs

    Zeta Tau Alpha National Sorority
    President - Patti Lindhorst, ASB Office
    Advisor - Barbara Schmitz

    Phi Kappa Theta National Fraternity
    President - Steve Welch, ASB Office
    Advisor - Fr. Owen Mullen

    Sigma Pi National Fraternity
    President, Mike McGuire, ASB Office
    Advisor, John Trifiletti

F. ALCOHOL AND DRUG EDUCATION
    1. ADE Alliance: This is a campus-wide committee designed to provide alcohol education for the USD campus. See description of the objective of the committee enclosed. Interested students should contact Gaye Soroka, Special Projects Coordinator, Office of Student Affairs, Serra 200.
    2. BACCHUS: This is a student-run organization designed to promote the responsible use of alcohol. See enclosed brochure.

VI. SPIRITUAL

A. CAMPUS MINISTRY RETREATS - ARCHWAYS, pg. 65
B. CAMPUS MINISTRY COMMITTEES - ARCHWAYS, pg. 65 and Campus Ministry Brochure
C. DAILY MASS: Monday, Wednesday, Friday - 7AM, 12:15PM, 5PM
             Tuesday, Thursday   - 7AM, 12:15PM
             Saturday   - 4:30PM
             Sunday   - 7PM

D. ASB Community Service Project - See ARCHWAYS, pg. 72

VII. **FINANCIAL**

    A. Office of Financial Aid - ARCHWAYS, pg. 67
    B. Student Employment Center - Serra Hall, Room 230, Sr. Dale
    C. Other on-campus jobs
        1. Physical Plant - contact Bill McGibney
        2. Food Service   - contact Rudy Spano or Linda Patzold

TO KEEP INFORMED, BE AWARE OF THE FOLLOWING:

1. Vista, the student newspaper comes out every Friday.
2. The Campus Calendar of Events, published by the Office of Special Events is available every Friday.
3. The Wallpaper Journal located on four bulletin boards throughout the school contains articles of interest to students.
4. The Faculty Newsnotes copies are available in the ASB Office for interested students.
5. Bulletin Boards - check these regularly for upcoming events.
6. ASB Senate meets every Thursday from 11:30-12:30 in Salomon Lecture Hall.
7. ASB Program Board meets every Monday from 12 to 1PM in Serra Hall Conference Room.

GOAL PLANNING WORKSHEET

1. List a goal._____

    Note: Is it specific?
           Is it realistic--that is, consistent with my personal
           characteristics, abilities and opportunities?

2. Describe how you will know when you meet this goal.

3. Brainstorm all the possible steps that could be involved in your
reaching that goal. Number the steps in the order that you will
need to perform them. Use the extra space to list sub-steps if
needed. For example, if one step is to interview a professional in
your field, a sub-step may be compiling a list of people you might
contact about an interview with them.

A _____

   _____

B _____

   _____

C _____

   _____

D _____

   _____

E _____

   _____

F _____

   _____

4. Questions to consider and discuss: What is the timeline to complete
each step? Describe how you will reinforce your commitment to meet
each step in the process.

UNIVERSITY OF SAN DIEGO

STUDENT DEVELOPMENT TRANSCRIPT PROGRAM

STUDENT _____

MENTOR _____

SESSION # _____   DATE _____

LENGTH OF SESSION _____

SUMMARY OF SESSION _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SESSION # _____   DATE _____

LENGTH OF SESSION _____

SUMMARY OF SESSION _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

MENTOR DIRECTORY

NAME	DEPT.	OFFICE #	PHONE #
1. Dr. Kathleen Dugan	Rel. Studies	DS290B	4404
2. Prof. Timothy Erwin	English	C154	4454
3. Kathy Estey	Admissions	S203	4506
4. Prof. Joe Gallen	Rel. Studies	S117	4734
5. Jean Grech	Res. Director	M/C	298-5418
6. Rick Hagan	Housing	M/C	293-7391
7. Dr. Michael Haney	Psychology	G105	4744
8. Carol Holmes	Admissions	S203	4506
9. Dr. James Hottois	Poli. Sci.	F114	4545
10. Dr. Johanna Hunsaker	Business	SB101B	4234
11. Dr. Author Hughes	President	DS257	4520
12. Dr. Edward Kujawa	Education	DS276	4286
13. Sr. Helen Lorch	Res. Dir./History	S12 Founders	4503
14. David Navarro	Res. Director	DS302	4505
15. Dr. Jack Opdycke	Chemistry	C341	4421
16. Judy Sandman	Housing	M/C	293-7391
17. Barbara Schmitz	Student Activities	S200	4590
18. Dr. Michael Soroka	Sociology	DS120F	4469
19. Dr. Barton Thurber	English	C176A	4319
20. John Trifiletti	Res. Director	M/C	295-3510
21. Dr. Michael Wagner	Philosophy	F160B	4705
22. Skip Walsh	Residence Life	M/C	293-7390
23. Tim Willard	Development	DS260	4805
24. Dr. Susan Zgliczynski	Education	DS276	4287
25. Dr. Frank Young	Anthropology	DS120B	4725

APPENDIX E

INSTRUMENTS USED IN THIS STUDY

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COLLEGE STUDENT DEVELOPMENT SELF-ASSESSMENT INVENTORY

Introduction

This inventory provides an awareness of the many dimensions of personal growth that might be addressed during the college years. It offers you the opportunity to rate yourself on two aspects related to these dimensions: (1) your present level of competency for each area, and (2) how satisfied you feel about your abilities. Thus, the inventory is intended to get you thinking about yourself and to help you create an overall profile of your personal development. Continued growth will occur through classroom instruction and learning experiences available throughout the campus environment. Your ability to set goals and identify activities that fulfill your objectives are important factors that can enhance this educational process.

Directions

The inventory lists 56 different dimensions clustered in six major areas of personal development. You are asked to answer three questions related to each item.

1. What is your proficiency or knowledge level? Circle the appropriate number after each item according to the following legend:

   1 = Very Low
   2 = Low
   3 = Uncertain
   4 = High
   5 = Very High

2. How satisfied are you with your ability in this area? Circle the appropriate number in the second column after each item according to the following legend:

   1 = Very Low
   2 = Low
   3 = Uncertain
   4 = High
   5 = Very High

3. Would you like to talk about this topic to either get a better idea of your skills or find out how you might improve? Circle either "yes" or "no" in the third column after each item.

SAMPLE ITEM:

Being a leader of a group   5 4 ③ 2 1   5 4 3 ② 1   (Yes) No

The response to the sample item indicates that the individual is uncertain or confused about his or her skills on this dimension, is somewhat dissatisfied with this proficiency level, and would like to discuss this topic in the future.

1

COLLEGE STUDENT DEVELOPMENT SELF-ASSESSMENT INVENTORY

Name:_____Sex:_____Age:_____

Major:_____Year: FR   SO   JR   SR

Ethnic Background: _____Black, Non-Hispanic
                           _____American Indian or Alaskan Native
                           _____Hispanic
                           _____Asian or Pacific Islander
                           _____White, Non-Hispanic
                           _____Other

I. PERSONAL IDENTITY AND LIFE STYLE	Proficiency Level High Low	Satisfaction Level High Low	Further Discussion
1. Overall Life Goals	5 4 3 2 1	5 4 3 2 1	Yes No
2. Self-Knowledge	5 4 3 2 1	5 4 3 2 1	Yes No
3. Moral and Personal Values	5 4 3 2 1	5 4 3 2 1	Yes No
4. Problem Solving Skills	5 4 3 2 1	5 4 3 2 1	Yes No
5. Self-Assessment Skills	5 4 3 2 1	5 4 3 2 1	Yes No
6. Time-Management	5 4 3 2 1	5 4 3 2 1	Yes No
7. Sexuality	5 4 3 2 1	5 4 3 2 1	Yes No
8. Spiritual & Religious Values	5 4 3 2 1	5 4 3 2 1	Yes No
9. Career Planning & Choice	5 4 3 2 1	5 4 3 2 1	Yes No
10. Ability to set and achieve goals	5 4 3 2 1	5 4 3 2 1	Yes No
11. Self-Sufficiency Skills	5 4 3 2 1	5 4 3 2 1	Yes No
12. Other_____	5 4 3 2 1	5 4 3 2 1	Yes No

II. MULTI-CULTURAL AWARENESS

Understanding of other:

	Proficiency Level High Low	Satisfaction Level High Low	Further Discussion
13. Religions	5 4 3 2 1	5 4 3 2 1	Yes No
14. Cultures and Races	5 4 3 2 1	5 4 3 2 1	Yes No
15. Countries	5 4 3 2 1	5 4 3 2 1	Yes No
16. Members of my own culture of the opposite sex	5 4 3 2 1	5 4 3 2 1	Yes No
17. Other_____	5 4 3 2 1	5 4 3 2 1	Yes No

-over-

2

	Proficiency Level	Satisfaction Level	Further Discussion
III. **INTERPERSONAL SKILLS AND RELATIONSHIPS**	High Low	High Low	
18. Being an effective member of a group	5 4 3 2 1	5 4 3 2 1	Yes No
19. Being a leader of a group	5 4 3 2 1	5 4 3 2 1	Yes No
20. Relationships with same sex friends	5 4 3 2 1	5 4 3 2 1	Yes No
21. Relationships with opposite sex friends	5 4 3 2 1	5 4 3 2 1	Yes No
22. Relationships with parents	5 4 3 2 1	5 4 3 2 1	Yes No
23. Public speaking skills	5 4 3 2 1	5 4 3 2 1	Yes No
24. Developing intimate relationships	5 4 3 2 1	5 4 3 2 1	Yes No
25. Teaching, Advising, and Helping Others	5 4 3 2 1	5 4 3 2 1	Yes No
26. Other_____	5 4 3 2 1	5 4 3 2 1	Yes No
IV. **ACADEMIC SKILLS AND INTELLECTUAL COMPETENCIES**			
27. Study techniques	5 4 3 2 1	5 4 3 2 1	Yes No
28. Reading speed & comprehension	5 4 3 2 1	5 4 3 2 1	Yes No
29. Note-taking	5 4 3 2 1	5 4 3 2 1	Yes No
30. Writing skills	5 4 3 2 1	5 4 3 2 1	Yes No
31. Working with numbers	5 4 3 2 1	5 4 3 2 1	Yes No
32. Listening skills	5 4 3 2 1	5 4 3 2 1	Yes No
33. Humanities	5 4 3 2 1	5 4 3 2 1	Yes No
34. Natural Sciences	5 4 3 2 1	5 4 3 2 1	Yes No
35. Social Sciences	5 4 3 2 1	5 4 3 2 1	Yes No
36. Specific Vocational Skills	5 4 3 2 1	5 4 3 2 1	Yes No
37. Other_____	5 4 3 2 1	5 4 3 2 1	Yes No
V. **AESTHETIC AWARENESS**			
Knowledge and appreciation of:			
38. Music	5 4 3 2 1	5 4 3 2 1	Yes No
39. Art	5 4 3 2 1	5 4 3 2 1	Yes No

3

		Proficiency Level	Satisfaction Level	Further Discussion
		High Low	High Low	
40.	Drama	5 4 3 2 1	5 4 3 2 1	Yes No
41.	Literature	5 4 3 2 1	5 4 3 2 1	Yes No
42.	Dance	5 4 3 2 1	5 4 3 2 1	Yes No
43.	Other_____	5 4 3 2 1	5 4 3 2 1	Yes No

Performance:

44.	Music	5 4 3 2 1	5 4 3 2 1	Yes No
45.	Art	5 4 3 2 1	5 4 3 2 1	Yes No
46.	Drama	5 4 3 2 1	5 4 3 2 1	Yes No
47.	Literature	5 4 3 2 1	5 4 3 2 1	Yes No
48.	Dance	5 4 3 2 1	5 4 3 2 1	Yes No
49.	Other_____	5 4 3 2 1	5 4 3 2 1	Yes No

VI. HEALTH, PHYSICAL FITNESS, AND RECREATION

50.	Health habits	5 4 3 2 1	5 4 3 2 1	Yes No
51.	Nutritional knowledge	5 4 3 2 1	5 4 3 2 1	Yes No
52.	General fitness	5 4 3 2 1	5 4 3 2 1	Yes No
53.	Hobbies	5 4 3 2 1	5 4 3 2 1	Yes No
54.	Recreational Skills	5 4 3 2 1	5 4 3 2 1	Yes No
55.	Use of leisure time	5 4 3 2 1	5 4 3 2 1	Yes No
56.	Other_____	5 4 3 2 1	5 4 3 2 1	Yes No

VII. Is there anything else that you would like to relate about yourself and your personal development? (Use reverse side for additional space, if necessary)

-over-

4

Additional Information or Concerns:

> The College Student Development Self-Assessment Inventory was developed at the
> University of Nebraska, Lincoln as part of the Developmental Mentoring-Transcript
> Project. It may be used without permission by individuals and organizations
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> Written notification of its use would be appreciated: Developmental Mentoring-
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> Co-Director; Jane Baack, Mary Kramer, Mark Sanstead, Vernon Williams, and Doris
> Wright.
>
> Copyright Pending, 1979

5

477574

PLEASE PRINT. YOUR NAME _____

First   Middle or Maiden   Last

When were you born?

HOME STREET ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____ ( ) Area Code Home Phone No

Month Day Year
(01-12) (01-31)

1982 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

* Use only black lead pencil (No. 2 is ideal).
* Make heavy black marks that fill the circle.
* Erase cleanly any answer you wish to change.
* Make no stray markings of any kind.

EXAMPLE:

Will marks made with ballpoint or felt-tip marker be properly read? Yes . . ○ No . . ●

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Laboratory for Research on Higher Education at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely,

Alexander W. Astin, Director
Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA

MARK IN THIS AREA ONLY IF DIRECTED | GRP CODE

1. Your sex: Male . . ○ Female . . ○

2. Are you a veteran?
(Mark one) No . . ○ Yes . ○

3. How old will you be on December 31 of this year? (Mark one)

16 or younger	○	21-24	○
17	○	25-29	○
18	○	30-39	○
19	○	40-54	○
20	○	55 or older	○

4. In what year did you graduate from high school? (Mark one)

1982	○	Did not graduate but
1981	○	passed G.E.D. test . . ○
1980	○	Never completed
1979 or earlier	○	high school . . . . . ○

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓ 's or X 'x. Thank You.)

5. Where did you get the money to pay for college this year? (Write in actual dollar amounts; write "0" if none)

Grants and scholarships. . $ _____
All loans . . . . $ _____
Work or savings . . . . . . $ _____
Parents and/or spouse . . . $ _____

6a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 or more ○

6b. How many of these dependents other than yourself are currently attending college?

None ○ 1 ○ 2 ○ 3 or more ○

7. What was your average grade in high school?
(Mark one) A or A+ ○ B ○ C ○
A- ○ B- ○ D ○
B+ ○ C+ ○

8. Where did you rank academically in your high school graduating class? (Mark one)

Top 20% . . . ○ Fourth 20% . . . . ○
Second 20% . ○ Lowest 20% . . . ○
Middle 20% . . ○

9. Are you enrolled (or enrolling) as a:
(Mark one) Full-time student? . . . . ○
Part-time student? . . . . ○

10. Prior to this term, have you ever taken courses for credit at this institution?
Yes . . ○ No . . ○

11. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column) | For Credit | Not for Credit
No . . . . ○ . . . . ○
Yes, at a junior or cmty. college . ○ . . . . ○
Yes, at a four-year college or university . . . . ○ . . . . ○
Yes, at some other postsecondary school (For ex., technical, vocational, business) . . . . . ○ . . . . ○

12. Have you had, or do you feel that you will need, any special tutoring or remedial work in any of the following subjects?
(Mark all that apply) Have Had / Will Need

English . . . ○○ Social studies. ○○
Reading . . . ○○ Science . . . . . ○○
Mathematics ○○ Foreign language ○○

13. How many miles is this college from your permanent home? (Mark one)

5 or less . . . . . ○ 51-100 . . . . ○
6-10 . . . . ○ 101-500 . . . . . . ○
11-50 . . . . . . ○ More than 500 . . ○

14. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column) | Plan To Live | Prefer To Live
With parents or relatives . . . . ○ ○
Other private home, apt. or rm. . ○ ○
College dormitory . . . . ○ ○
Fraternity or sorority house . . ○ ○
Other campus student housing . ○ ○
Other . . . . ○ ○

15. Is this college your: (Mark one)

First choice? . . ○ Less than third
Second choice? . ○ choice? . . . . . ○
Third choice? . . ○

16. To how many colleges other than this one did you apply for admission this year?

No other ○ 1. ○ 3. ○ 5. . . . . ○
○ 2. ○ 4. ○ 6 or more ○

(Note: If you applied to no other schools, skip to item 18 on the next page)

17. How many other acceptances did you receive this year? (Mark one)

None ○ 1. ○ 3. ○ 5. . . . . ○
2. ○ 4. ○ 6 or more ○

— 1 —

18. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

Columns: None / $1-$499 / $500-$999 / $1,000-$1,499 / $1,500-$2,000 / Over $2,000

Parental or family aid, or gifts . . ○○○○○○

Grants or Scholarships:

Pell Grant . . . . ○○○○○○

Supplemental Educational Opportunity Grant . . . . ○○○○○○

State scholarship or grant . . . . ○○○○○○

College grant (other than above) . . . . . ○○○○○○

Other private grant . . . . . . ○○○○○○

Loans:

Fed. guaranteed student loan . ○○○○○○

Nat'l direct student loan . . . ○○○○○○

Other college loan . . . . . . ○○○○○○

Other loan . . . . ○○○○○○

Work and Savings:

College Work-Study grant . . ○○○○○○

Other part-time work while attending . . . . ○○○○○○

Full-time work while attending ○○○○○○

Savings from summer work . . ○○○○○○

Other savings . . . . ○○○○○○

Spouse . . . . ○○○○○○

Your G.I. benefits . . . . ○○○○○○

Your parent's G.I. benefits . . . . ○○○○○○

Social secur. dependent's benefits ○○○○○○

Other . . . . ○○○○○○

19. If you have been able to obtain more financial aid, would you have attended a different college?

Yes . . . . ○

Maybe . . . . ○

No . . . . ○

20. Please answer the following questions regarding the Pell Grant and GSL (Guaranteed Student Loan) financial aid programs. (Mark all that apply in each column)

	Pell Grants	GSL Loans
I have heard of this program	○	○
I applied for aid from this program	○	○
I qualified for aid in this program (whether or not I applied)	○	○

21. Were you last year, or will you be this year:

	Yes	No
Living with your parents (for more than five consecutive weeks)	○	○
Listed as a dependent on your parents' Federal Income Tax Return	○	○
Receiving assistance worth $600 or more from your parents	○	○

22. Are you: (Mark all that apply)

White/Caucasian . . . . ○

Black/Negro/Afro-American . . . . ○

American Indian . . . . ○

Asian-American/Oriental . . . . ○

Mexican-American/Chicano . . . . ○

Puerto Rican-American . . . . ○

Other . . . . ○

23. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark ⓕ. If you engaged in an activity one or more times, but not frequently, mark ⓞ (occasionally). Mark ⓝ (not at all) if you have not performed the activity during the past year.

(Mark one for each item)

Columns: Frequently / Occasionally / Not at all

Wrote a computer program . . . . . ⓕⓞⓝ

Played a musical instrument . . . . ⓕⓞⓝ

Attended a religious service . . . . . ⓕⓞⓝ

Smoked cigarettes . . . . ⓕⓞⓝ

Took vitamins . . . . ⓕⓞⓝ

Participated in organized demonstrations . . . . ⓕⓞⓝ

Took a tranquilizing pill . . . . . . ⓕⓞⓝ

Wore glasses or contact lenses . . . ⓕⓞⓝ

Took a course on TV . . . . ⓕⓞⓝ

Took a computer-assisted course . . ⓕⓞⓝ

Attended a public recital or concert . ⓕⓞⓝ

Took sleeping pills . . . . ⓕⓞⓝ

Jogged . . . . ⓕⓞⓝ

Stayed up all night . . . . ⓕⓞⓝ

Drank beer . . . . ⓕⓞⓝ

Worked in a local, state, or national political campaign . . . ⓕⓞⓝ

24. Are you a U.S. citizen? . . ○ Yes ○ No

25. Are you a twin? No . . . . ○

(Mark one) Yes, identical . . . . . ○

Yes, fraternal . . . . . ○

26. Are you: (Mark one)

Not presently married . . . . ○

Married, living with spouse . . . . ○

Married, not living with spouse . . . . . . ○

27. Please answer the following as they apply to the time when you were growing up.

(Mark one for each item)

Columns: All the time / Most of the time / Occasionally / Never

My parents lived together . . . . ○○○○

My father worked full-time . . . ○○○○

My mother worked full-time . . ○○○○

My mother held a part-time job . ○○○○

We spoke English in our home . ○○○○

28. What is the highest academic degree that you intend to obtain?

(Mark one in each column)

Columns: Highest Planned / Highest Planned at this college

None . . . . ○ . . ○

Associate (A.A. or equivalent) . . ○ . . ○

Bachelor's degree (B.A., B.S., etc.) ○ . . ○

Master's degree (M.A., M.S., etc.) ○ . . ○

Ph.D. or Ed.D. . . . . ○ . . ○

M.D., D.O., D.D.S., or D.V.M. . . ○ . . ○

LL.B. or J.D. (Law) . . . . ○ . . ○

B.D. or M.Div (Divinity) . . . . . ○ . . ○

Other . . . . ○ . . ○

29. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

Columns: Very important / Somewhat important / Not important

My parents wanted me to go . . . . ⓥⓢⓝ

I could not find a job . . . . ⓥⓢⓝ

I wanted to get away from home . ⓥⓢⓝ

To be able to get a better job . . . . ⓥⓢⓝ

To gain a general education and appreciation of ideas . . . . . . ⓥⓢⓝ

To improve my reading and study skills . . . . . ⓥⓢⓝ

There was nothing better to do . . ⓥⓢⓝ

To make me a more cultured person ⓥⓢⓝ

To be able to make more money . . ⓥⓢⓝ

To learn more about things that interest me . . . . ⓥⓢⓝ

To meet new and interesting people ⓥⓢⓝ

To prepare myself for graduate or professional school . . . . . . ⓥⓢⓝ

30. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds) . . . . ○

Some concern (but I will probably have enough funds) . . . . ○

Major concern (not sure I will have enough funds to complete college) ○

31. How would you characterize your political views? (Mark one)

Far left . . . . ○

Liberal . . . . ○

Middle-of-the-road . . . . ○

Conservative . . . . ○

Far right . . . . ○

32. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than $4,000 ○ $20,000-24,999 ○

$4,000-5,999 ○ $25,000-29,999 ○

$6,000-7,999 ○ $30,000-34,999 ○

$8,000-9,999 ○ $35,000-39,999 ○

$10,000-12,499 ○ $40,000-49,999 ○

$12,500-14,999 ○ $50,000-99,999 ○

$15,000-19,999 ○ $100,000 or more ○

33. What is the highest level of formal education obtained by your parent?

(Mark one in each column)

Columns: Father / Mother

Grammar school or less . . . . ○ . .

Some high school . . . . ○ . .

High school graduate . . . . . ○ . .

Postsecondary school other than college . . . . ○ . .

Some college . . . . ○ . .

College degree . . . . ○ . .

Some graduate school . . . . . ○ . .

Graduate degree . . . . ○ . .

– 2 –

34. Mark only three responses, one in each column.

- (M) Your mother's occupation. ──
- (F) Your father's occupation. ──
- (Y) Your probable career occupation. ──

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

	Y	F	M
Accountant or actuary	Ⓨ	Ⓕ	Ⓜ
Actor or entertainer	Ⓨ	Ⓕ	Ⓜ
Architect or urban planner	Ⓨ	Ⓕ	Ⓜ
Artist	Ⓨ	Ⓕ	Ⓜ
Business (clerical)	Ⓨ	Ⓕ	Ⓜ
Business executive (management, administrator)	Ⓨ	Ⓕ	Ⓜ
Business owner or proprietor	Ⓨ	Ⓕ	Ⓜ
Business salesman or buyer	Ⓨ	Ⓕ	Ⓜ
Clergyman (minister, priest)	Ⓨ	Ⓕ	Ⓜ
Clergy (other religious)	Ⓨ	Ⓕ	Ⓜ
Clinical psychologist	Ⓨ	Ⓕ	Ⓜ
College teacher	Ⓨ	Ⓕ	Ⓜ
Computer programmer or analyst	Ⓨ	Ⓕ	Ⓜ
Conservationist or forester	Ⓨ	Ⓕ	Ⓜ
Dentist (including orthodontist)	Ⓨ	Ⓕ	Ⓜ
Dietitian or home economist	Ⓨ	Ⓕ	Ⓜ
Engineer	Ⓨ	Ⓕ	Ⓜ
Farmer or rancher	Ⓨ	Ⓕ	Ⓜ
Foreign service worker (including diplomat)	Ⓨ	Ⓕ	Ⓜ
Homemaker (full-time)	Ⓨ	Ⓕ	Ⓜ
Interior decorator (including designer)	Ⓨ	Ⓕ	Ⓜ
Interpreter (translator)	Ⓨ	Ⓕ	Ⓜ
Lab technician or hygienist	Ⓨ	Ⓕ	Ⓜ
Law enforcement officer	Ⓨ	Ⓕ	Ⓜ
Lawyer (attorney) or judge	Ⓨ	Ⓕ	Ⓜ
Military service (career)	Ⓨ	Ⓕ	Ⓜ
Musician (performer, composer)	Ⓨ	Ⓕ	Ⓜ
Nurse	Ⓨ	Ⓕ	Ⓜ
Optometrist	Ⓨ	Ⓕ	Ⓜ
Pharmacist	Ⓨ	Ⓕ	Ⓜ
Physician	Ⓨ	Ⓕ	Ⓜ
School counselor	Ⓨ	Ⓕ	Ⓜ
School principal or superintendent	Ⓨ	Ⓕ	Ⓜ
Scientific researcher	Ⓨ	Ⓕ	Ⓜ
Social, welfare or recreation worker	Ⓨ	Ⓕ	Ⓜ
Statistician	Ⓨ	Ⓕ	Ⓜ
Therapist (physical, occupational, speech)	Ⓨ	Ⓕ	Ⓜ
Teacher or administrator (elementary)	Ⓨ	Ⓕ	Ⓜ
Teacher or administrator (secondary)	Ⓨ	Ⓕ	Ⓜ
Veterinarian	Ⓨ	Ⓕ	Ⓜ
Writer or journalist	Ⓨ	Ⓕ	Ⓜ
Skilled trades	Ⓨ	Ⓕ	Ⓜ
Other	Ⓨ		
Undecided	Ⓨ		
Laborer (unskilled)		Ⓕ	Ⓜ
Semi-skilled worker		Ⓕ	Ⓜ
Other occupation		Ⓕ	Ⓜ
Unemployed		Ⓕ	Ⓜ

35. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

(Very important / Somewhat important / Not important)

	V	S	N
My relatives wanted me to come here	Ⓥ	Ⓢ	Ⓝ
My teacher advised me	Ⓥ	Ⓢ	Ⓝ
This college has a very good academic reputation	Ⓥ	Ⓢ	Ⓝ
I was offered financial assistance	Ⓥ	Ⓢ	Ⓝ
I was not accepted anywhere else	Ⓥ	Ⓢ	Ⓝ
Someone who had been here before advised me to go	Ⓥ	Ⓢ	Ⓝ
This college offers special educational programs	Ⓥ	Ⓢ	Ⓝ
This college has low tuition	Ⓥ	Ⓢ	Ⓝ
My guidance counselor advised me	Ⓥ	Ⓢ	Ⓝ
I wanted to live at home	Ⓥ	Ⓢ	Ⓝ
A friend suggested attending	Ⓥ	Ⓢ	Ⓝ
A college representative recruited me	Ⓥ	Ⓢ	Ⓝ

36. Current religious preference: (Mark one in each column)

(Yours / Father's / Mother's)

	Y	F	M
Protestant	Ⓨ	Ⓕ	Ⓜ
Roman Catholic	Ⓨ	Ⓕ	Ⓜ
Jewish	Ⓨ	Ⓕ	Ⓜ
Other	Ⓨ	Ⓕ	Ⓜ
None	Ⓨ	Ⓕ	Ⓜ

BE SURE TO ANSWER QUESTIONS 37 AND 38.

37. During high school, how many years did you study each of the following subjects? (Mark one for each item)

(None / ½ / 1 / 2 / 3 / 4 or more)

	None	½	1	2	3	4+
English	Ⓞ	①	②	③	④	⑤
Mathematics	Ⓞ	①	②	③	④	⑤
Foreign language	Ⓞ	①	②	③	④	⑤
Physical science	Ⓞ	①	②	③	④	⑤
Biological science	Ⓞ	①	②	③	④	⑤
Civics	Ⓞ	①	②	③	④	⑤
Social studies	Ⓞ	①	②	③	④	⑤

38a. Do you have a disability?

No ..○── (Go to Question 39)
Yes ..○

38b. If yes, what is your disability? (Mark all that apply)

Hearing ○	Orthopedic ○
Speech ○	Learning disability ○
Visual ○	Health-related ○
	Other ○

38c. Does your disability require architectural accommodations (wheelchair ramps, elevators, etc.)? Yes ○ No ○

39. Mark one in each row:

① Disagree Strongly
② Disagree Somewhat
③ Agree Somewhat
④ Agree Strongly

	4	3	2	1
The Federal government is not doing enough to protect the consumer from faulty goods and services	④	③	②	①
The Federal government is not doing enough to control environmental pollution	④	③	②	①
The Federal government should do more to discourage energy consumption	④	③	②	①
Federal military spending should be increased	④	③	②	①
There is too much concern in the courts for the rights of criminals	④	③	②	①
Inflation is our biggest domestic problem	④	③	②	①
The death penalty should be abolished	④	③	②	①
A national health care plan is needed to cover everybody's medical costs	④	③	②	①
Abortion should be legalized	④	③	②	①
Grading in the high schools has become too easy	④	③	②	①
The activities of married women are best confined to the home and family	④	③	②	①
A couple should live together for some time before deciding to get married	④	③	②	①
Parents should be discouraged from having large families	④	③	②	①
Divorce laws should be liberalized	④	③	②	①
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	④	③	②	①
Women should receive the same salary and opportunities for advancement as men in comparable positions	④	③	②	①
Wealthy people should pay a larger share of taxes than they do now	④	③	②	①
Marijuana should be legalized	④	③	②	①
Busing is O.K. if it helps to achieve racial balance in the schools	④	③	②	①
It is important to have laws prohibiting homosexual relationships	④	③	②	①
College officials have the right to regulate student behavior off campus	④	③	②	①
Faculty promotions should be based in part on student evaluations	④	③	②	①
College grades should be abolished	④	③	②	①
Student publications should be cleared by college officials	④	③	②	①
College officials have the right to ban persons with extreme views from speaking on campus	④	③	②	①
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	④	③	②	①
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	④	③	②	①

－3－

40. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
Art, fine and applied .... ○
English (language and literature) .... ○
History .... ○
Journalism .... ○
Language and Literature (except English) ..... ○
Music .... ○
Philosophy .... ○
Speech .... ○
Theater or Drama ...... ○
Theology or Religion .... ○
Other Arts and Humanities . ○

BIOLOGICAL SCIENCE
Biology (general)....... ○
Biochemistry or Biophysics .... ○
Botany .... ○
Marine (Life) Science .... ○
Microbiology or Bacteriology .... ○
Zoology .... ○
Other Biological Science .... ○

BUSINESS
Accounting .... ○
Business Admin (general). . ○
Finance .... ○
Marketing .... ○
Management .... ○
Secretarial Studies ...... ○
Other Business .... ○

EDUCATION
Business Education ..... ○
Elementary Education ... ○
Music or Art Education... ○
Physical Education or Recreation .... ○
Secondary Education .... ○
Special Education ..... ○
Other Education ...... ○

ENGINEERING
Aeronautical or Astronautical Eng ... ○
Civil Engineering ...... ○
Chemical Engineering ... ○
Electrical or Electronic Engineering ...... ○
Industrial Engineering.... ○
Mechanical Engineering... ○
Other Engineering ...... ○

PHYSICAL SCIENCE
Astronomy .... ○
Atmospheric Science (incl. Meteorology) .... ○
Chemistry .... ○
Earth Science .... ○
Marine Science (incl. Oceanography).. .... ○
Mathematics .... ○
Physics .... ○
Statistics .... ○
Other Physical Science .... ○

PROFESSIONAL
Architecture or Urban Planning .... ○
Home Economics .... ○
Health Technology (medical, dental, laboratory). .... ○
Library or Archival Science . ○
Nursing .... ○
Pharmacy .... ○
Predental, Premedicine, Preveterinary .... ○
Therapy (occupational, physical, speech)..... ○
Other Professional ..... ○

SOCIAL SCIENCE
Anthropology. .... ○
Economics .... ○
Ethnic Studies .... ○
Geography .... ○
Political Science (gov't., international relations). . ○
Psychology .... ○
Social Work .... ○
Sociology .... ○
Women's Studies ...... ○
Other Social Science ..... ○

TECHNICAL
Building Trades .... ○
Data Processing or Computer Programming. . ○
Drafting or Design ...... ○
Electronics .... ○
Mechanics .... ○
Other Technical ...... ○

OTHER FIELDS
Agriculture .... ○
Communications (radio, T.V., etc.) ..... ○
Computer Science .... ○
Forestry .... ○
Law Enforcement .... ○
Military Science .... ○
Other Field .... ○
Undecided .... ○

41. Indicate the importance to you personally of each of the following: (Mark one for each item)

Ⓝ Not Important
Ⓢ Somewhat Important
Ⓥ Very Important
Ⓔ Essential
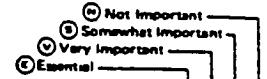
Becoming accomplished in one of the performing arts (acting, dancing, etc.). .... Ⓔ Ⓥ Ⓢ Ⓝ
Becoming an authority in my field .... Ⓔ Ⓥ Ⓢ Ⓝ
Obtaining recognition from my colleagues for contributions to my special field .... Ⓔ Ⓥ Ⓢ Ⓝ
Influencing the political structure .... Ⓔ Ⓥ Ⓢ Ⓝ
Influencing social values .... Ⓔ Ⓥ Ⓢ Ⓝ
Raising a family .... Ⓔ Ⓥ Ⓢ Ⓝ
Having administrative responsibility for the work of others ...... Ⓔ Ⓥ Ⓢ Ⓝ
Being very well off financially .... Ⓔ Ⓥ Ⓢ Ⓝ
Helping others who are in difficulty..................... Ⓔ Ⓥ Ⓢ Ⓝ
Making a theoretical contribution to science. .... Ⓔ Ⓥ Ⓢ Ⓝ
Writing original works (poems, novels, short stories, etc.). ...... Ⓔ Ⓥ Ⓢ Ⓝ
Creating artistic work (painting, sculpture, decorating, etc.) ..... Ⓔ Ⓥ Ⓢ Ⓝ
Being successful in a business of my own .... Ⓔ Ⓥ Ⓢ Ⓝ
Becoming involved in programs to clean up the environment ..... Ⓔ Ⓥ Ⓢ Ⓝ
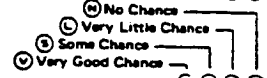Developing a meaningful philosophy of life .... Ⓔ Ⓥ Ⓢ Ⓝ
Participating in a community action program .... Ⓔ Ⓥ Ⓢ Ⓝ
Helping to promote racial understanding .... Ⓔ Ⓥ Ⓢ Ⓝ
Keeping up to date with political affairs .... Ⓔ Ⓥ Ⓢ Ⓝ

42. What is your best guess as to the chances that you will: (Mark one for each item)

Ⓝ No Chance
Ⓛ Very Little Chance
Ⓢ Some Chance
Ⓥ Very Good Chance

Change major field? .... Ⓥ Ⓢ Ⓛ Ⓝ
Change career choice? .... Ⓥ Ⓢ Ⓛ Ⓝ
Fail one or more courses? .... Ⓥ Ⓢ Ⓛ Ⓝ
Graduate with honors? .... Ⓥ Ⓢ Ⓛ Ⓝ
Be elected to a student office? .... Ⓥ Ⓢ Ⓛ Ⓝ
Get a job to help pay for college expenses? .... Ⓥ Ⓢ Ⓛ Ⓝ
Work full time while attending college? .... Ⓥ Ⓢ Ⓛ Ⓝ
Join a social fraternity, sorority, or club? .... Ⓥ Ⓢ Ⓛ Ⓝ
Live in a coeducational dorm? .... Ⓥ Ⓢ Ⓛ Ⓝ
Play varsity football or basketball? .... Ⓥ Ⓢ Ⓛ Ⓝ
Be elected to an academic honor society? .... Ⓥ Ⓢ Ⓛ Ⓝ
Make at least a "B" average? .... Ⓥ Ⓢ Ⓛ Ⓝ
Need extra time to complete your degree requirements? .... Ⓥ Ⓢ Ⓛ Ⓝ
Get tutoring help in specific courses? .... Ⓥ Ⓢ Ⓛ Ⓝ
Have to work at an outside job during college? .... Ⓥ Ⓢ Ⓛ Ⓝ
Seek vocational counseling? .... Ⓥ Ⓢ Ⓛ Ⓝ
Seek individual counseling on personal problems? .... Ⓥ Ⓢ Ⓛ Ⓝ
Get a bachelor's degree (B.A., B.S., etc.)? .... Ⓥ Ⓢ Ⓛ Ⓝ
Participate in student protests or demonstrations? .... Ⓥ Ⓢ Ⓛ Ⓝ
Drop out of this college temporarily (exclude transferring)? ...... Ⓥ Ⓢ Ⓛ Ⓝ
Drop out permanently (exclude transferring)?.............. Ⓥ Ⓢ Ⓛ Ⓝ
Transfer to another college before graduating?............. Ⓥ Ⓢ Ⓛ Ⓝ
Be satisfied with your college? .... Ⓥ Ⓢ Ⓛ Ⓝ
Find a job after college in the field for which you were trained? ... Ⓥ Ⓢ Ⓛ Ⓝ
Get married while in college? (skip if married) .... Ⓥ Ⓢ Ⓛ Ⓝ
Get married within a year after college? (skip if married) .... Ⓥ Ⓢ Ⓛ Ⓝ

43. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
44. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
45. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
46. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
47. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

The remaining circles are provided for items specifically designed by your college, rather than by the Laboratory for Research on Higher Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

48. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
49. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
50. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
51. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
52. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

THANK YOU!

-4-

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SUPPLEMENTAL QUESTIONS - CIRP SURVEY

> Please mark your responses to the following questions on page four of the
> Cooperative Institutional Research Survey in spaces 43 - 52.

DIRECTIONS: The following questions deal with various dimensions of personal
growth which are frequently of concern to students during the
college years. For items 43 through 52, indicate what you think
is your current level of skill or knowledge in the area listed
according to the following scale:

A - Very Low
B - Low
C - Uncertain
D - High
E - Very High

EXAMPLE 1: Being a leader of a group. Ⓐ Ⓑ Ⓒ ● Ⓔ

The D response to this item indicates that the individual has had
some leadership experience and feels that he/she has some skill in
that area.

EXAMPLE 2: Clarity about career and lifestyle planning. ● Ⓑ Ⓒ Ⓓ Ⓔ

The A response to this item indicates that the individual feels
that he/she is not very clear at this point about career and life-
style plans.

QUESTIONS:

43. Clarity about career and lifestyle planning.

44. Ability to set and achieve goals.

45. Understanding other religions, cultures, races and countries.

46. Being a leader of a group.

47. Relationships with same sex friends.

48. Relationships with opposite sex friends.

49. Academic skills needed for success in school such as effective
study techniques, note-taking skills, reading speed and com-
prehension, writing skills, test-taking skills.

50. Ability to solve problems and make decisions.

51. Knowledge and appreciation of music, art, drama, literature.

52. Recreational skills and general fitness.

STUDENT OPINION SURVEY DIRECTIONS (Experimental)

GENERAL: 1. Mark all your responses to the questions on the red questionnaire provided.
2. Use a #2 pencil provided. DO NOT use a ballpoint pen, nylon tip or felt pen.

SECTION I:

1. Complete all items under Section I - Background Information
2. For items O and P use the codes found on the List of College Majors and Occupational Choices sheet to be found inside the questionnaire.

SECTION II:

1. Read carefully the directions provided on the sheet.
2. DO NOT COMPLETE items 22 and 23 as these are services not provided at USD. Leave blank

SECTION III: Follow the directions provided on the answer sheet itself.

SECTION IV:

Questions for Section IV are on a separate sheet provided to you. Place your responses to questions 1 - 29 in the spaces provided on the red answer sheet under Section IV. Leave item #30 blank.

SECTION V:

In the space provided under Section 5 on your answer sheet, please write in any additional comments or suggestions you have regarding the Student Development Program that you feel were not adequately covered in questions 1 - 29.

Of particular interest to us are your comments as to the value of the program to you. Please be frank. This information will be kept confidential.

FINALLY:

When you have finished, if you have not already done so, turn in your Student Development Transcript form along with your completed questionnaire to one of the proctors. If you have misplaced your Student Development Transcript form, ask one of the proctors for another and fill it out now.

THANK YOU FOR YOUR COOPERATION

STUDENT OPINION SURVEY DIRECTIONS (Control)

GENERAL: 1. Mark all your responses to the questions on the red questionnaire provided.
          2. Use a #2 pencil provided. DO NOT use a ballpoint pen, nylon tip or felt pen.

SECTION I:
          1. Complete all items under Section I - Background Information
          2. For items O and P use the codes found on the List of College Majors and Occupational
              Choices sheet to be found inside the questionnaire.

SECTION II:
          1. Read carefully the directions provided on the sheet.
          2. DO NOT COMPLETE items 22 and 23 as these are services not provided at USD. Leave blank

SECTION III: Follow the directions provided on the answer sheet itself.

SECTION IV: DO NOT COMPLETE THIS SECTION.

          Questions for Section IV are on a separate sheet provided to you. Note that there are
          NOT 30 questions. Place your answers in the column which corresponds to the question
          numbers. ie. Start with column 12 and 13, then skip to column 18 through 29. Leave
          #30 blank.

SECTION V:

          Use Section V for any additional comments you may wish to make regarding your
          first year at USD.

STUDENT DEVELOPMENT TRANSCRIPT FORM:

          When you have completed the questionnaire, please complete the Student Development
          Transcript form. This is simply a listing of any and all activities you may have
          been involved in during your first year at USD. DO NOT INCLUDE previous (high
          school) experiences.

          We will initiate a file for you in the Office of Student Affairs. You may update
          this information periodically.

                    THANK YOU FOR YOUR COOPERATION

STUDENT OPINION SURVEY

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response to each item.

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate oval in each case.

A. SOCIAL SECURITY NUMBER (Identification Number)

B. AGE
- 18 or Under
- 19
- 20
- 21
- 22
- 23 to 25
- 26 to 29
- 30 to 39
- 40 to 61
- 62 or Over

C. RACIAL/ETHNIC GROUP
- Afro-American/Black
- American Indian or Alaskan Native
- Caucasian-American/White
- Mexican-American/Chicano
- Asian-American, Oriental, or Pacific Islander
- Puerto Rican, Cuban, or Other Hispanic Origin
- Other
- Prefer Not to Respond

D. INDICATE YOUR CLASS LEVEL AT THIS COLLEGE
- Freshman
- Sophomore
- Junior
- Senior
- Graduate or Professional Student
- Special Student
- Other/Unclassified
- Does Not Apply to This College

E. FOR WHAT PURPOSE DID YOU ENTER THIS COLLEGE? (Select Only One)
- No Definite Purpose in Mind
- To Take a Few Job-Related Courses
- To Take a Few Courses for Self-Improvement
- To Take Courses Necessary for Transferring to Another College
- To Obtain or Maintain a Certification
- To Complete a Vocational/Technical Program
- To Obtain an Associate Degree
- To Obtain a Bachelor's Degree
- To Obtain a Master's Degree
- To Obtain a Doctorate or a Professional Degree

F. SEX
- Male
- Female

G. MARITAL STATUS
- Unmarried (Including Single, Divorced, and Widowed)
- Married
- Separated
- Prefer Not to Respond

H. INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED
- 0 or Only Occasional Jobs
- 1 to 10
- 11 to 20
- 21 to 30
- 31 to 40
- Over 40

I. WHAT IS YOUR CURRENT ENROLLMENT STATUS AT THIS COLLEGE?
- Full-Time Student
- Part-Time Student

J. WHAT TYPE OF TUITION DO YOU PAY AT THIS COLLEGE?
- In-State Tuition
- Out-of-State Tuition
- Does Not Apply to This College

K. WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?
- In-State Student
- Out-of-State Student
- International Student (Not U.S. Citizen)

L. WHAT TYPE OF SCHOOL DID YOU ATTEND JUST PRIOR TO ENTERING THIS COLLEGE?
- High School
- Vocational-Technical School
- 2-Year College
- 4-Year College or University
- Graduate/Professional College
- Other

M. INDICATE YOUR CURRENT COLLEGE RESIDENCE
- College Residence Hall
- Fraternity or Sorority House
- College Married Student Housing
- Off-Campus Room or Apartment
- Home of Parents or Relatives
- Own Home
- Other

N. DO YOU RECEIVE ANY TYPE OF FEDERAL, STATE, OR COLLEGE-SPONSORED STUDENT FINANCIAL AID? (Scholarships, Grants, Work-Study, etc.)
- Yes
- No

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, PLEASE SELECT THE THREE-DIGIT CODES FOR YOUR COLLEGE MAJOR AND YOUR OCCUPATIONAL CHOICE. WRITE THESE CODES IN THE BOXES AT THE TOP OF BLOCKS O AND P, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR, SELECT THE ONE CODE THAT BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

O. INDICATE YOUR COLLEGE MAJOR

P. INDICATE YOUR OCCUPATIONAL CHOICE

SECTION II—COLLEGE SERVICES

For each service (or program) listed below, indicate whether or not you have used the service, and if you have used the service, your level of satisfaction with the service. If a service is not offered at this college, mark "Not Available at This College," and leave part B blank. If a service is offered but you have not used it, mark "I Have Not Used This Service," and also leave part B blank. Indicate your level of satisfaction (part B) only if you HAVE used the service.

PART A: USAGE — COMPLETE PART B ONLY IF YOU HAVE USED THE SERVICE → **PART B. LEVEL OF SATISFACTION**

NOT AVAILABLE AT THIS COLLEGE	I HAVE NOT USED THIS SERVICE	I HAVE USED THIS SERVICE	COLLEGE SERVICE OR PROGRAM	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
()	()	()	1 Academic advising services	()	()	()	()	()
()	U	()	2 Personal counseling services	()	()	()	()	()
()	()	()	3 Career planning services	()	()	()	()	()
()	()	()	4 Job placement services	()	()	()	()	()
()	()	()	5 Recreational and intramural programs and services	()	()	()	()	()
()	()	()	6 Library facilities and services	()	()	()	()	()
()	()	()	7 Student health services	()	()	()	()	()
()	()	()	8 Student health insurance program	()	()	()	()	()
()	()	()	9 College-sponsored tutorial services	()	()	()	()	()
()	()	()	10 Financial aid services	()	()	()	()	()
()	()	()	11 Student employment services	()	()	()	()	()
()	()	()	12 Residence hall services and programs	()	()	()	()	()
()	()	()	13 Food services	()	()	()	()	()
()	()	()	14 College sponsored social activities	()	()	()	()	()
()	()	()	15 Cultural programs	()	()	()	()	()
()	()	()	16 College orientation program	()	()	()	()	()
()	()	()	17 Credit-by-examination program (PEP, CLEP, etc.)	()	()	()	()	()
()	()	()	18 Honors programs	()	()	()	()	()
()	()	()	19 Computer services	()	()	()	()	()
()	()	()	20 College mass transit services	()	()	()	()	()
()	()	()	21 Parking facilities and services	()	()	()	()	()
()	()	()	22 Veterans services	()	()	()	()	()
()	()	()	23 Day care services	()	()	()	()	()

SECTION III—COLLEGE ENVIRONMENT

Please blacken the oval indicating your level of satisfaction with each of the following aspects of this college. If any item is not applicable to you or to this college, fill in the oval in the 'Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

LEVEL OF SATISFACTION

		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
ACADEMIC	1. Testing/grading system	O	O	O	O	O	O
	2. Course content in your major field	O	O	O	O	O	O
	3. Instruction in your major field	O	O	O	O	O	O
	4. Out-of-class availability of your instructors	O	O	O	O	O	O
	5. Attitude of the faculty toward students	O	O	O	O	O	O
	6. Variety of courses offered by this college	O	O	O	O	O	O
	7. Class size relative to the type of course	O	O	O	O	O	O
	8. Flexibility to design your own program of study	O	O	O	O	O	O
	9. Availability of your advisor	O	O	O	O	O	O
	10. Value of the information provided by your advisor	O	O	O	O	O	O
	11. Preparation you are receiving for your future occupation	O	O	O	O	O	O
ADMISSIONS	12. General admissions procedures	O	O	O	O	O	O
	13. Availability of financial aid information prior to enrolling	O	O	O	O	O	O
	14. Accuracy of college information you received before enrolling	O	O	O	O	O	O
	15. College Catalog/admissions publications	O	O	O	O	O	O
RULES & REGULATIONS	16. Student voice in college policies	O	O	O	O	O	O
	17. Rules governing student conduct at this college	O	O	O	O	O	O
	18. Residence hall rules and regulations	O	O	O	O	O	O
	19. Academic probation and suspension policies	O	O	O	O	O	O
	20. Purposes for which student activity fees are used	O	O	O	O	O	O
	21. Personal security/safety at this campus	O	O	O	O	O	O

LEVEL OF SATISFACTION

		DOES NOT APPLY	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
FACILITIES	22. Classroom facilities	O	O	O	O	O	O
	23. Laboratory facilities	O	O	O	O	O	O
	24. Athletic facilities	O	O	O	O	O	O
	25. Study areas	O	O	O	O	O	O
	26. Student union	O	O	O	O	O	O
	27. Campus bookstore	O	O	O	O	O	O
	28. Availability of student housing	O	O	O	O	O	O
	29. General condition of buildings and grounds	O	O	O	O	O	O
REGISTRATION	30. General registration procedures	O	O	O	O	O	O
	31. Availability of the courses you want at times you can take them	O	O	O	O	O	O
	32. Academic calendar for this college	O	O	O	O	O	O
	33. Billing and fee payment procedures	O	O	O	O	O	O
GENERAL	34. Concern for you as an individual	O	O	O	O	O	O
	35. Attitude of college nonteaching staff toward students	O	O	O	O	O	O
	36. Racial harmony at this college	O	O	O	O	O	O
	37. Opportunities for student employment	O	O	O	O	O	O
	38. Opportunities for personal involvement in campus activities	O	O	O	O	O	O
	39. Student government	O	O	O	O	O	O
	40. Religious activities and programs	O	O	O	O	O	O
	41. Campus media (student newspaper, campus radio, etc.)	O	O	O	O	O	O
	42. This college in general	O	O	O	O	O	O

SECTION IV—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few

questions require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

SECTION V—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.

STUDENT OPINION SURVEY - SECTION IV - ADDITIONAL QUESTIONS (Experimental)

DIRECTIONS:

Mark your response to the following questions on the spaces provided on page 4 of the Student Opinion Survey.

---

1. How good was your understanding of the Student Development Transcript Program before you met your mentors the first time?
   a. Very good understanding
   b. Fairly good understanding
   c. Slight understanding
   d. No understanding at all

2. What did you think of the Student Development Task Inventory (SDTI - 140 item self-scoring questionnaire)?
   a. I discussed the SDTI with my mentor and it was extremely helpful.
   b. I discussed the SDTI with my mentor and it was somewhat helpful.
   c. I discussed the SDTI with my mentor, but it was not very helpful.
   d. My mentor did not use the form for discussion purposes.

3. How many meetings did you have with your mentor during the year?
   a. 1
   b. 2
   c. 3
   d. 4
   e. 5
   f. 6
   g. 7
   h. 8 or more

4. How did you arrange interviews with your mentor? (Check the item most applicable.)
   a. My mentor contacted me each time and set an appointment.
   b. My mentor contacted me; I returned the call and I set up an appointment.
   c. I initiated most of the interviews with my mentor.
   d. I was able to make my appointments, but it took several tries.
   e. I was unable to make an appointment in a reasonable time, so I gave up.

5. Approximately how long did each interview with your mentor last?
   a. Less than a half hour.
   b. One-half to one hour.
   c. One to two hours.
   d. More than two hours.

6. Did you feel that you could call on your mentor for help at almost at any time?
   a. Yes, anytime.
   b. Yes, almost anytime.
   c. I didn't feel completely free to call whenever I wanted.
   d. I didn't feel free to call at all.
   e. I didn't feel the need to contact my mentor; so I didn't even try to contact him or her.

7. For the following question, <u>check as many as apply</u>: My mentor was:
   a. A faculty member
   b. An administrator (include Student Affairs and Admissions staff)
   c. My preceptor
   d. A teacher whom I had for class.
   e. Male
   f. Female

8. How helpful was your mentor to you in meeting <u>your</u> needs?
   a. Very helpful
   b. Somewhat helpful
   c. Not very helpful
   d. Not helpful at all

9. I would describe my mentor's role in relation to me as (<u>check ALL of the items that apply</u>):
   a. An information source
   b. An academic advisor
   c. A career advisor
   d. An activities advisor
   e. A problem solver
   f. An attentive listener to my problems
   g. A friend
   h. None of the above.

10. Would you like to continue the mentoring relationship? (<u>Check the item MOST APPLICABLE</u>)
    a. Yes, with the same mentor.
    b. Yes, but with a different mentor
    c. No, because although I think it was initially helpful, I don't feel that I need it now.
    d. No, because I don't feel it was that helpful.
    e. No, because I did not enjoy the experience.
    f. I can't say because I was unable to contact my mentor as frequently as planned.

11. What do you think of the "Student Development Transcript" form itself and its usefulness?
    a. I understand the idea and think that it is excellent.
    b. I understand the idea and think that it is a pretty good one.
    c. I understand the idea, but I have doubts about its value.
    d. I understand the idea and think it is a poor one.
    e. I am still not completely clear about the idea.
    f. I do not understand the idea.

12. What are your academic plans for the Fall of 1983?
    a. I plan to return to USD as a full-time student.
    b. I am planning on taking a leave of absence and then returning to USD.
    c. I plan to transfer to another 4-year institution.
    d. I plan to transfer to a community college.
    e. I plan to return to USD part-time.
    f. I do not plan to return to USD and will instead secure a full-time work.
    g. I do not plan to return to USD and have no plans.

13. If finances were not a consideration, what would you choose to do next year?
    a. Return to USD as a full-time student.
    b. Transfer to another 4 year insitution.
    c. Transfer to a community college
    d. Return to USD part-time.
    e. Not return to USD and instead secure full-time work.

CHOOSE YOUR RESPONSES TO QUESTIONS 14 THROUGH 17 FROM THE FOLLOWING LIST.

(a) Planning your overall college goals.

(b) Developing academic skills needed for success in school, such as speed-reading, test-taking, note-taking, study techniques, time management.

(c) Exploring possible careers or making career plans.

(d) Improving your relationship with others.

(e) Making your use of leisure or recreational time more enjoyable.

(f) Developing leadership skills.

(g) Increasing cultural awareness or appreciation.

(h) Improving your health, physical fitness.

(i) Clarifying your thoughts about personal values, lifestyle, or sense of purpose.

(j) Developing your decision-making or problem-solving skills.

(l) None of the above.

---

14. In which of these areas do you think you made better decisions or experienced more growth than you would have if you didn't participate in the Student Development Transcript Program at the University? (You may select as many items as apply.)

15. Which of the above areas did the participation in the Student Development Transcript Program get you thinking about, that you otherwise probably would not have thought about at this time in your life? (You may select as many items as apply.)

16. In which of these areas do you feel more confident and/or more competent as a direct result of having participated in the Student Development Transcript Program? (You may select as many areas as apply.)

17. In which area did your involvement in the Student Development Transcript Program help you the least? (You may select as many items as apply.)

18. Have you decided on your major area of study?
    a. Yes, and I feel very secure about it.
    b. Yes, but I am still tentative about my choice.
    c. No, but I have narrowed down my options.
    d. No, and I now have more options to consider than before.
    e. I am still totall undecided.

19. Which of the following areas of extracurricular life are you planning on getting involved in during your sophomore year? (Check all that apply.)
    a. Fraternity or sorority
    b. Student government
    c. Dormitory government
    d. Intramurals
    e. Athletic teams
    f. Campus ministry
    g. Student publications (Newspaper, yearbook)
    h. Musical group
    i. Drama group
    j. Sports club
    k. Special interest club
    l. Other

FOR ITEMS 20 THROUGH 29, INDICATE WHAT YOU THINK IS YOUR CURRENT LEVEL OF SKILL OR KNOWLEDGE IN THE AREA LISTED ACCORDING TO THE FOLLOWING SCALE:

    A. Very low

    B. Low

    C. Uncertain

    D. High

    E. Very High

---

20. Clarity about career and lifestyle planning.

21. Ability to set and achieve goals.

22. Understanding other religions, cultures, races and countries.

23. Being a leader of a group.

24. Relationship with same sex friends.

25. Relationship with opposite sex friends.

26. Academic skills needed for success in school such as effective study techniques, note-taking skills, reading speed and comprehension, writing skills, test-taking skills.

27. Ability to solve problems and make decisions.

28. Knowledge and appreciation of music, art, drama, literature.

29. Recreational skills and general fitness.

STUDENT OPINION SURVEY - SECTION IV - ADDITIONAL QUESTIONS (Control)

DIRECTIONS:

Mark your response to the following questions on the spaces provided
on page 4 of the Student Opinion Survey.

---

12. What are your academic plans for the Fall of 1983?
    a. I plan to return to USD as a full-time student.
    b. I am planning on taking a leave of absence and then returning to USD.
    c. I plan to transfer to another 4-year institution.
    d. I plan to transfer to a community college.
    e. I plan to return to USD part-time.
    f. I do not plan to return to USD and will instead secure a full-time work.
    g. I do not plan to return to USD and have no plans.

13. If finances were not a consideration, what would you choose to do next year?
    a. Return to USD as a full-time student.
    b. Transfer to another 4 year insitution.
    c. Transfer to a community college
    d. Return to USD part-time.
    e. Not return to USD and instead secure full-time work.

18. Have you decided on your major area of study?
    a. Yes, and I feel very secure about it.
    b. Yes, but I am still tentative about my choice.
    c. No, but I have narrowed down my options.
    d. No, and I now have more options to consider than before.
    e. I am still totally undecided.

19. Which of the following areas of extracurricular life are you planning on
    getting involved in during your sophmore year? (Check all that apply.)
    a. Fraternity or sorority
    b. Student government
    c. Dormitory government
    d. Intramurals
    e. Athletic teams
    f. Campus ministry
    g. Student publications (Newspaper, yearbook)
    h. Musical group
    i. Drama group
    j. Sports club
    k. Special interest club
    l. Other

STUDENT OPINION SURVEY - SECTION IV - ADDITIONAL QUESTIONS - Continued (Control)

FOR ITEMS 20 THROUGH 29, INDICATE WHAT YOU THINK IS YOUR CURRENT LEVEL
OF SKILL OR KNOWLEDGE IN THE AREA LISTED ACCORDING TO THE FOLLOWING SCALE:

        A. Very low

        B. Low

        C. Uncertain

        D. High

        E. Very High

---

20. Clarity about career and lifestyle planning.

21. Ability to set and achieve goals.

22. Understanding other religions, cultures, races and countries.

23. Being a leader of a group.

24. Relationship with same sex friends.

25. Relationship with opposite sex friends.

26. Academic skills needed for success in school such as effective study techniques, note-taking skills, reading speed and comprehension, writing skills, test-taking skills.

27. Ability to solve problems and make decisions.

28. Knowledge and appreciation of music, art, drama, literature.

29. Recreational skills and general fitness.

MENTOR QUESTIONNAIRE

Name _____ Date _____

Department _____ Position _____

DIRECTIONS:

In the space provided at the left of each question write the
letter corresponding to your responses to the following ques-
tions.

NOTE: In some cases where there can be more than one response to a
question, additional spaces are provided.

_____ 1. The Student Development Task Inventory (SDTI) completed by participating students
and given to you prior to your first meeting with the students assigned to you,
is a tool designed to provide some direction to the interview process and to
facilitate mentor and mentee addressing a variety of issues. Did this tool prove
useful to you in this way?
a. Yes, very much so. I used it more than once, and we discussed a range
of topics we would probably not have otherwise.
b. Yes, somewhat so. It was helpful for "breaking the ice" but we did not use
it afterwards.
c. Yes, minimally. I used it once and let it go.
d. No, not useful. The students seemed reluctant to get into areas listed on
the form.
e. No, not useful. I was reluctant to use it.
f. I didn't use the form for other reasons.

_____ 2. Approximately how long did your interviews with your mentees last? (Average)
a. 15 minutes
b. 20 minutes
c. 30 minutes
d. 45 minutes
e. 1 hour
f. longer than 1 hour

_____ 3. Did you hold any group meetings with your mentees?
a. Yes, once.
b. Yes, twice.
c. Yes, three times.
d. Yes, four or more times.
e. No - none.

_____ 4. Did you arrange any social occasions with your mentees? (Dinners, picnics, etc.)
a. Yes, one.
b. Yes, two.
c. Yes, three.
d. No.
If yes, please describe the event(s).

_____ 5. How did you arrange interviews with your mentees? (<u>Indicate the item most appli-</u>
<u>cable</u>.)
  a. I contacted the students each time and set up appointments.
  b. I experienced some difficulty in reaching the students, but eventually
     contacted all of them and was able to set up appointments.
  c. The students initiated most of the interviews with me.
  d. I initiated some of the interviews; the students initiated others.
  e. I was unable to set up appointments at a reasonable time; so I gave up.

_____ 6. Did you have many informal, passing contacts with your mentees?
  a. Yes
  b. No

_____ 7. Did any of the students assigned to you seek you out for counsel, conversation
     outside of the structured interview?
  a. Yes
  b. No
  If yes, please comment on number and frequency.

8. How would you describe your relationship with your mentees?
  a. Formal and a little awkward throughout.
  b. Formal at first but increasingly comfortable as the year progressed.
  c. Open, comfortable throughout.
  d. Developed into friendships which I feel will continue.
  Additional Comments:

9. Next to the following items place a <u>number</u> indicating the status of your student
   mentees in relationship to you.
____ a. A student with whom I had no other connection.

____ b. A member of my preceptorial group.

____ c. A student with whom I was also involved in activities.

____ d. A member of a class which I teach.

____ e. A student with whom I had other dealings.

10. How would you describe your role in relationship to your mentees? (Place a check mark next to ALL of the items that apply.)

_____ a. An information source.

_____ b. An academic advisor.

_____ c. A career advisor.

_____ d. An activities advisor.

_____ e. A problem solver.

_____ f. An attentive listener to problems.

_____ g. A friend.

_____ h. None of the above.

Additional Comments: (Other roles)

11. The following is a list of topics generally of concern to college students. Next to each item write the number (0-4) of mentees with whom you discussed this topic.

_____ a. Planning overall college goals.

_____ b. Developing academic skills needed for success for school such as speed-reading, test-taking, note-taking, study techniques, time management.

_____ c. Exploring possible career or making career plans.

_____ d. Improving relationships with others.

_____ e. Making leisure or recreational time more enjoyable.

_____ f. Developing leadership skills.

_____ g. Increasing cultural awareness or appreciation.

_____ h. Improving health, physical fitness.

_____ i. Clarifying thoughts about personal values, lifestyle, or sense of purpose.

_____ j. Developing decision-making or problem-solving skills.

List below other topics discussed with your mentees.

_____ 12. On the whole, how helpful do you feel you were able to be to the students in relation to their expressed concerns.
   a. Very helpful.
   b. Somewhat helpful.
   c. Not very helpful.
   d. Not helpful at all.

_____ 13. How did you feel about the training session for the program?
   a. The training was adequate. I felt that it gave me a good idea of the purpose of the program and of the role of the mentor.
   b. The training session gave me a good idea of the purpose of the program, but I felt a little bit unclear as to the role of the mentor.
   c. The training session was not helpful.

14. If you checked (b) or (c) in response to question number 13, which of the following topics would you like to see expanded further in future training sessions? (Place a check next to ALL of the items that apply.)
   _____ a. The Student Development Transcript itself.
   _____ b. The mentoring relationship.
   _____ c. Counseling skills.
   _____ d. Information about campus services.
   _____ e. Information about student government and campus activities.
   _____ f. Other. If you check this item, please write below any suggestions you have for future training.

_____ 15. Having worked with freshmen students for a year, how do you feel about the appropriateness of this program for that age group? (Mark letter MOST APPLICABLE.)
   a. The program is most appropriate for freshmen as it assists them with their orientation to the university.
   b. The program is not appropriate for freshmen as they are in the process of getting settled and are therefore not yet ready to fully explore all of the options available to them.
   c. The program would be more appropriate for sophomores who are settled in and ready to explore their overall goals for college life.
   d. I see the program as appropriate for both freshmen and sophomore students.
   e. I think the program is most appropriate for junior and senior students.
   f. I think the program is appropriate for freshmen, sophomore, junior and senior students.

_____ 16. Did you perceive any conflict with the role of mentor and other roles which faculty and other administrators might assume (academic advisor, preceptor, classroom teacher)?
   a. Yes.
   b. No.
   If yes, please comment:

_____ 17. What do you think of the Student Development Transcript <u>form</u> itself and its usefulness?

    a. I understand the idea and I think it is excellent.
    b. I understand the idea and think that it is a pretty good one.
    c. I understand the idea, but I have doubts about its value.
    d. I understand the idea and think it is a poor one.
    e. I am still not completely clear about the idea.
    f. I do not understand the idea.

18. Please describe how, on the whole the experience of serving as a mentor was for you:

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_____ 19. Would you be willing to serve as a mentor for 3-4 other students in the coming year?

    a. Yes
    b. No

Please comment: _____

_____

_____

_____

20. In the space below , please share any additional comments, observations, suggestions you would like to make regarding the program.

_____

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THANKS FOR YOUR PARTICIPATION!

UNIVERSITY OF SAN DIEGO
STUDENT DEVELOPMENT TRANSCRIPT

NAME _____
      Last   First   Middle

ADDRESS _____ CLASS OF _____
      Street   City   State   Zip Code

DATE RECORD INITIATED_____ SIGNATURE _____

PERSONAL/INTERPERSONAL/LEADERSHIP

STUDENT GOVERNMENT (e.g. executive board, senate, program board)	Nature of your Involvement (e.g. chairperson, member, participant, captain, etc.)	Semester(s)	Year(s)
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____

STUDENT PUBLICATIONS (VISTA, Yearbook, Other)	Nature of your Involvement (e.g. chairperson, member, participant, editor, etc.)	Semester(s)	Year(s)
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____

FRATERNITIES, SORORITIES	Nature of your Involvement (e.g. officer, member, other)	Semester(s)	Year(s)
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____

RESIDENCE LIFE PROGRAMS AND COMMITTEES (e.g. SILA, Resident Council, SAPS, R.A., etc.)	Nature of your Involvement (e.g. chairperson, member, participant, etc.)	Semester(s)	Year(s)
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____

CAMPUS CLUB AND ORGANIZATIONS (e.g. academic, special interests, other)	Nature of your Involvement (e.g. chairperson, member, participant, captain, etc.)	Semester(s)	Year(s)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

COMMITTEES AND TASK FORCES (e.g. All-University, Food Ser- vice, Who's Who)	Nature of your Involvement (e.g. chairperson, member, participant, etc.)	Semester(s)	Year(s)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CAMPUS MINISTRY (e.g. retreats, committees, other)	Nature of your Involvement (e.g. retreat leader, parti- cipant, committee chair, etc.)	Semester(s)	Year(s)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ACADEMIC/CO-CURRICULAR

WORKSHOPS, SEMINARS & SPECIAL TRAINING (e.g. Study Skills Class, N.A.C.A., Model U.N.)	Nature of your Involvement	Semester(s)	Year(s)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CULTURAL ARTS PROGRAMS & SERVICES (e.g. Cultural Arts Board, Attendence at Special Programs)	Nature of your Involvement	Semester(s)	Year(s)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TUTORING   Semester(s)   Year(s)

_____   _____   _____   _____

_____   _____   _____   _____

WRITTEN AND ORAL PRESENTATIONS
(e.g. reports, proposals,   Nature of you Involvement
readings, not required for a   (e.g. chairperson, member,
course)   .   participant, etc.)   Semester(s)   Year(s)

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

PERFORMING GROUPS & PERFORMANCE
(e.g. music, theater, art)   Nature of your Involvement   Semester(s)   Year(s)

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

┌──────────────────────────────┐
│ HEALTH, FITNESS & RECREATION │
└──────────────────────────────┘

INTERCOLLEGIATE ATHLETICS   Nature of your Involvement
(e.g. basketball, football,   (e.g. team member, captain,
crew, tennis)   position)   Semester(s)   Year(s)

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

INTRAMURALS
(e.g. basketball, football,
bowling, etc.)   Nature of your Involvement   Semester(s)   Year(s)

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

RECREATION CLASSES   Class Level (e.g. Beginner,
(e.g. aerobics, katate, etc.)   (Intermediate, Advanced)   Semester(s)   Year(s)

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

PERSONAL FITNESS PROGRAM
(e.g. 10k run, marathons,
other)   Frequency   Semester(s) Year(s)

_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____

$$\boxed{\text{CAREER DEVELOPMENT}}$$

PART-TIME EMPLOYMENT
(e.g. on and off campus,
include work study)   Nature of your Duties   Semester(s) Year(s)

_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____

SUMMER & INTERSESSION
EMPLOYMENT   Nature of your Duties   Semester(s) Year(s)

_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____

VOLUNTEER SERVICE IN COMMUNITY   Nature of your Involvement
(on and off campus)   (e.g. chairperson, member,
                                     participant, captain, etc.)   Semester(s) Year(s)

_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____

$$\boxed{\text{HONORS}}$$

                                     Nature of the Award
                                     (e.g. Academic, athletic,
TITLE OF AWARD   leadership, etc.)   Semester(s) Year(s)

_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____
_____   _____   _____ _____