A proposed student development program for the residence hall at Emmaus Bible College

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A proposed student development program for the residence hall at Emmaus Bible College

Abstract
This proposed student development program is designed specifically for implementation in the residence hall at Emmaus Bible College. Described in this paper are a concept and a plan that will enable administrators, faculty, staff, and students to become involved citizens of the Emmaus Bible College community. As goals, responsibilities, and communication are shared and eventually owned by all at Emmaus, individuals will increase their self-awareness, will collaborate with others in student task development, and will realize joint responsibility. In order to understand fully the uniqueness of this proposal to this particular school, it is important to understand some of the history and philosophy of Emmaus, as well as the evolution of the student development philosophy.
A PROPOSED STUDENT DEVELOPMENT PROGRAM
FOR THE RESIDENCE HALL AT
EMMAUS BIBLE COLLEGE

A Research Paper
Presented to
The Department of Educational Administration
and Counseling
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Janice Annette Goodwin
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This Research Paper by: Janice Annette Goodwin

Entitled: A Proposed Student Development Program for the Residence Hall at Emmaus Bible College

has been approved as meeting the research paper requirement for the Degree of Master of Arts in Education.

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Thomas W. Hansmeier
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Second Reader of Research Paper

April 12, 1988
Date Received

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This proposed student development program is designed specifically for implementation in the residence hall at Emmaus Bible College. Described in this paper are a concept and a plan that will enable administrators, faculty, staff, and students to become involved citizens of the Emmaus Bible College community. As goals, responsibilities, and communication are shared and eventually owned by all at Emmaus, individuals will increase their self-awareness, will collaborate with others in student task development, and will realize joint responsibility.

In order to understand fully the uniqueness of this proposal to this particular school, it is important to understand some of the history and philosophy of Emmaus, as well as the evolution of the student development philosophy.

Emmaus Bible College: An Overview

History

In the late 1930s, R. E. Harlow had a desire to begin a school in North America where students could receive intensive instruction from the Bible. He saw the need for a place where sound doctrine and principles of Christian living could be taught without compromise.

Upon returning home from missionary work in the Belgian Congo, Harlow and two friends, John Smart and C. Ernest Tatham, sought to meet that need. In September of 1941, they began evening classes in Central Hall, Toronto, Ontario, Canada. This was the beginning of Emmaus Bible College. Two years later a second campus was founded on the south side of Chicago. The two schools merged on June 1, 1954, and located in Oak Park, Illinois. The school remained in Oak Park for thirty years. Subsequently, due to the
continued growth of enrollment and the aging and limited facilities in Oak Park, the school, in 1984, moved to the campus of an abandoned Catholic institution in Dubuque, Iowa. Shortly after the move, Emmaus Bible College received accreditation with the American Association of Bible Colleges and, in cooperation with the University of Dubuque, now offers a Bachelor of Science degree in Biblical Studies.

**Philosophy**

Since its inception forty-seven years ago, Emmaus Bible College has proudly boasted that its "product is people." Through the years, its goal has been to give students a well-rounded education—to educate not only the mind, but to build within its students a quality of character that is God-honoring and beyond reproach.

In and out of the classroom, Emmaus seeks to teach students that maturity is based on growth. An individual must grow not just intellectually, but socially, physically, emotionally, and spiritually as well. Growth and maturity involve the "whole person". It is because of this desire to educate the whole person that students are required to get involved in community and christian service activities and are exposed to a number of visiting speakers and lecturers who challenge them in various areas of service and growth.

Emmaus is not seeking to produce a community of intellectuals. Its product is, and will continue to be, well-rounded people of quality, knowledge, character, and maturity.

**Personnel**

Being a small college, the organizational structure of Emmaus is
relatively simple. The school is governed by a Board of Trustees who
determine the direction of the college in areas of finance and major
policy.

Administration. Within the school itself, Emmaus is directed by four
administrators: the president, the dean of education, the business
manager, and the director of correspondence ministries. The president, of
course, is the chief administrator, with overall responsibility for leading
and managing the college. The various departments of the school fall under
the jurisdiction of three administrators who report directly to the
president.

The day school—including faculty, the registrar, the dean of
students, the financial aid officer, recruitment, publications, and
library—comes under the direction of the dean of education.

The physical and financial aspects of school operations—including
the business office, computer services, food services, and maintenance—
come under the jurisdiction of the business manager.

Finally, everyone involved with the correspondence school—including
domestic regional directors, associate instructors, prison coordinators,
foreign regional directors, and office staff—comes under the management
of the director of correspondence ministries.

Faculty. Emmaus has fifteen faculty members, all of whom work without
a set salary. Because of their dedication to teaching and working with
young people, the faculty depend, for their remuneration, solely on gifts
that come to the college from supporting churches and to them from
speaking engagements at camps and conferences. Emmaus students pay no
tuition.
Even with such a small faculty, Emmaus is able to offer programs of study in six departments. Students may earn a Bachelor of Science in Biblical Studies with majors in Bible, Missions, Bible Languages, Christian Education, Music, and Christian Camping.

Staff. Each department within the school also has its supporting staff. The total number of staff members is thirty and, when combined with the faculty, makes for a ratio of four students to every faculty and staff member. It is this very favorable ratio that makes Emmaus a unique educational community.

Students. The most vital part of Emmaus, however, is the students. Without them there would be no need for faculty, staff, programs, or for Emmaus itself.

The Emmaus student body represents a variety of backgrounds and experience. Every year, 180 students from approximately 30 different countries, and from about 45 of our 50, states enter Emmaus for one express purpose—to learn more about the Bible and how it can have an impact on their lives. Students come so that the "Emmaus Experience" can help them grow into mature, responsible adults prepared for the challenges of life.

Student Housing

Faculty, staff, and student interaction has always been a keynote of Emmaus. In the past, the residence hall has provided some limited opportunities for such interaction. From time to time, faculty and staff have held seminars or interest meetings in the hall on various student concerns. But the surface has only been scratched as far as what could be done in the area of faculty, staff, and student interaction. If Emmaus is
to fulfill its mission and desire to meet student needs and help them grow in all areas of life, then more must be done by faculty and staff in the area of student development.

Being a small school, the structure of the residence hall is very simple. It is an integral part of a single building complex which houses the entire college. The residence hall is divided into seven wings, four of which house the women students and three of which house the men students. Each "wing" is supervised by a residence assistant. The RAs are supervised by two residence directors, one overseeing the men and one the women. The residence directors report to the dean of students who, in turn, reports to the dean of education. The organization is depicted below:

The importance of all members of the academic community in the lives of students can never be minimized. At Emmaus, it should be the desire of administrators, faculty, staff, and student affairs workers alike to educate the student. Anyone can be involved in the education process and become a "student development educator."

A student development educator, a term used frequently below, is not necessarily a member of the student affairs or residence hall staff or a
faculty member. Rather, a student development educator is any person who, as Miller (1975) put it, "purposefully works to bring about the growth of all engaged in higher education" (p.3). The philosophy behind using all members of the academic community as educators is, in fact, the essence of student development.

The Student Development Program: A Philosophical Base

There has been much discussion and debate about the role of student services and the role of individuals within the college community. In fact, if we were to follow the trends that have emerged over the past 50 years, we would see that even those in the field of student personnel work cannot agree as to the purpose of their profession nor where it should go in the future.

There are many proponents of the "Student Personnel Point of View" first published in 1937 and revised in 1949. In this statement, a committee of the American Council on Education (ACE) put in writing the purpose and responsibilities of student personnel workers. The SPPV is an educational philosophy which, "imposes upon educational institutions the obligation to consider the student as a whole . . . . It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone" (ACE, p. 1).

In the 1970s, there began to emerge a new philosophy which has been described by Blaesser (1978) as "the single most promising student-centered change . . . . in both the two-year and four-year institutions" (p. 112). Student Development, like the Student Personnel Point of View, is concerned, according to Miller (1975), with the development of "the whole college-going human being" (p. 3) and has been specifically defined by
Crookston (1976) as "the application of the philosophy and principles of human development in the educational setting" (p. 28).

While Student Development is similar to the Student Personnel Point of View in concept, it differs in practice. This difference is described by Chandler (1973) as including not only the "nature of the duties performed, but also the attitude about why and how the work is done" (p. 392). The principal purpose of student development is described by Roth (1986) as creating "a campus environment, both in and out of the classroom, in which human development concepts are applied by faculty and administrators promoting the total development of the student" (p. 17). Whereas the Student Personnel Point of View would assign responsibility for the co-curricular education of the student to the student affairs staff, student development maintains that it is the responsibility of the entire campus community. "In the ideal student development organization," observed Blaesser (1978), "there will be cooperation among student affairs staff, faculty, and students . . . . it is the responsibility of the entire college and university community" (p. 110).

But this cooperation does not come easily. As Roth (1986) pointed out, "student services are finding that their appeals for support are often outweighed by faculty who claim that the latter's activities are at the true center of the college or university" (p. 15). One reason for this resistance lies in the fact that members of the student personnel profession have failed to communicate effectively their purpose and goals to those outside of the profession.

Another major barrier to implementation of the Student Development concept is what Miller (1975) called "the invisible but too often impregnable walls between various groups and departments on campus" (p. 24).
These departments do not want to change and do not look favorably on those who encourage change. As Chandler (1973) pointed out, however, "the student development concept does not seek to change the basic character of the institution, but it seeks to provide a more effective process to help students achieve within that institution" (p. 394). Blaesser (1978) explained that this process will occur only "as those involved alter their normative orientation to old patterns and make commitments to new ones" (p. 113). Plato (1978) summed up student development as "the perfect type of organizational rationale--it gives the appearance of change without being radically different from what currently exists" (p. 34).

The Student Development Program: Implementation

The following proposal for implementing the Student Development philosophy in a college residence hall is designed specifically for Emmaus Bible College. Many of the ideas have been adapted from the workbook, Creating Community in Residence Halls (Ender, Kane, Mable, Strohm, 1980).

The Committee

The initial stages of this program will be carried out by a committee which, because the goal of student development is the education of students by all members of the college, will be composed of heads or representatives of every department in the school: administration (all four), board of trustees (one representative), faculty (three representatives), day school (registrar and librarian), business office (director of maintenance and director of food service), dean of students, college counselor, and students (three representatives: the two residence directors and the president of student government). The chairman of the committee will be either the dean of students or the member of the board of trustees.
The Goals

According to Ender (1980) "professional goals are influenced by personal beliefs and values" (p. 4). It is important to know what our beliefs and values are so we can better examine our goals for student development. The following areas proposed by Ender (1980) should be discussed and others added if needed (p. 4):

<table>
<thead>
<tr>
<th>My Beliefs and Values:</th>
<th>My Goals:</th>
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<tbody>
<tr>
<td>1. for individual students:</td>
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<td>2. for floor groups:</td>
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<td>3. for student government:</td>
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<td>4. for student involvement:</td>
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<td>5. for student growth:</td>
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<tr>
<td>6. for faculty/staff involvement</td>
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<tr>
<td>7. for faculty/staff development &amp; training</td>
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</tr>
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<td>8. other:</td>
<td></td>
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</tbody>
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In developing goals, it is important that the committee chairman keep the committee updated on some of the professional literature and research in the area of student development and residence hall living. The librarian should make as many of these articles as possible available to the committee. The committee chairman and the librarian should work together to keep an updated list available. (See Appendix A for a sample listing.)

After reviewing the literature and their own statements of values, beliefs, and goals, the committee should then formulate their own definition and defense of student development, particularly as it applies to the residence hall at Emmaus Bible College. These definitions will help
the committee to make the proposal their own rather than an adaptation of others' ideas. It is important that the committee be able to present the rationale for their goals in a persuasive way to their constituents.

The Tool

Students come to learn. But students must be made to realize that not all learning is academic. Students come to college with more than just intellectual needs. They bring a host of social, emotional, physical, and other personal needs. If we are to educate the "whole" student, then we must seek to meet all of these needs. The process of educating the whole person is known as human development, the concept on which Student Development is based. The human development concept deals with developmental tasks that individuals must master. "A developmental task", according to Prince (1974), "is a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society and difficulty with later tasks" (p. 3). A knowledge of the process of human development, as well as the tasks that must be mastered in that process, is significant for the Student Development educator. This proposal for a Student Development program in the Emmaus Bible College residence hall is based on meeting the specific developmental tasks outlined in the Student Developmental Task Inventory.

The Student Developmental Task Inventory (Prince, 1974) consists of three developmental tasks, with three subtasks under each (pp. 9-11).

Developmental Task I: Developing Autonomy

Subtask A: Developing Emotional Autonomy
Students who have accomplished this subtask are free from the need for continuous reassurance and approval from others.

Subtask B: Developing Instrumental Autonomy

Students who have accomplished this subtask (1) have the ability to carry on activities and cope with problems without undue help from others and (2) possess the ability to be mobile in relation to personal needs and desires.

Subtask C: Developing Interdependence

Students who have accomplished this subtask can be described as having developed "mature dependence." They recognize that loving and being loved are complementary.

Developmental Task II: Developing Mature Interpersonal Relationships

Subtask D: Developing Tolerance

Students who have accomplished this subtask have respect for those of different backgrounds, habits, beliefs, faith, values, and appearances.

Subtask E: Developing Mature Relationships with Peers

Students who have accomplished this subtask will describe their relationships with peers as shifting toward greater trust, independence, and individuality.

Subtask F: Developing Intimate Relationships with the Opposite Sex

Students who have accomplished this subtask will have developed the sensitivity and awareness of feelings necessary for establishing close meaningful relationships with members of the opposite sex.

Developmental Task III: Developing Purpose

Subtask G: Developing Appropriate Educational Plans
Students who have accomplished this subtask have formulated well-defined educational goals for themselves and are able to see the relationship between academic study and the other aspects of their lives.

Subtask H: Developing Mature Career Plans

Students who have accomplished this subtask have an awareness of the world of work, an accurate understanding of one's abilities and limitations, a knowledge of requirements for various occupations, and an understanding of the emotional and educational demands of different kinds of jobs.

Subtask I: Developing Mature Lifestyle Plans

Students who have accomplished this subtask will have achieved a mature lifestyle plan that includes establishing a personal direction and orientation in one's life which balances vocational interests, personal values, learned skills, hobbies, and future family plans.

Assessment

Once the theory and rationale behind the Student Development philosophy have been explored and a tool for incorporating it into the residence hall at Emmaus Bible College has been presented, it is time to define a specific plan of action. According to Ender (1980), "direction and action for [student] development occur as students' [needs] and growth are assessed" (p. 10).

Student needs and development. Education cannot occur in a vacuum. If we are to help students, we must know what their needs are. As mentioned earlier, the basis of this proposal is the education of the
student in the nine subtasks of the Student Developmental Task Inventory (SDTI). When students arrive at the college in the fall, they are given the SDTI and asked to complete it during one of their orientation sessions. The scores are tallied for use at a later time. (See Appendix B for a copy of the SDTI.)

**Faculty and staff qualifications.** Based on the previous research and work of the committee, a presentation needs to be made to the entire academic community. It is essential that faculty, staff and administrators be brought in on the assessment process of student growth. As Chandler (1973) emphasized, "the full-scale implementation of a student development program requires a nearly complete acceptance of the concept by the vast majority of the academic community" (p. 393). Therefore, a presentation to educate faculty and staff about the student development program at Emmaus must be carefully organized.

Ender (1980) suggested the following as a possible format for educating faculty and staff who are not members of the committee regarding the student development philosophy (p. 16).

1. Understanding and defining student development based on perusal of the professional literature;
2. Statements of the personal and group commitment to a student development program;
3. Assessment of student development efforts already in progress and desires for future programs and results;
4. Comprehensive assessment of personal skills related to the task of building student developmental tasks in college residence hall students;
5. Plan for setting goals to determine the directions for staff education and training; and
6. Suggestion of a plan for implementing staff education and training goals in an organized manner with consideration to time, cost, and priority realities.

It is then necessary to discover what skills and interests exist among faculty and staff who will aid in the education process. It would probably
be good for all faculty, staff, and administration to take the SDTI themselves to ascertain in what areas they are strongest and in what areas they may need improvement. Additional education and training may be required for those who would like to help in areas where they are not fully qualified. The following skills have been identified by Ender (1980) as helpful for the student development educator (p. 16):

- acquaintance
- communication
- conflict resolution
- confrontation
- decision making
- designing workshops
- evaluation
- experiential learning
- feedback
- goal sharing & setting
- group facilitation
- implementing goals
- motivation
- problem solving
- self - disclosure
- student assessment

The college counselor can help in training faculty and staff in preparation for the Student Development Task seminars.

After completing the presentation and workshops with faculty and staff, each of them is assigned a group of students. Using the results of both the student and faculty/administration/staff SDTI test, students should be matched, as well as possible, with a student development educator who has skills that will meet their individual needs. Each educator arranges to meet with individual students to review and interpret the results of the Student Developmental Task Inventory taken during orientation. The purpose of these meetings, and of the overall program, is to encourage students to assess their developmental status and to formulate positive plans for future development.

The Seminars

Available during the academic year are nine seminar series, each of which focuses on one of the nine subtasks of the major developmental task categories. These seminars are taught by various counselors and qualified
faculty and staff members. Seminar leaders may also utilize students who scored high on the task they are teaching. It is essential, however, that these students be trained and prepared ahead of time for the part they are to play in the seminar.

Group participation is an essential element, and evaluations are expected as a part of each seminar. A possible format could be that one seminar be scheduled for each of the nine months of the academic year. It is up to each Student Development educator which of his/her students will be required to attend any given session. The best results will be achieved if the faculty or staff member attends these sessions with his/her students. In this way, the student development educator will be available to spot areas of difficulty that he/she can help them with or refer them to someone who can help. (The SDTI seminar manuals are available from the Student Development Associates, 110 Crestwood Drive, Athens, Georgia 30601.)

Student development educators are encouraged to spend additional time with their students outside of the academic setting. Obvious opportunities are visits to the residence hall or the dining hall, or inviting the the student over to the faculty or staff's home. Additional responsibilities may include confrontation, serving on a committee with students, or having regular "rap" sessions with them in the residence hall.

**The Evaluation**

Evaluation should be an on-going process. Through the focusing and refocusing on goals, faculty, staff, administrators, and students will learn, according to Ender (1980), the importance and value of "critical review and shared responsibility for creating positive results. Informal evaluations can be conducted verbally in interviews or group floor
meetings and/or staff meetings" (p. 28). These verbal and formal written evaluations can be tabulated and combined for the purpose of examining the overall results of the program.

"When one assesses needs, sets objectives to meet those needs, and then designs programs to meet those objectives," explained Holcomb (1977), "evaluations can help determine whether the objectives have been met. Knowing whether the objectives have been met, in turn, helps one determine which direction to take in the future" (p. 66).

The heart and soul of student development and of the Student Developmental Tasks is the education and development of the student into a mature, responsible adult. The heart and soul of Emmaus Bible College is the education and development of the student in the things of God. The college emphasizes quality of character as well as quality of mind and seeks to make of its students mature, responsible adults. This Student Development proposal is one way of helping Emmaus Bible College achieve its goal.
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Appendix B
STUDENT DEVELOPMENTAL TASK INVENTORY

JUDITH S. PRINCE, ED.D.
THEODORE K. MILLER, ED.D.
ROGER B. WINSTON, JR., PH.D.

DIRECTIONS

1. Do not mark on this booklet. Mark all answers on the separate answer sheet provided. Other people will be using this booklet.

2. Please provide the information requested at the top of the answer sheet. Print clearly.

3. After having completely read these directions, turn to page 2. Read each statement and decide either whether the statement is TRUE (or USUALLY TRUE) of you or whether FALSE (or NOT USUALLY TRUE of you). If true, completely darken the T; if false, completely darken the F. Be sure that the number of the statement corresponds to the number on the answer sheet. Use FIRM PRESSURE in recording answers, so they will show through the carbon.

4. Sample Answers:
   181. T F (indicating the statement is true)
   182. T F (indicating the statement is false)

5. Respond to all statements. One or two of these statements may not be applicable to you. If this is the case, draw a single line through both the T and F. (Sample: T-F).

6. When responding to statements referring to “dating partner,” married students should substitute the word “spouse” or “marriage partner.”

7. Before turning the page make sure you have supplied all the information requested at the top of the answer sheet.
1. My parents sometimes make mistakes.
2. I can express both warm and angry feelings to my parents.
3. I am aware of the expense and responsibility of owning a car.
4. I earned at least $300 a year from part-time or summer employment to support some of my needs.
5. The health and welfare of my family concerns me.
6. I feel that some rules are necessary.
7. I have attended an International Coffee Hour, or a Black Culture Program, or a Spanish dancing program, etc., to learn about ethnically, racially, and culturally different people.
8. I avoid using such phrases as "Blacks have rhythm."
9. I introduce myself to strangers at parties.
10. I don't worry about what others say about me when I am not with them.
11. I feel that I would be able to terminate a relationship with a member of the opposite sex without undue hurt to either of us.
12. I consider dating an important part of my total life pattern.
13. I am aware of my academic strengths and weaknesses based on my past performance in school.
14. Even though I sometimes have become discouraged, I am determined to achieve my educational goal.
15. I know what kinds of work activities give me satisfaction and what kinds do not.
16. I have imagined myself several times in different work roles.
17. I have discussed sports, a movie, or some cultural event with other students recently.
18. I feel I can create my own future by realistically assessing opportunities open to me.
19. I rely on my parents for solutions to my really important personal problems.
20. My parents are the cause of a lot of my troubles.
21. I meet most problems and solve them without turning to someone else.
22. I feel secure with most decisions that I make.
23. I keep in regular communication with my parents.
24. I can accept help from others.
25. I have participated in some effort to promote racial understanding among others.
26. I actively seek ideas different from my own.
27. I feel a strong need to have a loving relationship with someone of my own peer group.
28. I am satisfied with having only a few close friends.
29. I cooperatively establish with my dating partner the limits of our physical relationship.
30. I believe my dating partner should always meet my personal needs.
31. I feel confident that I can attain my educational goal.
32. I can list at least three reasons why I chose a college education over other types of education or immediate work.
33. I rarely think about the occupation that I want to enter.
34. I feel confident in my abilities to make decisions regarding a career.
35. I follow through on most plans that I make.
36. I don't have any immediate goals.
17. I talk easily with my parents on a variety of topics.
18. At home, I present my views and ideas in such a manner that it is clear that I have given them some thought.
19. I have volunteered for a project or accepted responsibility for a task even though I risked failure.
20. I chose the place in which I now live.
21. When I care for other people I let them know.
22. I like to get involved with other people in projects for our mutual benefit.
23. I allow other people to change their views and attitudes.
24. I have set up standards which I feel most people should meet.
25. I make sure that I spend adequate time with my friends.
26. I resume relationships easily even after extended separations.
27. Outward appearances (e.g., looks, dress, status) are very important to me in a continuing dating relationship.
28. I feel confident in my ability to establish and maintain a continuing relationship with a member of the opposite sex.
29. I have decided on the field in which I would like to study, such as the fine arts, or education, or the physical sciences, etc.
30. I have decided on an academic major that is consistent with my interests and abilities.
31. I have read an article or book that deals with some aspect of my field of vocational interest.
32. I know how big the demand is for people with a degree in the career areas I am considering.
33. Even with academic pressures, I still find time to lead a well-rounded life.
34. Although I don’t know exactly where I will be living next year, I have some plans in mind.
35. I remain firm in decisions that I consider to be valid even when my parents offer no support.
36. I don’t like to depend on my parents too much.
37. I have successfully completed an extended trip on my own.
38. I could live anywhere in this country.
39. I can list reasons for obeying most of the laws and regulations of the community.
40. I have been active on at least one school committee or group within the past year.
41. I am not tolerant of selfish, status-seeking behavior in others.
42. I work at promoting mutual respect and communication among people.
43. Generally, I am able to communicate my true feelings to others.
44. I feel free to express both warm and angry feelings to my friends if the situation warrants it.
45. I am able to communicate intimate personal feelings with my dating partner.
46. I can converse easily with members of the opposite sex.
47. I feel that achievement in school is important for attaining my plans and goals.
48. I know what is required of me to graduate with my academic major.
49. I can list specific personal abilities and limitations to use as guidelines for narrowing the number of career areas I wish to explore.
50. I know at least five requirements necessary for the occupations I am thinking about entering.
51. I have played tennis, exercised, or engaged in some other physical activity in the last week.
52. I regularly participate in cultural activities.
73. I feel guilty when I don't obey my parents' wishes.

74. I can accept criticism from others without getting upset.

75. I feel confident in my ability to direct my life.

76. It is hard for me to work intently on something for more than a short time.

77. I help others become involved in solving mutual problems at school or work.

78. I repay my parents' support now by doing the best I can while in college.

79. I have a friend of a race or ethnic group different from my own.

80. It is necessary that others accept my point of view.

81. It doesn't bother me if my leisure time activities are different from those of my friends.

82. I can accept teasing by my friends.

83. Failure to maintain a previous dating relationship does not deter me from establishing a new one.

84. I believe that my dating partner has a right to develop friendships with other members of my sex.

85. I have developed a financial plan for achieving my educational goals.

86. I have acceptable alternatives to my educational plans in mind.

87. I have thought of a plan for gaining practical experience while in college through a part-time job, summer job, internship, or similar employment related to my educational goals.

88. I know what kinds of jobs I will be able to get with certain degrees.

89. I give my best to the goal before me but would change my priorities as opportunities arise.

90. I have carefully considered the place of marriage, children, and a career in my future.

91. I need to be regularly reassured to get things done.

92. It is extremely important for me to please my parents.

93. I manage my personal finances.

94. I like to take responsibility.

95. I do not hesitate to seek help to deal with pressures in college life.

96. I regularly follow local and national happenings through various news media.

97. I enjoy making friends with a wide variety of people.

98. I do not judge individuals on the basis of whether they belong to a fraternity or sorority or similar social organization.

99. I am receptive to new friendship possibilities when they arise.

100. I cannot have disagreements with my friends and maintain friendly feelings toward them.

101. I am not afraid to be tender.

102. I have established a close relationship with a member of the opposite sex.

103. I am familiar with various college majors and their requirements in terms of coursework and academic skills.

104. Before enrolling here, I weighed the advantages and disadvantages of a small and large school.

105. I know of several occupations in which I could be successful.

106. I have asked relatives, faculty, or other persons to explain kinds of positions available in certain work fields.

107. I have formulated my position about the use of alcohol and drugs.

108. I have determined the extent to which material things, e.g., house, car, money I contribute to my happiness.
109. I have felt homesick recently.

110. I feel comfortable disagreeing with my parents on topics like sex.

111. I set up priorities in planning my time so I can get things done.

112. I like to have others plan my activities for me.

113. I voted in the last local/state/national election.

114. When there is a job to be done, people will call upon me for help.

115. I get along quite well with different types of people.

116. It is a waste of money to attempt to rehabilitate criminals and social deviates.

117. Friends know my weaknesses, but still like me.

118. I usually know when someone is lonely.

119. I am able to deal with most conflicts that arise in my dating relationship.

120. I can list at least five important characteristics I think essential in a marriage partner.

121. I really enjoy my academic and other educational experiences.

122. I participate in campus activities, although not required in or related to my academic program.

123. I am satisfied with the career plans I have formulated.

124. I have used my leisure-time activities, and my liking for certain courses to get an indication of my career interests.

125. I plan to restrict the size of my family according to population analysis.

126. I have determined my position about the place of organized religion in daily life.

127. I have an adult type relationship with my parents.

128. I treat my parents as well as I should.

129. I carry most projects through to completion.

130. I am satisfied with my ability to be self-disciplined.

131. I have identified ways in which I can be an asset to the community.

132. I am willing to share responsibility for other people.

133. I am sometimes made uncomfortable by the way others treat people who are different.

134. I usually get along quite well with young and old alike.

135. I don't mind losing a friend if I get what I want.

136. I find that I can trust the people with whom I maintain a continuing relationship.

137. I ask my dating partner how he/she would like to spend an evening.

138. I feel that I could maintain a loving relationship even when my partner is not with me.

139. I have made up my mind about graduate or professional school.

140. I improve continuously my learning and study habits.

141. I feel certain that the career for which I am preparing will allow me to live the way I wish.

142. I can name at least two entry-level work positions which would be open to me in business, industry, government, or education.

143. I feel as if I just drift along with life.

144. I know what I will be doing a year from now.
I arrive at acceptable compromises in misunderstandings with my parents.

It does not embarrass me to become emotional in front of others.

I do not allow others to take advantage of me.

I have undertaken either an independent study or a service project on my own.

I voted in the last student election or referendum.

It is helpful to me when people tell me frankly how they see me.

I try to understand why people behave as they do.

I try to listen to and understand persons who express ideas different from my own.

I take into account the feelings of others in my relationships.

I do not let small differences of opinion interfere with my friendships.

I try to help my dating partner attain his/her goals.

I know the advantages and disadvantages of a long term relationship with one member of the opposite sex.

How well I do in college reflects how well I will probably do after college.

My grades are consistent with my ability.

I have formulated a clear plan for getting a job.

I know what to expect in a job interviews.

I have developed a set of personal values to guide my life.

I have established the priorities for my personally important goals.

Arguments with my parents often upset me.

I behave as an adult.

I do not have to be sure of something before attempting it.

I am confident in my ability to earn a living.

During the past year, I have been involved in at least one civic project or activity — Clean-up Week or Communiversity, for example.

I have attended a meeting of a community (city, dorm, etc.) recently.

I respect the different beliefs and life styles of others.

I have read an article, a book, or watched a T.V. program about people of other races or cultures.

I have listened to a friend discuss a personal problem and have offered some advice.

I enjoy friendships with both males and females.

It is not necessary that my dating partner agree with everything I say or do.

When my dating partner feels sad, I try to understand and help him/her express those feelings.

I meet with my academic advisor often.

I have a mature working relationship with at least one member of the community (faculty, student affairs staff, administrator.)

I have prepared my placement credentials.

I am a member of at least one club or organization that is specifically related to my occupational field.

I have a clear plan of what I will do with my life.

I often achieve to the limits of my abilities.
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<td>Task I: Developing Emotional Autonomy</td>
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<td>Developing Appropriate Educational Plans</td>
<td>Developing Tolerance</td>
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**Task I: Developing Emotional Autonomy**

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**Task II: Developing Mature Interpersonal Relations**

1. Developing Mature Relationships with Peers
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**Task III: Developing Mature Purpose**

1. Developing Mature Career Plans
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18. Developing Mature Career Plans

**Answers:**

- Developing Emotional Autonomy: 19, 37, 55, 73, 91, 109, 127, 145, 163
- Developing Tolerance: 25, 43, 61, 79, 97, 115, 133, 151, 169
- Developing Intimate Relationships with Opposite Sex: 29, 47, 65, 83, 101, 119, 137, 155, 173
- Developing Appropriate Educational Plans: 31, 49, 67, 85, 103, 121, 139, 157, 175
- Developing Mature Career Plans: 33, 51, 69, 87, 105, 123, 141, 159, 177
- Developing Mature Life - Style Plans: 35, 53, 71, 89, 107, 125, 143, 161, 179

**Correct Responses:**

- Task I: 19, 37, 55, 73, 91, 109, 127, 145, 163
- Task II: 25, 43, 61, 79, 97, 115, 133, 151, 169
- Task III: 27, 45, 63, 81, 99, 117, 135, 153, 171
  
**Incorrect Responses:**

- Task I: 20, 38, 56, 74, 92, 110, 128, 146, 164
- Task II: 26, 44, 62, 80, 98, 116, 134, 152, 170
- Task III: 28, 46, 64, 82, 100, 118, 136, 154, 172
  
**Other Notes:**

- The table includes a list of tasks and their corresponding correct and incorrect responses.
- The tasks are categorized under three main headings: Emotional Autonomy, Mature Interpersonal Relations, and Mature Purpose.
- Each task is further divided into sub-tasks with specific responses marked as correct (T) or incorrect (F).
- The correct responses are marked with a 'T' and incorrect responses with an 'F'.
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DEVELOPMENTAL TASKS OF YOUNG ADULTS

TASK I: DEVELOPING AUTONOMY

EMOTIONAL AUTONOMY

1. To be free from continual needs for reassurance/approval
2. To reduce dependence upon parents
3. To develop relationships of reciprocal respect with parents/peers

INSTRUMENTAL AUTONOMY

1. To develop the ability to carry on activities and to cope with problems without help
2. To be mobile in relation to one's needs and desires
3. To develop a capacity for self-sufficiency

INTERDEPENDENCE

1. To be aware of the relationship between one's behavior and community welfare
2. To develop skills contributing to working with others
3. To recognize that one cannot dispense with one's parents, accept support without working for it

TASK II: DEVELOPING MATURE INTERPERSONAL RELATIONS

TOLERANCE

1. To develop an increased capacity to respond to persons in their own right rather than as stereotypes
2. To develop respect for different backgrounds, values
3. To resist a need to override others with one's own ideas

MATURE INTERPERSONAL RELATIONSHIPS WITH PEERS

1. To develop relationships of trust, independence, & individuality
2. To develop friendships which survive difference & separation
3. To respond with warm, open respectful friendliness, not anxiety, defensiveness or artificiality

INTIMATE RELATIONSHIPS WITH OPPOSITE SEX

1. To develop sensitivity to and awareness of other's feelings
2. To shift intimate relationships from serving self-discovery to mutually supportive commitment
3. To develop ability to love as well as be loved
4. To test ability to make a long-range commitment

TASK III: DEVELOPING PURPOSE

APPROPRIATE EDUCATIONAL PLANS

1. To make well-defined educational goals
2. To see a relationship between study and other aspects of life
3. To develop an awareness of the educational setting
4. To develop good study habits

MATURE CAREER PLANS

1. To develop an awareness of the world of work
2. To develop an understanding of abilities, interests, values applicable to occupations
3. To synthesize facts and knowledge of self and the world of work
4. To make a commitment to a chosen career field
5. To begin to implement a vocational decision

MATURE LIFE STYLE PLANS

1. To develop a future orientation that balances vocational aspirations, avocational interests, and future family plans
2. To develop a sense of direction with sufficient clarity to identify next steps
3. To develop an attitude of tentative commitment to future plans

(DEVLOPMENTAL TASKS = Those Behaviors Students Need to Accomplish While in College)
The Student Developmental Task Inventory is a sample of behaviors which students can be expected to demonstrate when they have satisfactorily achieved a developmental task. The specific statements represent the way you will probably act, think, and feel as a result of mastering nine developmental sub-tasks, the mastery of which leads to achievement of three basic developmental tasks: Developing Autonomy, Developing Mature Interpersonal Relationships, and Developing Purpose in Life. (Descriptions are on the reverse side.) Statements about behavior and feelings define each subtask. These statements are ranked in order of difficulty, beginning with simpler and ending with more complex behaviors.

The Student Developmental Task Inventory provides one way of measuring your progress in accomplishing these developmental tasks.

ESTABLISHING YOUR PROFILE ON THE STUDENT DEVELOPMENTAL TASK INVENTORY

1. Separate the two-part answer sheet along the perforations at both ends. Return the original copy to the person who administered the Inventory.

2. On the carbon copy of the answer sheet, notice how each basic developmental task and its subtasks have been categorized. Specific statements for each subtask can be located by comparing the number on the answer sheet with the number of the statement in the Inventory booklet.

3. Scan each of the nine subtasks (A through I). Count the number of your marks for each subtask which do not fall within the circles printed on the answer sheet (include those which you drew a line through indicating they were not applicable to you). For each subtask enter that sum under the subtask letter at the far right.

4. After having entered a number under each of the nine subtask letters, refer back to the Inventory booklet and read the statements for which your responses did not coincide with the printed circles.

5. Select the subtask about which you are the most interested or concerned. In the space provided below, copy three or more statements from that sub-task which you would most like to think about, or talk about, or act upon.

SUBTASK

Statement Number

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## HIGH SCHOOL RECORD Grades 9 - 12

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## HONORS, AWARDS, DISTINCTIONS RECEIVED IN COLLEGE

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STUDENT DEVELOPMENTAL PROFILE AND PLANNING RECORD

This Profile is designed to aid you during your college years. Please be frank. Answer every question to the best of your ability so that we may work together toward achieving your goals while in college.

GENERAL INFORMATION

Local Address ____________________________________________________________
Phone ______________________________ Veteran - ( ) Yes, ( ) No

Home Address __________________________________________________________
Home Phone ___________________________ Social Security No. ______________

Date of Birth __________________________ Religious Preference ______________________

Marital Status - ( ) Single, ( ) Married

Physical Condition: ( ) Poor, ( ) Good, ( ) Excellent
Height ___________________________ Weight ___________________________

Physical Disabilities ______________________________________________________

Will you need financial aid this year? ( ) Yes, ( ) No
If "Yes," what arrangements have been made? ______________________________

EDUCATION

Date graduated from high school: _________________________________

Honors, prizes, distinctions in high school: ______________________________

Organizations and activities in high school: 

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Have you attended any other college? ______________________________________

Name your three favorite subjects in high school __________________________

Name the three you liked the least _________________________________________

In what organizations or activities do you plan to participate while in college?

What subject(s) do you think will offer the most difficulty this year? 

What have you decided on as your concentration in college?

Major __________________________________________ ( ) Undecided

What are the two main reasons for selecting that major?

(1) ___________________________________________ 

(2) ___________________________________________

Do you think you might go on to graduate or professional school? ( ) Yes, ( ) No

Which? ___________________________________________

Do you feel you have good study habits and skills? ( ) Yes, ( ) No

If "No," in what do you need help? ______________________________________

How many hours per week did you study in high school? ______________________

What principal problems do you anticipate this year? ______________________

VOCATIONAL OBJECTIVES

What is your vocational goal? First Choice ______________________________
Second Choice ___________________________ Third Choice ___________________

( ) None, ( ) Need help in selection

What were the two main reasons for selecting this vocational goal?

(1) ___________________________________________

(2) ___________________________________________

What hobbies or special interests do you now have? ______________________

____________________________________________________________________

____________________________________________________________________
Will you work part-time or full-time in college? ( ) Yes, ( ) No

How many hours per week?

What kind of work do you presently feel qualified to do?

What kind of work would you most like to do while in college?

Have you had employment experience? ( ) Yes, ( ) No. Describe briefly.

ACTIVITIES

What non-school activities have you been involved in?

Which magazines do you read regularly?

How many hours per week do you usually spend dating?

How many weekends per month do you plan to be away from campus?

Which are the five best books you have ever read?

(1)

(2)

(3)

(4)

(5)

STUDENT PROBLEMS

Check the area(s) in which you would like some help or advice, or with which you anticipate some difficulty:

( ) Choice of vocation

( ) Choice of academic major

( ) Emotional problems (Worry, anxiety, homesickness, etc.)

( ) Physical appearance

( ) Physical condition

( ) Personal values

( ) Study habits

( ) Social life

( ) Friendships

( ) Religion

( ) Home life

( ) Dating

( ) Money

( ) Morals

( ) Other

SHARING YOURSELF

What are your 5 most important reasons for choosing this college?

(1)

(2)

(3)

(4)

(5)

What are your 5 most important objectives to be accomplished this year?

(1)

(2)

(3)

(4)

(5)

What are your 5 most pressing concerns at this time?

(1)

(2)

(3)

(4)

(5)

Which 5 words or phrases best describe you?

(1)

(2)

(3)

(4)

(5)

Which 5 issues would you like to explore in a discussion group?

(1)

(2)

(3)

(4)

(5)

STUDENT DEVELOPMENT ASSOCIATES
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