A technique designed to enhance first-year at-risk students' intrinsic motivation: its effect on quality of effort relative to the academic experience

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A technique designed to enhance first-year at-risk students' intrinsic motivation: Its effect on quality of effort relative to the academic experience

by

Wanda Earnestine Woods Everage

A dissertation submitted to the graduate faculty in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY

Major: Education (Higher Education)

Major Professor: Larry H. Ebbers

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Ames, Iowa

1999

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CHAPTER I. INTRODUCTION

Background Information

Astin (1985) posits that the purpose of higher education must be one of talent development that requires colleges and universities to provide a more learner-centered environment with an emphasis on developing the talents of all its students. Pace (1990) and Pascarella and Terenzini (1991) support this premise and identify students themselves as the critical change agents. What students gain from their college experience reflects the effort and energy they put into it, particularly when related to their academic experience (Astin, 1984; Kuh, Schuh, Whitt, & Associates, 1991; Pace, 1990; Pascarella & Terenzini, 1994; Pascarella et al., 1995; Terenzini et al., 1995). "Thus, development or change is not seen merely as the consequence of collegiate 'impact' on a student. Rather, the individual plays a central role in determining the extent and nature of growth according to the quality of involvement with the resources provided by the institution" (Pascarella & Terenzini, 1991, p. 51).

Astin (1985), Kaufman and Creamer (1991), Pace (1990), and Pascarella and Terenzini (1991) further assert that intrinsically motivated students improve their quality of effort and become more satisfied with their academic performance. When students perceive the locus of causality to be within themselves (Deci & Ryan, 1985), they have the "energy . . . to set goals (i.e., decide what to do) and . . . behave in such a way as to try to achieve these goals" (Deci, 1975, p. 100). "The desire to learn--to discover, to comprehend, to synthesize, to develop--is an intrinsic part of human nature, and this intrinsic motivation to learn should be exploited" (Deci & Ryan, 1985, p. 34). Although
"the problem of how to teach students to become active, motivated, and self-regulating learners is an old but continuing issue in education" (Pintrich, 1994, p. 597), "several different lines of research have now been conducted that point toward the conclusions that being intrinsically motivated to learn improves the quality of learning" (Deci & Ryan, 1985, p. 256).

"Certainly some students come to the classroom ready to expend considerable time and effort in their quest to learn the course material and achieve personal goals of success. Yet, for many students, the motivational pump is unprimed" (Forsyth & McMillan, 1994, p. 263). "More freshmen than ever appear disengaged from their studies. . . . The proportion who report having been bored by--or sleeping through--their high-school classes is also at an all-time high, according to a new survey" (Gose, 1998, p. 37). "One rarely hears a discussion about motivating college students to learn" (Stage, 1996, p. 229), and "more college freshmen than ever seem to believe that an education is to be endured rather than enjoyed" (Gose, 1998, p. 37). "In fact, many researchers assume that merely by enrolling in college, a student has demonstrated that motivation. From our own work with college students we know differently" (Stage, 1996, p. 229).

"Given that self-motivated learners exist rarely in the college classroom, what can teachers do to increase their students' motivation to learn?" (Forsyth & McMillan, 1994, p. 263). "Are there particular teaching or instructional approaches that are differentially effective for different kinds of students? What is the connection between the intellectual competencies acquired through the academic experience and those required in one's career?" (Pascarella & Terenzini, 1991, pp. 634-635).
Problem Statement

The researcher of this study developed the technique Dare to Dream in 1994 to specifically address students' motivation to learn. Dare to Dream is designed to enhance students' intrinsic motivation by helping them construct their own connections between the current academic experience and their future career aspirations (Chickering, 1994; Pascarella and Terenzini, 1991), thereby improving their quality of effort (Forster, Swallow, Fodor, & Foulser, 1999). The supposition is that students making these connections will enhance their intrinsic motivation resulting in increased involvement and improved quality of effort, particularly related to coursework and other academic activities inside and outside the classroom.

From 1994 to 1998, the researcher of this study, in the role of educator during that time, administered Dare to Dream to approximately 300 students in one-on-one sessions and in small and large group settings. Participants in Dare to Dream have included elementary, secondary, and postsecondary students and represent diversity relative to race, ethnicity, age, gender, class, disability, religious affiliation, and sexual orientation. Participants have also varied in their academic performance including those categorized as honors and nonhonors students (Gerrity, Lawrence, & Sedlacek, 1993) and students identified as at-risk "for academic failure" (Forster, Swallow, Fodor, & Foulser, 1999, p. 121). There are anecdotal records reflecting participants' perceptions of how Dare to Dream impacted their attitude and behaviors toward their coursework and other academic activities; however, there is no empirical evidence to support the effectiveness of the technique on motivating students to become more involved in their academic experience, thereby improving their quality of effort.
Purpose of the Study

The purpose of this pilot study was to examine the effectiveness of the technique Dare to Dream on enhancing first-year (postsecondary) at-risk students' intrinsic motivation, thereby improving their quality of effort relative to the academic experience. Thus, the research question for this study: Is there a difference in the quality of effort between first-year at-risk students assigned randomly to three groups:

Group 1  First-year students participating in Dare to Dream during a face-to-face session with a peer facilitator,

Group 2  First-year students not participating in Dare to Dream but meeting face-to-face with a peer facilitator, and

Group 3  First-year students not participating in Dare to Dream and not meeting face-to-face, but communicating electronically (e-mail) with a peer facilitator?

Even though Dare to Dream had been administered to elementary, secondary, and postsecondary students, the identified population for this study was first-year college students because there continues to be a belief that colleges and universities remain ideal settings for helping students realize and attain their professional goals (Brower, 1994; Pascarella & Terenzini, 1991).

Every now and then an article appears which points out that it's possible to have a good and well-paying career without having gone to college. Yet the vast majority of American families continue to feel that, where their own children are concerned, college is the very best route to follow. . . . Yes, it's possible to earn a good living by learning a desirable trade. But the doors to a trade open one by one. . . . College,
however flings open a whole nest of doors simultaneously.

(Trachtenberg, 1997, p. 15)

Upcraft, Gardner, and Associates (1989) report overwhelming evidence that college students' involvement and experiences during their first year largely determine their academic success in subsequent years of college. The importance of students' first year in college (Volp, Hall, & Frazier, 1998) led the researcher to select identified first-year students at Drake University, a private, independent, Midwestern university, as participants for this study. Drake University was one of the participating institutions in the National Study of Student Learning (NSSL), a three-year longitudinal research project begun in 1992 under the auspices of the National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA). The researcher of this study used the Estimate of Gains section from the College Student Experiences Questionnaire (CSEQ), a component of the NSSL project, to measure students' quality of effort. Requiring additional permission to use the Estimate of Gains section was not necessary because of Drake's involvement with the NCTLA.

**Definition of Terms**

Some researchers include all first-year students as an at-risk population because of students' academic and social adjustments from high school to college and the impact on retention and graduation rates (Upcraft, Gardner, & Associates, 1989). Others define at-risk as those students from underrepresented populations (Forster, Swallow, Fodor, & Foulser, 1999) on predominantly White campuses (MacKay & Kuh, 1994), or low-income students, students who commute, and returning learners (Noel, L., Levitz, R.,
At-risk can also refer to students in jeopardy of academic failure (Forster, Swallow, Fodor, & Foulser, 1999) due to less than acceptable academic performance. Subjects for this study were first-year at-risk students at Drake University. For purposes of this study, the following terms are defined to provide clarity for the reader.

**First-year students:** The more common term for first-year students is freshmen, however, the use of first-year is gender neutral and refers to students entering college directly from high school (17 to 18 years of age).

**At-risk students:** First-year students with a cumulative grade point average of 1.00 to 2.25 (on a 4.00 scale) after their first semester at Drake University are considered at-risk because they are in jeopardy of academic failure, regardless of race, ethnicity, gender, disability, religious affiliation, class, or sexual orientation.

To avoid experimenter bias effect, the researcher, who developed the technique Dare to Dream, selected and trained two Drake University upperclass students (Astin, 1996), referred to as peer facilitators, to administer the technique for this study. The research was conducted as a pilot study.

In a pilot study the entire research procedure is carried out, including analysis of the data collected, following closely the procedures planned for the main study. It permits a preliminary testing of the hypotheses that leads to testing more precise hypotheses in the main study. It often provides ideas, approaches, and clues not foreseen prior to the pilot study. Such ideas and clues greatly increase the chances of obtaining
clear-cut findings in the main study. It permits a thorough check of the planned statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data (Borg & Gall, 1989, pp. 77-78).

Theoretical Base for the Study

Student involvement theory has direct implications for the talent development view of institutional excellence (Astin, 1985); therefore, the researcher used Astin’s (1985) theory of student involvement as the theoretical base for this study. The involvement theory comprises five basic postulates:

1. Involvement refers to the investment of physical and psychological energy in "objects." The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination).
2. Regardless of its object, involvement occurs along a continuum. Different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in, say, academic work can be measured quantitatively (how many hours the student spends studying) and qualitatively (does the student review and comprehend reading assignments, or does the student simply stare at the textbook and daydream?).
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.

5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (Astin, 1985, pp. 135-136)

"The principal advantage of the student involvement theory over traditional pedagogical approaches (including the subject-matter, the resource, and the individualized or eclectic theories) is that it directs attention away from subject matter and technique and toward the motivation and behavior of the student" (Astin, 1984, p. 307).

Dare to Dream Technique Description

The "imagined" possibilities of the self as motivating forces (Markus & Nurius, 1986) is the foundation for development of the technique Dare to Dream. Students imagining themselves in their ideal future career and determining the relevancy of their current academic experience to their career aspirations is central to Dare to Dream. Students assess their current behaviors and attitudes relative to their academic experience and articulate a plan (set goals) for bringing closer together their expectations of the future and the reality of their current academic performance. "The relationship between achievement motivation and performance in a college course . . . [is] greatly accentuated if success in the course is seen as having long-range consequences with respect to success in one's chosen future career" (Horner, 1971, pp. 47-48). "Building connections between course content and students lives is essential, and integrating out-of-class, 'real world' elements into the
Motivated behavior does depend on one's attributions and on one's expectancies and beliefs about the outcome, but the referent of these expectancies and beliefs and the element that is psychologically experienced and that is a durable aspect of consciousness is a possible [imagined] self. These representations of self-relevant possibility include thoughts, images, or senses of one's self in the end state and at various substages of the end state. (Markus & Ruvolo, 1989, p. 217)

Faculty, staff, and student peers (Astin, 1996; MacKay & Kuh, 1994; Milem, 1994; Pascarella & Terenzini, 1995) helping students identify academic and lifelong learning goals (Chickering, 1994) is an ongoing process applicable to diverse individuals (MacKay & Kuh, 1994; McNeil, 1990; Pace, 1990) in a variety of educational settings (Pace, 1990). "A goal will have an impact on behavior to the extent that an individual can personalize it by building a bridge of self-representations between one's current state and one's desired or hoped-for-state. . . . The construction of a 'possible self'" (Markus & Ruvolo, 1989, pp. 211-212).

Possible selves represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation. . . . Possible selves are important, first, because they function as incentives for future behavior . . . and second, because they provide an evaluative and interpretive context for the current view of self. (Markus & Nurius, 1986, p. 954)
Brower (1997) cautions that a striving-for-future-selves strategy has its pitfalls, namely relying on our ability to create vivid and coherent mental images from imperfect and sometimes incomplete real-world information. "People often highlight the glamorous aspects of future selves . . . that bares little resemblance to reality" (Brower, 1997, p. 13). Nevertheless, striving-for-future-selves strategies are powerful and students already use them naturally when making decisions (Brower, 1997; Markus & Nurius, 1986).

"Levinson (1978) has described 'the Dream' . . . [as] a personal construction that contains the 'imagined self' associated with a variety of goals, aspirations, and values, both conscious and unconscious" (Markus & Nurius, 1986, p. 956). "By focusing on possible [imagined] selves, we are phenomenologically very close to the actual thoughts and feelings that individuals experience as they are in the process of motivated behavior and instrumental action" (Markus & Ruvolo, 1989, p. 217). However, students have to do more than just dream. "Merely expecting success in no way ensures success, but a positive expectation about performance is a critical link in the motivation-achievement chain" (Forsyth & McMillan, 1994, p. 266).

Using "dare" when implementing Dare to Dream represents a challenge opposite of what most confront in our society when presented with a dare. A negative connotation is usually associated with dare (e.g., students subtly and blatantly dare their peers to drink alcohol) (Wechsler, Kuh, Davenport, 1996). In contrast, Dare to Dream focuses on perceiving dare as a positive challenge. "What is possible for us to be, to think, to feel, or to experience provide a direction and impetus for action, change, and development" (Markus & Nurius, 1986, p. 960).
The power of positive expectations is startling. . . students who develop positive expectations about their performance, by comparison with students who have bleaker expectations, work harder on class assignments, take a more active role in their learning by asking questions, learn more material, and come to think of themselves as high achievers. (Forsyth & McMillan, 1994, p. 266)

Dare to Dream Session

During the Dare to Dream session, a peer facilitator met face-to-face with a first-year student in a centrally located, on-campus office for approximately forty-five minutes. The goal, within this brief period of time, was to stimulate students' thinking (Terenzini et al., 1994) about how they can begin and continue on their own to make connections between the current academic experience and their career aspirations and lifelong learning goals. Dare to Dream is a short-term intervention technique to empower students to take more responsibility for their short- and long-term successes.

The peer facilitator followed a structured interview to guide the student through the three phases of Dare to Dream: Phase I-Aspirations, Phase II-Reality, and Phase III-Closing the Gap (discussed below). Peer facilitators asked each participant a series of open-ended questions with inclusion of behavioral measures to emphasize the importance of interactive behaviors between students and the campus environment (Milem & Berger, 1997). "Astin was clearly describing involvement as behavioral in meaning. 'It is not so much what the individual thinks or feels, but what the individual does, how he or she behaves, that defines and identifies involvement!'" (Milem & Berger, 1997, p. 387). "Our relationships with students--the questions we raise, the perspectives we share, the resources we
suggest, the short-term decisions and long-range plans we help them think through—all should aim to increase their capacity to take charge of their own existence” (Chickering, 1994, p. 50).

**Phase I - Aspirations**

The peer facilitator invited the student to Dare to Dream—to imagine herself or himself in that ideal career; that job one can actually envision if one were to get up the next day and go to work (Helm, Sedlacek, & Prieto, 1998; Schein, 1997). Peer facilitators asked the students not to concern themselves with how much time it is going to take (graduate or professional school) or how much it is going to cost. Appropriate degree attainment and cost are essential issues to consider, but the goal at this particular time is to help students see themselves and articulate how they hope to be and not dwell on obstacles and challenges. Students concentrate on the outcome of their dream. Many students are not always sure of a major or have a career choice (Childress, 1998; Lewallen, 1995; Schein, 1997). In addition, some students are in college not because they want to be, but because of external pressures (i.e., parents). Whatever the reason for being in college, students involved in Dare to Dream were urged to share their area(s) of interest and brainstorm how their professional aspirations and lifelong learning goals can be enhanced by degree completion.

Specific questions asked by the peer facilitator during Phase I spurred open dialogue (Chickering, 1994, 1969). The questions asked during the Aspirations phase reflect Astin’s (1985) propositions that (a) involvement requires the investment of psychological energy and physical energy in 'objects' (for example, tasks, people, activities) of one sort or another, whether
specific or highly general; and (b) involvement is a continuous concept--
different students will invest varying amounts of energy in different objects.

1. Why have you chosen this particular area of interest or professional
direction?

2. What are the appealing features of your career choice or area of
interest?

3. What skills are necessary for you to be successful as a professional in
your career choice or area of interest?

4. What are the connections between what you are learning in your
current academic courses and your "dream" career or area of interest?

Phase II - Reality

After dream careers (possible selves) have been shared, questions were
asked by the peer facilitator to help students assess their current behaviors
and attitudes (now selves) relative to their dream careers. Throughout the
Reality phase, there was emphasis on students' perceptions of their
involvement as active participants in academic and cocurricular activities.
"Using Astin's theory of involvement, we . . . [examined] how involvement
behaviors affect perceptions, which in turn affect subsequent behavior"
(Milem & Berger, 1997, p. 392). The first four questions used in the Reality
phase were developed by Davis and Murrell (1993, p. 77) and the fifth

1. Do I attempt to find connections between my academic work and other
aspects of my life?

2. Am I actively participating in class, not just taking notes and staring
blankly into space?
3. Am I engaged with the material, posing questions and supporting fellow students in discussion?

4. Do I seek out faculty members?

5. How do my out-of-class activities (including student employment on and off campus) complement my vocational aspirations and post-college plans?

**Phase III - Closing the Gap**

"Who am I? . . . Who am I going to be? . . . Where am I? . . . Where am I going?" (Chickering, 1969, p. 16) are questions central to helping students close the gap between "now selves" and "possible selves." Peer facilitators explored with students what they can do on a daily or regular basis to close the gap between their aspirations and reality. "Given the demonstrated importance of student involvement, one of the things we should regularly assess is how much time students devote to various activities. Such information can reflect differing patterns of student involvement (Astin, 1996, p. 132). "One way to determine whether students are doing the things that produce the desired outcomes is to examine process indicators--measures such as the amount of time spent studying and in other activities that are empirically linked with outcomes" (Kuh & Vesper, 1997, p. 44). The following are variations of questions posed by Pace (1990) to assist students in developing a plan to better determine and measure their investment in academic activities. These questions reflect Astin's (1985) postulate that "involvement includes quantitative and qualitative components . . . [and] involvement constructs that are behavioral measures" (Milem & Berger, 1997, p. 387, 388).
1. How much time is spent on academic activities? How much time should you and will you spend on academic activities?

2. To what extent are you really engaged? To what extent should you and will you be engaged? How do you define engaged?

3. To what extent is the amount and scope, and quality of your investment related to what you get out of college and to your satisfaction with the college experience?

Peer facilitators shared ways to access information about various campus resources, including the career center and academic advisors (Helm, Sedlacek, & Prieto, 1998). They assisted students in developing measurable quality of effort objectives (e.g., going to class regularly, time management strategies allowing for increased hours of study, participating in supplemental instruction, study groups, and other academic activities).

Time plus energy equals learning. There is no substitute for time on task. Learning to use one’s time well is critical for students and professionals alike. Students need help in learning effective time management. . . . Providing students with opportunities to integrate their studies into the rest of their lives helps them use time well. (Chickering & Gamson, 1994, p. 255)

"Incorporating Astin's (1984) involvement constructs (behavioral measures)" (Milem & Berger, 1997, p. 388), peer facilitators encouraged students to discuss needed changes in quality of effort and strategies for becoming more involved, intrinsically motivated, and committed to their academic success, career aspirations, and lifelong learning goals. "Students were expected to reflect on what they were learning. . . and peers held students accountable for talking about and using what they were learning in
the classroom in their lives outside of class" (Kuh, 1995, p. 147). Peer facilitators concluded the Dare to Dream session by reminding students of two specific behavioral measures (Pike, 1994) that can have a positive impact on their ability to achieve their goals now and in the future.

1. Go to every class prepared.

Attendance and preparation are essential for academic success and future professional accomplishments. "Successful skills acquisition is likely to be contingent on students meeting their learning environments halfway (as they will need to do in the workplace if they are to be successful)" (Côté & Levine, 1997, p. 234). "Knowing how to interact with the academic environment constitutes a skill in itself" (Côté & Levine, 1997, p. 234) and peers can provide meaningful direction and guidance. "Among the characteristics of student effort that are associated with academic success in college are motivation, and study and test-taking skills (Miller, Finley & McKinley, 1990; Nelson et al., 1993)" (Clarke-Tomlinson & Clarke, 1996, p. 60). "Students learn what they study" (Kuh, 1999, p. 115). Therefore, time management and studying efficiently are essential.

However, not all students seem to realize this. Indeed, for example, students are often left to their own devices to acquire skills, including choosing what skills to develop and the extent to which they are developed. Consequently, self-motivation becomes an important skill. In addition, students may not even realize that the onus is often on them to make these choices and to teach themselves certain things. Hence, self-management skills become important. (Côté & Levine, 1997, p. 234)
2. Initiate and maintain contact with faculty.

"Students who reported higher levels of involvement with faculty were much more likely to report higher levels of academic integration" (Milem & Berger, 1997, p. 397).

Are students who gain more in their cognitive capacities more likely to seek contact with faculty members, or does the contact promote the development? In terms of policy or practice, whether the learning gains are the catalyst or a consequence of student-faculty interaction is a less interesting or urgent question than how to promote it. Student-faculty contact and student learning are positively related, and it would seem that finding ways to promote such contact is the best educational interests of both students and institutions. (Terenzini, Pascarella, & Blimling, 1996, p. 155)

"The instructional and programmatic interventions should not only increase students' active engagement in learning and academic work (Pascarella & Terenzini, 1991, p. 616), but they should also be "proactive, intentional, and creative opportunities for using the present state of theory to teach, challenge, and encourage students" (McCaffrey & Miller, 1980, p. 191). The technique Dare to Dream is one of those interventions designed to incorporate student development theory into our work with postsecondary students (Stage, 1996). Dare to Dream is designed to reinforce the "intellectual values and opportunities for learning" (Newcomb & Wilson, 1996, p. 22) and participants are encouraged to take a more proactive approach to their academic success.

The technique Dare to Dream "emphasizes active participation of the student in the learning process" (Astin, 1984, p. 301). Astin's (1985) emphasis
on developing the talents of all students and Astin's (1984) five basic propositions of student involvement theory provided the framework for designing Dare to Dream: (a) involvement means the investment of physical and psychological energy in different objects that range in the degree of specificity; (b) involvement occurs along a continuum, with different students investing different amounts of energy in various objects at various times; (c) involvement includes quantitative and qualitative components; (d) the amount of student learning and personal development is directly proportional to the quality and quantity of involvement; and (e) the effectiveness of any educational . . . practice is directly related to its capacity to increase student involvement (Astin, 1985; Milem & Berger, 1997).

Edelman's (1991) summary epitomizes the message conveyed to students participating in Dare to Dream.

Don't be lazy. Do your homework. Pay attention to detail. Take care and pride in your work. People who are sloppy in little things tend to be sloppy in big things. Be reliable. Stick with something until you finish. Take the initiative in creating your own opportunity and don't wait around for other people to discover you or do you a favor. Don't think you are entitled to anything you don't sweat and struggle for. . . . Don't ever stop learning and improving your mind.” (p. 51, 54).

**Summary**

"The Student Learning Imperative calls on educators to 'create conditions that motivate and inspire students to devote time and energy to educationally-purposeful activities, both in and outside the classroom' (American College Personnel Association, 1994, p. 1)" (Stage, 1996, p. 229).
Involvement is an active term and implies a behavioral component. "This is not to deny that motivation is an important aspect of involvement but rather to emphasize that the behavioral aspects . . . are critical (Astin, 1985, p. 135). "Today, motivational theories are widely recognized as critical in influencing behavior and learning (McKeachie, Pintrich, Lin, Smith, & Sharma, 1990)" (Stage, 1996, p. 229). Although theories of involvement "help us understand much about students' personal development, they do not completely contribute to our understanding of the ways in which students learn. Psychological theories of learning can assist educators as they work . . . to enhance learning on college campuses" (Stage, 1996, p. 227).

The cornerstone of how students learn most effectively at the undergraduate level is Astin's (1975, 1977, 1984) theory of involvement "which basically refers to the amount of time and physical and psychological energy that the student invests in the learning process. . . . The greater the student's degree of involvement, the greater the learning and personal development" (Astin, 1996, p. 124). "Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1984, p. 301).

Like most of the other studies of student development that we have been conducting at the Higher Education Research Institute for the past 20 years, . . . the results strongly support the importance of involvement as a powerful means of enhancing almost all aspects of the undergraduate student's cognitive and affective development. The three most potent forms of involvement turn out to be academic involvement, involvement with faculty, and involvement with
student peer groups. . . . Perhaps the most important generalization to be derived . . . is the strongest single source of influence on cognitive . . . development is the student's peer group. (Astin, 1996, p. 126)

Results from several studies, particularly those published by Astin (1984), Bauer (1995), Pace (1990), and Pascarella and Terenzini (1991), affirm the importance of students' quality of effort related to their intellectual development. According to Pace (1990), "students learn what they study, and the more they study, the more they learn . . . [and] the more they put into it, the better they like it" (Pace, 1990, p. 76, 121). Deci and Ryan (1985) add that "when people are intrinsically motivated, they experience interest and enjoyment, they feel competent and self-determining, they perceive the locus of causality for their behavior to be internal" (Deci & Ryan, 1985, p. 34).

"There is little evidence to suggest that different kinds of postsecondary institutions (e.g., Carnegie Classification Type) have a differential influence on the modest gains that students make during college in the direction of increased locus of control" (Pascarella et al., 1996, p. 732). "Substantial evidence [does] exists to suggest the importance of locus of attribution for academic success in the academic development of college students. However, the research is virtually silent with respect to the kinds of collegiate academic and nonacademic experiences that influence locus of attribution for academic success" (Pascarella et al, 1996, p. 733). Thus, educators must capitalize on ways to enhance students' intrinsic motivation (Forsterling, 1985). In addition, Astin (1993), MacKay and Kuh (1994), and Twale & Sanders (1999) encourage greater use of student peers to assist faculty and student affairs professionals in the learning process.
The researcher responded to the challenge for educators to exploit students' intrinsic motivation (Deci & Ryan, 1985) and for colleges and universities to develop the talents of all its students (Astin, 1985). "In its simplest terms the talent development conception of excellence focuses on changes in the student from the beginning to the end of an educational program" (Astin, 1985, p. 61). The talent development view of excellence, versus the reputational and resources views of determining an institution’s excellence in higher education (p. 60), provided the impetus for the researcher to develop a single technique with the goal of developing the talents of all students, regardless of age, gender, race, ethnicity, class, disability, religious affiliation, or sexual orientation; hence, Dare to Dream.

The researcher of this study and developer of Dare to Dream had administered the technique to over 300 students at the elementary, secondary, and postsecondary levels. However, postsecondary students identified as "at-risk" after their first-semester in a four-year postsecondary institution were identified for this study. The technique is designed to improve students' quality of effort by enhancing their intrinsic motivation relative to the academic experience. Students' individual perceptions and assessments of their talents and behaviors relative to the current academic experience and their future career aspirations are central to Dare to Dream. Short-term goals reflecting behavioral measures (i.e., amount of time devoted to studying) and their impact on long-term goals (career aspirations) can be the motivation students need to improve their quality of effort relative to the academic experience.

During the Dare to Dream session, students are challenged to construct connections between their current academic experience and their aspired
careers. Students' making these connections, it is speculated, will enhance their intrinsic motivation relative to academic coursework and related activities resulting in improved quality of effort. Open-ended questions used in the three phases of Dare to Dream (Aspirations, Reality, and Closing the Gap) help students clarify and establish expectations of themselves and the institution. "Expectations give purpose and direction to involvement" (Astin, 1996, p. 124).

Students becoming more aware of who they are and what they are capable of becoming, are more likely to carry out their goals and the institutions are much more likely to be successful in carrying out its talent development mission. "Most of the great philosophical and religious traditions have promoted, in one form or another, the maxim 'Know thyself’" (Astin, 1996, p. 133). The benefits of self-understanding are applicable to individual students as well as higher education institutions. Relying on Astin's (1985) postulate that the educational effectiveness of any practice is related to its capacity to increase student involvement, and using student peer facilitators (Astin, 1996; MacKay & Kuh, 1994) to administer Dare to Dream, the research question for this study was: Is there a difference in the quality of effort between first-year at-risk college students participating in Dare to Dream and first-year at-risk college students not participating in Dare to Dream.

Organization of this Study

Chapter II will contain a review of the literature in three related areas of this study: (1) quality of effort, (2) intrinsic motivation, and (3) peer interaction. Methods selected to measure the effectiveness of the technique
Dare to Dream on first-year students' quality of effort will be discussed in Chapter III with the results presented in Chapter IV. The study will conclude in Chapter V with a discussion of the limitations of this study and recommendations for future studies involving the technique Dare to Dream.
CHAPTER II. REVIEW OF THE LITERATURE

Introduction

According to Mitchell (1992) and Pascarella et al. (1996), a significant body of research exists on the influence and interrelationship between intrinsic motivation and quality of effort, particularly related to the academic experience of first-year students in two- and four-year colleges and universities. In addition to teachers, Astin (1993) and MacKay & Kuh (1994) stress the influence of peer interaction on student learning and encourage the involvement of peers when focusing on enhancing students' intrinsic motivation and improving their quality of effort.

This chapter represents a summary of the literature in these related areas and has three sections: (1) Quality of Effort, (2) Intrinsic Motivation, and (3) Peer Interaction. A review of the literature on these three topics established the foundation for examining the effectiveness of the technique Dare to Dream, facilitated by student peers, on enhancing first-year at-risk students' intrinsic motivation relative to the academic experience, thereby improving their quality of effort.

Quality of Effort

Student learning is "first and foremost a function of effort" (MacKay & Kuh, 1994, p. 221). The extent to which students invest themselves in their college work is the factor that is overridingly important in understanding why students do well or poorly in college (Davis & Murrell, 1993). "One unequivocal finding from the college outcomes literature is that the more effort students devote to educationally purposeful activities, the more benefit
in terms of learning and personal development" (MacKay & Kuh, 1994, p. 217). Students' involvement reflects their quality of effort and their quality of effort is a reflection of their involvement (Astin, 1984; Pace, 1990).

In Tinto's words, There appears to be an important link between learning and persistence that arises from the interplay of involvement and the quality of student effort. Involvement with one's peers and with the faculty, both inside and outside the classroom, is itself positively related to the quality of student effort and in turn to both learning and persistence (Tinto, 1993, p. 71). (Milem & Berger, 1997, p. 387)

"The research that links broad-based student involvement or quality of effort during college and increases in academic knowledge and skills opens a potentially significant new area of inquiry. This is particularly true if we can gain a better understanding of those institutional policies, practices, and organizational structures that facilitate involvement or quality of effort" (Pascarella & Terenzini, 1991, p. 102). "Findings from the National Study of Student Learning underscore an important generalization from research. . . . More important than traditional measures of institutional advantage may be what an institution does programmatically in areas such as the quality of learning . . . and the pattern, sequencing, and interrelatedness of coursework" (Pascarella, 1997, p. 16).

"The structural features of an institution are believed to have an indirect rather than a direct influence on student development, their effect being mediated through the institution's general environment, the quality of student effort, and students' interactions with peers and faculty members" (Pascarella & Terenzini, 1991, p. 55). "Differences in institutional resources
and prestige, such as library size, money spent per student, campus physical facilities, and perhaps even the academic selectivity of the student body, may not always have a dramatic influence on the developmental and intellectual outcomes of college" (Pascarella, 1997, p. 16).

When student background, status, environment, and, finally, quality of effort variables were entered into the regression model in order, ... analyses showed that the effort scales make a large contribution in accounting for student gains. This was true even after controlling for student background, status, and environment. (Davis & Murrell, 1993, p. 64)

Bauer (1995) examined quality of effort specific to intellectual development and concluded that "the amount of student effort devoted to coursework and using the library were significantly related to reported intellectual gains" (Bauer, 1995, p. 131). Studies by Pascarella and Terenzini (1991), substantiate that the extent of student involvement or engagement in academic and related experiences influences the individual student's academic experiences and learning. "The greater proportion of time in which the student is actually engaged in learning activities (taking notes, engaging in discussion, answering questions, and the like), the greater the level of content acquisition" (Pascarella & Terenzini, 1991, p. 98).

A series of single-institution, longitudinal analyses by Terenzini and colleagues (Terenzini, Pascarella, & Lorang, 1982; Terenzini, Theophilides, & Lorang, 1984a; Terenzini & Wright, 1987a; Volkwein, King, & Terenzini, 1986) sought to determine the kinds of college experiences that were related to student self-reports of progress in academic and intellectual skill development. Using regression analysis
to control statistically for salient background characteristics (for example, race, gender, secondary school achievement) and personal goals, the investigators found that a measure of classroom involvement had generally consistent, positive associations with academic and intellectual progress measure. The classroom involvement scale measures such factors as how frequently students express their ideas in class and are intellectually stimulated by material covered in class. (Pascarella & Terenzini, 1991, pp. 100-101)

It is true that "not all learning occurs as a result of the academic program or in classroom settings" (Pascarella & Terenzini, 1991, p. 84). "Out-of-classroom experiences offer opportunities to apply knowledge obtained from coursework" (Kuh, 1996, p. 136). "Students clearly learn a range of valuable skills from . . . work, and extracurricular . . . involvement. Yet it is undeniably the college's academic program, with its courses, classroom, laboratory, library, and related experiences that is the major vehicle through which subject matter knowledge and skills are transmitted" (Pascarella & Terenzini, 1991, p. 84).

Quality institutional programs and services offered throughout the learning environment (inside and outside the classroom) are critically important; however, "our key resource in creating learning-oriented practice is students themselves. Welcoming students as partners in the learning enterprise is essential if we are to find productive ways to situate learning in their experience, validate them as knowers, and engage them" (Magolda, 1996, p. 21). Cross (1996) concurs that students who are involved get more out of college than those who are not. "What we don't yet know is what causes these favorable results or how to extend and improve them" (p. 6).
Cognitive Skills and Effort

"Consistent with theoretical expectations, extent of growth in general cognitive skills during college appears to be a direct result of a student's quality of effort. . . . Involvement in intellectual and cultural activities may be more important to general cognitive development than other types of involvement (social, athletic, and so on)" (Pascarella & Terenzini, 1991, p. 159). Students' "strong interest and involvement in activities is sparked by challenges" (Bandura, 1989, p. 43), and "the challenges of college-level work . . . may be best met when students give credit to, and capitalize on, both ability and effort for their successes" (Stage, Muller, Kinzie, & Simmons, 1998, p. 20).

Ability and effort are typically cited as causes for academic outcomes. . . . As students use cognitive strategies to solve problems at hand and attribute their success to their efforts, they gain confidence that they can, in the future, apply their intellect and learned skills to help them successfully complete unfamiliar challenging tasks. When problem-solving situations arise in the future, they are more likely to use the cognitive tools at their disposal. . . . On the other hand, the converse is also true: Failure to make the connection between personal ability and effort, and performance outcomes may negatively affect learning by retarding development of an individual's ability to effectively marshal intellectual and emotional resources to attack academic tasks (Carr, Borkowski, & Maxwell 1991)." (Stage, Muller, Kinzie, & Simmons, 1998, pp. 12-13)

"Students who reflect on their learning are better learners than those who do not" (Cross, 1996, p. 6). "Learning, as used here, refers to any of a
variety of academic or cognitive gains. It refers to grade performance, various forms of academic, intellectual, or cognitive development, and changes in learning-related attitudes or values" (Terenzini, Pascarella, & Blimling, 1996, p. 150). "Students who see learning as a process planned and monitored by the learner are engaging in metacognition (a term used by cognitive psychologists to describe the 'executive function' that the mind is carrying out when it controls and directs learning" (Cross, 1996, p. 6).

We need some comparable concept to aid us in thinking about the student's control over the quality of the total college learning experience. How can students continually monitor the effectiveness of their college experience? How can they watch themselves in the process of getting a college education? How can they develop effective strategies to exert more control over the quality of their education?" (Cross, 1996, p. 6).

"How can educators help students connect learning in college to their lives?" (Magolda, 1996, p. 18). Two principles have emerged (Magolda, 1996) . . . that offer a foundation for learning-oriented practice.

The first principle is validate students as knowers--communicating to them that their thoughts and experiences have value. A closely related principle is situate learning in students' experience--using their experience as a starting point for exploring the topic or issue at hand. Applied together, these two principles create an opportunity for students to generate ideas related to the topic they are studying and to gain practice in expressing and processing their thinking. . . . Use of these . . . principles promotes cognitive development by welcoming students' current ways of thinking yet simultaneously encouraging
more complex thinking. Intrapersonal development is affected by the increasing confidence in oneself that comes from being validated as a knower. (Magolda, 1996, pp. 18-19)

"College students' attributions, or explanations for academic success or failure, can influence their efforts to succeed in college" (Stage, Muller, Kinzie, & Simmons, 1998, p. 21). Students can also develop greater resiliency to failure by attributing failure to factors that can be changed, such as by increased effort or more effective study" (Stage, Muller, Kinzie, & Simmons, 1998, p. 20). "People who credit their successes to personal capabilities and their failures to insufficient effort will undertake difficult tasks and persist in the face of failure. This is because they see their outcomes as influenceable by how much effort they expend" (Bandura, 1989, p. 20). Students who "ascribe their failures to deficiencies in ability and their successes to situational factors will display low achievement strivings and give up readily when they encounter obstacles" (Bandura, 1989, p. 20). Students who "believe they failed because they lack the ability are apt to slacken their efforts and become easily discouraged" (Bandura, 1989, p. 20). "As those closest to a problem are involved in solving it, they feel their own importance and empowerment to deal with issues. They are less willing to wait for answers to descend from above" (Corts, 1997, p. 15). "The more you discover about yourself, the more you . . . become secure. . . . You can think and formulate ideas for yourself, and ultimately that's what's important. You have a mind and you can use it" (Magolda, 1996, p. 16).

"Self-beliefs of capability affect personal goal setting. The more capable people judge themselves to be, the higher the goals they set for themselves (Bandura & Cervone, 1986)" (Bandura, 1989, p. 41). When self-satisfaction is
contingent on attainment of challenging goals, more effort is expended than if easy ones are adopted" (Bandura, 1989, p. 43).

A large body of evidence does show that the higher the goals the harder people work to attain them and the better is their performance. . . . However, the linear relationship is assumed to hold only if they accept the goals and remain strongly committed to them. Most people . . . eventually reject performance goals they consider unrealistically demanding or well beyond their reach. However, people remain surprisingly steadfast to goals they have little chance of fulfilling, even when given normative information that others reject them as unrealistic (Erez & Zidon, 1984). When assigned goals are beyond their reach and failure to attain them carries no cost, people try to approximate high standards as closely as they can rather than abandon them altogether (Garland, 1983; Locke, Zubritzky, Cousins, & Bobko, 1984). As a result, they achieve notable progress even though the accomplishment of distal goal aspirations eludes them. (Bandura, 1989, p. 43).

"Faculty and others may be able to work with college students to promote positive attributions for failures and successes" (Stage, Muller, Kinzie, & Simmons, 1998, p. 21). Active learning, the process of making students the center of their learning, is integral to enhancing students' quality of effort and has the potential to stir students enthusiasm for education (Warren, 1997). "Students are encouraged to use their college years to learn the skills and attitudes needed to succeed in life, not just acquire factual information" (Warren, 1997, p. 16). "If students are motivated to engage
actively in the learning process, they are more likely to meet the university environment halfway in a bilateral relationship” (Côté & Levine, 1997, p. 230).

**Student Initiative**

As students spend more time learning, they learn more (Tinto, 1997). "Much of what students gain from their studies is a function of the amount of time they devote to class-related activities after class" (Kuh, 1996, p. 136). According to Astin (1998), "since 1989 the percentage [of freshmen] who report spending at least six hours per week studying or doing homework has dropped from 42.3 to 35.7" (Astin, 1998, p. 131).

On average, students come from high schools where they spent no more than five hours a week on homework. For most, their workload changes little when they reach college. . . . less than six hours is the maximum per-week study time. Only slightly more than three percent . . . indicated that they studied twenty or more hours a week.” (Warren, 1997, pp. 16-17)

"By its very definition, initiative cannot be present given this minimal study effort. . . . Students' definition of their workload has to be drastically altered" (Warren, 1997, p. 17). "Scholars of learning and teaching--from groups as far-flung as critical theorists, feminists, narrative advocates, and liberation theologians--argue for the connection of learning to the experiences and lives of students. They believe this connection will empower students to think more critically, achieve self-authorship, and play an active role in shaping their lives" (Magolda, 1996, p. 17)."

Colleges have to help students change their attitudes about
initiative. . . . We have to help them appreciate that some of the most valuable learning must come from their own teaching. Fortunately, there is a lot of research pointing to the value of student effort. If I had to cite the most important piece, it would be the work of Robert Pace. The hallmark conclusion of his research, . . . is that the most important learning comes through what Pace calls "quality of effort." (Warren, 1997, p. 17)

"If contemporary society demands that college graduates be capable of developing their own beliefs and actively shaping their own and others' lives, students must be engaged in learning these processes during college" (Magolda, 1996, p. 21). "While grades are very important, it is likely that those with initiative will be the big achievers in life, even if their college grades are a bit lower than those of students who only do what they are told to do" (Warren, 1997, p. 19). "Getting students [actively] involved in thinking, questioning, and actively seeking knowledge is a key to effective education" (Cross, 1998, p. 9).

As discussed by Astin, different students will invest varying amounts of energy in various "objects." In turn, we suggest that involvement in these behaviors will influence students' perceptions regarding the degree to which students think the institution supports the academic . . . aspects of their experiences. In turn, these perceptions influence the likelihood that students will invest additional "energy" through their continued involvement. Moreover, . . . subsequent involvement will influence the level of students' institutional commitment which inevitably influences whether nor not students
become successfully incorporated into the college's . . . academic systems. (Milem & Berger, 1997, p. 390)

**Intrinsic Motivation**

Several correlational studies have related motivational variables to learning and achievement. According to Deci and Ryan (1985), children's scores from an intrinsic motivation inventory were correlated with their achievement scores to assess intrinsic motivation for reading, math, social studies, and science. "The analyses revealed significant correlations between intrinsic motivation and achievement, particularly within the four content areas" (Deci & Ryan, 1985, p. 256). Horner's (1971) findings suggest that an individual's characteristic achievement motivation for a particular activity will be increased if present performance is seen by the individual as instrumental to attaining a future achievement goal. "Experiments indicated that learning material in order to put it to use increased students' intrinsic motivation to learn and improved the quality of their conceptual learning" (Deci & Ryan, 1985, p. 270).

Recognizing the distinction between intrinsic and extrinsic motivation is critical for an understanding of development. Intrinsic motivation, an individual's basic needs to be competent and self-determining, is the primary energizer of the developmental process. The behaviors that constitute the inputs to development may be either intrinsically or extrinsically motivated (Deci & Ryan, 1985). "In other words, the development of some capacities and structures results from doing things that are interesting (i.e., from intrinsically motivated action), but the development of other capacities and structures results from behaviors that are not themselves interesting but are
instrumental for adaptation to the social world (i.e., from extrinsically motivated action)” (Deci & Ryan, 1985, p. 116).

Deci and Ryan (1985) report that students who were oriented primarily toward grades (extrinsic) rather than learning (intrinsic) were more anxious and less self-confident. "Even though grades motivate students to prepare for tests, they can also have unintended negative consequences for the student's attitudes, intrinsic motivation, and self-esteem. . . . When the regulations are internalized and integrated, the quality of learning is improved” (Deci & Ryan, 1985, p. 270). Conversely, "grades at the individual level are significantly influenced by such factors as personal motivation, organization, study habits, and quality of effort. . . . Thus, as a measure of successful adaptation to an academic environment, grades tend to reflect not only requisite intellectual skills but also desirable personal work habits and attitudes (Baker & Schultz, 1993)” (Hyers & Joslin, 1998, p. 388). Ideally, "conditions that are autonomy supporting and informational will promote more effective learning as well as enhance intrinsic motivation and self-esteem” (Deci & Ryan, 1985, p. 256).

When success is produced by factors that students think they can control—effort, motivation, diligence—they can assume that good scores will occur again. If, however, good grades are attributed to uncontrollable, external factors—such as an easy test, an excellent teacher, or the simplicity of the topic—then successful students must wonder whether they can maintain their high level of achievement. Conversely, failing students who believe that they can control the cause of their poor performance can reasonably hope to improve on future tasks. If, however, they believe that their grades result from
uncontrollable factors, such as low ability or a poor teacher, their expectations concerning future outcomes will remain negative. These attributional processes can be made to work in the service of motivation." (Forsyth & McMillan, 1994, pp. 267-268)

"Although intrinsically motivated learning is preferable, there are many instances in which the subject matter or the behaviors that children are required to learn are not inherently interesting" (Deci & Ryan, 1985, p. 270). Degree programs require certain courses that may not be interesting to some students or considered irrelevant to their personal goals. Courses may be too challenging or so easy that students become discouraged or disillusioned. Students may also have jobs and other activities viewed as far more exciting or involving than the act of learning (Forsyth & McMillan, 1994). In addition to some students not being inherently interested (intrinsically motivated), motivation is perceived by some college educators as irrelevant. "Laborers may need to be properly motivated by their supervisors, football players may require pumping up before the big game, and listless high school students may need to be seduced into the excitement of learning--but college students? Aren't they supposed to be self-motivated?" (Forsyth & McMillan, 1994, p. 263).

The importance of presenting material in ways that engage students is certainly not new (Day, Berlyne, & Hunt, 1971). Nonetheless, it is important that educators review the research because not all students come to class as self-motivated learners and one way of presenting material does not work the same for all students.

Educators too frequently assume that students are reluctant learners, in many cases they become reluctant only after their initial intrinsic
motivation is wiped away by hours of uninspired lectures in which instructors convey their own contempt for the subject matter. Instructors should do all they can to capitalize on intrinsic motivation. (Forsyth & McMillan, 1994, p. 264)

"Engaging in activities because they are cognitively appealing, because they are fun, has a certain aura of triviality, yet this motivation is very pervasive" (McReynolds, 1971, p. 43).

Cognitive Skills, Competence, and Intrinsic Motivation

"A motivated student without the appropriate cognitive skills will not perform well, nor will a skilled student who is not motivated" (Pintrich, 1994, p. 598). "Gains in various kinds of substantive knowledge and in cognitive competence may provide both a basis and the intellectual tools for students to examine their own identities, self-concepts, and the nature of their interactions with their external world" (Pascarella & Terenzini, 1991, p. 562).

Most motivational models of student achievement do not incorporate cognitive skills or strategies. It is assumed the students who have a "positive" motivational orientation (e.g., high self-efficacy, high task value, adoption of a learning goal, low anxiety, etc.) will try harder and persist longer at a task with a concomitant increase in performance. In some situations effort alone may result in satisfactory performance, but in many school situations effort alone may not be sufficient. For example, a college student may study for many hours a week, but if he [she] is using ineffective or inefficient strategies, he [she] will not do as well as a student who uses effective learning strategies. (Pintrich, 1994, p. 598)
Steele (1997) offers an insightful distinction that must be made between providing remedial programs versus challenging students. "Giving challenging work to students conveys respect for their potential. . . . Urie Treisman (1985) used this strategy explicitly in designing his successful group-study workshops in math for college-aged women and minorities. Taking students where they are skillwise, all students can be given challenging work at a challenging, not overwhelming, pace" (Steele, 1997, p. 627). "Expect more and you will get more. High expectations are important for everyone--for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy" (Chickering & Gamson, 1994, p. 258).

Results from several studies by Pintrich (1994) suggest that "motivational and cognitive components of student learning do not operate in isolation . . . but rather support and complement one another in a synergistic manner. Students can be skilled in cognitive and self-regulating strategies, but motivational beliefs can influence how these strategies are used for different tasks" (Pintrich, 1994, p. 606). Students can experience success and yet not maximize "their potential not only to succeed but to excel" (Morrill, Hurst, & Oetting, 1980, p. 91). Students must coordinate the cognitive and motivational components so they are "cognitively engaged in the task in a self-regulating fashion" (Pintrich, 1994, p. 598). "As a partial consequence of their cognitive gains, students appear to move toward greater self-understanding, self-definition, and personal commitment" (Pascarella & Terenzini, 1991, p. 562).

"The intrinsic needs for competence and self-determination motivate an ongoing process of seeking and attempting to conquer optimal challenges"
The need for competence leads people to seek and conquer challenges that are suited to their competencies, that are neither too easy nor too difficult. "Competence acquisition results from interacting with stimuli that are challenging" (Ded & Ryan, 1985, p. 28). "People who succeed exhibit shared characteristics. They are clear about what's driving them, what they want to do, and where they want to go. They have clear purposes. They set high standards, work hard, and take risks. They are self-confident, possessing a strong sense of competence" (Chickering, 1994, p. 51). "When individuals are intrinsically motivated to engage in an activity, the task is completed because of the feelings of competence and self-determination it affords them. . . . and they will be more likely to continue the activity without an external reward; their intrinsic motivation will have increased" (Deci, 1975, p. 284).

Career Success and Intrinsic Motivation

"In addition to cognitive skills and interpersonal competence, motivation is critical for career success" (Chickering, 1994, p. 51). "Managers, whose job it is to motivate employees, face much the same situation as school administrators and teachers whose job it is to motivate students. The desired behaviors are different, and the goals of the organizations are different, but the motivational questions cut through these differences" (Deci, 1975, p. 219). Deci (1975) reviewed the literature on two schools of management, intrinsic motivation in Participative Management and extrinsic motivation in Scientific Management, which clarifies the intrinsic motivation parallel between school and work.

Participative Management . . . assumes that situations can be structured so that people will motivate themselves. Underlying this approach is
the belief that humans have intrinsic motivation to deal effectively
and creatively with their environment, and that performing effectively
is rewarding in its own right. People can become committed to doing
their jobs well, and they can derive satisfaction from evidence that they
are being effective. . . . The people who carry out the operations are
given greater freedom to decide the most appropriate ways of doing the
job; they are given broad objectives and allowed substantial discretion
in determining how the objectives will be achieved. This discretion, it
is believed, will provide the workers with additional challenge that
will serve to elicit their intrinsic motivation.

Scientific Management . . . assumes that workers are indolent,
lazy, and need to be told what to do, and how to do it. . . . It is assumed
that their behavior is entirely under the control of the reinforcements
and contingencies in the environment. Hence, to motivate people, one
must establish control mechanisms whereby rewards are dispensed by
the environment only when the person performs effectively (i.e.,
evinces the desired behaviors). (Deci, 1975, p. 220)

Participative management is preferable at school and work because it
emphasizes students' and employees' participation in the decision-making
process. "Making decisions which affect one's work life allows one to
experience a sense of self-determination and are therefore intrinsically
rewarding. . . . People have some say about what they will do and how they
will do it . . . and become committed to doing it" (Deci, 1975, p. 223). "The
student who strongly commits himself [herself] to the mastery of a given
subject area has a degree of motivation that nothing else can equal"
(McReynolds, 1971, p. 43).
Researchers exploring productivity in industrial settings discovered long ago the motivating power of goals. People working at jobs ranging from hauling logs to generating creative ideas to proofreading were found to be unproductive if their goals were vague or absent but productive if they were laboring to attain clearly established goals . . . (Locke, Shaw, Saari, and Latham, 1981). These findings, applied to the classroom, suggest that students will perform better if they know what goals they are seeking and if those goals are personally important to them. (Forsyth & McMillan, 1994, p. 268)

Interest, Enjoyment, Involvement, and Intrinsic Motivation

Interest, enjoyment, and direct involvement with one's environment are qualities associated with intrinsic motivation. "Because interest can amplify other emotions it also plays a regulatory role with regard to a variety of experiences and behaviors" (Deci & Ryan, 1985, p. 28). People will seek situations that interest them and require the use of their creativity and resourcefulness. "Motivation prospers when students feel that their outcomes are under their personal control. Feelings of control do not just increase general feelings of personal ability; they also increase students' expectations concerning success" (Forsyth & McMillan, 1994, pp. 267-268).

Several results of Pintrich's (1994) study provide a foundation for development of institutional practices aimed at enhancing students' intrinsic motivation.

1. Good use of study time resulted in better grades in the class as well as on the exams and labs.

2. Students' high in effort management did well on all . . . performance measures.
3. Students who were able to regulate their effort and attention did better in class than those students who were not as effortful.

4. Students who stated that they were highly motivated for challenge and mastery performed at higher levels on exams, essays, and final grade than students who were not as intrinsic in their orientation.

5. Students who were interested in the course material and thought the material was important and useful also performed better on exams and the final grade.

6. Students who expected to succeed and believed that their grades were contingent on aspects of their own behavior rather than others' behavior performed at higher levels on all outcome measures.

7. Students who were more challenged and mastery oriented used more cognitive strategies and managed their effort in a more positive fashion than students who were less intrinsically oriented. (Pintrich, 1994, p. 599, 602)

Forsyth and McMillan (1994) conclude that "motivation is, to a large extent, a basic dispositional quality of each learner, but savvy instructors can do much to raise motivation" (Forsyth & McMillan, 1994, p. 245). "If we can keep students intrinsically motivated, provide meaningful feedback, and encourage the development of realistic, valuable, and achievable goals that students expect to achieve, their engagement in learning should be enhanced" (Forsyth & McMillan, 1994, p. 270). "When the educational environments provide optimal challenges, rich sources of stimulation, and a context of autonomy, a motivational wellspring of learning is likely to flourish" (Deci & Ryan, 1985, p. 245). "When they find optimal challenges, people work to conquer them, and they do so persistently. In short, the needs
for competence and self-determination keep people involved in ongoing cycles of seeking and conquering optimal challenges" (Deci & Ryan, 1985, pp. 32-33).

Human beings act on their internal and external environments to be effective and to satisfy the full range of needs. In the process, behavior is influenced by internal structures that are being continually elaborated and refined to reflect ongoing experiences. The life force for the activity and for the development of the internal structure is what we refer to as intrinsic motivation. (Deci & Ryan, 1985, p. 8)

**Peer Interaction**

Pascarella and Terenzini (1991) report that students' interactions with their peers have a strong influence on many aspects of change during college. These peer-to-peer interactions are particularly salient if they focus on ideas or intellectual matters, "thereby extending and reinforcing the intellectual goals of the academic program" (Pascarella & Terenzini, 1991, p. 620). "Students who reported higher levels of involvement with peers . . . were likely to report higher levels of academic integration" (Milem & Berger, 1997, p. 397). "Indeed, Astin has argued that students' peers are the single most important source of influence on most campuses" (Terenzini, Pascarella, & Blimling, 1996, p. 157).

With a variety of precollege characteristics held constant, including initial academic and social self-evaluations and the net of selected institutional characteristics, the evidence quite consistently indicates that levels of academic and social integration, particularly the degree of involvement with peers and faculty members, are positively related to
gains in students' academic and social self-concepts. (Pascarella & Terenzini, 1991, p. 206)

Research conducted by Astin (1994), MacKay and Kuh (1994), and Hargrove and Sedlacek (1997) found that peer interaction is a key factor in student learning and personal development. "Peers are the single most important group on a college campus with regard to learning and personal development regardless of ethnic background (Astin, 1993)" (MacKay & Kuh, 1994, p. 221). "Both intellectual development and social attitudes are affected by interactions with peers" (Kuh, 1996, p. 11), and "the characteristics of the peer group and the extent of the student’s interaction with that peer group have enormous potential for influencing virtually all aspects of the student’s educational and personal development" (Astin, 1996, p. 126).

According to Chickering (1994), "a student's most important teacher is another student" (Chickering, 1994, p. 253). "Kuh found that students' attributed gains in knowledge and academic skills primarily to their academic experiences and to faculty contact, but reported that gains in cognitive complexity (e. g., reflective thought and knowledge application) were attributed approximately equally to peers and academic activities" (Terenzini, Pascarella, & Blimling, 1996, p. 157). "Generally speaking, the greater the interaction with peers, the more favorable the outcome. Indeed, the study strongly suggests that the peer group is powerful because it has the capacity to involve the student more intensely in the educational experience" (Astin, 1996, p. 126).

"Clearly, the mentoring approach can be used to serve a variety of functions within diverse delivery systems" (McCaffrey & Miller, 1980, p. 191).
"A well-designed mentoring program could conceivably contribute to the academic success . . . of most students" (McCaffrey & Miller, 1980, p. 191).

The literature on college impact identifies the critical role that peers play in facilitating a variety of outcomes for undergraduates (see Astin, 1993; Feldman & Newcomb, 1969; Pascarella & Terenzini, 1991). Our results suggest additional support for these findings. Involvement with peers served as a significant positive predictor of perceived institutional support and peer support. (Milem & Berger, 1997, p. 396)

Peer mentors (McCaffrey & Miller, 1980) are significant in the lives of other students and they are concerned about building a climate in which students feel comfortable sharing and exploring their feelings, opinions, and values. Peer mentors effectively facilitate self-responsibility and self-directedness (Rooney, 1994) as well as collaborate with students to clarify specific objectives. "Mutually constructing meaning involves students with their peers, offering opportunities for interpersonal development. Starting with students' experience and at their levels of understanding acknowledges the developmental nature of learning" (Magolda, 1996, p. 19).

This growth-producing climate can best be established when students are seen as responsible, capable of self-direction, and able to continually grow and develop. . . . Not all students are equally capable of self-directed behavior upon entering the postsecondary educational setting. . . . The mentor should be able to recognize and respond differentially to variations in the development of self-directedness on the part of different individuals. . . . The ultimate aim of a mentoring relationship should be to promote individual responsibility rather than reliance and dependence on others. . . . Mentors should work
toward an egalitarian mentoring relationship, with the student assuming continually greater levels of responsibility. (McCaffrey & Miller, 1980, pp. 192-193)

"Colleges and universities can make greater use of student peer leaders to assist in implementing educational strategies. . . . Peer leaders can be highly effective in motivating students to explore new behaviors and attitudes" (Dalton & Petrie, 1997, p. 23). "It is apparent from the emphasis on mentoring programs for students developed across the different sectors of higher education that mentoring does work to encourage and support students" (Wilson, 1994, p. 51). Faculty and staff must capitalize on the influence of the peer and provide "an environment that promotes honesty in response, motivates the establishment of goals, and initiates a pattern of self-help" (Wilson, 1994, p. 53).

"A great deal of important information can be disseminated to first-year students through . . . the use of trained peer advisors who can provide much needed knowledge for career exploration at this optimum time (Nelson & Fonzi, 1995)" (Nelson & Dixon, 1997, p. 112). "In addition to being aware of available resources, the mentor needs to know how to integrate them into a feasible plan of action. The mentor, in some instances, must help the student analyze the appropriateness of various agencies and resource persons in relation to the student's proposed goals" (Nelson & Dixon, 1997, p. 194). In addition to the peer mentor helping other students, "it is further assumed that often the best way to learn something is to teach it to another" (Lenton & Duvall, 1980, p. 177); therefore, the peer mentor experiences cognitive growth and personal development by helping others.
"The student's peer group is a particularly potent source of influence on growth and development during the undergraduate years. . . . Knowledge of the importance of peer influence on student learning can, therefore, influence a broad range of institutional policies and practices" (Pascarella et al., 1996, p. 188).

Given the frequency with which students mentioned interactions with peers as antecedents to their learning, more research is needed on how to harness peer influence to further the educational aims of the institution (for example, nurturing student cultures that foster a high level of student involvement in educationally purposeful activities. (Kuh, 1995, p. 149)

Summary

"The involvement principle is simple but powerful: the more time and energy students expend in educationally purposeful activities, the more they benefit . . . [and] this premise is extended through five propositions" (Kuh, 1995, p. 125).

1. Involvement is the expenditure of psychological and physical energy in some kind of activity, whether specific (for example, organizing a blood drive, singing in an ensemble) or highly general (for example, attending a concert, going to the library).

2. Different students invest varying amounts of energy in different activities. That is, an elected student government officer may devote many hours to related tasks over several semesters, other students may attend only a few meetings of their residence hall governing body.
3. Involvement has quantitative and qualitative features. Measures of involvement could include something as simple as the number of organizations to which one belongs, or the number of times a student uses the library.

4. The benefits derived from involvement are a function of the quality and quantity of effort students expend. For example, similar to the positive relationship between grades and the amount of intellectual effort put into studying, organizing a campus-wide event requires more effort and is potentially a more powerful learning experience than merely attending the event. In general, student quality of effort in scholarly/intellectual activities and informal interpersonal activities are positively related to reported gains in intellectual skills and personal development. (Kuh, 1995, pp. 125-126)

"The structural features of an institution are believed to have an indirect rather than a direct influence on student development, their effect being mediated through the institution's general environment, the quality of student effort, and students' interactions with peers and faculty" (Pascarella & Terenzini, 1991, p. 55). All institutional policies and practices related to academic and nonacademic matters "can be evaluated in terms of the degree to which they increase or reduce student involvement. Similarly, all college personnel--counselors and student personnel workers as well as faculty and administrators--can assess their own activities in terms of their success in encouraging students to become more involved in the college experience" (Astin, 1984, p. 307). "The key task, then, is to design institutional policies and practices that engage students in a variety of learning activities and to cultivate an institutional ethos that promotes involvement in educationally
purposeful activities in other settings in addition to the classroom" (Kuh, 1996, p. 11). Engaging students "in mutually constructing meaning, joins the thinking of the educator and students. Joint meaning making helps students access and use existing knowledge to make informed judgments within the context of their own experiences" (Magolda, 1996, p. 19).

Increased student involvement, improved quality of effort, and enhanced intrinsic motivation during college increases students academic knowledge (Astin, 1985; Deci & Ryan, 1985; Pascarella & Terenzini, 1991). It is important to note that "not all students are equally capable of self-directed behavior upon entering the postsecondary educational setting" (McCaffrey & Miller, 1980, p. 192). However, student peers helping first-year students become more aware of available resources, analyze the appropriateness of various agencies and resources, and integrate them into a feasible plan related to students' proposed goals, can be a "potent" (MacKay & Kuh, 1994) influence on cognitive skill development.

Students learn not only through their out-of-class contacts with faculty members but also through their interactions with peers. Such interactions can, of course, take many different forms, occur in many different settings, and have many different purposes. The evidence is generally clear, however, that when peer interactions involve educational or intellectual activities or topics, the effects are almost always beneficial to students. (Terenzini, Pascarella, & Blimling, 1996, p. 156)

In addition to years in college, "successful careers call for well-developed cognitive skills, interpersonal competence, and motivation" (Chickering, 1994, p. 51). "Colleges and universities have a responsibility to
provide an education that will enable this generation to attain its personal dreams and serve the society it must lead. Current undergraduates must be taught hope, responsibility, appreciation of differences, and personal efficacy. . . . Infusing these key attributes throughout collegiate life . . . [and] with continual reinforcement, these qualities just might empower a . . . generation" (Levine & Cureton, 1998, p. 9).
CHAPTER III. METHODOLOGY

Introduction

The purpose of this pilot study was to examine the effectiveness of the technique Dare to Dream on first-year students' quality of effort relative to the academic experience. Dare to Dream is designed to enhance students' intrinsic motivation by constructing connections between the current academic experience and their future career aspirations, thereby improving their quality of effort. The study was carried out during the fall of 1997 and the spring of 1998 after the researcher received approval for this study from the Iowa State University Human Subjects Review Committee and the Drake University Office of the Executive Vice President and Provost (Appendix A).

Setting

The research was conducted as a pilot study at Drake University. "The less research experience . . . the more likely [an individual will] profit from the pilot study" (Borg & Gall, 1989, p. 78). Drake University, a private, independent institution is located in an urban setting in the Midwest. Drake had an enrollment of approximately 3500 full-time students (3000 undergraduate and 500 graduate and law), and 2000 part-time students (undergraduate and graduate). Of the 3500 full-time undergraduate student population, 60% were female, 40% male, and 10% identified as minority students. Approximately 57% of the full-time undergraduate population lived on campus. Approximately 13% of the first-year students had a cumulative grade point average below a 2.00 on a 4.00 scale and Drake had a 83.2% first-to-second year retention rate for all first-year students.
Preparation

The researcher of this study developed the technique Dare to Dream and had administered the technique to approximately 300 students over the past four years. The researcher did not administer Dare to Dream for this study, to avoid experimenter bias effect in designing and carrying out the experiment. "One effective technique is to train naive experimenters to work with students . . . participating in the study" (Borg & Gall, 1989, p. 657). Because the literature supports using peers to enhance student learning (Terenzini, Pascarella, & Blimling, 1996), the researcher selected and trained student peers to administer Dare to Dream to first-year at-risk students at Drake University. "Peer influences on student learning are shaped not simply by the occurrence of peer interaction but also by the content of those interactions" (p. 156).

For purposes of this study, the researcher selected and trained two peer facilitators (upperclass students) during the 1997 fall semester to administer the technique Dare to Dream. One peer facilitator was a White female classified as a senior at Drake and the other peer facilitator was an African-American male classified as a junior at Drake. Initial interest in the two peer facilitators was based on their performance as peer mentors in Drake University's Peer Mentor Program. Approximately 125 upperclass students volunteered as peer mentors to help new students with the sometimes difficult transition from high school to college. The researcher of this study was responsible for the development, implementation, and evaluation of the Peer Mentor Program, including selection of the 125 peer mentors. On the basis of the researcher's observations and interactions with the two peer facilitators for approximately three years prior to this study, they were
identified as excellent candidates to administer Dare to Dream. The characteristics that distinguished them from the other 125 peer mentors included a demonstrated skill in conflict management and effective communication. They were highly motivated, resourceful, and committed to the intellectual and personal development of new students above and beyond that expected or required of a volunteer in the Peer Mentor Program.

**Peer Facilitator Training Sessions**

The two peer facilitators were involved in four one-hour training sessions conducted by the researcher. The training sessions were held once a week for four weeks in an on-campus conference room.

**Training Session One**

During the first session, the researcher explained the purpose of the study and the importance of peer interaction in the learning process. The researcher shared the rationale for development of Dare to Dream and described the three phases of the technique (Aspirations, Reality, and Closing the Gap). A question and answer format was used to further clarify the role and responsibilities of peer facilitators. The first training session concluded with confirmation of peer facilitator time commitment and monetary compensation. The peer facilitators were reminded not to discuss the study or the treatment (Dare to Dream) with anyone.

**Training Session Two**

Session two focused on the art of facilitation and role-playing. The researcher explained why the term "facilitator" was used and demonstrated Anderson’s (1991) art of facilitation. Facilitation differs from traditional styles of teaching and counseling by the "democratic nature in which the facilitator co-exists with the participants on an equal social basis" (Anderson, 1991, p. 1).
"Research has shown that human beings are capable of moving in a positive direction when they experience facilitative treatment. . . . The facilitative process empowers people to become more creative, effective, responsible, and to acquire knowledge and understanding more easily" (p. 6). The facilitative approach relies on the notion that the action for learning is controlled by the students and not by the facilitator and that each person has sufficient wisdom to figure things out and the capacity to make a positive contribution at any given moment. "An effective facilitator demonstrates profound respect and sensitivity for each person. . . . Through creating a conducive learning environment, the facilitator assists students with becoming more aware, responsible, and competent" (pp. 1, 3).

During the role-play exercise, the researcher used the facilitative approach to administer the technique Dare to Dream with each peer facilitator. The researcher invited the peer facilitators to participate on the basis of their own "dream" career or professional area(s) of interest. Each phase of Dare to Dream had specific open-ended questions to encourage self-discovery through active participation (discussed in Chapter I). The peer facilitators experienced the three phases of Dare to Dream and gave feedback regarding their perceptions of the strengths and weaknesses of each phase. A "draft" of the training manual, developed by the researcher (Appendix B), was then given to each peer facilitator. They were asked to edit the manual based on their actual experience and what they envision will produce a more useful manual for implementation of Dare to Dream with first-year students. A Drake University professional staff member, who had worked closely with the researcher in a university employee capacity, observed the role-playing exercise and offered suggestions for improving the Dare to Dream training
manual. Peer facilitators were instructed to study the revised manual and be prepared to administer Dare to Dream with each other at the third training session.

Training Session Three

A coin toss determined which peer facilitator administered Dare to Dream first in the practice session with each other. The researcher and the Drake professional staff member observed, timed, and critiqued each session. The Dare to Dream sessions averaged 30 minutes to complete. Feedback on the facilitative process and the opportunity to practice were vital to the comfort level of the peer facilitators. Subsequently, session three lasted approximately one and one-half hours. Peer facilitators were instructed by the researcher to identify and bring with them a student of their choice to the fourth training session. Peer facilitators were not to inform the students about what was to happen or why. The fourth session would be the final "dress rehearsal" for the peer facilitators.

Training Session Four

The "practice" students arrived at different times, but the peer facilitators were present for each other's session. The researcher and the Drake professional staff member also observed. From the time of the practice student's arrival, the respective peer facilitator was engaged with their student as if it was the actual Dare to Dream session with a first-year student. At the end of each practice session, the practice student was asked her or his perceptions of the experience. At the conclusion of both practice sessions, the peer facilitators critiqued each other and offered suggestions for further improvement. They were each given a sample of the sheet listing various campus resources (Appendix B) that will be distributed to the participants in
the study. The researcher again reminded the peer facilitators not to discuss the study or the treatment with anyone. The researcher offered to meet with the peer facilitators individually or as a team whenever they had questions or felt the need to meet.

The two peer facilitators appeared to be adequately prepared to perform their duties as Dare to Dream peer facilitators based on the researcher's perceptions of their facilitation skills, understanding of the process involved when administering Dare to Dream, dedication throughout the training sessions, and the critique of their overall performance from the Drake professional staff observer.

**Subjects**

First-year students, on the basis of their fall 1997 cumulative grade point average (1.00 to 2.25 on a 4.00 scale) were the universe for the study. It is important to note that first-year students with a cumulative grade point average of 1.00 to 2.25 had met the predictive criteria for success established by the Office of Admission at Drake (e.g., high school grade point average, high school class rank, and ACT/SAT scores), and therefore had the potential to earn a cumulative grade point average of 2.00 or better.

Sample selection was based on college grade point average after one semester (Baker & Schultz, 1993; Hyers & Joslin, 1998) because institution-specific and national research have shown a direct correlation between students' grade point average and their successful adjustment to the intellectual demands of college (Astin, 1971; Bean & Bradley, 1986; Kinloch, Frost, & MacKay, 1993; Pascarella & Terenzini, 1991). At Drake, first-year students with a cumulative grade point average of 1.00 to 2.25 (on a 4.00 scale)
after their first semester are identified as "at-risk" (Patrick, Furlow, & Donovan, 1988; Schultz, Dickman, Campbell, & Snow, 1992). Students with a cumulative grade point average less than 1.00 are dismissed from Drake for one year (unless an appeal is granted). Students with a cumulative grade point average of 1.00 to 1.99 are placed on academic probation (Drake Catalog, 1996-98). Students with a cumulative grade point average of 2.00 to 2.25 are identified by the Office of the Executive Vice President and Provost as at-risk because one or two future low grades (D or F) could result in a cumulative grade point average less than 2.00. These students are in the category "taking steps early enough to avoid a problem" (Morrill, Hurst, & Oetting, 1980, p. 91).

First-year students with a 1997 fall grade point average of 1.00 to 2.25 returning for the 1998 spring semester were invited by letter to participate in this study. This yielded a total of 123 first-year students from a total population of 735 first-year students enrolled the 1997 fall semester. Using a table of random numbers, the 123 first-year students were assigned randomly to three groups during the 1998 spring semester; 41 students were assigned to each group:

Group 1  First-year students participating in Dare to Dream during a face-to-face session with a peer facilitator.

Group 2  First-year students not participating in Dare to Dream but meeting face-to-face with a peer facilitator.

Group 3  First-year students not participating in Dare to Dream and not meeting face-to-face, but communicating electronically (e-mail) with a peer facilitator.
Procedures

Random assignment was used to determine which peer facilitator and student would meet (Group 1, Group 2) and communicate electronically (Group 3). The two peer facilitators (senior, female; junior, male) administering the technique Dare to Dream were full-time students with a course load of 15 to 16 semester hours. Because of peer facilitators’ time constraints due to their class schedules, and the first-year student participants’ scheduling and rescheduling conflicts, the onset of the face-to-face meetings or electronic communication with the peer facilitators was different for each group.

Group 1

During the fourth week of the 1998 spring semester, students assigned randomly to Group 1 received a letter from the researcher inviting them to participate in the Dare to Dream study (Appendix A). Students were asked to sign and return a consent form if they wished to participate (Appendix A). Upon receipt of the consent form, the researcher communicated electronically with each student to schedule a meeting with a peer facilitator. They were asked in the electronic message to arrive approximately ten minutes prior to their session to complete a two-page questionnaire (pretest). Upon arrival, students were given the pre-questionnaire by a member of the staff in the Office of the Executive Vice President and Provost and asked to complete and return the questionnaire prior to their Dare to Dream session. The researcher has frequent contact with students. Therefore, it was important that students involved in the study not be biased by any conversation with the researcher prior to their Dare to Dream session.
After completing the questionnaire, students were greeted by a peer facilitator and escorted to the researcher's on-campus office. Only the student and peer facilitator were present during the session. Peer facilitators engaged the students in conversation for approximately 45 minutes during which time they guided the students through the three phases of Dare to Dream (Aspirations, Reality, and Closing the Gap). At the end of each session, the peer facilitators gave the students a sheet listing the campus resources available to Drake students.

Group 2

Students randomly assigned to Group 2 received a letter from the researcher during the seventh week of the semester inviting them to participate in a study that would involve their meeting with a peer facilitator to discuss campus resources. Students responded electronically if they were interested in participating and scheduled an appointment to meet with the peer facilitator. They were asked to arrive approximately ten minutes prior to their meeting to complete a questionnaire (pretest). The same procedure was followed upon their arrival to the Office of the Executive Vice President and Provost, including distribution of the pre-questionnaire, no contact with the researcher, and meeting place and time. Students in Group 2 were not involved in Dare to Dream but were given the listing of campus resources and the topic of conversation was the information on that specific sheet.

Group 3

Students randomly assigned to Group 3 received an electronic message from the researcher during the ninth week of the semester inviting them to participate in a study that would involve their communicating electronically with a peer facilitator regarding perceptions of their experiences at Drake and
satisfaction thus far. Those responding were sent a questionnaire and asked to return the completed questionnaire to the researcher. Upon receipt of the questionnaire, the researcher assigned students to peer facilitators and they communicated electronically with the peer facilitator asking the same questions to elicit responses regarding perceptions and satisfaction with their Drake experience.

**Entire Sample**

During the thirteenth week of the semester, students completing the pre-questionnaire and meeting or communicating electronically with a peer facilitator received the post-questionnaire (posttest). Included in the envelope with the post-questionnaire was a one-dollar bill with a note explaining the dollar bill symbolized their status as "number one" and represented a small token of appreciation for their participation in the study. First-year students returning both the pre- and post-questionnaire and meeting or communicating electronically with a peer facilitator were the only participants considered to have completed the study and only their data were used to determine statistical significance among groups.

The Registrar's office at Drake University maintains a complete data base on all enrolled students. The specific program for maintaining the student data base for this study was the Macintosh Claris File Maker Pro 3.0. Descriptive data obtained for each student in the study were gender, race, and living on-campus or off-campus.

**Instrument**

Data used were pretest and posttest scores from Pace's (1990) Estimate of Gains section of the College Student Experiences Questionnaire (CSEQ)
(Appendix A) to measure first-year students' quality of effort relative to the academic experience. The pretest and posttest questionnaire were both administered during the 1998 spring semester.

A unique feature of Pace's questionnaire is the assumption that all of the activities measured are voluntary. Each act presumes some initiative on the part of the student. This feature makes the concept of quality of effort and the CSEQ especially appropriate to our understanding of student responsibility. (Davis & Murrell, 1993, p. 60)

"The CSEQ shows high reliability and validity estimates. . . . Item intercorrelations for the QE [Quality of Effort] scales were all positive; reliability estimates ranged from .79 to .90. Norms were developed for four types of institutions: doctoral-granting universities, comprehensive colleges, general liberal arts colleges, and selective liberal arts colleges" (Bauer, 1995, p. 132).

The CSEQ relies on student self-reports. Self-reports are used frequently to assess outcomes of higher education that cannot be measured by achievement tests, such as changes in attitudes and values and gains in . . . practical competence. The CSEQ Estimate of Gains scores are consistent with results from achievement tests, and the reliability of responses is high for . . . the Gains . . . scales, with the vast majority of items falling between .65 and .90 (Kuh, Vesper, Connolly, & Pace, 1997). (Kuh & Vesper, 1997, p. 46)

The Estimate of Gains section contains twenty-three items. The researcher selected twenty-two of the items reflecting more closely the eight learning outcomes, approved by Drake University's Faculty Senate (1995) and by the North Central Association, applicable to all Drake students:
communication, critical thinking, artistic experience, historical consciousness, information and technological literacy, international and multicultural experiences, scientific and quantitative literacy, and values and ethics. The twenty-two-item questionnaire, administered as a pretest and posttest, took approximately ten minutes to complete. The ratings are on a 4-point Likert scale, with 1 meaning "very little" and 4 meaning "very much." Thus, higher scores on the items meant participants gained in their perceptions of their academic experience. The gain score was derived by subtracting the pretest score from the posttest score on the CESQ Estimate of Gains section used to measure quality of effort.

Results indicate that the Quality of Effort measures can be used to make valid and reliable inferences regarding students' efforts and involvement, and that the validity of the inferences is not conditional on whether the students are in vocational or transfer programs, attending full-time or part-time, or of majority of minority ethnic status. (Ethington & Polizzi, 1996, p. 711)

**Data Analyses**

Analysis of variance (ANOVA) was used to determine the difference in quality of effort among students who participated in Dare to Dream with a peer facilitator (Group 1), students who did not participate in Dare to Dream but met face-to-face with a peer facilitator (Group 2), and students who did not participate in Dare to Dream but received an electronic message from a peer facilitator (Group 3). Anovas were also used to explore other possible differences in gain scores as a function of available attribute variables. Because of the small sample size, statistical significance was established at the .10 level.
CHAPTER IV. RESULTS

Summary

Dare to Dream, developed by the researcher, is a technique designed to enhance students' intrinsic motivation, thereby improving their quality of effort relative to the academic experience. The purpose of this pilot study was to examine quality of effort between first-year at-risk students participating in Dare to Dream and first-year at-risk students not participating in Dare to Dream. First-year students at Drake University with a cumulative grade point average of 1.00 to 2.25 on a 4.00 scale were assigned randomly to three groups: (Group 1) first-year students participating in Dare to Dream during a face-to-face session with a peer facilitator, (Group 2) first-year students not participating in Dare to Dream but meeting face-to-face with a peer facilitator, and (Group 3) first-year students not participating in Dare to Dream and not meeting face-to-face, but communicating electronically with a peer facilitator.

Any differences between the three groups in the study were examined using analysis of variance. The difference between pretest and posttest scores (gain score) was used as the dependent measure in order to assess a change in quality of effort. There was no significant difference between the groups; therefore, the researcher was unable to reject the null hypothesis.

On the basis of first-year students' fall 1997 cumulative grade point average (1.00 to 2.25 on a 4.00 scale), a total of 123 students were invited to participate in the study and assigned randomly to three groups with 41 students in each group: Group 1 received the treatment Dare to Dream from a peer facilitator, Group 2 did not receive the treatment Dare to Dream but met with a peer facilitator, and Group 3 did not receive the treatment Dare to
Dream but communicated electronically with a peer facilitator. Of the 123 first-year students invited to participate, 29 first-year students completed the study, yielding a response rate of 24%. When gender, race, and where they lived in terms of on-campus or off-campus housing were taken into account for the 29 first-year at-risk participants, the sample included 21 (72%) females and 8 (28%) males; 24 (83%) Caucasians, three (10%) African Americans, and two (7%) Hispanic/Latino Americans; and 28 (97%) living on-campus and one (3%) living off campus. Demographic data by group on gender, race, and where they lived for the 29 participants are reported in Table 1.

Table 1

Demographics of Study Sample by Group, Gender, Race, Living Environment

<table>
<thead>
<tr>
<th>Group</th>
<th>Group 1 (n = 8)</th>
<th>Group 2 (n = 9)</th>
<th>Group 3 (n = 12)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Males</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>African-American</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Caucasian</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>On Campus</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Off Campus</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Data Analyses

The overall target sample was 123 students; the obtained sample (i.e., those students actually participating) for the Spring 1998 semester data collection was 29 (24%). The gain scores (difference score between pretest and posttest) were used to determine the mean and standard deviation as reported by group in Table 2, by gender of subjects in Table 3, and by experimenter gender in Table 4.

Table 2
Mean and Standard Deviation of Quality of Effort Gain Scores by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>3.500</td>
<td>10.212</td>
<td>8</td>
</tr>
<tr>
<td>Group 2</td>
<td>3.444</td>
<td>4.475</td>
<td>9</td>
</tr>
<tr>
<td>Group 3</td>
<td>1.167</td>
<td>3.298</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>2.517</td>
<td>6.116</td>
<td>29</td>
</tr>
</tbody>
</table>

Table 3
Mean and Standard Deviation of Quality of Effort Gain Scores by Gender of Respondent

<table>
<thead>
<tr>
<th>Gender</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1.667</td>
<td>4.973</td>
<td>21</td>
</tr>
<tr>
<td>Male</td>
<td>4.750</td>
<td>8.430</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>2.517</td>
<td>6.116</td>
<td>29</td>
</tr>
</tbody>
</table>
Table 4

Mean and Standard Deviation of Quality of Effort Gain Scores by Experimenter (Peer Facilitator)

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimenter 1 (female)</td>
<td>3.846</td>
<td>7.915</td>
<td>13</td>
</tr>
<tr>
<td>Experimenter 2 (male)</td>
<td>1.438</td>
<td>4.115</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>2.517</td>
<td>6.116</td>
<td>29</td>
</tr>
</tbody>
</table>

When examining the data in Table 2, there is a great deal of variability in the gain scores of participants in Group 1. The gain scores of one White male subject could be categorized as an "outlier" because his scores "differed remarkably from the general pattern established by the other subjects in the sample" (Borg & Gall, 1989, p. 368). When the mean and standard deviation were calculated for Group 1 without the subject identified as an outlier (n = 28), the results were M = .571, SD = 6.451. Using an ANOVA with the mean and standard deviation for Group 1 without the outlier, there was no significant difference between the three groups; therefore, the researcher was unable to reject the null hypothesis.

The mean and standard deviation by gender are reported in Table 3. When examining the mean and standard deviation of female and male gain scores, the male subjects had a mean greater than the female subjects. However, using the ANOVA with the mean and standard deviation for
female and male subjects did not yield significant difference between the two
groups; therefore the researcher was unable to reject the null hypothesis.

The mean and standard deviation by experimenter (peer facilitator) are
reported in Table 4. When examining the mean and standard deviation of
groups by experimenter gender (1 = female, 2 = male), the subjects interacting
with the female experimenter had a mean greater than that of the subjects
interacting with the male experimenter. Conducting an ANOVA employing
the means and standard deviations for subjects by experimenter gender did
not yield a significant difference between the two groups; therefore the
researcher was unable to reject the null hypothesis. Because of the small
number of students of color completing the study (n = 5) and the small
number of students living off campus (n = 1), the mean and standard
deviation for race and students' residence were not included in the data
analysis.

Table 5

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group Effects</td>
<td>2</td>
<td>37.352</td>
<td>18.676</td>
<td>.481</td>
<td>.6237</td>
</tr>
<tr>
<td>Within Group Effects</td>
<td>26</td>
<td>1009.889</td>
<td>38.842</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6

Analysis of Variance of Quality of Effort Gain Scores By Gender of Respondent

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group Effects</td>
<td>1</td>
<td>78.209</td>
<td>78.209</td>
<td>2.179</td>
<td>.1515</td>
</tr>
<tr>
<td>Within Group Effects</td>
<td>27</td>
<td>969.032</td>
<td>35.890</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7

Analysis of Variance for Quality of Effort Gain Scores By Experimenter (Peer Facilitator)

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-Value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group Effects</td>
<td>1</td>
<td>30.079</td>
<td>30.079</td>
<td>.798</td>
<td>.3795</td>
</tr>
<tr>
<td>Within Group Effects</td>
<td>27</td>
<td>1017.162</td>
<td>37.673</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results of the ANOVA for quality of effort relative to the academic experience reveal no significant difference between the three groups. Gain scores, the difference scores between pretest and posttest, were used to measure students' quality of effort. Statistical significance was established at the .10 level (see Table 5). There is not sufficient evidence to reject the null hypothesis and the results of the experiment are therefore inconclusive.

Incidentally, any difference between the female and male subjects in the study were examined using an ANOVA. Again, no significant difference found as a function of gender alone (see Table 6). The difference between gain scores as a function of gender of the peer facilitator (1 = female, 2 = male) was examined. As can be seen in Table 7, no difference was found. Because of the small number of students of color completing the study (n = 5) and the small number of students living off campus (n = 1), the function of race and the function of living environment were not examined.

Anecdotal Record

The researcher was unable to reject the null hypothesis in this study. There is no difference between first-year at-risk students participating in Dare to Dream and first-year at-risk students not participating in Dare to Dream. Thus, the results are inconclusive. However, it is important to include feedback received from students who have participated in Dare to Dream at the postsecondary level and those at the high school level. Student peer facilitators administered Dare to Dream to postsecondary students measuring for quality of effort (quantitative study) and the researcher administered Dare to Dream with ninth-grade high school students without measuring quality of effort. The comments presented here are a sample representing an
anecdotal record. The anecdotal record provides less precise scientific data, nevertheless, the subjectivity of the feedback (Borg & Gall, 1989, pp. 514-515) from students participating in Dare to Dream was of value to this study. Dare to Dream is designed to enhance any student's intrinsic motivation, thereby improving her or his quality of effort.

Responses from participants at Drake University were solicited after completion of the study. Students were invited to add any comments at the end of the post-questionnaire or send the researcher an electronic message. The following are direct quotes from Drake students after participating in Dare to Dream. Students responded to the question: What have you learned from the experience with Dare to Dream?

I know that I need to start making better decisions on what I am doing to get ready for my future career. I must be realistic regarding my dream job and my future job must be something I like. I will be sure to use the ideas on the programs that are available at Drake.

I did not realize how much time I have been wasting when asked the question "how much time do I spend studying?" I expect to go to work everyday and be prepared for meetings, etc., but I had not associated going to class prepared with what I will be doing in the future. Dare to Dream has helped me realize what I must do. The "Reality Check" phase was really an eye-opener.

I learned to go for my dream no matter what people say. I will use the information to help make my dream career a reality. No one can do this for me but me, so I had better work harder in my classes.
I learned how to achieve my dreams. This will be useful now and in the near future when I decide what career I want to pursue. I realize a person can become anything she wants if she believes she can. I know that I will use this information in the future.

My attitude toward my studies is getting better after Dare to Dream because I can now see the connection with what I am learning in class. I have to find my own reasons for making the connections. I liked talking to a peer because she understood what I am going through. Thanks.

I am going to work hard to change the number of hours I study and I need to get to know my professors better. I think I will sign up for supplemental instruction in math so I can improve my skills. Math is something I can use in any career and I just never realized how. Talking to a peer who is in the same area of study helped me too.

I should follow my dreams and use what I learned to guide me in my choices. I have to go for my dreams and start working towards them right now.

Although the researcher selected and trained peer facilitators to administer Dare to Dream in this study with postsecondary students, approximately 50 at-risk ninth-grade (high school) students participated in Dare to Dream during the Spring 1998 semester and the researcher administered the technique. No quantitative measures were used to measure quality of effort with the at-risk ninth-grade students, however, anecdotal
records were maintained of the responses from high school participants in Dare to Dream. These comments are included in the results section as additional information for further research studies using the technique Dare to Dream. The high school ninth-grade students were asked the question: What have you learned from the experience with Dare to Dream? The following samples of written comments were received by the researcher from the ninth-grade students.

I learned that you should always dare to dream and that you can be whatever you want to be. I'm sure that I'm going to use this information in the future when choosing a career knowing that I can be anything I want to be.

I learned that you should follow your dreams no matter what anyone says. I will use your advice in trying to follow my dreams of becoming a doctor.

Thanks for visiting our class. During your visit, I learned that I need to "dare to dream." I have already done that and now I'm going to go for my dream.

I learned more about what I want to be when I start looking for a career. I will use this when I decide what I'm going to do after high school.

One of the many things that I remember is that you should always believe in yourself and never let anyone take away your dreams.
I hope that I can achieve some personal goals that I have planned.

You told us to be thinking about our future job because it will be important to us. I will remember this advice and use it to help me in college.

I learned that others may not believe in me, but that I should always try my best because I know that I can do it. I learned that if you want to do something and if you try hard enough, your dream will come true. I will use this information in my future plans for college, a career, and my life.

I was moved by your speech. I learned that I can do anything if I put my mind to it, and strive to be the best. I will use that information in college as well as in the job atmosphere I plan to attend. Dare to Dream is one of the most valuable speeches I have heard.

On the basis of the anecdotal record, students participating in Dare to Dream surmised that individuals can achieve their dreams if they are willing to work hard and take responsibility for their successes now and in the future. Students realize there will be obstacles, but they appeared to have a heightened awareness of the connection between how motivated they are and the amount of work they put into their classes. In addition, they articulated connections between what they are learning in class and how it applies to their possible future careers. Making these connections helped them initiate plans to change their behaviors in terms of amount of time devoted to studying and how actively they participate in class.
Conclusion

The researcher was unable to reject the null hypothesis. There was no difference in the three groups when gain scores (pretest score subtracted from posttest score) were examined using ANOVA.

Group 1: First-year students participating in Dare to Dream during a face-to-face session with a peer facilitator.

Group 2: First-year students not participating in Dare to Dream but meeting face-to-face with a peer facilitator.

Group 3: First-year students not participating in Dare to Dream and not meeting face-to-face, but communicating electronically (e-mail) with a peer facilitator.

There was no significant difference as a function of gender alone or as a function of gender of the experimenter alone. The results indicate that the technique Dare to Dream, developed by the researcher of this study, had no measurable effect on first-year students' quality of effort relative to the academic experience.

The anecdotal record is a technique used quite commonly in education (Borg & Gall, 1989, p. 515). Several comments shared by students participating in Dare to Dream at the postsecondary and high school levels are included as objective students' perceptions of their experience with Dare to Dream. These anecdotal records can be useful when determining future studies involving the technique Dare to Dream.
CHAPTER V. DISCUSSION

Introduction

The limitations of this study, recommendations, conclusions, and implications for continuation of research are discussed in this chapter. Results of this study have indicated no differences in quality of effort between first-year students participating in Dare to Dream and first-year students not participating in Dare to Dream.

Group 1  First-year students participating in Dare to Dream during a face-to-face session with a peer facilitator.

Group 2  First-year students not participating in Dare to Dream but meeting face-to-face with a peer facilitator.

Group 3  First-year students not participating in Dare to Dream and not meeting face-to-face, but communicating electronically (e-mail) with a peer facilitator.

No differences in quality of effort between the three groups seem to imply that the technique Dare to Dream, developed by the researcher, was not effective in enhancing students' intrinsic motivation, thereby improving their quality of effort relative to the academic experience. Although the researcher of this study was unable to reject the null hypothesis, it is important that educators continue to improve current practices and develop new strategies that induce student involvement (Astin, 1985). Students' learning is directly proportional to the quality and quantity of their involvement, and their involvement can be enhanced by becoming intrinsically motivated (Astin, 1985; Deci & Ryan, 1985). Educators can empower students to become self-regulated and motivated learners (Deci &
Ryan, 1985; Pintrich, 1994) and using student peers can have a potent influence in the learning process (Astin, 1993; MacKay & Kuh, 1994).

**Limitations and Recommendations**

This study is limited in several respects and the researcher experienced many problems. Recommendations for improvement are indicated after each limitation and reflect issues related to the sample, testing procedures, treatment, and experimenters. As a result of developing the treatment, designing an experiment, and analyzing the results, the researcher has an enhanced ability to conceptualize, analyze, and evaluate a program.

**Sample Limitations and Recommendations**

The sample size was extremely small (N = 29). The differential loss of subjects across treatment groups was substantial. Of the 123 first-year students invited to participate in the study, 41 were assigned randomly to each group and a total of 29 completed the study (Group 1 = 8, Group 2 = 9, Group 3 = 12).

"One obvious solution is to increase sample size" (Borg & Gall, 1989, p. 668). "The general rule is to use the largest sample possible. . . . The larger the sample, the more likely is its mean and standard deviation to be representative of the population mean and standard deviation. . . . In experimental research, it is desirable to have a minimum of 15 cases in each group to be compared" (Borg & Gall, 1989, p. 233). The researcher recommends a minimum of 50 cases in each treatment group and inclusion of a control group for future examination of the effectiveness of Dare to Dream on quality of effort.

Power calculations play an important role when designing an experiment. If the power of a planned experiment is low, this means
that even if the research hypothesis is true, this study is not likely to yield significant results in support of it. In such a case, the time and expense of carrying out the study are rarely worthwhile. So when the power of a planned experiment is found to be low, researchers attempt to find practical ways to increase the power to an acceptable level.

The power of a planned study can, in principle, be increased by using more subjects. (Aron & Aron, 1994, pp. 232, 233, 234)

Another recommendation would be to eliminate one or more treatment groups (Aron & Aron, 1994, p. 668). The elimination of Group 3 and a comparison made between the two most theoretically interesting groups (Group 1 and Group 2) could be more appropriate for determining the effectiveness of the technique Dare to Dream on first-year students' quality of effort. Group 2 (no Dare to Dream but meeting face-to-face with a peer facilitator) was similar in both duration and procedure to the experimental treatment (Group 1).

Dare to Dream was designed to be used with any student regardless of their academic performance. Challenge versus remediation (Steele, 1997) is the goal of Dare to Dream; however, for purposes of this study, the target population was students identified as "at risk" on the basis of their first semester cumulative grade point average (1.00 to 2.25 on a 4.00 scale). Selection bias could be a problem with this sample. The selection of students not just representative of the extreme scores (low or high grade point averages only) is a recommendation for future studies. Had the researcher been able to reject the null hypothesis, statistical regression could have been a threat to the internal validity of this experiment.
Timing of intervention strategies for first-year at-risk students is critically important. "We argue that during the transition stage (occurring within the first 8 weeks [of the semester], . . . students begin to engage in a variety of behaviors that represent different forms and types of involvement (or lack of involvement)" (Milem & Berger, 1997, p. 390). Because of scheduling conflicts and workload of the peer facilitators, the times during the 1998 spring semester when each group met or communicated with a peer facilitator varied. This variation between groups and within groups was not ideal and care should be taken in future studies to control for these time variations (i.e., increase number of peer facilitators, select more than one location for the treatment groups).

The fact that this study used a single-institution sample does warrant caution in generalizing the results across institutions (Pascarella & Terenzini, 1991). This study was based on data from a very small sample of students at a single institution who may not be representative of any national population (Springer & Nora, 1995).

Testing Limitations and Recommendations

A limitation associated with testing in this study involves use of the same pretest and posttest administered within a period of four to six weeks. Although there was no significant difference in quality of effort between first-year students participating in Dare to Dream and first-year students not participating in Dare to Dream, there was anecdotal feedback from two students who specifically shared how their pretest and posttest scores differed because of their experience with the pretest. "After I took the pretest, I realized that I am not looking at my academic experience at Drake in a very mature way. So when I took the posttest, I rated myself higher because I am now
thinking the way I should about my academic experience." "The pretest heightened my awareness of how I should perceive my academic experience at Drake, and I was ashamed of my current attitude about school. Therefore, I rated myself lower when I took the posttest because I do have to improve my attitude about my academic experience at Drake." It is possible that posttests measured the effects of pretest sensitivity rather than the effects of Dare to Dream. In addition, "the responses of the students who were willing to participate in the study might have differed from those of the students who were invited but declined to participate" (Pascarella et. al, 1996, p. 184).

The appropriateness of the instrument for measuring quality of effort when assessing the effectiveness of the technique Dare to Dream over a short period of time (four to six weeks) caused an additional concern. The Estimate of Gains section of the College Student Experiences Questionnaire was previously used as part of a longitudinal study involving Drake students over a period of three years. However, use of the Estimate of Gains section to measure quality of effort for a limited period of time was questionable.

The researcher recommends that a carefully selected pretest and posttest instrument measuring quality of effort after one-year of an intervention strategy (Dare to Dream) be used or a longitudinal study conducted using the CSEQ Estimate of Gains pretest and posttest gain score to measure quality of effort. First-year students should be selected during the first two weeks of their first semester in college and Dare to Dream administered by trained faculty, staff, or peer facilitators. The researcher recommends two "touch-base" meetings for the purpose of follow-up during the first semester and two touch-base meetings during the second semester with the individuals administering Dare to Dream. At the end of the
academic year (second semester), the posttest will be administered and data analyzed to determine the effectiveness of the technique Dare to Dream on students' quality of effort relative to the academic experience.

Our findings provided strong support for the hypothesized relationship between early involvement and perceptions—namely, that the nature of students' early involvement during the Fall semester would influence their perceptions about their experience at the institution and that these perceptions would then influence the nature and extent of their subsequent involvement at the institution. Moreover, as we expected, early involvement in the Fall semester predicted involvement during the Spring semester. (Milem & Berger, 1997, p. 396)

Selecting an instrument other than the College Student Experiences Questionnaire (CSEQ) to measure students' quality of effort may result in different findings as well as impact the research design used in future studies. Qualitative as well as quantitative research is recommended because of the types of interactions between students and the individuals facilitating the Dare to Dream sessions and subsequent follow-up interactions.

The involvement measures are self-reported responses to items contained in our surveys. Direct observations of these behaviors probably would produce different patterns of findings than would self-reports of the same behaviors. . . . Although individuals believe they are providing an accurate report of their behaviors when they self-report behavior on a survey, they often unconsciously misrepresent their actual behavior in order to conform to expectations and protect self-esteem. Hence, future studies of this type might involve direct
observation of behaviors in order to glean further information about the nature of involvement behaviors. Although this strategy would require that researchers study a much smaller sample of subjects, this might prove to be a fruitful methodological trade-off that would allow researchers to elaborate further on the behavior-perception-behavior cycle. (Milem & Berger, 1997, p. 399)

Treatment Limitations and Recommendations

"One of the major problems of experimental research is producing a treatment that is strong enough to have an effect on the dependent variable" (Borg & Gall, 1989, p. 661). Dare to Dream had been administered to over 300 students by the researcher, but the Estimate of Gains section of the College Student Experiences Questionnaire had not been used as the pretest and posttest to measure quality of effort. In addition to the criticism that the researcher used a weak treatment, one could argue that Dare to Dream would have produced greater gains had it been used over a longer time period, perhaps an entire school year (Borg & Gall, 1989). Dare to Dream is designed to enhance students' intrinsic motivation and improve their quality of effort relative to the academic experience. The twenty-two items used from the Estimate of Gains section to measure quality of effort addressed the academic experience and learning outcomes expected of Drake students; however, achievement of the outcomes was not expected to happen over the course of a few weeks. Therefore, examining the effectiveness of Dare to Dream using the Estimate of Gains section after a few weeks may have contributed to a weak versus strong experimental treatment.

"Changes that occur during college are probably the cumulative result of interrelated experiences sustained over an extended period of time . . . [and]
research that focuses on the impact of a single or isolated experience [over a limited period] . . . is unlikely to yield strong effects” (Pascarella & Terenzini, 1991, p. 159). In addition, "no single policy or programmatic intervention is likely to have as much influence on student learning as will multiple experiences, in multiple areas, that are educationally relevant. The cumulative impact is likely to be even stronger when those experiences are part of coordinated and mutually supportive and reinforcing sets of programmatic and policy interventions” (Terenzini, Pascarella, & Blimling, 1996, p. 159). The academic experience is complex and varied and it was entirely possible that the dependent measure in this study only began to reflect those variations and complexities. The researcher recommends a longitudinal study to better determine the long-term effects of Dare to Dream on students' quality of effort.

Experimenter Limitations and Recommendations

Caution is advised when using student peers in the learning process because of the highly individualized nature of human relationships and preferences for certain personality types if one is to become more motivated to perform a certain task (McCaffrey & Miller, 1980). Therefore, a limitation of this study could be the use of student peer facilitators to administer the technique Dare to Dream with first-year students. Posttest measures could be the result of the different peer facilitators rather than the effects of Dare to Dream. However, because of the important influence of peers, particularly when related to intellectual matters, the involvement of student peers should be continued, but with a focus on the “behavioral outcomes of student participants as well as process considerations” (McCaffrey & Miller, 1980, p. 202).
Selection of a larger sample size will require additional peer facilitators to administer Dare to Dream. When using peer facilitators as the experimenters, it is important to note there are time restrictions due to their course load of 15 to 16 hours, in addition to time needed for their own studies and involvement outside the classroom. Securing financial support to provide monetary compensation for their participation in the study is a consideration. Whatever the obstacles regarding money and time, increasing the number of peer facilitators can be important.

The use of on-line discussion groups, or "chat rooms," to administer Dare to Dream could be an alternative to face-to-face peer interaction. Technology is so much a part of the lives of students entering college today (Laden, Jundt, & Etzkorn, 1996; LaPlante & Springfield, 1997). "Helping freshmen adjust to the university using peer guidance while giving them a 'jump start' with technology" (Laden, Jundt, & Etzkorn, 1996, p. 22) should be studied further. This approach could resolve some of the concerns cited earlier about variations in the onset of the three treatment groups.

The researcher supports the use of peer facilitators to administer Dare to Dream, not only as a solution for dealing with a larger sample, but because of the importance of peer interaction on student learning. Treatment fidelity should be maximized by careful training of all peer facilitators who will administer Dare to Dream. The researcher will need to write precise specifications for each experimental treatment and train the peer facilitators on how to follow these specifications. For this study, there was no direct observation of the peer facilitators during their Dare to Dream sessions with first-year at-risk students. Therefore, the researcher is unable to substantiate whether the peer facilitators conducted the sessions as specified during the
training sessions and in the training manual. "During the actual experiment
the researcher should collect data on the experimenter's behavior to
determine the congruence between behavior and treatment specifications"
(Borg & Gall, 1989, p. 659).

The researcher also recommends the research design be strengthened
and the study replicated using faculty and student affairs personnel to
administer the technique with students from two- and four-year institutions
(Mitchell, 1992; Miville & Sedlacek, 1995; Pascarella, 1997; Pascarella et al.,
1996) to determine the effectiveness of Dare to Dream on students' quality of
effort. "The results of the first year of the NSSL [National Study of Student
Learning] suggest ... at least during the first year of attendance, the cognitive
impacts of 2-year colleges may be indistinguishable from those of 4-year
institutions that enroll similar students" (Pascarella et al., 1996, p. 185).

In studies of two- and four-year college students from around the
country conducted as part of the National Study of Student Learning,
Bohr, Nora, Terenzini and I found that when statistical controls were
made for such factors as initial ability, academic motivation, age, family
social origins, work responsibilities, and full- or part-time enrollment,
there were only trivial and statistically nonsignificant differences
between community college and four-year college students in first-year
gains on standardized measures of reading comprehension,
quantitative reasoning, and critical thinking. (Pascarella, 1997, p. 16)
"In order to determine whether these findings apply beyond the context of
this institution, ... [the] model should be tested with data from students at
other types of institutions" (Milem & Berger, 1997, p. 399). "Most of what is
known about the influences of students' out-of-class experiences on their
academic, intellectual, and cognitive development is based on studies of White, traditional-aged students attending four-year, residential institutions on a full-time basis" (Terenzini, Pascarella, & Blimling, 1996, p. 160). With changing demographic profiles, it is imperative that research "constitutes a . . . portrait of college's impacts on the academic, intellectual, and cognitive development of women, students of color, low-income students, older students, part-time students, and other segments of our undergraduate populations" (Terenzini, Pascarella, & Blimling, 1996, p. 160).

Conclusion

"Experiments are not easy to conduct" (Borg & Gall, 1989, p. 639). However, the researcher has become a better educator because of this experience. Educators must become relentless in developing techniques, assessing practices, and reviewing policies that induce student involvement. Colleges and universities have a responsibility to develop the talents of all students by providing opportunities for them to become active and self-motivated learners. However, students' intrinsic motivation is the driving force behind their academic success and personal satisfaction. Students taking ownership for helping to discover the relevancy of their academic experience enhances their quality of effort. Increased and improved effort heightens students' determination and desires to accomplish their goals. Studies have confirmed that intrinsically motivated students improve their quality of effort and become more satisfied with their academic performance (Astin, 1985; Kaufman & Creamer, 1991; Pace, 1990; Pascarella & Terenzini, 1991); and satisfied students are more likely to stay in school.
Dare to Dream was developed by the researcher of this study to empower students—students taking more responsibility for their own academic success—by enhancing their intrinsic motivation. It was hypothesized that as a result of their becoming more intrinsically motivated, their quality of effort would improve relative to the academic experience. The researcher had administered Dare to Dream to over 300 students at the elementary, secondary, and postsecondary levels for over four years with significant anecdotal feedback from students, teachers, and parents that the technique had a positive impact on students' motivation to learn. Students were presented with a challenge to construct the connection for themselves between what they were learning in class to their career aspirations. As a consequence, the academic experience started to make sense. However, as vitally important as the anecdotal feedback was, it had not been empirically validated; hence, this pilot study was conducted to measure the effectiveness of Dare to Dream on improving students' quality of effort.

In essence, is there a difference between first-year students participating in Dare to Dream and first-year students not participating in Dare to Dream? The researcher was unable to reject the null hypothesis in this study. However, on the basis of the potential for the technique Dare to Dream to have an affect on students' intrinsic motivation to learn, subsequent studies should be conducted. Faculty and student affairs personnel must continue to invest in finding strategies and techniques to involve students as active learners, enhance their intrinsic motivation, and improve their quality of effort. A motivated, satisfied, and committed student is not reserved for particular individuals or specific groups of people. Motivation and satisfaction are something that can happen for any student at any time.
regardless of age, gender, ethnic background, religious affiliation, disability, sexual orientation, and economic status.

Astin's (1985) student involvement theory provided the theoretical base for this study and consists of five basic postulates: (a) involvement has both quantitative and qualitative features; (b) learning is directly proportional to the quality and quantity of involvement; (c) involvement requires the investment of students' psychological and physical energy; (d) involvement is a continuous concept—different students will invest varying amounts of energy in different objects; and (e) the educational effectiveness of any policy or practice is related to its capacity to induce student involvement. According to the researcher of this study, Dare to Dream has the potential to induce student involvement. Dare to Dream is designed to help students become more involved in their academic experience by intrinsically motivating them to construct connections between their current academic experience and their future career aspirations, thereby improving their quality of effort.

The technique Dare to Dream, on the basis of anecdotal references, not scientific data, has helped individual students develop meaning for themselves relative to their coursework and other academic-related activities. The researcher of this study, whose primary employment responsibilities and interests as an educator involves working closely with students in middle school (grades 6 through 8), high school (grades 9 through 12) and students in two- and four-year postsecondary institutions, recommends further study of Dare to Dream to better determine its effectiveness on enhancing students' intrinsic motivation, thereby improving their quality of effort relative to the academic experience.
Implications for Continuation of Research

The recommendation to continue research on the technique Dare to Dream is being made by the researcher of this study. On the basis of the interrelationship between intrinsic motivation and quality of effort, and anecdotal records over the past four years, Dare to Dream has the potential to assist in developing the talents of all students (Astin, 1985) relative to the academic experience. As stated earlier, Dare to Dream can be administered to students at any educational level and at any type of institution, but postsecondary students were selected for this pilot study and the researcher supports continued study of Dare to Dream at the postsecondary level. In our society, there is an importance associated with students' obtaining a college degree if they are to attain their professional and career aspirations (Trachtenberg, 1997).

Studies have found that college students' academic success affects their overall satisfaction with college (Bean & Bradley, 1986; Pascarella & Terenzini, 1991), which ultimately affects retention. Improving student retention has been a major goal in higher education for many years. According to a 1996 American College Testing Program (ACT) press release, findings derived from over 2500 four- and two-year accredited postsecondary institutions indicates "the percentage of U.S. college freshmen who fail to return for their sophomore year has reached a new high" (ACT, 1996, p. 1). Busby and Jackson (1995) cited the earlier work of Noel, Levitz, Saluri, and Associates (1985) as factors identified for students not being retained which includes two directly related to Dare to Dream: "boredom or uncertainty, . . . and a sense of irrelevancy associated with courses or academic problems (Noel, Levitz, Saluri, & Associates, 1985, pp. 10-15)" (Busby & Jackson, 1995, p. 99).
There continues to be an interest in the first-to-second year retention of students in two- and four-year colleges and universities (Dunphy et al., 1987; Upcraft, Gardner, & Associates, 1989). However, academic success and retention of adult learners have become the focus of recent studies. Compared to earlier generations, today's college students are older and more diverse (Levine & Cureton, 1998). Regardless of age, class, gender, race and ethnic background, full- or part-time enrollment status, there is an importance associated with academic success and student retention, and "satisfactory grades are often a prerequisite to successful implementation of a career in many fields (Pascarella & Terenzini, 1991, p. 470). Therefore, the connection stressed between students' academic experience and career aspirations for those participating in Dare to Dream could have a long-term effect during and beyond college regardless of age. If students are to complete their undergraduate education, helping retain them after college matriculation deserves attention.

Even though the retention of all students is important, the first-to-second year retention rate is of particular interest at Drake University. Although the first-to-second year retention rate at Drake is 83.2%, which is higher than the average for all four-year colleges and universities (73.6%), all privates (74.7%), and selective privates (82.1%), the researcher concurs with Drake administrators and faculty that the current retention rate is unacceptable because of the quality of students enrolled and the academic programs offered. Drake, as well as other colleges and universities, is undergoing changes in student populations, but Drake remains a residential college of traditional-age students. Therefore, the potential of the technique Dare to Dream to increase first-year students' involvement by enhancing
their intrinsic motivation, thereby improving their quality of effort relative to the academic experience, is of particular interest to the researcher and others in the Drake community.

There is an importance associated with "students being motivated to engage in reciprocal relationships with their learning environments in order to enhance their human capital skills" (Côté & Levine, 1997, p. 229). "Students must actively participate if they are to maximize benefits from their educational experiences (Astin, 1985)" (Côté & Levine, 1997, p. 230). "Policies and practices should be designed to encourage students to take responsibility for their own affairs, interact frequently with members of different groups in various settings, and apply knowledge gained in the classroom to other areas (for example, employment, community affairs)" (Kuh, 1995, p. 150).

It had been hypothesized by the researcher of this study that Dare to Dream could be useful when helping students identify their role and responsibility in the learning community. Helping students construct their own connections between their coursework and their aspired careers or professions could be useful for some students lacking purpose or not motivated and do not really understand why. Dare to Dream was conducted at Drake University as a pilot with results to be shared with an administrative team (including faculty). Drake has consented to be a site for further study, beyond the pilot, to determine the effectiveness of the technique Dare to Dream on enhancing students' intrinsic motivation, thereby improving their quality of effort relative to the academic experience. Astin's (1985) student involvement theory will be the framework for future studies and the study of motivational theory will continue.
"The weight of evidence . . . suggests that elementary, secondary, and college students who attribute academic success largely to their own effort (internals) do consistently better on a range of academic performance and achievement motivation measures than their counterparts who see little connection between their own efforts and academic success (externals) (e.g., . . . Stipek and Weisz, 1981). There is some reason to believe that locus of control may play an important role in facilitating learning in new situations. In his extensive and informative review of the implications of perceived control for college students . . . [he] points out that perceived control may play an even more important role in academic development at the college level than at elementary or secondary schools. (Pascarella et al., 1996, pp. 732-733)

The researcher of this study is an employee of Drake University and works primarily with first-year students, with an emphasis on students' intellectual and personal development outside the classroom. Peer-to-peer interactions associated with academic enhancements and transitional issues relative to students new to Drake are central to the work of the researcher as a Drake employee. The researcher is also a former high school vice principal and middle school teacher and maintains contact with students at the secondary level. Because the anecdotal record reflects positive feedback regarding Dare to Dream and the researcher has been encouraged by the Executive Vice President and Provost to incorporate Dare to Dream into the various programs offered by the Office of the Provost, the researcher is proposing two longitudinal studies. The first longitudinal study, involving first-year students at Drake University, would be developed by a team of
faculty, staff, and student peers and implemented during the fall 2000 semester. The second longitudinal study would involve identified middle and high school students and begin during the fall 2001 semester. This second longitudinal study would involve a team consisting of secondary teachers and postsecondary faculty and staff to develop, implement, and evaluate the effectiveness of Dare to Dream on enhancing students' intrinsic motivation, thereby improving their quality of effort. In addition, students from the area community colleges (Mitchell, 1992; Miville & Sedlacek, 1995; Pascarella, 1997; Pascarella et al., 1996) could be incorporated in both studies. The technique Dare to Dream will be the treatment for both longitudinal studies.

Even though student peers are influential in the learning process, student peers would not be used in the proposed longitudinal studies. Identified secondary and postsecondary faculty and student affairs professionals would be trained to administer Dare to Dream. As a rule, faculty and staff have more experience and a better understanding of teaching and learning practices inside and outside the classroom. Faculty and staff can also commit more time to the training component, to be conducted by the researcher of this study, and implementation of the technique Dare to Dream, including follow-up strategies throughout the treatment process. In addition to developing the proposal and research design, the researcher will work with the team of secondary teachers, postsecondary faculty, and student affairs professionals on exploring grant funding for the project.

The researcher continues to follow the subjects who participated in the pilot study at Drake during the spring 1998 semester. Two of the 29 participants who completed the study withdrew from Drake at the end of the spring 1998 semester and 27 returned for the fall 1998 semester. It would be
desirable to conduct a longitudinal study of the participants who completed
the pilot study and report the results after completion of four years at Drake
and continue five years beyond graduation (Pascarella & Terenzini, 1991) to
determine if their participation in Dare to Dream (initial and follow-up
sessions) had an impact on motivating them to pursue their "dream"
career(s) and lifelong learning goals.

The proposed longitudinal studies are ambitious goals, but are worthy
of further exploration if we, as educators, are committed to developing the
talents of all students, increasing student involvement, enhancing intrinsic
motivation, and improving quality of effort relative to the academic
experience. McReynolds (1971) raises several important questions that
provide implications for future research when examining the
interrelationship of student involvement, quality of effort, and intrinsic
motivation. "How can the commitment of students to appropriate academic
subject matter be enhanced and/or channelized? How can educational
procedures take advantage of the available commitments of young people?
And how can the commitment motivation of the listless, apathetic,
essentially uninvolved child [student] be increased?" (McReynolds, 1971, p.
44). Further study of the effectiveness of the technique Dare to Dream on
enhancing students' intrinsic motivation, thereby improving their quality of
effort relative to the academic experience, can contribute to our
understanding of ways to induce student involvement (Astin, 1985).
APPENDIX A. INFORMATION FOR REVIEW OF RESEARCH INVOLVING HUMAN SUBJECTS
Information for Review of Research Involving Human Subjects
Iowa State University
(Please type and use the attached instructions for completing this form)

1. **Title of Project**
   A Unique Method of Intrinsically Motivating Students to Improve Their Quality of Effort: Its Effect on Grade Point Average

2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are protected. I will report any adverse reactions to the committee. Additions to or changes in research procedures after the project has been approved will be submitted to the committee for review. I agree to request renewal of approval for any project continuing more than one year.

   Wanda E. Everage
   2/2/98
   Typed name of principal investigator
   Date
   Signature of principal investigator

   Professional Studies
   N232 Lagomarcino
   Department
   Campus address
   (515)964-5416(home) 294-9550(department)
   Phone number to report results

3. **Signatures of other investigators**

4. **Principal investigator(s) (check all that apply)**
   □ Faculty  □ Staff  ☑ Graduate student  □ Undergraduate student

5. **Project (check all that apply)**
   ☑ Research  ☑ Thesis or dissertation  □ Class project  □ Independent Study (490, 590, Honors project)

6. **Number of subjects (complete all that apply)**
   ___ # adults, non-students  ___ # ISU students  ___ # minors under 14  X ___ # minors 14 - 17
   123 Drake University first-year students

7. **Brief description of proposed research involving human subjects:** (See instructions, item 7. Use an additional page if needed.)

   See attached.

(Please do not send research, thesis, or dissertation proposals.)

8. **Informed Consent:**
   ☑ Signed informed consent will be obtained. (Attach a copy of your form.)
   □ Modified informed consent will be obtained. (See instructions, item 8.)
   □ Not applicable to this project.
Attachment for Question 7

7. Brief description of proposed research involving human subjects: (Use an additional page if needed.)

This study will use an experimental design to examine the impact of a motivational technique on the quality of effort and grade point average of full-time, *first-year college students.

Randomly assigned direct-from-high school, first-year students at Drake University, Des Moines, Iowa with a cumulative grade point average from 2.25 to 1.00 at the end of the fall 1997 semester, will be introduced to a motivational technique by trained peer facilitators during the spring 1998 semester. In individual sessions, peer facilitators will ask the students to "Dare to Dream" about their career aspirations. First-year students will explore the connection and relevancy between their career aspirations and the courses they are currently taking as a means of intrinsically motivating them to improve their quality of effort, and its effect on grade point average.

Descriptive statistics will provide baseline information and analysis of variance will be used to determine whether mean grade point average and quality of effort scores differ significantly and whether the factors interact significantly with each other for:

a) students introduced to the motivational technique Dare to Dream in an individual session with a peer facilitator;
b) students not introduced to the motivational technique Dare to Dream but have an individual session with a peer facilitator; and

c) students not introduced to the motivational technique Dare to Dream and do not have an individual session with a peer facilitator, but have one-time only electronic mail communication with a peer facilitator.

Data will be obtained from Drake University Registrar’s Office at the beginning of the spring 1998 semester to verify continued full-time enrollment and fall 1997 cumulative grade point average for each student in the study. Also included will be SSN, birthdate, ACT/SAT scores, high school grade point average, high school class rank, gender, and ethnicity/race. Students’ spring 1998 cumulative grade point averages will be obtained from the Registrar’s office at the end of the spring semester.

A pre- and post-instrument consisting of 22 items will be administered to students in the study to measure their quality of effort toward academics. The items are taken from the College Student Experiences Questionnaire (Pace, 1990).

*The term “first-year” is used in place of the gender-based synonym “freshmen.”

Wanda E. Everage
9. Confidentiality of Data: Describe below the methods you will use to ensure the confidentiality of data obtained. (See instructions, item 9.)

See attached.

10. What risks or discomfort will be part of the study? Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects' dignity and self-respect as well as psychological or emotional risk. See instructions, item 10.)

See attached

11. CHECK ALL of the following that apply to your research:

☐ A. Medical clearance necessary before subjects can participate
☐ B. Administration of substances (foods, drugs, etc.) to subjects
☐ C. Physical exercise or conditioning for subjects
☐ D. Samples (blood, tissue, etc.) from subjects
☐ E. Administration of infectious agents or recombinant DNA
☐ F. Deception of subjects
☐ G. Subjects under 14 years of age and/or Subjects 14 - 17 years of age
☐ H. Subjects in institutions (nursing homes, prisons, etc.)
☐ I. Research must be approved by another institution or agency (Attach letters of approval)

If you checked any of the items in 11, please complete the following in the space below (include any attachments):

Items A–E Describe the procedures and note the proposed safety precautions.

Items D–E The principal investigator should send a copy of this form to Environmental Health and Safety, 118 Agronomy Lab for review.

Item F Describe how subjects will be deceived; justify the deception; indicate the debriefing procedure, including the timing and information to be presented to subjects.

Item G For subjects under the age of 14, indicate how informed consent will be obtained from parents or legally authorized representatives as well as from subjects.

Items H–I Specify the agency or institution that must approve the project. If subjects in any outside agency or institution are involved, approval must be obtained prior to beginning the research, and the letter of approval should be filed.
Attachment for Questions 9 and 10

9. Confidentiality of Data: Describe below the methods you will use to ensure the confidentiality of data obtained. (See instructions, item 9.)

My current position as Assistant to the Provost for Academic Enhancement at Drake University provides me the opportunity to have access to all student information. I maintain student databases and other computer programs on the Macintosh located in my office in the Administration Building (Old Main, Room 202) on Drake’s campus. The specific program for maintaining the student database for this study will be Claris File Maker Pro 3.0.

The coordinator of the Drake University Student Development and Learning Center (SDLC), who reports to me, also works closely with the Registrar’s Office and has direct access to all student records. His computer programs are also located in a secured environment. Therefore, the coordinator of the SDLC and I will be the only individuals collecting and maintaining the database for this study.

The two peer facilitators in this study who will implement the technique Dare to Dream with first-year students will not have access to any student records. They will know the names of the first-year students assigned to them, but will not know anything else about the individual student’s academic profile, academic performance, or results of the 22-item survey.

10. What risks or discomfort will be part of the study? Will subjects in the research be placed at risk or incur discomfort? Describe any risks to the subjects and precautions that will be taken to minimize them. (The concept of risk goes beyond physical risk and includes risks to subjects’ dignity and self-respect as well as psychological or emotional risk. See instructions, item 10.)

There are no risks or discomfort involved in this study. The technique “Dare to Dream” will be introduced by peer facilitators to first-year students in a small classroom located on Drake’s campus (Meredith Hall). Meredith Hall is centrally located on campus and the sessions will be held during times when the building is accessible to all students throughout the day and evening hours.

There are no risks to students’ dignity or self-respect, and no psychological or emotional risks are involved. During the Dare to Dream technique, students are asked to share their career and professional aspirations and then discuss the connection and relevancy they perceive with relation to their currently enrolled courses. Campus resources to assist students will be shared and a follow-up electronic message will be sent by the peer facilitator a few weeks after the session to find out how the first-year students are progressing and to answer any questions regarding campus resources.
Checklist for Attachments and Time Schedule

The following are attached (please check):

12. □ Letter or written statement to subjects indicating clearly:
   a) the purpose of the research
   b) the use of any identifier codes (names, #s), how they will be used, and when they will be removed (see item 17)
   c) an estimate of time needed for participation in the research
   d) if applicable, the location of the research activity
   e) how you will ensure confidentiality
   f) in a longitudinal study, when and how you will contact subjects later
   g) that participation is voluntary; nonparticipation will not affect evaluations of the subject

13. □ Signed consent form (if applicable)

14. □ Letter of approval for research from cooperating organizations or institutions (if applicable)

15. □ Data-gathering instruments

16. Anticipated dates for contact with subjects:
    First contact          Last contact
    Month/Day/Year          Month/Day/Year

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual tapes will be erased:
    August 10, 1998
    Month/Day/Year

18. Signature of Departmental Executive Officer          Date          Department or Administrative Unit
    [Signature]
    2/16/98

19. Decision of the University Human Subjects Review Committee:
    □ Project approved          □ Project not approved          □ No action required
    Patricia M. Keith          2/16/98
    Name of Committee Chairperson          Date          Signature of Committee Chairperson
February 5, 1998

(Student’s Name)
(Local Address)

Dear Student’s Name:

This letter is to invite you to participate in an important study designed to improve the quality of effort and grade point average of first-year students at Drake University. Even though you may know me as the Assistant to the Provost for Academic Enhancement at Drake, I am conducting this study as a doctoral candidate in Higher Education at Iowa State University.

The study will involve your completing a survey and meeting with a peer facilitator for approximately 30 minutes at which time you will be introduced to the motivational technique “Dare to Dream.” I developed the technique Dare to Dream and it is designed to assist students in exploring the connection and relevancy between their career aspirations and the courses currently enrolled. By making this connection, students will become more intrinsically motivated -- motivated from within -- to improve their quality of effort; thereby, improving their grade point average.

I have trained peer facilitators (upperclass students) to implement the technique with first-year students. As a participant, you will not be required to read or study anything ahead of time. You will be asked to complete a 22-item survey prior to your session with the peer facilitator. Please be assured that your responses on the survey and during the session with the peer facilitator will remain confidential. The information learned from this study will be used for my dissertation with any specific student identifiers deleted following completion of the study.

I hope you will be able to assist in this very important project. The findings of the study not only have significance for all students at Drake University, they will hopefully provide valuable information that you, as an individual, can use to improve the quality of effort toward your academics throughout your undergraduate years and in your professional career(s).

(over)
Please accept in advance my sincere thanks and appreciation for your cooperation. I ask that you sign the attached "Participant Consent Form" and return to the Office of the Provost, Room 202, Old Main, on or before Tuesday, February 10, 1998.

Upon receipt of your signed consent form, I will contact you immediately regarding a meeting time with a peer facilitator.

If you have any questions, please e-mail me at wanda.everage@drake.edu or call 271-3751. Thank you.

Sincerely,

Wanda E. Everage
Doctoral candidate
Higher Education
Iowa State University
“DARE TO DREAM”

PARTICIPANT CONSENT FORM

Yes, I am willing to participate in the "Dare to Dream" study conducted by the researcher, Wanda E. Everage, doctoral candidate in Higher Education at Iowa State University.

I understand that

1. the purpose of this study is to motivate first-year students to improve their quality of effort and grade point average,

2. I will complete a 22-item survey,

3. I will meet with a peer facilitator and be actively engaged for approximately 30 minutes using the motivational technique Dare to Dream (meeting date and time to be scheduled with Wanda Everage),

4. my responses on the survey and during the Dare to Dream session with the peer facilitator will remain confidential,

5. the results of this study will be used for research purposes only and will in no way become a part of my permanent record at Drake University, and

6. my participation in this study is voluntary and nonparticipation will not affect any evaluations of me now and in the future.

Name (please print)_________________________________________Date_____________________

Local Address_____________________________________________

Local Telephone Number (____) _______________________________

E-mail Address ____________________________________________

Signature:________________________________________________

Please send through campus mail or bring to the Office of the Provost, Old Main, Room 202 on or before Tuesday, February 24, 1998.
February 2, 1998

Human Subjects Committee
Iowa State University
Ames, IA  50011

To Whom It May Concern:

Wanda E. Everage is given access to student records at Drake University not only in her capacity as Assistant to the Provost for Academic Enhancement at Drake University, but also for her research on her dissertation with Iowa State University.

Sincerely,

R. Barbara Gitenstein
Executive Vice President and Provost
Questions in this survey were taken from the College Student Experiences Questionnaire (CSEQ) by C. Robert Pace (1990), through the Center for the Study of Evaluation, UCLA Graduate School of Education.

The researcher for this study, Wanda E. Everage, selected items from the CSEQ that more closely identify with academic experiences that are related to intrinsic motivation and quality of effort at Drake University — estimate of gains in experiences in college up to now.

Your thoughtful and honest response to each question is very important. Please take time to complete the entire survey and mark only one answer for each question. Also, please remember to write your social security number (SSN) in the space provided at the bottom of the survey.

Please bring the completed survey to your scheduled “Dare to Dream” session.

Again, thank you for your willingness to complete this survey as part of the study conducted by Wanda E. Everage, doctoral candidate in Higher Education at Iowa State University.
Attachment for #15

ESTIMATE OF GAINS
CSEQ (1990)

DIRECTIONS: In thinking over your experiences in college up to now, to what extent do you feel you have gained or made progress in each of the following respects? Mark only one answer for each question.

1. Gaining a broad general education about different fields of knowledge.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

2. Developing an understanding and enjoyment of art, music, and drama.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

3. Broadening your acquaintance and enjoyment of literature.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

4. Writing clearly and effectively.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

5. Acquiring familiarity with the use of computers.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

6. Understanding the nature of science and experimentation.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

7. Understanding new scientific and technical developments.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

8. Becoming aware of the consequences (benefits /hazards/ dangers/values) of new applications in science and technology.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

9. Ability to think analytically and logically.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

10. Quantitative thinking — understanding probabilities, proportions, etc.
    [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

11. Becoming aware of different philosophies, cultures, and ways of life.
    [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

12. Seeing the importance of history for understanding the present as well as the past.
    [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much (over)
13. Gaining knowledge about other parts of the world and other people — Asia, Africa, South America, etc.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

14. Ability to put ideas together, to see relationships, similarities, and differences between ideas.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

15. Developing your own values and ethical standards.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

16. Understanding yourself — your abilities, interests, and personality.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

17. Understanding other people and the ability to get along with different kinds of people.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

18. Ability to function as a team member.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

19. Developing good health habits and physical fitness.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

20. Ability to learn on your own, pursue ideas, and find information you need.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

21. Acquiring background and specialization for further education in some professional, scientific, or scholarly field.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

22. Gaining a range of information that may be relevant to a career.
   [ ] Very little   [ ] Some   [ ] Quite a bit   [ ] Very much

THANK YOU FOR YOUR PARTICIPATION

Social Security Number _____________________________________________

W. Everage
APPENDIX B. DARE TO DREAM TRAINING MANUAL FOR PEER FACILITATORS
Dare to Dream

Dare to Dream, a technique developed by Wanda E. Everage, is designed to enhance students' intrinsic motivation, thereby improving their quality of effort relative to the academic experience. This technique emphasizes self-discovery through active participation. Through self-discovery, students will better determine the relevancy of their coursework (classes) to their own career aspirations and life-long learning goals. Students imagining themselves in their ideal future career and determining for themselves the relevancy of their current academic experience to their career aspirations is central to Dare to Dream. Students assess their current behaviors and attitudes relative to their academic experience and articulate a plan (set goals) for bringing closer together their expectations of the future and the reality of their current academic performance.

Studies have documented that intrinsically motivated students tend to improve their quality of effort and become more satisfied with their academic experience. Satisfaction and improved academic performance result in higher retention and graduation rates, which enables students to pursue, more realistically, their educational and professional goals.

Peer interaction is also very important and a key factor in student learning, particularly when the focus is on ideas or intellectual concerns. Therefore, upperclass student peer facilitators will implement Dare to Dream with first-year students at Drake University.

Why first-year students? A significant body of research exists on the interrelationship between intrinsic motivation and quality of effort related to the academic success of first-year students in two- and four-year colleges and universities. However, the development of strategies and techniques
designed to demonstrate the influence of this interrelationship is not as prevalent in the literature; hence, Dare to Dream.

**Characteristics of a Peer Facilitator**

Dare to Dream uses a facilitative approach based on Anderson's (1991) *The Art of Facilitation*. "Research has shown that human beings are capable of moving in a positive direction when they experience facilitative treatment. Carl Rogers found that the facilitative process empowers people to become more creative, effective, responsible, and to acquire knowledge and understanding more easily" (p. 6).

Facilitation can be distinguished from traditional styles of teaching and counseling by the "democratic nature in which the facilitator co-exists with the participants on an equal social basis" (p. 1). Facilitation does not involve "control, force, . . . or manipulation. . . because these behaviors are presumptuous and communicate that the facilitator knows best what others need to know or, how they should be and, what they should do" (p. 1). The facilitative approach relies on the notion that the action for learning is controlled by the students and not by the facilitator and that each person has sufficient wisdom to figure things out and the capacity to make a positive contribution at any given moment (Anderson, 1991).

"An effective facilitator demonstrates profound respect and sensitivity for each person" (p. 1). A facilitator can be described as an "artist who cultivates purposeful action through processing discoveries, observations, and perceptions. . . . Through creating a conducive learning environment, the facilitator assists students with becoming more aware, responsible and competent" (p. 3).
Anderson stresses that in addition to authenticity, nonjudgmentalness, and conscious awareness, it is helpful when the facilitator consciously cultivates the following personal characteristics:

**Caring.** Caring seems to hold the central position in the facilitative process. . . . In caring for other people you experience them as having the potentialities and the need to grow.

**Honesty.** Intellectual approaches and training procedures alone are seldomly effective in helping people to learn, solve problems or to grow. People learn best from educators who are real and authentic. . . . The characteristics of openness and honesty make the facilitator more approachable.

**Courage.** Real courage begins with humility--being open to learn from any source or person, as well as from your own mistakes.

**Patience.** Patience conveys kindness because you allow students time, space, and opportunity to learn in their own way. . . . It is important to be patient with yourself as well as with others.

**Tolerance.** You are arrogant when you choose to see people as you perceive they should be rather than as they are. When you are tolerant you allow others to change in their own time and way.

**Trust.** Trust involves letting go and demonstrates confidence in an individual's ability to learn from mistakes and for making good decisions. A feeling of security accompanies trust. (Anderson, 1991, pp. 5-6)

Congratulations! You have demonstrated these qualities and have been selected to be a peer facilitator for Dare to Dream.
Dare to Dream Session

During the Dare to Dream session, a peer facilitator meets face-to-face with a first-year student in a centrally located, on-campus office for approximately forty-five minutes. The goal, within this brief time, is to stimulate students' thinking (Terenzini et al., 1994) about how they can begin and continue on their own to make connections between the current academic experience and their career aspirations and lifelong learning goals. Dare to Dream is a short-term intervention technique to empower students to take more responsibility for their short- and long-term successes.

You, as the peer facilitator, will follow a structured interview to guide the student through the three phases of Dare to Dream: Phase I-Aspirations, Phase II-Reality, and Phase III-Closing the Gap. You will ask each student a series of open-ended questions. "Our relationships with students—the questions we raise, the perspectives we share, the resources we suggest, the short-term decisions and long-range plans we help them think through—all should aim to increase their capacity to take charge of their own existence" (Chickering, 1994, p. 50).

Phase I: Aspirations (5-10 minutes)

You will invite the student to Dare to Dream—to imagine herself or himself in that ideal career; that job one can actually envision if one were to get up the next day and go to work (Helm, Sedlacek, & Prieto, 1998; Schein, 1997). Tell the students not to concern themselves with how much time it is going to take (graduate or professional school) or how much it is going to cost. Appropriate degree attainment and cost are essential issues to consider, but the goal at this particular time is to help students see themselves and
articulate how they hope to be and not dwell on obstacles and challenges. Students are encouraged to concentrate on the outcome of their dream.

Many students are not always sure of a major or have a career choice (Childress, 1998; Lewallen, 1995; Schein, 1997). In addition, some students are in college not because they want to be, but because of external pressures (i.e., parents). Whatever the reason for being in college, students involved in Dare to Dream were urged to share their area(s) of interest and brainstorm how their professional aspirations and lifelong learning goals can be enhanced by degree completion.

Note: Make sure you maintain good eye contact and be very attentive. Feel comfortable using nonverbal cues such as nodding your head, smiling, etc. when appropriate.

**Peer Facilitator**

In our society, when someone ‘dares’ another individual to do something, is it usually something positive or negative?

**Student response**

Primarily negative (in most cases this will be the response).

**Peer Facilitator**

Yes, unfortunately, it is usually negative. (You may want to elaborate on the some of those negative dares: alcohol situations, gang-related activity.) However, today, I am going to ask you to do something positive. I am going to ask you to Dare to Dream.

I want you to imagine that you are getting up tomorrow morning and you are going to your ‘ideal’ job/career/profession. The career/profession you
can imagine yourself and doing what you think you really want to do as a professional.

You are not to worry at this point about how much it is going to cost or how long it is going to take to complete all of the education required of your job. Of course, this will be the only time you will hear someone say not to worry about cost (Smile).

I invite you to just focus on that "ultimate" or "ideal" career. Please share what that career might be and describe how you see yourself in that job/profession and what you will be doing. Remember: I am asking you to DARE TO DREAM.”

Student response
The student will begin to share her or his dream job/career/profession.

Peer Facilitator

Why have you chosen this particular area of interest or professional direction?

What are the appealing features of your career choice or area of interest?

If the student is not sure of the exact career/profession, don’t panic. That is fine. Ask the student to think about why he or she is in college because evidently there is some type of desire to be in the professional arena or they would not be here. But, if the student still cannot identify a particular profession and is appearing to be frustrated because they have not yet selected a career, try to reassure the student by reminding her or him that it is okay that a certain career has not been determined. We, at Drake, and across the
country, have found more and more "open majors" are coming to college and that means they are open to exploring options; however, there are still some skills professionals share in common regardless of their chosen profession. The peer facilitator will ask the student:

What skills are necessary for you to be successful as a professional in your career choice or area of interest?

What are the connections between what you are learning in your current academic courses and your "dream" career or area of interest?

**Student response**

Students will usually include speaking, writing, listening, and computer skills. Encourage them to elaborate on the importance of working with different kinds of people in different settings focusing on the need to think critically, analyze situations, and engage in problem-solving strategies--regardless of the profession. These skills are necessary if one is to be competitive and successful in any professional environment.

**Peer facilitator**

Now that you have identified some of the skills you will need to be successful at whatever chosen profession you decide to pursue, let's deal with reality.

**Phase 2: Reality (10-15 minutes)**

After the student shares her or his dream career or area(s) of interest, you will ask questions to help the student assess her or his current behaviors and attitudes relative to their dream careers. Throughout the Reality phase,
there is emphasis on students' perceptions of their involvement as active participants in academic and cocurricular activities.

Peer facilitator
Okay, now it is time for a "reality check." Talk to me about the classes you are taking this semester. Exactly what are you taking?

Student response
Student names the classes he or she is taking. Peer facilitator writes down the names of the classes.

Peer facilitator
Talk about the connection you see between each of the classes you are taking and your 'dream' career. What skills are you gaining or can gain from each of your classes that will help you become successful now and in your future career/profession?

Student response
Student brainstorms

Peer facilitator
What can YOU do in each of these classes or what do you think YOU need do to improve your performance in each of these classes so you will know your "stuff" (so to speak) and can have a better chance of achieving the dream you aspire?
1. Do you attempt to find connections between your academic work and other aspects of your life?
2. Are you actively participating in class, not just taking notes and staring blankly into space?

3. Are you engaged with the material, posing questions and supporting fellow students in discussion?

4. Do you seek out faculty members?

5. How do your out-of-class activities (including student employment on and off campus) complement your vocational aspirations and post-college plans?

**Student response**

Student responds to the questions.

**Peer facilitator**

I know that I have said in the past that some classes for me are BORING. Well, it is not the teacher's responsibility to entertain me or make me interested. Of course, it is nice if the professors make the class interesting, but the responsibility lies within me to change the class from being boring to meaningful and interesting.

I (You) make a conscious choice to be BORED. Boredom is also a choice because there are some students who think certain teachers are great, and I might think he or she is the worst teacher in the world.

My point is: You are figuring out and determining why each of your courses is important and relevant to YOUR future career aspirations and lifelong learning goals is now YOUR responsibility.

If you apply this same way of thinking when you are in that career/profession/job that you have talked about, there will be parts of it that
won't be as interesting, but they will still need to get done. Therefore, you are going to have to use self-motivating techniques then; so, why not get a "jump start" and begin now determining, for yourself, how the courses you are taking will benefit you.

Dare to Dream, but YOU are responsible for making that Dream a REALITY. Does this make sense? Why or why not?"

**Student response**

**Phase 3: Closing the Gap (10-15 minutes)**

Questions asked in "Closing the Gap" are designed to assist the student in developing a plan to better determine and measure their investment in academic activities.

**Peer Facilitator**

What things **ARE YOU DOING** differently this semester than you did last semester related to your academics (e.g., time management, studying efficiently)?

1. How much time is spent on academic activities? How much time should you and will you spend on academic activities?
2. To what extent are you really engaged? To what extent should you and will you be engaged? How do you define engaged?
3. To what extent is the amount and scope, and quality of your investment related to what you get out of college and to your satisfaction with the college experience?
Student response

Student talks about behaviors that are different from last semester that he or she thinks will help. Also invite the student to share any behaviors outside the class that he or she feels has hindered his or her performance and progress they hope to change.

Peer Facilitator

What CAN YOU DO (the student) this semester to make your dream career/profession come closer to reality?

Student response

Student brainstorms and peer facilitator writes student’s responses.

Peer Facilitator

What WILL YOU DO to improve your quality of effort towards your classes and studies during the rest of the semester (beginning today)?

Remember the motto: “It is never too late to make a start.” - author anonymous

Student response

Student brainstorms and peer facilitator writes down what the student says he or she is going to do.

Peer facilitator

Are you aware of campus resources to assist you not only in your classes, but in becoming more aware of opportunities to increase your professionalism, ability to communicate effectively with different kinds of people in different kinds of settings, and expose you to campus and
community activities service projects and career networking—much like you will be doing as a professional?

- Student Development and Learning Center (SDLC)
- Peer Academic Consultant (PAC) Program
- Peer Information Consultant (PIC) Program
- Career Center
- Peer Mentor Program
- Professional Organizations in the colleges and schools at Drake
- Service Organizations offered through the Student Life Center

**Student response**

Student shares what he or she is already aware of and what they would like to know more about.

**Peer facilitator**

Peer facilitator responds by checking the appropriate resources on the Campus Resources sheet and gives that information as well as any notes taken about the students' dream career and plans to improve to the student.

Now you have your "dream career" on paper, what you plan to do to improve, and the resources that can help you move closer to making that dream career a reality.

How has being involved in "Dare to Dream" helped you? Encourage positive and negative feedback.

**Student response**

Peer facilitator listens attentively as student responds.
Peer facilitator

Thank you for taking the time to visit with me and please know that every time I do this with students, it helps me become more focused in terms of what I need to do to make my ‘dream’ career a reality.

Work hard and remember Wanda Everage’s three steps to success:

1. Go to EVERY class. (Remember: You’re going to have to go to work everyday. Of course unless you are deathly ill - smile).

2. Go to EVERY class prepared. (Study each day and work on a time management schedule that will allow you at least 30 hours studying per week. Of course, with time for you, but that is after you have completed your work. Remember: The average work week in our society is 40 hours; therefore, 30 hours is not asking too much if you want to do average work. However, if you want to be better than average, then you will need to put in 40 to 50 hours per week studying. Not a ridiculous request when you consider that you are preparing for your future careers and not duplicating what happened in high school.

3. Initiate and Maintain contact with your professors and use the academic services offered by individual faculty and academic departments. Remember: You are going to have to interact with your boss and others in your professional careers, therefore, learning how to and feeling comfortable with approaching those in authority and working collaboratively with your classmates as you will your colleagues on the job can begin now.

DARE TO DREAM because YOU CAN make a difference!!!

Thanks for coming!
Drake University Campus Resources

This is a listing of campus resources available to all Drake students. Listed below are the different areas, their phone numbers, their service hours, and locations. If you have any further questions, feel free to contact the Student Development and Learning Center at student.info@drake.edu.

<table>
<thead>
<tr>
<th>Area</th>
<th>Phone #</th>
<th>Hours</th>
<th>Location</th>
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<tbody>
<tr>
<td>Academic Resources by Department</td>
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<tr>
<td><a href="http://www.drake.edu/stulife/Academic-Enhancement.html">Link: http://www.drake.edu/stulife/Academic-Enhancement.html</a></td>
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<tr>
<td>Instruction (S. I.)</td>
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<td>TR 7-8 PM</td>
<td>Meredith Room 237</td>
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<tr>
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<tr>
<td>Writing Workshop</td>
<td>x2592</td>
<td>By appointment</td>
<td>Howard 225</td>
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**Academic Enhancements**

http://www.drake.edu/stulife/sdlc.html

Student Development and

<p>| Learning Center                          | x4636   | M-F 8:-4:30 PM                             | Olmsted Ctr               |
| Peer Mentors                             | x3751   | Matched during                             |                           |
|                                          |         | New Student Days                           | See Wanda                 |
|                                          |         |                                            | Everage                   |
| Peer Academic Consultants                | x3550   | By appointment                             | See Wanda                 |
|                                          |         |                                            | Everage                   |
| Peer Information Consultants             | x3526   | By appointment                             | See Wanda                 |
|                                          |         |                                            | Everage                   |</p>
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<td>x3751</td>
<td>M-F 8-4:30 PM &amp; by appointment</td>
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<td>x3721</td>
<td>M-F 8-4:30 PM</td>
<td>1331 27th Street</td>
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<td>x3939</td>
<td>M-F 8-4:30 PM</td>
<td>268 Fine Arts Center</td>
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<td>Business and Public Admin.</td>
<td>x3142</td>
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<td>Meredith Hall</td>
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<td>Law</td>
<td>x2824</td>
<td>M-F 8-4:30 PM</td>
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<td>x2172</td>
<td>M-F 8-4:30 PM</td>
<td>106 Pharmacy</td>
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<td>Counseling Center</td>
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<td>Olmsted Center</td>
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<tr>
<td>Women's Center</td>
<td>x1975</td>
<td>Call for hours</td>
<td>Morehouse</td>
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