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ABOUT INTERNSHIPS IN
RELIGIOUS EDUCATIVE ACTIVITIES

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Richard C. Muzik

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PhD degree in Sec Ed & Curr

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COLLEGE STUDENTS' EXPECTATIONS ABOUT INTERNSHIPS IN RELIGIOUS EDUCATIVE ACTIVITIES

By

Richard Charles Muzik

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
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ABSTRACT

COLLEGE STUDENTS' EXPECTATIONS ABOUT INTERNSHIPS
IN RELIGIOUS EDUCATIVE ACTIVITIES

By

Richard Charles Muzik

Purpose of the Study

This research study inquired about the kinds of expectations student interns have for planned field-based experiences as part of a curriculum structure in liberal arts education. The study also identified the intensity of the student expectations, the source of the expectations and the effects curricular and co-curricular activities have on student achievement of their expectations. The results of the study contributed to the educative task of preparing students for pre-service learning and for career development.

Design and Methodology

This exploratory study surveyed student interns preparing for religious and social work occupations. A "quota" nonprobability sampling technique was employed. The student sample focused primarily on student interns preparing for religious occupations. A comparative study was conducted with social work majors in order to identify any substantial differences or congruencies between student interns preparing for other types of work in human development and service.

The interview technique was used as the study's primary instrument for eliciting and recording the data. The interview procedure required a "semi-standardized" interview with a "funnel effect" for asking "open-to-close" questions. The data were subject to a content analysis procedure that partitioned, coded and provided qualification and quantification measures for the student responses. The Coefficient of Interrater Agreement for categorizing the student responses was found to be .94.

Conclusions

The results of the content analysis indicated the following conclusions:

1. Christian education and social work interns participating in planned field-based experiences have expectations for learning how to help and relate with people; learning about and adjusting to the field environment; learning how to apply one's formal training; developing one's professional competencies and personality traits; and gaining experience for academic and career decision-making.
2. The student interns were fairly optimistic about achieving their expectations.
3. The student interns reported that the "source" of their expectations was based on personal needs and values, past experience, influence of others, societal needs, academic stimuli, religious commitment, professional development, career goals and job expectations.

4. There were very few substantial, qualitative differences in the kinds of responses reported by student interns preparing for religious or social work occupations.
5. The Christian education and social work post-interns reported more unresolved and unrealistic expectations than the pre-interns.
6. Curricular and co-curricular activities influence student achievement of their expectations.
7. The student interns indicated that there is a need for curricular improvement in the areas of professional and personal development, field orientation, field supervision and career decision-making.

Recommendations

Seven hypotheses were formulated from the study that need further empirical testing. Suggestions were presented for the design of two standardized instruments: one instrument that would sample a larger body of student responses related to the findings of this study, and another instrument that would help Christian education and social work majors in identifying appropriate field work opportunities that relate to their career interests. Further investigation needs to be done regarding the effects personality differences, levels of readiness, motivation, coping abilities, learning style preferences, personal values, beliefs and attitudes have on student achievement of their expectations. The study also suggested major curricular improvements for Christian Education and Social Work internship programs.

DEDICATION

TO MY FAMILY

For their love, patience and continual support

Who encouraged me during the long hours of labor? My wife and loyal companion -- Ivy. She was always there with words of encouragement when the task seemed impossible. Her faith and life were the cornerstones of my determination to finish such a high calling. She certainly deserves the coveted PhT degree (Putting Hubby Through).

Who caused me to take those needed breaks from the fascinating world of ideas and statistics? My son -- Jeff. Those immortal words still ring loud and clear: "Com'mon daddy... let's play!" Children sure have a way of balancing life. One evening Jeff crawled up into my lap and demanded, "Dad, read me your book." (What do you say to a six year old?)

Finally, who wondered at it all? Our parents -- Mr. and Mrs. Michael Muzik and Mr. and Mrs. Morris Fockler. Their prayers and sacrificial giving on our behalf provided the necessary sustenance to move forward. Their lives taught us the dignity of hard work and discipline.

ACKNOWLEDGMENTS

Probably the hardest and yet the most enjoyable task in writing a dissertation is the acknowledgment page. The thoughts and years of experience bound within these pages are the efforts of so many creative and dedicated people -- mentors, advisors, typists, friends, loved ones and the writings of skilled educators and researchers. To these folks this author is deeply indebted for the fruits of this labor. Words hardly express the deep gratitude one feels for their contribution.

Through the maze of many hours of reading, a thought comes to mind that summarizes my pilgrimage in the field of knowledge: "Those who run too fast into the future, sometimes trip over the present." During the past six years, one person in particular, has taught me the value of these words, Ted Ward. His persistence has caused me on several occasions to stop and take stock of my life and work. His constant prodding as mentor and committee chairman taught me how to unlearn, relearn and learn in the science of inquiry. His insistence for quality work and high standards has both inspired me and enriched my life as an educator.

The development of this manuscript would not have been possible without the corporate efforts and constructive suggestions provided by the members of the dissertation committee. The kind and gentle spirit of Charles A. Blackman helped ease the anxiety felt during the final stage of writing. The gracious manner in which he motivates students to refine their work is an art to behold.

The perceptual abilities of Norman T. Bell more than once kept the focus of the study on the key issues. His wit and warm sense of

humor was much appreciated, especially during the tedious task of analyzing the data. His ability to simplify some of the most difficult concepts in educational research will be long remembered.

While fulfilling the course requirements at MSU, it was my good fortune to have the opportunity of assisting William A. Herzog in one of his courses. His sensitivity and understanding of the needs and interests of his students marked him as a professor who cared. His insights gave me a deeper appreciation for teaching. During the past four months, Dr. Herzog has continued in his commitment to help give direction to my professional development by serving as acting chairman of the dissertation committee. His dedication, coupled with the patience, standards of academic excellence and invaluable advice shared by the other committee members, has modeled for me a true understanding of what it means to be a teacher.

A special word of appreciation is extended to the following people who provided their expertise and resources on my behalf: John S. Duley, MSU professor and member of the CAEL board of directors, for his initial guidance of my interest in the field of experiential education; Charles Bromley, professor at Indiana Vocational Tech, who assisted me in the content analysis of the data; and professors Marilyn McQueen and John Wallace, Social Work Department at Taylor University, who critiqued the data and offered valuable suggestions for the conclusions of this study. Marilyn and John took time from their teaching schedules to assist in the student interviews. I am also indebted to the following seniors who volunteered their time and resources during the last month of their career at Taylor to conduct the interviews: Karel Dunlap, Diane Fox, Dennis Norton, Mary Rupp, Beth Shaw and Peggy Skinner.

Another group of people who worked behind the scenes typing, proofreading, laying out charts and graphs, coding data and keeping me on schedule were: Ramona Brooks, Lisa McCain, JoEllen Nelson and Renee Norton. Last, but not least of all, are the students in the Christian Education and Social Work programs who shared their hopes, concerns and suggestions for the improvement of their education and the education of others who will follow in their footsteps.

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CHAPTER I

INTRODUCTION

Background of the Study

During the past decade, liberal arts education has been questioned concerning its value in a contemporary world that is highly technicalized and is demanding specialized training for many occupations. This cultural, technological, economical and occupational shift has philosophically threatened the liberal arts assumptions of preparing men and women for effective living and working within a complex, interdependent world.

Many liberal arts institutions are now in the process of evaluating their curricula and suggesting core courses that will produce well-rounded graduates who will be able to think effectively, communicate thought, make relevant judgments and discriminate among values. Traditionally, the liberal arts philosophy toward education has been that of producing students who are capable of: 1) understanding the world they have inherited and will eventually influence (historically, sociopolitically, morally and economically); 2) analyzing and creatively solving contemporary problems and future issues; 3) developing a substantial knowledge base that integrates the different disciplines; 4) developing a moral character as a model leader who can handle responsibility and make wise decisions; and 5) developing competencies that can cope with personal, local, national and international developments. These are noble goals for a liberal arts philosophy, but can a student achieve these goals solely within the walls of a formal classroom experience?

The economic pressures involved in formal higher education are taking their toll on youth who are entering liberal arts institutions with a pragmatic and occupational orientation. In fact, many students entering liberal arts education are immediately rejecting certain liberal arts core courses as "frills" because they don't see any immediate payoff inherent in the course(s). This so-called "new learner" entering the liberal arts system is being pressured by the culture toward vocational education; and the current economic conditions they are encountering are persuading students to take "marketable" programs. By 1980, if not before, it will cost an undergraduate student between $22,000 to $25,000 for a four year, liberal arts education in a private institution of higher learning. This sobering statistic is causing many students (and their parents, plus the banks, schools, governmental and other lending institutions who finance the loans) to think twice about the type of formal training the student will receive in this four year adventure. Can traditional liberal arts education pedagogically afford to teach students how to integrate and memorize content solely within a formal school setting and then hope students can make the knowledge transfer in a rapidly changing world four years later? Can it economically afford to provide learning encounters in other field-based settings while students continue their formal training?

Very few educators today would argue that the sole task of learning is knowledge acquisition. A knowledge base is important, but not conclusive in the teaching/learning process. There are other kinds of tasks and skills that must be learned in order for a person to function effectively in other domains of reality. Many of these competencies must

be learned in real-life settings that display interaction dynamics that cannot be simulated and learned in a formal classroom setting. Experiential settings are sometimes (and maybe most of the time) man's best learning environments. A person can experiment through trial and error, make mistakes and learn from those mistakes, enjoy the fruits of one's labor and experience the joy of success.

John Dewey (1938) understood this concept regarding the integration of experience and education. There is today an abundance of educational institutions, programs, curricula, methodologies and materials propagating the pedagogical construct of employing experiential modes within a formal educational system (Duley, 1974). The social upheaval and student reaction in the late 60's and the early 70's reaffirmed this notion. Quinn (1972, p. 16) reports that "college and university students demanded broad changes in what they learned and how they learned it. Students clamored for relevance and meaningfulness." Heist and Wilson (1968, p. 17) found that students complained about "the rigidity of the curricula and academic experiences" and not being able to "pursue their interests or to learn in ways most advantageous to them." Thus, many schools of higher learning have begun to seek innovative ways in which to serve the needs, interests, expectations, goals and different learning styles of their students. The innovative employment of simulated case studies and value-moral dilemmas in the classroom was a major contribution, but the employment of students and "academia" into the field has opened new avenues of integrating education and experience.

Are students and educators saying that vocational education should be substituted for liberal arts education? No. However, a curriculum could

provide meaningful competency-based field experiences as an integral and significant mode in the pedagogical process of liberal arts education. Field-based experiences will heighten the relevancy of the course content and allow students to apply and integrate the content in meaningful service-learning experiences while pursuing their academic training. Thus, there needs to be a healthy wedding between field-based, service learning experiences with formal academic classroom teaching/learning encounters. Particular career work demands that students while in training need to relate and experience the content if their academic training is to be relevant and meaningful.

Problem Statement

Student internship programs have been developed as one way of providing service-learning experiences. However, without proper curricular orientation, student interns may enter the field experience and encounter negative circumstances they had not been prepared for nor anticipated. If the interns then experience coping difficulties, they may reject the field experience and possibly project negative feelings and thoughts toward their decision-making in career choice. On the other hand, the negative experiences may be viewed by the students as learning opportunities that may enhance their career choice in that particular occupation. Negative experiences encountered in student internships may give clues to the students that this type of work is not for them. The negative encounters may lead students to other kinds of work opportunities in the same occupation, or lead them into different kinds of occupations. Thus, not all negative experiences should be viewed as detrimental.

Kramer's research (1966) indicates that field experience gained by pre-service teachers, whether the experience was positive or negative, does not necessarily affect students' attitudes, insights or levels of commitment toward short-range or long-range career choice. The correlation between these variables was found to be very low, suggesting that (at least for that sample) attitudes, insights and commitment were independent of one another. Also, the length of the laboratory experience indicated no significant difference in insight gained and commitment made. Kramer's research was predicated on the research studies of others exploring personality and attitude effects in relation to pre-service teaching. The "attitude" research studies[1] indicate that student interns do encounter negative field experiences.

Many of these negative experiences encountered by the intern are caused by: 1) a lack of identifying and clarifying expectations by the students for their field experiences, 2) unrealistic or distorted expectations established by the students before the field experience, 3) change in expectations by the students during the field experience, 4) unresolved student expectations after the field experiences, and 5) no curricular orientation provided for the students before, during or after the field experience that would assist them in working through their expectations. In chapter two of this study, a review of the literature will focus on the

---

[1]Bibliographical references: Cook and Callis (1951); Fuller (1944); Michaelis (1954); Rabinovitz (1954); Kearney and Rocchio (1956); Sandgren and Schmidt (1956); Stein and Hardy (1957); Standlee and Popham (1959); Hoyt and Cook (1960); Wolaven (1964); Kramer (1966).

importance of student intern expectations and the effects student expectations have on internship field experiences. The literature demonstrates a need for curricular assistance in helping students 1) identify and clarify realistic expectations and goals before the field experience, 2) be able to implement and change these expectations and goals effectively during the field experience, and 3) be able to assess expectation and goal achievement after the field experience.

Assumptions

Underlying the above problem are a few assumptions. It is assumed that student interns usually begin their field work without first identifying and clarifying their expectations; nor do the students have the "how to" skills for identifying and developing their expectations into practical goals for their field experience. The research of Knapp & Sharon (1975), Nesbitt (1977), Willingham (1977) demonstrates that curricular orientation should be provided students for assisting them in identifying and clarifying their expectations. The students then need to be given "how to" skills for developing their expectations into realistic goals. The next step in the orientation training should provide students with a strategy for implementing their goals within the field setting and for periodic self-assessment. It is not within the scope of this study to provide these types of "how to" skills. Strategy skills may be a by-product of the study, or further empirical studies may need to be done in this area. An attempt has already been made to provide skill development through the research of the Council on the Advancement of Experiential Learning (Willingham & Associates, 1976).

Secondly, it is assumed that students enter the field experience with "hidden agenda." In other words, many of their expectations are influenced by negative or positive influences on an affective and cognitive level. Some of these students enter the internship with certain concerns, anxieties, fears or hopes that affect their expectations. The research of Haines (1961), Reilly (1965) and Bennie (1967) claims that some students have concerns and anxieties regarding their ability to adjust to new situations, or to meet new people and develop effective communication and interpersonal relationships. Effective adjustment, communication and interpersonal skills are also important in the students' ability to build rapport with their field supervisor. Stanford (1967), Heist and Wilson (1968) and Henderson (1970) state that student interns have hopes of working in field experiences that relate to their interests and goals, that are meaningful, relevant and action-oriented, where they can apply their formal training, where they can gain awareness and understanding of the work situation, and in the process can serve and make a contribution to the work situation while they are yet in formal training.

Another assumption is that prior learning, whether it be through formal, non-formal or informal learning modes, will affect student interns' expectations. Wylie (1976), Forrest (1977) and Knapp (1977) affirm that these prior learning experiences aid the interns in their ability to identify, clarify and articulate what they desire to get out of the new internship opportunity. They also affect the interns' concerns and hopes. This study will help identify the source of student expectations as it relates to prior learning and its impact on the intensity of these expectations.

All of these concerns and hopes add to the student interns' desires to make a meaningful contribution to the field experience, and in the process, improve their own skills and self-esteem in a real-life situation. These hopes and concerns are very real and are integrally related to their expectations.

Purpose and Significance of the Study

The purpose of this study is to inquire about 1) the kinds of expectations student interns have about their field experience, 2) the intensity of these expectations, 3) the source of these expectations, and 4) the effects curricular and co-curricular activities have on student interns' hopes and concerns about their field experience. This is an exploratory, descriptive research study involving primarily student interns in preparation for religious occupations. A comparative study will be conducted with Social Work majors in order to identify any substantial differences or congruencies between student interns preparing for other types of work in human development and service. Therefore, the following research questions have been designed to help accomplish this purpose.

Research Questions

The study attempts to answer the following sets of research questions.

1. Questions about Kinds, Intensity and Sources of Expectations:
   - 1a. What sorts of expectations are reported?
   - 1b. What are the levels of intensity associated with these expectations?
   - 1c. What sources do students identify for particular hopes?

1d. What sources do students identify for particular concerns or anxieties?

2. Questions of Particular Institutional Importance

2a. In what ways are particular curricular experiences identified among the students' hopes for the internship experience?

2b. In what ways are particular curricular experiences identified among the students' concerns and anxieties for the internship experience?

2c. What sorts of references to co-curricular experiences are cited in reference to students' hopes about the internship experience?

2d. What sorts of references to co-curricular experiences are cited in reference to students' concerns and anxieties for the internship experience?

2e. What sorts of evidences are there in these expectations that the preparatory activities are having any effects?

2f. What evidences are there of further needs that give curriculum mandate to these preparatory experiences?

2g. What are the unresolved concerns of the student interns?

2h. What are the unrealistic hopes that should be dealt with more adequately in the CE and SW curricula?

Scope and Delimitations of the Study

The scope of this exploratory study focused primarily on the kinds of expectations Taylor University Christian Education (CE) majors have concerning their field experiences. The study assessed the intensity and source of these expectations. The study also described what is happening in the educative experience (both curricular and co-curricular activities) that prepares CE interns for their respective field experiences. A comparative study between CE and Social Work (SW) majors was conducted to

see if there were any significant differences for the purpose of generalizability in the student expectations. This is the first year that both the CE and SW programs have implemented internship programs. The findings, conclusions and recommendations formulated from this study will be of value for student interns' professional development and for the improvement of internship programs. The professional goals and curricula of the CE and SW internship programs are those of assisting students toward a positive and fulfilling field experience.

The interview technique was employed as the study's primary instrument for eliciting and recording the data. The interview was a face-to-face verbal exchange between the interviewer and the student interns. The literature suggests a "semi-standardized" interview with a "funnel effect" in asking "open-to-close" questions. The "funnel effect" of asking "open-to-close" questions allowed the respondents to recall spontaneously their perceptions while minimizing interviewer bias. And yet, at the same time, the questions gave guidance to the interview's purpose of eliciting data pertinent to the research questions. The interview questionning began with a particular topic, asking open questions, and then followed with semi-closed questions on specific points of interest for the interview.

The social climate of the interview was also important. In this study, the interviewer assumed a responsive, person-to-person, cordial approach. This approach doesn't mean that the interview would be unstructured. An atmosphere of clarity, direction and genuine interest was created. The research of Bingham and Moore (1941) provided helpful suggestions for

structuring the interview climate and the interviewer's manner for conducting the interview.

The interview instrument, along with a tape recorder, was employed for eliciting and recording the data. The tape recorder was introduced in the interview after a brief preliminary introduction about the purpose for the interview. The tape recorder allowed the interviewer to concentrate more on the responses given and thus allowed the interviewer to have a more natural conversation with the student intern. The instrument guided the conversation by listing the interview questions that were based on the research questions. The instrument also provided the interviewer with a format to note responses in an abbreviated form. Thus, by employing a tape recorder and an interview schedule, the interviewer was able to guide the interview in a structured, warm and responsive climate that produced data pertinent to the research study.

After the interview, time was provided for listening to the tape recording and summarizing the student's responses. At a later date, all responses were collated within categories for content analysis and measurement.

Since the research procedure includes a content analysis of the data, the semi-standardized approach dictates that the questions must be decided upon before the interview with the same wording and in sequence. This approach aided the interviewers in eliciting and recording the responses in the same sequence for content analysis. This approach also minimized errors of "question wording" and provided a more reliable, uniform response for measurement.

The findings were subject to a content analysis procedure. The researcher constructed a category index that partitioned, coded and provided qualification and quantification measures for the student responses. This procedure allowed for systematic measurement and interpretation of the data.

The study did not assess the impact of other variables such as personality traits, attitudes, levels of motivation and readiness, beliefs, adjustment and coping abilities, and interpersonal relational skills the student interns may or may not have in preparation for the field experience. Other research studies have been conducted in some of these areas, and further empirical studies need to be done to add to this body of knowledge.

As stated earlier in the "Assumption" section, this study will not attempt to examine and provide "how to" skills for effectively identifying, clarifying and applying expectation goals and procedures. Nor will it attempt to assess the effectiveness of orientation training for actualizing expectations, establishing goals and procedures for positive field-based experiences. An attempt has already been made to provide skill development in these areas by the Council on the Advancement of Experiential Learning (CAEL). Educational planning and training will be a by-product of this study.

The instrument employed in this study was designed specifically for securing descriptive information about student interns' expectations. Precautions have been taken to eliminate "interviewer bias" and "social desirability" statements by the students. This is not a standardized instrument and will need further refinement if used in similar studies.

Thus, the instrument is limited to an exploratory study concerning the expectations of student interns.

Definition of Important Terms

The following definitions will help explain some of the key terms and phrases used in this study.

Expectations: The act or state of expecting or anticipating the probability that an event or some other entity will occur. The expectation will be valued by the student intern as either being positive, negative or neutral.

Intensity of Expectation: The degree of importance for fulfilling the expectation by the student intern.

Source of Expectation: The expectation's point of origin as perceived by the student intern.

Curricular Activities: A prescribed set of courses offered by a formal institution of higher learning (e.g., Taylor University).

Co-curricular Activities: Other events taking place within the environment of a formal institution of higher learning that relate to curricular activities.

Planned Field-based Experience: Planned learning activities that a student engages in outside the formal classroom setting that contributes to the student's total educational development.

Internship: A synonym refering to the phrase "planned field-based experience."

Service-learning Internship: A type of internship wherein the student intern combines service on behalf of others with personal educational goals.

Student Intern: A student enrolled in an institution of higher learning who is employing one's formal training in outside, planned field-based settings.

Pre-intern: A student who is anticipating one's first field-based experience.

Post-intern: A student who has completed a field-based experience.

Interview Schedule: A carefully designed instrument employed by an inter-

viewer for eliciting and recording information from student interns.

"Semi-standardized" Interview: A face-to-face verbal interchange between the interviewer and the student intern within a cordial and responsive social climate that provides direction, clarity and genuine interest throughout the interview.

"Funnel effect" of asking "open-to-close" questions: The interviewer will ask an exact series of primary questions which are asked of all student interns being interviewed. The interview schedule also lists a series of optional secondary questions or probes which the interviewer is free to use or omit, depending upon the intern's answers to the primary questions.

Content Analysis: A procedure that qualifies and quantifies the data within category indexes for measurement and interpretation.

Category Index: An index of similar responses that allows for coding and eventual measurement of the data. Each index is stated as a category of similar responses that relate to each other.

Summary

Chapter I gives a brief background statement that explains the dilemma traditional liberal arts institutions of higher learning are facing today in a changing technological world. Students are entering these institutions with a mindset that is vocationally oriented and are economically hard-pressed for funds. The students desire an education that is pragmatic, relevant and meets their interests and goals. They are demanding broad changes in what they learn and how they learn. On the other hand, proponents of traditional liberal arts education still feel that the underlying suppositions of liberal arts training are basic for preparing well-rounded graduates who can think discriminately, communicate thought, analyze and solve complex problems, make relevant judgments and apply integrated knowledge to contemporary issues. And yet, can a student achieve these noble aims solely within the walls of a formal classroom experience? Should

planned, field-based experiences in other work settings be incorporated within the curriculum activities of the institution?

The purpose of this research study relates directly to the kinds of expectations student interns have in preparation for religious occupations. The study is concerned about whether or not student intern' expectations are being met, and how faculty can best prepare students for planned field-based experiences. A comparative study was conducted with social work majors in order to identify any substantial differences or congruencies between student interns preparing for other types of work in human development and service. The literature was reviewed, a series of research questions were developed for the study and the research methodology was established for exploring student intern' expectations. Thus, the research problem, assumptions, purpose and significance, scope and limitations and a definition of important terms are included in Chapter I.

Chapter II reviews the professional literature for providing a theoretical and supportive research base for the study. Chapter III describes the design and methodology for the study. Chapter IV presents the findings. Chapter V includes the summary, conclusions and recommendations derived from the data analysis for educational planning and further empirical research.

CHAPTER II

REVIEW OF LITERATURE

Experiential Modes within Formal Education

What is meant by the term *"Experiential Modes within Formal Education"*? Experiential education has many titles. Some of the titles used are: *Cooperative Education, Medical Internships, Cross-cultural Short-term Training, Personal Growth and Development Programs, Field Research Studies, Para-professional Training, Social/Political Action, Institutional Analysis/Career Exploration,* and *Service-learning Internships.* Figure 2.1 gives a typology of experiential education and lists some of the primary characteristics of the different types of experiential modes employed in formal education.

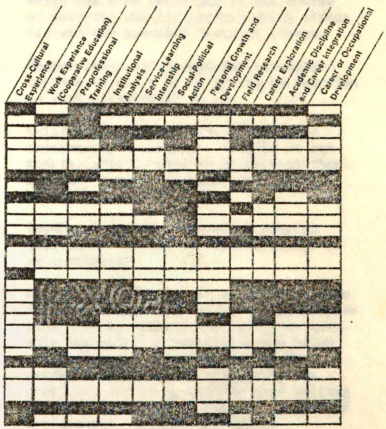
DePuydt (1975, p.2) defines internship as "planned learning activities that a student engages in outside the classroom that contribute to his/her total educational development." DePuydt lists three defining factors that should be included in college-sponsored internship programs:

1. that a student has been prepared (or is now in process of being prepared) through academic coursework to engage in meaningful work experience;

2. that the intern projects provide a laboratory setting for the application of knowledge that results in accelerated learning and higher and more lasting competence;

3. that each individual is unique and therefore has a unique learning style, rate, capabilities, and mode. Therefore, for learning to be optimized, the medium of instruction should be matched to the learning mode of the individual.

Figure 2.1 Typology of Experiential Education[2]



Normally, a student will be attending an academic institution and will be involved in planned field work that correlates with one's study program. Because of the pragmatic, vocational and economic factors mentioned earlier in the "Background" section, the service-learning internship approach within experiential modes has become very popular as a valid learning approach within liberal arts education.

[2]This figure has been adapted from an original chart by Dr. Richard J. Allen, Director of Division of Arts and Sciences, John Hopkins University.

Initiator	1.	Identifies, seeks, finds, and secures the help and cooperation he needs, often in a context alien to his experience.
Problem Solver & Decision Maker	2.	Functions in an open system; he has to define and solve the problems as they arise and make decisions in the course of carrying out his project which affect his and the personal lives of others.
Cultural Analyst & Strategist	3.	Understands well enough the cultural context in which he is trying to function to work effectively in it.
Interactor	4.	Relates effectively with his faculty supervisor, co-workers, clients or customers; able to stay in touch with them and work through emotionally difficult relationships.
Information Source & Network Developer	5.	Develops his own information sources instead of relying on those provided by an instructor
Free Agent	6.	Functions on his own in a support system in which rewards are given for productive work done to develop and carry out workable solutions to particular and often unforeseen problems rather than for predetermined correct answers to set problems, and in an unstructured setting without the classroom support systems of assignments, syllabi and tests.
Value Clarifier	7.	Makes value judgments in arriving at these workable (compromise) solutions or decisions which he would not be expected to make in his classroom work.
Communicator	8.	Is able to communicate effectively through the spoken and written word, through listening and reading non-verbal communication, and to be emotionally involved with the people he is learning with and from: he is not allowed to act as if learning were a completely objective activity.
Recipient	9.	Is able to receive and utilize criticism constructively.

Thus, students should play an important role in determining 1) their learning objectives that correlate with their expectations, interests, needs and goals, 2) the selection of field experiences, and 3) the assessment of their learning outcomes. Given this new role perspective, the students "learn how to learn" in relevant situations, learn how to handle responsibility with the freedoms of self-determination awarded one, learn how to handle self-motivation and self-assessment. This process helps students in their development to internalize pedagogical principles that will transfer beyond their formal academic training into other domains of reality where responsibility, perception, critical cognitive skills, creativity, interpersonal communication skills and other behavioral competencies are needed.

Role Characteristics of Faculty Member

The implications of these assumptions has quite an impact on the teaching philosophy of the faculty member as well as the educational goals of the liberal arts institution. The faculty member will find oneself in the role of facilitator, resource person and will assist the student and the field supervisor in the evaluation process. Baines (1974, p. 36) describes the main functions of a faculty member in service-learning internship programs in these terms:

> Although field experiences have different forms and structures, they should primarily have one purpose: to promote learning. A work experience that does not contain learning cannot be called an educational device. Institutions of higher education are committed to learning and must not support programs which take the student off the campus under the guise that merely being away from school teaches them something. As the university's representative, the faculty

supervisor must ensure that the field experience does provide an opportunity for learning and that the student has access to it.

In general terms, the faculty supervisor is responsible for running the university (academic) program. The scope of his job depends on the university's commitment to the program, his own commitment, the amount of release time provided him, and the availability of host agencies for placement. More specifically, faculty advisors may perform all the following functions:

1. Designing the field experience program.
2. Securing university approval of the program.
3. Selecting and supervising the students.
4. Establishing host agencies and maintaining relations with them.
5. Acting as troubleshooter between the university, the host agency, the student and the agency supervisor.
6. Reporting on the outcome of field learning experience (evaluations, grades, and reports).

Thus, the faculty member must be prepared to spend some time in the field with the student interns. The classroom activities should allow for discussion and the integration of field work experiences along with the presentation of course content. This interactive approach within the class allows the students to share meaningful experiences encountered in the field to the course objectives. Learner sharing may limit teacher input; but this is one of the goals for experiential learning within formal education... allowing the students to discover for themselves what the teacher may tell them in neat, proverbial outlines. In this manner, the students have a point of reference in which to assimilate or accommodate new input from the teacher. A faculty member involved in experiential modes within liberal arts education must provide time for field experience feedback in the classroom in order to bridge the gap between student experience and formal training.

Role Characteristics of the Field Supervisor

The field supervisor is also an important link between the institution of higher learning and the sponsoring organization in which the student intern is working. The supervisor is responsible for 1) introducing the intern to co-workers, 2) orienting the intern to the work situation, 3) helping the intern understand one's role in the work situation and how to make necessary adjustments, 4) guiding and motivating the intern in fulfilling one's expectations, interests and goals, 5) providing training and direction in the intern's work tasks, 6) assessing the intern's performance, and 7) fulfilling the objectives for the intern program.

Whitaker (1976, p. 193) describes the field supervisor as either a "participant observer" or an "outcome observer":

> In some sponsored programs (and, by definition, in prior learning), the teacher is not a faculty member but a supervisor or training instructor in an outside agency. These nonfaculty teachers fall into the category of agency teachers or trainers, but may also be included in one of the other two categories defined below as observers.
>
> Participant observers are those persons, such as supervisors, clients and co-workers, who have the opportunity to observe the learners during the learning experience.
>
> Outcome observers are persons who have not participated in the learning process in any way, but are called upon to participate in the assessment of the learning outcomes. They may observe a product (such as a paper, report, written examination, work of art) or a performance (such as oral examination, dance, role playing).

It is important that the field supervisor has a good understanding of the institution's objectives for the internship program and how this relates to the sponsoring agency's objectives. The supervisor needs proper orientation and ongoing training in order to provide the necessary

objectives. In order for this to take hold, learning activities within formal education ought to be extended beyond the formal classroom into other appropriate domains of reality where the learner can interact with, explore and develop one's knowledge base, critical cognitive and affective abilities and other behavioral skills. Field experiences should be selected to match learner expectations and goals, coupled with the particular learning objectives established by the student, faculty member, agency supervisor and in harmony with the institutional goals. This supportive research has laid the foundation for a service-learning internship model that can be employed for the personal and professional development of students.

Factors Influencing Student Intern Expectations

A student intern usually enters the field experience with a set of expectations and goals coupled with aspirations, apprehensions, needs, hopes, problems and anxieties. The intern's background experiences, attitudes, values, beliefs, self-perception, confidence, personality traits, motives, level of readiness, adjustment ability and relational skills influence one's success or lack of success in the field experience. The level of achievement is also determined by the value judgments and influences of the field supervisor and other people the student intern encounters in the field setting. These factors will either impede or assist the student toward the realization of one's expectations and goals.

Reilly (1965) notes some of the factors a student intern has to master if one is to realize personal expectations and goals. Reilly's observations about pre-service teaching experiences are similar to other types of intern field experiences: (1965, pp. 1-9)

> It is quite common for a person anticipating a new and unique experience to have feelings of anxiety and nervousness beset him. When the experience is an important hurdle on the road to one's chosen career the feelings are greatly increased. The student teaching experience facing the college student desiring to become a career teacher seems just such a hurdle. Each student teacher has a varying degree of anxiety, but seldom is it verbalized until he has successfully overcome the kinds of things that gave rise to his fears. Then, usually in a 'bull session' with other student teachers, the fears are examined and laughed about. As time passes new anxieties constantly crop up to replace those that are overcome. I soon learned that there are common problems that each teacher faces and the best way to get possible solutions is to share the problem. The sooner this is seen by a beginner the sooner he will make progress.

Reilly further explains that his anxieties as a student intern also included such concerns as not being able to handle all the many instrumental and expressive tasks involved in the job when he first started. He wondered if he could present the content effectively, control the teaching/learning encounter and deal with student discipline, build a rapport with other staff members and parents, and maintain his own level of motivation as his attitudes shifted and changed.

Reilly's observations about intern concerns and anxieties were found to be a general description of those listed in the literature. Other factors affecting student intern expectations were: 1) understanding the organizational and authority structures; 2) identifying, clarifying and

implementing personal and professional goals effectively; 3) student intern understanding of how one's personality traits influence students and others in the field setting; 4) understanding one's role sufficiently; 5) effectively dealing with erroneous first impressions; 6) use of personal time outside daily job responsibilities; 7) coping with course requirements while fulfilling internship tasks; 8) handling field supervisor criticism and evaluation; 9) coping with boredom, lack of motivation, negative attitudes; 10) rethinking unrealistic expectations and goals.

The field agency personnel must have a realistic view of who and what the student intern is capable of being and doing upon entering the agency. The student intern will generally range in age from 17 - 21 years. The intern may have held one or two jobs prior to this experience, but usually these jobs do not relate to the specific job tasks of the particular agency. The intern has yet to develop a professional understanding of the work involved, and is still formulating a perception of one's professional role. The intern has not developed a clear awareness of the organization's structure, chain-of-command, role expectations, job skills and accountability. The intern's self-confidence as a professional is very limited. And yet, the intern usually exhibits the following qualities: a desire to learn, an enthusiasm to become involved and serve, a desire to please, and a need for direction and feedback for personal and professional growth.

Bennie (1967) notes that the student intern enters the new field experience with other kinds of anxieties and mixed emotions that affect self-confidence. Not only does the student intern have to adjust to the new environment, the expectations and acceptance of others and handle the job

tasks effectively, the intern also encounters a self-confidence problem. The intern worries about whether or not one's formal training has prepared him adequately. The intern wants to do a good job, and yet is apprehensive about one's capabilities. Usually a student intern will observe the field supervisor and then emulate many of the supervisor's characteristics and skills. As the intern is given more responsibility, the student intern exercises more of one's own individuality and creativity. This builds self-confidence. As Bennie points out, this should be a gradual transition from dependency to self-initiative. This takes time. The supervisor should be aware that every student intern enters the field experience at a different level of readiness and should work with the student at his or her level and gradually give more responsibility as self-confidence develops.

During this adjustment period, Brill (1973) points out the need for allowing the intern to do self-reflection. Time for self-reflection and adjustment is vital for developing self-confidence. Brill perceives the student intern asking oneself the following questions: (1973, pp. 1-18)

1. How do I think and feel about myself?
2. How do I deal with my fundamental needs?
3. What is my value system, and how does it define my behavior and my relationship with other people?
4. How do I relate to the society in which I live and work?
5. What is my basic philosophy?

Perlman's model (1957) suggests three phases the agency supervisor must be cognizant of in order for the intern to make a good transition into the field setting: 1) "Beginning Phase," 2) "Intermediate Phase" and 3) "Termination Phase."

The "Beginning Phase" should include a complete tour of the facilities in order to gain an overview of the organization and to see where the student intern "fits in" and how the agency departments relate to each other. The intern should meet one's co-workers and develop a rapport for good communication and working purposes. Other available resources should be brought to the intern's attention at this time. Proper orientation helps the intern gain a proper perspective of the setting's structure and role relationships.

The "Intermediate Phase" introduces the student intern to the organization's policies, procedures and how the co-workers carry-out assigned responsibilities. This gives the intern opportunity to ask questions and discuss procedures one has observed. Basic tasks should be assigned the intern at this time with close supervision. Thus, the "intermediate" phase is one of observation and getting one's "feet wet" with opportunities to perform basic tasks. Direct supervision is important during this phase, or the student intern may develop wrong impressions and undesirable work habits not conducive to the work setting.

The "Termination Phase" is primarily for the student intern to gain more indepth experience, develop self-confidence in performance and develop skills in expressive and instrumental tasks. Intern performance evaluation is important during this phase. If the intern's expectations are not commensurate with the field setting expectations, anxiety can develop leaving the intern and the agency in a state of conflict. Thus, the congruency of expectations and goals between the student intern, the field agency, the supervisor and the educational institution is vital for a good working relationship and for learning to occur. As Dawson points out: (1975, pp. 12-13)

> It is helpful to look at field education from this perspective because it allows the supervisor, the student, and the university to accurately assess the potential that the student brings to the agency, any growth while at the agency, and the point of development at the end of the field experience. Furthermore, this schema can be used by the university to aid in decisions about whether or not a particular student should be encouraged to pursue a graduate education, what type of agency would be appropriate for additional field experience, and whether or not a student should reconsider his involvement in the social work field.

The importance of field supervision is vital to a successful internship experience. Probably the single most influential person in the success of student intern development is the field supervisor. How the student intern relates and communicates with the supervisor will affect the intern's transition into the field experience and the fulfillment of one's expectations and goals for professional development.

The student's perception of the field supervisor is often misleading and filled with misconceptions. Reilly describes his first impressions of his supervisor in these terms: (1965, p. 2)

> My immediate source of anxiety was meeting my 'critic' teacher. The connotation of this title did little to soothe me. What should I say? How should I act? What if we don't hit it off? These and many other questions constantly ran through my mind on the way down to the school in which I was to teach American history to an eleventh grade class for one semester. As is generally the case, my worries were groundless. My supervising teacher was friendly and considerate and we got along exceptionally well right from the beginning.

The initial meeting of the intern and one's supervisor should be cordial and open. They will be working together over a period of time and must therefore develop a relationship that is concerned for each other and the people they serve. Haines describes this as a cooperative adventure: (1961, p. 60)

> Supervising teachers, principals, and college supervisors who work with student teachers continually examine ways in which they may assist these students in implementation of purposes and principles, in utilization of time, space, and materials for the optimum guidance of pupils. The student teacher, however, is the one who must meet the challenges of developing increasing security and adequacy in his roles in the school situation. He must learn to work cooperatively with many others, and he must respond to many sets of expectations. He does so in his unique way, in accordance with his purposes, readiness and needs, and in light of his interpretations.

Service-learning internships in the field of Social Work and Christian Education focus on helping people. The agency's purpose, goals, structure, functions and resources are directed toward the client's welfare. This is a mutual goal and must receive the utmost attention of all involved. The intern is placed in the field setting for developing a professional understanding of how an agency accomplishes this goal. Thus, the functions of a field supervisor center around the client's welfare and the related goals and expectations of the agency, educational institution and the student intern. Assisting the student intern in realizing this primary concern is paramount in the field supervisor's responsibilities.

The role of the supervisor in a social work setting is similar to those functions of a supervisor in a pre-service teaching situation. Dawson describes the supervisor's functions in the following manner: (1975, pp. 15-19)

> The first function of a supervisor of undergraduate social work students is to determine for each student the learning model on which he is to build his field practice. This is a responsibility that the supervisor must assume based on the school's goals, the agency's expectations, the types of patient situations encountered, and the student's needs.

> The second function of the field education supervisor is to conceptualize the growth processes that the student goes through during his field experience. He often is not able to deal with this at a conscious level in the beginning. Perhaps it arouses his own anxieties as he observes persons who are in somes ways very much like himself, and has to deal with the ambivalence of health and dysfunction existing in the same personality. Supervisory support is essential during this phase. Generally the student will progress through a three-step continuum...In the beginning he is *self-centered* in his approach. He spends a good deal of emotional energy gaining homeostasis in the agency, forming relationships with the supervisor and staff, struggling with the expectations of the experience, and exploring his own motivations. This phase is essential as he gains confidence in his environment and associations.
>
> The next growth phase might be termed *problem/technique-centered.* Here the student is intellectually aware of social work skill techniques he is learning in the classroom and is dealing with their application to the patient's problems. Supervision may take the form of analyzing case records and interviews and discussing areas of strengths and weaknesses, treatment goals, use of referrals, and so on. Toward the middle of this phase and through the termination phase the supervisor may determine that the student has progressed to what can be called a *client-centered* or *patient-centered* mode of functioning. Here he is comfortable with himself in his environment and has confidence in the use of some skills. With these integrated into his emerging professional image he can proceed to an understanding of the patient's total life situation - he can get out of himself and into the other. In this phase supervision can move into the abstract areas of basic human needs - acceptance, enabling, values, and so on.

Perhaps, one of the most awkward functions of the field supervisor is student performance assessment. The academic grading system has conditioned the student toward receiving letter grades which is not conducive to field performance evaluation. On the other hand, the field

supervisor is oriented toward achieving the agency's goals and expectations. Also, many field supervisors have not been trained in traditional norms of academic assessment. This poses a problem for the intern, the agency, the academic institution and the field supervisor. Thus, assessment guidelines must be established prior to the intern's involvement between the agency and the institution. The criteria for evaluating field education involves the interaction of these factors.

The use of oral examinations, written summaries and check-list forms for evaluating student intern performance are most commonly employed. Whatever format is used, it should be comprehensive, precise and reflect the student's growth and skill development. The following model illustrates one approach for solving the field assessment dilemma. The student intern developes a "self-assessment" procedure with the guidance of the field supervisor and faculty member. The field supervisor serves as a counselor in guiding the intern toward one's goals. The faculty member works with the student and the supervisor for periodic assessment and submitting a pass/fail grade. This model was derived from the CAEL literature (Nesbitt, 1977; Forrest, 1977; Breen, Donlon & Whitaker, 1977; Willingham, 1977).

ASSESSMENT OF STUDENT PERFORMANCE

(For SW & CE Interns)

1. Student self-assessment:

   -Help student identify his/her expectations for the field experience as they relate to the job description
   -Help student write specific goals based on expectations
   -Provide materials that will help student write out a plan of action (CAEL Materials)

-Teach student how to keep a journal that records his/her observations and progress in one's plan of action
-Teach student how to share his/her observations and progress with field supervisor on a periodic time schedule (to be determined by field supervisor and student)
-Teach student how to complete a summative performance assessment (to be shared with field supervisor at the end of each term)

2. Field-Supervisor role as counselor:

-Simulate student self-assessment procedure with field supervisor
-Teach field supervisor his/her role as a counselor
-Explain importance of meeting with student on a periodic schedule for sharing, giving advice and further direction.
-Teach field supervisor how to complete performance evaluation for student and how to share this with student at the end of each term.

3. Faculty evaluation of student performance:

-Conduct on-site visitations with student and field supervisor for periodic feed-back
-Conduct phone calls to field supervisor
-Provide on-going training with student interns
-Meet with student and field supervisor at end of term for summative evaluation
-Submit pass/fail grade at end of term for academic credit
-Continue on-going training for field supervisor and student intern

The results of an internship experience have quite an impact on the student's personal and professional development. Blair (1964) states that the field experience causes a maturing effect and that the student should be cognizant of this phenomenon. This maturing process affects the student's development psychologically, emotionally, physically, status and one's ability to handle pressures and problems. Blair notes that as the

student reflects on his or her field experience, the student will notice change in the following areas: (1964, pp. 21-30)

Self-image change:

1. Understands one's role as a teacher in the community
2. Philosophy of education broadens
3. Understands school-community relationship better
4. Acceptance of students and others

Emotional change:

1. Poised, confident, dignified, soft-spoken and well-modulated
2. Views the situation more objectively; differentiates facts from rumors; develops perceptual skills; learns how to reach agreements.
3. Develops a sense of respect and affection for others; understands developmental stages and growth; takes pleasure and joy in working with students
4. Handles criticism and compliments for improvement

Physical change:

1. Appearance and dress of a professional
2. Tiredness and distressed feelings are perceived as a "busy day"

Status change:

1. Student status to professional status
2. Reputable and reliable
3. Personal and professional respect is gained

Skillful handling of pressures and problems:

1. Student personal problems and academic pressures
2. Parental expectations
3. Teacher's evaluation of students with parents
4. Academic expectations of school
5. Adjustment to work situation
6. Job expectations and other outside responsibilities

7. Financial stability
8. Social relationships

As stated earlier in the literature review, one of the primary expectations of a student intern is personal and professional development. The opportunity to interact with people and other factors in a work setting enhances a maturing effect in the student's development and fulfillment of one's expectations and goals.

Therefore, the student intern's expectations and goals are significantly affected by the agency's purpose, structure and the field supervisor's influence. The initial transitional period will either enhance or hinder the intern's transition into the agency and for fulfilling one's responsibilities and goals in helping people. As Boehm observes: (1959, p. 155) "It is difficult for school and agency to translate this objective [partnership] into action because the agency's service orientation...sometimes stands in the way." Thus, the agency sometimes creates obstacles because of the priorities given to service objectives and the school is more concerned with the educative function of the student intern.

A good relationship and effective communication between the supervisor and student is necessary for the internship to be a good educative experience. Prior consultation between the agency and the institution will help eliminate some of the problems that may occur during the internship period. Hollis and Taylor conclude (1958, p. 232) that "field teaching is...largely done by agency supervisors who have only a nominal connection with a school of social work and whose primary function is to provide services to clients rather than educate another generation of social workers." The effective communication between the agency and school in establishing

goals and guidelines for the intern's place in the agency will help the student realize one's expectations, self-confidence and professional development.

Student Stated Expectations

Unusual as it may seem the literature review failed to identify a collated list of expectations stated by student interns that related to the research problem and questions. An ERIC search failed to identify such a listing. Consultation with CAEL personnel, who specialize in helping student interns write their goals for field experiences, were not aware of a collated list of student' stated expectations. Such a listing from the literature would have been helpful as a criterion reference for the instrument design and content analysis of the study. The literature focused primarily on the need for training student interns in 1) setting goals, 2) making adjustments, 3) relating, 4) problem-solving, 5) performing effectively, 6) building self-confidence, 7) understanding organizational and authority structures, and 8) developing a professional perspective.

Through years of careful observation, educators and researchers have studied and recorded their insights for identifying what areas student interns need training. Most training categories have been cited in the above references; and yet, the literature review failed to identify a collated list of student comments regarding their intern expectations. The nearest example of such a listing was a student study conducted by Moss (1968) that focused on the advantages and disadvantages of internship programs in student teaching. Moss surveyed students and asked them to describe their observations about their internship experience. (1968, p. 189)

Over the past twenty years the internship has evolved from a stopgap educational experience for the preparation of college graduates for teaching to a superior professional laboratory experience in the education of teachers.

Most directors, supervisors, and coordinators of intern programs are very laudatory in support of the internship. However, it seems that the most valid perceptions concerning the value of the internship should come from the participants themselves. In order to ascertain the feelings of interns in the field, intern "reactionnaires" were sent to each of the institutions listed in Chapter XIII. Eighty-six interns from six institutions submitted "reactionnaires" giving their evaluations of the respective programs.

In soliciting responses from the interns, questions were posed concerning (a) advantages of the internship over student teaching; (b) weaknesses of the internship experience; (c) willingness to again choose internship; (d) high-lights of the internship experience; and (e) other comments concerning the internship.

Listed below are some of the advantages extracted from the student statements: (1968, pp. 190-193)

1. Increase my experience in a field setting
2. "Learn while doing"
3. Experiment with techniques in methods and discipline
4. Work with field supervisor; observe and be observed
5. Gain practical experience by trail and error
6. Monetary benefits; "earning while learning"
7. Handle responsibility
8. Gain pre-entrance qualifications
9. Professional and personal maturity
10. Gain a realistic concept of teaching
11. Opportunities to observe student behavior and development
12. Freedom of self-expression
13. Development of a professional attitude
14. Correlation and application of campus course work
15. Experience in team-teaching

Some of the weaknesses and disadvantages listed by the students were: (1968, pp. 194-196)

1. More intensive preparation needed before internship
2. Inadequate "methods" preparation courses
3. Didn't understand the role and expected aims of the intern
4. Seminars need to be more indepth, lacking in practical content
5. Inadequate supervision, role and relationship need to be defined better; more suggestions, counseling, supervision, observation
6. More opportunities to consult with other interns and field supervisors
7. Keeping up with college classes and internship
8. Need more reflection time
9. Desired principal's feedback
10. Not wanting to go back to school after intern experience
11. Internships need to be assigned earlier in college
12. Better orientation to the school and faculty

After Moss collated the student responses, he summarized the students' statements and made these inferences: (1968, pp. 197-198)

> To attempt to collate and synthesize the statements of ninety-five individuals with backgrounds and experiences as different as those offered by the six institutions is a great challenge. However, it is hoped that enough direct statements are included to fully express the feelings of those involved in the internship program. It was felt by the interns that the major advantages of the internship were (a) the increased experience offered by the extended period of teaching time, (b) the increased responsibility of the classroom, (c) financial remuneration for internship, (d) its usefulness in enabling liberal arts graduates to enter the profession, and (e) the opportunity to see children mature and grow over the period of internship.
>
> Disadvantages and program weaknesses listed by the interns were (a) the need for more intensive preparation prior to the internship, (b) the need for better orientation to the school and faculty, and (c) the pressures and demands of keeping up with requirements in both the school and the university.
>
> Almost all of the interns felt that if they were given the opportunity and were approaching the laboratory experience again, they would select the internship. All but one student listed the highlights of the program

> in very positive terms. Although many considered the internship as hard work and very demanding, they felt that the benefits derived therefrom were well worth the effort.

Summary

Moss' research is an example of the type of exploratory study this researcher was hoping to discover in the review of the literature concerning student intern expectations. The present study may represent a first attempt for identifying and assessing specific expectations stated by students for field experiences. This information would help provide criterion references for 1) formulating content analysis categories and 2) for assisting educators in designing orientation programs that would better prepare student interns for their field experience. Thus, the significance of this research study will contribute to the body of literature some understanding of student expectations for effective training .

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

In this chapter the research design and methodology of the study is described. The chapter includes a description of the population, the method employed for sample selection, the interview procedure and instrument, validity and reliability concerns, pre-interview tasks, interviewer feedback, the procedure for data analysis and a summary of the chapter.

Description of Population

The population represented in this study is student interns who are currently enrolled in the Christian Education (CE) program and the Social Work (SW) program at Taylor Univeristy. These students range in class status from freshmen to seniors, both sexes, varying in age from seventeen to twenty-six years. They represent different religious denominations and socio-economic backgrounds. All students are Caucasion in race and are unmarried. Upon graduation most of these students plan on entering Christian ministry and social work occupations respectively. A small percentage of these students will go on to graduate school immediately.

The primary focus of this study concerns CE interns who are preparing for religious occupations. The research questions were designed to inquire about the kinds, intensity and source of student expectations, and the effects curricular and co-curricular activities have on their hopes and concerns about their field experience. The inclusion of SW interns in the study helped provide comparative data to see if the expec-

tations of CE interns were peculiar or similar to those of a matching group of student interns preparing for human services. Also, a comparative study was made between CE and SW interns who have already had previous internship experience (post-interns) and with CE and SW students anticipating their first field experience (pre-interns). The pre/post intern comparison provided data relevant to the research questions.

The Strong-Campbell Interest Inventory and the Kolb Learning Style Inventory were given to the CE and SW majors for measuring the degree of similarity between their occupational interests and learning style preferences. A brief description of these two standardized tests and the findings are as follows.

The purpose of the Strong-Campbell Interest Inventory is to help students understand their work interests in a general way and to show them some different kinds of work they might be comfortable in as they prepare for an occupation. The inventory itself lists many types of jobs, activities and school subjects. The students rated each item with an "L" (like), "I" (indifferent) or with a "D" (dislike). The three hundred and twenty-five items were then analyzed and returned to the students in a profile form listing their interest scores in particular occupational categories as either being "low," "average" or "high." The general occupational themes listed in the inventory have six categories: "R" (representing agriculture, nature, adventure, military activities and mechanical activities), "I" (science, mathematics, medical science and medical service), "A" (music, dramatics, art and writing), "S" (teaching, social service, athletics, domestic arts and religious activities), "E" (public speaking, law, politics, merchandizing, sales and business management), "C" (office

practices). Figure 3.1 is a composite of the student scores by majors. The findings from this study demonstrate a close similarity in the CE and SW majors' occupational interests. The most significant category was the "S" category which shows a "high" in both majors toward work in teaching, social service, athletics, domestic arts and religious activities. Thus, both CE and SW majors demonstrated high interest in occupations correlating with their formal training.

Figure 3.1 Comparison of CE and SW Majors' Occupational Interests

CATAGORY:	CE MAJORS	SW MAJORS
R	Average & High	Low & Average
I	Low & Average	Low & Average
A	Low, Average & High	Low & Average
S	High	High
E	Low & Average	Low & High
C	Low, Average & High	Low & High

The Kolb Learning Style Inventory (LSI) provides a self-description test, based on experiential learning theory[4], that is designed to measure student learning style preferences. The LSI identifies four different learning style modes: "Accomodator" (Concrete Experience and Active Experimentation), "Diverger" (Concrete Experience and Reflective Observation), "Converger" (Active Experimentation and Abstract Conceptualization)

[4]Bibliographical references: Jung (1923); Goldstein and Scheerer (1941); Kris (1952); Bruner (1960, 1966); Harvey, Hunt and Schroder (1961); Rogers (1961); Flavell (1963); Kagan, Rosman, Day, Alpert and Phillips (1964); Hudson (1966); Singer (1968); Plovnick (1971, 1974); Fry and Rubin (1972); Torrealba (1972); Kolb (1973); Kolb and Goldman (1973); Stabell (1973); Freire (1973); Growchow (1973).

and "Assimilator" (Abstract Conceptualization and Reflective Observation). The findings from this comparison study found no appreciative differences between the learning style preferences of the CE and SW majors (Table 3.1). The range of scores included all of the learning style modes listed in the inventory. It should be noted that the formal training in the CE and SW programs should incorporate methodologies that appeal to the different types of learning style preferences of the students. This information would help students understand how they prefer to learn and the effects this has in the type of field experiences they encounter.

Table 3.1 Correlation of CE and SW Majors' Learning Style Modes

Modes:	ACCOMMODATOR CE & AE	DIVERGER CE & RO	CONVERGER AE & AC	ASSIMILATOR AC & RO
Majors:				
CE	18	16	7	9
SW	11	9	4	11

The freshmen entering the CE program are still in the process of exploring, questioning, sorting out and trying to discover whether Christian Education is the appropriate training program to meet their interests and career goals. The types of field experiences provided the freshmen major are short-term experiences that involve a one day or a week-end type of ministry (e.g., retreat counselor, day care helper, substitute church school teacher, etc.). The freshmen volunteer for and select three

different types of short-term, field experiences each term.

The sophomores entering the CE program have already explored other majors and have decided to major in CE. They have completed the introductory courses and the career development tasks which help stimulate the students' thinking about occupational interests and goals. The sophomore CE courses are designed to take the student further into the discipline with a focus on theory, personal and leadership development, theology, pedagogy and methodology. Based on the feedback received from the para-church personnel in the field, the sophomores should be placed in church education ministries (e.g., youth director, church school teacher or superintendent, teacher trainer, Christian education director, mission outreach, etc.).

The juniors are involved in extra "core" course work (e.g., independent studies, electives, research projects, practicums, etc.). Their required (core) courses involve curriculum and program development, media techniques, more pedagogy, theology and methodology. They are completing their general liberal arts courses. Most of these students will be involved in the junior practicum cross-cultural experience in the Bahamas or in other cultures through the Taylor World Outreach program. The career development tasks are established to broaden students' perspectives of the ministry, goal-setting and decision-making. They are beginning to sort out and decide upon one of the major fourteen ministry divisions to complement their career goals. The juniors are usually placed in para-church ministries of their choosing for their internship assignment in order to give them a different perspective of the ministry. Some of the

para-church ministries avaliable include: Young Life Clubs, Child Evangelism, Good News Clubs, Bible Club Movement, Campus Life Clubs, delinquency and counseling programs, singing groups, Bible study leadership, etc.

The seniors are in a very unique situation. Their required course program is finished and most of the senior year is open to special electives that will complement their career interests and goals. The career development tasks involve skill development in resume writing, letter writing, interview techniques and job exploration. By now they will be sorting out specific Christian organizations in the major ministry field of their choice for interviewing and securing a job. Most of them will select and be involved in internship experiences similar to the ministry area in which they will be employed after graduation. Thus, the seniors are focusing on internship opportunities where they can apply their liberal arts training and their major field of study that will complement their interests and career goals.

The SW freshmen are taking introductory courses and are involved in some volunteer field work. This field work is prerequisite to entrance into the SW program. The SW freshmen are provided some short-term, field experience opportunities. These opportunities allow the freshmen to gain some insights and experience that relate to the SW formal training program.

The SW sophomores must complete the pre-entry requirements into the SW program before they are allowed to participate in the internship program. The course schedule includes introductory courses such as sociology, psychology, communications, Contemporary Social Problems, Consumer Economics, Explorations in Social Work and other liberal arts courses. They

must also have thirty hours of actual volunteer field work and completed the application papers for the SW program. Once these pre-entry requirements are fulfilled and approved, the sophomores enter Phase I of the SW program.

Most of the SW majors entering Phase I of the SW program are juniors. The SW juniors complete the following SW courses and related courses: Social Welfare, Profession of Social Work, Child and Adolescent Psychology, Social Psychology, Abnormal Psychology, Psychology of the Personality, Marriage and Home Building and Ethnic and Minority Issues. Part of the SW juniors' requirement is that of participating in a structured practicum during the January interterm or summer term. Once these requirements are fulfilled, the SW committee reviews the students' program and advises the students about their continuance in the SW program. If the students are approved, then they may enter Phase II of the SW program.

In the senior year, the SW majors begin a very rigorous academic schedule and field experience. The major courses include: Social Policy, Selected Topics, Social Work Process I & II, Social Research, Senior Capstone and Senior Seminar. During the spring term of the senior year, the SW majors are assigned to a thirteen week field experience. The senior SW majors live off campus during this time and work full-time in a field setting. This opportunity provides a longer term internship experience in order to develop skills in goal-setting, relating, applying formal training, problem solving and developing a professional perspective. Some of the field work opportunities include: Senior citizen homes, nursing

homes, medical hospitals, VA centers, Big Brother and Big Sister programs, public welfare, juvenile probation, children and youth homes, mental health centers, community centers, diversion projects, child welfare, migrant ministries, counseling, recreation departments, residential treatment centers, Life Line youth work, etc. At the end of the senior year, the SW committee reviews and evaluates the SW students' competencies for graduation and for entering the field of social work.

It is understood by the SW majors that the process of admission into any phase of the SW program involves an ongoing assessment process. This means that technically at any point of the students' residency in the program, students may be counseled into considering other majors. This procedure is designed to assure that students who enter into social work are both committed and willing to invest time and effort towards the total preparation of such a profession.

Method for Sample Selection

The sampling process used in this study is basically nonprobability sampling, specifically "purposive or quota sampling." Realizing that this type of sampling lacks the virtues of probability sampling, the researcher has been careful in describing the population and then establishing subsets that are proportionally representative of the population for interviewing. This sampling approach was necessary since the population is limited and relates primarily to the CE and SW programs.

Kerlinger (1973, p. 129) describes quota or purposive sampling as one sampling approach for interviewing that involves the researcher's expertise, knowledge and care in selecting proportionally representative

samples from the population.

> One form of nonprobability sampling is *quota sampling*, in which knowledge of strata of the population--sex, race, region, and so on--is used to select sample members that are representative, 'typical' and suitable for certain research purposes. Quota sampling derives its name from the practice of assigning quotas, or proportions of kinds of people, to interviewers. Such sampling has been used a good deal in public opinion polls. Another form of nonprobability sampling is *purposive sampling*, which is characterized by the use of judgment and a deliberate effort to obtain representative samples by including presumably typical areas or groups in the sample.

The purpose of this study, the interview procedure and the population limits restricted the use of random sampling. Thus, the study lends itself to a nonprobability sampling approach.

The following tables illustrate the process used for establishing a proportionally representative sample of the population. Table 3.2 indicates the significant characteristics and number of students who participated in field experiences during the 1977-78 school year in the CE and SW programs. There were fifty interns total in the CE program and thirty-five interns in the SW program. These post-interns (students with previous field experience) represent a class status of either sophomore, junior or senior. Table 3.2 indicates their sex and how many students are represented in each class. As mentioned earlier in the population description, the students represent different religious denominations and socio-economic backgrounds. All students are caucasion in race and are unmarried. Their age range is from seventeen to twenty-six years.

Table 3.2 1977-78 Student Interns

	CLASS STATUS	SEX	INTERN TOTAL
CE INTERNS	Soph	F	9
		M	4
	Jr	F	13
		M	12
	Sr	F	8
		M	4
			50
SW INTERNS	Soph	F	3
		M	2
	Jr	F	10
		M	3
	Sr	F	15
		M	2
			35

Table 3.3 indicates an interview ratio that was arbitrarily established from Table 3.2 in order to provide a proportionally representative sample that is adequate in number for the study. Fifteen students (post-interns) who have already been involved in field experiences (1977-78 figures) were selected from each of the programs to be interviewed. Since the number of students per class status in each program varied, the researcher had to establish an approximate number of students in proportion to the 1977-78 figures. This matching procedure provides a near representative quota that was adequate for the study.

Table 3.3 Student Intern Interview Ratio

	CLASS STATUS	SEX	INTERVIEW RATIO FOR 1977-78 INTERNS	INTERVIEW RATIO FOR 1978-79 INTERNS
CE INTERNS	Soph	F	9--3	10--6
		M	4--2	6--3
	Jr	F	13--3	12--7
		M	12--3	7--4
	Sr	F	8--2	0--0
		M	4--2	0--0
	Totals		50 15	35 20
SW INTERNS	Soph	F	3--3	15--7
		M	2--2	3--3
	Jr	F	10--3	11--7
		M	3--2	3--3
	Sr	F	15--3	0--0
		M	2--2	0--0
	Totals		35 15	32 20

The interview ratio for the 1978-79 pre-interns was determined on a slightly different basis. In the CE program, there are thirty-five to forty freshmen and sophomores who are anticipating their first field experience during the 1978-79 school year. The junior and senior CE majors have already been involved in field experiences and therefore cannot be included in the pre-intern subset for interviewing. Thus, twenty CE pre-intern freshmen and sophomore majors were selected for interviewing. Again, the number of pre-interns are not evenly balanced between sex nor class categories.

In the SW program there are thirty to thirty-five freshmen and sophomores who are anticipating their first field experience. Most of these SW students are female; therefore the interview ratio of female to male is even higher. Thus, all the pre-intern males were included in the interviews in order to give a fair representative quota for the sex and class categories. The total number of SW pre-interns equals twenty for matching the CE pre-intern quota.

Table 3.4 indicates a summary total of how many CE and SW student interns were interviewed that are proportionally representative of the characteristics and number of students listed in Table 3.3.

Table 3.4 Total Intern Interviews

	1977-78 INTERNS	1978-79 INTERNS
CE INTERNS	15 Interns to be Interviewed	20 Interns to be Interviewed
SW INTERNS	15 Interns to be Interviewed	20 Interns to be Interviewed

A sample of seventy interviews have been conducted from the total CE and SW population. Forty pre-interns were interviewed and thirty post-interns were interviewed.

Interview Procedure

The interview technique was employed as the study's primary instrument for eliciting and recording the data. The interview was a face-to-face verbal interchange between the interviewer and the student interns. The literature suggests a "semi-standardized" interview with a "funnel effect" in asking "open-to-close" questions. Maccoby and Maccoby (1954, p. 454) explains this type of interview in the following manner:

> ...in the interests of flexibility, the research worker sometimes specifies exactly a series of main questions, which are to be asked of everyone, but lists a series of optional sub-questions or probes which the interviewer is free to use or emit, depending upon the respondent's answers to the main questions.

Since the research procedure includes a content analysis of the data, the semi-standardized approach dictates that the questions must be decided upon before the interview with the same wording and in sequence. This approach aided the interviewers in eliciting and recording the responses in the same sequence for content analysis. This approach also minimized error of "questions wording" and provided a more reliable, uniform response for measurement.

The "funnel effect" of asking "open-to-close" questions allowed the respondents to recall spontaneously their perceptions while minimizing interviewer bias. At the same time, the questions gave guidance to the interview's purpose of eliciting data pertinent to the research questions. The interview questioning began with a particular topic, asking open questions, and then followed with semi-closed questions on specific points of interest for the interview.

The social climate of the interview was also important. In this study, the interviewer assumed a responsive, person-to-person, cordial approach. This approach doesn't mean that the interview would be unstructured. An atmosphere of clarity, direction and genuine interest was created. The research of Bingham and Moore (1941) provided helpful suggestions for structuring the interview climate and the interviewer's manner for conducting the interview.

The interview instrument and a tape recorder were employed for eliciting and recording the data. The tape recorder was introduced after a brief preliminary introduction about the purpose for the interview. The tape recorder allowed the interviewer to concentrate more on the responses given and thus allowed the interviewer to have a more natural conversation with the student intern. The instrument guided the conversation by listing the interview questions that were based on the research questions. The instrument also provided the interviewer with a format to note responses in an abbreviated form. Thus, by employing a tape recorder and an interview schedule, the interviewer was able to guide the interview in a structured, warm and responsive climate that produced data pertinent to the research study.

After the interview, time was provided for listening to the tape recording and summarizing the student's responses. At a later date, all responses were collated within categories for content analysis and measurement.

Instrumentation

The interview schedule consists of two types (A and B) that correlate in question format (see Appendix A). Type A was used in interviewing student interns who were entering their first field experience (pre-interns). Type B was employed for interviewing student interns who have already encountered a field experience (post-interns).

As the interviews were being conducted, the respective interview questions for the two different types of interviews were asked, employing the "funnel effect" approach for probing the student interns regarding their expectations. The interview schedule allowed for some immediate recording of student' responses in abbreviated form. The time for each interview ranged from thirty to forty-five minutes with a forty-five minute summary time right after each interview. If another interview was scheduled immediately after the previous interview, a fifteen minute break was scheduled before the next interview.

The interview schedule was divided into three parts that coincided with the sequencing of the research questions. Part I of the schedule asked questions pertaining to the "kinds" of expectations the student intern had concerning the field experience (e.g., What (do or did) you hope to gain from this experience? What (are or were) your concerns about the experience? What personal strengths (are or were) you expecting to lend to the experience?). These questions were listed on the interviewer's

"Guide Sheet." In Type A of the interview schedule, these questions are listed in future tense; whereas in Type B the questions are listed in past tense. The correlation of responses in Part I of Types A and B were of significance in the content analysis. This same question format was also employed in Parts II and III of the interview schedule for correlation and measurement of the data. Space was also provided on the schedule for recording and abbreviating student' responses that gave content direction for Parts II and III.

Part II of the interview asked questions relating to the "intensity" and "source" of the expectations recorded in Part I. The interviewer referred back to the kinds of expectations listed in abbreviated form in Part I and asked the question of intensity about each expectation (i.e., What intensity score would you give this expectation?). The interviewer circled the appropriate code number for the level of intensity as the student responded. The intensity scale was made up with five code numbers:

INTENSITY SCALE

1 = OPTIMISTIC - I (am or was) pretty sure I could fulfill this expectation.

3 = NEUTRAL - It (doesn't or didn't) matter one way or another about fulfilling this expectation.

5 = APPREHENSIVE - I (am not or wasn't) sure whether I could fulfill this expectation.

2&4 = IN BETWEEN OPTIMISTIC OR APPREHENSIVE

The next set of questions of Part II related to the "source" of the expectations (e.g., How did you get this expectation? Did some previous experience help influence this expectation? How? Did some other

person help influence this expectation? How? Did it originate with you? How?). Since the tape recorder was recording the conversation, the interviewer focused on the student' responses. After the interview, the interviewer played back the recording and listed the specific student responses related to the questions of "intensity" (I) and the questions of "source" (S) on the appropriate form. It was important not to lose the flow of conversation in this part of the interview.

Part III of the interview schedule asked questions of "particular institutional importance" by having the student intern participate in a card sorting exercise. The procedure for this exercise had the student intern prioritize and rank order ten cards that listed expectation statements that were commonly noted in the literature, such as: 1)adjusting to the new field environment, 2) meeting and getting along with new people in the field experience, 3) establishing a good relationship with the field supervisor, 4) learning how to perform one's job well, 5) developing self-confidence, 6) applying one's training effectively in the field experience, 7) understanding the organizational and authority structures. Three more cards were entered listing three of the most important expectations stated by the student. After the student had arranged the cards in prioity order of importance ("importance" meaning intensity toward achievement of the expectation), then questions of institutional importance were asked of the top five cards (e.g., How did your training at Taylor help you in achieving this expectation? In what ways did co-curricular activities help you? How could Taylor have been more helpful to you in fulfilling this expectation? How could the (CE or SW) program better prepare you in

fulfilling this expectation? Do you still have any unresolved expectations where you would like more help? Can you think of any unrealistic expectations you may still have that you would like to talk about?). The flow of the conversation was very important during this part of the interview. Thus, the interviewer relied on the tape recorder for recording the student comments after the interview was completed. On the back of each cue card was a code. Space was provided on the Part III schedule form for recording this information in priority order for purposes of quantification and measurement.

Validity Concerns

As stated earlier in Chapter II, no previous research was reported in the literature that identified a collation of student' stated expectations. Thus, the design of the instrument had to be constructed specifically for this study. Five educators were involved in the design of the instrument: The committee chairman, one educator from Indiana Vocational Tech and three educators from Taylor University (including the researcher).

The wording of the interview questions had primarily three functions: 1) Do the interview questions elicit data that relate to the research questions? 2) Do the interview questions create a clear picture in the mind of the respondent concerning the subject being discussed? 3) Do the interview questions elicit data that provide reliable and valid information for measurement. Both Parten (1950) and Payne (1951) provided checklists for preparing interview questions that meet this criteria.

Each educator made a thorough review of the instrument for content validity. The next step was that of pre-testing the instrument with a

sample of students for "face validity" and reliability. The instrument was not intended for predictive, construct or concurrent validity purposes.

Reliability Concerns

Eight students were pre-tested for this study. After each interview, the above three questions were asked of each student. The students observed that the instrument was readily understood and answerable. The student observations were consistent with each other and the interview questions asked. The pre-test did not lend itself to a "test-retest" for "stability" measures. After the interviews were completed, a collective comparative analysis of the student responses demonstrated a positive correlation to each other and the above "validity and reliability" questions. Thus, no modifications were needed for refining the instrument. A few suggestions were given for refining the interview procedure (e.g., "Have students themselves select the three most important expectations they listed in Part I of the interview and have the students write the expectations on the blank cue cards for the sorting exercise in Part III of interview "). Again, no precedented criterion measures were available in the literature for the employment of standardized reliability coefficients for this type of study. Further research needs to be done in this area of concern.

Pre-interview Tasks

A series of meetings was held with CE and SW personnel for establishing a proportionally representative sample of students for interviewing. The students were then notified and an interview time was established. The

first set of interviews scheduled involved the post-interns. This was done so that formulative feedback from the post-intern interviews would help refine the interview schedule and procedure for the second set of pre-intern interviews.

The next task involved the selection and training of competent interviewers. Four interviewers were selected from the CE program for interviewing the SW interns, and five interviewers were selected from the SW program for interviewing CE interns (three faculty members and six seniors). This procedure helped guard against "interviewer bias" and student "social desirability" statements in the interview. Each interviewer was given a copy of the proposal to study. An appointment was then made by each interviewer to meet with the researcher to discuss the proposal and the interviewer's role. The researcher then took the interviewer through a sample interview so that the interviewer could experience the interview procedure and the employment of the instrument.

Another meeting was held with all the interviewers together. Each interviewer was given a list of students they would be interviewing with date, time and place. A set of "reminder" forms were given to each interviewer to fill out and send to the students they were interviewing two days before the scheduled interview. The interviewers were then given the appropriate interview schedule forms and other materials for conducting the interviews. The interviewers were also given a set of instructions to review before each interview (see Appendix A).

After reviewing the "Interviewer's Instructions" together, the interviewers observed another sample interview. They were instructed to write down the things they observed and any questions they had. A discussion followed the sample interview relating to the things they observed, questions posed and other details. A time was established for regrouping after the first set of interviews for feedback and modification of the interview procedure and instrument (if need be) before the next set of interviews.

Interviewer Feedback

During the week of the first set of interviews, the interviewers met daily on an individual basis with the researcher for feedback. Assistance was given to the interviewers regarding any questions they had or problems encountered. There were a few times when students did not show up for an interview and had to be rescheduled. Also, insights gained by the interviewers about the interview procedure were shared with the researcher who in turn shared them with the other interviewers during the week.

After the first set of post-intern interviews were conducted, the interviewers met again as a group for review purposes. Suggestions were given for probing the students in areas that seem vagued to them (e.g., in Part III, adding the question: "Can you think of any courses you have had?" to question #1). Also, students seemed to have a difficult time identifying co-curricular activities at Taylor that helped them in their field experience expectations. Thus, the interviewers made a list of these activities for suggesting to the students after the initial question was asked and difficulty occured by the students in answering the question. The

list of suggestions were added to the "Interviewers Guide" sheet for the following week of interviews. Overall, the interviewers observed that the interviews went very well and that the students did not have any major problems understanding and answering the questions. Most of the expectations stated by the students were similar or related to the cue card expectation statements that were derived from the literature. Thus, the second set of pre-intern interviews were conducted.

The same feedback procedure was followed during the second week of interviews. The interviewers reported to the researcher on a daily basis. Very little difficulty was encountered by the interviewers throughout the interviews. The students had a difficult time answering the questions in Part III. This was expected since most of the pre-interns were freshmen. Their formal training in CE or SW was limited to one or two courses and they found it difficult relating how their formal training would help them in fulfilling their expectations as they anticipated their first field experience. Their involvement in co-curricular activities was also limited. The students did very well in articulating their anticipated expectations, as well as the intensity and source of the expectations. After the second week of interviews was completed, the interviewers returned the data to the researcher for content analysis.

Procedure for Content Analysis

The raw data were subject to a content analysis procedure. The researcher constructed a category index that partitioned, coded and provided qualification and quantification measures for the student responses. This procedure allowed for systematic measurement and interpretation of the data.

Since the nature of this study requires more of a qualitative procedure in the content analysis, quantification of the data supports the qualitative process. As Berelson points out: (1954, p. 495)

> Strictly speaking, the quantification aspect of content analysis is seldom applied to such interviews--partly because the coding rarely requires such intensive analysis, partly because the materials would not ordinarily support it (i.e., they are too far from the a verbatim account of what the respondent actually said), and partly because the meaning of the quantification would rest upon dubious assumptions about repetition, extension of remarks, etc. The coding procedure is similar to content analysis in that it involves the codification of verbal materials which can take many diverse forms and still 'mean' the same thing, in terms of the categories under which they are subsumed. But there the similarity usually ends. Thus coding is based upon the presence or absence of the categorized materials, not upon its frequency--upon whether, not how much.

Upon receiving the interview data from the interviewers, the researcher grouped the data according to its respective subsets. The data was then categorized and coded for qualification and quantification purposes. Counsel was given by Michigan State University's Office of Research Consultation for the content analysis procedure. Charles Bromley, professor at Indiana Vocational Tech, was consulted for cross-tabulating and measuring the data.

Thus, the format of the interview schedule elicited and recorded data that required qualification into appropriate categories and quantification. Most of the data required sorting and partitioning within expectation categories. Codes were assigned to the student expectation statements for partitioning. Once the data was reduced to intelligible partitions, interpretation was made on the findings.

Summary

Chapter III described the research design and methodology for the study. The primary focus of the study concerns CE interns who are preparing for religious occupations. The research questions were designed to inquire about the kinds, intensity and source of their expectations, and the effects curricular and co-curricular activities had on the student interns' hopes and concerns about their field experience.

The sampling process used in the study was basically nonprobability sampling. The sampling approach was necessary since the purpose for the study, the interview procedure and the population limits restricted the use of random sampling. A proportionally representative sample of the population was established for the interviewing procedure. The instrument was then pre-tested with a high correlation of student intern responses for the interview questions. Some modifications were made in the interview procedure.

The interview technique was described illustrating how student intern expectations were elicited and recorded. Qualified interviewers were selected, counseled and trained for conducting the interviews. Appropriate materials were provided for the interviewers. The interview schedule was role-played with each interviewer. Formulative feedback was received on a daily basis from the interviewers for constant modification of the interview procedure and instrument.

The data were subject to a content analysis procedure. Consultation was sought from Michigan State University's Office of Research Consultation for analyzing the data. Chapter IV describes the findings.

CHAPTER IV

FINDINGS

Introduction

Chapter IV reports the findings in the following areas: 1) kinds of expectations reported by the students, 2) the intensity of these expectations, 3) the source of these expectations, 4) priority ranking of expectations, 5) effects of curricular and co-curricular activities, and 6) unresolved and unrealistic expectations reported by the students.

The content analysis of these findings provides information relating to the following research questions:

1. Questions about Kinds, Intensity and Sources of Expectations:

   1a. What sorts of expectations are reported?

   1b. What are the levels of intensity associated with these expectations?

   1c. What sources do students identify for particular hopes?

   1d. What sources do students identify for particular concerns or anxieties?

2. Questions of Particular Institutional Importance:

   2a. In what ways are particular curricular experiences identified among the students' hopes for the internship experience?

   2b. In what ways are particular curricular experiences identified among the students' concerns and anxieties for the internship experience?

   2c. What sorts of references to co-curricular experi-

ences are cited in reference to students' hopes about the internship experience?

2d. What sorts of references to co-curricular experiences are cited in reference to students' concerns and anxieties for the internship experience?

2e. What sorts of evidences are there in these expectations that the preparatory activities are having any effects?

2f. What evidences are there of further needs that give curriculum mandate to these preparatory experiences?

2g. What are the unresolved concerns of the student interns?

2h. What are the unrealistic hopes that should be dealt with more adequately in the CE and SW curricula?

As stated earlier in the "Content Analysis" section of Chapter III, the nature of this exploratory study requires more of a qualitative approach to the content analysis procedure. The qualitative approach is emphasized for three basic reasons: 1) the study is not primarily concerned with "how many" of the same kinds of responses are given by the students, rather "what" specific kinds of responses are recorded; 2) the interview procedure ("semi-standardized" interview with a "funnel effect" in asking "open-to-close" questions) lends itself to qualification of verbal data within descriptive categories for responding to the research questions; and 3) the limited size of the sample does not yield a significant amount of quantifiable data. Thus, an emphasis is made on categorizing and qualifying the data in descriptive terms. Less emphasis is placed on quantifying the data unless the quantification procedure helps clarify the qualitative process.

Therefore, the data were partitioned and categorized in the

following subsets: 1) CE Pre-interns, 2) SW Pre-interns, 3) CE Post-interns, and 4) SW Post-interns. A comparison of the data was made between the following subsets: 1) CE and SW Pre-interns, 2) CE and SW Post-interns, and 3) CE/SW Pre-interns and CE/SW Post-interns. The data comparison served three purposes: 1) What significant differences and congruencies are reported by the CE and SW students in their expectations? 2) What conclusions and recommendations are derived from the study for improving the students' professional development and the CE/SW internship programs? 3) What hypotheses can be formulated for further empirical research?

Thus, Chapter IV is divided into six parts: 1) Introduction, 2) Analysis of Student Stated Expectations, 3) Analysis of Priority Expectations, 4) Analysis of Curricular and Co-curricular Effects on Student Expectations, 5) Analysis of Unresolved and Unrealistic Expectations, and 6) Summary.

Analysis of Student Stated Expectations

The first task of analyzing the student expectations was that of developing a category index. The researcher reviewed each of the seven hundred and thirty-one student responses listed on the interview schedules, under the heading "Kinds of Expectations." The review identified five major categories with sub-categories and their descriptors. The five major categories derived from the student responses related to: 1) "Interpersonal" expectations, 2) "Field Environment" expectations, 3) "Application of Prior Learning" expectations, 4) "Intern Development" expectations, and 5) "Effects of Field

Experience" expectations. A listing of the student descriptors was formulated for each category. The listing of categories and their respective descriptors was summarized and a "Rater Form" was designed for coding and partitioning each student response into appropriate categories.

The "Interpersonal" category had three sub-categories: 1) helping, 2) relating, and 3) communicating with others. Some of the descriptive terms used by the students for describing "Interpersonal" expectations were: counseling, mediating, encouraging, motivating, disciplining; caring, showing compassion and interest, being sensitive and open, approachable, loving, accepting, understanding, empathizing, patient, modeling; learning about others' needs, concerns, problems and how others should be treated; understanding how behavioral change occurs; understanding group dynamics and development; use of humor; listening, confronting, understanding verbal and nonverbal communication; communicating and working with supervisors, co-workers, different age groups, clients, students, patients and families.

The "Field Environment" category had two sub-categories: 1) learning about and 2) adjusting to the field environment. Some of the descriptive terms used by the students for describing "Field Environment" expectations were: understanding the organization's purpose, goals, policies, procedures and authority structure; understanding intern's role and degree of involvement; type of supervision and training provided; evaluation procedures; remuneration and other benefits provided; others' expectations for the intern; intern's adjustment of

one's own expectations; learning to be flexible and adaptable; employing observation skills for understanding and adjusting to peculiar problems and different ways of doing things in the work situation.

The "Application of Prior Learning" category had five sub-categories: 1) application of formal training, 2) application of past experience, 3) application of personal ideas, 4) gaining community education, and 5) recycling field experience. Some of the descriptive terms used by the students for describing "Application of Prior Learning" expectations were: application of formal training of knowledge, methods, models, materials, curricula, programs, other resources; musical, sports and recreation training; application of past experience gained from informal or non-formal learning in other situations; application of personal ideas for experimentation; gaining community education along with formal training and work experience; recycling field experience gained into the classroom setting.

The "Intern Development" category had two sub-categories: 1) professional competencies and 2) personal traits. Some of the descriptive terms used by the students for describing "Intern Development" expectations were: appreciating differences and developing mutual respect; learning how to follow other types of leadership styles while developing and employing one's own leadership abilities; organizing and managing; problem-solving and decision-making; management of time; performing work assignments effectively and handling responsibility; integration of faith with work (e.g., helping others grow morally and spiritually; exercising one's "spiritual gifts"); gaining practical

experience and insights; developing interviewing and writing skills; developing training and teaching competencies; evaluation techniques; understanding and developing self-confidence, self-esteem, self-enrichment, self-maturation, self-evaluation and self-concept; developing assertiveness; discovering personal limitations, values, abilities, talents and other assets; coping with failure, mistakes, fears, stress and anxieties; moral and spiritual growth; maintaining objectivity; developing creative abilities; understanding independency and interdependency relationships; enthusiasm; experiencing success.

The "Effects of Field Experience" category had three subcategories: 1) field work, 2) formal training, and 3) career orientation. Some of the descriptive terms used by the students for describing "Effects of Field Experience" expectations were: gaining a better understanding of particular field work; feed-back on whether or not student enjoys this type of work; how student affected others; insights gained on how formal training relates to field work; feedback on whether or not this type of formal training is further desired by student; need for further training in this major area; broaden vocational perspective; commitment reinforced toward this vocation; transition from student intern status to semi-professional status.

The next task in analyzing the student expectations was that of constructing a "Rater Form" for coding and partitioning each student response into the appropriate categories (see Appendix B). The "Rater Form" was carefully constructed with rater directions for analyzing the student responses. The above categories and their respective

descriptors were listed on the "Rater Form" with a category code number for each category.

Three raters were secured for coding the student responses. The researcher met with each rater on separate occasions and explained the directions for coding the responses. The raters were given a demonstration of the coding process by the researcher. Each rater did one sample of a student's responses with the researcher present in order to ask any questions about the procedure. The raters then proceeded to code the responses on their own.

After the raters completed this task, the researcher conducted a "Interrater Reliability" study of the raters' findings. The Coefficient of Interrater Agreement for categorizing the student expectations was found to be .94.

Originally, seventy interviews were established for the sample. Actually, sixty-five interviews were conducted. The mortality rate of five interviews occured primarily in the SW interviews. Two female students (one CE major and one SW major) dropped out of the programs after the sample had been established. One SW male dropped out of the program and two SW males did not attend the interviews even after two appointments were scheduled. The trade-off of three students dropping out of both programs did not bias the internal or external validity of the study in any appreciable degree since the sample was determined by selecting a quota sample proportionately representative of the population. Since the population declined by three students, the sample quota also declined proportionately. As the findings will demonstrate, the

quality and quantity of the student responses were sufficient for generalizability purposes among CE and SW majors.

Table 4.1 is a summary of category responses for the student expectations. The purpose of Table 4.1 illustrates the number and percentage of student responses in each category within the respective subsets.

Table 4.1 Summary of Category Responses for "Student Stated" Expectations

CATEGORIES:	NUMBER AND PERCENTAGE OF RESPONSES FOR SAMPLE SUBSETS			
	CE Pre-interns (19 Students)	SW Pre-interns (17 Students)	CE Post-interns (15 Students)	SW Post-interns (14 Students)
INTERPERSONAL	85 (41%)	61 (37%)	73 (34%)	53 (36%)
FIELD ENVIRONMENT	9 (4%)	15 (9%)	27 (13%)	17 (11%)
APPLICATION OF PRIOR LEARNING	16 (8%)	10 (6%)	21 (10%)	14 (9%)
INTERN DEVELOPMENT	74 (36%)	54 (33%)	78 (37%)	52 (35%)
EFFECTS OF THE FIELD EXPERIENCE	22 (11%)	24 (15%)	13 (6%)	14 (9%)
TOTAL:	206 (100%)	164 (100%)	212 (100%)	150 (100%)

Table 4.1 indicates a substantial percentage pattern of student responses for "Interpersonal" expectations and "Intern Development" expectations in all four subsets. The next substantial percentage pattern between the CE and SW pre-interns illustrates a concern about the "Effects of the Field Experience;" whereas the CE and SW post-interns indicate a concern for "Field Environment" expectations. The expectation percentage patterns between the CE and SW pre-interns are

very consistent. A similar percentage pattern holds true between the CE and SW post-interns. Thus, the percentage of responses within the categories illustrate consistent patterns between the respective subsets for the content analysis.

After the student responses were coded and partitioned within the respective categories, the data findings were collated within the four subsets. Figures C.1 - C.20 (see Appendix C) represent a collation of the student responses in their respective categories by subsets. This part of the content analysis procedure helped organize the data for analyzing the following research questions: 1) What sorts of expectations are reported? 2) What are the levels of intensity associated with these expectations? 3) What sources do students identify for particular hopes? 4) What sources do students identify for particular concerns and anxieties?

What sorts of expectations are reported? The first part of the interview procedure was concerned with identifying the "kinds" of expectations the students had for their respective field experiences. Four questions were asked of the students: 1) What (did or do) you hope to gain from this experience? 2) What (were or are) your concerns about the experience? 3) What else (did or do) you expect from this experience? 4) What personal strengths (were or are) you expecting to lend to the experience?

Table 4.1 (a summary of category responses for Appendix Figures C.1 - C.20) indicated that all four subsets identified expectations for helping, relating and communicating effectively with others; learning about and

and adjusting to the field environment; knowing how to apply prior learning in the field experience; developing and applying professional competencies and personality traits; and gaining feedback relating to field work performance, effectiveness of formal training and for career orientation. A listing of the specific terms used by the students to describe these major category expectations was stated earlier in the chapter and are specifically collated in Appendix Figures C.1 - C.20. Basically, the same descriptors were used by the students in all four subsets. As Table 4.1 indicates, the percentage of student responses for each subset was fairly consistent between CE/SW pre-interns and the CE/SW post-interns.

What are the levels of intensity associated with these expectations? The second part of the interview procedure was concerned with identifying the "level of intensity" and "source" of each student expectation. The level of intensity for each expectation focused on the importance of achieving the expectation. The student was asked to rate each expectation by assigning a number to the expectation by responding to the following scale:

INTENSITY SCALE

1 = OPTIMISTIC - I (am or was) pretty sure I could fulfill this expectation.

3 = NEUTRAL - It (doesn't or didn't) matter one way or another about fulfilling this expectation.

5 = APPREHENSIVE - I (am not or wasn't) sure whether I could fulfill this expectation.

2&4 = IN BETWEEN OPTIMISTIC OR APPREHENSIVE

Figures 4.1 - 4.5 illustrate the number and percentage of responses for each category subset and the intensity level range. It should be noted that the number of category responses will vary in each subset because of the number of students interviewed in each subset. Table 4.1 should be referred to for an accurate perspective of the category response percentages in each subset. Thus, a proper interpretation of Figures 4.1 - 4.5 should focus more on the "level of intensity" and its relationship to the "percentage of responses" for each category subset.

Figure 4.1 illustrates an "Optimistic" level of intensity for student achievement of "Interpersonal" expectations in all four subsets. This is consistent with the high percentage of responses in Table 4.1 for all subsets. Thus, student expectations for this category demonstrate a high percentage of responses and a level of intensity that was "Optimistic" for achieving "Interpersonal" expectations in all subsets.

Figure 4.2 illustrates a variation in levels of intensity. CE and SW pre-interns were basically "Optimistic" about achieving "Field Environment" expectations. The CE post-interns varied in their optimism and apprehension. The SW post-interns' scores were basically "Apprehensive." Subset comparisons would not be significant because of the low number of responses in this expectation category.

Figure 4.3 also illustrates a variation in levels of intensity. The CE pre-interns and post-interns indicate an "Optimistic" level of intensity for achieving "Application of Prior Learning" expectations. The SW pre-interns and post-interns varied in their optimism and apprehension. Thus, most of the CE interns were "Optimistic" about achieving

Figure 4.1 Category One: Range of Intensity Level Scores for "Interpersonal" Expectations

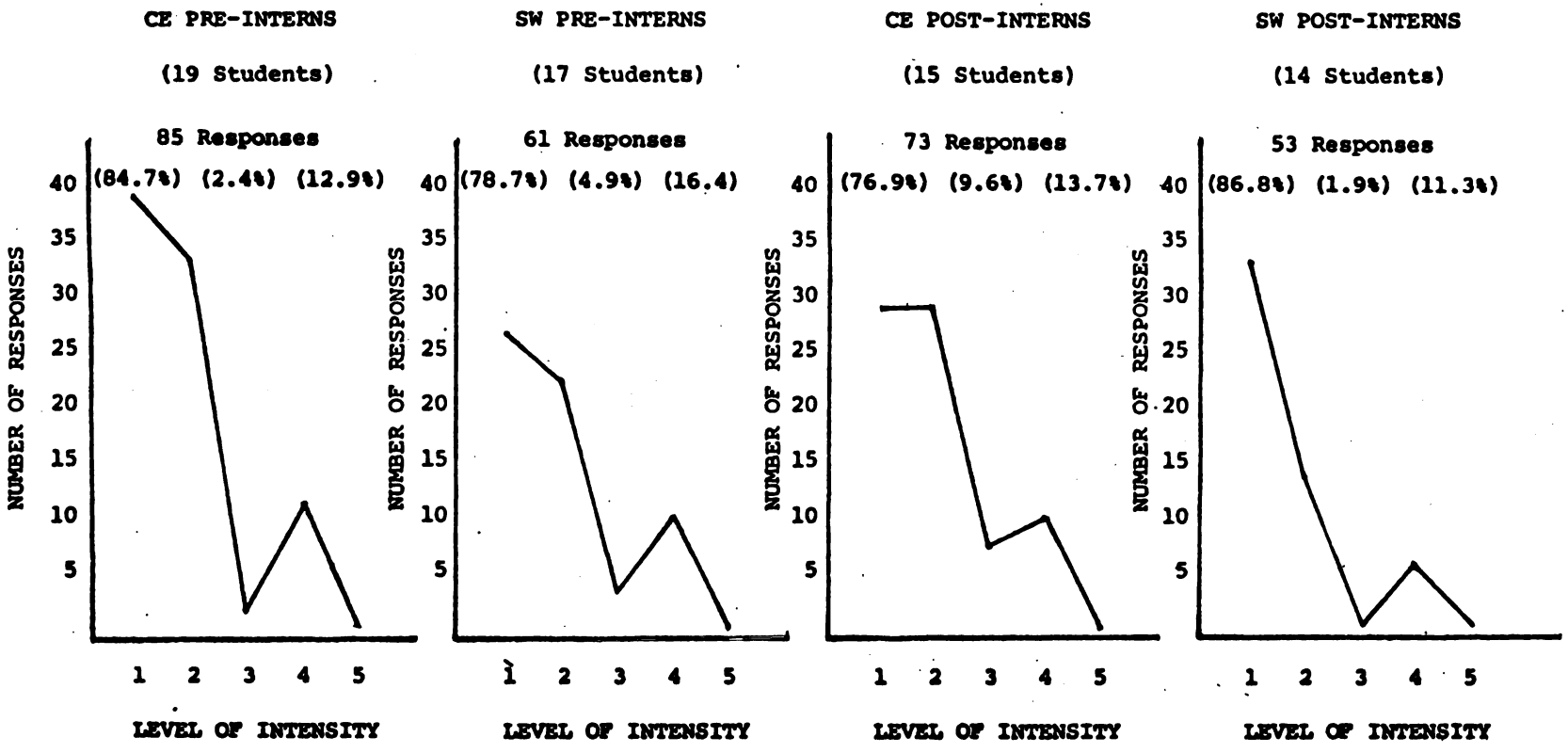


Figure 4.2 Category Two: Range of Intensity Level Scores for "Field Environment" Expectations

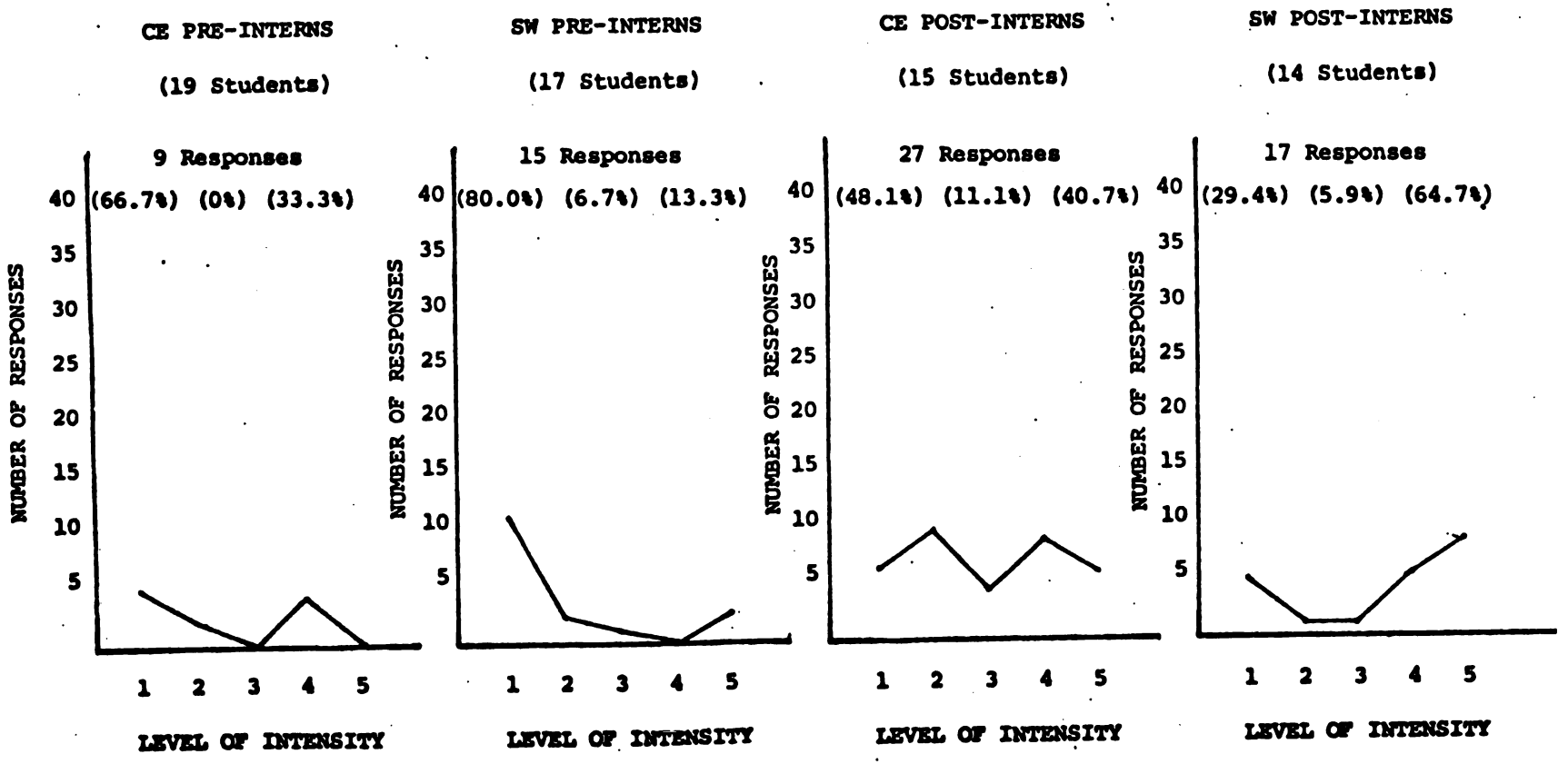


Figure 4.3 Category Three: Range of Intensity Level Scores for "Application of Prior Learning" Expectations

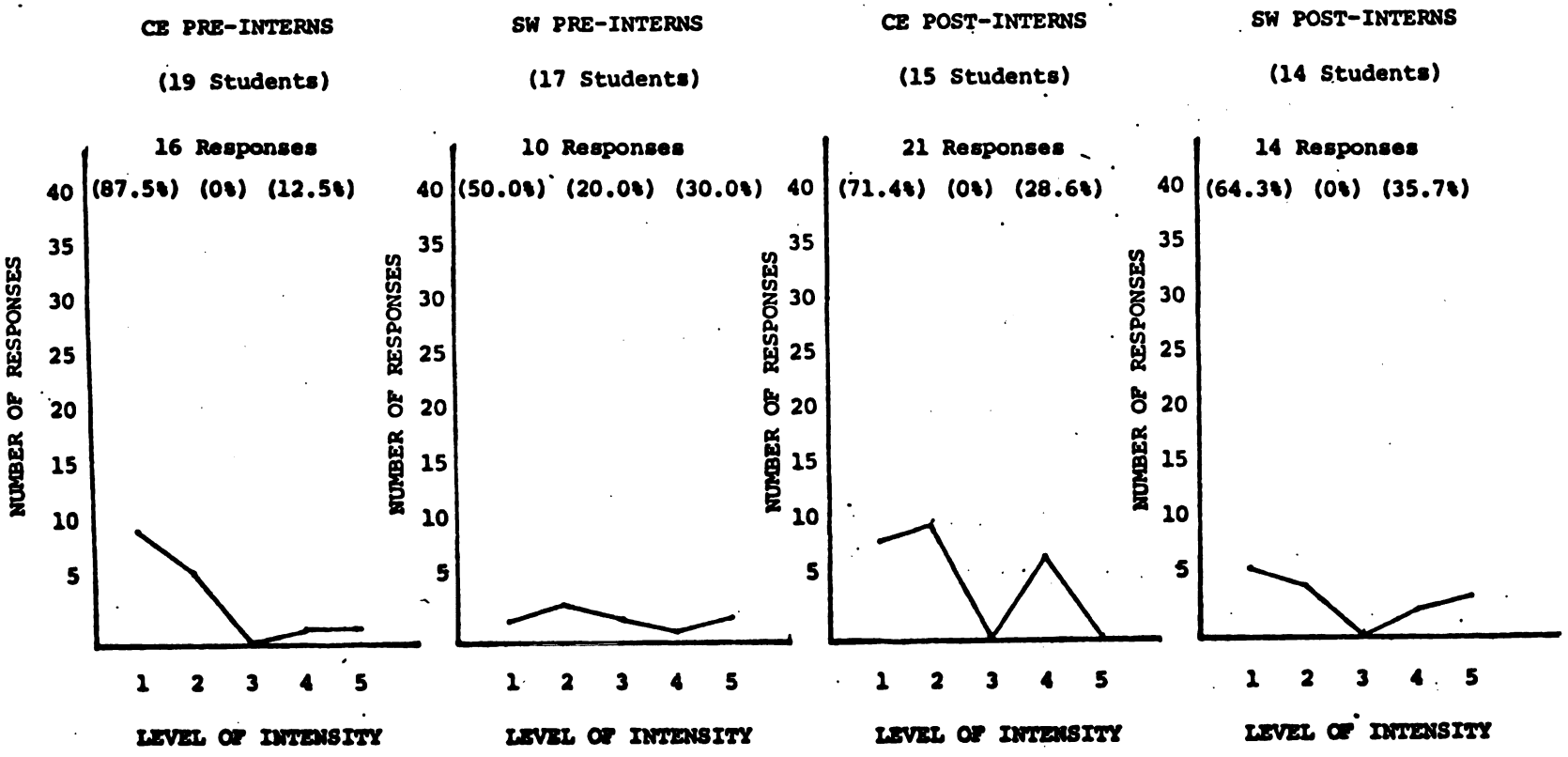


Figure 4.4 Category Four: Range of Intensity Level Scores for "Intern Development" Expectations

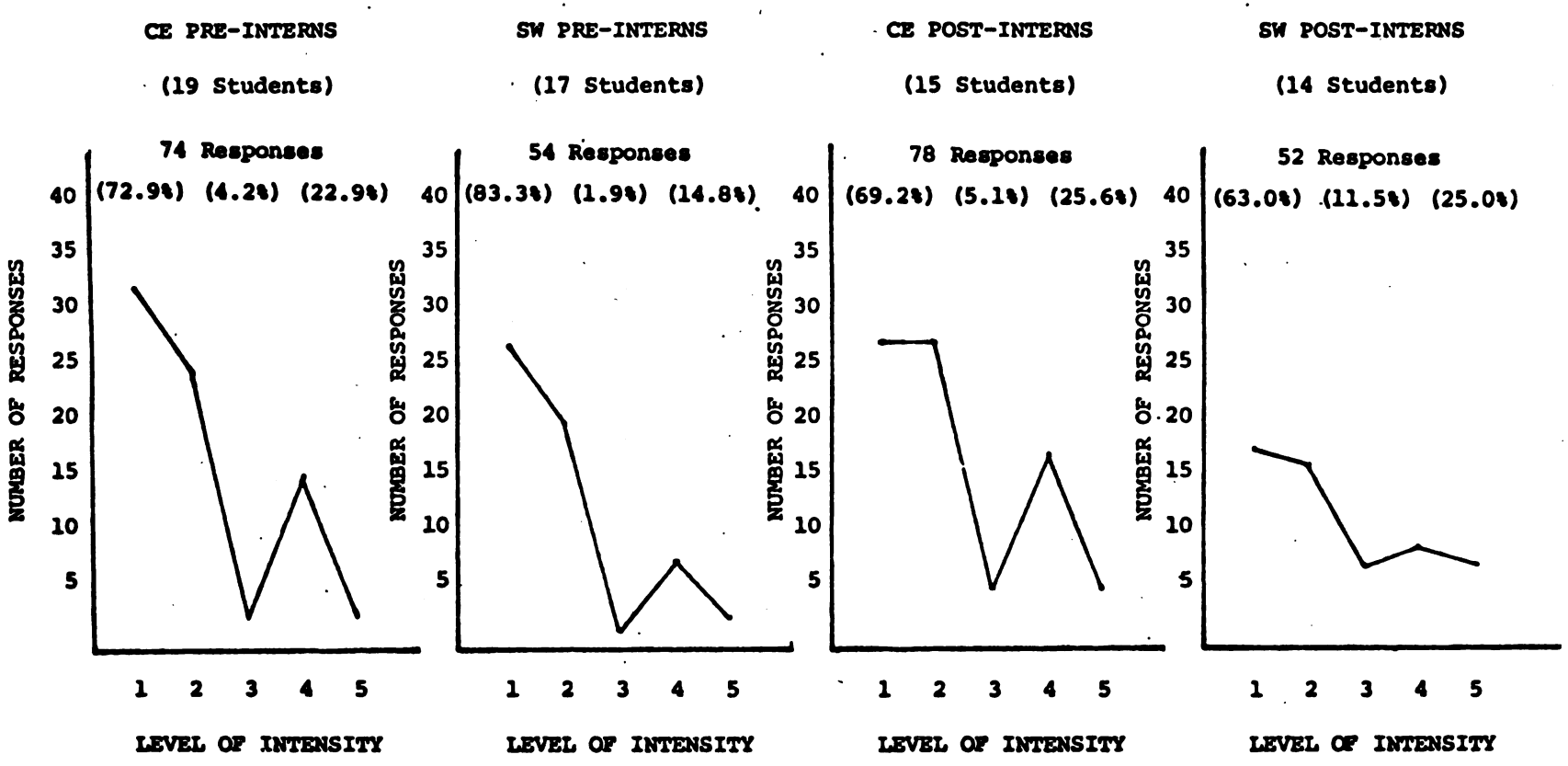
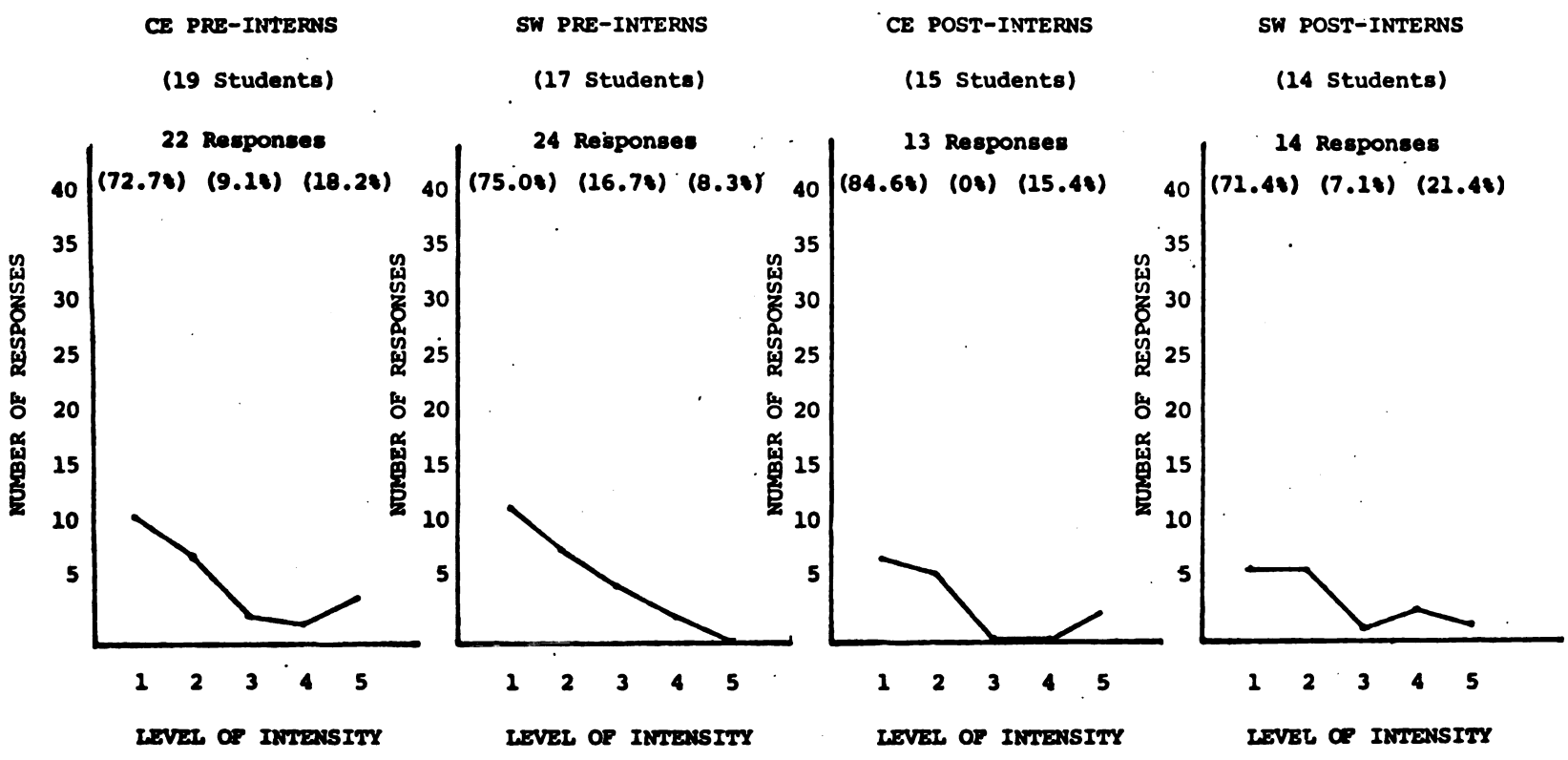


Figure 4.5 Category Five: Range of Intensity Level Scores for "Effects of Field Experience" Expectations



expectations in this category; whereas most of the SW interns varied in their optimism and apprehension for applying formal training in the field work experience.

Figure 4.4 illustrates a fairly "Optimistic" level of intensity for student achievement of "Intern Development" expectations in all four subsets. This is consistent with the high number of responses in Table 4.1 for all subjects. Figure 4.5 illustrates an "Optimistic" level of intensity for student achievement of "Effects of Field Experience" expectations (i.e., receiving feedback relating to field work performance, effectiveness of formal training and career orientation). This "Optimistic" intensity held true for all subsets.

Thus, all four subsets indicate an "Optimistic" level of intensity in the following categories: 1) "Interpersonal" expectations, 2) "Intern Development" expectations, and 3) "Effects of Field Experience" expectations. The following categories indicate a variation in the intensity levels: 1) "Field Environment" expectations and 2) "Application of Prior Learning" expectations. The only subset that indicated an "Optimistic" level of intensity for all expectation categories was the CE pre-intern subset. The SW pre-interns and the CE post-interns were "Optimistic" in all the expectation categories except for one category where the student responses were fairly divided between optimism and apprehension. The SW post-interns was the only subset that was "Apprehensive" in one of the expectation categories ("Field Environment").

After each expectation was rated by the students during the interview, the students were asked the question: "Why (is or was) this

expectation important to you?" The following reasons given by the students were collated in Figures C.1 - C.20 . The student responses given were duplicated in most of the categories by all four subsets. Thus, it would be repetitious to list the responses by category and subset separately. A summary of the student' reasons for achieving their expectations are as follows:

Desire to Work with and Help Others:

*Help others by accepting, loving, caring, listening, understanding and sharing with them
*Learn how to establish relationships
*Learn how to establish rapport with others for building trust
*Help others gain confidence and sense of worth
*People should be treated with respect
*Help others express themselves more adequately
*Provide fun activities and recreation
*Gain experience relating and communicating with others
*Fulfill Christian commitment (faith with work)
*Be a model (demonstrate human concern for others)
*Learn about different levels of human development
*Understand needs and problems of others
*Meet and appreciate different people
*Learn how to handle others' expectations of oneself
*Gain group work experience
*Accomplish human goals and be useful
*Gain acceptance of others
*Gain and share new insights with others

Self Development:

*Gain self-confidence
*Gain self-esteem
*Gain self-knowledge
*Become more self-motivated
*Become more self-sufficient
*Become more self-fulfilled
*Learn how to deal with fears and inadequacies
*Learn how to counsel better
*Learn better through making mistakes
*Learn how to sort out and set personal priorities and goals
*Learn how to manage one's time

*Develop creativity
*Learn about oneself from others
*Develop speaking skills
*Learn how to handle responsibility
*Learn how to problem-solve

Gain Field Work Experience:

*Gain a better understanding of organizational work
*Opportunity to apply formal training (purpose of education)
*Learn best by interacting in a field environment
*Opportunity to apply special abilities, gifts, and talents
*Opportunity to develop job skills and learn how to do a good job
*Opportunity for developing leadership and teaching skills
*Opportunity to gain an appreciation of one's education and its worth
*Opportunity to use one's musical and athletic abilities
*Gain a better understanding of methods
*Broaden one's perspective of the vocation for career decision-making
*Gain an understanding of community influences on agency work
*Learn about other field resources
*Learn how to relate with other professionals
*Opportunity for financial remuneration for educational expenses
*Provides an opportunity to fulfill internship requirements

Thus, the collation of student reasons for achieving their expectations is directly related to the major category expectations by all four subsets. It should be noted that even though the students rated some of their expectations with a number 3, 4 or 5 ("doesn't matter if I fulfill this expectation" or "wasn't sure I could fulfill this expectation"), the students still felt the expectations were important and gave reasons for achieving these expectations.

What sources do students identify for particular hopes or concerns for their expectations? The student responses to this question were collated in Appendix Figures C.1 - C.20. The same type of responses were repeated in all the major category expectations by each subset. Thus, the "source" responses were summarized in the following categories. A total for the responses follows each category (e.g., "Past Experience" [235]).

"Source" Categories for Expectations

*Self needs, goals, abilities and personal values (340)
*Past experience (235)
*Influence of others, family & society (88)
*Academic: classroom knowledge, experience and requirements (71)
*Christian mandate: Scriptures, Church and God (27)
*Professional development and career goals (11)
*Job expectations (7)

The most frequent stated source of student expectations focused primarily on the students' personal values and their self needs and goals. The students' past experiences help influence their hopes and concerns for field work expectations. Many students felt that their discussions with others (friends, field workers, professors, other professionals) helped them gain a perspective for what to expect in their field work. Family and societal influences were suggested as factors that directed the students into vocational training for helping people. Knowledge and experience gained in formal training broadened their understanding of Christian ministries and social work opportunities. The students' commitment to help others in their development was significantly influenced by their Christian background and religious commitment. Other major sources influencing student expectations were job expectations, professional development and career goals.

At this juncture in the content analysis of the student stated expectations, the categorization process was explained and the research questions relating to the kinds, intensity and source of the expectations were examined in reference to the data findings. The data were categorized and collated in Appendix Figures C.1 - C.20. Table 4.1 summarized Figures C.1 - C.20 illustrating the percentage of responses for each major expectation category within the respective subsets. Figures 4.1 - 4.5 illustrated the number and percentage of responses for each category and subset in relationship to the intensity level of the student responses. A summary of the students' reasons concerning the importance of the expectations was presented. Finally, a summary of the expectations sources was described. The next phase of the content analysis will focus on student prioritizing of seven expectations derived from the literature and three expectations selected from the students' listing of their own expectations.

Analysis of Student Priority Expectations

Part III of the interview procedure began with a card sorting exercise. The exercise was a prerequisite step in helping each student answer the questions that related to the effects curricular and co-curricular activities had on five priority expectations. The exercise procedure had each student prioritize in order of importance ("importance" meaning intensity toward achievement of these expectations) seven expectations derived from the literature and three expectations selected by each student from their list of "student stated" expectations. Each of the ten expectation categories had a code number assigned to the back

of the cards for the sorting exercise: Card Code #1 ("Developing Self-Confidence"), #2 ("Adjusting to the New Field Experience"), #3 ("Having a Good Relationship with Field Supervisor"), #4 ("Meeting and Getting Along with New People"), #5 ("Applying My Training in the Field"), #6 ("Performing My Job Well"), and #7 ("Understanding the Organizational and Authority Structures of Agency"). Card Code Numbers 8 - 10 varied in category titles since each student selected different expectations from their list of "student stated" expectations in Part I of the interview procedure.

During the interview, each student arranged the expectation cards in priority order. The cards were then collected in that order. After each interview, the interviewers listed the card code numbers in priority order on the "Interview Response/Observation Form" for Part III of the interview (see Appendix A). Thus, after the students completed the card sorting exercise, questions of institutional importance were asked of the top five priority expectation categories. The content analysis of the student responses to these questions is reported in the next section "Analysis of Curricular and Co-curricular Effects on Student Priority Expectations."

Therefore, the findings for this part of the content analysis have been organized in this order: 1) CE Pre-interns, 2) SW Pre-interns, 3) CE Post-interns, 4) SW Post-interns, and 5) Summary of Comparative Findings between Subsets.

There were nineteen CE pre-interns who participated in the card sorting exercise and ten card sorts for each student; thus, one

hundred and ninety card sorts altogether. Table 4.2 is a summary of the card sort responses in priority order for each of the ten categories.

Table 4.2 Summary of Priority Expectation Responses for CE Pre-interns

	CARD CODE NUMBERS FOR EXPECTATIONS DERIVED FROM LITERATURE							"STUDENT STATED" EXPECTATIONS			
PRIORITY ORDER:	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	TOTAL:
	Number of Student Expectation Responses										
1	1	0	0	2	0	2	0	13	1	0	19
2	5	1	1	2	2	1	0	5	2	1	19
3	3	1	0	3	2	5	0	0	5	0	19
4	3	0	1	3	2	2	0	1	5	2	19
5	2	2	0	2	4	3	0	0	3	3	19
SUB-TOTAL:	(14)	4	2	(12)	(10)	(13)	0	(19)	(16)	6	95
6	1	1	3	3	2	2	0	0	2	5	19
7	2	3	1	2	3	1	0	0	1	6	19
8	1	7	1	0	2	1	6	0	0	1	19
9	0	2	4	2	1	0	10	0	0	0	19
10	1	3	8	0	1	2	3	0	0	1	19
SUB-TOTAL:	5	(15)	(17)	7	9	6	(19)	0	3	(13)	95
TOTAL:	19	19	19	19	19	19	19	19	19	19	190

The left hand column (top to bottom) represents the priority order. The top column (left to right) represents the card code numbers for the expectation categories derived from the literature and the "student stated" list of expectations. The number of expectation responses are listed under each category code number with sub-totals and totals. Circles have been placed around the majority of expectation responses for each category. This circling device helps illustrate the priority level (top five priority level or bottom five priority level) of each expectation category's location.

The CE pre-intern' expectation categories that were derived from the literature and frequently listed in the top five priority level were: Card

Code #1 ("Developing Self-Confidence"), #4 ("Meeting and Getting Along with New People"), and #6 ("Performing My Job Well"). The borderline expectation category derived from the literature was: #5 ("Applying My Training in the Field"). The bottom priority level expectation categories derived from the literature were: #2 ("Adjusting to the New Field Experience"), #3 ("Having a Good Relationship with Field Supervisor"), and #7 ("Understanding the Organizational and Authority Structures of the Agency").

The majority of the "student stated" expectation categories were listed in the top five priority level. This seems to illustrate the overall importance students placed on the selection of three expectations from their "student stated" expectations over the expectations derived from the literature. The following list of priority "student stated" expectations (Card Code Numbers 8 - 10) are given in priority order.

Priority Order:	Priority "Student Stated Expectations" (Card Code #8 - 10) Listed By CE Pre-interns
#1	*Opportunity to care for others
	*Building self-confidence
	*Grow spiritually
	*Spiritual growth
	*Self-confidence
	*Grow spiritually
	*Help others work together
	*Spiritual growth through the experience
	*Love people (opportunity to)
	*Career orientation
	*Experience gained working with kids
	*Gain self-confidence
	*Integration of classroom knowledge and job
	*Grow

#2 *Deepening of spiritual life
*Gain a better understanding and concern for less privileged people
*Find out if CE should be my major
*Availability to kids when they need me
*Communication
*Meet personal expectations
*Valuable for mission work preparation
*Gain self-confidence
*Gain insight for determining if this is the type of work for me
*Gain self-confidence

#3 *Develop ability to listen and understand those working with me
*Learn more about self
*Learn what to do in a given situation

#4 *Develop leadership qualities
*Discovering my abilities
*Getting along with people
*Ability to express myself
*Find out if I enjoy working with children
*Learning how to relate to others
*Relating to people's problems
*Help kids spiritually
*Fear of failing

#5 *Learning how to get along with others
*Opportunity to exercise "Spiritual gifts" (helps)
*Give of myself through personal experiences
*Gain experience for self-confidence and getting a job
*Learn how to motivate people
*Develop empathy with others

Many of these priority "student stated" expectations are directly related to the following expectation categories derived from the literature: Card Code #1 ("Developing Self-Confidence") and #4 ("Meeting and Getting Along with New People"). From the list of priority "student stated" expectations, emphasis was placed on 1) self-development, 2) personal spiritual growth, 3) career orientation, 4) developing inter-

personal skills, 5) gaining practical experience, and 6) opportunities to help others.

There were seventeen SW pre-interns who participated in the card sorting exercise and ten card sorts for each student; thus, one hundred and seventy card sorts altogether. Table 4.3 is a summary of the card sort responses in priority order for each of the ten categories.

Table 4.3 Summary of Priority Expectation Responses for SW Pre-interns

PRIORITY ORDER:	CARD CODE NUMBERS FOR EXPECTATIONS DERIVED FROM LITERATURE							"STUDENT STATED" EXPECTATIONS			TOTAL:
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	
	Number of Student Expectation Responses										
1	2	0	0	1	1	2	0	11	0	0	17
2	1	1	1	2	2	1	2	4	3	0	17
3	2	1	2	3	1	0	0	1	6	1	17
4	1	3	0	3	1	1	2	0	5	1	17
5	2	0	2	3	2	1	0	1	2	4	17
SUB-TOTAL:	8	5	5	(12)	7	5	4	(17)	(16)	6	85
6	0	6	1	3	1	2	2	0	0	2	17
7	2	0	2	0	2	5	2	0	0	4	17
8	1	2	1	1	2	3	3	0	1	3	17
9	2	3	5	0	2	1	3	0	0	1	17
10	4	1	3	1	3	1	3	0	0	1	17
SUB-TOTAL:	(9)	(12)	(12)	5	(10)	(12)	(13)	0	1	(11)	85
TOTAL:	17	17	17	17	17	17	17	17	17	17	170

The SW pre-intern' expectation categories that were derived from the literature and frequently listed in the top five priority level were: Card Code #4 (Meeting and Getting Along with New People"). The borderline expectation category derived from the literature was: #1 ("Developing Self-Confidence"). The bottom priority level expectation categories derived from the literature were: #2 ("Adjusting to the New Field Experience"), #3 ("Having a Good Relationship with Field Supervisor"),

#5 ("Applying My Training in the Field"), #6 ("Performing My Job Well"), and #7 ("Understanding the Organizational and Authority Structures of the Agency").

The majority of the "student stated" expectation categories were listed in the top five priority level, except for Card Code #10 category (middle priority range, #5-8). Again, this seems to illustrate the overall importance students placed on the selection of three expectations from their "student stated" expectations over the expectations derived from the literature. The following list of priority "student stated" expectations (Card Code Numbers 8 - 10) are given in priority order.

Priority Order:	Priority "Student Stated Expectations" (Card Code #8 - 10) Listed By SW Pre-interns
#1	*Gaining practical experience
	*Exhibit a real love for kids
	*Gain career orientation
	*Opportunity to work with the whole person and needs
	*Gain career orientation
	*Gain career orientation
	*Integration of faith with work
	*Integration of faith with work
	*Developing relational skills
	*Understanding the mind-set of the people serving
	*Gain career orientation
#2	*Developing self-concept
	*Application of formal training
	*Developing communication skills
	*Self maturity in handling responsibility
	*Understanding of others
	*Gaining self-acceptance of others
	*Integration of faith with work
#3	*Developing interpersonal skills
	*Integration of faith with work

*Exhibiting concern and care for others
*Developing communication skills
*Learning about my abilities
*Show love for others
*Learning how to handle tough situations
*Observe organizational structure
*Application of decision-making skills

#4 *Learning about my abilities
*Developing a good relationship with my supervisor
*Gain new insights
*Develop interpersonal skills
*Learn how to relate with kids
*Developing a good relationship with supervisor

#5 *Develop communication skills
*Be a good model to others
*Develop interpersonal skills
*Learning about my abilities
*Learning about legal problems and how to solve them
*Helping others

Many of these priority "student stated" expectations are directly related to the following expectation categories derived from the literature: Card Code #1 ("Developing Self-Confidence"), #2 ("Meeting and Getting Along with New People"), #4 ("Applying My Training in the Field"), and #5 ("Performing My Job Well"). From the list of priority "student stated" expectations, emphasis was placed on 1) self-development, 2) career orientation, 3) gaining practical experience, 4) developing interpersonal skills, and 5) integration of faith with work.

There were fifteen CE post-interns who participated in the card sorting exercise and ten card sorts for each student; thus, one hundred and fifty card sorts altogether. Table 4.4 is a summary of the card sort responses in priority order for each of the ten categories.

Table 4.4 Summary of Priority Expectation Responses for CE Post-interns

PRIORITY ORDER:	CARD CODE NUMBERS FOR EXPECTATIONS DERIVED FROM LITERATURE							"STUDENT STATED" EXPECTATIONS			TOTAL:
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	
	Number of Student Expectation Responses										
1	2	0	1	0	2	1	0	9	0	0	15
2	0	0	0	1	1	0	0	5	6	2	15
3	3	0	0	1	3	2	0	1	4	1	15
4	2	0	1	2	3	1	2	0	4	0	15
5	2	1	0	1	0	4	1	0	0	6	15
SUB-TOTAL:	(9)	1	2	5	(9)	(8)	3	(15)	(14)	(9)	75
6	3	0	1	3	2	2	0	0	1	3	15
7	0	2	2	3	2	3	0	0	0	3	15
8	1	5	2	3	2	0	2	0	0	0	15
9	0	6	5	0	0	1	3	0	0	0	15
10	2	1	3	1	0	1	7	0	0	0	15
SUB-TOTAL:	6	(14)	(13)	(10)	6	7	(12)	0	1	6	75
TOTAL:	15	15	15	15	15	15	15	15	15	15	150

The CE post-intern' expectation categories that were derived from the literature and frequently listed in the top five priority level were: Card Code #1 ("Developing Self-Confidence"), and #5 ("Applying My Training in the Field"). The borderline expectation category derived from the literature was: #6 ("Performing My Job Well"). The bottom priority level expectation categories derived from the literature were #2 ("Adjusting to the New Field Experience"), #4 ("Meeting and Getting Along with New People") and #7 ("Understanding the Organizational and Authority Structures of the Agency").

The majority of the "student stated" expectation categories were listed in the top five priority level, except for Card Code #10 category (middle priority range, #2 - 7). Again, the students placed a

high priority on their expectations over the expectations derived from the literature. The following list of priority "student stated" expectations (Card Code Numbers 8 - 10) are given in priority order.

Priority Order:	Priority "Student Stated " Expectations (Card Code #8 - 10) Listed by CE Post-interns
#1	*Have enough training in Biblical content to teach *Lead others to Christ and for spiritual growth *Gain experience working with youth *Working within a church structure with people *Gain practical experience working with youth *Personal Development *Being open to God's Spirit for Him to work through me *Sharing enthusiasm about spiritual matters *Having an influence in young people's lives
#2	*Transfering classroom learning into practical experience *Being involved in a learning experience *Developing a good relationship with supervisor *Building relationships *Learning how to lead a youth group *Using my creativity *Applying classroom training *Developing self-confidence *Desire to serve and be used *Exposure to Bible *Gain speaking experience *Learning more about myself *Gaining more knowledge about God and how He relates to mankind
#3	*Learning how to relate to youth *Application of training *Learning how to relate with American youth *Gaining experience *Learning how to teach (application of methods) *To see spiritual growth in kids
#4	*Would people accept and like me (self-perception) *Learn how to lead people *Meet financial needs *Gain understanding of self; can I work with youth

#5 *Learn how to submit oneself as a student with supervisor
*Grow spiritually (myself)
*Develop self-concept & self-esteem
*Self understanding of how others perceive me
*Gain experience
*Learn more

Many of these priority "student stated" expectations are directly related to the following expectation categories derived from the literature: Card Code #1("Developing Self-confidence"), #4 ("Meeting and Getting Along with New People"), and #5 ("Applying My Training in the Field"). All of the expectations derived from the literature were mentioned at least once by the CE post-interns. From the list of priority "student stated" expectations, emphasis was placed on 1) self-development, 2) personal spiritual growth, 3) gaining practical experience, 4) application of formal training, and 5) developing interpersonal skills.

There were fourteen SW post-interns who participated in the card sorting exercise and ten card sorts for each student; thus, one hundred and forty card sorts altogether. Table 4.5 is a summary of the card sort responses in priority order for each of the ten categories.

The SW post-intern' expectation categories that were derived from the literature and frequently listed in the top five priority level were: Card Code #5 ("Applying My Training in the Field"). The borderline expectation categories derived from the literature were: #1 ("Developing Self-confidence") and #4 ("Meeting and Getting Along with New People"). The bottom priority level expectation categories derived from the literature were: #2 ("Adjusting to the New Field Experience"), #3 (Having a Good Relationship with Field Supervisor"), #6 ("Performing My Job Well"),

Table 4.5 Summary of Priority Expectation Responses for SW Post-interns

PRIORITY ORDER:	CARD CODE NUMBERS FOR EXPECTATIONS - DERIVED FROM LITERATURE							"STUDENT STATED" EXPECTATIONS			TOTAL:
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	
	Number of Student Expectation Responses										
1	2	0	1	1	1	2	0	7	0	0	14
2	0	1	0	2	3	1	0	5	1	1	14
3	1	0	1	2	0	1	3	2	3	1	14
4	2	1	0	0	2	1	1	0	7	0	14
5	2	0	1	2	2	1	2	0	3	1	14
SUB-TOTAL:	7	2	3	7	(8)	6	6	(14)	(14)	3	70
6	2	3	1	0	1	3	1	0	0	3	14
7	2	1	2	1	0	2	0	0	0	6	14
8	2	2	1	3	1	2	2	0	0	1	14
9	0	4	4	3	1	1	0	0	0	1	14
10	1	2	3	0	3	0	5	0	0	0	14
SUB-TOTAL:	7	(12)	(11)	7	6	(8)	(8)	0	0	(11)	70
TOTAL:	14	14	14	14	14	14	14	14	14	14	140

and #7 ("Understanding the Organizational and Authority Structures of the Agency").

The majority of the "student stated" expectation categories were listed in the top five priority level, except for Card Code #10 category (middle priority range, #5 - 7). Again, the students placed a fairly high priority on their expectations over the expectations derived from the literature. The following list of priority "student stated" expectations (Card Code Numbers 8 - 10) are given in priority order.

Priority Order:	Priority "Student Stated" Expectations (Card Code #8 - 10) Listed by SW Post-interns
#1	*Application of formal training *Developing communication skills *Integration of faith with work

*Developing relational skills
*Learning how to counsel
*Motivation of others
*Application of formal training

#2 *Understand student intern role
*Application of formal training
*Developing communication skills
*Gain practical experience
*Desired personal freedom within agency structure
*Develop counseling skills
*Developing relational skills

#3 *Gain interviewing skills
*Developing relational skills
*Share love and concern toward others
*Self-development
*Better understanding of methods
*How to do job well

#4 *Understanding of intern's role
*Observe others applying what was learned in classroom
*Understand job tasks
*Gain practical experience
*Learn how to handle responsibility
*Develop communication skills
*Gain insights working with boys

#5 *Gain practical experience
*Learn how to be myself
*Learn how to take initiative for handling responsibility
*Understand purpose of agency

Many of these priority "student stated" expectations are directly related to the following expectation categories derived from the literature: Card Code #4 ("Meeting and Getting Along with New People"), #5 ("Applying My Training in the Field"), #6 ("Performing My Job Well"), and #7 ("Understanding the Organizational and Authority Structures of the Agency"). From the list of priority "student stated" expectations, emphasis was placed on 1) gaining practical experience and 2) developing

interpersonal skills.

The next step in this part of tne content analysis was that of comparing the findings in the following order: 1) Comparison of CE and SW Pre-intern Findings, 2) Comparison of CE and SW Post-intern Findings, and 3) Comparison of CE/SW Pre-intern Findings with the CE/SW Post-intern Findings.

Both CE and SW pre-interns gave high priority to Category #4 ("Meeting and Getting Along with New People"). The CE pre-interns also gave high priority to Categories #1 and #6 ("Developing Self-confidence" and "Performing My Job Well"). The SW pre-interns gave a borderline priority to Category #1 ("Developing Self-confidence"); whereas the CE pre-interns gave a borderline priority to Category #5 ("Applying My Training in the Field").

Both sets of pre-interns placed a strong emphasis in the following areas: 1) self-development, 2) career orientation, 3) gaining practical experience, and 4) developing interpersonal skills. The CE pre-interns also emphasized 1) personal spiritual growth and 2) opportunities to help others. The SW pre-interns also emphasized the integration of faith with work.

Both CE and SW post-interns gave high priority to Category #5 ("Applying My Training in the Field"). The CE post-interns also gave high priority to Category #1 ("Developing Self-confidence"). The SW post-interns gave a borderline priority to Categories #1 and #4 ("Developing Self-confidence" and "Meeting and Getting Along with New People"); whereas the CE post-interns gave a borderline priority to Category #6 ("Performing My Job Well").

Both sets of post-interns placed a strong emphasis in the following areas: 1) gaining practical experience and 2) developing interpersonal skills. The CE post-interns also emphasized 1) self-development, 2) personal spiritual growth and 3) application of formal training. The SW post-interns also emphasized the need for understanding the intern's role in the agency and the agency's structure.

Figure 4.6 illustrates the placement of expectation categories in priority order for each subset.

Figure 4.6 Card Sort Tabulation of Priority Expectation Categories

CATEGORIES:	CE PRE-INTERNS	SW PRE-INTERNS	CE POST-INTERNS	SW POST-INTERNS
Top Five Priority Categories	#1, #4, #6 #8, #9	#4, #8, #9	#1, #5, #8 #9	#5, #8, #9
Borderline Priority Categories	#5, #10	#1, #10	#6, #10	#1, #4, #10
Bottom Five Priority Categories	#2, #3, #7	#2, #3, #5 #6, #7	#2, #3, #4 #7	#2, #3, #6 #7

The titles for the above Category Numbers are as follows:

#1 "Developing Self-confidence"
#2 "Adjusting to the New Field Experience"
#3 "Having a Good Relationship with Field Supervisor"
#4 "Meeting and Getting Along with New People"
#5 "Applying My Training in the Field"
#6 "Performing My Job Well"
#7 "Understanding the Organizational and Authority Structures of the Agency"
#8 "Student Stated Expectations"
#9 "Student Stated Expectations"
#10 "Student Stated Expectations"

Most of the students indicated the following expectation categories derived from the literature were top priority level or at

least borderline in their card sorts: Card Code #1 ("Developing Self-confidence"), #4 "Meeting and Getting Along with New People"), and #5 ("Applying My Training in the Field").

Most of the students felt that the following categories were bottom priority level in their card sorts: #2 ("Adjusting to the New Field Experience"), #3 ("Having a Good Relationship with Field Supervisor"), and #7 ("Understanding the Organizational and Authority Structures of the Agency"). Category #6 ("Performing My Job Well") varied in the different subsets. The CE pre-interns placed Category #6 in the top priority level; the CE post-interns placed Category #6 in the borderline level; whereas both the SW pre-interns and post-interns placed Category #6 in the bottom priority level.

A strong emphasis was placed in the following areas for Categories #8 - 10: 1) Self-development, 2) gaining practical experience, 3) developing interpersonal skills, 4) personal spiritual growth, 5) integration of faith and work, 6) career orientation, 7) opportunities to work with and help others, and 8) application of formal training.

This part of the content analysis examined the data findings for the "Card Sorting Exercise." Seven expectations emphasized in the literature were selected for the exercise and three "student stated" expectations were selected by each student from their list of expectations. The ten "expectation cards" were shuffled and the student was asked to rank order the cards according to the priority level of importance for achieving these expectations. The cards were then collected in priority order by the interviewer and the card code numbers were listed on the

"Interview Response/Observation Form" after the interview.

During the content analysis, the student responses were collated in each expectation category for each subset. Tables 4.2 - 4.5 summarized the card sort responses in priority order for each of the ten categories. The findings were reported by subsets and then a comparison of the findings was reported between subsets.

Analysis of Curricular and Co-curricular Effects on Student Priority Expectations

The next part of the content analysis focused on the following research questions: 1) How (did or do) you think your formal training (helped or will help) you in achieving this expectation? 2) In what ways (did or would) co-curricular activities help you? 3) How could your formal training (have been or be) more helpful to you in fulfilling this expectation? 4) How could the (CE or SW) program better (prepare or have prepared) you in fulfilling this expectation? Each question was asked of the top five priority expectations identified by the students. Appendix Figures C.21 - C.30 represent a collation of the student responses to these questions for each top priority expectation (see Appendix C).

Most of the student responses were the same in all four subsets. Therefore, in this section of the content analysis it would be repetitious to state the same student responses to the above research questions for each subset. Instead, the student responses for all subsets were collated together, analyzed and described for the research questions under each priority expectation category.

When asked the question on how the formal training had helped the students in achieving "self-confidence," the students listed the following responses: 1) all course work helped to some degree, 2) especially the "Introduction to CE," "Personal Development," "Oral Interpretation," "Introduction to Communication," and the Bible courses; 3) class projects and interaction; 4) achieving high grades; 5) SW "Assertiveness" workshop; 6) total CE program demands self-confidence; 7) professors' encouragement; and 8) required field experience opportunities. One student didn't feel the training helped in building self-confidence. Another student said he already had self-confidence. Other students said each person must take the initiative.

When asked how co-curricular activities helped build self-confidence, the following activities were mentioned several times: 1) sports and intramurals; 2) interacting with different people on campus and in the dorm; 3) getting involved in campus clubs, organizations and Bible studies; 4) developing friendships; 5) tutoring and helping others in need; 6) PROBE, PA and other leadership responsibilities; 7) applying class learning in co-curricular activities; 8) Youth Conference and retreat counseling; and 9) interacting with upper-classmen. Some students felt that just interacting with different people on campus helped build self-confidence.

When asked how your formal training could be more helpful in building self-confidence, fifteen students made no comments, gave no suggestions or didn't know yet. Many of the pre-interns were under-classmen and had just begun their formal training. Most of the pre-interns had taken

only one introductory course in their major. Many of the pre-interns had not been involved in sponsored co-curricular activities. Some of the suggestions given were: 1) provide and encourage students to get involved in campus activities; 2) more practical courses; 3) more field experience opportunities; 4) provide leadership opportunities; and 5) offer a class in building self-confidence. Again, some students felt that each person must take the initiative. Other students felt Taylor was doing a good job already.

When asked how the specific CE and SW programs could be more helpful in building self-confidence, the CE majors suggested: 1) do more exploration in different types of ministries; 2) treat me as an important person; 3) more seminars and weekend trips; and 4) offer more responsibility in the CE program. Many under-classmen had no suggestions because of their first year status in the CE program. Other students felt the program was doing a good job already. The SW majors suggested: 1) more field experience opportunities earlier in the program; 2) more emphasis on discussing agencies before going to them; 3) more seminars and talks about developing self-confidence; and 4) more role-playing and interation in classes. Other students felt the SW program was doing a good job in this area.

The next priority expectation category was concerned with "adjusting to the new field experience." When asked how their formal training had helped them in this area, the students remarked: 1) classes provided information and interaction opportunities and 2) SW program emphasizes how important this area is for entering a new field experience.

Four pre-interns made "no comments" or "don't know yet" statements for the question. One student said that previous experience helped in making the necessary adjustment.

Co-curricular activities mentioned were: 1) adjusting to dorm life or apartment living; 2) participating in a TWO (Taylor World Outreach) cross-cultural experience; 3) practicing adjustment skills when meeting new people on campus; and 4) getting involved in campus organizations and service opportunities.

When asked how your formal training could be more helpful in this area the following suggestions were made: 1) better preparation for meeting new situations and 2) promote extra-curricular activities. Five pre-interns made "don't know yet" or "not sure" statements. One student thought thetraining program was doing a good job in this area. Another student felt that there should be less rules in dorm living by letting the student be more responsible.

The students felt that both the CE and SW programs should provide more field work opportunities for learning how to make adjustments. There should be more formal training in this area. There was also a need for more supervisor assistance. Two students were not sure how the training programs could help and one student thought the program were doing a good job already.

When asked the question on how the formal training helped the students in"developing a good relationship with the field supervisor" the following comments were made: 1) learning how to work with different faculty members and respecting their authority; 2)

training provided concepts and standards for working with authority figures; and 3) Christian principles teach how to work with those in authority. The co-curricular activites mentioned in this area were: 1) learning how to work with PROBE director, dorm directors and PA's (Personnel Assistants), Dining Commons' staff and 2) co-curricular activites taught how to take "orders," relate and respect campus leaders. Five students made no comments to the question.

A few students suggested that the program helped a student in working with field supervisors by having the field supervisors meet with the students before going to work at the agency, and by having the professors take the initiative and help students having problems in this area. And yet, other students felt that the intern must take the initiative. Four students had no suggestions.

The students suggested that the CE and SW professors should provide more encouragement in building relationships with supervisors and by visiting students in the field settings. The SW students desired more personal time with professors and greater interest shown to the students. And yet other students felt the professors were doing a good job already in the amount of time they had with the amount of students to advise. One student felt that the CE "Personal Development" course taught how to work with field supervisors.

The next priority expectation category was concerned with "meeting and getting along with new people." When asked how their formal training had helped them in this area, the students stated the following courses: 1) CE and SW courses, psychology and communication courses, English and

speech courses and 2) specifically, "Introduction to Communications," "Freshmen Composition" and "Oral Interpretation." The students felt that classroom interaction and small group work helped. Guest lecturers and students from different backgrounds also provided exposure to new people. Again, the SW "Assertiveness" workshop was mentioned. Only a few students couldn't think of anything or had no comments.

A variety of co-curricular activities was mentioned for meeting and learning how to get along with new people. These activities included: dorm living, intramurals and sports, Bible studies, dining commons interaction, PROBE, clubs and other campus organizations, dorm, class and all school socials, Youth Conference, off-campus activities, retreats and service opportunities.

When asked how the program could be more helpful in this area, students suggested that the school provide and encourage more "mixer" activities that promote interaction with students, faculty, administration and staff. They also felt a need for more small group gatherings and socials. A good portion of the student comments claimed that the program was doing a good job already. Only a few students had no suggestions.

The students made the following suggestions for the CE and SW programs: 1) More classroom opportunities to give speeches; 2) more self-awareness discussions and human relations training; 3) more interaction between under-classmen and upper-classmen in the major; 4) more interaction in each program for socials and doing "fun" things together; 5) less office structure in the SW program for teaching; and 6) more field experiences. Many students were satisfied with the program

activities and a few students had no suggestions to make.

When asked how the preparatory activities had helped the students in the "application of classroom training in the field," the students commented: 1) the courses integrated practical illustrations with the content taught; 2) especially in the CE and SW courses, the psychology and communication courses, Bible courses; 3) professors emphasized the application of training in the field; 4) field experiences required were helpful; 5) classes provided criteria for self-education; 6) some method courses discussed "how to" skills; 7) Youth Conference provided application opportunities; and 8) the counseling and leadership development courses were very helpful.

Some of the co-curricular activities mentioned for application of formal training were: 1) PROBE; 2) PA responsibilities; 3) LIGHTHOUSE and other TWO cross-cultural activities; 4) field trips; 5) dorm interaction and helping friends; 6) retreats and camp work; 7) social activities involving classroom training; 8) volunteer work for Christian ministries; 9) sports and intramurals; 10) campus Bible studies; and 11) just interacting with people in general on campus. A few students made no comments or weren't sure.

The following suggestions were made on how the preparatory activities could be more helpful in this area of applying one's training in the field: 1) provide more field experience opportunities; 2) encourage students to get involved; 3) more integration of Christian concepts in various courses; 4) help students in how to choose and declare a major; 5) provide more information on what is happening in field work; 6) stress course objectives and then stick to course outlines; and 7) provide more "how to" skills

and feedback on how a student is performing. Many of the students had no comments or suggestions in this area.

The students made the following suggestions for how the CE and SW programs could help them in applying their training in the field: 1) more emphasis in class on practical application; 2) more role plays of job situations; 3) encourage more volunteer work and different types of field work earlier in program; 4) have methods courses before field work; 5) need more faculty assistance; 6) more indepth training for freshmen; and 7) need more help in sorting out personal values and what to do with them. Some students made no suggestions or thought the programs were doing a good job already. One student commented that the CE "Teaching/Learning Strategies" course was excellent in this area. A SW student commented that the SW "Introduction" course was helpful in this area.

The next priority expectation category was concerned with performance in the field. When asked how the preparatory activities helped the students perform their job well, the students listed the following responses: 1) the CE and SW programs demand excellence in classroom work; 2) academic standards and competition makes one want to achieve; 3) professors encourage and demand quality performance in classwork; 4) classroom case studies and role-playing of job situations helped one to respond correctly to situations encountered in the field; 5) course work required good study habits; 6) Biblical mandate expects one to do all things "first class;" 7) some courses require field work as part of the course structure; 8) certain courses and extra seminars provided

special training in this area; and 9) class projects provided self-initiative and personal responsibility.

Again, the students made note of a variety of co-curricular activities that helped them in job performance: 1) leadership roles on campus; 2) helping others in the dorm; 3) handling stress situations in everyday living; 4) sports and intramural team work; 5) working in campus jobs; 6) volunteer work; 7) adjusting to many different people and situations on campus; 8) fund-raising; 9) Bible studies and clubs; 10) cross-cultural experiences; 11) exposure to different types of field work; 12) Yearbook staff and Youth Conference activities; and 13) PROBE and PA responsibilities. Only three students made no comments.

When asked how the curricular activities could better prepare them for quality work performance in the field, the students suggested: 1) more structure and assistance in selecting field experience opportunities; 2) more encouragement from professors; 3) more opportunities and exposure to outside resource people; 4) provide more information on international affairs; and 5) lower tuition. Fourteen students made no suggestions. Some students felt the curricular activities provided a good balance in this area and were doing an adequate job.

The following suggestions were made for the CE and SW programs for assisting students in quality work performance: 1) more personal advising in this area; 2) more outside agency personnel input in the classes; 3) more field trips to agencies; 4) provide more methods and knowledge on job performance; 5) show realistic side of field work in classroom and how to handle tough situations; 6) more interaction with

classmates who have field experience; 7) more field supervision; and 8) provide more field work opportunities for expanding one's abilities. Eight students had no suggestions.

The last expectation category derived from the literature was concerned with "understanding the organizational and authority structures of the field agency." The pre-interns made very few comments in this area since they were limited in field experience. The comments recorded for this question were: 1) class input is limited since each agency is so different and 2) the courses specifically mentioned were the CE "Programming" and "Church and Para-church Ministries," and the SW "Development of Public Policy" and "Exploration" courses. One student stated that previous experience helped in this area. The co-curricular activities mentioned were: 1) involvement in campus clubs and committees; 2) leadership experience in SW club; and 3) work experience on campus and in the field. There were only a few "no comments" statements.

When asked how the curriculum could be more helpful in fulfilling this expectation, a few suggestions were made: 1) provide more opportunities to observe organizations in the field and 2) provide more special training in this area. A few suggestions were made for the CE and SW programs: 1) give general idea of how organizations are set-up in the classes; 2) provide more opportunities to get involved in field work earlier in the program; and 3) keep in touch with agency changes and share with students in the classroom. One student felt that the SW program was doing an adequate job.

As mentioned earlier in the "Analysis of Student Priority

Expectations" section of the content analysis, the students' selection of these expectations from their list of "student stated expectations" were generally rank ordered in importance above the expectations derived from the literature (see Figure 4.6). A listing of category titles (Card Code Numbers 8 - 10) for priority "student stated expectations" was given for each subset. A summary of these priority "student stated expectations" for Card Code Numbers 8 - 10 are as follows: 1) self-development, 2) gaining practical experience, 3) developing interpersonal skills, 4) personal spiritual growth, 5) integration of faith and work, 6) career orientation, 7) opportunities to work with and help others, and 8) application of formal training.

There were six hundred and thirty-two student responses recorded for the top five priority expectations derived from the literature (see Appendix C, Figures C.21 - C.27, Card Code Numbers 1 - 7). There were five hundred and thirty-two student responses recorded for the top five priority expectations related to the list of "student stated expectations" (see Appendix C, Figures C.28 - C.30, Card Code Numbers 8 - 10). After reviewing, comparing and analyzing the above list of category titles for "student stated expectations" (Card Code Numbers 8 - 10) with the category titles of expectations derived from the literature (Card Code Numbers 1 - 7) the following additional insights were gained for the questions of institutional importance.

When asked how the formal training program helped the students in achieving their "student stated expectations," the following additional insights were given: 1) CE classes are structured for interaction and cause students to think for themselves; 2) courses have provided a good theoretical

base; 3) courses stressed relational understanding; 4) courses helped in developing observation skills; 5) emphasis in classes for discovering self, being oneself, developing self-confidence, identifying personal strengths and weaknesses; 6) courses broaden one's perspective of field work; 7) required research in library; and 8) school reinforced home training.

When asked how co-curricular activities helped in achieving the "student stated expectations," the following additional activities were mentioned: 1) Navigators, Campus Crusade, and Inter-Varsity Fellowship; 2) "Gabriel" and "Celebration" musical groups; 3) Wandering Wheels; 4) prayer meetings and devotional activities; 5) organizing parties; 6) independent studies; 7) cheerleading; and 8) general environment has helped by encouraging caring and sharing with others on campus.

When asked how the curricular activities could be more helpful in achieving "student stated expectations," the additional suggestions were given: 1) help in managing one's time and activities; 2) encourage atmosphere where everyone is "pulling" together; 3) the administration could be more supportive of CE and SW programs; 4) provide guidelines for Christian growth; 5) seminars on personal development; 6) more chapel services with student participation; 7) have CE and SW programs share in freshmen orientation; 8) more field work opportunities with Indian population; 9) provide more stress situations for gaining insights; 10) Career Development office could provide more help; 11) need more

help with solving issues such as "abortion," 13) more family interest while involved in field work; 14) more research emphasis; 15) require CE "Personal Development" course for everyone; 16) have non-Christian speakers for different points of view; 17) courses should emphasize listening and relating skills; 18) better resources in library; 19) screen professors better before hiring; 20) provide funds for field trips; 21) more objectivity needed; 22) less structure and rules; 23) more emphasis in helping others' spiritual growth; and 24) re-evaluate departments and "curtail" so many sub-branches.

When asked how the CE and SW programs could be more helpful in achieving "student stated expectations," the additional suggestions were given: 1) advisors should be well informed of student needs; 2) provide more mini-projects; 3) integrate more Bible in course content; 4) need more concrete illustrations with abstract teaching; 5) need more faculty help; 6) stress volunteer work during summer months; 7) workshop held once a week in field setting; 8) academic credit given for all field work; 9) more integration of past experience in course work; 10) cut down on class size; 11) placed more expectations on students; 12) present more hypothetical situations in classwork; 13) more emphasis on knowing self and relating with others; 14) provide funds for workshops and Senior Capstone trip; 15) keep in contact with field supervisor; 16) more role-playing in front of video-tapes; 17) demonstrate how to disciple someone; and 18) encourage outside reading.

In summarizing this section of the content analysis, questions of institutional importance were presented and the student responses to

these questions were described. The questions were concerned about: 1) the kinds of curricular and co-curricular activities taking place on campus and how they were influencing student expectation achievement, and 2) suggestions for improving curricular activities for student achievement of their expectations. Eleven hundred and sixty-four student responses (see Appendix C, Figures C.21 - C.30) were reported and described. Many of the students felt that the overall curriculum and the CE/SW programs were helping the students achieve their expectations with the limited amount of funds, facilities and staff available. Quite a few of the pre-interns had no suggestions or comments to make because of their limited exposure to the training programs and lack of field experience. The student responses to the above questions were very insightful and provided an excellent data base for the discussion of finding, conclusions and recommendations reported in Chapter V.

Analysis of Unresolved and Unrealistic Expectations

The students were asked two questions in the last part of the interview: 1) "Do you (have or still have) any unresolved expectations where you would like more help?" and 2) "Can you think of any unrealistic expectations you may still have?" Each student reviewed their list of "student stated" expectations and then commented. The findings for this section of the content analysis are recorded by subsets and are specifically stated in Appendix C, Figure C.31. A comparison of the findings was made between the 1) CE and SW Pre-interns, 2) CE and SW Post-interns, and 3) CE/SW Pre-interns and CE/SW Post-interns. It should be noted that the unresolved and unrealistic expectations reported by the subsets did

not show any substantial frequency patterns in the number of student responses per expectation. Thus, a proper interpretation of the following observations for unresolved and unrealistic expectations should be view as one or two responses per expectation. The reader should not generalize the observations to mean that all the interns reported these expectations. The unresolved and unrealistic expectations listed are usually individual student responses.

Most of the CE pre-interns reported unresolved expectations. Those mentioned were: 1) self-development; 2) lack of communication and counseling skills; 3) gaining field experience; 4) need for more advising and supervision in selecting appropriate field experiences; 5) career orientation; 6) fear of failing; and 6) more training in motivational techniques. The CE pre-interns generally felt that their expectations were realistic. The only unrealistic expectations mentioned were: 1) wanting to be a "finished Christian;" 2) having the ability to follow; 3) being able to relate to all the kids under one's guidance; and 4) being able to perform one's job well.

Again, most of the SW pre-interns reported unresolved expectations. Those mentioned were: 1) need for guidance in career orientation and setting goals; 2) knowing what field experience opportunities were available; 3) gaining field experience; 4) training in solving legal proglems; and 5) developing communication skills. Most of the SW pre-interns felt their expectations were realistic. Only two unrealistic expectations were mentioned: 1) wanting to help everyone they served and 2) resolving all the injustices in the Indian population.

Thus, most of the CE and SW pre-interns had unresolved expectations. These unresolved expectations relate directly to the pre-interns lack of

field experience and under-classmen status of just beginning their major programs. Both subsets desired more help in knowing about and selecting the appropriate field experiences, and then gaining the needed experience. The CE pre-interns also mentioned the need for self-improvement, communication and counseling skills. The SW pre-interns added the need for career orientation and setting goals. Both subsets felt their expectations were fairly realistic. The two basic unrealistic expectations mentioned were concerned with the pre-interns desire and ability to help everyone they served and being a complete person.

The CE post-interns were divided in their perceptions of expectation achievement. There were a variety of unresolved expectations reported, such as: 1) not knowing what resources were available; 2) not knowing how to conduct group meetings; 3) solving theological differences with organization serving; 4) not enough time to do all that was required in the classroom and for the field experience; 5) knowing how to set priorities; 6) self-development and being used to one's fullest potential; and 7) learning how to serve more effectively. Again, half of the CE post-interns mentioned the following expectations as not being realistic: 1) expecting more supervision than needed; 2) expecting to become a "dynamic" youth leader in one field experience; 3) expecting results and maturity of those worked with in a short period of time; and 4) that everyone would accept and like the student as a person and leader.

One forth of the SW post-interns felt that most of their expectations were fulfilled. The rest of the SW post-interns mentioned the following unresolved expectations: 1) wanting to participate more in the field

experience; 2) self-improvement and professional development is a life time process; 3) discovering other job opportunities available; 4) learning how to maintain objective in the work setting, 5) need to get into field work sooner; 6) knowing how to help others more effectively; 7) learning how to deal with difficult situations; 8) developing communication skills; 9) need for more information about agency before getting involved; and 10) need to know more about SW program goals and policies for offering suggestions. Half of the SW post-interns mentioned some of their expectations as being unrealistic, such as: 1) fear that agency personnel didn't think student did anything; 2) was frustrating comparing oneself with professionals; 3) being limited in job opportunities because of the field experience; 4) negative feelings about how one's background would affect field work; 5) thoughts of not being able to help anyone; and 6) desire to be the perfect communicator.

A comparison of the findings for the post-interns illustrated that over one half of the students felt that some of their expectations were not completely achieved based on their field work experience. The students wanted more guidance in the expectation areas mentioned above. The field experience gained helped the students become more aware of their unrealistic expectations. The post-interns seemed to accept their unrealistic expectations based on their comments made in the interviewing process.

After comparing the findings between the CE/SW pre-interns and the CE/SW post-interns, it was observed that "field experience gained" was a major factor in the kinds of unresolved and unrealistic expectations reported. There were more unrealistic expectations mentioned by the post-interns. The lack of field experience and program status of the pre-interns

affected the kinds of unresolved expectations reported which were more anticipatory in nature; whereas the post-intern unresolved responses were more pragmatic. Even though the unresolved and unrealistic expectations reported by the pre-interns and post-interns differed in their perceptions of the field experience, most of these expectations mentioned related to the expectations stated in the literature for intern training.

Summary

Over thirty-six hundred student responses were recorded, rated, coded, categorized, analyzed and described in Chapter IV. The content analysis of these responses were reported in the following four sections: 1) "Analysis of Student Stated Expectations," 2) "Analysis of Student Priority Expectations," 3) "Analysis of Curricular and Co-curricular Effects of Student Priority Expectations," and 4) "Analysis of Unresolved and Unrealistic Expectations."

The student responses were collated and categorized in Figures C.1 - C.31 (see Appendix C). Tables 4.1 - 4.5 and Figures 4.1 - 4.6 in Chapter IV summarized and illustrated the findings for Appendix Figures C.1 - C.31.

The research questions stated in Chapter I were restated in Chapter IV as a guide for reporting the findings. The findings were concerned with 1) the kinds of expectations reported by the students, 2) the intensity of these expectations, 3) the source of these expectations, 4) priority ranking of expectations, 5) effects of curricular and co-curricular activities affecting priority expectations, and 6) unresolved and unrealistic expectations reported by the students.

The findings were then described in the following subsets: 1) CE Pre-interns, 2) SW Pre-interns, 3) CE Post-interns and 4) SW Post-interns. A comparison of the findings was made between the following subsets: 1) CE and SW Pre-interns, 2) CE and SW Post-interns, and 3) CE/SW Pre-interns and CE/SW Post-interns. Chapter V will report the conclusions and recommendations from the data for further research and the educational improvement of CE and SW internship programs.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter a brief summary is given for the research study. The findings are discussed and conclusions stated. Based on the findings and conclusions, hypotheses are stated and recommendations are made for further empirical research. Suggestions are also presented for the improvement of religious education and social work internship programs.

Summary

This research study inquired about the kinds of expectations student interns have for planned field-based experiences as part of a curriculum structure in liberal arts education. The study also identified the intensity of the student expectations, the source of the expectations and the effects curricular and co-curricular activities have on student achievement of their expectations.

Entering an internship experience for the first time can be a significant step toward the fulfillment of college students' expectations and goals for career development. Without proper curricular orientation, student interns may enter the field experience and encounter negative circumstances they had not been prepared for nor anticipated. Many of these negative experiences are caused by: 1) lack of identifying and clarifying expectations by the students for their field experience, 2) unrealistic or distorted expectations established by students before the field experience, 4) unresolved student expectations after the field experience, and 5) no curricular orientation provided for the

students that would assist them in working through their expectations.

The literature review failed to identify a collated list of student comments regarding their intern expectations. Such a listing from the literature would have been helpful as a criterion reference for 1) designing the instrument employed, 2) formulating categories for content analysis, and 3) assisting educators in preparing orientation programs for field work. Thus, this study contributed to the body of literature some understanding of student expectations for effective internship training, especially for religious education and social work internship programs at liberal arts colleges.

This exploratory study surveyed student interns preparing for religious and social work occupations. A "quota" nonprobability sampling technique was employed. The student sample focused primarily on student interns preparing for religious occupations. A comparative study was conducted with social work majors in order to identify any substantial differences or congruencies between student interns preparing for other types of work in human development and service.

The interview technique was used as the study's primary instrument for eliciting and recording the data. The interview procedure required a "semi-standardized" interview with a "funnel effect" for asking "open-to-close" questions. The data was subject to a content analysis procedure that partitioned, coded and provided qualification and quantification measures for the student responses. The Coefficient of Interrater Agreement for categorizing the student responses was found to be .94.

A summary of the content analysis indicated the following conclusions:

Student Expectations (Kinds, Intensity and Source)

1. Christian education and social work interns participating in planned field-based experiences have expectations for learning how to help and relate with people; learning about and adjusting to the field environment; learning how to apply one's formal training; developing one's professional competencies and personality traits; and gaining experience for academic and career decision-making.

2. The student interns were fairly optimistic about achieving their expectations.

3. The student interns reported that the "source" of their expectations was based on personal needs and values, past experience, influence of others, societal needs, academic stimuli, religious commitment, professional development, career goals and job expectations.

Subset Comparisons

1. There were very few substantial, qualitative differences in the kinds of responses reported by student interns preparing for religious or social work occupations.

2. The CE and SW post-interns reported more unresolved and unrealistic expectations than CE and SW pre-interns.

Curricular Implications

1. Curricular and co-curricular activities influence student achievement of their expectations.

2. The students indicated that there is a need for curricular improvement in the areas of professional and personal development, field orientation, field supervision and career decision-making.

Conclusions and Discussion

The conclusions are grouped into three major categories: 1) Student Expectations (Kinds, Intensity and Source), 2) Subset Comparisons, and 3) Curricular Implications.

Student Expectations (Kinds, Intensity and Source)

1. Christian education and social work interns participating in planned field-based experiences have expectations for learning how to help and relate with people; learning about and adjusting to the field environment; learning how to apply one's formal training; developing one's professional competencies and personality traits; and gaining experience for academic and career decision making.

The problem statement and assumptions described in Chapter I, and further discussed in Chapter II, indicated that student expectations affect field work performance, appropriate selection of formal training programs and career orientation. The above expectations confirmed that the students had hopes and concerns for developing interpersonal skills, working effectively in the field setting, applying formal training, developing professionally and personally, and receiving feedback on field performance for curricular and career decision-making. Each subset (CE Pre-interns, SW Pre-interns, CE Post-interns and SW Post-interns) reported expectations in all of the above categories.

Table 4.1 indicated substantial percentage patterns of "student stated" responses for "Interpersonal" expectations and "Intern Development" expectations for all four subsets. The pre-interns and the post-interns indicated that relating and communicating effectively with others as well as developing personally and professionally were very important expectations. The results of the Strong-Campbell Interest Inventory confirmed that these students are people-oriented and therefore would indicate a strong desire to work with and help others. Developmentally, the students are experiencing a self-awareness

stage and are keenly interested in their personal and professional growth. Thus, achieving "interpersonal" and "Intern Development" expectations were important to the students as they encountered their field experiences.

The pre-interns were beginning their formal training programs in Christian Education and Social Work. Two concerns were frequently mentioned by the pre-interns: "Is this the type of occupation for me and will the training program prepare me for my life's work?" As the pre-interns anticipated their first field experience, they were concerned about the "Effects of the Field Experience" (i.e., gaining a better understanding of particular field work; feedback on whether or not the student enjoyed this type of work; insights gained about one's formal training; broaden one's vocational perspective; and commitment reinforced toward this vocation.) Even though Kramer's research (1966) reported an independence between the variables of attitude effects, insights gained and commitment toward career choice in pre-service teaching, the present study indicated that CE and SW pre-interns were hopeful that field experience gained and further training would help them in curricular and career decision-making.

The post-interns had already been involved in field work and were quite advanced in their formal training programs. The post-interns still had questions relating to career orientation, but not to the degree the pre-interns were encountering. The post-interns' past field experiences helped solve many of their expectations relating to "Effects of the Field Experience". They were now concerned with learning about and adjusting to the field environment (e.g., understanding the organization's purpose, goals, policies, procedures and authority structure;

understanding intern's role and degree of involvement; type of supervision and training provided; evaluation procedures; remuneration and other benefits provided; others' expectations for the intern; intern's adjustment to one's own expectations; learning to be flexible and adaptable; employing observation skills for understanding peculiar problems and different ways of doing things in the work situation). The post-interns were hopeful that additional field experience would help them in understanding how agency work could better prepare them as professionals for communicating with and helping others.

Another major expectation category that was related percentage-wise by the post-interns to "Field Environment" expectations was that of applying formal training and past experience in the field. Even though "Application of Prior Learning" expectations were less than ten percent of all four subsets, the post-interns perceived these expectations to be helpful in fulfilling "Field Environment" expectations. The pre-interns perceived "Application of Prior Learning" expectations to be helpful in answering their questions about career orientation and training needs. Both the pre-interns and the post-interns hoped to gain insights and experience through application of formal training (i.e., application of knowledge, methods, models, materials, curricular, programs, other resources; application of musical, sports and recreational training; application of past experience gained from informal and non-formal learning in other situations; application of personal ideas for experimentation; gaining community education along with formal training and work experience; and recycling field experience gained into the classroom setting).

The findings confirmed that proper curricular orientation and

guidance in field work is essential for helping students achieve their expectations for career development. The findings also indicated that students need assistance in identifying and clarifying their expectations. Expectation identification should be a prerequisite step in the process of goal setting for effective field work. The students need to have a realistic understanding of what they hope to gain from the field experience and a clear understanding of the expectations and goals of the educational institution and the field agency.

Finally, the above "student stated" expectations were similar to the training areas reported in the "Literature Review" for pre-service development. A review of the CE and SW programs indicated that the students were receiving training in thirteen of the fifteen areas mentioned in the literature. The study also implied that further improvement needs to be made in the preparatory activities for internship training. Suggestions for curricular improvement are presented in the "Recommendations" section.

2. The student interns were fairly optimistic about achieving their expectations.

All four subsets reported an "optimistic" level of intensity for achieving "Interpersonal" and "Intern Development" expectations. The students reported that "working with others," "Self-development" and "gaining field work experience" were the primary reasons for achieving their expectations. The students also indicated a strong desire for gaining self-confidence and self-knowledge.

The CE and SW interns reported an "optimistic" level of intensity for achieving "Effects of Field Experience" expectations. The post-interns stated that "field experience gained" provided practical

feedback for answering questions related to field performance, training needs and career orientation. Even though the pre-interns lack planned field-base experience, it is assumed that anticipation of an internship experience affected the pre-interns' optimistic view of achieving these expectations. It is also assumed that previous experience gained by the pre-interns prior to their enrollment in college may have affected their optimistic view. Previous field experience was reported as a "source" of pre-intern expectations. The study did not explicitly state why the pre-interns were optimistic in achieving "Effects of Field Experience" expectations.

Most of the students were fairly optimistic in achieving "Field Environment" and "Application of Prior Learning" expectations. There was some variation (optimistic to apprehensive) in achieving these expectations by the SW students. The SW faculty felt that the implementation of a totally new SW program may have affected the SW students' confidence in these two areas. The CE internship program was new. Program transitional effects may have caused some of the variation in the CE post-interns' level of intensity for achieving "Field Environment" expectations. Now that both programs have been operating for one year, many of the transitional effects will be eliminated and the students should experience greater confidence in achieving these expectations.

Beginning a work experience in a new setting with a different organizational structure will produce some apprehension regardless of how much experience a person may have. The literature review indicated that student interns usually enter the field experience with anticipated expectations and goals coupled with aspirations, apprehensions,

needs, hopes, problems and anxieties. The interns' background experiences, attitudes, values, beliefs, self-perception, confidence, personality traits, motives, level of readiness, adjustment ability and relational skills influence their success or lack of success in the field experience. The level of achievement is also determined by the value judgments and influences of the field supervisor and other people students encounter in the field setting. Other factors affecting the achievement of intern' expectations are: understanding the organizational and authority structures; identifying, clarifying and implementing personal and professional goals effectively; understanding the internships' role sufficiently; effectively dealing with erroneous first impressions; use of personal time outside job responsibilities; coping with course requirements while fulfilling internship tasks; handling field supervisor criticism and evaluation; coping with boredom, lack of motivation, negative attitudes; and rethinking unrealistic expectations and goals. These factors will either hinder or assist students toward realization of their expectations and goals.

It is therefore important that prior consultation between the agency and the institution will help eliminate some of the apprehensions students may have about their field experience. Effective communication between the agency and school in establishing goals and guidelines for the students will help them in realizing their expectations. If the student interns had been aware of these factors influencing their expectations, the level of intensity may have been more apprehensive than optimistic. Therefore, educators and field personnel working with interns should cautiously and methodically help the students through each phase of their field experience.

3. The student interns reported that the "source" of their expectations was based on personal needs and values, past experience, influence of others, societal needs, academic stimuli, religious commitment, professional development, career goals and job expectations.

The source of student stated expectations was primarily student focused and concerned for achieving personal needs, professional goals and values. Over three hundred student responses were recorded for this primary source of student expectations. This observation was consistent with the reasons given for achieving student expectations (i.e., learning how to work with others, self-development and gaining experience for professional growth).

The primary source of student expectations was also related to the students' previous experience in similar work settings (325 responses). Many of the students reported former work experience in Christian ministries and social work service prior to their enrollment in college. The feedback gained during the interview indicated that the students had positive experiences and that these experiences were instrumental in deciding a major in Christian Education or Social Work. Also, family and societal needs were suggested as sources that directed the students toward vocational training in these areas of human service. Many students felt that their discussions with classmates, professors, agency personnel and other professionals helped broaden their perspective for what to expect in their field training. The internship opportunities provided the students with a more realistic understanding of job expectations.

Underlying the students' desires to work with and help people was a religious commitment to serve others in need. The students' reli-

gious background and values influenced their concern for personal spiritual growth and the integration of their faith in their work. Many of the CE and SW interns asked for more teaching of Bible content in their classes. The students also asked for more assistance in knowing how to integrate spiritual and moral values in their work. The integrations of spiritual and moral values would be expected in Christian ministries, but it is encouraging to note that the students were concerned with integrating their faith in other types of human service. Agency personnel have shared on several occasions with the faculty members that CE and SW students demonstrate a concern for the physical, psychological, material, moral and spiritual welfare of their clients. Evidence of this nature has indicated that the preparatory activities have provided a holistic approach for preparing students for human services. This is one of the main objectives of a Christian liberal arts education.

Subset Comparisons

1. There were very few substantial, qualitative differences in the kinds of responses reported by student interns preparing for religious or social work occupations.

All four subsets reported similar expectations in the five "Expectation Categories." Both the pre-interns and the post-interns placed a strong emphasis on achieving expectations that related to helping others and self-development. The students were hopeful that field experience gained would provide pertinent information for curricular and career decision-making, learning about and adjusting to the field environment, applying and developing skills based on formal classroom training.

All four subsets reported the same "sources" for their expectations. The students were fairly "optimistic" about achieving their expectations. There was some variation (optimistic to apprehensiveness) reported by the SW post-interns concerning the achievement of "Field Environment" expectations due to "program transitional effects" in the SW program. The students also reported the same kinds of curricular and co-curricular activities influencing student achievement of their expectations. Similar suggestions were given by all four subsets for improving the curriculum in the CE and SW programs. Quite a few of the students reported unresolved and unrealistic expectations. The CE and SW post-interns reported more unresolved and unrealistic expectations than the CE and SW pre-interns due to "field experience gained." Thus, the majority of CE and SW student responses were basically similar in the kinds of expectations reported, the source and intensity of the expectations, curricular and co-curricular activities influencing the expectations, suggestions given for improving the CE and SW internship programs, and further assistance in clarifying unresolved and unrealistic expectations.

2. The CE and SW post-interns reported more unresolved and unrealistic expectations than CE and SW pre-interns.

After comparing the data findings between the CE/SW pre-interns and the CE/SW post-interns, it was observed that "field experience gained" was a major factor in the kinds of unresolved and unrealistic expectations reported. The lack of field experience and program status of the pre-interns affected the kinds of unresolved expectations reported which were more anticipatory in nature; whereas the post-intern unresolved responses were more pragmatic. Even though the unresolved

and unrealistic expectations reported by the pre-interns and post-interns differed in their perceptions of the field experience, a good portion of these expectations mentioned related to the expectations stated in the literature for intern training.

The CE and SW pre-interns reported unresolved expectations that were concerned about: 1) selecting the appropriate field experience; 2) self-improvement; 3) communication and counseling skills; 4) setting goals; and 5) career orientation. The CE and SW post-interns were still concerned about: 1) not knowing what resources were available; 2) not knowing how to conduct group meetings; 3) solving theological differences with organization serving; 4) not enough time to do all that was required in the classroom and for the field experience; 5) knowing how to set priorities; 6) self-development and being used to one's fullest potential; 7) learning how to serve more effectively; 8) wanting to participate more in the field experience; 9) discovering other job opportunities available; 10) learning how to maintain objective in the work setting; 11) need to get into field work sooner; 12) learning how to deal with difficult situations; 13) developing communication skills; 14) need for more information about agency before getting involved; and 15) need to know more about SW program goals and policies.

The pre-interns indicated that their expectations were fairly realistic. The two basic unrealistic expectations mentioned were concerned with the pre-interns desire and ability to 1) help everyone they served and 2) being a "polished" person. The post-interns mentioned the following expectations as not being realistic: 1) expecting more supervision than needed; 2) expecting to become a "dynamic" youth leader

in one field experience; 3) expecting results and maturity of those worked with in a short period of time; 4) that everyone would accept and like the student as a person and leader; 5) fear that agency personnel didn't think student did anything; 6) frustrating comparing oneself with professionals; 7) being limited in job opportunities because of field experience; 8) negative feelings about how one's background would affect field work; 9) thoughts of not being able to help anyone; and 10) desire to be the perfect communicator.

The insights gained from the student unresolved and unrealistic expectations will be helpful for assisting new interns preparing for their internship assignments. These insights will also be helpful for field supervisor orientation as they prepare to work with pre-interns.

Curricular Implications

1. Curricular and co-curricular activities influence student achievement of their expectations.

The students observed that their course work had helped them in achieving their expectations. The students mentioned specific courses in the Christian Education, Social Work, Physical Education, Communications, Psychology, Education and English programs. The students felt that their course work broadened their perspective of field work opportunities and that the classes provided interaction opportunities for developing certain skills for effective field work. The professors provided encouragement and emphasized the application of training for field work. The students also felt that the professors required good study habits and demanded excellence in classroom work. Thus, the academic standards, course requirements and professor demands for excel-

lence helped the students in achieving field experience expectations.

Other curricular factors mentioned by the students included class input by guest lecturers, special seminars and workshops in human relations training and self-development, and independent research projects. Some of the courses required field work tasks where training methods could be applied. Classroom case studies and role-playing of job situations helped the students learn how to respond correctly to situations encountered in the field. Student competition and the achievement of high grades had a causal effect for quality performance in the classroom. The students also observed that their training reinforced their home training. The students felt that their formal training provided the necessary skills for self-education and self-development for professional work.

The students observed that co-curricular activities such as interacting with different people on campus and in dorm living helped them in learning how to relate and communicate with others. There were many opportunities for helping others in need with academic and personal problems. Being able to work as a PROBE leader provided opportunities for helping freshmen adjust to the campus environment and academic requirements. Counseling opportunities were provided through Personnel Assistant positions and Senior Instructorships. Other campus leadership positions allowed for the development of management and interpersonal skills.

The students felt that being involved in sports and intramurals taught many lessons in team work and self-control. Learning how to work with professors, dorm directors, dining hall staff, admininstrtion and other adult staff members on campus provided the necessary

skills for working with field agency staff. Campus jobs were also mentioned as good background experience for field work. Getting involved in campus sponsored cross-cultural experiences taught the students how to appreciate justifiable differences. Participating in volunteer work and Christian ministries complemented required field work.

Other co-curricular factors mentioned by the students included involvement in musical groups, Bible studies, chapels, Christian fellowship on campus, fund-raising, campus clubs and other organizations, cheerleading, Youth Conference, retreats, social activities, field trips, independent studies, interacting with upper-classmen and different majors, tutoring others, yearbook staff, developing friendships and participating in the Wandering Wheels program. The students felt that all of these activities were helpful in achieving their expectations. As one student stated, "The general campus environment encourages caring and sharing with others."

2. The students indicated that there is a need for curricular improvement in the areas of professional and personal development, field orientation, field supervision and career decision-making.

Many of the students felt that their academic training was adequate and provided the necessary training with the amount of funds, facilities and staff available. Many of the pre-interns had no suggestions or comments to make because of their limited exposure to the courses and field work. A few of their suggestions were premature because of their limited exposure to the advanced courses. Suggestions such as: provide more information on what is happening in the field, provide more "how to" skills, more seminars on personal development, career development office could provide more help, more research empha-

sis, more courses emphasizing listening and relating skills, more self-awareness discussions and human relations training, more hypothetical situations presented in classwork, and more role-playing in front of video, are all included in the advanced courses. And yet, these suggestions by the pre-interns are very relevant. More course improvement needs to be done in some of these areas as confirmed by the post-interns.

Some of the students suggested a need for more field work. And yet other students found it difficult fulfilling course and field work requirements at the same time. In fact, one student asked for more assistance in managing one's time and activities. This area of concern needs careful examination.

The students also suggested a need for more social interaction between the students, with faculty, administration and other staff members. The students felt that it was important to interact with the faculty and other peers outside the classroom, office and away from their field work. Time limits and work responsibilities restrict student-faculty interaction to the classroom or the office setting. One suggestion made was that of having more informal times with the students in the dining commons, student union and at sports events. Both students and faculty agree that there is a need to interact with each other in informal settings.

The students suggested better preparation for field work and pre-field interaction with agency personnel. The students suggested that agency personnel should be invited to speak in the classroom. The students felt there should be more opportunities to observe different organizations before their field work assignments. The students suggested that funds should be made available for field trips. They also

suggested a need for more concrete illustrations relating to abstract concepts about field work. The students felt there was a need for more formal training in how to make adjustments in the field. There was also a desire to interact with classmates who have had field experience. These student suggestions for better field work preparation are very insightful and need to be considered in the re-evaluation process for program improvement.

Other student suggestions for program improvement included: 1) more family interest while involved in field work; 2) more help in sorting out personal values and goals; 3) lessen the class size; 4) more integration of Bible content in courses; 5) encourage and promote student involvement in extra-curricular activities; 6) more structure and guidance in selecting field experience opportunities; and 7) have CE and SW programs share in freshmen orientation.

Recommendations

The recommendations are grouped into three major categories: 1) Hypotheses, 2) Suggestions for Further Research, and 3) Suggestions for Curricular Improvement.

Hypotheses

Based on the discussion given to the data and the conclusions, hypotheses were formulated for further empirical testing. The first set of hypotheses are directly related to the findings of this study:

1. Pre-intern expectations are qualitatively similar to expectations held by interns who have previous field experience.

2. The primary source of student expectations (i.e., achieving personal needs, hopes, concerns, goals and values gained from previous experience)

influences substantially the kinds of expectations student interns have for new field experiences.

3. Curricular and co-curricular activities are directly related to student achievement of their expectations in the field setting.

4. Student interns who received prior exposure to field work and are advanced in their formal training programs have more unresolved and unrealistic expectations than pre-interns.

The following set of hypotheses are based on inferences related to the study that need further exploration:

1. Student interns who identify and clarify their expectations for competency-based field experiences will have less difficulty in formulating and achieving their personal goals and evaluation procedures for their internship.

2. Intrinsic factors such as personality differences, levels of readiness and motivation, coping abilities, learning style preferences, personal values, beliefs and attitudes have more of an influence on student achievement of their expectations than curricular effects.

3. Positive field-based experience will reinforce a student intern's commitment to one's academic training program and similar job opportunities for achieving career goals.

Suggestions for Further Research

1. A standardized questionnaire needs to be constructed that would sample as completely as possible the domain of student responses identified by this study.

The questionnaire would consist of one to two hundred items that would be uniform for pre-interns and post-interns, and would be objectively scoreable. For example, the items would be declarative statements with a "Likert Scale" format in which the interns are asked to mark the appropriate descriptor: "Strongly Agree," "Agree," "Neutral," "Disagree," "Strongly Disagree," or perhaps "Strongly Approve,"

"Approve" and so forth. The instrument would need to be pre-tested for validity and reliability measures. Such an instrument would be excellent for a factor analysis of student responses. This quantitative approach would allow for computer analysis of a larger sample with uniform results. The instrument could also be employed for testing the above stated research hypotheses. The instrument would help differentiate more effectively student hopes and concerns influencing their expectations.

2. Further investigation needs to be done regarding the effects personality differences, levels of readiness and motivation, coping abilities, learning style preferences, personal values, beliefs and attitudes have on student achievement of their expectations.

The present study was more concerned about the effects curricular and co-curricular activities had on student achievement of their expectations. The data indicated a positive influence and provided suggestions for curricular improvement; and yet, the student responses also indicated that other intrinsic variables were affecting their expectations. Thus, three questions are suggested for further research: 1) Are intrinsic factors more influential in student expectation achievement, or lack of achievement, than curricular strengths or weaknesses? 2) Should all students preparing for a similar vocation have the same curricular training and field work exposure regardless of differences in levels of motivation and readiness, interests, personal values and learning style preferences? 3) What correlations exist between the findings of this study and the effects of intrinsic factors?

The formal application of standardized instruments within rigerous experimental studies (such as the *Sixteen Personality Factor*

Questionnaire, the *Motivational Analysis Test*, the *Differential Aptitude Test* and the *Kuder Interest Inventory)* would provide valuable data for preparing student interns for field work experience. Thus, there is still a need for investigating the effects intrinsic behavioral factors have on student achievement of their expectations for field work experience.

3. There is a need for designing a standardized instrument similar to the *Strong-Campbell Interest Inventory* that would help CE and SW majors in identifying appropriate Christian ministries and social work opportunities that relate to their career interests.

Career orientation was a primary concern reported in the student expectations. Christian ministries and social work service are very diversified in their respective fields. Christian ministries range from working in the church to conducting system analysis studies for different organizations. Social work service involves preparation for migrant services to working in mental health clinics. Some students desire to work with children while other students are interested in youth work or senior citizen care. One of the goals for internship training is to allow students to explore and become involved in different avenues that relate to their interests. The design of an instrument or instruments that specifically relate to Christian ministries or social work service would help students understand the many work opportunities available and the specific kinds of work they might be interested in as they prepare for an occupation. This information would also be useful in curricular planning and the assignment of students to appropriate field experience that relate to their career interests.

Suggestions for Curricular Improvement

1. Provide better preparation for field work.

The students indicated that pre-field orientation was important and desired more information concerning the different types of field work opportunities available for meeting their interests. The students felt that more time should be spent with them for appropriate placement in field agencies. The faculty should take the initiative and encourage students to volunteer for field service opportunities earlier in their training programs so that they could observe different types of agencies before their required internships. The faculty should provide the students with information about continuing education conferences and encourage them to attend the conference workshops that relate to human development and skill training. The faculty should also encourage their majors to take advantage of leadership opportunities on campus and get involved in co-curricular activities that provide experience for working with different types of people.

Providing a good balance between content and experience in the teaching/learning process is also needed. Quality information is needed for developing a sound theoretical basis for solving field work needs and problems. The "what" and the "why" are just as important as the "how to." Unfortunately, a good portion of liberal arts teaching is too abstract and not practical enough. Students who are just beginning their formal training for life careers are at times very concrete and reflective in their thought processes and have limited experience as a point of reference. There must be a conscious effort on the part of the faculty to provide more practical illustrations with the theory. The use of case studies, simulations and role-playing are just a few

interaction techniques that could be used in the classroom for helping the students to experience the content while learning it.

Inviting field personnel to the campus as guest lecturers would provide relevant input in the classroom. There should also be more active participation by the agency personnel in the orientation sessions and special workshops during the year. By having the field personnel on campus, they can meet with students on a more informal level and help them answer the many questions related to the above concerns. It has been suggested by the field supervisors that they meet together periodically for discussing their concerns and receiving additional input from the faculty or guest resource people who are proficient in field work training. Another suggestion was posed by the students and the field supervisors for developing a governing committee composed of students, supervisors and faculty to help clarify policies, procedures and solve problems. Thus, the implementation of a new internship program will encounter transitional effects that need the advice of all personnel involved in the internship program.

One of the best resources available for helping new interns with field work tasks is the post-intern. The experience gained by the post-interns could be utilized in the pre-field tasks (e.g., advising students about the different types of field work opportunities for selecting and meeting field agency personnel); in the orientation sessions and periodic workshops (e.g., sharing their experience and how they solved problems in the field); in the classroom (e.g., assisting the instructor and students with field research projects); in the field (e.g., accompanying a new intern to the field setting and providing new insights); and for tutoring purposes. The students have asked for more

involvement and greater responsibility in the programs, and this type of sharing could meet the different needs of the students.

2. Provide more assistance in solving unrealistic and unresolved expectations.

Towards the end of each internship experience, an exit interview should be conducted with the field supervisors and especially with the interns for debriefing purposes. One of the tasks during the debriefing process should focus on resolving expectations that were left open-ended and need further clarification. The additional insights gained from the unresolved and unrealistic expectations would provide pertinent information for further intern preparation. This process would also help solve any misunderstandings the interns or supervisors may still be encountering. This information could also be used for field supervisor orientation as they prepare to work with new interns the following year.

It is normal for students entering a new field experience to be more concerned with the welfare of others and their own self-development. Later on in their field work, the students begin to understand the significant role of the agency's structure for meeting the needs of people. The literature review noted that many times this process is reversed in the thoughts of the field supervisors. It is at this point of tension that problems occur and misunderstandings develop between the students, agency personnel and the faculty members. Many of these problems can be avoided through proper orientation and periodic on-site visits by the faculty members. Thus, one of the tasks of the exit interview should focus on clarifying any problems or unresolved expectations the students or the agency personnel may still have.

The goal of liberal arts education is that of assisting students toward a positive and fulfilling educational experience that prepares men and women to function effectively in a changing world. The above suggestions for further research and curricular improvement could provide valuable insights for the continuing education of student interns preparing for religious and social work occupations. Every opportunity should be taken for improving the curricular process for meeting human needs. If the needs of people are to be met, better preparation of professional workers and leaders is paramount in liberal arts institutions. The results of these endeavors will be seen in the lives of those people the students will be serving throughout their careers. Thus, educative experiences must incorporate the expectations and goals of the field agencies, the educational institutions, and most importantly, those of the student intern preparing for a career in human development and service.

APPENDICES

APPENDIX A

INTERVIEWER'S INSTRUCTIONS

INTERVIEWER'S GUIDE

INTERVIEW INSTRUMENT (TYPE A & B)

INTERVIEW APPOINTMENT SHEET

INTERVIEWER'S INSTRUCTIONS

PROCEDURE:

1. Greet student with a warm, friendly greeting (small talk).
2. Begin interview by explaining "Introductory Remarks" on "Interviewer's Guide." Turn on tape recorder.
3. Begin Part I. Ask questions and record responses on the "Interview Response/Observation Form." Indicate the question # in the "Question # Response" line.
4. Begin Part II. Have student score "Intensity Level Code #" for each expectation listed. Then ask intensity and source questions.
5. Begin Part III. Have student select three of his or her priority expectations off the Part I "Response Form" and have student write each one on a yellow cue card. Introduce other cue cards and shuffle all the cards. Have student arrange all of the cue cards in priority order of importance for achieving. Then ask questions of institutional importance for each of the top five priority cards.
6. Ask student to respond to the "summary" questions.
7. Thank student for participating in the interview.
8. After student leaves, review tape and record student's responses on the Part II & III "Observation Forms."
9. Prepare for next interview.

INTERVIEWER'S GUIDE

(Pre-Intern)

INTRODUCTORY REMARKS: Briefly explain to the student - The purpose of this time together is to gain insights from you that will help the (SW or CE) department improve its field experience program. We want to ask some questions about a few of the expectations you have for next fall's field experience, such as:

1. What are you expecting from this experience?
2. Why is this expectation important to you?
3. How could the (SW or CE) program better prepare you for your field experience?

(Ask student if you could turn on the tape recorder so that you could spend more time listening to what was being said.)

PART I: Kinds of Expectations

1. WHAT DO YOU HOPE TO GAIN FROM THIS EXPERIENCE?
2. WHAT ARE YOUR CONCERNS ABOUT THE EXPERIENCE?
3. WHAT ELSE DO YOU EXPECT FROM THE EXPERIENCE?
4. WHAT PERSONAL STRENGTHS ARE YOU EXPECTING TO LEND TO THE EXPERIENCE?

PART II: Intensity & Source

Directions: Have students score intensity level for each expectation (explain scale) then ask following questions of intensity and source.

1. WHY IS THIS EXPECTATION IMPORTANT TO YOU?
2. HOW DID YOU GET THIS EXPECTATION? WAS IT BECAUSE OF SOME PREVIOUS EXPERIENCE? DID SOMEONE INFLUENCE YOU? OR DID IT ORIGINATE WITH YOU? (PLEASE EXPLAIN)

PART III: Questions of Institutional Importance

Directions: Have student select three of his or her priority expectations off the Response form and write each one on a yellow "cue" card. Introduce the white cue cards after he or she has completed the first task and then have the student arrange <u>all</u> of the cue cards in priority order of importance for achieving. Then ask questions of Institutional Importance of the top five priority cards.

1. *HOW DO YOU THINK YOUR TRAINING AT TAYLOR WILL HELP YOU IN ACHIEVING THIS EXPECTATION?
2. **IN WHAT WAYS WOULD CO-CURRICULAR ACTIVITIES HELP YOU?
3. HOW COULD TAYLOR BE MORE HELPFUL TO YOU IN FULFILLING THIS EXPECTATION?
4. HOW COULD THE (CE or SW) PROGRAM BETTER PREPARE YOU IN FULFILLING THIS EXPECTATION?

Summary Questions:

5. DO YOU HAVE ANY UNRESOLVED EXPECTATIONS WHERE YOU WOULD LIKE MORE HELP?
6. CAN YOU THINK OF ANY UNREALISTIC EXPECTATIONS YOU MAY HAVE?

CONCLUSION: Thank student for participating in the interview. After student leaves, review tape and record observations. Prepare for next interview.

*Ask student to think about specific courses.

**Clubs	Sports (Varsity or I-M)	Field Trips
TWO	Chr Ministries (Volunteer)	Bible Study
ECHO	Music Groups	Dorm Life
PROBE	SUB Activities	

INTERVIEW RESPONSE/OBSERVATION FORM

(Pre-Intern)

NAME:_____ DATE:_____ TIME:_____

FR__SOPH__JR__SR__CE__SW__PRE__POST__F__M__

BRIEF DESCRIPTION OF FIELD EXPERIENCE_____

CATEGORY CODE #	SCALE 1 2 3 4 5	QUESTION # RESPONSE	STUDENT COMMENTS REGARDING KINDS OF EXPECTATIONS
_____	1 2 3 4 5	_____	1._____
_____	1 2 3 4 5	_____	2._____
_____	1 2 3 4 5	_____	3._____
_____	1 2 3 4 5	_____	4._____
_____	1 2 3 4 5	_____	5._____
_____	1 2 3 4 5	_____	6._____
_____	1 2 3 4 5	_____	7._____
_____	1 2 3 4 5	_____	8._____
_____	1 2 3 4 5	_____	9._____
_____	1 2 3 4 5	_____	10._____
_____	1 2 3 4 5	_____	11._____
_____	1 2 3 4 5	_____	12._____
_____	1 2 3 4 5	_____	13._____
_____	1 2 3 4 5	_____	14._____
_____	1 2 3 4 5	_____	15._____
_____	1 2 3 4 5	_____	16._____
_____	1 2 3 4 5	_____	17._____
_____	1 2 3 4 5	_____	18._____
_____	1 2 3 4 5	_____	19._____
_____	1 2 3 4 5	_____	20._____

SCALE: 1 = OPTIMISTIC - I am pretty sure I can fulfill this expectation
5 = APPREHENSIVE - I am not sure whether I can fulfill this expectation.
3 = NEUTRAL - It doesn't matter one way or another about filfilling this expectatior
2&4 - IN BETWEEN OPTIMISTIC OR APPREHENSIVE

Name_____

PART II: OBSERVATION FORM

I & S CODE #	EXPECTATION #	STUDENT COMMENTS ABOUT INTENSITY (I) AND SOURCE (S):
I___ S___	1.	I_____ S_____
I___ S___	2.	I_____ S_____
I___ S___	3.	I_____ S_____
I___ S___	4.	I_____ S_____
I___ S___	5.	I_____ S_____
I___ S___	6.	I_____ S_____
I___ S___	7.	I_____ S_____
I___ S___	8.	I_____ S_____
I___ S___	9.	I_____ S_____
I___ S___	10.	I_____ S_____
I___ S___	11.	I_____ S_____
I___ S___	12.	I_____ S_____
I___ S___	13.	I_____ S_____
I___ S___	14.	I_____ S_____
I___ S___	15.	I_____ S_____
I___ S___	16.	I_____ S_____
I___ S___	17.	I_____ S_____
I___ S___	18.	I_____ S_____

Name_____

PART III: OBSERVATION FORM

CATEGORY CODE #	PRIORITY CODE #	QUESTION CODE #	STUDENT COMMENTS TO THE QUESTIONS:
____	#1	1.	
____		2.	
____		3.	
____		4.	
____	#2	1.	
____		2.	
____		3.	
____		4.	
____	#3	1.	
____		2.	
____		3.	
____		4.	
____	#4	1.	
____		2.	
____		3.	
____		4.	
____	#5	1.	
____		2.	
____		3.	
____		4.	
____	SUMMARY QUESTIONS	5.	
____		6.	

Card Cue Arrangement: (Enter card cue codes on back of cards and enter codes in order)

#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
____	____	____	____	____	____	____	____	____	____

INTERVIEWER'S GUIDE

(Post-Intern)

INTRODUCTORY REMARKS: Briefly explain to the student - The purpose of this time together is to gain insights from you that will help the (SW or CE) department improve its field experience program. We want to ask some questions about a few of the expectations you had for your past field experience, such as:

1. What did you expect from this experience?
2. Why was this expectation important to you?
3. How could the (SW or CE) program better prepared you?

(Ask student if you could turn on the tape recorder so that you could spend more time listening to what was being said.)

PART I: Kinds of Expectations

1. WHAT DID YOU HOPE TO GAIN FROM THIS EXPERIENCE?
2. WHAT WERE YOUR CONCERNS ABOUT THE EXPERIENCE?
3. WHAT ELSE DID YOU EXPECT FROM THE EXPERIENCE?
4. WHAT PERSONAL STRENGTHS WERE YOU EXPECTING TO LEND TO THE EXPERIENCE?

PART II: Intensity & Source

Directions: Have students score intensity level for each expectation (explain scale), then ask following questions of intensity and source.

1. WHY WAS THIS EXPECTATION IMPORTANT TO YOU?
2. HOW DID YOU GET THIS EXPECTATION? WAS IT BECAUSE OF SOME PREVIOUS EXPERIENCE? DID SOMEONE INFLUENCE YOU? OR DID IT ORIGINATE WITH YOU? (PLEASE EXPLAIN)

PART III: Questions of Institutional Importance

Directions: Have student select three of his or her priority expectations off the Response form and write each one on a yellow "cue" card. Introduce the white cue cards after he or she has completed the first task and then have the student arrange <u>all</u> of the cue cards in priority order of importance for achieving. Then ask questions of Institutional Importance of the top five priority cards.

1. *HOW DID YOUR TRAINING AT TAYLOR HELP YOU IN ACHIEVING THIS EXPECTATION?
2.**IN WHAT WAYS DID CO-CURRICULAR ACTIVITIES HELP YOU?
3. HOW COULD TAYLOR HAVE BEEN MORE HELPFUL TO YOU IN FULFILLING THIS EXPECTATION?
4. HOW COULD THE (CE or SW) PROGRAM BETTER PREPARED YOU IN FULFILLING THIS EXPECTATION?

Summary Questions:

5. DO YOU STILL HAVE ANY UNRESOLVED EXPECTATIONS WHERE YOU WOULD LIKE MORE HELP?
6. CAN YOU THINK OF ANY UNREALISTIC EXPECTATIONS YOU MAY STILL HAVE?

CONCLUSION: Thank student for participating in the interview. After student leaves, review tape and record observations. Prepare for next interview.

*Ask student to think about specific courses.

**Clubs	Sports (Varsity or I-M)	Field Trips
TWO	Chr Ministries (Volunteer)	Bible Study
ECHO	Music Groups	Dorm Life
PROBE	SUB Activities	

INTERVIEW RESPONSE/OBSERVATION FORM

(Post-Intern)

NAME:_____ DATE:_____ TIME:_____

FR___SOPH___JR___SR___CE___SW___PRE___POST___F___M___

BRIEF DESCRIPTION OF FIELD EXPERIENCE_____

CATEGORY CODE #	SCALE 1 2 3 4 5	QUESTION # RESPONSE	STUDENT COMMENTS REGARDING KINDS OF EXPECTATIONS
_____	1 2 3 4 5	_____	1._____
_____	1 2 3 4 5	_____	2._____
_____	1 2 3 4 5	_____	3._____
_____	1 2 3 4 5	_____	4._____
_____	1 2 3 4 5	_____	5._____
_____	1 2 3 4 5	_____	6._____
_____	1 2 3 4 5	_____	7._____
_____	1 2 3 4 5	_____	8._____
_____	1 2 3 4 5	_____	9._____
_____	1 2 3 4 5	_____	10._____
_____	1 2 3 4 5	_____	11._____
_____	1 2 3 4 5	_____	12._____
_____	1 2 3 4 5	_____	13._____
_____	1 2 3 4 5	_____	14._____
_____	1 2 3 4 5	_____	15._____
_____	1 2 3 4 5	_____	16._____
_____	1 2 3 4 5	_____	17._____
_____	1 2 3 4 5	_____	18._____
_____	1 2 3 4 5	_____	19._____
_____	1 2 3 4 5	_____	20._____

SCALE: 1 = OPTIMISTIC - I was pretty sure I could fulfill this expectation
5 = APPREHENSIVE - I wasn't sure whether I could fulfill this expectation?
3 = NEUTRAL - It didn't matter one way or another about fulfilling this expectation
2&4 - IN BETWEEN OPTIMISTIC OR APPREHENSIVE

Name_____

PART II: OBSERVATION FORM

I & S CODE #	EXPECTATION #	STUDENT COMMENTS ABOUT INTENSITY (I) AND SOURCE (S):
I___ S___	1.	I_____ S_____
I___ S___	2.	I_____ S_____
I___ S___	3.	I_____ S_____
I___ S___	4.	I_____ S_____
I___ S___	5.	I_____ S_____
I___ S___	6.	I_____ S_____
I___ S___	7.	I_____ S_____
I___ S___	8.	I_____ S_____
I___ S___	9.	I_____ S_____
I___ S___	10.	I_____ S_____
I___ S___	11.	I_____ S_____
I___ S___	12.	I_____ S_____
I___ S___	13.	I_____ S_____
I___ S___	14.	I_____ S_____
I___ S___	15.	I_____ S_____
I___ S___	16.	I_____ S_____
I___ S___	17.	I_____ S_____
I___ S___	18.	I_____ S_____

Name_____

PART III: OBSERVATION FORM

CATEGORY CODE #	PRIORITY CODE #	QUESTION CODE #	STUDENT COMMENTS TO THE QUESTIONS:
____	#1	1.	
____		2.	
____		3.	
____		4.	
____	#2	1.	
____		2.	
____		3.	
____		4.	
____	#3	1.	
____		2.	
____		3.	
____		4.	
____	#4	1.	
____		2.	
____		3.	
____		4.	
____	#5	1.	
____		2.	
____		3.	
____		4.	
____	SUMMARY QUESTIONS	5.	
____		6.	

Card Cue Arrangement: (Enter card cue codes on back of cards and enter codes in order)

#1	#2	#3	#4	#5	#6	#7	#8	#9	#10
____	____	____	____	____	____	____	____	____	____

INTERVIEW APPOINTMENTS

(CE or SW)

DATE:	TIME:	STUDENT'S NAME:	CLASS:	F-M:	AGE:	1-2:	S-M:	C-N:	INTERVIEWER:
R 3/2	10am	Mary Doe	Soph	F	18	1	S	C	McQueen

APPENDIX B

RATER'S FORM

EXPECTATION CATEGORIES AND DESCRIPTORS

EXPECTATION CATEGORIES AND DESCRIPTORS

(Rater Form)

The following major categories and their descriptors were formulated from the student expectation responses. Many sub-categories are subsumed under the major categories. Your task is to enter a Category Code Number (#1, 2, 3, 4 or 5) next to each student response statement by using this form. Look at each major category title first and see if response applies. Next, read descriptors and relate to response. If descriptors do not relate under the apparent major category, look at other categories and their descriptors. If you still have a problem deciding what code number to give the response, refer to listed "Question #" next to the response and relate question to "Category Titles." To aid you in this task, the following questions were asked of the CE and SW pre-interns and post-interns:

1) What (do or did) you hope to gain from this experience?
2) What (are or were) your concerns about the experience?
3) What else (do or did) you expect from the experience?
4) What personal strengths (are or were) you expecting to lend to the experience?

CATEGORY CODE # CATEGORY AND DESCRIPTORS

#1 INTERPERSONAL: Helping, relating and communicating with others

a) Helping - Counseling, mediating, encouraging, motivating, disciplining
b) Relating - caring, showing compassion and interest, being sensitive and open, approachable, loving, accepting, understanding, empathizing, patient, modeling; learning about others' needs, concerns, problems and how others should be treated; understanding how behavioral change occurs; understanding group dynamics and development; use of humor
c) Communicating - Listening, confronting; understanding verbal and nonverbal communication; communicating and working with supervisors, co-workers, different age groups, clients, students, patients and families

#2 FIELD ENVIRONMENT: Learning about and adjusting to the field environment

a) Learning about - orgainization's purpose, goals, policies, procedures and authority structure; understanding intern's role and degree of involvement; type of supervision and training provided; evaluation procedures; remuneration and other benefits provided
b) Adjusting to - others' expectations for the intern; intern's adjustment of one's own expectations; flexible and adaptable; employing observation skills for understanding and adjusting to perculiar problems and different ways of doing things in the work situation

#3 APPLICATION OF PRIOR LEARNING: Integration of prior learning in the field

a) Application of formal training - Knowledge, methods, models, materials, curricula, programs, other resources; musical, sports & recreational training
b) Application of past experience gained from informal or non-formal learning in other situations
c) Application of personal ideas for experimentation
d) Gaining community education along with formal training and work experience
e) Recycling field experience gained into the classroom setting.

#4 INTERN DEVELOPMENT: Developing professional competencies and personal traits

a) Professional competencies - appreciating differences and developing mutual respect; learning how to follow other types of leadership styles while developing and employing one's own leadership abilities; organizing and managing; problem-solving and decision-making; management of time; performing work assignments effectively and handling responsibility; integration of faith with work (e.g., helping others grow morally and spiritually; exercising one's "spiritual gifts"); gaining practical experience and insights; developing interviewing and writing skills; developing training and teaching competencies; evaluation techniques
b) Personal traits - Understanding and developing self-confidence, self-esteem, self-enrichment, self-maturation, self-evaluation and self-concept; developing assertiveness; discovering personal limitations, values, abilities, talents and other assets; coping with failure, mistakes, fears, stress and anxieties; moral and spiritual growth; maintaining objectivity; developing creative abilities; understanding independency and interdependency relationships; enthusiasm; experience success

#5 EFFECTS OF FIELD EXPERIENCE: Feedback relating to field work, formal training and career orientation

a) Field work - gaining a better understanding of particular field work; feedback on whether or not student enjoys this type of work; how I affected others
b) Formal training - insights gained on how formal training relates to field work; feedback on whether or not this type of formal training is further desired by student; need for further training in this major area
c) Career orientation - broaden vocational perspective; commitment reinforced toward this vocation; transition from student intern status to semi-professional status

APPENDIX C

FIGURES C.1 - C.31

COLLATION OF STUDENT RESPONSES

Figure C.1 COLLATION OF "INTERPERSONAL" CATEGORY RESPONSES OF CE PRE-INTERNS

	CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
1-1-1	Wanted to learn how to work with people	2	Gain experience relating to people	Past experience
	Wanted to open up to kids her own age	4	Gain experience relating to people	Personal values
	Wanted to gain experience working with big groups	1	Opportunity to gain experience	Personal values
	Wanted to be sensitive to others needs	1	Felt that people need love and caring	Personal values
	Felt she was caring and concerned for the loveless	2	Felt that it is the Christian thing to do	Personal values
	Felt that she could help in counseling	2	Felt that she was an example	Past experience
1-1-2	Can I get along with the people I'll be with	2	Wanted to help others and learn	Past experience
	Wanted to know and be concerned for the poor	1	Felt that others needed to know that she cared	Past experience and personal values
	Felt that she understood people and their needs	1	Wanted others to know that she understood them	Personal values
	Felt that she was willing to listen to people	1	Felt that people needed someone to listen	Personal values
1-1-3	Felt that it was hard to get through to kids	2	Wanted to accomplish something	Past experience
	Will I be able to discipline the kids?	2	Must know how to deal with kids on their level	Past experience
	Wanted to learn how to handle kids better	2	Opportunity to teach kids respect	Past experience
	Felt that she was patient	1	Felt that patience is important working with kids	Past experience
	She loved to work with kids	1	Wanted her faith to apply to her work	Past experience
1-1-4	Wanted to gain counseling experience	1	Opportunity to learn more about kids and help	Past experience
	Wanted to be available to the kids	1	Felt that it is a philosophy of Young Life	Personal values
	Wanted to get to know the kids	1	Wanted to be accepted as a leader	Personal values
	How would I relate to other staff members?	4	Desire to be accepted by the staff	Personal values
	Felt that she was a good listener	1	Felt that everyone needed someone to listen	Personal values
	Felt that she was an open person	2	Opportunity to relate to others	Personal values
1-1-5	Wanted a better understanding of people	1	Felt she needed to understand people	Personal values
	Wanted to learn about different groups of people	1	Opportunity for personal growth	Personal values
	Felt she could gain unity with people	1	Wanted to be accepted by others	Personal values
	Felt she could encourage and understand people	1	Opportunity to exercise her gifts	Personal values
	Felt she was a good listener	1	Felt people need someone to listen to them	Personal values
1-1-6	Wanted to learn more about the group setting	2	Felt this would glorify God	Past experience
	Wanted the group to be dedicated	2	Felt that everyone should give their all	Past experience
	Wanted to sing to communicate to others	1	Opportunity to share with others	Past experience
	Felt that she was able to relate to people	1	Wanted to be liked and accepted by others	Personal values
1-1-7	Felt she could get along with others	2	Wanted to help others and feel useful	Personal values
	Felt she was a good listener	2	Felt it's important to know what people think	Personal values
	Felt she could empathize with others	2	Enables you to understand people better	Personal values
1-1-8	Wanted to be more outgoing by sharing herself	2	Opportunity to communicate with people	Personal values
	Felt she was at ease around new people	2	Felt she had an outgoing personality	Personal values
	Opportunity to put others at ease around her	4	Opportunity to develop relationships	Personal values
	She was willing to do what was asked of her	1	Other people motivate her	Personal values
	Felt she could express herself well	4	Opportunity to gain experience expressing self	Personal values

Figure C.1 COLLATION OF "INTERPERSONAL" CATEGORY RESPONSES OF CE PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
1-1-9 Wanted to know more CE materials	4	Opportunity to gain experience	Personal values
Wanted to help supervisors and kids work together	4	Opportunity to work with people	Personal values
Wanted to be an effective mediator	5	Opportunity to work with people	Personal values
Felt she could build rapport easily	4	Opportunity to work with people	Personal values
Felt she could understand supervisor's role	4	Opportunity to gain new insights	Personal values
Felt she could understand student's role	4	Opportunity to gain new insights	Personal values
1-1-10 Wanted to find out about communities of people	2	Opportunity to know backgrounds of people	Personal values
Felt she was caring and concerned for others	1	Felt Christians should care for others	Personal experiences
Felt she was free to give of herself	2	Felt giving and sharing is important	Personal values
Enjoyed counseling and communicating	1	Felt communication is important	Personal values
1-1-11 Wanted to help people grow in 5 ways	1	Felt people need to understand themselves	Personal values
Opportunity to help people realize their abilities	2	Wanted to motivate others	Personal values
Felt that she had a love for people	1	Enjoys the uniqueness of individuals	Personal values
Felt that she could get along with all people	2	Important to relate to all ages	Personal values
1-1-12 Felt she was a good listener	1	Felt everybody wants someone to listen	Influence of others
Felt she could communicate well	2	Wants others to understand her	Past experience
1-2-13 Wanted to learn how youth react	1	Opportunity to gain experience	Past experience
Wanted to learn more about counseling	2	Opportunity to gain experience	Past experience
Get accustomed to being around kids	1	Will they be able to relate to me?	Past experience
Will I be able to relate to the kids?	2	Feels relating is important	Personal values
Thinks he will be able to relate to the kids	1	Feels this is his strength	Personal values
1-2-14 Felt he could relate to kids on their level	2	Opportunity to relate to kids	Past experience
Wanted to learn how to keep kids interested	2	Need to keep them interested to be effective	Past experience
Wanted to learn how to motivate people	1	Wanted to build solid group	Past experience
Wanted to get along with the kids	1	Opportunity to relate and motivate others	Personal values
Felt that he cared for others	2	Wanted to understand others	Past experience
Wanted to relate to others	1	Felt relating to others helps communication	Past experience
1-2-15 Could he prevent conflict within the group?	3	Doesn't want his feelings to control him	Past experience
Felt that he could talk well on current issues	2	Felt that talking to people help them	Personal values
Felt he could relate to people's problems	2	Opportunity to relate and help people open up	Past experience
Likes to get people involved	1	Feels interest is important for involvement	Past experience
1-2-16 Will I be able to work with Jr. High kids?	2	Feels Jr. High is a hard age to work with	Personal values and past experience
Would I be able to communicate with people?	2	Opportunity to relate to others	Personal values and past experience
Wanted to gain people's friendship	2	Opportunity to relate to others	Personal values
Felt he could communicate well with others	2	Opportunity to relate and communicate	Past experience
Felt a real concern for people	1	He had love and spiritual concern for people	Personal values
1-2-17 Felt he would gain a knowledge of different people	1	Opportunity to gain counseling experience	Past experience
Felt he could relate with people	1	Wanted to identify with people's problems	Past experience
Felt he could put people at ease	1	Wants to help people let their barriers down	Personal values
Felt he had counseling abilities	2	Helps people to share their needs	Past experience

Figure C.1 COLLATION OF "INTERPERSONAL" CATEGORY RESPONSES OF CE PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATIONS	SOURCE OF EXPECTATIONS
1-2-18 Wanted to learn more about people	1	Opportunity to relate and empathize	Personal values
Felt he had the ability to work with people	1	Opportunity to get along and progress with people	Personal values and past experience
Felt he could relate to different types of people	2	Had encountered different types of people	Past experience
Felt that he could empathize with people	1	Felt he could understand others	Past experience
1-2-19 Will I be able to relate to the people?	4	Felt it was an obligations as a Christian	Past experience
He likes people	3	Opportunity to work with people	Past experience
Had sympathy for non-Christian kids	1	Wants to treat them as individuals	Personal values and past experience

Figure C.2 COLLATION OF "INTERPERSONAL" CATEGORY RESPONSES OF SOW PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
3-1-1 Being open, listening, appreciative	2	Everyone wants someone to listen to them	Personal values
Good listening skills	2	Everyone wants someone to listen to them	Personal values
3-1-2 Relating well to kids and co-workers	1	Where all a person's learning is, important	Academic experiences
Getting involved and being a good influence	1	Personal need to have people's lives matter	Personal values
Communicate well, effectively	1	Must make a conscious effort to communicate well	Personal values and influence of friends
Relate to young kids	2	Important in relating to others	Family
3-1-3 To be able to listen	1	To improve listening skills (essential in SOW)	Academic experiences
To be caring when confronting	1	To show people concern, increase tact	Academic knowledge
3-1-4 To be a listener	1	To listen and gain their trust	Academic knowledge
To be able to show care and concern	1	To really help people with deep problems	Academic knowledge
3-1-5 Have a real love for kids	1	To help me and children	Personal values
Have the necessary patience	2	For helping others	Personal values
I care, they can talk to me, I listen	1	For helping others	Past experience
3-1-6 Learning how to relate with senior citizens	2	So I can understand and help them	Past experience
Help them with their self-image and confidence	1	Terminal patients need encouragement	Past experience
Learning to get along within setting	1	Need to learn how to get along with people	Past experience
Learning to get along with co-workers	1	Need to learn how to get along with people	Past experience
Ability to motivate people and get them involved	2	Have the ability and should use it	Personal values and natural abilities
Concenial, approachable, good listener	1	So I can communicate effectively	Personal values and natural abilities
3-1-7 Will I feel comfortable with kids?	4	So others will feel comfortable with me	Job expectation
Being able to communicate effectively	4	So I can help kids with their problems	Job expectation
Have good sensitivity and empathy awareness	1	So I can help kids with their problems	Job expectation
I am approachable, I'm concerned, I'm open	4	So I can help kids with their problems	Job expectation
3-1-8 To offer understanding and sensitivity	2	Means alot when someone helps her, shows concern	Past experience
Wants to upbuild and encourage others	2	Wants to be able to instill confidence	Personal values
3-1-9 Wants to find out needs of children	1	Wants to work with children, learn about them	Past experience
Minister to whole person (phys; mental, spiritual)	1	Desires to help whole person, one affects other	Personal values
Show love for the unlovely (handicapped)	1	That is her gift, needs to develop it	Biblical perspective
Share her love for life	1	Wants to help those without hope, share her life	Social work - her vehicle
3-1-10 Wants to give; show interest in senior citizens	2	Social and Christian responsibility	Family influence
Learn from them would relate personal experience	1	Still searching for insights for my own growth	Personal growth
Treatment of people living in institution	4	Elderly people should be treated well	Social responsibility and personal values
Encouragement	2	Basic need of people	Influence from others
Compassion	2	Basic need of people	Influence from others
3-1-11 Concerned about being put w/ people of own age	5	Want to relate to people, be able to help them	Personal values
To be a listener	1	Important skill, person may figure out problem	Academic knowledge
Interpersonal strengths, i.e. empathy	1	Must know yourself and how to relate to others	Academic knowledge
3-1-12 Rapport with co-workers	1	Can I relate with all kinds of professionals?	Professional development
3-1-13 Concern about personal care given patient	4	I care what happens to people	Personal values

Figure C.2 COLLATION OF "INTERPERSONAL" CATEGORY RESPONSES OF SOW PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
3-1-13 More volunteer service to talk with people & care	3	I care what happens to people	Personal values
Getting along with field supervisor	2	Have a good relationship with all co-workers	General principles
3-2-14 Work with deprived kids in the inner cities	2	Broaden their outlook on life	Personal values
Learn to relate to deprived kids by interacting	1	Relating is an absolute necessity	Self
Be accepted to kids and reltate to them	2	Must accept you, to help them	Personal values
Help meet needs w/out creating lasting dependance	4	Development of others	Personal growth
Be a respected and valued model by others	2	I will be open and able to help kids	Personal values
I am approachable and respected	1	Others will seek me out for help	Past experience
I am a good listener	2	Others will seek me out for help	Past experience
3-2-15 To get along with field supervisor	3	Scripture based, Christian support important	Past experience and friends influence
Understanding other person	2	Important, understanding others, their views	Self
Communicating	2	Communicating his thoughts and ideas	Academic knowledge and self
A good listener	2	Important to communicate thoughts and ideas	Self
3-2-16 Understand the mindset of this sub-culture	4	To help people, must first understand them	Academic knowledge and Biblical base
Can I help them with society's expectations?	2	Help them understand the majority wants & needs	Personal values and academic knowledge
Be able to enter easily into their value system	1	Their values generally scriptural, prove this	Biblical perspective
Need cross-cultural awareness and appreciation	3	Enter into their value system	Past experience, personal values
3-2-17 Learning about basic needs of others	2	Have to understand them before helping them	Past experience, personal values
Helping others as a friend	2	Have to understand them before helping them	Academic knowledge
Difficulty in relating because of barriers?	4	So I can help them	Academic knowledge
Being accepted by clients and co-workers	4	Basic need to be accepted by others	Personal need
Ability to be friendly on a 1-1 basis	1	Want to be an asset not a liability	Personal goal

Figure C.3 COLLATION OF "INTERPERSONAL" CATEGORY RESPONSES OF CE POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
2-1-1 How well will I work with youth?	2	Gives opportunity to see if she could relate	Previous experience
Could I relate with co-workers	2	Gives opportunity to see if she could relate	Previous experience
Better understanding of 7th & 8th graders	1	Never worked with that age group	Previous experience
Felt she could relate (humor, enthusiasm, etc)	4	Wanted to fulfill requirement	Academic requirement
Handleing discipline	1	Wanted to use God given strength	Biblical perspective
2-1-2 Never dealt with age group before	5	Gives opportunity to see if she could relate	Self
Apprehensive about working with supervisor	3	Wanted good relationship with supervisor	Self
Felt she understood developmental stages	3	Wanted to apply classroom knowledge	Academic knowledge
2-1-3 Wanted to help the pastor's wife	1		
Fearful about working with 100 kids	2		
Wanted good communication with supervisor	1		
Wanted feedback from supervisor	1		
2-1-4 Wanted to get to know the kids	1	Opportunity to develop relationships	Influence of others
Felt she could build relationships	2	Wanted to have a more effective ministry	Influence of others
Felt her listening skills would help her	1	Wanted to help kids express themselves	Previous experience and others
2-1-5 Wanted to get along with supervisor	2	Gives opportunity to be a working team	Past experience
Could I communicate with the kids?	4	Wanted to help kids through communication	Academic knowledge
Felt she could relate well with others	2	Wanted to understand others and be understood	Previous experience
Felt she had a good knowledge of age group	3	Felt that she understood the age group	Family
She has a real love for the age group	1	Felt comfortable with age group	Previous experience
Felt that she cared for others	2	Wanted to use spiritual gift	Self and influence from others
2-1-6 Wanted experience and involvement with kids	4	Felt that she could help them grow	Personal values
Knew how many kids she would work with	1	Opportunity to develop core group	Past experience
Wanted fellowship with others	4	Felt that fellowship is important	Past experience
2-1-7 Better understanding of American kids	1	Wanted to see she could adjust to Americans	Past experience and self
Would I be comfortable in American youth group?	2	Gives opportunity to see if she could relate	Past experience and self
Wanted to help an American group	4	Gives opportunity to offer help to others	Past experience with groups
Would people accept and like me?	2	Wanted acceptance from others - human need	Self
Could I feel comfortable in the group?	2	Gives opportunity to see if she could relate	Self
Wanted good communication with the group	2	Gives opportunity for better understanding	Self
Felt that she was open and accepting of others	1	Gives opportunity to relate to others better	Self
2-1-8 Wanted to gain experience working with staff	1	Felt that it is important to relate with staff	Past experience
Could I feel comfortable with new kids?	1	Gives opportunity to use communication skills	Past experience
Could I work with other staff members?	2	Felt good relationships were important	Past experience
Felt that she had a real love for the kids	1	Felt it was important to love the kids	Past experience
Felt that she was a good listener	1	Listening would help her in counseling kids	Past experience
Felt she could relate (open, friendly, crazy)	1	Gives opportunity to relate with kids	Past experience
Felt that she was honest with kids	1	Gives opportunity to relate with kids	Past experience
Felt that she was empathetic and understanding	2	Gives opportunity to relate with kids	Past experience
Felt that she had a good sense of humor	1	Gives opportunity to relate with kids	Past experience

Figure C.3 COLLATION OF "INTERPERSONAL" CATEGORY RESPONSES OF CE POST INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
2-2-9 Could I have good relationships with the kids?	2	Gives opportunity to see if he could relate	Personal values
Could I relate with kids this age?	2	Gives opportunity to see if he could relate	Past experience
2-2-10 Felt that he could counsel and empathize	2	Wanted to meet people's needs	Past experience
Felt that he could help people feel comfortable	2	Wanted to meet people's needs	Past experience
2-2-11 Wanted to learn to relate with people	2	Felt that good relationships are important	Personal values
He had hopes for a "dynamic" group	2	Wanted to experience success with the group	Past experience
Felt that is important to have fun	1	Helps to make learning easier	Past experience
Experience working with people	2	Felt that good relationships are important	Personal values
Felt that he is an easy-going person	1	Felt that he could handle difficult situations	Personal values
2-2-12 Knew that he enjoyed working with people	1	Hoped to gain success working with people	Self
Better understanding of farmers	3	Wanted to relate better with farmers	Present situation
Better understanding of northerners	3	Wanted to relate better with northerners	Present situation
Felt he was growing and people stagnant	4	Wanted to gain a better understanding of people	Present situation
How could I improve communication problem?	2	Gives opportunity to improve communication	Self
2-2-13 Better understanding of how to work with kids	4	Gives opportunity to see if he could relate	Academic knowledge and personal values
Found that working with people is difficult	2	Gives opportunity to gain personal insight	Personal values
Could I make friends?	1	Felt that good relationships are important	Past experience
Felt that he could relate with the youth	1	Gives opportunity to see if he could relate	Past experience
Felt that he had a good understanding of age group	2	Gives opportunity to relate with others	Past experience
Better understanding of youth's struggles	2	Gives opportunity to relate with others	Past experience
Felt that he could help people to "open-up"	2	Gives opportunity to relate with others	Past experience
Felt that he was a good listener	2	Felt that listening is important	Past experience
2-2-14 Wanted to learn alot from supervisor	1	Gives opportunity to learn from others	Past experience
Could I relate with the kids?	4	Gives opportunity to relate with others	Past experience
Would the kids be able to internalize content?	3	Gives opportunity to see God work in others	Self
Could I get the kids excited?	1	Felt that excitement is important	Self and past experience
Could I keep the kids from being neutral?	1	Felt that excitement is important	Self and past experience
Will I be able to motivate others?	2	Gives opportunity to transmit excitement	Self
2-2-15 Can I influence other's lives?	1	Gives opportunity to see if he could relate	Influence of another person
Could I relate to high school kids?	3	Gives opportunity to see if he could relate	Past experience
Wanted to have fellowship with kids-openness	2	Gives opportunity to see if he could relate	Personal values
Felt that he needed a serious attitude	4	Wanted to see spiritual growth in the group	Personal values
Felt that he must be a model for the kids	1	Felt that he must be a good model for them	Personal values

Figure C.4 COLLATION OF "INTERPERSONAL" CATEGORY RESPONSES OF SOW POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
4-1-1 Not sure how other pro's in agency would respond	4	Real concern-difference between good/bad time	Self
Get along with people in agency	2	Would people accept her? Not apprehensive	Self
Get along with the clients	1	Had past experience	Self
4-1-2 Speaking to clients without thinking it out	1	Know resources, don't give false hope	Academic knowledge and self
4-1-3 Able to develop 1-1 relationship with clients	2	Desire to help, build relationships and rapport	Academic knowledge and past experience
Will I be able to understand the client's needs?	2	I need to understand so I can help with problems	Academic knowledge and past experience
Do I have enough patience?	1	Realistically, need patience to help people	Past experience
Good listening skills	1	Good listening skills are a must in social work	Academic knowledge and past experience
4-1-4 How does my presence affect service to the clients	4	It's important to maintain confidentiality	Personal Christian values
Must be a good listener	2	Be open to whatever is said by individual	Academic knowledge
Can pick up non-verbals	1	Person may something and not mean it	Academic knowledge
4-1-5 I want to help kids, be a positive role-model	1	I want to love. To be loved you must give love.	Biblical perspective
Know about kids needs and be able to fulfill them	2	They have basic needs & will accept help	Personal values
Wanted them to enjoy the time we spent together	2	Important to provide fun activities & recreation	Past experience
Want to share love and affection	1	Love and affection is important to me	Biblical perspective
Need communication skills to help them open up	1	Communication is everything	Personal values
4-1-6 Understanding of working with people in SOW	1	The basis for SOW -- preparation for vocation	Family and influence of friends
Observe relational skills	1	Basis for social work is relationships	Influence of friends
How would I relate to kids?	1	Need to create trust and develop relationships	Past experience
Need good relationship with co-workers	1	Common bond - helps overcome disagreements	Past experience
Looking for vehicle for expressing care/concern	1	Important that clients see you really care	Past experience
4-1-7 Learn how to counsel	2	Will be a major part of vocation. Future prep.	Past experience
Good listening skills important	1	Important for working with people	Personal values
Use insight when working with people	1	I have a desire to help people	Influence of others
4-1-8 Develop good relationships with co-workers	1	Express enjoyment in people, help each other	Past experience and personal values
Communication skills	1	Necessary for vocation and life in general	Past experience
Express caring/concern for people	1	Necessary for social work	Academic knowledge
Need sense of humor	1	Essential part of me, want to express it	Past experience
4-1-9 Want to relate to kids	5	Testing of potential, duty as student to agency	Personal values
Understand role of staff with kids	1	How to build rapport, learn procedures	Academic knowledge
Will working with youth near my age be a problem?	1	Identity with kids - closer to age, help more	Past experience
Openness	1	Important for all in relationships	Family
Sensitivity	1	Develop characteristic in self	Personal values
4-1-10 Fitting in with other supervisors & professionals	2	Important to have good relationships w/ others	Personal values
Expected relationships to change quickly (progress)	2	That's how I thought change would take place	Influence of friends
Expected clients to be more "abnormal"	2	Saw this could be threatening	Personal values
Expected it would be harder to work w/ people	1	Could be threatening, not certain I could do it	Personal values

Figure C.4 COLLATION OF "INTERPERSONAL" CATEGORY RESPONSES OF SOW POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
4-1-10 Caring attitude important	1	If really care, can do more	Personal values and influence of friends
Willingness to help	1	Must be willing to help, to get things done	Influence of friends
4-2-11 Do counseling -- 1-1 with clients	4	Great part of agency functions	Past experience
Interaction with clients	1	Wanted to find out where his strengths	Past experience
Handicapped person helping others - Can I?	1	He can help others see Christ has purpose w/ him	Self
Grow closer to co-workers	4	Understand & be better helper with handicap	Self
Understand a handicapped person	1	Doesn't feel sorry for himself, can show others	Self
4-2-12 Concerned about the delinquency of the boys	4	Make sure what was planned was beneficial	Previous experience
Expected results from the kids	2	Wanted to feel he was effective	Academic knowledge
Expected a behavioral change in the kids	2	Had a job to do and wanted to be good at it	Personal values
Communication skills	3	To understand and have interaction with kids	Past experience
4-2-13 Had re-association with old friends	1	Wanted to go back to "the way it was"	Past experience and influence of friends
Communication skills	1	Need to communicate in all areas - improve self	Past experience
4-2-14 Help kids	1	Very optimistic in helping boys	Past experience
To be able to help boys in the scriptures	2	Didn't know all, but could give what he had	Biblical perspective
Relate well with kids	1	Definitely relates well with kids	Past experience and self

Figure C.5 COLLATION OF "FIELD ENVIRONMENT" CATEGORY RESPONSES OF CE PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
1-1-2 Hoped to gain an understanding of the job	1	Wanted to know about future work	Personal values
1-1-7 Did not know what was expected of her	1	Wanted to do a good job	Personal values
1-1-8 Will I be able to meet my own expectations?	4	Was afraid she would set her goals too high	Past experience and personal values
1-1-9 Wanted to learn about the organization	4	Opportunity to gain experience	Personal values
1-1-12 She did not know about the field assignment	4	Wanted to do a good job - fear of failing	Personal values
1-2-15 Expected things to go smoothly once he started	1	Felt he would gain security if things went well	Personal values
1-2-17 Wanted to be useful	2	Felt God helped him and he wanted to help others	Influence of others
1-2-18 Wanted to learn what to do in situations	1	His background helps him relate to people	Influence of others
Wanted to know more about the organization	2	Felt he had to understand organization	Personal values and experience

Figure C.6 COLLATION OF "FIELD ENVIRONMENT" CATEGORY RESPONSES OF SOW PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
3-1-1 Placements for people (homes, nursing centers)	1	Wants to help people	People's welfare
Knowing what's expected of me	1	Make sure I am doing my work correctly	Job expectations
3-1-2 Be familiar with the system	2	Would like experience in all levels of system	Self
3-1-10 Living conditions - are they really that bad?	1	Elderly people should be treated well	Personal values
Could I promise service they are looking for?	5	Don't want to be inadequate; want to be helpful	Personal accomplishment
3-1-11 Expect agency to be proficient	1	Agency should offer best education	Academic knowledge
Supervisor - who will guide?	1	Needs support and input, security	Past experiences, personal values
3-1-12 Observe organizational structure	1	Learn about child foster care	Career orientation
Observe and identify situational dynamics	1	So I'll know what to do	Past experience
3-1-13 EMT program is not developed enough	3	Need to improve program	Personal values
Being single right now allows job flexibility	1	Important to be on my own and have a job	Personal values
3-2-14 Learning how to adjust to their structure (agency)	2	Want to learn from those who have experience	Past experience
3-2-16 Understand legalistic procedures to solve problems	1	Understand problems so I can help legally	Academic knowledge
Social justice, equality in the setting	5	Because of events in the Indian culture today	Past experience, personal values, academics
3-2-17 Learn about organizational social structures	1		

Figure C.7 COLLATION OF "FIELD ENVIRONMENT" CATEGORY RESPONSES OF CE POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
2-1-1 Gain insights on environment and its effects	5	Opportunity to use God given insight	Given from God
2-1-2 Gain insight into my role as a student	2	Opportunity to learn from others	Self
Better understanding of program - need guidance	4	Gain experience through guidance from others	Self
Would I be able to use the materials - dated	4	Felt that materials were out-of-date	Personal values
Better understanding of organizational structure	2	Felt it was important to know aims and purposes	Self and academic knowledge
Expected to become part of the church	2	Gives opportunities to relate with others	Personal values
2-1-3 Better understanding of what my job is	4		
I did not know what to expect	2		
Need for a job description	1		
Felt that she should be evaluated	1		
Felt that she should have a supervisor	1		
2-1-6 Wanted to learn about church structure	5	Opportunity to gain knowledge about the church	Personal values
Felt that she needed a church home	4	Felt that fellowship is important	Personal values
How would distance affect my ministry	4	Never have delt with this problem before	Personal values
Could I analyze the situation?	4	Opportunity to use God given insight	Personal values
2-1-7 Felt I needed a job description	2	Gain understanding of what was expected of me	Self and church
Could I be doing more?	3	Felt that it was important to be needed	Self and church
2-1-8 Gain better understanding of field setting	1	Wanted to do things right from the beginning	Personal values
2-2-9 Better understanding of program and training	5	Felt that staff must be a model to others	Past experience
2-2-10 Better understanding of what was expected of me	4	Wanted to do a good job	Past experience
2-2-11 Better understanding of what to expect of job	3	Opportunity to try new experience	Past experience
Anticipating good experience	1	Opportunity for spiritual growth and maturity	Personal values
2-2-12 Apprehensive of denominational differences	5	Opportunity to gain new insights	Present experience and personal values
Felt that I had to be paid	3	Felt that financial needs must be met	Personal values
Gained insights in the church's ministry	2	Opportunity to gain new insights	Self
Felt that the church was too organized	2	Gain insights into church structure	Self and past experience
Felt that the church must be a witness	2	Opportunity to witness to others	Self and God

Figure C.8 COLLATION OF "FIELD ENVIRONMENT" CATEGORY RESPONSES OF SOW POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
4-1-1 Not sure what was expected of her	4	Pretty much apprehensive	Self
I'm flexible, can adapt	1	Really optimistic of this strength	Self
4-1-3 Expect to handle clients on a short-term basis		Not too important, emphasized in classes	Academic knowledge
4-1-4 Did not know what to expect	5	Dealing with people's lives	Academic knowledge
Broad and general expectations	4	Didn't know what was to be applied (knowledge)	Academic knowledge
4-1-6 It's a challenge to be in a foreign	5	Need total independence, w/o friends to "push"	Family influence
Supervision is important	1	Didn't know what I was doing, needed input	Past experience
4-1-7 Observation important	5	Learn by seeing, (learn more by doing, though)	Academic expectation
4-1-8 I expect professional supervision	5	Important to not waste time - want good exper.	Influence of others
4-1-9 Involvement in agency - experience w/o responsib.	1	General overview - Applicable in class	Academic knowledge
Understanding of techniques used by agency	2	Comparison - techniques and settings - knowledge	Academic knowledge
How much authority role?	5	Age difference close - needed to determine role	Influence of supervisor
4-2-11 To understand the purpose of the agency	3	Important to get inside view of agency	Self
4-2-12 Wanted to be free and not restricted	4	In previous experience, he wasn't free	Academic knowledge
Wanted to be open because didn't know what expect	1	Didn't want to be trapped by own closed mind	Personal expectation
Organizational structure of the camp	5	Important that kids have structure	Academic knowledge
4-2-14 Understanding & exploring all parts of program	5	Very apprehensive of program	Personal values and personal involvement

Figure C.9 COLLATION OF "APPLICATION OF PRIOR LEARNING" CATEGORY RESPONSES OF CE PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
1-1-3 Wanted to learn to apply different materials	1	Wanted to use the most Biblical materials	Past experience
Wanted to work up different curriculums	1	Wanted to produce the best curriculum	Past experience
1-1-4 Wanted to relate previous experience as a student	1	Wanted to get the kids interested in God	Past experience
1-1-7 Opportunity to apply her learning	2	Felt that is the purpose of education	Influence of society
Hoped to experiment	2	Opportunity to develop herself and techniques	Personal values
1-1-8 Wanted to learn the basics and apply them	1	Felt she learns best by application	Personal values
1-1-9 Wanted to apply past training	5	Opportunity to apply her learning	Personal values
Opportunity to apply many resources	4	Opportunity to gain experience	Personal values
1-1-10 Felt she could relate personal experiences	1	Felt her experiences helped her relate to others	Personal values
1-1-11 Wanted to apply her education	2	Felt she should be able to do apply education	Personal values
Felt her sports experience would help her	1	Camping is a physical assertion of herself	Personal values
1-1-12 Wanted to apply classroom knowledge	2	Feels that her learning is important	Past experience
Wanted to apply her personal ideas	1	Felt this helped her self image	Past experience
1-2-14 Felt that athletics teaches alot	1	Felt his athletics taught him alot	Past experience
1-2-15 Felt he could use his musical abilities	2	Opportunity to get people involved	Past experience
1-2-16 Wanted to use his classroom knowledge	1	Opportunity to relate his education	Personal values

Figure C.10 COLLATION OF "APPLICATION OF PRIOR LEARNING" CATEGORY RESPONSES OF SOW PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
3-1-1 Identifying and applying community resources	2	Wants to help people	Personal values
3-1-2 Be able to offer new insights/input	2	To be able to help others personally	Personal values
3-1-3 Apply classroom training	5	To use her college training	Influence from others
3-1-4 To use her previous experiences in other cultures	3	Wants to use her experiences to understand other	Past experience
3-1-8 To use own knowledge and help others	4	Use training to help others	Past experience
3-1-9 To use classroom training	1	Use training to help others	Past experience
3-1-12 Hope to use some input (formal training)	5	See effectiveness of my training - can I do it?	Academic knowledge
Motivation for studies next term	2	Extra incentive to study in my senior year	Personal values
My training at Taylor is good for application	3	Feel confident, knowing my preparation excellent	Academic knowledge
3-2-14 Being able to apply your past experience & training	1	Build on past experience	Past experience

Figure C.11 COLLATION OF "APPLICATION OF PRIOR LEARNING" CATEGORY RESPONSES OF CE POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
2-1-1 Wanted to put classroom learning to use	2	Opportunity to use classroom knowledge	Self
Expected to apply classroom learning	1	Wanted to use ideas taught in the classroom	Self
2-1-2 Wanted to apply classroom learning	4	Wanted to apply learning with guidance	Personal values
Felt that she was innovative in developing ideas	4	Opportunity to apply new ideas	Influence from others
2-1-3 Learned how to work with puppets	2		
Wanted to apply classroom learning	1		
Felt that I could use my musical abilities	2		
Felt that I could use my drama abilities	2		
Felt that I could use my puppet abilities	1		
2-1-5 Wanted to apply classroom learning	2	Felt that it is important to apply knowledge	Personal values
Felt that previous experience would help her	4	Gives opportunity to work with age group	Past experience
2-1-6 Wanted to apply classroom training	4	Opportunity to use classroom knowledge	Personal values
2-1-7 Hoped to work with music	4	Opportunity to use musical abilities	Past experience
Felt uncomfortable leading new songs	4	Felt that being comfortable is important	Personal values
2-1-8 Wanted to apply classroom learning	2	Opportunity to use classroom learning	Personal values
2-2-9 Wanted to apply classroom learning	2	Gained appreciation of my education	Personal values
Wanted to use his athletic abilities	1	Felt that athletics was important to ministry	Past experience
2-2-10 Felt that classroom knowledge helped ministry	2	Opportunity to use classroom knowledge	Personal values
2-2-11 Felt that he could use his musical abilities	1	Felt that music is important	Personal values
2-2-13 Felt that he could relate because of athletics	1	Opportunity to use his abilities	Past experience
2-2-14 How would I go about teaching?	1	Opportunity to gain experience	Past experience

Figure C.12 COLLATION OF "APPLICATION OF PRIOR LEARNING" CATEGORY RESPONSES OF SOW POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
4-1-1 Apply what I have learned	2	Knew she could apply what she learned	Self
4-1-2 Had good classroom background - professional	2	Helpful to know what is going on in meetings	Previous experience
4-1-3 Some opportunity for community education	1	Community as a whole affects individual	Academic knowledge and personal experience
Could I draw from what I learned? Would I forget?	5	Exposed to helpful information in classes	Academic knowledge
4-1-4 Wanted to apply book knowledge learned in class	1	In a program she chose to be in	Personal values
Be able to apply this knowledge	4	Want to apply what she paid to get	Personal values
4-1-6 Transfer the idealistic view to a realistic one	4	Need to come to grips with the practical	Previous experience
4-1-7 Learn and apply available resources	1	In job need information at hand	Previous experience
4-1-9 Better understanding & application of methods	5	Make sure education was worth it, use in future	Self and influence of others
Application of classroom experiences	5	Want to be a professional	Academic knowledge and personal values
4-1-10 Would I be able to apply what I learned?	2	Desire to be success & use education	Personal values
Learning from college classes	1	Want to believe what I learned was practical	Personal values
4-2-12 Have ability in recreational skills	1	Knew it was useful to the camp program	Previous experience
4-2-13 Knowledge base for resources (where to look)	2	Wanted to lend his knowledge, be useful	Influence of others

Figure C.13 COLLATION OF "INTERN DEVELOPMENT" CATEGORY RESPONSES OF CE PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
1-1-1 Wanted to deepen her personal spiritual faith	1	Wanted to grow spiritually	Personal values
Wanted to gain experience	2	Wanted to know what she could relate to	Past experience
Wanted to do a good job	4	Opportunity to perform in a possitive way	Influence of others
Hoped to gain self confidence	4	Felt self confidence is important to her work	Personal values
1-1-2 Wanted to develop leadership qualities	2	Felt she could help others grow in the Lord	Past experience
Felt that she had a good attitude	1	Wanted others to find the Lord through her	Influence of others
She was willing to give her time when needed	1	Felt that people needed to spend time together	Personal values
1-1-3 Wanted this to be a growing experience	1	Felt that it is important to grow	Personal values
1-1-4 She wanted to be a polished Christian	4	Opportunity to be a model for others	Personal values
Didn't feel worthy to help the kids	2	Felt inadequate due to non-Christian background	Personal values
1-1-5 Wanted to find her abilities	2	Opportunities to use her abilities	Personal values
Could I be an effective teacher?	2	Wanted to be an example to others	Personal values
Wanted to grow spiritually	1	Wanted God to be a significant part of her life	Personal values
Hoped to develop her self confidence	2	She was afraid to stand up in groups of people	Personal values and past experience
1-1-6 Wanted to travel	1	Opportunity to travel and live with people	Past experience
Wanted to grow personally	1	Opportunity to grow and help others grow	Influence of others
Desired spiritual growth	1	Desires to be one with God and Christ	Past experience
Wanted to set up performances	1	Likes to be effecient because it help the group	Past experience
Didn't have enough self confidence	2	Wanted to give her best	Personal values
Felt a joy in singing	1	Felt she had the gift of exhortation	Past experience
Felt she had the ability to follow	2	Opportunity to work with leaders	Past experience
Felt she could be a leader	4	Felt others needed an example	Past experience
1-1-7 Wanted to gain self confidence	4	Felt that she needed self confidence	Personal experience
Wanted to gain experience	1	Opportunity to do a better job	Influence of others
Will I succeed?	4	Didn't want to feel defeated	Influence of society
Felt she had the ability to organize	1	Felt it helped things run smoothly	Past experience
1-1-8 Wanted to grow spiritually	2	Wanted to grow as much as possible	Personal values
1-1-9 Felt she was very busy	4	Would she have enough time?	Personal values
She was scared about doing a good job	1	Wanted to do a good job	Personal values
Would I be able to delegate responsibilities?	5	Opportunity to gain new experience	Personal values
Felt she lacked certain types of experience	3	Opportunity to gain new experience	Personal values
Would I be able to get my work done on time?	4	Wanted to manage time wisely	Personal values
Opportunity to exercise spiritual gifts	5	Felt important to use spiritual gifts	Personal values
1-1-10 Wanted to find her personal interests	2	Opportunity to see if she enjoys this work	Personal values
Wanted to find out more about herself	2	Opportunity to learn more about herself	Personal values
Opportunity to get involved in certain situations	1	Felt too much involvement could be bad	Personal values
Hoped to gain spiritual growth through experience	1	Opportunity to gain important experience	Personal values
Opportunity to exercise leadership	1	Felt leadership qualities are important	Personal values and past experience

Figure C.13 COLLATION OF "INTERN DEVELOPMENT" CATEGORY RESPONSES OF CE PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
1-1-11 Wanted to learn more about herself	1	Feels it would be easier to relate to others	Personal values
Felt she lacked confidence	5	Felt confidence would help her job	Personal values
Wanted to do a good job	1	Felt she owed it to people working with	Personal values
Enjoyed working out of doors	1	Felt much more relaxed outside	Personal values
1-1-12 Wanted to gain experience	1	Felt it would give her more confidence	Influence of others
Wanted to find strengths and weaknesses	2	Hoped to work on weaknesses	Classroom experience
Wanted to gain experience	4	Wanted to measure up to expectations	Personal values
Was afraid of failing	3	Wanted to do things right the first time	Personal values
Opportunity to relate Biblical teachings	2	Wanted to make the Bible practical	Past experience
1-2-13 Wanted to gain experience working with kids	1	Opportunity to understand kids better	Personal values
Felt sports experience would help him	1	Felt kids would listen to athlete better	Past experience
1-2-14 Wanted to gain experience working with kids	1	Opportunity to help kids	Past experience and personal values
Opportunity to gain practical experience	1	Opportunity to learn from mistakes	Influence of others
Didn't want ministry to conflict with basketball	2	Basketball is important in his life	Past experience
Wanted to learn responsibility	2	Wants to be a more responsible person	Past experience
1-2-15 Hoped to gain self confidence	1	Must have confidence to build it in others	Past experience and personal values
Gain experience leading a group	2	Opportunity to gain practical experience	Past experience
Gain experience working with people	2	Felt he should keep in touch with kids	Past experience
Will I do things right?	3	Make sure everything is together for groups	Personal values
Ministry is time consuming	4	Need to get priorities set	Past experience
Expect to fit into ministry	1	Feels it is important and he must fit in	Past experience
1-2-16 Wanted to help kids spiritually	2	Felt they need someone to answer their questions	Past experience
Wanted to gain experience	1	Opportunity to gain practical experience	Personal values
Opportunity to gain self confidence	4	Doesn't have alot of self confidence	Personal values and past experience
Wanted to learn through experience	1	Felt experience is an education in itself	Influence of others
1-2-17 Wanted to learn more about himself and potential	4	Feels it's important for him to grow	Influence of others
Feels it's important to be himself	2	Hates falseness in others	Personal values
Was afraid of failing	4	Lacks self confidence	Personal values
Does not want to dominate the group	1	Wants to allow free expression	Past experience
1-2-18 Wants to develop materials for different stages	2	To be better prepared and know what to say	Past experience and influence of others
Wants to gain confidence	1	Opportunity to gain practical experience	Past experience
Feels fearful and nervous	2	Desires to grow but is fearful	Personal values
Wanted to grow and gain responsibilities	1	Desires closer fellowship with God	Personal values
1-2-19 Wanted to gain experience	2	Opportunity to learn from mistakes	Past experience
Wanted to gain confidence	2	Wanted to feel non-threatened	Past experience
Fear of failing	4	Wants to do a good job	Personal values

Figure C.14 COLLATION OF "INTERN DEVELOPMENT" CATEGORY RESPONSES OF SOW PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
3-1-1 Developing good self-concept and self-esteem	2	Must be sure of myself in work to help others	Personal values
How I come across as a Christian (sensitivity)	2	I don't want to offend others	Biblical perspective
Taking initiative and handling responsibility	1	Want to perform job well	Personal values
3-1-2 Must be effective	2	To fulfill her need to be used and of giving	Personal faith
Being able to look at lives from every perspective	2	Important to be very open	Family and self
Be real in possible solutions	2	Must be able to approach clients with sensitivit	Academic knowledge and self
3-1-3 Gain other viewpoints (more than 1 or 2 people's)	5	Need many viewpoints in order to develop her own	Academic knowledge
Learn my strengths and weaknesses	1	Must develop character as a person	Academic knowledge
Learn how to integrate Christian faith with work	1	People need a Christian view	Biblical perspective
To be able to share Christ openly	1	Wants to offer more than material things	Biblical perspective
3-1-4 Wants practical experience	1	Get a "taste" or prepare for later on	Personal values
Need to find out strengths and weaknesses	2	Self-improvement is essential before helping	Past experience
3-1-5 Gain more experience working with kids	1	Should I commit my life to this kind of work?	Personal values
Need a sense of accomplishment; helping others	1	Christian commitment to help others	Lord's leading
Lessening fears and anxieties re: future events	2	Help children lessen fears while in hospital	Personal values
3-1-6 Need experience in handling more responsibility	2	Will help me grow professionally	Personal values
Building my own self-confidence	1	My self-confidence will help others	Past experience
Gain a broader experience working with adults	2	So I can understand and help them	Past experience
I want to enjoy the setting, work and people	1	I'll be doing it the rest of my life	Personal need
Organizing activities	1	So I can help others enjoy themselves	Past experience
Need for leadership	2	So I can communicate effectively	Natural abilities
3-1-7 Gain experience w/ youth w/ legal/emotional problem	1	Relates to the type of work I want to do	Personal goal
Learn more about age group & abilities I have	1	So I can handle the situations I encounter	Past experience and influence of others
Ability to integrate my faith with my work	1	So my actions will influence and help others	Biblical perspective
3-1-8 Need practical experience	1	Will help when going into a job	Past experience
Need to learn my strengths and weaknesses	1	Learn these before I can effectively help others	Influence of others
3-1-9 A chance to gain responsibility and organization	4	Easier to accomplish more independently	Past experience
Chance to test strengths and weaknesses	2	Self-development process	Past experience
Preparation for independence in work experience	1	Loves to be independent, preparation for job	Past experience
Use organizational skills	1	Likes to see things get done, see own worth	Family influence
3-1-10 Can I handle tough situations? Reactions	4	Don't want to be inadequate, must be effective	Personal values
Can I handle physical problems of residents?	4	Don't want to be inadequate, must be effective	Personal values
3-1-11 Practical experience	1	Good background for a job later	Academic knowledge
To be as efficient as possible	1	Be best possible help to client, not just good	Academic knowledge
Ability to use resources	1	Must know where to find resources	Academic knowledge
3-1-12 Afraid I might not be prepared enough	4	See effectiveness of my training; Can I do it?	Career development
Christian values - will I be able to share them?	2	Can I live & share my faith in a SOW setting?	Personal values
3-1-13 Integrate faith with job responsibilities	2	Christian should live & share faith with all	Family
Experience will teach me responsibility & maturity	1	Christ would want us to be humble & responsible	Biblical perspective

Figure C.14 COLLATION OF "INTERN DEVELOPMENT" CATEGORY RESPONSES OF SOW PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
3-1-13 Developing decision-making skills	2	Using knowledge gained	Past experience
Good at decision-making, will accept responsibil'y	2	Must learn how to handle responsibility	Personal values
3-2-14 Insight on self, developing self-concept	1	Important to be stable and understand yourself	Academic knowledge
Develop my spiritual growth, open up to others	1	Dealing with others is best way to grow	Past experience
Want to be used and not abused	4	Self-esteem important	Personal growth
Can appreciate justifiable differences	2	Need for understanding others	Past experience
3-2-15 More personal application to own life	1	Important for growth	Self
Doing a good job	1	Important because of Christian standpoint	Past experience, self, friends
Learning from job	1	From learning, he will be more able to help	Self
3-2-16 Strengthen my faith through this experience	2	Show what it means to be a true Christian	Biblical perspective
3-2-17 Insight into my gifts, abilities and talents	2	So I'll know where I fit into Social Work	Personal values
Maintain proper balance in attitude of respect	2	Sometimes find myself giving too much advise	Past experience and family influence
Not becoming "thee" problem-solver	4	Need to listen more, don't have all the answers	Past experience
Integration of one's faith with work	5	Christian mandate, earn right to share faith	Christian background
"Cool" under stress, handling stress	3	Want to be an asset rather than a liability	Personal values

Figure C.15 COLLATION OF "INTERN DEVELOPMENT" CATEGORY RESPONSES OF CE POST-INTERNS

	CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
2-1-1	Will I have time for my ministry?	5	Felt that I couldn't do as much as I wanted to	Self and Personal values
	Glad that I only went every other Sunday	2	Felt that she must limit her time	Self and Personal values
	Felt her personality strenghts would help her	1	Opportunity to use her spiritual gifts	God
2-1-2	Felt that she learned from her experience	2	Opportunity to apply knowledge	Influence from others
	Wanted to use her leadership abilities	2	Opportunity to gain experience	Influence from others
	Felt that she was flexible	2	Opportunity to deal with different aspects	Personal values and expectations
	Felt that she could be a spiritual leader	2	Opportunity to help others grow spiritually	Personal values
	Felt that she was enthusiastic in teaching	2	Felt that she could be a good teacher	Personal values
2-1-3	Hoped to gain expereince working with kids	1		
	Would I be able to do the job?	2		
	Would her abilities be used?	2		
	Felt that she was enthusiastic	1		
	Felt that she could work well with children	1		
2-1-4	Could I help others grow spiritually?	2	Opportunity to help others grow spiritually	Self
	Will I have enough time for my ministry	5	Wanted to do a good job	Influence of others
	Could she answer all their questions?	5	Wanted to help others	Personal values
	Would I grow spiritually?	2	Felt it is important to be "Christ like"	Personal values
2-1-5	Wanted to gain experience working with youth	1	Opportunity to see how she worked with age	Personal values
	Gain experience leading youth group	2	Opportunity to find life calling	Self
	Would I be able to handle my position?	2	Wanted to be successful	Influence of others
	Would I be able to share my faith in God?	1	Felt that this is important	Influence of others and self
2-1-6	Gain experience leading a group	3	Opportunityto gain experience	Personal values
	Will I have enough time for my ministry?	3	Felt that she must limit her time	Personal values
	Would I be able to handle all my responsibilities	4	Needed to establish her priorities	Personal values
	Helped me to examine my committment to ministry	4	Opportunity to determine her committment	Personal values
	Felt that she could be creative	4	Opportunity to use her talents	Personal values
2-1-7	Felt that her personality strengths would help	1	Opportunity to earn others respect and love	Personal values
	Felt that she was secure in her self concept	2	Felt it is important to be comfortable with self	Personal values
2-1-8	Wanted to gain practical experience with youth	1	Opportunity to mix learning with experience	Influence from others
	Wanted to experience personal growth	1	Spiritual growth and personal growth important	Past experience
	Could I give guidance to others?	2	Felt that she must be more mature to lead	Past experience
	Wanted to grow spiritually	1	Spiritual growth is important to her	Personal values
	Gain experience leading meetings	2	Opportunity to build confidence and abilities	Past experience and personal values
	Felt that she was willing to help	1	Opportunity to be an example to kids	Personal values
2-2-9	Felt God's calling to his ministry	4	Felt it was important in his life	Past experience
	Wanted to gain experience	1	Had a desire to do God's work	Personal values
	Could I overcome my lack of self confidence?	2	Opportunity to improve relationships with people	Past experience and personal values
	Felt that he was inexperienced	1	Opportunity to do God's work	Personal values
	Felt that he didn't know needed skills	4	Felt that he didn't know proper methods	Personal values

Figure C.15

COLLATION OF "INTERN DEVELOPMENT" CATEGORY RESPONSES OF CE POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
2-2-9 Am I commited enough?	4	Felt the commitment of the staff affected kids	Past experience
Felt that he was creative	2	Felt it was important in his ministry	Influence from others and self
2-2-10 Wanted to gain experience	1	Opportunity to apply training	Past experience and personal values
Will I be able to be used and minister	2	Felt that this ministry was his calling	Personal values and God
Felt inexperienced	4	Wondered how others would view his inexperience	Past experience
Felt that he could help	2	Felt that this ministry was his calling	Personal values and God
Would I be able to overcome differences in culture	4	Opportunity to gain new experience	Personal values
How would he handle theological differences	4	Felt that he didn't always conform	Past experience
Hoped for personal development	1	Wanted to grow inwardly toward edification	Personal values and past experience
Felt that he had an adequate Biblical background	2	Felt that to teach you must know the basics	Influence from others
Wanted to serve the Lord	1	Wanted to grow closer to God	Personal values
Wanted to be used by the Lord	1	Wanted to grow closer to God	Personal values
2-2-11 How would I lead a group?	2	Opportunity to gain leadership experience	Past experience
Would I be able to handle the job?	4	Wanted to take the job seriously	Past experience
Anxious to take on new responsibilities	4	Opportunity to trust God with new situation	Past experience
Wanted to learn from this experience	1	Opportunity to learn more - self improvement	Personal values
Wanted to learn how to lead people	1	Looked up to his leaders	Past experience
Would I be able to give enough time?	4	Wanted to be successful	Past experience
Felt that he had good exposure to the Bible	2	Felt that has always known the Bible	Past experience and personal values
2-2-12 Wanted to gain speaking experience	2	Felt pastors must be good speakers	Influence from others
Wanted autonomy	3	Personal need	Personal values
Wanted exposure to pastoring	1	Opportunity to gain experience and skills	Personal values
Would I have enough time - limited?	4	Felt that he must establish his priorities	Personal values
Didn't expect it to take so much time	4	Felt that he must establish his priorities	Academic pressures
Felt that he was energetic	1	Wanted to be his own person	Personal values and past experience
Felt in speaking he could express himself well	1	Felt he was sincere and had something to say	Personal values
2-2-13 Did I have the knowledge and skills necessary?	4	Opportunity to find strengths and weaknesses	Personal values
Would God be able to work through me?	2	Opportunity to trust God without pride	Personal values
Expected to see God work immediately	5	Opportunity to be a witness of God to others	Past experience
Wanted to learn more about myself - strengths	1	Opportunity to know myself better	Past experience
2-2-14 Wanted to be able to teach more to kids	1	Important to know more about God and teach it	Personal values
Could I make learning fun?	2	Opportunity to be creative	Past experience
Wanted to gain new insights	2	Opportunity to share new insights	Personal values
Wanted to transmit to kids his desire to learn	4	Opportunity to help kids become more independent	Personal values
2-2-15 Afraid I wouldn't be myself	3	Afraid that he would revert to high school days	Past experience
Wanted to see spiritual growth in kids	2	Felt a burden for high school kids	Personal values
Wanted to teach knowledge of who God is	1	Apply spiritual gifts and knowledge	Personal values
Wanted to teach God's love for mankind	1	Apply spiritual knowledge of God	Past experience
Wanted to teach Biblical principles	1	Felt this could help others	Past experience

Figure C.16 COLLATION OF "INTERN DEVELOPMENT" CATEGORY RESPONSES OF SOW POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
4-1-1 Gain experience, more participation	2	Optimistic but not positive, want participation	Self
Pick up social skills	2	Thought she would pick up skills, important	Self and influence of professor
4-1-2 Gain interviewing experience	2	Wanted to develop this before going out on own	Academic knowledge
Define my professionalism	3	Must make others aware of what profession is	Self and past experience
Afraid of making drastic mistake with clients	4	A cautious person, doesn't want to make trouble	Self
Time for professional growth	1	Wanted to learn about profession, roles defined	Self
Assertiveness	4	Must be assertive, have to prove yourself	Self and past experience
4-1-3 Improve and develop interviewing skills	1	Important, must relate to people thru interviews	Academic knowledge and influence of profs
Have own caseload	2	To develop interviewing on a 1 to 1 basis	Academic knowledge and influence of profs
Was I prepared to do interviewing?	4	Important to really help and understand clients	Academic knowledge and influence of profs
To become more mature and develop professionally	1	Internship would help make this a reality	Past experience and academic knowledge
Had knowledge of handling short-term problems	2	I had experience of handling short-term problems	Past experience
Can easily grasp new information and skills	1	Important in SOW profession, must learn quickly	Past experience
4-1-4 To learn through experience	1	Enjoys learning	Academic knowledge important
What actually happens with paper writing skills	2	Writing skills are important to her	Personal values
Objectivity important	2	Did not want to be closed minded	Personal values
4-1-5 Be able to integrate your faith with work	1	Knowing Christ the most important thing in life	Self and Biblical perspective
4-1-6 Learn own reactions in certain positions/circum.	2	Know my actions & patients reactions for work	Influence of friends
Self-knowledge	2	To be effective it is essential to know self	Personal values
Assertiveness	5	Need to learn to take steps on her own	Family influence
Be myself	2	Need to be myself & not try to impress others	Biblical perspective and family influence
4-1-7 How to interview families along with patients	1	Future preparation for vocation	Past experience
How to be a professional working with other SOW's	3	Needed to exhibit professionalness of position	Personal values
Learn personal values and assets	3	Continue personal growth	Self
Work on writing skills (reports, organization)	5	Lack skills in this area, need for profession	Past experience
Independence	3	Was dependent, wants to be on her own	Family influence
4-1-8 Practical experience needed	5	Necessary to have it for the profession	Influence of others
Self development	1	Needed to reinforce capabilities, a challenge	Personal values and past experience
Unexperienced, could I handle what I was given?	5	To develop her own limitations, work on weakness	Personal values
Gain self-confidence	1	Needed to experience success, focus on strengths	Influence of others and family
4-1-9 Practical experience (learn by doing)	1	Learn best by doing, preparation for vocation	Past experience
Knowing own limitations in job	5	Under someone else's jurisdiction, are limited	Past experience
Spiritual involvement with agency	1	Need Christian fellowship, His presence accepted	Personal values and background
Freedom to be myself with the boys in agency	1	Can't stand fakes	Personal values and family influence
Organizational skills important	1	Idea that SOW's are disorganized, messy, etc.	Personal values
4-1-10 Try out interviewing skills & note practicality	3	An aspect that social workers use a lot	Academic knowledge
Self-awareness, of assets & areas to develop	2	I want to know that it will help me with my work	Academic knowledge, personal & family
Take more initiative in handling responsibility	4	Knew I needed to develop this	Academic knowledge and supervisor's influence
Be more assertive	4	Need to develop, viewed as weakness of mine	Influence of friends and professors

Figure C.16 COLLATION OF "INTERN DEVELOPMENT" CATEGORY RESPONSES OF SOW POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
4-1-10 Expected personal maturity	1	Maturity is viewed as one of my values	Personal values and influence of family
4-2-11 To do the job well	5	Wanted to do job well & make good impression	Family
4-2-12 Concerned about responsibility	4	Wasn't sure how much responsibility could handle	Self
The Christian influence camp might have	1	Camp was supposed to have an outreach	Biblical perspectives
More of a Christian outreach	2	Each Christian is to have a witness	Biblical perspective
Personal quietness applied in situations	4	Was unsure of affect of quietness on kids	Self
4-2-13 How to use resources	2	Know how to locate and evaluate resources	Academic knowledge and past experience
Success - had done this before	1	An inner need to feel like you are a success	Past experience
4-2-14 Enrich self	2	Optimistic he would gain something for self	Influence of professor
Gain insights in working with boys	3	Looking forward to experience, not apprehensive	Past experience
Achieving things with the boys	2	Fairly optimistic about this	Past experience
Enjoy self	1	Very sure he would enjoy himself with the boys	Past experience
Knew where intern was coming from	2	Not very sure, but not neutral or apprehensive	Self

Figure C.17 COLLATION OF "EFFECTS OF FIELD EXPERIENCE" CATEGORY RESPONSES OF CE PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
1-1-1 Is this really what I want to do?	1	Desires to be satisfied in job	Previous experience
1-1-2 Broaden my vision to opportunities Lord provides	1	Wants the Lord's will for my life	Personal values
Not sure of place of work	3	Might not learn what Lord wants me to	Personal values
Am I taking the right courses?	3	Want courses that will help in experience	Previous experience
1-1-3 To find out if she should major in CE	2	Want to work with people while serving God	Academic requirements
To find out if she should work with children	2	Wants to work with teens, wants to be sure	Previous experience
Would she like working in church or outside church	2	Thinks she wants to work with teens w/out church	Previous experience
1-1-7 To find your "nitch in life"	4	Wants to feel more secure	Personal values
1-1-8 Wants to enjoy what she's doing	1	Important to enjoy people & experience new thing	Personal values
1-1-9 Opportunity to work in a more indepth ministry	5		
Valuable for preparation for mission work	5		
1-1-10 Direction as to Lord's leading	1	Wants to follow God's leading	Personal values
1-1-12 Find a direction in interest	2	Tired of not knowing what to do	Talking with others about their experiences
1-2-13 To know what it's really like to work with kids	1	See if I'll enjoy the work	Wants to be sure
Will I enjoy working with kids?	2	If I don't enjoy it, they'll know it	Self
Would enjoy it and they'd know it	1	Will enable him to get involved totally	Personal values
1-2-14 Opening to seminary	1	Feels called by God, wants to help people	Personal values
1-2-15 Keep me involved in Campus Life	1	Must keep involved so won't lose feel of things	Personal values
Anxious to finish school and get started	2	Wants to get into job, tired of studying	Personal values
1-2-17 Am I cut out for this type of work?	1	Wants to work to full potential and be happy	Personal values and family
1-2-18 Do I really want to do this?	5	Desires to do the will of God	Personal values
Wants to broaden horizons	1	Need experience in many areas	Personal values and academic experiences

Figure C.18 COLLATION OF "EFFECTS OF FIELD EXPERIENCE" CATEGORY RESPONSES OF SOW PRE-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
3-1-1 Can I work on an elderly level?	2	Want to be an asset to the agency	Past experience
Find out what kinds of specific training needed	1	Certain kinds of work I don't want involved in	Past experience
3-1-2 What area do I want to work in?	2	Would like to start out with what she wants	Family
3-1-3 Exposure to a variety of social work areas	1	Wants to see all possible types of social work	Academic knowledge
Wants confirmation of vocation	1	Wants to be sure she can help others	Family
3-1-4 Find out whether this is proper vocation	4	Wants to be positive God wants her in SOW	Influence from others
What type of SOW does she want to do?	1	Needs to be sure she can help others	Academic knowledge
Am I fit to be a social worker?	2	Need to use her talents and strengths properly	Personal values
Possibly a job later on	3	Several experiences are helpful later with jobs	Personal values
Possibly will use for job references later on	3	Do a good job now, beneficial for references	Past experience
"Stepping stone" to greater responsibility	2	Need to prove she can handle responsibility	Influence from others
3-1-5 See if this is the kind of thing I want to do	2	Do I want to commit my life to this work?	Personal values
Is this something I want to do? Is it enjoyable?	1	I want to help others	Spiritual conviction
3-1-6 Broaden my outlook on different areas w/in setting	3	Relate to different people's needs	Past experience
3-1-7 Get an idea of what I might want to go into	1	Want a job where I'll want to work & enjoy it	Past experience
3-1-8 What area of social work do I want to go into?	1	Wants to be in right career, what type of SOW?	Academic knowledge
Understanding of SOW - how she fits into it	2	Needs a good understanding of SOW	Personal values
3-1-9 To see how she fits into situation vocationally	1	Find out if she wants a career in SOW	Influence from others
To learn if she wants to get a Master's degree	3	More job choices with a Master's	Job requirements
3-1-10 Give direction about future work	2	Still not sure what I want to do with my life	Career goals
3-1-11 To find out if SOW should be her vocation	1	Wants to be happy and fulfilled, be effective	Influence from others
3-1-12 Overview of foster care, observation	1	Find out what it's about	Career choice
3-2-15 Away from office-type situation	4	Free from certain office setting restrictions	Past experience
3-2-17 Understand a little bit more about SOW	1	SOW is still vague to me	Academic knowledge and influence from others

Figure C.19 COLLATION OF "EFFECTS OF FIELD EXPERIENCE" CATEGORY RESPONSES OF CE POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
2-1-1 Felt she had to do it for class requirements	5	Needed to fulfill requirement	Academic requirements
2-1-5 Felt that her ministry would help her academically	2	Felt this was the best way to learn	Past experience
2-1-8 Wanted to see what future job would be like	1	Wanted to make sure this was what she wanted	Personal values
Needed to make transition from kid to staff	1	Opportunity to see what leading is like	Personal values
Wanted to like her ministry alot	1	Felt that her attitude was important	Personal values
2-2-12 Wanted to see results in long range goals	1	Felt frustrated because didn't see results	Personal values
2-2-13 Wanted to affirm that CE was what he wanted	2	Opportunity to see if this is what he wanted	Personal values
Could I work with kids?	1	Opportunity to gain experience working with kids	Personal values
Responsibility involved in working with others	2	Knew that he would effect others lives	Personal values
Knew what he said would effect others	2	Felt that he must be a model to others	Personal values
2-2-14 Expected results in his ministry	2	Felt that his ministry should be fruitful	Personal values
2-2-15 Wanted to see what it's like to work with kids	5	Never worked with age group before	Personal values
Wanted to participate in ministry to youth	1	Wanted to give of himself	Personal values

Figure C.20 COLLATION OF "EFFECTS OF FIELD EXPERIENCE" CATEGORY RESPONSES OF SOW POST-INTERNS

CATEGORY RESPONSES	INTENSITY CODE	IMPORTANCE OF EXPECTATION	SOURCE OF EXPECTATION
4-1-1 Afraid of not being capable to do social work	3	Not really afraid of failing, but true concern	Self
A test to see if I want to do this in the future	1	Strong feelings about testing - very optimistic	Academic knowledge and self
4-1-2 What is the role of the medical social worker?	2	Important to get experience in field of interest	Past experience and self
Job opportunity - leads to other agencies	2	Thought this would give a lead when job hunting	Self
4-1-3 To better understand mental health services	2	Interest in PSY & SOW, this is basic to both	Academic knowledge and influence of others
Be involved as staff person - not just intern	4	To be involved and feel like part of the agency	Past experience
4-1-6 To see how social work fits together	5	Need a total scope of what I'm in	Self
4-1-7 What a social service does in a hospital	1	Nature of experience & preparation for future	Past experience
4-1-8 Learn about chosen profession 1st hand	1	Transfer classroom to a visible situation	Past experience
Motivation for education	2	Lack of motivation, felt need to be challenged	Influence of others
4-1-10 Would I like working with youth?	2	Had plans to work with youth after graduation	Personal values and influence of supervisor
Would I like doing social work on 1 to 1 basis?	4	For future use - what I expected to be doing	Personal values and influence of supervisor
4-2-13 Broadening knowledge base of social work	1	Essential for vocational choice, more experience	Academic knowledge
4-2-14 Want to enjoy the experience	1	Wasn't afraid to get involved - dirty or clean	Past experience

Figure C.21 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE

CATEGORY: "DEVELOPING SELF-CONFIDENCE" (Card Code #1)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE PRE-INTERNS			
*Courses that provide knowledge	*Intramurals	*Provide opportunities to get involved	*Doing a good job already
*All course work has helped me	*Talking with people in dorm	*Don't know yet	*Don't know yet
*All course work has helped me	*Other activities made me feel a part of Taylor	*Encourage students to get involved in outside activities	*"Personal Development" course
*Help me know my abilities	*Being with others helps build self-esteem	*Provide opportunities for gaining experience outside campus	*Don't know yet
*Course load has taught me how to handle stressful situations	*Just being around others	*Taylor can't do it for you; you must do it yourself	*Don't know yet
*Liberal Arts education helps round out a person	*Growing experience; must get out on your own	*Don't know yet	*Do more exploration in types of ministries
*Achieving high grades	*Intramurals; Bible studies; Dorm life	*Don't know yet; other than Prof's being more encouraging	*Doing good for now;"Personal Development" course
*Can't do it for you; you must	*Sheltered enviroment doesn't help	*More practical courses	*Don't know yet
*Personal Development" course; Internship program	*Sports	*Don't know yet	*Don't know yet
*Bible background; "Intro to CE"	*Class president; dorm life	*More Bible courses	*Don't know yet
*Speech course	*Dorm life; Probe group	*Leadership roles	*Treating me as an important person; volunteer work; good books
*Speech class; interaction in CE courses	*Bible study leadership; sports	*Providing more leadership opportunities; volunteer work	*More volunteer work
*Receiving good theory	*Dorm life	*Provide more volunteer opportunities with stress	*More seminars and weekend trips
SUBSET: SW PRE-INTERNS			
*SW "Assertiveness" workshop	*Dorm life	*Don't know yet	*Internship opportunities
*Providing pre-field work info	*Opportunities to meet new people	*Provide literature on SW opportunities	*More emphasis on discussing agencies before going to them
*Nothing I can think of	*Developing friendships	*Don't know yet	*Internship experience
*Group or individual projects, speeches communication and CE classes	*Dorm life; SW society	*Students must take initative of opportunities provided	*More seminars and speeches on developing self-confidence
*Making decisions in all course work	*Talking with JR & Sr SW majors	*Don't know yet	*Doing a good job already
*Students must take responsibility in courses	*Involvement in organizations; Sports	*Provide practice in course work	*More experiential education; role plays; field trips
*SW will prepare me as a professional	*Can't think of any	*Upper division courses will do this	*Field experience

Figure C.21

COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE

CATEGORY: "DEVELOPING SELF-CONFIDENCE" (Card Code #1)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE POST-INTERNS			
*Just transfered to Taylor	*Not involved in any yet	*Don't know yet	*Don't know yet
*General training in CE courses	*Dorm life; church work	*No comment recorded	*Doing a good job already; but in charge of underclassmen
*All courses helped me understand self; other students had same needs	*Co-curricular activities helped one practice classroom learning	*Provide more intense situations(like Wheaton's Vanguard Program)	*Build on knowledge of gifts God has given each person
*Courses helped identify person's needs and weaknesses better	*Co-curricular activities provided an outlet for personal growth	*Nothing to suggest	*Nothing to suggest
*Too much to do in courses; not enough time to reflect	*Tutoring; church work	*Nothing to suggest	*Nothing to suggest
*Passing classes with good GPA; professors' encouragement	*Do retreats; working as a senior instructor	*Can't think of anything	*Can't think of anything
*CE program demands self-confidence	*Intramurals; internship opportunities	*No comment recorded	*More responsibility in CE program
SUBSET: SW POST-INTERNS			
*Did things on my own initative	*Probe leader	*SW program doing a good job	*Keep up good training in"Awareness" class and screening
*General classwork good	*Probe; youth conference	*No suggestions	*More opportunties for outreach
*"Oral Interpretation" class	*Sharing with others outside class	*No comment recorded	*No comment recorded
*It didn't at all	*PA responsibilities; SW society	*A need to be more involved in other programs at Taylor	*More small group interaction
*Already had self-confidence	*Not involved in co-curricular activities	*Provide opporutnites to learn about personal strengths and weaknessness	*Preparation was sufficient
*Training was vague in this area	*Sports	*Offer class in building self-confidence	*Offer class in building self-confidence
*Getting feedback in courses	*Reassurance from others	*Classwork feedback didn't always demonstrate my capabilities	*More interaction groups; offer class on "self awareness"

Figure C.22 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "ADJUSTING TO THE NEW FIELD EXPERIENCE" (Card Code #2)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE PRE-INTERNS			
*Classes will provide information & materials for adjusting	*Dorm life adjusting	*Don't know yet	*Not sure
*Don't know yet	*No comment recorded	*Not sure	*Have class or seminars preparing you for field adjustments
*Previous experience helped me in learning how to make adjustments	* Just being with people on campus; Listening, observing, adjusting	*Doing a good job already	*Provide more field experience
SUBSET: SW PRE-INTERNS			
*Don't know how Taylor can; student must do it on one's own	*Just being alert; take initiative	*Get more familar with what to expect	*Get more familiar with what to expect
*Communication course; interaction opportunities	*Practice adjustment skills when meeting new people on campus	*Promote extra-curricular activities	*Class content on handling interpersonal conflict
*No comment recorded	*Dorm life adjustments	*Don't know yet	*Not sure
*Reading and class discussions that deal with situation types	*SW club; service activities	*Better preparation for meeting new situations	*More experience situations
*No comment recorded	*Dorm life	*Not sure	*Provide field experiences
SUBSET: CE POST-INTERNS - No responses listed by CE Post-Interns in the top five priority categories			
SUBSET: SW POST-INTERNS			
*Taylor didn't	*TWO experience in Dominion Republic	*Not sure	*Assistance by field supervisor
*Emphasis in SW class that this is important	*Apartment living	*Have less rules in dorm life living; let person be responsible	*Doing a good job already

Figure C.23 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE

CATEGORY: "HAVING A GOOD RELATIONSHIP WITH FIELD SUPERVISOR" (Card Code #3)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE PRE-INTERNS			
*Learning to respect authority (e.g., professors) *Intergration of concepts in classes	*Working with PROBE Director; resident director; yearbook staff *Observing other authority relationships	*Placing students in practical experience *Don't know yet	*"Personal Development" course tasks demand this *Satisfied with program training
SUBSET: SW PRE-INTERNS			
*Learning how to work with different faculty types *Getting along with professors *Working with SW proffessors *SW training *Showed how to develop personal relationships with others	*Working with dining hall staff *PROBE Director; dorm director *Working with resident director *No comment made *Co-curricular activities taught how to take "orders", relate & respect campus leaders	*Don't know yet *No comment recorded *Other professors *No comment recorded *Screening and training professors how to communicate effectively in the classrooms	*Not sure *Field trips *SW professors *Providing field experience *Good job in advising sessions; deemphasize office meetings
SUBSET: CE POST-INTERNS			
*Importance of relating to Christ & developing personal standards	*No comment made	*More personal encouragement in this area	*More personal encouragement in this area
SUBSET: SW POST-INTERNS			
*SW profs very encouraging & open *Talking personally with SW profs *Students must be willing to learn	*No comment made *No comment made *Nothing specific comes to mind	*There's alot of opportunities;students must open up *Profs should exert themselves to come to students *Have more contact with field supervisors before going to work	*More personal time with SW profs * More personal interests shown by SW profs; more stresson on how to work with field supervisor *More contact with prof; prof should visit student in field

Figure C.24 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "MEETING AND GETTING ALONG WITH NEW PEOPLE" (Card Code #4)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE PRE-INTERNS			
*Classes that help me understand human development	*Dorm life	*Taylor does very well in this area	*Field trips to different places
*No comment made	*Probe; freshmen orientation; dorm life	*Not sure yet	*Not sure
*Courses have helped in one's understanding of self	*Co-curricular activities have provided opportunities to meet others	*More small group social gatherings	*Not sure
*Can't think of any	*Clubs; dorm socials; retreats	*More social activities	*Picnics
*Courses stress building relationships	*Provide opportunities in dealing with people	*No suggestions	*Satisfied with program
*Provides a variety of backgrounds in class to interact with	*So many people to adjust to	*Structure for more people to get involved	*Provide for interaction between CE majors
*Freshmen comp; CE Courses; communication courses	*Clubs; Bible studies; Campus life clubs	*Doing a good job already	*Doing a good job
*Working in classroom groups	*Dorm life; Probe	*Organize more activities for getting to know each other on a spiritual plane	*Organizing more small groups
*CE courses	*Clubs; sports	*Involve whole school in more social activities	*CE party for majors to get to know each other on social plane
*Taylor provides a wide variety of people and backgrounds	*Dorm life	*No suggestions	*Provide more social opportunities
*Some courses provide group interaction	*No comment made	*Most of it is up to student initiative	*Do fun activities outside classroom
SUBSET: SW PRE-INTERNS			
*CE courses; Psychology courses	*Off campus activities	*More workshops in the fall	*More SW workshops
*"Intro to Comm" course; Psychology	*Interaction with different people	*Mixer activities that promotes interaction	*Seminars dealing with relationships
*Can't think of any courses	*Dorm life	*No comment recorded	*No comment recorded
*"Intro to Comm" course	*PA position;Probe leader;dorm life; youth conference; sports	*Don't know yet	*Don't know yet
*"Intro to Comm" course	*Sports	*Can't think of anything else	*More exposure to different people & new situations
*Interaction in classes; listening & interpreting; "Assertiveness" Seminar	*Dorm life	*No comment recorded	*No comment recorded
*Interaction in classes	*Intramurals	*Up to the individual's initiative	*SW in charge
*Class interaction	*Probe	*Doing a good job already	*Doing a good job already
*Classroom interaction	*Put oneself in campus activities available	*Doing a good job already	*Get away from office structure teaching; more experience oriented

Figure C.24 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE

CATEGORY: "MEETING AND GETTING ALONG WITH NEW PEOPLE" (Card Code #4)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: SW PRE-INTERNS			
*"Intro to Comm"; SW courses	*Intramurals; Probe; dorm life	*More encouragement by Taylor	*More encouragement by Taylor
*"Intro to Comm" course	*Bible studies	*Don't know yet	*More field experience
SUBSET: CE POST-INTERNS			
*Just transferred in; don't know	*Dorm life	*No suggestions	*No comment recorded
*Small groups in classes	*Dorm life; field trips	*Up to individual	*No suggestions
*Classroom interaction	*Dorm life	*No comment recorded	*More classroom opportunities to give speeches
*None I can think of	*Dorm life; Dining Commons	*It's there, just need to get involved	*No comment recorded
SUBSET: SW POST-INTERNS			
*"Intro to Comm" class	*Helped her develop potential	*Adequate; no suggestions	*Adequate; no suggestions
*Psychology & SW classes helped in understanding others	*Dorm life	*More social functions in a relaxed atmosphere	*Adequate
*Can't think of anything	*Dorm life	*More activities promoting meeting new people	*Field trips
*Classes help	*Dorm life; social activities	*Does good job already	*More experiences in different agencies
*Christian emphasis to meet & help others is stressed here	*Friendships made	*Not sure	*More self awareness discussion & human relations training
*Classroom exposure to people outside Taylor community	*Dorm life	*More total campus activities & intercultural opportunities	*SW offers opportunities
*Previous experience	*Helped alot in meeting new people	*Encourage more interaction	*Program doing a good job

Figure C.25

COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "APPLYING MY TRAINING IN THE FIELD" (Card Code #5)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
*SUBSET: CE PRE-INTERNS			
*Applying CE content	*None that I can think of	*No comment recorded	*No comment recorded
*CE courses in "Leadership" and "Personal Development"	*None	*No comment recorded	*Classes structured for field experience
*"Personal Development," Psych & Bible courses	*Social interaction opportunities on campus; using training	*More practical experience	*Like CE program way it is
*Can't think of any	*Volunteer for Christian ministries	*Offer info on volunteer work	*More practical concepts
*Psychology course in counseling	*Don't think it can	*No comment recorded	*No comment recorded
*Whole CE program is helpful; learning practical skills	*Sports	*Not be so sheltered	*More indepth training for freshmen
*Internship program	*Talking with people in general	*No comment recorded	*No comment recorded
*CE, Bible & Comm courses	*Dorm life; PROBE; Sports	*More practical experience	*Encourage more volunteer work
*All CE & Psychology courses	*Sports; Bible studies; dorm life	*More feed back; seminars in "How To" skills	*Provide more practical volunteer work
SUBSET: SW PRE-INTERNS			
* SW & Psych classes emphasize practical application	*PROBE	*Stress objectives for course; stick to course outlines	*More role plays of job situations
*More practice, less theory	*Can't help; must get training from classes	*More choices in volunteer work	*More emphasis in class on practical application
*Just starting school	*Don't know yet	*No comment recorded	*No comment recorded
*Being able to apply all training dealing with whole person	*With friends; ministries	*Provide lots of experience opportunities	*Field trips; more exposure to people & situations before practicum
*SW courses	*No comment recorded	*No comment recorded	*More field experience
*Field work opportunities	*Field work	*Don't know yet	*Don't know yet

Figure C.25 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "APPLYING MY TRAINING IN THE FIELD" (Card Code #5)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE POST-INTERNS			
*Professor emphasis application of training in CE courses	*Camp work	*Provide more field opportunities	*Earlier field work
*Relationship with profs	*LIGHTHOUSE: Cheerleading	*Encourage students to take more initiative	*CE profs have to many responsibilities for needed personal encouragement
*Courses integrate experience	*Dorm life; PROBE	*None I can think of	*None I can think of
*CE courses are structured for application	*Dorm life; PROBE	*No comment recorded	*More outreach opportunities
*Youth conference	*Provides opportunity for application	*Provide a "Vanguard" program	*Nothing to suggest
*Classes integrate experience	*Provide an experience	*Revise some general arts classes	*Need another prof to help
*Learned " How To" skills in classes	*Not sure	*No comment recorded	*"Teaching/Learning Strategies" course excellent in this area
SUBSET: SW POST-INTERNS			
*Course provided knowledge base	*Seminars	*Taylor helps alot already	*Help needed in getting students more involved in SW program
*Learning knowledge for application	*Can't think of anything	*No suggestions	*Feel SW program is adequate
*Classes gave criteria for self education; professors were a good source for evaluations	*Field trips helped see how knowledge relates to field problems	*More integration of Christianity in various subjects	*Need more help in discerning personal values & what to do with
*SW classes & preparation	*It didn't	*Not sure	*Put methods course before practicum
*Discussed "How To" in SW methods and capstone	*Helping friends	*Helping people more in all majors when choosing & declaring a major	*Talk about this in SW intro courses
*Gives you a better understanding of yourself & academic skills	*Communication skills were improved in co-curricular activities	*More info on what is happening off campus in field work	*More exposure to different types of field work
*A chance to develop some skills	*Dorm life for applying skills	*More experiential education	*Earlier exposure to field experience a chance to apply classroom training

Figure C.26

COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "PERFORMING MY JOB WELL" (Card Code #6)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE PRE-INTERNS			
*Bible literature & CE courses	*Dorm life & with people in general since major is dealing with people	*More help in "signing up" for ministry opportunities	*Provide more volunteer work
*CE prof demands excellence in classroom work	*Bible studies	*Don't have any	*More personal advising for direction
*Helps in furthering knowledge on a Biblical basis	*Fellowship with others	*Nothing specific	*Nothing specific
*Academic competition makes you want to achieve	*Leading a Bible study	*Internship opportunities	*More experiences in volunteer work
*The wide variety of backgrounds on campus	*Adjusting to so many different people	*Force more people to get involved	*Provide more interaction between CE majors
*Becomes a pattern after 4 years	*Leadership roles in volunteer work; sports; campaigning; SS training	*Provides more structure for volunteer work	*Offer opportunities to expand one's abilities
*Biblical grounding has strengthen one's views	*Discussions with friends on what is being learned	*More practical in Bible courses; less lecture oriented	*No suggestions
*Teaches how to understand people	*Dorm life	*No comment recorded	*No comment recorded
*Personal Development" trips helps	*Talking to people on campus; "Gabriel" singing group	*No comment recorded	*No comment recorded
*Provides knowledge & practical work	*Youth conference; intramurals	*More encouragement from profs	*Needs another full-time prof; more outside speakers
*More of a personal initiative	*Just interacting with others	*No suggestions	*No suggestions
*Provides materials & courses that help	*Sports	*Provide more knowledge for Christian living	*More experience opportunities
*Has helped in building self-confidence for field work	*Handling stress situations on campus	*Good balance	*Provide strict supervision on a limited basis
SUBSET: SW PRE-INTERNS			
*Doing course work well helps develop good study habits	*Work habits at dining commons	*No comment recorded	*No comment recorded
*Being familiar with the system; learning what's expected	*Working with groups on campus; how to be a leader and follower	*Get to know outside resource people	*Field trips; more outside speakers who specialize
*Taught an early childhood course out in the fields	*PROBE group leadership; PA responsibilities	*No suggestions	*Provide more methods

Figure C.26 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "PERFORMING MY JOB WELL" (Card Code #6)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: SW PRE-INTERNS			
*Success in classes; amount of responsibility *Taylor has high standard for proficiency in all areas	*Fund-raising; other opportunities to experience success *Learn to know self & abilities through campus interaction	*Provide more outreach opportunities to experience success & hard work *More insistence for involvement in outside activities	*Get SW people together for role-playing different situations *Show realistic side of experience in classroom; how to handle tough situations
SUBSET: CE POST-INTERNS			
*Classroom learning helped; especially Psychology of kids	*Lighthouse	*No comment recorded	*No comment recorded
*CE prof. stresses doing your job well	*Dorm life	*Taylor doing a good job	*CE program is doing the job
*Internship training	*No comment recorded	*No comment recorded	*More classes before field work
*Lot of help in how others learn	*Exposure in field work	*No comment recorded	*Identify key profs who specialize in different areas for student help
*Classes such as "Curr. & Program Development" & Methods	*Spiritual activities on campus	*No suggestions	*Know more of what is expected in church work
*Keeps you aware of importance of doing work well	*Youth conference; Bible studies; working with people on campus	*No suggestions	*Senior instructors were very helpful
*CE classes demand that you do well	*No comment recorded	*Something you have to know	*No comment recorded
SUBSET: SW POST-INTERNS			
*Classes taught it's important to do well & how to do well	*Yearbook staff; Probe; Youth Conf.	*Taylor offers a lot; student has to take initiative; keep us abreast of International affairs	*Offer more SW courses
*Classes need resequencing	*Work; hospital	*Not sure	*More supervision
*Class experience helped to respond correctly to situations encountered in practicum	*Intramurals; other activities	*It's up to student to perform well	*More experience opportunities
*Seminars helped	*Dorm responsibilities	*Lower tuition	*Initiate discussion earlier in course
*Had to solve case studies first	*None	*No suggestions	*Someone help student with case studies
*No chance yet to do job well	*Dealing with people on campus	*Hard to relate back & make suggestions	*More methods & knowledge on job performance

Figure C.27

COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "UNDERSTANDING THE ORGANIZATIONAL AND AUTHORITY STRUCTURES OF AGENCY"
(Card Code #7)

"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET:CE PRE-INTERNS-No responses listed by CE PRE-INTERNS in the top five priority categories			
SUBSET: SW PRE-INTERNS			
*Can't learn it in class; each organization is different	*Involvement in the organization of clubs & committees (e.g. SW club)	*It can't	*In SW classes; give general idea of how organizations are set up
*Classes don't	*Student government	*More opportunities to observe organizations	*More opportunities to go out and observe; involvement earlier in the field
*Psychology & SW courses in understanding authority structures	*None I can think of	*Provide more special training in this area	*Provide more special training in this field
SUBSET: CE POST-INTERNS			
*CE courses discussed structure of church & para-church ministries	*Practicum experience helped	*No suggestions	*Must learn from practical experience
*CE course in "Programming" helped	*None can think of	*No suggestions	*Adequate job is done
SUBSET: SW POST-INTERNS			
*SW "Development of Public policy" course helpful	*PA responsibilities	*No suggestions	*More content in classes dealing with this area
*Profs are experienced in these areas & keep up with changes	*No comment recorded	*Doing a good job	*Adequate preparation
*None that I can think of	*Leadership experience in SW club	*Need more info in this area	*Need more info in this area
*SW "Development of Public Policy" course	*Work experience	*No comment recorded	*No comment recorded
*Previous experience helped	*Work experience	*Must be individual help by agency	*More help in this area before working in agency
*None	*Did not help	*Doesn't think Taylor can	*Keeping in touch with all agencies sharing this with students

Figure C.28 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations (Card Code #8)

Student Stated Expectations for Card Code #8	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE PRE-INTERNS				
*Self-confidence	*Courses that provide knowledge in self-improvement (e.g. "Personal Development")	Intramurals; Asserting oneself in other activities	*Providing more opportunities for getting involved	*So far pretty good
*Program selection	*Classes: "Intro. to CE"; Internship Program	*Haven't influenced in this area	*No comment recorded	*Advisors be well-informed of student's needs
*Helping others	*They haven't yet	*Comparing ideas with others	*Help in time management	*Provide more mini-projects on solving personal needs
*Spiritual growth	*CE courses; Bib. Lit. courses	*Chapels; Bible studies; Navigator's Club; dorm life	*Encourage kids to get involved; more Bible studies	*Integrate more Bible in classes
*Spiritual growth	*Student must take initiative	*Observation of others	*No suggestions	*No suggestions
*Self-confidence	*Understanding what one is learning	*Living & interacting with others	*Provide more volunteer opportunities	*Have more supervision for internships
*Spiritual growth	*CE courses; Bible courses	*Bible studies; dorm life; chapel; Probe	*Encourage atmosphere where everyone is pulling together	*Need more concrete illustrations with abstract teaching
*Spiritual growth	*CE courses; Bible courses	*Chapel; Bible studies; dorm life; Inter-Varsity	*Encourage more campus Bible studies & group fellowships	*Doing good job now
*Loving others	*Communication & CE courses: SW courses	*Dorm life; Christian ministries; Bible studies	*Student must take initiative	*CE program doing all it can
*Internship program	*Student must get involved	*Feedback from others	*Provide more field opportunities for career selection	*More opportunities to talk with others in the field
*Gaining experience	*Learning/teaching strategies; Child Psychology; Internship	*Bible studies; dorm life; sports	*Learning a lot already	*Same
*Caring for others	*Whole CE program helps	*Sports; dorm life	*Administration more supportive	*Need another CE prof
*Self-confidence	*Internship program	*Bible studies; "Gabriel"	*No comment recorded	*Same
*Application of classwork	*CE & Bible courses; Communication courses	*Dorm life; sports	*More practical experience	*Encouragement to get involved for motivation
*Program selection	*Internship opportunities	*Can't think of any	*No comment recorded	*Same
*Self-development	*Volunteer work	*Sports	*Provide guidelines for Christian growth	*More experience opportunities
*Self-confidence	*Provides knowledge in this area	*Stress situations on campus	*More volunteer programs such as Probe	*More seminars & Field trips

Figure C.28 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations" (Card Code #8)

Student Stated Expectations for Card Code #8	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: SW PRE-INTERNS				
*Self-concept	*SW Assertiveness workshop	*Dorm life	*No suggestions; just started	*Internship opportunities
*Relating with people	*SW Assertiveness workshop	*SW club (committee work)	*More workshops on communications	*Paying for workshops
*Application of class - work	*Course emphasis on application	*PROBE	*Stress course objectives	*Role-playing
*Gaining experience	*SW course on "Explorations"	*Relating to people in general	*More practical experience	*More field trips and volunteer work
*Relating with people	*"Intro to Comm"course	*PA responsibilities; PROBE leader; dorm life; sports	*No comment recorded	*No comment recorded
*Career orientation	*"Explorations" course	*Dorm life	*No suggestions	*Stress volunteer work during summer months
*Self development	*All classes have helped	*PROBE; relating to people in dorm	*Seminars on personal development	*Seminars on personal development
*Helping others	*Psychology, Religion, PE courses	*Wandering Wheels; prayer meeting SW Clubs	*More chapels with student participation; co-ed dorms	*Add other activities that focus on whole person development
*Career orientation	*Different "Intro" courses; talking with Prof's; SW "Exploration" course	*PROBE; music group	*SW department share in freshmen orientation	*SW society; more field experience
*Career orientation	*Providing field experience	*Talking with people on campus	*Continue providing info in this area	*Have practicum earlier in SW program
*Faith & work	*Courses reinforce my training	*Dorm life	*No comment recorded	*Internship opportunities
*Faith & work	*"Intro to Psychology"; the whole purpose of Taylor	*Campus life; TWO	*No suggestions	*Just beginning SW program
*Understanding others	*Some courses have helped	*Sports; Living with others	*Offer more classes in the area of communications	*Need to stress this topic more in curriculum
*Understanding others	*"Intro to Comm"; SW "History & Development" course	*Reading on my own	*More work with Indian populations; debriefing	*Would like long-term practicum with this group
*Career orientation	*Explorations" course	*Dorm life	*No suggestions	*More field experience

Figure C.28 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations" (Card Code # 8)

Student Stated Expectations for Card Code #8	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE POST-INTERNS				
*Application of classwork	*Some help: Had to do it on my own	*None	*Provided, but must take advantage	*Provided, but must take advantage
*Faith and work.	*CE courses	*Lighthouse, Wandering Wheels; Internship; Administration work	*No suggestions	*Received alot of methodology
*Career orientation	*Internship program	*Youth conference speakers	*No suggestions	*Program is good
*Gaining experience	*CE courses (Role-Playing); Internship	*None I can think of	*More variety in field experience (guess there is)	*Workshop held once a week in field setting
*Helping others	*Courses made me aware of others' needs and helping others to grow	*Dorm life	*No suggestions	*Program is good
*Self-confidence	*Courses were enlightening in this area	*No comment recorded	*Encourage more intensed situations to given insights	*More field experiences with academic credit
*Self Development	*Courses provide a good content base	*Co-curricular activities allow for applying course content	*Don't take advantage of what is available now	*More instructors in CE program
*Exposure to Bible	*Bible classes	*Prayer meetings	*No suggestions	*Must be self motivated
*Gaining experience	*Course in speaking; classroom structure allows for it	*Celebration" music group; speaking in churches	*Adequate	*Adequate
*Spiritual growth	*Bible & CE courses	*Devotional Life; learning from others on campus	*No suggestions	*CE classes do a good job
*Motivating others	*Classes helped	*Dorm life	*Not sure	*No comment recorded
*Helping others	*CE classes	*Bible studies	*No comment recorded	*Internship is great

Figure C.28 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations" (Card Code #8)

Student Stated Expectations for Card Code #8	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: SW POST-INTERNS				
*Application of classwork	*Courses helped	*Seminars	*Very helpful already	*Encourage students to get involved in SW program
*Job roles	*Prof input	*Reading Journals, magazines, books; interacting with social workers	*Career Development office could supply more materials	*More info in methods courses
*Professional Development	*SW methods course helped	*Dorm life (PA responsibilities)	*More relaxed social atmosphere on campus	*Adequate
*Application of classwork	*Classes & seminars	*Field trips; Dorm life	*More intergration of Christian concepts in all subjects	*Help in sorting out values & how to apply them in work
*Faith and work	*Taylor reinforced home training	*Dorm life	*Does a good job	*Integrating past with course work
*Relating to others	*Nothing I can think of	*Campus relationships made	*Students must take initiative can't be forced	*More role-playing; direct talks with profs; more methods before practicum
*Counseling others	*Not at all; more theory needed	*TWO; Internship	*Need more help in dealing with issues such as "Abortion"	*Have methods taken before practicum
*Personal motivation	*Lack of SW courses caused frustration & lack of motivation	*Interacting in field helped in personal motivation	*Offer more practical experience in all areas	*Offer more practical experience in all areas
*Training in methods	*Not trained prior to field experience	*Can't think of any	*More method classes	*Offer method course before practicum
*Application of classwork	*Talked about this in SW methods & Capstone courses	*Sharing with friends	*No suggestions	*More emphasis in SW class
*Job performance	*Course in "Organizational Structures" helped alot	*None; doesn't relate	*More family interest while in field	*More family interest while in field
*Self-initiative	*Communications course	*Dorm & campus activities	*Should require "Intro to Comm"	*Cut down on class size
*Counseling others	*Professors helped	*Dorm life	*More intra-group interaction	*Require courses in communication
*Relating to others	*Nothing so far	*Dorm life	*More research emphasis in this area, less on experience	*Help in drawing on others' experience in this area

Figure C.29 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations" (Card Code #9)

Student Stated Expectations for Card Code # 9	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE PRE-INTERNS				
*Spiritual growth	*Integration of Christian concepts and principles in course content	*Bible studies; chapel	*Not so many formal Chapel services; more student partci-pation	*Continual sharing among students in classes
*Understanding others	*Classes help in understanding others & how to help them	*Comparing ideas with peers	*Provide "Personal Development" class for everyone	*Adequate
*Self development	*Psychology courses	*Bible studies; leadership positions	*More internship opportunities	*More volunteer work
*Communicating with others	*Courses teach different levels of communications	*Dorm life	*No suggestions	*Excellent way it is
*Relating with others	*Opportunities to learn about others & broaden one's horizon	*Opportunities on campus for put-ting one's training into action	*Provide more opportunities for applying what is learned	*Provide more opportunities for applying what is learned
*Fulfulling expectations	*CE training	*Organizing meetings & parties	*Place more expectations on students	*Place more expectations on students
*Gaining expereince	*"Personal Development" and communication courses	*Interacting with people on campus	*Provide more activities for interpersonal sharing	*More retreats & organized activities
*Self understanding	*"Personal Development" and communication courses	*PROBE; Bible studies; sports; clubs	*No suggestions	*Opportunities to discover strengths & weaknesses
*Gaining experience	*No response	*Must create one's own opportuni-ties	*No suggestions	*Provide more field experience
*Working with others	*"Personal Development" class	*Sports	*No suggestions	*Class content that help-ing others can be fun
*Relating to others	*CE & psychology classes	*Dorm life; sports	*Fine arts & other required liberal arts courses don't seem to re-late to this area	*Good program already
*Relating with others	*CE materials are very helpful and relevant	*Internship	*No suggestions	*No suggestions
*Self-confidence	*Chapel speakers; giving presen-tations in class	*Dorm life; PROBE	*More supervision; more leadership roles	*Volunteer work; treating me as a VIP; books
*Solving problems	*CE courses help	*Campus Life; friends; Dorm life	*No comment recorded	*Giving me more ideas & experience in this area
*Fear of failing	*Courses helped	*Dorm life situations	*Have non-Christian speakers for different points of view	*Have non-Christian speak-ers for different points of view

Figure C.29

COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations" (Card Code #9)

Student Stated Expectations for Card Code # 9	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: SW PRE-INTERNS				
*Relating with others	*Intro to Comm" workshops; SW Courses	*Dorm life	*More SW courses	*More SW courses
*Influencing others	*"History of SW" course	*Volunteer work	*More workshops	*More hypothetical situation in classwork
*Faith & work	*Psychology field experience	*Being away from home & school demands this	*More field experience	*More field experience
*Caring for others	*No courses	*Developing friendships on campus	*Courses should emphasize listening & relating skills	*Courses should emphasize listening & relating skills
*Organizing skills	*Early childhood courses	*Organizing activities on campus	*No comment recorded	*More internship opportunties
*Self development	*SW courses	*All campus activities	*No suggestions	*More field experience
*Loving others	*Research in library	*Opportunities to get to know others who feel rejected	*Better resources in library	*More field experience
*Problem solving	*"Intro to Comm" course	*Dorm life situations	*Communications course required for all majors	*More field experience
*Relating with others	*Christian emphasis in classes	*Interacting with others on campus	*Offer "Self-Awareness" seminars with student interaction	*More emphasis on knowing self & relating with others
*Loving others	*Not sure	*Dorm life	*No comment recorded	*No comment recorded
*Gaining experience	*Required practicum	*Internship	*Doing a good job already	*Doing a good job already
*Supervision	*Encouragement from Profs	*PA's & resident directors have challenged me	*Screen Professors better	*Adequate
*Faith & work	*Upper level courses; Bible course Philosophy courses	*Bible study	*No suggestions	*More challenge & help in this area

Figure C.29

COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations" (Card Code #9)

Student Stated Expectations for Card Code # 9	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE POST-INTERNS				
*Relating with others	*CE Prof teaches content about relating	*Counselor at camp	*Provides opportunities already	*Provide field experience earlier in training
*Gaining experience	*Internship program	*Field trips	*No suggestions	*More field experience
*Relating with others	*"Intro to Comm" course	*Dorm life	*No suggestions	*Doing a good job already
*Application of class-work	*CE classes are interacting; make us think for ourselves	*Bible studies; youth conference	*No suggestions	*Workshops in this area
*Gaining experience	*Courses open his eyes to many experiences	*Campus life allows for application of training and skills	*Provide more field experience	*Build on knowledge of what gifts each person
*Desire to serve	*Courses provide opportunties	*Dorm life provides a testing ground	*No suggestions	*More small group interaction
*Leading others	*No comment recorded	*Youth work	*Opportuntities provided don't fit into his priorities	*No suggestions
*Financial needs	*Had to work out myself	*Doesn't relate	*Provide funds for field trips	*Provide funds for Senior Capstone trip
*Self Development	*CE & PE courses	*Retreats; youth conference	*Professors encouraged me in area where I have abilities	*Adequate
*Application of class-work	*Internship opportunities	*Chapel	*No suggestions	*Provide more methods & ideas
*Spiritual growth	*CE classes	*Bible studies; church work	*Doing all it can; individual initiative	*No suggestions
SUBSET: SW POST-INTERNS				
*Field experience	*No training helped; could have helped in setting up her field experience better	*It didn't	*Training in how to get involved in field work & what to expect from field supervisor	*Keep in contact with field supervisor
*Interviewing skills	*Role-playing in classes	*No comment recorded	*No comment recorded	*More role playing in front of video-tapes
*Relating with others	*SW "Methods" & "Capstone" courses	*Dorm life; committee work; interacting with others on campus	*Program OK	*Workshop needed in this area
*Observing others	*Gave an understanding of how to observe	*Opportunities on campus	*A little more objectivity needed	*Adequate
*Loving others	*Experiences; not classwork	*Dorm life	*No suggestions	*No suggestions
*Self-acceptance	*Emphasis in classes on discovering self and being oneself	*Others on campus accepting me as I am	*Not sure how it could help	*A class on self-development
*Field orientation	*It didn't; took course out of sequence	*Past experience in field work	*No comment recorded	*SW program has improved significantly

Figure C.29 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations" (Card Code #9)

Student Stated Expectations for Card Code # 9	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: SW POST-INTERNS				
*Gaining experience	*Classes emphasized what to expect in field work	*No comment recorded	*Offer more practical experiences in class	*More field trips for observation purposes
*Gaining experience	*Courses gave background	*Just being around people on campus	*No suggestions	*Better sequencing of class
*Handling responsibility	*"Intro to Comm" course; SW courses	*Dorm & apartment living	*Less structure & rules	*Very effective
*Personal growth	*Helped develop self-confidence	*Dorm life	*Nothing more; student must take initiative	*Doing a good job
*Handling responsibility	*Taylor did not help	*Did not help	*Could have been more helpful	*Give more assigned duties under supervision
*Communicating with others	*Classes give background	*Internship; dorm life	*More relevant content in this area; promote individual research	*More specific knowledge in this area
*Working with others	*Didn't; past experience working with others	*Dorm living	*More content on how to work with others	*More content on how to work with others

Figure C.30 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations" (Card Code #10)

Student Stated Expectations for Card Code #0	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE PRE-INTERNS				
*Understanding of others	*CE, Bible, education & psychology courses	*Dorm life	*No suggestions	*More Bible studies in regular course work
*Working with others	*Courses stress relational understanding	*Co-curricular activities provides opportunities in dealing with people	*Nothing new	*Satisfied with program
*Self improvement	*English, communication, and CE courses	*Leadership position on campus	*More opportunities for students to express themselves in Chapel	*Opportunities to express oneself in classes
*Motivating others	*CE & Communication courses	*None I can think of	*It's a one to one thing	*Doing a good job
*Faith & work	*CE & Bible courses	*Bible studies; Chapel; helping friends	*More emphasis in helping others in spiritual growth	*Demonstrating how to disciple someone
*Understanding others	*Provides good theoretical base	*Opportunities to meet new people	*Nothing in particular	*More field trips
SUBSET: SW PRE-INTERNS				
*Self-development	*Classes have helped in identifying personal strengths & weaknesses	*Relating to people in general & how they react to me	*Personal Development" & stress situations have helped already	*More advisor input
*Communicating with others	*Intro to Comm" course	*Dorm life	*No suggestions	*Require "Empathy"course
*Gaining experience	*Intro to Comm" course	*Volunteer work	*No suggestions	*More practical experience opportunities
*Decision making	*Taylor demands one to do best	*None can think of	*Doing a good job already	*Doing a good job already
*Legal problems	*It's not doing anything in this area	*Independent studies	*Encourage to read in this area; field trips	*Encourage to read in this area; field trips
SUBSET: CE POST-INTERNS				
*Self initiative	*Certain personality types involved in program are this way	*Dorm life; cheerleading; Lighthouse; Bible studies	*Doesn't; student must	*Doesn't; student must
*Spiritual growth	*Faculty & other students help	*Dorm experiences; PROBE	*No suggestions	*No suggestions
*Self concept	*Leadership Development" & "Senior Seminar	*PA responsibitities	*No suggestions	*Internship has helped
*Influencing others	*PROBE	*Dorm life	*Vanguard learning	*Continue encouraging deep self awareness

Figure C.30 COLLATION OF RESPONSES RELATING TO PRIORITY EXPECTATIONS AND QUESTIONS OF INSTITUTIONAL IMPORTANCE
CATEGORY: "Student Stated Expectations" (Card Code #10

Student Stated Expectations for Card Code # 10	"How (did or do) you think your training at Taylor will help you in achieving this expectation?"	"In what ways (did or would) co-curricular activities help you in achieving this expectation?"	"How could Taylor (have been or be) more helpful to you in fulfilling this expectation?"	"How could the (CE or SW) program better prepared you in fulfilling this expectation?"
SUBSET: CE POST-INTERNS				
*Gaining experience	*Interacting with people in classes	*Dorm life	*Reevaluate departments; curtail so many sub-branches	*No suggestions
*Self-concept	*CE & Psychology courses	*Intramurals; Field trips; Retreats	*No suggestions	*No suggestions
*Personal motivations	*Profs have helped	*Bible studies	*No suggestions	*No suggestions
*Faith & work	*CE classes (techniques)	*Bible studies; Church work	*Doing a good job	*No suggestions
SUBSET: SW POST-INTERNS				
*Gaining experience	*Through a broad range of subjects	*Has helped in strengthening Christian commitment in SW field	*Chapels could be more experientially oriented	*Can't; up to student
*Communicating with others	*Communication classes	*General environment has helped encourage sharing & caring	*No suggestions	*Not enough SW courses
*Self Development	*Liberal Arts education helps people improve in all ways	*Interaction with others on campus helps in personal development	*Student must take advantage of all that is offered in this area	*More experiential opportunities for self growth

Figure C.31 COLLATION OF STUDENT RESPONSES REGARDING THEIR "UNRESOLVED" AND "UNREALISTIC" EXPECTATIONS

"Do you (have or still have) any unresolved expectations where you would like more help?"	"Can you think of any unrealistic expectations you may still have?
SUBSET: CE PRE-INTERNS	
*Having a good relationship with field supervisor	*None
*Help in choosing field opportunity	*None
*None	*None
*Need more counseling	*Wanting to be a "finished Christian"
*Knowing my abilities; self-confidence	*None
*Spiritual growth; ability to lead	*Ability to follow
*Self-confidence	*None
*Meeting personal expectations	*None
*Learning counseling techniques	*None
*Self understanding and confidence	*None
*Gaining experience; career orientation	*None
*How to counsel; working with kids	*Some kids I won't be able to relate to
*Motivational techniques	*None
*Desire to stay involved in same internship	*None
*Communication skills; self-confidence	*None
*Ability to counsel; fear of failing	*None
*Personal growth; applying my training	*Performing my job well
*All unresolved until working in field	*None
SUBSET: SW PRE-INTERNS	
*Need actual experience working with senior citizens	*None
*All expectations unresolved as yet	*None
*What kinds of field opportunities are available	*None
*Needs guidance in selecting field experience	*None
*Just a matter of doing things in sequence	*None
*None	*None
*Desires help in career orientation	*None
*None	*Desire to change world; can't help everyone
*Not sure what opportunities are available	*Wants to help everyone he works with
*Career orientation & establishing goals	*None
*None	*Help everyone he comes in contact with
*Getting out into the field	*None
*Not sure; haven't been in field yet	*None
*Depends on what the practicum will be	*None
*More formal training in legal problems	*Resolving injustices of the Indian population
*Indepth training in communication skills	*None

Figure C.31 COLLATION OF STUDENT RESPONSES REGARDING THEIR "UNRESOLVED" AND "UNREALISTIC EXPECTATIONS

"Do you (have or still have) any unresolved expectations where you would like more help?"	"Can you think of any unrealistic expectations you may still have?"
SUBSET: CE POST-INTERNS	
*None	*None
*None	*Not having supervisor who had time to give guidance
*None	*None
*Knowing what resources are available in Learning Resource Center	*Being a dynamic youth leader; it takes a long time
*None	*None
*None	*None
*None	*None
*Knowing how to conduct group meetings	*None
*None	*None
*Theological differences with organization	*None
*Not enough time to do all that was required	*Group worked with didn't mature fast enough in time working with them
*How to set priorities in doing academic work and field work	*Goals too idealistic
*Self-growth; working with youth may not be for me	*All would accept and like me
*Learning how to share more effectively	*Expecting results right away; learning how to be patient
*Not used to fullest potential	*Too serious about others growth in Christian maturity
SUBSET: SW POST-INTERNS	
*Did more observing than participating	*Fear that agency personnel didn't think student did anything
*Professional development is a lifetime process; job opportunity	*Compared oneself with professionals; frustrating
*None	*Being limited to one type of job because of field experience
*Wasn't too objective about field experience	*Background got in way of field experience
*How much can I help a person	*None
*Expected to learn how to deal with lots of situations	*Self-confidence; not being able to help someone
*Had to find my own job	*None
*Need for more self-improvement	*None
*Volunteer experience sooner; too hard to adjust suddenly	*None
*None	*None
*None	*None
*More communication skills; information on organizational structure	*Communication needs
*None	*None
*Know more about SW program for offering suggestions	*None

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