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The Ohio State University, Ph.D., 1972
Education, guidance and counseling

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SIGNIFICANT CAREER DEVELOPMENT INCIDENTS IN A
FRESHMAN EXPERIENTIAL TEACHER
EDUCATION PROGRAM

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Mary Merullo Gnezda, B.A., M.A.

** ** ** **

The Ohio State University
1972

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### FIELDS OF STUDY

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**Studies in English Education.** Professor Frank J. Zidonis
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CHAPTER I

INTRODUCTION

Our modern society may be characterized as super-industrial, technocratic, scientific, and functionally rationalistic. These characteristics are generally manifested in the mass media, and in massive urban, highly centralized governmental, business, and educational institutions. Our societal goals tend to be expressed in terms of progress, efficiency, and economy. The primary effect of these technological forces is constant and accelerating change. Rapid progress and constant change combine to create a myriad of complex social, economic, and political problems. One of the most serious of these problems is the increasing dehumanization and depersonalization of the individual. The innermost center of his personal life is threatened because he often is or he feels that he is being manipulated and managed in subtle ways by large scale organizations and institutions, so that it becomes more and more difficult for the individual to retain his identity and integrity. His human sensitivity is crushed and his areas of significant free choice are greatly reduced.
Advancing technology has altered the very meaning of work. The individual is separated from control over corporate enterprise. The personal relationship between the worker and the product is virtually lost as technological production expands and becomes more efficient. Impersonal mass cooperation is required. The individual becomes another product in the market place, like the product he produces. He needs to master new knowledge and skills to work within technological organizations. The impact of continuing scientific and technological innovation causes jobs to change rapidly, requiring new skills and knowledge. The occupational structure of society becomes increasingly complex:

The technological organization cannot produce a good to serve a great number of people without a rational division of labor of specialization. . . . The people who possess these specializations must work together, must integrate their talents and skills in the achievement of the final result. . . . It should be noted that the person in his unique individuality is not necessary for the achievement of this service (Underwood, 1968).

The individual, if he is to survive as humanistic man, must be aware of the threat these forces pose. He need not deny the progress of technological society, but he must learn to use it in ways that serve his humanistic needs. Work is essential to the psychological well-being of the individual. Work and its translation into jobs and occupations is integral to the economic survival of society.
Ways must be found to maximize the freedom of the individual to work which will limit as little as possible, by job or occupation, his potentialities for total growth—methods which realize the individual's dignity while he works toward desirable social goals.

In terms of the total societal good the interdependence of various forms of work must be recognized:

Work as a service to society is an essential part of this concept. . . . An equally important part of this concept is the notion that work begets work; i.e., work on the part of one individual helps make work possible for other individuals. A third important part of this concept is the considerable degree to which, in order to produce work useful for others, the individual workers must depend on others to produce work useful to him (Hoyt, 1971).

In terms of the individual, work has a highly personalized base. He becomes the kind of person he has the potential to become largely through his life work. Work is the individual's way of implementing his self-concept, forming meaningful relationships, making his contribution to society, and achieving a sense of personal worth.

American education grows out of a commitment to democratic ideals and values. Founded on a belief in the worth and dignity of man, it aims at all levels to help the individual to develop to the fullest possible extent as a person, and to become a responsible, contributing member of society. The primary function of education is to facilitate the many dimensions of human development in
positive and healthy ways. The focus of education must be on the individual as a person, on the world in which he lives, and on the processes of his educational, career, and personal-social development. Educational development, career development, and personal-social development are not discrete, mutually exclusive areas of growth. They are interdependent, and each contributes in various ways and degrees to its own development as well as to the development of the others. Both educational and career development are seen as having as their ultimate objective sound personal-social outcomes. To be effective, education as an institutionalized process must approximate the natural processes of growth and learning (Quaranta, 1971). The outcome of the educational process at its best is the achievement of a meaningful and productive integration of the self in situation so that the individual may become the most effective person he is capable of becoming.

To be effective, education must reflect the needs of the society and the individual. The nature of modern society with its technological advance has intensified the interdependence of work and education. Career education must become a significantly greater part of the purpose of education in a society in which work is central to becoming a contributing and self-fulfilled citizen.
Colleges and universities have long perceived the need to educate "the whole man," but the general emphasis has been on intellectual growth, with only limited attention to career and personal-social development (or to the integration of the three). During the past ten years, the work of behavioral scientists has yielded new knowledge and understanding of the process of human development, causing colleges to become more aware of the extent of their responsibility and their power to influence human development. Colleges are now recognizing that their instructional goals cannot be effectively achieved unless they assume some responsibility for facilitating the development of the total human personality. The Hazen Foundation, in a report entitled "The Student in Higher Education" (1968), points out that

It is no longer possible to take a narrow view of intelligence as "academic knowledge," isolating cognitive growth from moral growth and the general maturation of the person. This view appears untenable not so much for reasons of philosophy, but rather because our knowledge of the nature of human personality forces us to conclude that cognitive growth which is separated from the development of other aspects of the human personality is illusory or distorted.

As they develop a greater awareness of the developmental needs of college students, a growing number of colleges and universities are developing and implementing programs specifically designed to attend to the educational,
career, and personal-social needs of undergraduate students, especially at the freshman and sophomore levels.

Teacher education institutions have long recognized the inseparable nature of personal and professional growth, but only recently have noticeable efforts been made to personalize teacher preparation by intentionally incorporating opportunities for self-exploration and self-development aimed at personal-professional becoming. These programs place a new emphasis on the importance of knowing and understanding one's self as a person and as a teacher; they provide programs which integrate early and continuous experience with formal academic learning throughout the professional sequence.

Teacher education is seen as a process of continuous training throughout the teacher's career—a preservice-inservice continuum. There is a new and increasing emphasis on the notion of preparing professional teachers who are seriously and meaningfully committed to careers in education. The initial decision to enter teaching is often made casually with little real knowledge of either self or teaching. Conscious attention is being directed to the task of career development as well as to educational and personal-social development.

At The Ohio State University, in the fall of 1971, the Freshman Early Experiencing Program, a pre-professional,
experience-centered teacher education program, was implemented. The major intent of the program is to give students who express an interest in teaching as a career an opportunity to explore educational, career, and personal-social development.

Statement of the Problem

The Freshman Early Experiencing Program is a newly implemented teacher education program currently under development and continued refinement. The basic goal of the Freshman Early Experiencing Program is to provide a program that the student will use intentionally to facilitate his total growth. The three specific goals of the Freshman Early Experiencing Program are to provide assistance to the student (1) in educational development, (2) in career development, and (3) in personal-social development. Continuous research and evaluation of differing kinds, an explicitly expressed program task, are viewed as essential to the Freshman Early Experiencing Program. The Freshman Early Experiencing Program is not conceptualized as a static program; it is designed to be a constantly evolving program—developing and changing as individuals, institutions, and environments change. It is important to obtain information to describe and verify what actually is happening to persons in their experiencing of the program in order to permit continual development and refinement, and
to provide for redirection of the program while insuring the effectiveness of the program.

Statement of the Purpose

The purpose of this study was to elicit Significant Incident Reports from forty students who participated in the Freshman Early Experiencing Program at The Ohio State University and to analyze the reports in order to determine (a) what planned (program) and unplanned (non-program) activities the freshmen identified as significant to their growth in career development, (b) in what settings these incidents occurred; (c) what incidents occurred in supervised, in cooperatively directed, and in independently directed activities; (d) which objectives of the Freshman Early Experiencing Program participants believed they had progressed toward as a result of each incident reported; and (e) what shifts in commitment toward or away from teaching occurred over the time period of this study.

The following specific questions were treated in the study:

1) Were the reported significant incidents occurring in each of the four categories of planned (program) activities--(a) school-instructional, (b) school-non-instructional, (c) university-seminar, and (d) university-counseling--perceived as related to career development?
2) Were the reported incidents which occurred in unplanned (non-program) activities, specified as either a place or situation, and occurring during the time period of the Freshman Early Experiencing Program, perceived as related to career development?

3) Of the significant incidents reported, what percentage occurring in (a) the school setting, (b) the university setting, or (c) other settings, were identified as furthering career development?

4) When they occurred in different settings—university, school, or other—was the importance of the significant incidents to career development ranked differently?

5) What percentage of significant incidents identified as furthering career development occurred in (a) supervised, (b) cooperatively directed, and (c) independently directed instructional activities as well as in (a) supervised, (b) cooperatively directed, and (c) independently directed non-instructional activities (school setting only)?

6) For significant incidents occurring in a school activity, was the importance of the significant incidents to career development ranked differently when occurring in supervised, cooperatively directed, and independently directed activities?
7) Of the reported significant incidents, was there a change in the ranking of Purpose II—Exploring Career Development—between the beginning of the program and the end of the eight week period of the program?

8) Was there any shift in commitment to the teaching profession among participants over the time period of the Freshman Early Experiencing Program?

Background of the Study

The Freshman Early Experiencing Program

Rationale

The Freshman Early Experiencing Program is a pre-professional course in teacher education which is designed to provide a core of exploratory experiences to promote personal and professional development. The rationale for the Freshman Early Experiencing Program grows out of a concept of teacher education which can be described as concerned essentially with teaching as a helping relationship which exists at several levels.

At its most global level, education seeks to understand the natural order as it exists in man, nature, and God; to examine information about man, his environment, and his strategies for development; and to use information and understandings to assist man in his environment as he interacts within it.
Education is human development. At this level education strives to understand the human growth system; the general principles which describe the course of development characterized by life stages and developmental tasks; the interaction of the individual (self) within his environment (situation) and his strategies for development (processes); and the conditions and human relationships which facilitate or debilitate development.

This understanding of the human growth system within education is manifested by the facilitation of human development through helping relationships. Helping relationships assist man to find more effective ways of living with himself and others in the world. Although not every helping relationship is therapy, all helping relationships are therapeutic and therapy-based. The goal of the helping relationship is to facilitate growth and development and to effect normal and optimum functioning of the individual.

If a major component of the intent to educate is the intent to engage in a helping relationship; teaching can be defined as a helping relationship. The goal of education is to promote the growth and development of individual capacities which will enable each human being to become the most effective person he is capable of becoming and to become a responsible and independent member of society.
The function of teaching is to assist others in reaching their potential.

The central concern of teacher education is to educate individuals to helping relationships by providing environments—conditions and human relationships—in which future professionals can learn to participate and to create helping relationships. A program of teacher education must take into account the subject matter of the world man seeks to understand. Intentional, conscious attention must be given also to man's personal-social development, which is defined as he expresses his awarenesses, understandings, and acceptances, and affirmations of self and others. Educating to helping relationships demands the integration of these domains: understanding of self and understanding of the world.

The Freshman Early Experiencing Program evolved from a concept of teacher education which views personal and professional development as integrated. The following statement on personal and professional development is taken from the Report of the Criteria Committee to the College of Education, titled "Teacher Education: Personal-Professional Development" (undated):

Professional development, in essence, is self development. That is, to the extent that experiences have meaning for the person, they have meaning in his profession. Self development and professional development thus are inseparable.
Growth in one is not achieved without comparable growth in the other.

The report further explicates the integration of personal and professional development as occurring in four stages:

First, it occurs in the pre-professional stage (for program purposes roughly the freshman and sophomore years). Experiences are provided for awareness and exploration. More specifically, the pre-professional experiences are to: (1) provide help to the person in discovering and exploring his capacities and interests as well as offer guidance in the selection of teaching as a career; (2) provide for the person's assessment of his potential for developing the commitment and the competencies essential for professional growth; and (3) provide a personal and professional basis for the experiences which come later in the program.

Second, in the professional preparation stage (roughly the junior and senior years) the student, having been accepted into a professional program, has made a strong commitment to education as a career. Experiences are provided to: (1) develop a further awareness of the extent of his commitment; (2) develop and test skills on both the affective and cognitive levels; (3) work with these skills as he grows personally, socially, and vocationally; (4) insure that he will function as a professional educator in the future.

Third, in the professional teacher stage, the person moves into his professional role. Refinement of what he has developed and tested begins as he implements his personal and professional expertise. The profession provides for: (1) growth through continuous development of his potential; (2) new experiences incorporated into his personal and professional being; (3) assessment of his commitment and competence essential for professional responsibilities.

Fourth, in the continuing professional development stage the person increases his expertise and the depth and scope of his personal and professional relationships. Having internalized the role
of professional educator he demonstrates greater assistance to colleagues. He takes an active part in the selection, preparation and development of other professionals. He increasingly expands his awareness of the many facets of the broader community and improves it as a result of what he is as a person.

**Stages**

The growth and development process which occurs within each of the personal-professional stages of development and which corresponds to and overarches all the stages of personal-professional development is experienced in a kind of sequential cycle. This cycle has been formulated as part of the Freshman Early Experiencing Program development.

The course of the developmental cycle begins with awareness behavior. At this stage, a previously unseen "situation or object is brought to consciousness without direct attention to it or definite knowledge of its nature" ([Webster's Third New International Dictionary](https://www.dictionary.com), 1966). This stage is marked by new perceptions and realizations which point up gaps in information and knowledge of self and environment. The next step in the growth process occurs as exploratory behavior. Jordaan (Super, et al., 1963) defines exploratory behavior as activities mental or physical, undertaken with the avowed or unconscious purpose or hope of eliciting information about oneself or one's environment, or of verifying, or arriving at a basis for a decision,
conclusion, solution, or hypothesis, or of being entertained, challenged, or stimulated. The awareness and exploration stages precede the development stage of **commitment**, the intellectual and emotional conviction to carry out action. The next two stages, **skill development** and **skill refinement** relate to the effective use of knowledge or technical expertise. The final stages of the growth cycle are characterized as **reaffirmation** through redefinition or **redirection**. Reaffirmation-redefinition pertains to reformation of growth and development, and redirection involves channeling growth into new directions.

These final stages do not mark the end of the growth process. The sequence of the process is initiated again, and proceeds again through all of the other stages.

**Goals and Purposes of the Freshman Early Experiencing Program**

The basic goal of the Freshman Early Experiencing Program is to provide a program that the student will use intentionally to facilitate his total growth. The three specific goals of the Freshman Early Experiencing Program are to assist the student (1) in educational development, (2) in career development, and (3) in personal-social development.

These areas of development are not seen as discrete and mutually exclusive; they are interdependent, each
contributing in various ways and degrees both to its own development and to the development of the others. Educational and career development are seen as having their ultimate objective in sound personal-social outcomes.

**Exploration**

The Freshman Early Experiencing Program, occurring in a pre-professional stage of teacher education, is essentially an exploratory experience. The intent of the program is to provide opportunities to become aware of, investigate, and examine information and feelings in regard to (1) the reality of self, (2) the reality of the school and what teaching is, (3) understanding self as teacher, and (4) understanding others. The Freshman Early Experiencing Program occurs at the beginning of the student's university program so that he may have the opportunity to experience himself as a person and as a potential professional as he moves toward a career commitment either in teaching or some other field.

In summary, the purposes of the Freshman Early Experiencing Program are:

1) Exploring Educational Development—to discover and explore educational opportunities, plans, achievement, remediation, and objectives to further continued educational growth.
2) Exploring Career Development—to deepen awareness and to explore interests, aptitudes, personality, and the world of work (teaching in particular) in order to come to an increased understanding of self in career development.

3) Exploring Personal-Social Development—to become aware of and explore self in terms of self-awareness, self-acceptance, self-affirmation, and self-strategies for interaction and integration with the environment; to become aware of and explore social development as generated by the interaction of self with other persons.

Limitations of the Study

Limitations of the study may be identified in three areas: the Subjects and setting involved in the investigation, the instruments used to collect data, and the procedures followed.

The study examined the significant incident experiences of forty students who indicated an interest in teaching as a career and who were enrolled in the Freshman Early Experiencing Program at The Ohio State University during the Spring Quarter, 1972. Thirty-eight of the Subjects were female and five were male. They ranged in age from eighteen to twenty-one. All Subjects except two indicated at least one previous work experience. Since the sample consisted of a random selection from a population of 137
students, the findings cannot be generalized to other groups without further evidence.

Although the Freshman Early Experiencing Program provided kindergarten through high school, public and private school settings, the Subjects who participated in this study were assigned to Columbus elementary schools only. Ten of the fifteen schools were situated in low socioeconomic communities. The school-related incidents reported reflect these limits.

The instruments used to collect data for the study are non-standardized and were developed for use in the Freshman Early Experiencing Program. Of the three instruments used to collect data, two were devised by the investigator: the Significant Incident Report and the Personal Data Form. The Significant Incident Report is a modification of Flanagan's Critical Incident Technique. The Information for Coordinator Use Only form was developed by a member of the Faculty of Special Services. Data were collected on the basis of Subject observation and reporting. No attempt was made to assess objectively the experiences reported by Subjects. The data, therefore, reflect reporter biases over which the investigator exercised little or no control. This limitation is treated in more detail in discussions of the critical incident technique.
Subjects were asked to write three Significant Incident Reports each week. The Subjects were asked to report only the three most significant incidents which occurred each week. It may not be assumed that each incident reported was of equal value to the reporter.

For all of the contingency tables for which chi square was calculated, there was a violation of the assumption of total independence among all observations since each student who participated in the study generated more than one significant incident.

The Significant Incident Report technique has the potential of eliciting more information than was utilized in this particular study.

**Definition of Terms**

The following represent definitions of terms used throughout the study:

1) **Freshman Early Experiencing Program**: A pre-professional course in teacher education offered at The Ohio State University, designed to provide a core of exploratory experiences to promote personal and professional development.

2) **Educational Development**: The process of growth and learning which relates to behaviors of awareness, exploration, commitment, skill development, skill refinement, and reaffirmation-redefinition or redirection of one's
education and training both during school and throughout life.

3) Career Development: The lifelong developmental process of growth in awareness, exploration, commitment, skill development, skill refinement, and reaffirmation-redefinition or redirection as related to the world of work and self.

4) Personal-Social Development: Personal development refers to the lifelong process of growth in self-awareness, self-acceptance, and self-affirmation, and in self-strategies for interaction and integration with the environment. Social development refers to the process of growth generated by the interaction of self with other persons.

5) Planned Activity (Program): Any pre-planned activity which occurs in a specified, planned learning situation in school, university seminar, or university counseling as provided by the Freshman Early Experiencing Program.

6) Unplanned Activity (Non-Program): Any activity which occurs in a situation external to the planned program (school, university, seminar, university counseling) and is not specifically designated by the Freshman Early Experiencing Program.

7) School Setting: The specified, planned setting of a school required by the Freshman Early Experiencing Program.
8) University Setting: The specified, planned environment for the Freshman Early Experiencing Program seminars and counseling held at the university and required by the Freshman Early Experiencing Program.

9) Other Setting: Any setting not specifically stipulated by the Freshman Early Experiencing Program.

10) Supervised Activity: A school-related activity in which a Freshman Early Experiencing Program teacher aide participates and which is other-initiated, other-planned, and other-directed.

11) Cooperatively Directed Activity: A school-related activity in which a Freshman Early Experiencing Program teacher aide participates and in which the activity is cooperatively initiated, planned, and directed by the teacher aide and another.

12) Independently Directed Activity: A school-related activity in which a Freshman Early Experiencing Program teacher aide participates and in which the activity is teacher aide-initiated, planned, directed, and executed.

13) Seminar Activity: A weekly meeting of teacher aides, the focus of which is career development as well as cognitive and skill development.

14) Counseling Activity—Individual or Group: Teacher aide participation in either three individual counseling
sessions or five group counseling sessions, designed to help the teacher aide to gain insights into his personal-social, educational, and career development.

15) **School Activity**: An instructional or non-instructional activity which occurs in the school—classroom or schoolwide.

16) **Instructional Activity**: An activity the intent of which is formal instruction and which occurs in a school setting with a small group, whole class, or individual.

17) **Non-Instructional Activity**: An activity other than an instructional activity in which a teacher aide participates and which occurs in a school setting.

18) **Teacher Aide**: A freshman or sophomore student who is enrolled in the Freshman Early Experiencing Program and assigned to a school for four and one-half days a week in order to explore teaching as a career.

19) **Program Coordinator**: A person who holds a joint university-school position, and whose role it is to coordinate the various facets of the program, place students, assist students and school staff with problems, and arrange or conduct seminars for students and school staff.

20) **Director-Consultant**: The university faculty member who serves as director and consultant of the Freshman Early Experiencing Program and whose ultimate responsibility is to the university for the program.
21) **School Personnel:** Those members of the school staff who work with teacher aides such as teachers, counselors, administrators, psychologists, and other educational workers.

22) **Significant Incident:** An incident which has special significance to the reporter, has an impact on his learning, and assists him in realizing at least one purpose of the Freshman Early Experiencing Program—educational, career, or personal-social development.

23) **Significant Incident Report:** The instrument, based on Flanagan's critical incident technique, used to collect data for this study. The Significant Incident Report was used also as an instructional device to stimulate recall and facilitate teacher aide growth in the Freshman Early Experiencing Program.

24) **Commitment to Teaching:** The teacher aide response to a closed-ended questionnaire with three possible choices: firm commitment to teaching, tentative commitment to teaching, decided not to enter teaching.

25) **Information for Coordinator Use Only:** The closed-ended questionnaire which teacher aides completed at the beginning, middle, and end of the time period of the study indicating their commitment to teaching.

26) **Personal Data Form:** A background-experience questionnaire developed by this investigator and completed by the teacher aide.
27) **Purpose Achieved:** The Significant Incident Report outlines three Freshman Early Experiencing Program purposes which a significant incident may help a teacher aide to achieve: (1) exploring educational development, (2) exploring career development, (3) exploring personal-social development. The purpose indicated by the teacher aide on the Significant Incident Report Form is the purpose achieved.

**Organization of the Remainder of the Dissertation**

This chapter has included an introduction, statement of the problem, statement of the purpose, background of the study, limitations of the study, and definition of terms. Chapter II presents a review of the literature pertinent to the study. Chapter III contains a description of the procedures and statistical methods used in the study, and in Chapter IV the findings of the study are discussed. Chapter V contains a summary, conclusions, and recommendations for further study.
This chapter presents a review of literature related to the study. The first section of the chapter discusses literature and research relative to major career development theories. The second section considers career education as it has emerged and is developing in present practice. The third section reviews literature and research pertinent to the Critical Incident Technique, which provided a basis for the development of the Significant Incident Report technique.

Major Career Development Theories

The work of Frank Parsons in the early 1900's was one of the first major efforts to articulate an explicit approach to vocational counseling. Parsons' approach centered on occupational choice, resolved by matching the individual's abilities and interests with the requirements of occupations. In Choosing a Vocation (1909), Parsons expresses the basis of his system of vocational counseling:

In the wise choice of a vocation, there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and
conditions of success, advantages and disadvantages, compensations, opportunities, and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts.

Parsons views occupational choice as a single event at a point in time, explainable by determinants observable at the same point in time. His approach to vocational counseling was later characterized as the trait-factor model. Other career theorists such as Hull (1928) and Kitson (1925) expanded and elaborated this approach.

The trait-factor theory which had a significant impact on the development of occupational information, also increased as a result of Parson's approach to vocational counseling, and there has been substantial progress in analyzing and understanding the world of work over the years. Currently, however, few career theorists adhere exclusively to the pure trait-factor approach; however, the model has been absorbed by and become a part in other approaches.

By the late 1940's and early 1950's disillusionment with the trait-factor model developed as accumulating research evidence revealed its inadequacies and limitations. A sociological approach to career choice began to gain attention, represented by such writers as Caplow (1954), Hollingshead (1949), and Miller and Form (1951). The sociological approach to career choice is sometimes described as the reality or accident theory. Essentially
this theory holds that factors and events beyond the control of the individual—accident of birth, geographic location, culture, state of the economy, or other chance happenings—have a significant effect on his career choice.

Mainly because of the contributions of Ginzberg, Ginsburg, Axelrad, and Herma (1951) and Super (1953), the focus shifted from vocation-selection as a single occupational choice at a point in time to vocational development theory, understanding different vocational behaviors as occurring at different life stages over the life span.

The writings and research of Ginzberg, et al. (1951) view occupational choice as a process rather than an event. Although this is considered to be a developmental approach, it does not encompass the entire life span. The three major periods of development postulated are the Fantasy, the Tentative, and the Realistic periods. Ginzberg's general theory may be summarized as follows: (1) occupational choice is a process which takes place over a six to ten-year period; (2) each decision during adolescence is related to prior experience and has influence on the next decision; (3) the process of decision-making is basically irreversible; (4) occupational choice is the result of combining subjective elements with the opportunities and limitations of reality; choice inevitably has the quality of compromise.
The work of Buehler (1933) in developmental psychology had an important influence on Super's vocational development theory (1953). Buehler postulated that life can be viewed as consisting of distinct stages, with different life tasks for each stage. Super conceptualized vocational development as being built on the framework of these life stages, based on the assumption that vocational tasks reflect larger life tasks. Super proposed his theory of vocational development in a series of ten propositions:

1. People differ in their abilities, interests and personalities.

2. They are qualified, by virtue of these characteristics, each for a number of occupations.

3. Each of these occupations requires a characteristic pattern of abilities, interests, and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupation.

4. Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience (although self-concepts are generally fairly stable from late adolescence until late maturity), making choice and adjustment a continuous process.

5. This process may be summed up in a series of life stages characterized as those of growth, exploration, establishment, maintenance, and decline, and these stages may in turn be subdivided into (a) the fantasy, tentative, and realistic phases of the exploratory stage, and (b) the trial and stable phases of the establishment stage.
6. The nature of the career pattern (that is, the occupational level attained and the sequence, frequency, and duration of trial and stable jobs) is determined by the individual's parental socioeconomic level, mental ability, and personality characteristics, and by the opportunities to which he is exposed.

7. Development through the life stages can be guided, partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept.

8. The process of vocational development is essentially that of developing and implementing a self-concept: it is a compromise process in which the self-concept is a product of the interaction of inherited aptitudes, neural and endocrine makeup, opportunity to play various roles, and evaluations of the extent to which the results of role playing meet with the approval of superiors and fellows.

9. The process of compromise between individual and social factors, between self-concept and reality, is one of role playing, whether the role is played in fantasy, in the counseling interview, or in real life activities such as school classes, clubs, part-time work, and entry jobs.

10. Work satisfactions and life satisfactions depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits, and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate (Super, 1953).

Super's theory of vocational development was expanded, revised, and tested over a period of years. In 1963, he and his associates published a series of essays titled Career Development: Self-Concept Theory, the purpose of
which was to detail and make explicit the relationship between self-concept and vocational development. Vocational development is conceptualized as a process in which the individual actively attempts to implement his self-concept through work. The basic elements of the process are identified as self-concept formation, translation, and implementation. The self-concept evolves and develops during growth and exploratory stages. Through various activities and exploratory behavior the individual both differentiates himself from others and finds similarities between himself and others. As perceptions, sensations, and experience become ordered and are articulated, his early self-percepts become broader, more abstract and comprehensive until the self-concept emerges. The vocational self-concept is part of the global self-concept; it is a translation of the general self-concept into vocational terms.

During the late 1950's and early 1960's, career theorists such as Hoppock (1957), Roe (1957), and Holland (1959) described career development in terms of psychological constructs. Hoppock (1957) hypothesized: (1) occupations are chosen to meet needs, and these needs may be intellectually perceived or only vaguely felt; (2) occupational choice begins when one first becomes aware that an occupation can help meet his needs; (3) information about himself and occupations facilitates successful choice;
(4) job satisfaction depends on the extent to which the job held meets the needs one feels it should meet; (5) satisfaction can result from a job which meets one's needs today, or promises to do so in the future; (6) occupational choice is always subject to change if one feels that a change will better meet his needs.

Roe's writings and research (1957) concentrates on the effects of early childhood experience on vocational development. She focuses on the emotional climate in the home and suggests that the relationship between parents and child is of prime importance in shaping vocational development.

Holland (1959) theorizes that the individual expresses his personality as occupational choice. He identifies six personality types—realistic (motoric), intellectual, social (supportive), conventional (conforming), enterprising (persuasive), and artistic (esthetic). (Holland renamed several of these types in 1962.) He classifies environments in a corresponding way, suggesting that individuals seek the environments most closely related to their personality types.

Psychoanalytic explanations of vocational choice focus on the role of defense mechanisms, primarily sublimation and identification, in the selection of occupations. Contributions to this approach were made by Brill (1949),
and Bordin, Nachmann, and Segal (1963).

Tiedeman and O'Hara (1963), following the earlier work of Super (1953, 1957) and Ginzberg et al. (1951), conceive career development as a process of "fashioning a vocational identity through differentiation and integration of the personality as one confronts the problem of work in living." The important elements in the process of career development are the individual's biological constitution, his psychological make-up, and his identification with his society or subculture. Career development is viewed as the summation of a complex series of decisions made by the individual over a long span of time, with each previous decision having an impact on later choices.

Based on a reduction and synthesis of both empirical and theoretical literature, Osipow (1969) states that the following generalizations about career development may be made: (1) it is essentially a socially bound process; (2) it is characterized by change, both within the individual and external to him; (3) career choice in our culture is typically accompanied by anxiety; (4) abilities play an important role in career development; and (5) proper emphasis must be given to interaction between the individual and his environment.

There is a paucity of literature pertinent to career development for college youth. Myers (1971) notes that no
career theorist has devoted his attention specifically to the college years, but that some implications relative to vocational development of college age youth may be drawn from the works of Havighurst (1964), Hershenson (1968), Super, et al. (1957), and Miller and Form (1951). From his review of the literature Myers concludes that vocational development is characterized by sequential stages, which call for the accomplishment of certain tasks within specified time periods. Deficits in task accomplishment at any stage limit an individual's ability to accomplish the tasks of the following stage. The college years impose the tasks of choice—of major, specialty, and occupation.

According to Myers, the greatest attention has been focused on choice behavior of college students. He refers to the work of Cooley and Lohnes (1968), Super, Kowalski, and Gotkin (1967), Heyde and Jordaan (in press), Crites (1969), Tucci (1963), Ashby, Wall, and Osipow (1966), and Astin and Panos (1969). Myers states that it is "clearly documented that a career choice made at the beginning of the college years is a highly tentative gesture. The probability that it will be changed is three times as great as the probability that it will remain the same."

Summary

The literature relative to major career development theories reflects certain understandings about the way
careers evolve and about the process of career development in individuals. Career development is characterized as a life-long developmental process substantially influenced by sociological factors. Career preferences evolve in a developmental manner, moving in an essentially narrowing direction. During the period of adolescence, however, career preferences remain indefinite, broad, and subject to change. Career development theorists imply that the individual moves through a series of compromise choices and adjustments throughout his career-decision-making periods. A major implication to be drawn from the literature is that individuals do have some control over their career development, and more specifically over their career choices, and that appropriate experiences and information may facilitate career development.

Career Education

In the past decade there has been an outpouring of effort and monies directed toward the improvement of education. Much of it has centered on diversified concerns and special populations. More recently, education has become involved in serious self-examination, leading to an intense reevaluation of its overall efforts toward its global and specific goals in light of changing national needs and the individual needs of youth.
The most recent thrust in American education has been towards career education. The United States Commissioner of Education, Dr. Sidney P. Marland, has been one of its most vigorous spokesmen. He supports the development and implementation of career education as an appropriate response to the need for optimum growth of the nation's human resources and to American social and economic well-being.

The first announcement of the Commissioner's intention to place major emphasis upon the development of career education came in an address given at the 1971 Convention of the National Association of Secondary School Principals in Houston, Texas (Goldhammer and Taylor, 1972). In his address Marland cited the general failure of public education. He emphasized the need for education to become more relevant to present day needs and the needs of the future. He urged educators to purge themselves of the "academic snobbery" which has led to a "false dichotomy" between things academic and things vocational. He called for a merging of the two into broad, goal-directed career education, encompassing all students in the educational system. He further suggested that the term "vocational education" be eliminated in favor of the term "career education."

In another speech, presented to the annual meeting of State Directors of Vocational Education in 1971, the
Commissioner indicated that the career education concept ought to replace the vocational education concept so that the benefits being provided students in vocational education can be received by a larger percentage of the American school population (Marland, 1971). He urged the construction of a sound, systematized relationship between education and work, making it standard practice to teach every student about occupations and the economic enterprise, thus markedly increasing the career options for each individual.

Marland reports that The National Center for Educational Research and Development is concentrating its efforts on the development of three model career education programs for use in schools, businesses, and homes. The school model, affecting education from kindergarten through junior college, would reshape the curriculum to focus directly on the concept of career development. The business model would be created, developed, operated, and supported primarily by business, in cooperation with the schools. This program would benefit those of the thirteen to twenty age group who have left school without needed competencies. The home model would make use of the home and community institutions to reach and teach persons who had limited formal schooling or who lacked skills needed for successful employment. In summary, Marland states that the purpose of such programs is "to turn the world of
vocational-technical education around to the point where it enjoys at least the level of concern, support, pride, and excellence now favoring the college-entrance program."

In an article, "Career Education: Every Student Headed for a Goal," Marland (1972) elaborates on the failings of the general education curriculum in which the majority of students are engaged. He charges that the program fails because it has no real goals; it does not prepare students for a job nor does it prepare them for higher education. He believes that all education must have a clearly defined, stated purpose. He maintains that the overall goal of education is to develop citizens who function well in society. The purpose of elementary and secondary education is to prepare all students as well-developed people to enter successfully either a job or some form of post-secondary education as soon as they leave the elementary-secondary educational system. He further states that the goal must include those who, for whatever reason, choose to leave the formal system at any point. In sum, the goal is to prepare each student to enter either a job or advanced study successfully regardless of when he leaves the system. Career education with these goals must include all students and encompass the entire school program from kindergarten through secondary school, through post-secondary levels and through adult and continuing education.
In order to accomplish these goals, Marland suggests that the school curriculum be built around jobs and work. A team of specialists has identified fifteen major groupings of jobs, called career clusters. For the school model, he outlines the career education curriculum as follows: (a) in the first six grades, students would become familiar with all of the career clusters; (b) in grades 7 and 8, the emphasis would be on exploration of those clusters; (c) in grades 9 and 10, opportunity would be provided for exploration of a single cluster of the student's choice, and (d) in grades 11 and 12, students would intensively pursue a selected career area in order to acquire enough skill to get employment, or combine academic and job training courses in preparation for further occupational training at a post-secondary institution, or follow a program directed toward enrollment in higher education for a professional degree.

Three out-of-school models are to be developed— the home-based model, the employer-based model, and the rural-residential model—in order to provide alternative choices apart from the formal school system.

Bruner (1971) adds his support to Marland's position that education needs to be made more relevant. He takes the position that the structure of knowledge should be de-emphasized until the issue of student motivation can be
resolved. He points out that young people are isolated because of our stratified and fragmented society. They do not know the various roles or life styles available in society. He feels that education must no longer be a neutral subject or isolated subject. He feels that "vocation and intention" must be put back into the process of education.

Herr (1972) points out that there is considerable documentation for the statement that much of past education can be characterized as irrelevant and lacking in specific purpose. He examines the efficacy of using career development as an organizing theme around which education could be unified and by which relevance can be restored for a large number of persons. He describes research which demonstrates the relationship of career education to the general educational development of students. Herr considers the following topics: (1) implications of a systems approach to education; (2) career development; (3) behavioral goals; (4) relationships between career development and general education, and (5) relationships between career development and vocational education.

Shoemaker (1972) criticizes the American system of education for not keeping up with the massive changes occurring in the nation's social and economic needs. He charges further that the public educational system "ignores
the psychological principles of how people learn; ignores experience as a basis for learning; ignores the fact that the culture springs from the work of a people." He contends that there is a desperate need for change and suggests that career education can effect such change. Shoemaker describes the Ohio Program, a system of vocational education and guidance, implemented in 1968, as illustrative of efforts being made to bring about relevant, goal-centered changes in education.

Many other writers, such as Hoyt (1972), Bottoms (1972), Swanson (1972), Pratzner (1972), and Goldhammer and Taylor (1972) cite evidence that shows the need for restructuring educational goals, purposes, and programs, and evidence that supports the concept of career education as the vehicle for this change.

Miller (1972) points out that the concept of career education is "neither new nor revolutionary"; it has evolved from years of experience and experimentation with career development theories. He states that since the early 1950's such experts as Super, Borow, Herr, and Katz have theorized about the need to relate students' learning experiences to the world of work. In the late 1950's, vocational education was de-emphasized in the schools when the sputnik scare shifted attention to the sciences and college preparatory courses.
Interest in career development theory and vocational education was stimulated by the Vocational Education Act of 1963. From the vocational education projects funded under this Act, some of the early components of career education were first identified. American education came under sharp attack throughout the period of the 1960's. Reform of the educational system was called for by many sectors of society. In July, 1970, the National Advisory Council of Vocational Education issued a report which included career education as a useful alternative. Increased impetus for vocational education was provided by the Vocational Education Amendments of 1968. (Beaumont, 1972). Career education is now receiving serious attention and support from the United States Office of Education.

Swanson (1972) traces the antecedents of the career education movement through five influences: (1) the developmental history of vocational education; (2) the advances in knowledge related to the developmental stages of children, the role of task-analysis in learning, and the psychology of careers; (3) the work of the National Advisory Council on Vocational Education; (4) the international career education movement; and (5) the strong leadership of the United States Office of Education and State Education Agencies.

Taylor (1972) identified three major sources which
have contributed to the evolution of career education as a major conceptual framework: (1) statements of the major goals of education as articulated by various groups; (2) educational legislation reflecting society's collective intentions in this area; and (3) the accumulation of research findings concerning individual development.

Hoyt (1972) presents some basic philosophical assumptions regarding the nature of man and society which underlie the concept of career education. The basic assumptions Hoyt makes are:

(1) that the society is and should be achievement oriented, with the development of the individual as its primary objective but with that development best accomplished and measured through service to others and to the whole;

(2) that man is viewed as what he believes, what he thinks, and what he treasures, and the best measure of what he is is what he achieves in the development of his talents and in his service to himself and to his fellow man.

Hoyt reasons that these assumptions give primacy to man's work. He describes career as "the personally satisfying succession of productive activities hinged together over a lifetime and generally leading toward greater satisfaction and contribution." Career education thus becomes "preparation for all meaningful and productive activity, at work or at leisure, . . . in private business, or in the public sector, or in the family." As Hoyt views career education, it is not something which precedes participating
in the society, but is "an integration of learning and doing" that pulls together home, community, school, and workplace into a productive whole.

The literature on career education does not provide a universally accepted definition of career education. In spite of the fact that Commissioner Marland and other educational leaders have given considerable attention to the movement, it remains for career education to be precisely defined. Goldhammer and Taylor (1972) point out that the strategy has been to leave the matter of definition open to as much dialogue and interaction as possible.

Marland has suggested that:

Career education cannot be defined solely in Washington. Revolution doesn't happen because government suggests it. We can ask many of the questions, we can help with funds, but if career education is to be the revolutionary instrument that the times demand, it will be defined in hard and urgent debate across the land by teachers, laymen, students, and administrators in months to come. Let that debate start now (Career Education, 1971).

Hoyt and Evans (1972) have each offered definitions of career education. Hoyt defines career education as:

the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

In Hoyt's definition the education aspect of career educa-
tion is emphasized. Evans gives a career-oriented definition. To Evans, career education is

the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life.

Both definitions emphasize the values of a work-oriented society.

Swanson (1972) defines career education by describing five approaches to it: (1) career education as a philosophical commitment by public education to the values of a work-oriented society; (2) career education as a set of essential components required for a functioning program; (3) career education as the utilization of an educational delivery system; (4) career education as focusing on educational levels beginning with the elementary level and concluding with adult and continuing education; and (5) career education as outcomes. Swanson points out that no single approach to the description or definition of career education is sufficient: all of the approaches are mutually reinforcing.

In the "Progress Report" (1972) of the "Comprehensive Career Education Model," career education is defined as

a developmental process which begins in kindergarten and continues through the adult years. The student progresses from an initial awareness of careers to exploration and preparation, in a continuous advancement toward a satisfying adult life-role.
Quaranta (1971) presents a conceptual framework for guiding the implementation of career development programs into educational programs. In his view, a program consists of organized efforts to identify and utilize materials, resources, staff, and processes toward predetermined goals. He identifies the major elements as reality, program, model parameters, and critical incidents. A program is an attempt to organize reality in order that critical incidents—"those personally felt, growth producing incidents"—can occur. The rationale for programs evolves from understanding a broad conceptual framework of the nature of the universe and the fundamental processes of human development. The rationale serves as the broadest guideline for program growth; it keeps specific programs in balance with the higher order.

Quaranta describes career development in an educational setting as occurring in three areas: (1) educational development, (2) vocational development, and (3) personal-social development. These areas of development are seen not as discrete but as interdependent, with each contributing in various ways and in various degrees both to its own development and to the development of the others. Educational and vocational development are seen as having, as their ultimate objective, sound personal-social outcomes.

Quaranta outlines the specific parameters of actual
programming in terms of Individual Development; Program Development; Developmental Objectives and Behavioral Objectives; Program Objectives and Program Strategies; Activities; and Outcomes.

Osipow (1972) discusses implications for the development and implementation of career education programs drawn from a survey of career development theories. The most important suggestion he makes is to develop programs which are not "too rigid or too tightly conceived." He explains that when programs are rigid, with outlets for modifications not provided for, individuals are forced to persist in programs which do not fit them. Consistent with the developmental nature of careers, career education curriculum should become progressively more specific, but during the early and critical years considerable opportunity should exist for program modifications that reflect changes in the individual. Career education needs to be cognizant of another important aspect of career development theory, that is the part attitudes plays in the making and implementing of educational and vocational decisions. Rather than leading the individual to a specific vocational preference, the program should focus on the development of certain fundamental attitudes which will enable the individual to make his own decisions in an appropriate manner.
Marland (1971) suggests that there are three basic components to be considered in implementing school-based career education. The first requires the incorporation of the occupational clusters curriculum at all levels of the school K-12. The second component considers another aspect of the curriculum, the basic subject areas—math, science, language arts, and social studies. Marland proposes that the presentation of these subjects be refocused and presented in terms of the students' career interests. The third basic component relates to teacher education. He notes the need for efforts to be made to help teachers at all levels to increase their capacities to relate their teaching to the career theme.

During the past two and one-half years a number of career education models have been developed in an attempt to bridge the gap between the stated need for career education and the development of programs for incorporating career education goals into the educational system. Sources for these models include the United States Office of Education, projects sponsored by the United States Office of Education, state departments of education, university personnel, and private research and development organizations.

In 1971, the United States Office of Education designated The Center for Vocational and Technical Education, located at The Ohio State University, as the prime
contractor to develop, test, and install the school based Comprehensive Career Education Model. The model is being developed in six local school districts selected by the Office of Education. The six sites are Atlanta, Georgia; Hackensack, New Jersey; Pontiac, Michigan; Jefferson County, Colorado; Mesa, Arizona; and Los Angeles, California.

Career education for this model is defined as "a comprehensive educational program focused on careers, beginning with the entry of the child into a formal school program and continuing into the adult years" (Miller, 1972).

Reinhart (1972) identifies the program requirements for the model as specified by the United States Office of Education:

To develop an educational program for grades K through 12 around the career development of each student which:

(1) Restructures the entire educational program around the real life developmental needs.

(2) Integrates the academic knowledges and skills with occupational training.

(3) Assure that each exiting student will be prepared for further career development and for immediate employment.

(4) Provides for each student a program relevant to his becoming a self-fulfilled, productive, and contributing citizen.

(5) Incorporates community resources and non-school educational opportunities.
The basic components of this program center on eight "career elements," which represent areas of educational development, and eight student learning outcomes or goals, one for each element. The eight basic elements and outcomes are:

1. self awareness → self identity
2. educational awareness → educational identity
3. career awareness → career identity
4. economic awareness → economic understandings
5. appreciation, attitudes → self, social fulfillment
6. decision-making skills → career decisions
7. skill awareness and beginning competence → employment skills
8. employability skills → career placement

(Taylor, 1972).

The curriculum activities for the Comprehensive Career Education Model have been divided into three phases: Grades K-6, Grades 7-8, and Grades 9-12. The emphasis in K-6 is on the development and implementation of a career awareness curriculum. The students are introduced to the world of work through its simple divisions and through occupational clusters. Grades 7-8 focus on career exploration. The emphasis is on the exploration of the occupation clusters, field observation and experience. The emphasis in Grades 9-12 is on career entry preparation. At this level, students explore in depth selected occupational areas. The student has three options: intensive job preparation for entry into the world of work, preparation for post-secondary occupational education, or preparation
for a four-year college. Students preparing for post-secondary occupational education or a four-year college continue to be provided with experiences in the occupational clusters, including work experience where possible, and their academic subjects are related to the professional area for which they are preparing. The Comprehensive Career Education Model provides intensified guidance services throughout the curriculum at all levels (Reinhart, 1972).

Goldhammer (1972) sees the central mission of the school as that "of assisting all students to become so capacitated that they can perform their life responsibilities competently." He proposes the paradigm of the Careers Education Curriculum for carrying out this mission. He uses the plural, careers, to indicate the breadth of roles in which an individual must participate throughout his life. He indicates five "life careers" that constitute the framework within which all content of the curriculum is to be organized: (1) a producer of goods or a renderer of services; (2) a member of a family group; (3) a participant in social and political life of society; (4) a participant in avocational pursuits; and (5) a participant in the regulatory functions involved in aesthetic, moral and religious concerns.
Goldhammer proposes four basic objectives for the careers curriculum. They are: (1) social effectiveness, (2) economic productivity, (3) self-realization, and (4) moral responsibility. He holds that learning experiences in the school must have a cumulative effect and suggests that the sequence of learning experiences proceeds through the following steps: discovery, identification, selection and rejection, refinement, preparation, and experiencing and participating.

The scope and functions of the careers curriculum are based on the assumption that the vocational career is central to the education process. Goldhammer's careers curriculum model outlines five functions at the elementary grade level, seven at the middle grade level, and five for senior high school.

Gysbers et al. (1972) present the essential characteristics of a dozen of the school based career development models in tabular form. The tables indicate the name of the model, when it was developed, the developer's name, the career development product it expects to develop, the developmental aspects of the model, and the general content of the model. The twelve models presented are:

Wisconsin State Department of Education, 1971
California State Department of Education, 1971
Ohio Career Development Model, 1968
Southern Illinois University, 1971 (Bailey)
Georgia State Department, 1969 (Bottoms)
A number of strategies for integrating career development into school programs are being utilized in a variety of school districts throughout the United States. An outline summarizing these major program strategies and alternative combinations of them is provided by Gysbers et al. (1972). Also noted are projects or programs which exemplify the utilization of the specific strategies. The specific strategies are:

1. The use of traditional subject areas as a vehicle for the career development concept. Career education may be incorporated into each curriculum area (EDPA Elementary Institute, Minnesota; Robbinsdale, Minnesota; Sheboygan, Wisconsin), or it may be incorporated into selected curriculum areas (Shawano, Wisconsin; Moberly, Missouri).

2. The use of career content as a vehicle for basic education. In these programs the total curriculum is organized around the career development theme (Dekalb, Illinois), or basic education is focused around the career development theme (Marietta, Georgia).
(3) The inclusion of career development education as separate content, requiring unique and/or additional activities. In these programs, a substantive part of the activities is presented each day by a teacher (East Montpelier, Vermont; State of North Carolina), or occasionally by a teacher (Austin, Texas; Philadelphia, Pennsylvania), or by specialized personnel (Paola, Kansas; State of Georgia).

(4) The utilization of individualized instruction and group experiences as a vehicle for career education. These programs take the form of prescribed experiences and activities (mini-courses, voluntary seminars, work-study, project and kits); contracts with teachers, counselor and community personnel; and self-directed programs (computer based interactive systems, community worker observation and reporting, youth clubs, junior achievement).

Marland (1971) considers staff development a major component of school-based career education. He states that teachers at all levels need assistance to increase their capacities to relate teaching to the career theme.

Taylor (1972) also discusses the need for staff development programs in order that all school personnel will be thoroughly aware of their roles in career education and will be prepared to implement them. He suggests that
the inservice career education programs accomplish four tasks:

(1) Provide everyone with a general orientation to the philosophy and basic concepts of career education.

(2) Prepare selected staff members for modifying and developing instructional units.

(3) Prepare selected staff members, counselors, and teachers for testing and evaluating units that have been developed.

(4) Prepare teachers and counselors at different grade levels and various subject areas to implement the appropriate curriculum and guidance units.

Taylor further recommends that school board members, administrators, and other policy makers be provided with programs to give them thorough understandings of career education so that they may be better able to make appropriate policy decisions.

Bottoms (1972) suggests that inservice programs for career education be extended beyond local school personnel; teacher educators and state staff should be included.

The Comprehensive Career Education Model (Progress Report, 1972) provides for extensive staff development programs in its six cooperative school districts. Included is staff development training for administrators, counselors, teachers, paraprofessionals, and other support staff.

Bottoms (1972) states that attention must be given to both pre and inservice teacher education. He predicts
that "the former will be much harder to come by," but he sees hope in the nationwide trend to revamping preservice teacher education and certification procedures, namely, the switch from course counting to competencies that can be demonstrated. Competencies needed for career education can be among those taught and required for certification.

Shoemaker (1972) also notes that a new type of preprofessional education is needed and expresses concern over the fact that little discussion has taken place regarding preprofessional education as a part of the total concept of career education.

Hoyt (1972) states that career education will not become a major force in American education unless educational personnel are prepared to implement it. He notes that this requires the reeducation of administrators, counselors, classroom teachers, coordinators, and community workers. He emphasizes the need to reeducate "university teacher trainers."

The Center for Vocational and Technical Education (Taylor, 1972) in cooperation with the University Council for Educational Administration and the College of Education, The Ohio State University, conducted a National Conference for Deans of Colleges of Education for the purpose of acquainting deans with the emerging concepts of career education for the various functions of colleges of
education. The Center is also planning ten regional con-
ferences for faculty teams to consider needed modifications
and redirections across departments and functions of col-
leges of education in relation to career education.

Although career education is viewed as a life-long
process encompassing all education, career education at the
college level has received limited attention. Many univer-
sities, in recent years, have made career counseling avail-
able, but there exists little evidence that universities as
a whole are making strong commitments to assisting college
students in career development by a restructuring of goals
or programs. In the past, career education as the central
goal at the college level has been typified by isolated
cooperative education programs such as those at Northeastern
University (Dunphy, 1968), the oldest institution of its
kind.

In the area of teacher training, an increasing number
of teacher education institutions are moving toward experi-
ence-based programs and are involving students at much
earlier stages in the process of integrating academic work
and school experiences in order to improve not only
personal-professional growth but also to enable them to
make sounder career decisions (Garry, 1972).
Summary

A review of the literature related to career education indicates that the present educational system is failing the majority of its students and that there is an urgent need to restructure educational goals, objectives, and programs. Career education is viewed as the most promising vehicle for revitalizing the educational system and for reestablishing relevant educational programs. The conceptual structure for career education grows out of career development theory. The philosophical base upon which it is built stresses the work ethic and emphasizes the values of a work-oriented society. The goal of career education is to enable the optimum development and functioning of each individual so that each may become a fulfilled and contributing member of society. Career education is conceptualized as a developmental process which begins in early childhood and continues through the adult years. Educational systems need to parallel this lifelong process, with the objective of facilitating the successful preparation for and development of a lifelong, productive career. Major efforts are being made by the United States Office of Education to develop education models which include career education programs. Four such models currently being developed are: (1) the school-based model; (2) the employer-based model; (3) the home or family-based
model; and (4) the residential or community-based model. Attention also must be given to both preservice and in-service education in order that all school personnel will be thoroughly aware of their roles in career education and will be prepared to implement them.

The literature in both career development theory and career education view all education as essentially career education.

**Critical Incident Technique**

John C. Flanagan is generally recognized as the originator of the critical incident technique. In an article published in 1949, he outlined the methodology of the technique and certain requirements for its successful use. In 1954 he reported further on the development of the methodology, fundamental principles, and the status of critical incident technique.

The critical incident technique is a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and in developing broad psychological principles, with emphasis on observed incidents possessing special significance and meeting systematically defined criteria. To be an observable incident, Flanagan indicated that the activity reported must be sufficiently complete in itself to permit inferences
and predictions to be made about the person performing the act. To be a critical incident, the incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effect (Flanagan, 1954).

Flanagan emphasizes that the critical incident technique does not consist of a single rigid set of rules but rather is a flexible set of principles which can be modified and adapted to meet the specific research situation at hand.

The essence of the technique is that only simple types of judgments are required of the observer, reports from only qualified observers are included, and all observations are evaluated by the observer in terms of an agreed upon statement of the purpose of the activity (Flanagan, 1954).

Flanagan cites two basic principles which underlie the critical incident technique: (1) reporting the acts and attendant behavior is preferable to the collection of interpretations, ratings and opinions based on general impression; (2) reporting should be limited to those behaviors which according to competent observers, make a significant contribution to the activity (Flanagan, 1954).

Rules governing the use of the critical incident technique were first established by Flanagan in 1949, and periodically revised as its use increased. Guidelines to be observed if the information collected by the critical
incident technique is to be uniform, consistent, and objective are:

(1) The general aim of the activity should be a brief statement obtained from the authorities in the field which expresses in simple terms those objectives to which most people would agree.

(2) Plans and specifications for collecting factual incidents regarding the activity should be developed. The instructions are to be specific as possible with respect to the standards to be used in evaluating and classifying the behavior observed.

(3) The incident may be reported in an interview or written up by the observer. It is essential that the reporting be objective and include all relevant details.

(4) The collected data is to be summarized and described in an efficient manner so that it can be effectively used for various practical purposes.

(5) Provision is to be made for reporting possible biases and implications of decisions and procedures in each of the preceding guidelines (Flanagan, 1954).

Flanagan points out that in its broad outline and basic approach, the critical incident technique has very little about it which is new. People have been making observations for centuries; however, a set of procedures for analyzing and synthesizing such observations into relationships that can be tested under controlled conditions has been lacking. The critical incident technique was developed in response to this lack.

The technique grew out of studies in the Aviation Psychology Program established in 1941, United States Army, World War II, to develop procedures for the selection and
classification of aircrews. These studies, which included an analysis of the reasons for failure in learning to fly, reasons for the failure of bombing missions, critical requirements of combat leadership, disorientation while flying, and factual incidents, were the basis for research on the design of instruments and controls and cockpit layout.

The summary volume for the Aviation Psychology Program Reports contained a discussion of the theoretical basis of the technique for determining the critical requirements of a particular activity, and described the status of the technique at that time. Flanagan notes that the procedure was found to be effective in securing information from individuals concerning their own errors, from subordinates concerning errors of their superiors, from supervisors with respect to their subordinates, and also from participants with respect to co-participants (Flanagan, 1954).

Some of the psychologists who participated in the Aviation Psychology Program established the American Institute for Research at the close of World War II. The aim of the Institute was the systematic study of human behavior through scientific research, following general principles developed in the Aviation Psychology Program. In 1947, the critical incident technique was formally
developed and given its present name. Studies undertaken by the American Institute for Research included investigations to determine the critical requirements for the work of an officer in the United States Air Force, a commercial airline pilot, an air traffic controller, research personnel on a project sponsored by the Psychological Science Division of the Office of Naval Research, and hourly wage employees in industry. The study to determine the critical job requirements for the hourly wage employees was the first application of the critical incident technique in an industrial situation.

A substantial number of studies were carried out at the University of Pittsburgh. The objective of most of them was the determination of critical requirements for specific occupational groups, including dentists, industrial foremen, bookkeepers, life insurance agency heads, psychology instructors, and sales clerks. One of the studies (Eilbert, 1953) used the critical incident technique to investigate emotional immaturity. The use of this technique in a personality study suggests the possibilities for developing more specific behavior descriptions.

Since World War II, the critical incident technique has been used successfully as a research tool in a number of situations. Flanagan (1954) identified nine areas in which applications of the critical incident procedure had
been made: (1) measures of typical performance (criteria); (2) measures of proficiency (standard samples); (3) training; (4) selection and classification; (5) job design and purification; (6) operating procedures; (7) equipment design; (8) motivation and leadership (attitudes); and (9) counseling and psychotherapy.

The critical incident technique has been used with increasing frequency in educational research since the late 1950's. Corbally (1956), in an article entitled "The Critical Incident Technique and Educational Research," discusses some of the advantages and disadvantages of the use of the technique in educational research. He points out that the technique was originally intended to study men at work at machines, whereas in the field of education men are studied as they work with men, involving human interaction. Corbally's most pertinent suggestions are that great care must be taken to insure that the problem is one in which aims and outcomes can be recognized by various competent observers with both validity and reliability; that it must be recognized that the technique is not designed to discriminate between several types of behavior with regard to their criticalness, except to indicate that some behaviors are critical and others are noncritical; and that the team approach can provide more fruitful results than the individual approach.
Mayhew (1956) discusses the critical incident technique in educational evaluation, pointing out that although it has been used extensively in personnel selection and prediction, it also holds important possibilities in educational measurement. Its significance lies chiefly in providing empirically derived classifications of behavior which can then be used either as a framework for subsequent measurement or as the material out of which evaluation instruments can be developed.

A two-year research project designed to evaluate the introduction of educational television in Columbian schools by the Peace Corps was reported by Comstock and Maccoby (1966). Over 100 critical incidents were collected from the volunteers in the field who were serving as educational television consultants. The critical incidents were used to analyze the job and role of the volunteer and to provide training materials.

Crawford (1967) reports a series of studies of curriculum construction in distributive teacher education utilizing the critical incident technique. These studies involved all state supervisory and teacher education personnel in distributive education in the United States, as were forty-eight distributive education teacher coordinators and 400 distributive workers at the entry, supervisory, and management levels. Specific objectives of the studies
were to determine: (1) basic beliefs concerning distribu-
tive education; (2) critical tasks of the distributive
education coordinator; (3) professional competencies needed
to perform these tasks, and (4) technical competencies
needed by the teacher coordinator to develop worker com-
petencies in selected categories. The worker categories
included: (a) department stores, variety stores; (b) food
stores, service stations, wholesaling; and (c) hotels-
motels, restaurants.

Spielbichler (1968) reported a study using the
Effective Incident Report Technique, a modified form of the
critical incident technique, to determine the impact on
prospective counselors of an on-campus practicum in school
counseling. The Effective Incident Report technique was
used to identify learning experiences occurring in each
planned activity of the practicum which counselors believed
to be valuable and which enabled them to realize the objec-
tives of the counseling practicum. The Effective Incident
Report technique was also used to identify the individual
who stimulated the learning experience as well as the type
of interaction that had occurred between the individual
reporting the incident and the individual who stimulated it.

Kohl and Carter (1968) used the critical incident
technique to determine job requirements of Idaho agricul-
tural agents. Job requirements were developed by cate-
gorizing the critical behaviors identified in the critical incidents and were classified in five major areas: group development, program development, counseling clients, interpersonal relations, and maintaining the organization. The findings revealed that social skills were used more than technical skills in critical areas of the job.

In discussing the Multi-State Teacher Education Project's experimentation with media, Bosley (1968) lists various uses of video processes, concentrating specifically on microteaching and the use of simulation and critical incident materials.

Peabody (1968) used the critical incident method to describe job requirements perceived as critical by Michigan Cooperative Extension agents, and to identify training needs and job requirements according to employment position and tenure.

The goal of the Instructional Task Project of Newport Beach, California, a project sponsored by the United States Office of Education, was to determine the requirements for an effective community-school communication model and its implementation. In the project's first year, Abbot (1968) used the critical incident technique to identify the specific behavior concerns of the community served by the Newport-Mesa Unified School District for its youth. The sample included 1000 persons, and was drawn from parents,
youth, school staff, and the social community. From the data several thousand specific valued behaviors were abstracted and classified into a taxonomy of community concerns.

Cruickshank and Broadbent (1968) conducted a study to determine the effectiveness of simulation for presenting critical teaching problems and the effect of exposure to simulated critical teaching problems on student teachers. Critical incident technique was used to identify critical teaching problems.

Herzberg (1969) conducted a study which investigated student pilot motivation for and toward the Air Training Command's undergraduate pilot training program. The purposes of the study were to employ motivation-hygiene-theory and critical incident interview methodology for investigation and motivation in a military training situation, and to compare the findings with another air force sample and samples from industrial organizations.

Findlay (1969) reported that the critical incident method was used to determine appropriate curriculum content for training professional leaders in extension education. The critical incident technique was used to discover behavior patterns that were characteristic of professional extension agents and that were of key importance in their work. A structure of relevant concepts was identified and linked to behavioral categories.
Using the critical incident technique, Hampton (1969) assessed the consistency between actual on the job behaviors of Cooperative Extension agents and their expected or inferred tasks as portrayed in a county agent role model encompassing thirty-one tasks and seven phases, and three broad categories of activity.

West Las Vegas High School, New Mexico, participated in a project entitled "Job Descriptions and Critical Incidents Reports" (1970). In this project, seven office education students were placed in various office jobs. The purpose was to expose them to actual office practice and to acquire job descriptions and critical incidents. Each student was assigned to observe an employee for three days, after which the students disseminated information to the class in oral and written reports. Job descriptions were compiled for the seven jobs. Eight negative and five positive critical incidents were reported, involving personality traits and their effects on job performance. The results indicate that learning through observation is an effective method. The participants realized the objectives of the project, and the observations produced favorable attitude toward the world of work.

Trent (1971) compiled a series of case studies for use by County Extension Home Economics Agents in training program aides working in a food and nutrition education
program. The case studies were based on actual experiences reported by program aides. Because these cases represented areas of success or failure in the minds of the aides, they were called critical incidents. The critical incidents were categorized under the following major task areas: enrolling new families; winning confidence and trust; creating and maintaining interns; organizing groups; conducting meetings; dealing with children and husbands; and involving other agencies and groups.

Zucker (1966) used the critical incident technique to determine the factors which contributed to or interfered with the success of objectives identified for a remedial English course. The study involved a sample of 500 students from five junior colleges. From the findings, it was recommended: (1) that teachers encourage class discussion, refrain from constant lecturing, use many examples, use audio-visual materials, and ask and answer student questions; (2) that students complete many exercises, participate in class activities, and read extensively.

Bostock (1964) developed a modified critical incident performance evaluation form for hourly paid machinists. Interviews were conducted with foremen to collect performance samples which were evaluated and incorporated into a rating form and a rating scale for overall performance. The form consisted of twenty-six ineffective samples and
was tested by twenty-two foremen rating a sample group of 198 machinists. The form was found to be reliable and relevant and is suggested for use in the industrial complex for which it was designed.

Summary

A review of the literature relative to critical incident technique indicates that critical incident technique is being used widely as a research tool and provides valuable findings in many fields. Of particular note is the substantial increase in its use in educational research.

Critical incident technique provides a means for collecting observations of a human activity in order that inferences and predictions may be made about the person performing the act. The data obtained from the observations can be systematically analyzed and synthesized into possible relationships that may be subjected to testing under controlled conditions. The data can be of great importance in improving the effectiveness and efficiency of operations. The technique enables the observer to intervene in appropriate ways in order to change outcomes if so desired.

Through the Significant Incident Report technique, a modified form of the critical incident technique, information about the operations and effects of the Freshman Early
Experiencing Program may be obtained. Such information enables decisions to be made as to necessary or desired intervention in order to achieve continual development, refinement, or redirection of the program while insuring its effectiveness.

**Chapter Summary**

The review of the literature relative to major career development theories reflects certain understandings about the way careers evolve and the process of career development in individuals. The review of the literature related to career education provides background information on career education as it has emerged and is developing in present practice. The review of the literature pertinent to critical incident technique provides a basis for the development of the Significant Incident Report technique and for the treatment of information obtained from it.

Chapter III identifies the procedures used in the Significant Incident Report Study.
CHAPTER III

PROCEDURES FOR THE STUDY

The purpose of this chapter is to detail the basic procedures implemented in this study. A discussion of the setting, population, instruments, procedures, analysis and treatment of the data are offered.

The purpose of this study was to elicit Significant Incident Reports from forty students who participated in the Freshman Early Experiencing Program at The Ohio State University and to analyze the reports in order to determine (a) what planned (program) and unplanned (non-program) activities the freshmen identified as significant to their growth in career development; (b) in what settings these incidents occurred; (c) what incidents occurred in supervised, in cooperatively directed, and in independently directed activities; (d) which objectives of the Freshman Early Experiencing Program participants believed they had progressed toward as a result of each incident reported; and (e) what shifts in commitment toward or away from teaching occurred over the period of this study.
Setting

The settings in which the Significant Incident Report study were conducted may be described as The Ohio State University, University College, and the Columbus Elementary Public Schools.

The Ohio State University

The Significant Incident Report Study was conducted at The Ohio State University, Main Campus, Columbus, Ohio. The Ohio State University is a large state-assisted university. There are four regional centers and several research and extension centers situated in various areas throughout the State of Ohio in addition to the main campus. The enrollment in the university is approximately 50,000 students. Within the university, there are seventeen different colleges, schools, and divisions, two hundred possible majors leading to the baccalaureate degree, and over 3,000 faculty (assisted by a large number of graduate assistants) teaching several thousand courses.

University College

About one-third of all the students attending The Ohio State University are enrolled in University College. University College serves as the college of enrollment for all freshmen and about half of the sophomores at The Ohio State University. All freshmen, upon entering Ohio State, are automatically enrolled in University College. Students "exit" from University College when they have met
the transfer criteria of the college in which they propose to pursue a degree. The time of exit varies depending on the entrance requirements of the college to which the student proposes to transfer.

It should perhaps be explicitly noted that University College is not a college of instruction. The College has no teaching faculty, and (with the exception of UVC 100, Freshman Survey) it offers no courses. All of the academic courses taken by University College students are taught by faculty who are members of departments of instruction in other colleges ("A Handbook for Academic Advisers," 1972).

The College of Education

The function of the College of Education is to provide professional education for teachers and other educational workers. The undergraduate professional teacher education program is primarily a two-year program on the junior and senior level. The following instructional units offer programs under the jurisdiction of the College of Education: The Arts in Education, Curriculum and Foundations, Early and Middle Childhood Education, Educational Administration, Educational Development, Exceptional Children, Humanities Education, Industrial Technology, Science-Mathematics Education, Special Services, Vocational-Technical Education, School of Health, Physical Education, and Recreation ("College of Education," 1972).

As of the Summer Quarter, 1971, the College of Education requires all freshmen who indicate a preference for or an interest in admission to the College of Education, The
Ohio State University, to enroll in an early experience program ("College of Education," 1972). In the early experience program the student has some options such as working as a teacher-aide, tutor, or social agency aide. In some cases he has the opportunity to explore in seminar and in counseling sessions the appropriateness of a career in education for himself.

Admission to the College of Education requires completion of a minimum of ninety-seven credit hours of course work; in addition the student shall:

(1) Have attained cumulative point-hour ratio of 2.25 or above in all college courses undertaken at The Ohio State University and elsewhere or have sufficient evidence that he has the academic potential to complete advanced academic course work successfully;

(2) Have completed a pattern of course work and-or demonstrated on achievement tests an adequate background preparatory for the major course of study to be pursued;

(3) Have adequate speech, hearing, and health to perform the function of a teacher; and

(4) Have shown evidence of possessing the personal competencies, characteristics, and motivation required to perform successfully in a teaching situation ("College of Education," 1972).

Final admission to the College of Education is made by faculty members of each instructional unit of the College of Education.
Columbus Elementary Public Schools

Columbus, the capital city of the State of Ohio, is the state's second largest city with a population of 539,677 in the city proper and 916,228 residing in its metropolitan area. The people of Columbus are predominantly native stock, nationality groups being in negligible numbers. There are more than 987 manufacturing establishments in the city. In addition to those employed in manufacturing, the city's principal lines of employment include: retail and wholesale trade establishments, transportation, communications, public utilities, construction, government service industries, finance, insurance and real estate, Columbus is the home of four institutions of higher education and three military establishments (Columbus and Vicinity, 1972-73 Telephone Directory).

The Columbus Public School District includes a total of 170 schools—fourteen senior high schools, twenty-eight junior high schools, and 128 elementary schools. The 1971-72 enrollment for the school district was 109,000. Elementary school enrollment was 53,376. Columbus employed 4,906 teachers in 1971-72. Teacher salaries in 1971-72 ranged from $7200 for a B.A. degree and no experience to $12,780 for work at the M.A. level and twelve years of experience (Public Information, Columbus Board of Education, October 10, 1972).
The Columbus School Profile (Merriman, 1970) indicates that approximately 13 per cent of children attending the Columbus Public Schools come from families receiving some form of Aid to Dependent Children; however, this number does not reveal the true impact of poverty in Columbus. Many impoverished families live in the city who are not eligible for these funds. Generally, in the urban setting these lower income families tend to be clustered. The minority group enrollment is 26.5 per cent, the lowest among the six largest school districts in Ohio.

Fifteen Columbus Elementary Schools were included in this study. The Division of Evaluation-Research-Planning of the Columbus Board of Education identified ten of the schools as priority schools; that is, the socioeconomic level was low, and there was a high percentage of Aid to Dependent Children families in the community. Incidence of Aid to Dependent Children cases to enrollment is used as a criterion in establishing eligibility for receipt of ESEA Title I funds and in establishing priorities for such monies.

Freshman Early Experiencing Program Details

1. School Component

The school component is centered on the assignment of the teacher aide to a classroom teacher in a school for four one-half days each week for the period of one academic
quarter. The Freshman Early Experiencing Program does not delineate the specific activities in which a teacher aide is to become involved. It is expected that the teacher aide will avail himself of the opportunity to explore the entire spectrum of the school and become involved in schoolwide, classroom and school-community activities. Since the choice of activities is open-ended, the teacher aide and the classroom teacher to whom he is assigned determine the activities in which the teacher aide will participate. Some activities will be teacher-initiated and others teacher aide-initiated. The activities then are effected (1) under the supervision of the classroom teacher (or other educational personnel), or (2) are cooperatively directed by the teacher aide and the classroom teacher, or (3) are independently directed by the teacher aide.

2. Seminar Component

The teacher aide attends a weekly two-hour seminar. The seminars are planned by the Program Coordinator. Whenever possible the expertise of school personnel as well as university personnel is used. The content of the seminars is structured in a three-series format: the first series focuses on career education; the second and third series concentrate on cognitive development and skill development.

A. Testing

The teacher aide participates in personality, interest, and vocational testing. Three seminars, the career education series, are assigned to the orientation, administration, and interpretation of the tests. Among the instruments currently in use are: The Myers-Briggs Type Index, the Edwards Personal Preference Schedule, the Ohio Vocational Interest Survey, the Strong Vocational Interest Blank, and the Mooney Problem Checklist. The use of these instruments provides the teacher aide with a point of departure for focusing on his self-awareness, self-understanding, and self-acceptance, as he moves toward integration of self and the profession.

B. Counseling—Individual or Group

The counseling component consists of three individual counseling sessions or five group counseling sessions for each teacher aide. Counselors are provided by the university, and the sessions are held in the university setting. Counseling provides the teacher aide with a vehicle for looking at himself in relation to his experiences in the school. The counseling helps him develop insight into the implications of the experience for his personal-social growth, career development, and educational development.
4. Staff Development Component

Teachers to whom teacher aides are assigned are involved concurrently in Freshman Early Experiencing Program inservice seminars to assist them in their development as teacher educators. The teachers are oriented to the rationale, purposes and goals of the Freshman Early Experiencing Program. They learn to use the program as a vehicle for their own personal and professional growth as well as to maximize the benefits of the program for the teacher aide. The seminars provide a natural link between preservice and inservice teacher education; they serve to actualize the joint university-school concern and responsibility for teacher education.

The biweekly inservice seminars are arranged and conducted by Freshman Early Experiencing Program Coordinators, utilize the expertise of school as well as university personnel. Administrators and other professional school personnel may avail themselves of the staff development component.

Program Personnel

The following listing identifies the Freshman Early Experiencing Program personnel:

1. Freshman students and sophomore transfer students who indicate an interest in or preference for Education as a major field
2. Public, private, parochial staff—teachers, counselors, administrators, and other educational workers

3. University College Academic Advisors

4. Graduate students who served as counselors, coordinators, group leaders

5. Program Coordinators

6. The Ohio State University Faculty

7. Program Director-Consultant.

Population

In the Autumn Quarter, 1971, 8,207 freshmen and sophomores were admitted to The Ohio State University and were enrolled in University College. Seven thousand four-hundred thirty-two were freshmen; 775 were freshman and sophomore transfer students. At the time of this study in the Spring Quarter, 1972, 572 of these students were enrolled in the Freshman Early Experiencing Program as teacher aides. The population for this study was the 137 freshman students assigned to the Columbus Elementary Public Schools as teacher aides. From this group the sample for this study was drawn.

Sample

The study group consisted of forty students enrolled in the Freshman Early Experiencing Program, University College, Spring Quarter, 1972. A simple random sample was drawn from the group of 137 freshman students enrolled in
the Freshman Early Experiencing Program who were assigned
to the Columbus Elementary Public Schools as teacher aides.

Study Design

The design of the Significant Incident Report Study
is classified as descriptive-survey. Descriptive-survey is
defined by Best (1970) as research which

... describes and interprets what is. It is con­
cerned with conditions or relationships that exist;
practices that prevail; beliefs, points of view, or
attitudes that are held; processes that are going
on, effects that are being felt; or trends that are
developing. At times, descriptive research is con­
cerned with how what is or what exists is related
to some preceding event that has influenced or
affected a present condition or event.

The investigator selected the descriptive-survey design
because the intent and objectives of the present study
necessitated description, recording, analyzation, and inter­
pretation of prevailing conditions or practices of the
Freshman Early Experiencing Program as experienced and re­
ported by program participants.

Instrumentation

Three instruments were used in the present study: the
Significant Incident Report Form, the Information for Co­
ordinator Use Only form, and the Personal Data Form. Dis­
cussion of the purpose, development and content of each of
the instruments is provided in the following section.
Significant Incident Report Form

The purpose of the Significant Incident Report Form was to stimulate participants to focus on the significant incidents which occurred to them within the various planned (program) and unplanned (non-program) experiences of the Freshman Early Experiencing Program, and to cause them to articulate the feelings and meanings which they attached to each incident.

The Significant Incident Report technique was based on John C. Flanagan's critical incident technique (Flanagan, 1949, 1954). The critical incident technique and the Significant Incident Report technique procedures are designed to collect reports of observed behaviors or incidents that have special significance to the reporter and that meet systematically defined criteria. A detailed discussion of Flanagan's critical incident technique may be found in Chapter II.

The basic difference between the Significant Incident Report technique and the critical incident technique is to be found in the reporting procedure. Critical incident technique requires that both effective and ineffective incidents be reported. Observers in Significant Incident Report technique were asked to report only effective incidents; reports of ineffective incidents, those incidents which do not contribute to the general aims of the program, were not required. The procedure of using only effective
incidents was adopted for this study because reports of ineffective incidents were viewed as of minimal value for fulfilling the purposes of the study. The major focus of the present study was to identify incidents which Freshman Early Experiencing participants viewed as having a significant impact on their development rather than identifying those which had little or none.

In an article Flanagan (1954) states that if information collected from critical incident technique is to be uniform, consistent, and objective, five main steps must be followed in the critical incident technique procedure. The following discussion identifies each of the steps as Flanagan described them and details the implementation of each of the steps in the development of the Significant Incident Report technique.

**Step 1. Determination of Freshman Early Experiencing Program Objectives**

The general aim of the activity should be a brief statement obtained from the authorities in the field which expresses in simple terms those objectives to which most people would agree.

The first step in developing the Significant Incident Report Technique required the identification of the objectives of the Freshman Early Experiencing Program. A review and verification of the objectives were obtained through interviews with the Freshman Early Experiencing Program Director-Consultant, Coordinators, and other Freshman Early
Experiencing staff personnel. No documented written description of the Freshman Early Experiencing Program was available at the time.

**Step 2. Plans and Specifications for Collection of Significant Incident Reports**

Plans and specifications for collecting factual incidents regarding the activity should be developed. The instructions are to be as specific as possible with respect to the standards to be used in evaluating and classifying the behavior observed.

In order to meet the terms of Step 2, the investigator for this study developed the Significant Incident Report Form and the Significant Incident Report Instructional Manual. The Significant Incident Report Form was used to collect data; the following information was requested:

1. When did the incident occur?
2. Where did the incident occur?
3. What were the circumstances?
4. When the incident occurred, I was involved in an activity which was:
   a) Supervised by another _____
   b) Cooperatively directed _____
   c) Independently directed by me ______
5. What was the incident?
6. What were your feelings when this incident occurred?
7. What meaning did this incident have for you?
8. Draw a circle around the number of the one purpose of Freshman Early Experiencing Program which this experience helped you to achieve.

If this experience helped you to achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3.

I. Exploring your educational development
II. Exploring your career development
III. Exploring your personal-social development

The last section of the Significant Incident Report Form was used to record Subject identification data. The complete Significant Incident Report Form may be found in the Appendix.

The Significant Incident Report Form Instructional Manual contained information that described the situation in which observations were to be made. The relationship between the purposes of the Freshman Early Experiencing Program and the situation in which observations were to be made were clarified. The manual suggested that a minimum of three Significant Incident Reports be submitted per week; however, if participants wished to report more than three incidents, they were encouraged to do so. Participants were also asked to write Significant Incident Reports within twenty-four hours of their occurrence and to return them to the investigator weekly. This procedure was followed because Flanagan (1954) and others found that the probability that the observer would include "full, clear, and precise details" of the incident was greater when the reports were written within twenty-four hours of the occurrence than when longer periods of time elapsed. When permitted longer periods of time between the observation and the writing of the report, the reporter's details were likely to be vague and sometimes distorted, leading
Flanagan to question the accuracy of information included in reports written after the twenty-four hour period had elapsed. A copy of the Significant Incident Report Instructional Manual may be found in the Appendix.

A pilot testing of the instrument was undertaken during the Winter Quarter, 1972, to help determine the adequacy of the manual and the report form. Minor revisions were made in the wording of the instrument as a result of the pilot test. In the original Significant Incident Report Form used by the pilot test group, no examples of appropriate responses were cited along with the questions. The addition of the examples effected greater clarity in the revised form and facilitated the use of the form by observers.

The substitution of the word "significant" for "critical" in the name of the instrument used in the present study was made because of difficulties met in the use of the term "critical" by observers in the pilot test. Ambiguous connotations of the word "critical" worked as a constraint on observers' responses. They found it difficult to discriminate between experiences which were critical and those which were not so critical to their development. They tended to look for extremely unusual incidents or exceptional behaviors rather than incidents which had more impact on their development than others. The difficulty which the observers had in interpreting the word "critical"
also affected the number of incidents they reported. Greater success in the use of the instrument was achieved by changing the name of the report from Critical Incident Report to Significant Incident Report.

During the first week of the Freshman Early Experiencing Program, prior to their experience in the schools, the Subjects received an hour of group instruction on observations and writing Significant Incident Reports. Every Subject received an additional hour of individual follow-up instruction during the second or third week of the Freshman Early Experiencing Program. During that time, the participants and the investigator evaluated the Significant Incident Reports. Additional instruction was provided if necessary, but in almost every case the group instruction plus the individual session proved to be adequate. There were just three cases where a second follow-up interview was provided.

**Step 3. Objectivity of Significant Incident Reports**

The incident may be reported in an interview or written up by the observer. It is essential that the reporting be objective and include all relevant details.

In the present study, written Significant Incident Reports were used to collect information. The interview method was rejected because it was the investigator's intent to accumulate a large number of cross-sectional incidents in order to achieve the purposes of the study.
Because of the large number of Subjects and because of the many hours they were required to spend in schools, seminars, counseling sessions, conferences, other university classes, and other activities, the investigator felt that the interview approach would not be feasible.

In order to insure objectivity and adequacy of reporting, Flanagan (1954) emphasized four following conditions that must be met:

(1) Specification of actual situations and actual behaviors to be observed by the observer must be clarified.

(2) Observers must know whether or not a specific observed behavior is relevant to the general aims of the activity.

(3) The observer must be able to make a decision regarding the extent of the effect the observed incident has on the general aim.

(4) The observer must be qualified (trained) to make judgments regarding effective behavior in the activity observed.

The above conditions were met through group instruction and follow-up instruction in the use of Significant Incident Report forms and through information included in the Significant Incident Report Form Instructional Manual which was distributed to each Subject at the beginning of the study.

**Step 4. Summarization and Description of Collected Data**

The collected data is to be summarized and described in an efficient manner so that it can be effectively used for various practical purposes.
The discussion which follows includes (1) a clarification of the objectives of each of the eight questions included on the Significant Incident Report Form, (2) a description of the procedures used in categorizing information within each question, and (3) a description of the procedures used in preparing the data for analysis.

The objective of Question One was to find out when the incident occurred in order to effect a trend analysis of the Significant Incident Reports as they related to Purpose II--Exploring Career Development--over the time span of the Freshman Early Experiencing Program.

Question Two was used to determine the settings--school, university, or other--in which significant incidents occurred. Identification of settings was instrumental in establishing classification of incidents which occurred in planned (program) or unplanned (non-program) activities as well as in determining if school activities related differently from university or other activities.

The purpose of Question Three was to provide a means for identifying activities in which significant incidents occurred as (1) planned or unplanned, and (2) instructional or non-instructional.

The objective of Question Four was to find out if, when the significant incident occurred, the Subject was involved in a school activity which was supervised,
cooperatively directed, or independently directed. This information was needed to determine what percentage of the Significant Incident Reports relating to Purpose II—Exploring Career Development—occurred in supervised, cooperatively directed or independently directed activities.

Question Five was used to acquire a description of the significant incident in order to verify the categorization of activities as (1) planned or unplanned, (2) instructional or non-instructional, and to determine if the incident occurred in a whole class, whole school, small group, or one-to-one situation.

The objective of Questions Six and Seven was to cause the Subject to articulate feelings and meaning which the incident effectuated for him so that he could better relate to the purposes of the Freshman Early Experiencing Program; therefore, the responses were not used for analysis in the present study. Analysis of these responses will be useful in future studies which focus on cognitive and affective learning processes which students experience while enrolled in the Freshman Early Experiencing Program.

Question Eight was included in order to find out which of the purposes of the Freshman Early Experiencing Program Subjects believed they were able to achieve as a result of the significant incident which occurred.
A total of 867 Significant Incident Reports were collected. Each Subject was assigned an identification number in order to preserve confidentiality and to encourage truthful responses. The Subject identification numbers began with Number 001 and were consecutively numbered through 042. (Subjects 007 and 009 dropped out of the study after the first week.) The identification number appeared on the back of each Significant Incident Report Form. The Significant Incident Reports were dated in two ways: (1) date on which the incident occurred, and (2) date on which the report was written. The reports were collected weekly. To preserve the chronological order of the occurrence of the incident, each report was given a consecutive order number which also appeared on the back of the Significant Incident Report Form. Significant Incident Reports were sorted, first, according to number, then, were arranged chronologically. The first report was placed on top and the last on the bottom. Hand tabulating procedures were employed in transferring data from the data gathering instrument, the Significant Incident Report Form, to tabular form for systematic examination.

Notations of the categories were made in the left-hand margins of the Significant Incident Reports as the responses were categorized. The following categories were
established as a result of responses to Questions One, Two, Three, Four, Five, and Eight:

(1) Date of incident  
(2) Setting of the incident  
(3) Planned (program) or unplanned (non-program) activity  
(4) Instructional or non-instructional activity  
(5) Whole class, small group, or individual situation  
(6) Supervised, cooperatively directed, or independently directed activity  
(7) Purposes realized (ranked according to importance to the Subject)

After Subject responses were sorted and appropriately categorized, they then were recorded in chronological order on individual Subject sheets for tabulation of data. Frequency counts were obtained for each category. The responses were then recast from the individual Subject sheets to attain frequency counts (irrespective of individual subject) of overall (1) specific activities identified, (2) planned and unplanned activities, (3) instructional or non-instructional activities, (4) whole class, small group, and individual situations, (5) specific settings—school, university seminar, university counseling, and other. Frequency counts were also accomplished for the number of school activities which were supervised, cooperatively directed, and independently directed. Data on the three purposes of the Freshman Early Experiencing achieved, and rankings given to each of the purposes
achieved by respondents, were arranged to show the frequency of occurrence.

For comparison purposes, frequency counts were converted to percentages for the following categories:

(1) **School Activities—Planned (Program)**
- Instructional
- Non-Instructional
- Other
- Supervised
- Cooperatively Directed
- Independently Directed
- Whole Class
- Small Group
- Individual

(2) **University Activities—Planned (Program)**
- Seminar
- Counseling

(3) **Other Activities—Unplanned (Non-Program)**

(4) **Purposes of the Freshman Early Experiencing Program Realized**

The statistical procedures used to analyze the data derived from Significant Incident Reports are reported at the end of this chapter.

**Step 5. Reporting Significant Incident Technique**

Provision is to be made for reporting possible biases and implications of decisions and procedures in each of the preceding guidelines.

The fifth step was observed in the previous discussions of each of the four steps in Significant Incident Report technique procedure.
The Information Sheet for Coordinator Use only was used to survey each Subject's commitment to teaching at the beginning, middle, and end of the Freshman Early Experiencing Program. The Information Sheet for Coordinator Use Only was a closed-ended questionnaire developed specifically for use in the Freshman Early Experiencing Program by a member of the Faculty of Special Services in the College of Education, The Ohio State University.

The questionnaire is composed of three parts. The first part asks for the following identification data from the teacher aide:

Name ____________________________ Coordinator ____________________________
Col's. Address ____________________ UVC Advisor ________________________
Telephone ________________________ School _____________________________
Home Address ______________________ Grade or Subject ____________________
Telephone ________________________ Previously Stated Teaching Area Choices
OSU Rank Year __ Qtr ______________ __________________________

Teacher aides who completed this form for purposes of this study only were not required to answer "Previously Stated Teaching Area Choices."

The second section of the form requests that the teacher aide indicate his present career commitment by checking one of the statements in Section A and one of the
statements in Section B:

A 1. _____ I have a commitment to teaching without reservations.

2. _____ I have a tentative commitment to teaching but would like to explore further in other careers.

3. _____ I have decided not to enter teaching.

B 1. _____ I have a commitment to teach a specific subject area without reservations.

2. _____ I have a tentative commitment to teach a specific subject but would like to explore further areas.

3. _____ I have not yet made a commitment to a specific area and need to explore further areas.

The present study was concerned only with Section A responses.

The third part of the form requested that the teacher aide rank his preferred subject areas. These data also were not used in this study. A copy of the Information Sheet for Coordinator Use Only form may be found in the Appendix.

Subjects completed the Information Sheet for Coordinator Use Only at three different points in time; at the first meeting of the study group, at the middle of the quarter, and during the final week of the program.

**Personal Data Form**

The Personal Data Form was developed by the investigator specifically for this study in order to obtain
background and experience data about the teacher aide. No further use of these data were made. Copy of the Personal Data Form may be found in the Appendix.

**Statistical Analysis**

Data coding: Questions One, Two, Three, Five, and Eight were answered in frequencies and percentages. These data were hand tabulated. Portions of the raw data in Questions Four and Six were transcribed on digitek sheets and then punched onto computer cards.

Data analysis: The data for Questions Four and Six were converted into contingency tables and subjected to chi square analysis. Analysis of variance for simple one factor repeated measures design was used in Question Seven.

In this chapter the procedures for the study were described. Analysis of the data and a description of the findings will be discussed in Chapter IV.
CHAPTER IV

FINDINGS

In this chapter, the findings of the Significant Incident Report Study are reported. General data which are considered pertinent as an overview to the findings are presented in the first section of this chapter. In the following section, the data are reported as they apply to each question posed in the statement of the purpose. The data are reported in tables and figures and discussed.

General Data

A total of 867 significant incidents were reported over a period of eight weeks during the Spring Quarter, 1972, by forty freshmen and sophomore students.

Subject Characteristics

University Class Rank:

Thirty-seven of the 40 subjects were third quarter freshmen; 1 was a second quarter freshman; and 2 were third quarter sophomores.

Sex:

The majority of Subjects were female--35; 5 were male.
Age:

The Subjects ranged in age from 18 to 21. Sixteen females were 18 years of age, 15 females and 2 males were 19 years of age, 1 male and 19 females were 20 years of age, and 2 males were 21.

Marital Status:

Thirty-eight of the Subjects were single and 2 were married (both male).

Home State of Residence:

Most of the students, 36, were Ohio residents; 2 were from the State of Illinois, 1 from New York, and 1 from New Jersey.

Armed Services:

Only 1 student (male) had served in the United States Armed Services.

Parents' Occupation:

The following listing identifies father's occupation as labeled by the Subjects: technician, welder, transportation supervisor, steel laborer, machine operator, mechanic, jeweler, electrical engineer (2), electrician (2), construction worker (2), farmer, self-employed (2), machinist (2), mechanical engineer, government employee, greenskeeper, transportation director, salesman (2), insurance, United State Air Force, rubber worker, company president, state examiner, service station manager, chemist, office services and communication.
Mother's occupation was designated as: housewife (13), diet worker, office clerk, practical nurse, bank teller, self-employed, nurse's aide, secretary (2), seamstress, and buyer.

Work Experience:

All Subjects indicated previous work experiences except 2. Twenty-six Subjects indicated more than 1 work experience; the range was from 2 to 4. Twenty-three different types of work experiences were noted: cashier (5), food service worker (16), solderer (1), office clerk (6), sales clerk (9), library page-aide (5), baby-sitting (4), desk clerk (1), executive secretary (1), laborer (5), factory worker (2), bank teller (1), teacher aide (2), typist (3), entertainer (1), janitor (1), work-study (1), camp counselor (1), butcher (1), secretary (1), telephone operator (1), reader for the blind (1), house cleaning (1).

Volunteer Service:

Approximately one-half of the sample population reported participation in some type of volunteer service. Typical volunteer services represented were: mentally retarded day camp, hospital, tutor, Project Head Start, Brownie camp, politics, multiple sclerosis, heart, leukemia, kidney, crippled children, day care, Project Promise, CROP, and Church.
Previous Career Counseling:

Twenty-six Subjects stated that they had experienced a limited to moderate amount of counseling prior to enrollment in the Freshman Early Experiencing Program. One Subject indicated extensive career counseling. According to Subjects' statements, the career counseling took place either with a high school guidance counselor or University College counselor.

Placement Schools

The number of elementary schools included in the study was fifteen. The Columbus Board of Education, Division of Evaluation-Research-Planning identified ten of the schools as priority schools; that is, the socio-economic level was low, and there was a high percentage of Aid for Dependent Children families in the community. Incidence of Aid for Dependent Children cases to enrollment is the criterion used to establish school priority and eligibility for receipt of ESEA Title I federal funds.

Table 1 identifies each placement school and the number of teacher aide Subjects assigned to it.
TABLE 1

PLACEMENT SCHOOLS AND NUMBER OF FRESHMAN EARLY EXPERIENCING SUBJECTS ASSIGNED TO EACH

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Number of Teacher Aide Subjects Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calumet</td>
<td>4</td>
</tr>
<tr>
<td>Eleventh</td>
<td>4</td>
</tr>
<tr>
<td>Fair</td>
<td>3</td>
</tr>
<tr>
<td>Felton</td>
<td>2</td>
</tr>
<tr>
<td>Gladstone</td>
<td>1</td>
</tr>
<tr>
<td>Highland</td>
<td>2</td>
</tr>
<tr>
<td>Hubbard</td>
<td>5</td>
</tr>
<tr>
<td>Hudson</td>
<td>3</td>
</tr>
<tr>
<td>Lincoln Park</td>
<td>1</td>
</tr>
<tr>
<td>Main</td>
<td>3</td>
</tr>
<tr>
<td>Ohio</td>
<td>1</td>
</tr>
<tr>
<td>Siebert</td>
<td>2</td>
</tr>
<tr>
<td>Walford</td>
<td>5</td>
</tr>
<tr>
<td>Shady Lane</td>
<td>1</td>
</tr>
<tr>
<td>West Broad</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

Number of Significant Incident Reports

Table 2 shows that 40 Subjects returned a total number of 867 Significant Incident Reports over the eight-week time period of the study. The number of reports received from each Subject ranged from as many as 25 to as few as 6. Nineteen Subjects, slightly less than one-half of the study group, submitted 24 to 25 reports. Eighteen Subjects returned 23 to 16 reports. The remaining 3 Subjects submitted from 14 to 6 reports.


### TABLE 2

**NUMBER OF SIGNIFICANT INCIDENT REPORTS RECEIVED FROM SUBJECTS**

<table>
<thead>
<tr>
<th>Number of SIRs Received from Each Subject</th>
<th>Number of Subjects</th>
<th>Total SIRs Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>5</td>
<td>125</td>
</tr>
<tr>
<td>24</td>
<td>14</td>
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<td>0</td>
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<td>16</td>
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<tr>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>867</td>
</tr>
</tbody>
</table>

Tables 3 and 4 contain a summary of the total number of Significant Incident Reports related to Planned (Program) activities and Unplanned (Non-Program) activities. The data are presented as frequencies and percentages. Of the 867 significant incidents, 726 (83.7 per cent) were reported to have occurred in a Planned (Program) activity. Of the 726 significant incidents, 647 (74.6 per cent of 867) occurred in a School activity; 79 (9.1 per cent of 867) occurred in an University activity.
### TABLE 3
SUMMARY OF FREQUENCIES AND PERCENTAGES\(^a\) OF SIGNIFICANT INCIDENT REPORTS RELATED TO PLANNED (PROGRAM) ACTIVITIES AND UNPLANNED (NON-PROGRAM) ACTIVITIES BY ACTIVITY CLASSIFICATION

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>School</th>
<th>University</th>
<th>PLANNED (PROGRAM) ACTIVITY</th>
<th>PLANNED (NON-PROGRAM) ACTIVITY- Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number of SIR's of Total</td>
<td>Number of SIR's of Total</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td></td>
<td>Received</td>
<td>Received</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional</td>
<td>246</td>
<td>28.4</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Non-Instructional</td>
<td>401</td>
<td>46.2</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Seminar</td>
<td>---</td>
<td>---</td>
<td>58</td>
<td>6.7</td>
</tr>
<tr>
<td>Counseling</td>
<td>---</td>
<td>---</td>
<td>21</td>
<td>2.4</td>
</tr>
<tr>
<td>Other (Non-Program)</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>141</td>
</tr>
<tr>
<td>Total</td>
<td>645</td>
<td>74.6</td>
<td>79</td>
<td>9.1</td>
</tr>
</tbody>
</table>

\(^a\)Percentages rounded to equal 100 per cent.

### TABLE 4
SUMMARY OF FREQUENCIES AND PERCENTAGES\(^a\) OF SIGNIFICANT INCIDENT REPORTS RELATED TO PLANNED (PROGRAM) ACTIVITIES AND UNPLANNED (NON-PROGRAM) ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of SIR'S Received</th>
<th>Percentage of Total Number of SIR's Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned (Program School)</td>
<td>726</td>
<td>83.7</td>
</tr>
<tr>
<td></td>
<td>(647)</td>
<td>(74.6)</td>
</tr>
<tr>
<td>Planned (Program University)</td>
<td>(79)</td>
<td>(9.1)</td>
</tr>
<tr>
<td>Unplanned (Non-Program)</td>
<td>141</td>
<td>16.3</td>
</tr>
<tr>
<td>Total</td>
<td>867</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\(^a\)Percentages rounded to equal 100 per cent.
A comparison of Instructional Planned (Program) School activity to Non-Instructional Planned (Program) School activity shows that Instructional activities were reported much less frequently than Non-Instructional. Four hundred and one (46.2 per cent of 867), Non-Instructional activities were reported and 246 (28.4 per cent of 867) Instructional.

Of the 79 significant incidents reported as occurring in a Planned (Program) Activity—University, 58 occurred in a Seminar Activity and 21 occurred in Counseling.

One hundred and forty-one (16.3 per cent of 867) significant incidents occurred in an Unplanned (Non-Program) activity. Table 2 shows that significant incidents occurred most frequently in Planned (Program) activities, and within the Planned activities, the majority of incidents occurred while participating in a School activity. Significant incidents occurring in Counseling were least often reported.

A survey of the Significant Incident Reports presented in Table 5 provides identification of the specific kinds of Planned (Program) activities in which Subjects were involved when significant incidents occurred. The majority of incidents, 647 of 726, occurred while participating in Instructional and Non-Instructional School activities. The number of Non-Instructional activities, 401, was substantially higher than the number of Instructional, 246. Among the Non-Instructional activities the most frequently reported were Observations, 165, and Individual Conference, 110. Of
### TABLE 5

**Frequencies of Significant Incident Reports Related to Planned (Program) Activities**

<table>
<thead>
<tr>
<th>Planned (Program) Activity</th>
<th>Number of Significant Incident Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. SCHOOL</strong></td>
<td></td>
</tr>
<tr>
<td>A. <strong>Instructional</strong></td>
<td></td>
</tr>
<tr>
<td>1. Individual</td>
<td>61</td>
</tr>
<tr>
<td>2. Small Group</td>
<td>69</td>
</tr>
<tr>
<td>3. Whole Class</td>
<td>112</td>
</tr>
<tr>
<td>4. Whole School</td>
<td>2</td>
</tr>
<tr>
<td>5. All Day in School</td>
<td>2</td>
</tr>
<tr>
<td>B. <strong>Non-Instructional</strong></td>
<td></td>
</tr>
<tr>
<td>1. Clerical</td>
<td>3</td>
</tr>
<tr>
<td>2. Individual Conferences (Teacher, Pupil, Coordinator, etc.)</td>
<td>110</td>
</tr>
<tr>
<td>3. Observations</td>
<td>165</td>
</tr>
<tr>
<td>a. Individual</td>
<td></td>
</tr>
<tr>
<td>1) Pupil</td>
<td>34</td>
</tr>
<tr>
<td>2) Teacher</td>
<td>1</td>
</tr>
<tr>
<td>3) Parent-Teacher</td>
<td>1</td>
</tr>
<tr>
<td>4) Nurse</td>
<td>1</td>
</tr>
<tr>
<td>5) Substitute Teacher</td>
<td>6</td>
</tr>
<tr>
<td>6) Teacher-Principal</td>
<td>1</td>
</tr>
<tr>
<td>b. Whole Class</td>
<td>118</td>
</tr>
<tr>
<td>c. Playground</td>
<td>6</td>
</tr>
<tr>
<td>d. Small Group</td>
<td>6</td>
</tr>
<tr>
<td>e. High School</td>
<td>1</td>
</tr>
<tr>
<td>4. Whole Class</td>
<td>76</td>
</tr>
<tr>
<td>a. Attendance</td>
<td>1</td>
</tr>
<tr>
<td>b. Field Trip</td>
<td>17</td>
</tr>
<tr>
<td>c. Grades/Report Cards</td>
<td>2</td>
</tr>
<tr>
<td>d. Preparing Class Materials</td>
<td>9</td>
</tr>
<tr>
<td>e. Sociogram</td>
<td>4</td>
</tr>
<tr>
<td>f. Supervision (Lunch, restroom, recess, etc.)</td>
<td>39</td>
</tr>
<tr>
<td>g. Photographing Class</td>
<td>1</td>
</tr>
<tr>
<td>h. Testing</td>
<td>3</td>
</tr>
<tr>
<td>5. Other</td>
<td>47</td>
</tr>
<tr>
<td>a. Assembly</td>
<td>8</td>
</tr>
<tr>
<td>b. Community Visit</td>
<td>2</td>
</tr>
<tr>
<td>c. Faculty Meeting</td>
<td>2</td>
</tr>
<tr>
<td>d. Program Orientation—Principal</td>
<td>1</td>
</tr>
<tr>
<td>e. Coordinator—Building Meeting</td>
<td>2</td>
</tr>
<tr>
<td>f. PTA</td>
<td>5</td>
</tr>
<tr>
<td>g. Reading Student Files</td>
<td>3</td>
</tr>
<tr>
<td>h. Working with Substitute</td>
<td>11</td>
</tr>
<tr>
<td>i. Day with Principal</td>
<td>1</td>
</tr>
<tr>
<td>j. Faculty Lounge</td>
<td>9</td>
</tr>
<tr>
<td>k. Learning to Use A-V Equip.</td>
<td>1</td>
</tr>
<tr>
<td>l. Teacher Workshop</td>
<td>1</td>
</tr>
<tr>
<td>m. Gift from Students</td>
<td>2</td>
</tr>
<tr>
<td>n. Girls' Club Dinner</td>
<td>1</td>
</tr>
<tr>
<td>II. UNIVERSITY</td>
<td></td>
</tr>
<tr>
<td>A. Seminar</td>
<td>58</td>
</tr>
<tr>
<td>B. Counseling</td>
<td>21</td>
</tr>
<tr>
<td>1. Individual</td>
<td>8</td>
</tr>
<tr>
<td>2. Group</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>726</td>
</tr>
</tbody>
</table>
the 165 observations, 118 were observations of Whole Class. Among Instructional activities, 112, or almost one-half of the incidents reported, occurred in Whole Class; approximately one-fourth of this group, or 61, occurred in Individual, and approximately one-fourth, or 69, in Small Group.

Of the total number of significant incidents reported as occurring in a Planned (Program) Activity, 79, or less than one-fifth, reported occurred in a Planned University Activity. The fewest number of significant incidents reported as occurring in Planned University Activity was Counseling. Fifty-eight, or almost three-fourths of the Significant Incident Reports relating to Planned University Activity, identified Seminar as the location of the incident. (See Appendix for samples of unedited Significant Incident Reports identifying Planned [Program] and Unplanned [Non-Program] Activities.)

An inspection of the data in Table 6 reveals that there were 141 significant incidents reported as occurring in an Unplanned (Non-Program) Activity. The majority of the significant incidents reported fell into three main categories--Campus, Social Situation, Home. The most frequently
<table>
<thead>
<tr>
<th>Unplanned (Non-Program) Activity</th>
<th>Number of Significant Incident Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Campus</strong></td>
<td></td>
</tr>
<tr>
<td>A. Protest March, Riot</td>
<td>4</td>
</tr>
<tr>
<td>B. Dormitory</td>
<td>30</td>
</tr>
<tr>
<td>C. University Class</td>
<td>14</td>
</tr>
<tr>
<td>D. Fraternity</td>
<td>4</td>
</tr>
<tr>
<td>E. Conversation</td>
<td>4</td>
</tr>
<tr>
<td>F. Rock Concert</td>
<td>1</td>
</tr>
<tr>
<td>G. Other</td>
<td>1</td>
</tr>
<tr>
<td><strong>II. Driving</strong></td>
<td></td>
</tr>
<tr>
<td>A. Stopped by Police</td>
<td>2</td>
</tr>
<tr>
<td>B. Car Accident, Breakdown</td>
<td>4</td>
</tr>
<tr>
<td>C. Conversation with Rider</td>
<td>2</td>
</tr>
<tr>
<td>D. Other</td>
<td>4</td>
</tr>
<tr>
<td><strong>III. Shopping</strong></td>
<td></td>
</tr>
<tr>
<td><strong>IV. Home</strong></td>
<td></td>
</tr>
<tr>
<td>A. Studying</td>
<td>2</td>
</tr>
<tr>
<td>E. Ill</td>
<td>2</td>
</tr>
<tr>
<td>C. Conversation</td>
<td>11</td>
</tr>
<tr>
<td>D. Self-Evaluation, Contemplation</td>
<td>4</td>
</tr>
<tr>
<td>E. Other</td>
<td>5</td>
</tr>
<tr>
<td><strong>V. Philanthropic Projects</strong></td>
<td></td>
</tr>
<tr>
<td><strong>VI. Social Situation (Date, Party, Movies, Bar)</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>VII. Other</strong></td>
<td></td>
</tr>
<tr>
<td>A. Work</td>
<td>4</td>
</tr>
<tr>
<td>E. Job Interview</td>
<td>1</td>
</tr>
<tr>
<td>C. Bus Stop</td>
<td>1</td>
</tr>
<tr>
<td>D. Doctor’s Office</td>
<td>1</td>
</tr>
<tr>
<td>E. Brought Friend to School</td>
<td>1</td>
</tr>
<tr>
<td>G. Bike Stolen at School</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>141</td>
</tr>
</tbody>
</table>

mentioned category was Campus. Fifty-eight reports related to incidents occurring on Campus, 26 to a Social Situation, and 25 to Home.

Examination of the data presented in Table 7 shows that the largest number of Significant Incident Reports were received during the second week of the program; the fewest number were returned the eighth week. The number of
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Week of the Freshman Early Experiencing Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>I. Program—School</td>
<td></td>
</tr>
<tr>
<td>Instructional</td>
<td>38</td>
</tr>
<tr>
<td>Non-Instructional</td>
<td>65</td>
</tr>
<tr>
<td>II. Program—University</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>0</td>
</tr>
<tr>
<td>Counseling</td>
<td>4</td>
</tr>
<tr>
<td>III. Non-Program Unplanned</td>
<td></td>
</tr>
<tr>
<td>Unplanned</td>
<td>(118)</td>
</tr>
<tr>
<td>Total</td>
<td>(118)</td>
</tr>
</tbody>
</table>
Significant Incident Reports indicating Planned (Program) School activities generally decreased from the first week through the eighth week. Among Planned (Program) University activities, the number of Significant Incident Reports showed an increase in the third and fourth weeks and a general decrease in the remaining weeks of the program. No discernible pattern was noted for the number of Significant Incident Reports indicating Unplanned (Non-Program) activities.

**Question 1**

Were the reported incidents occurring in each of the four categories of planned program activities—(a) school-instructional, (b) school-non-instructional, (c) university-seminar, (d) university-counseling—perceived as related to career development?

The total number of significant incidents reported as occurring in a Planned (Program) Activity—School was 647. Table 8 indicates that of these reported significant incidents, 547 (84.5 per cent of 647) were identified as achieving Purpose II—Exploring Career Development. Of the 547 reports, 356 (55.0 per cent of 647) ranked Purpose II first; 176 (27.2 per cent of 647) ranked Purpose II second; 15 reports (2.3 per cent of 647) ranked Purpose II third. One hundred Significant Incident Reports (15.3 per cent of 647) were Ranked Not at All as related to Purpose II.
### TABLE 8

**FREQUENCIES AND PERCENTAGES* FOR PLANNED (PROGRAM) ACTIVITY—SCHOOL ONLY AS RELATED TO PURPOSE II—EXPLORING CAREER DEVELOPMENT**

<table>
<thead>
<tr>
<th>Planned (Program) Activity—School</th>
<th>PURPOSE ACHIEVED—PURPOSE II: EXPLORING CAREER DEVELOPMENT</th>
<th>ALL PURPOSES ACHIEVED RELATED TO SCHOOL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ranked First Percent-</td>
<td>Ranked Second Percent-</td>
</tr>
<tr>
<td></td>
<td>age of School Number</td>
<td>age of School Number</td>
</tr>
<tr>
<td></td>
<td>of SIR's Activity</td>
<td>of SIR's Activity</td>
</tr>
<tr>
<td>Plumed (Program) Ranked First</td>
<td>150</td>
<td>23.2</td>
</tr>
<tr>
<td>Non-Instructional</td>
<td>206</td>
<td>31.8</td>
</tr>
<tr>
<td>Total</td>
<td>356</td>
<td>55.0</td>
</tr>
</tbody>
</table>

*Percentages rounded to equal 100 per cent.
Two hundred and forty-six of the significant incidents reported as occurring in Planned (program) School activities were identified as Instructional activities. Two hundred and eighteen of these Instructional activities were identified as being related to Purpose II. Among the 401 incidents occurring in Non-Instructional activities, 329 were related to Purpose II.

The rankings of Purpose II for Planned (Program) Activity—School are similar in both Instructional and Non-Instructional Activities, the largest percentage being Ranked First and the smallest percentage being Ranked Third.

As shown in Table 9, the total number of significant incidents reported as occurring in a Planned (Program) Activity—University was 79. Of the 79 reports, 33 (41.7 per cent of 79) were Ranked First as achieving Purpose II—Exploring Career Development; 26 (32.9 per cent of 79) Ranked Second, and 4 (5.1 per cent of 79) Ranked Third. Sixteen (20.2 per cent of 79) were Ranked Not at All.

Fifty-eight (73.4 per cent of 79) reports indicated significant incidents which occurred in Seminar, a Planned (Program) Activity—University. Of the 58 reports, 50 (63.3 per cent of 79) were identified as achieving Purpose II.
<table>
<thead>
<tr>
<th>Planned (Program) Activity—University</th>
<th>Percent of Number of SIR's Activity Received</th>
<th>Percent of Number of SIR's Activity Received</th>
<th>Percent of Number of SIR's Activity Received</th>
<th>Purpose II Achieved</th>
<th>Percent of Number of SIR's Activity Achieved</th>
<th>Percent of Number of SIR's Activity Achieved</th>
<th>Percent of Number of SIR's Activity Achieved</th>
<th>Percent of Number of SIR's Activity Achieved</th>
<th>Percent of Number of SIR's Activity Achieved</th>
<th>Percent of Number of SIR's Activity Achieved</th>
<th>Percent of Number of SIR's Activity Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>26</td>
<td>32.9</td>
<td>20</td>
<td>25.3</td>
<td>4</td>
<td>5.1</td>
<td>50</td>
<td>63.3</td>
<td>8</td>
<td>10.1</td>
<td>58</td>
</tr>
<tr>
<td>Counseling</td>
<td>7</td>
<td>8.8</td>
<td>6</td>
<td>7.6</td>
<td>0</td>
<td>0.0</td>
<td>13</td>
<td>16.3</td>
<td>8</td>
<td>10.1</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>41.7</td>
<td>26</td>
<td>32.9</td>
<td>4</td>
<td>5.1</td>
<td>63</td>
<td>79.8</td>
<td>16</td>
<td>20.2</td>
<td>79</td>
</tr>
</tbody>
</table>

*Percentages rounded to equal 100 per cent.*
Twenty-one (26.6 per cent of 79) Significant Incident Reports indicated Counseling; and of the 21 reports, 13 (16.5 per cent of 79) were identified as achieving Purpose II. Eight reports (10.1 per cent of 79) did not rank career development at all.

Table 10 summarizes the frequencies and percentages of Significant Incident Reports which identified Planned (Program) Activity--School and University as related to Purpose II--Exploring Career Development. A total of 726 significant incidents were identified as occurring in a Planned (Program) Activity--School and University. Six hundred and ten (84.0 per cent) of the 726 reports, indicated the incident helped the Subject achieve Purpose II. Of the 726 Significant Incident Reports, 116 (15.9 per cent of 726) were Ranked Not at All as related to Purpose II.

Six hundred and forty-seven (89.1 per cent of 726) of the incidents were reported as occurring in a School Activity--Instructional and Non-Instructional. Of the 647 reported incidents, 547 (75.3 per cent of 726) were identified as related to Purpose II; 356 (49.0 per cent of 726) were Ranked First, 176 (24.2 per cent of 726) were Ranked Second, and 15 (2.1 per cent of 726) were Ranked Third, and
### TABLE 10

**SUMMARY OF FREQUENCIES AND PERCENTAGES**<sup>a</sup> **FOR PLANNED (PROGRAM) ACTIVITY—SCHOOL AND UNIVERSITY—AS RELATED TO PURPOSE II—EXPLORING CAREER DEVELOPMENT**

<table>
<thead>
<tr>
<th>Planned Activity</th>
<th>PURPOSE ACHIEVED</th>
<th>PURPOSE III: EXPLORING CAREER DEVELOPMENT</th>
<th>ALL PURPOSES ACHIEVED RELATED TO PLANNED (PROGRAM) ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ranked First</td>
<td>Ranked Second</td>
<td>Ranked Third</td>
</tr>
<tr>
<td></td>
<td>Number of Planned SIR's Activity</td>
<td>Number of Planned SIR's Activity</td>
<td>Number of Planned Purpose Achieved</td>
</tr>
<tr>
<td></td>
<td>Received SIR's</td>
<td>Received SIR's</td>
<td>Achieved SIR's Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCHOOL</strong></td>
<td>(356)</td>
<td>(176)</td>
<td>(24.2)</td>
</tr>
<tr>
<td>Instructional</td>
<td>150</td>
<td>113</td>
<td>15.5</td>
</tr>
<tr>
<td>Non-Instructional</td>
<td>206</td>
<td>63</td>
<td>8.7</td>
</tr>
<tr>
<td><strong>UNIVERSITY</strong></td>
<td>(23)</td>
<td>(26)</td>
<td>(3.6)</td>
</tr>
<tr>
<td>Seminar</td>
<td>26</td>
<td>20</td>
<td>2.8</td>
</tr>
<tr>
<td>Counseling</td>
<td>7</td>
<td>6</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>(389)</td>
<td>(202)</td>
<td>(27.8)</td>
</tr>
</tbody>
</table>

<sup>a</sup>Percentages rounded to equal 100 per cent.
100 (13.7 per cent of 726) were Ranked Not at All.

Among the 647 Significant Incident Reports which identified an incident occurring while participating in a School activity, 246 (33.9 per cent of 726) occurred in an Instructional activity, and 401 (55.2 per cent of 726) occurred in a Non-Instructional activity. Two hundred and eighteen (30.0 per cent of 726) of the incidents identified as occurring in an Instructional activity related to achieving Purpose II. Among Non-Instructional activities, 329 (45.3 per cent of 726) of the reports related to achieving Purpose II. The highest percentage of Significant Incident Reports relating to achieving Purpose II among both Instructional and Non-Instructional activities was Ranked First; the lowest percentage was Ranked III.

Among Non-Instructional activities, the percentage of incidents reported related to purposes achieved other than Purpose II was greater than those Ranked Second and those Ranked Third.

Seventy-nine (10.9 per cent of 726) of the Significant Incident Reports identified a significant incident which occurred while participating in a Planned (Program) Activity—University. Fifty-eight (8.0 per cent of 726) of the 79 incidents reported occurred in University Seminar activity and 21 (2.9 per cent of 726) occurred in University Counseling activity. Of the 79 Significant
Incident Reports reported as occurring in Planned (Program) Activity—University, 63 (8.7 per cent of 726) related to Purpose II, and 16 (2.2 per cent of 726) were Ranked Not at All. Among Seminar activity, 50 (6.9 per cent of 726) of 58 significant incidents related to Purpose II. Among Counseling activity, 13 (1.8 per cent of 726) related to Purpose II. The highest percentage of incidents related to Purpose II among Seminar and Counseling activities was Ranked First; the lowest percentage was Ranked Third. The percentage of incidents related to Purpose II and Ranked Second and Ranked Third among Counseling activity was lower than those Ranked Not at All for Counseling activity.

**Question 2**

Were the reported incidents occurring in unplanned (non-program) activities, specified as either a place or situation, and occurring during the time period of the Freshman Early Experiencing Program, perceived as related to career development?

Table 11 shows that the total number of significant incidents reported as occurring in Unplanned (Non-Program) Activity was 141. Sixty-two (43.7 per cent of 141) of the incidents were identified as relating to Purpose II—Exploring Career Development; 79 (55.9 per cent of 141) were identified as Ranked Not at All.
TABLE 11

FREQUENCIES AND PERCENTAGES FOR UNPLANNED (NON-PROGRAM) ACTIVITY AS RELATED TO PURPOSE ACHIEVED: PURPOSE II—EXPLORING CAREER DEVELOPMENT

<table>
<thead>
<tr>
<th>Unplanned (Non-Program) Activity</th>
<th>PURPOSE ACHIEVED—PURPOSE II: EXPLORING CAREER DEVELOPMENT</th>
<th>ALL PURPOSES ACHIEVED RELATED TO UNPLANNED (NON-PROGRAM) ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ranked First</td>
<td>Ranked Second</td>
</tr>
<tr>
<td></td>
<td>Percentage of Unplanned of SIR's planned Activity Received</td>
<td>Percentage of Unplanned of SIR's planned Activity Received</td>
</tr>
<tr>
<td></td>
<td>Number of SIR's planned Activity Achieved</td>
<td>Number of SIR's planned Activity Achieved</td>
</tr>
<tr>
<td>Campus</td>
<td>11 7.8</td>
<td>15 10.6</td>
</tr>
<tr>
<td>Driving</td>
<td>2 1.4</td>
<td>5 3.3</td>
</tr>
<tr>
<td>Shopping</td>
<td>0 0.0</td>
<td>3 2.1</td>
</tr>
<tr>
<td>Home</td>
<td>5 3.5</td>
<td>8 5.7</td>
</tr>
<tr>
<td>Social Situations</td>
<td>0 0.0</td>
<td>3 3.3</td>
</tr>
<tr>
<td>Philanthropic Projects</td>
<td>1 0.7</td>
<td>2 1.4</td>
</tr>
<tr>
<td>Other</td>
<td>1 0.7</td>
<td>3 2.1</td>
</tr>
<tr>
<td>Total</td>
<td>20 14.1</td>
<td>41 28.9</td>
</tr>
</tbody>
</table>

Percentages: 43.7 55.9 99.7
Among Unplanned (Non-Program) Activity, 58 (41.1 per cent of 141) incidents were identified as occurring in a Campus situation, 26 (17.0 per cent of 141) occurred in a Social Situation, and 24 (17.0 per cent of 141) occurred in a Home situation. Unplanned (Non-Program) Activity incidents related to Purpose II are Ranked Second more often than Ranked First or Ranked Third in all cases.

**Question 3**

Of the significant incidents reported, what percentage occurring in (a) the school setting, (b) the university setting, or (c) other settings were identified as furthering career development?

An inspection of the data in Table 12 reveals that 867 Significant Incident Reports were received, and 672 (77.5 per cent of 867) of the reports indicated that Purpose II—Exploring Career Development—was achieved. Four hundred and nine (47.4 per cent of 867) of the reports ranked Purpose II First; 243 (27.9 per cent) were Ranked Second; and 20 (2.2 per cent of 867) were Ranked Third. The number of Planned (Program) School setting reports related to Purpose II was 547 (63.1 per cent). The number of Planned (Program) University setting reports that were related to achieved Purpose II was 63 (7.2 per cent of 867). Sixty-two (7.2 per cent of 867) Unplanned (Non-Program) Other setting reports were related to achieved Purpose II.
TABLE 12

FREQUENCIES AND PERCENTAGES* of significant incidents reported in specific settings identified as furthering purpose II—Exploring career development

<table>
<thead>
<tr>
<th>Purpose II—Exploring Career Development</th>
<th>Planned Program School</th>
<th>Planned Program University</th>
<th>Unplanned Non-Program—Other</th>
<th>Total Number of SIR's Received</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked First</td>
<td>356</td>
<td>41.1</td>
<td>33</td>
<td>3.9</td>
<td>409</td>
</tr>
<tr>
<td>Ranked Second</td>
<td>176</td>
<td>20.3</td>
<td>26</td>
<td>2.9</td>
<td>243</td>
</tr>
<tr>
<td>Ranked Third</td>
<td>15</td>
<td>1.7</td>
<td>4</td>
<td>0.4</td>
<td>20</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>547</td>
<td>63.1</td>
<td>63</td>
<td>7.2</td>
<td>672</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>100</td>
<td>11.5</td>
<td>16</td>
<td>1.8</td>
<td>195</td>
</tr>
<tr>
<td>Total</td>
<td>647</td>
<td>74.6</td>
<td>79</td>
<td>9.0</td>
<td>867</td>
</tr>
</tbody>
</table>

*Percentages rounded to equal 100 per cent.
In both School and University settings, more reports ranked Purpose II first than ranked Purpose II second or third. It can also be seen that in both School and University settings that Purpose II was ranked third least often.

Among Unplanned (Non-Program) Other settings, the percentage of reports related to achieved Purpose II was 7.2 per cent of 867. The percentage of Unplanned (Non-Program) Other setting reports that were not related to Purpose II was 9.2 per cent of 867. The largest number of significant incidents reported related to Purpose II among Unplanned (Non-Program) Other settings was 41 (4.7 per cent of 867) and Ranked Second.

**Question 4**

When they occurred in different settings—university, school, or other settings—was the importance of the significant incidents to career development ranked differently? Table 13 contains the frequencies and percentages for significant incidents related to rankings of Purpose II. These incidents were also identified as occurring in School, University, and Other settings. The total number of significant incidents reported as related to Purpose II was 672. The largest number, 547 (81.4 per cent of 672) of significant incidents related to Purpose II occurred Planned (Program) School setting. The number of
TABLE 13

FREQUENCIES AND PERCENTAGES\(^a\) FOR SIGNIFICANT INCIDENT REPORTED IN SPECIFIC SETTINGS RELATED TO RANKINGS OF PURPOSE II—EXPLORING CAREER DEVELOPMENT

<table>
<thead>
<tr>
<th>Purpose II—Exploring Career Development</th>
<th>Planned Program School</th>
<th>Planned Program University</th>
<th>Unplanned Non-Program - Other</th>
<th>Total Number of SIR's Received</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent- of SIR's age of Received</td>
<td>Number</td>
<td>Percent- of SIR's age of Received</td>
<td>Number</td>
</tr>
<tr>
<td>Ranked First</td>
<td>356</td>
<td>87.0</td>
<td>33</td>
<td>8.1</td>
<td>20</td>
</tr>
<tr>
<td>Ranked Second</td>
<td>176</td>
<td>72.4</td>
<td>26</td>
<td>10.7</td>
<td>41</td>
</tr>
<tr>
<td>Ranked Third</td>
<td>15</td>
<td>75.0</td>
<td>4</td>
<td>20.0</td>
<td>1</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>(547)</td>
<td>(81.4)</td>
<td>(63)</td>
<td>(9.4)</td>
<td>(62)</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>100</td>
<td>51.3</td>
<td>16</td>
<td>8.2</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>647</td>
<td>74.6</td>
<td>79</td>
<td>9.0</td>
<td>141</td>
</tr>
</tbody>
</table>

\(^a\)Percentages rounded to equal 100 percent.
significant incidents which occurred in Planned (Program) University setting and Unplanned (Non-Program) Other settings was 63 (9.4 per cent of 672) and 62 (9.2 per cent of 672) respectively.

Among the reported 409 incidents ranking Purpose II first, the School setting showed 356 (87.0 per cent of 409) reported incidents; the University setting showed 33 (8.1 per cent of 409) and Unplanned Other setting showed 20 (4.9 per cent of 409).

Two hundred and forty-three significant incidents ranked Purpose II second. Again, the largest number of reported incidents, 176 (72.4 per cent of 243), was found to have occurred in the school setting. The smallest number, 26 (10.7 per cent of 243), occurred in the university setting.

Among the 20 significant incidents ranking Purpose II third, 15 (75 per cent of 20) occurred in the school setting, and only 1 occurred in Unplanned Other setting.

Among incidents which ranked Purpose II Not at All, slightly over 50 per cent of the incidents occurred in the School setting and 40 per cent occurred in an Unplanned Other setting.

Table 14 represents the same data as given in Table 13 but gives only the observed frequencies. Table 15 reports the percentage of the column total for each cell of observed frequencies in Table 14.
TABLE 14
CONTINGENCY TABLE AND CHI SQUARE FOR SIGNIFICANT INCIDENTS REPORTED IN SPECIFIC SETTINGS RELATED TO RANKINGS FOR PURPOSE II—EXPLORING CAREER DEVELOPMENT

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Planned Program</th>
<th>Unplanned Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number SIR's</td>
<td>Number SIR's</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>University</td>
<td></td>
</tr>
<tr>
<td>Ranked First</td>
<td>356</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>Ranked Second</td>
<td>176</td>
<td>26</td>
<td>41</td>
</tr>
<tr>
<td>Ranked Third</td>
<td>15</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>100</td>
<td>16</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>647</td>
<td>79</td>
<td>141</td>
</tr>
</tbody>
</table>

Chi square = 131.43 (6 d.f.)  
$P < .0001$
### Table 15

**Percentages of Observed Frequencies for Significant Incidents Reported in Specific Settings Related to Rankings of Purpose II—Exploring Career Development**

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Planned Program</th>
<th>Unplanned Program</th>
<th>Total Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>University</td>
<td>Other</td>
</tr>
<tr>
<td>Ranked First</td>
<td>55.0</td>
<td>41.7</td>
<td>14.1</td>
</tr>
<tr>
<td>Ranked Second</td>
<td>27.2</td>
<td>32.9</td>
<td>29.0</td>
</tr>
<tr>
<td>Ranked Third</td>
<td>2.3</td>
<td>5.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>15.4</td>
<td>20.2</td>
<td>56.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*aPercentages rounded to equal 100 per cent.

Table 14 is a contingency table of the observed frequencies for each of the twelve categories reported in Table 13; the subtotals have been eliminated. The calculated chi square for this contingency table was 131.43. The probability of this or greater chi square at 6 degrees of freedom is less than 0.001; therefore, the calculated chi square is statistically significant at the .001 level.

Table 14 reveals that more reports ranked Purpose II first than ranked Purpose II second or third. It is also to be seen that in all settings—school, university, and
other—that Purpose II was ranked third least often.

An examination of Table 15 reveals that among reports classified as unplanned (non-program) Other, the highest percentage of reports, 56.0 per cent, ranked Purpose II Not at All. The highest percentage of reports for all rankings of Purpose II occurred in the school and university settings.

Table 14 was partitioned following the rules and calculation formulas for exact partitioning of contingency tables (Bresnahan, et al., 1970). The set of 2 x 2 tables which are formed from the partitioning are the additive components of the original table. An examination of these components provides information regarding where the non-independence occurs within the original contingency table. Nonindependence can exist in a portion of the table whether or not the chi square value of the original was large enough for statistical significance.

Table 16 shows the observed frequencies of the partitioned table comparing combined categories of School-University to Other. The rankings of the incidents in terms of their importance to career development was different when they occurred in the Other category from the rankings of the incidents when they occurred in School-University combined. The chi square value was 125.05 for 3 degrees of freedom and is statistically significant.
TABLE 16
CONTINGENCY TABLE AND CHI SQUARE FOR SPECIFIC SETTINGS
PARTITIONED TO COMPARE COMBINED CATEGORIES OF
SCHOOL-UNIVERSITY TO OTHER

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>School-University</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked First</td>
<td>389</td>
<td>20</td>
</tr>
<tr>
<td>Ranked Second</td>
<td>202</td>
<td>41</td>
</tr>
<tr>
<td>Ranked Third</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>116</td>
<td>79</td>
</tr>
</tbody>
</table>

Chi square = 125.05 (3 d.f.)
P < .001

Table 17 shows the observed frequencies partitioned to compare School to University. The rankings of the incidents in terms of their importance for career development was not different when they occurred in School as opposed to University. The chi square value was 6.47 for 3 degrees of freedom and is not statistically significant.

Table 18 shows observed frequencies partitioned to compare rankings of Purpose II First to all other rankings combined. There is a difference between rankings of incidents First in terms of their importance to career development as opposed to all other rankings combined in School-University settings and Other settings. The chi square value was 73.60 for 1 degree of freedom and is statistically significant.
TABLE 17
CONTINGENCY TABLE AND CHI SQUARE FOR SPECIFIC SETTINGS PARTITIONED TO COMPARE SCHOOL CATEGORY TO UNIVERSITY

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked First</td>
<td>356</td>
<td>33</td>
</tr>
<tr>
<td>Ranked Second</td>
<td>176</td>
<td>26</td>
</tr>
<tr>
<td>Ranked Third</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>100</td>
<td>16</td>
</tr>
</tbody>
</table>

\[
\text{Chi square} = 6.47 \text{ (3 d.f.)} \\
P > .10
\]

TABLE 18
CONTINGENCY TABLE AND CHI SQUARE FOR SPECIFIC SETTINGS PARTITIONED TO COMPARE RANKINGS OF PURPOSE II FIRST TO ALL OTHER RANKINGS COMBINED

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>School-University</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked First</td>
<td>389</td>
<td>20</td>
</tr>
<tr>
<td>Ranked Second, Third, and Not at All</td>
<td>337</td>
<td>121</td>
</tr>
</tbody>
</table>

\[
\text{Chi square} = 73.60 \text{ (1 d.f.)} \\
P < .0001
\]
Table 19 shows observed frequencies partitioned to compare rankings of Purpose II Second to combined rankings of Purpose II Third and Not at All. There is a difference between rankings of incidents Second in terms of their importance to career development as opposed to rankings Third and Not at All combined in School-University settings and Other settings. The chi square value was 34.66 for 1 degree of freedom and is statistically significant.

TABLE 19
CONTINGENCY TABLE AND CHI SQUARE FOR SPECIFIC SETTINGS PARTITIONED TO COMPARE PURPOSE II RANKED SECOND TO COMBINED RANKINGS OF THIRD AND NOT AT ALL

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>School-University</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked Second</td>
<td>202</td>
<td>41</td>
</tr>
<tr>
<td>Ranked Third and Not at All</td>
<td>135</td>
<td>80</td>
</tr>
</tbody>
</table>

Chi square = 34.66 (1 d.f.)
P < .001

Table 20 shows observed frequencies partitioned to compare Purpose II ranked Third to Purpose II ranked Not at All. There is a difference between rankings of Purpose II Third as compared to rankings of Purpose II Not at All in School-University settings and Other settings. The chi square value was 16.78 for 1 degree of freedom and is statistically significant.
### TABLE 20
CONTINGENCY TABLE AND CHI SQUARE FOR SPECIFIC SETTINGS PARTITIONED TO COMPARE PURPOSE II RANKED THIRD TO RANKED NOT AT ALL

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>School-University</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked Third</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>116</td>
<td>79</td>
</tr>
</tbody>
</table>

Chi square = 16.78 (1.d.f.)
P < .001

Although Table 17 indicates that overall the categories are not statistically different, Table 21 shows a slight difference between school and university settings when career development is Ranked First as opposed to Ranked Second, Third, and Not at All combined. The proportion of incidents that happened in School which were Ranked First is slightly larger than the proportion of those that occurred in University and Ranked First. The chi square value was 4.96 for 1 degree of freedom and is statistically significant.

Table 22 shows the observed frequencies partitioned to compare rankings of Purpose II Second to combined rankings of Purpose II Third and Not at All. The chi square value was .09 for 1 degree of freedom and is not statistically significant.
### Table 21

**Contingency Table and Chi Square for Specific Settings Partitioned to Compare Rankings of Purpose II First to All Other Rankings of Purpose II Combined**

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked First</td>
<td>356</td>
<td>33</td>
</tr>
<tr>
<td>Ranked Second, Third, and Not at All</td>
<td>291</td>
<td>46</td>
</tr>
</tbody>
</table>

Chi square = 4.96 (1 d.f.)  
\( P < .05 \)

### Table 22

**Contingency Table and Chi Square for Specific Settings Partitioned to Compare Rankings of Purpose II Second to Combined Rankings of Purpose II Third and Not at All**

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked Second</td>
<td>176</td>
<td>26</td>
</tr>
<tr>
<td>Ranked Third and Not at All</td>
<td>115</td>
<td>20</td>
</tr>
</tbody>
</table>

Chi square = 0.09 (1 d.f.).  
\( P > .10 \)

Table 23 shows the observed frequencies partitioned to compare rankings of Purpose II Third to rankings of Purpose II Not at All. The chi square value was 1.14 for 1 degree of freedom and is not statistically significant.
TABLE 23

CONTINGENCY TABLE AND CHI SQUARE FOR SPECIFIC SETTINGS PARTITIONED TO COMPARE RANKINGS OF PURPOSE II THIRD TO TO RANKINGS OF PURPOSE II NOT AT ALL

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked Third</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>100</td>
<td>16</td>
</tr>
</tbody>
</table>

Chi square = 1.14 (1 d.f.)

P > .10

**Question 5**

What percentage of significant incidents identified as furthering career development occurred in (a) supervised, (b) cooperatively directed, and (c) independently directed instructional activities as well as in (a) supervised, (b) cooperatively directed, and (c) independently directed non-instructional activities (school setting only)?

The total number of reported significant incidents identified as occurring in Planned (Program) School activity was 647. An inspection of Table 24 reveals the 547, or 84.6 per cent, of these 647 incidents were related to achieved Purpose II—Exploring Career Development; 218, or 33.7 per cent, occurred in an Instructional activity, and 329, 50.9 percent, occurred in a Non-Instructional activity. Among Instructional activities related to achieved
<table>
<thead>
<tr>
<th>Planned (Program) School Activity</th>
<th>Number of SIR's Received Related to Achieved Purpose II</th>
<th>Percentage</th>
<th>Number of SIR's Received Related to Purposes other than Purpose II</th>
<th>Percentage</th>
<th>Totals</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional</td>
<td>(218)</td>
<td>(33.7)</td>
<td>(28)</td>
<td>(4.3)</td>
<td>(246)</td>
<td>(38.0)</td>
</tr>
<tr>
<td>1. Supervised</td>
<td>31</td>
<td>4.9</td>
<td>5</td>
<td>0.7</td>
<td>36</td>
<td>5.6</td>
</tr>
<tr>
<td>2. Cooperatively Directed</td>
<td>96</td>
<td>14.8</td>
<td>11</td>
<td>1.7</td>
<td>107</td>
<td>16.5</td>
</tr>
<tr>
<td>3. Independently Directed</td>
<td>91</td>
<td>14.0</td>
<td>12</td>
<td>1.9</td>
<td>103</td>
<td>15.9</td>
</tr>
<tr>
<td>Non-Instructional</td>
<td>(329)</td>
<td>(50.9)</td>
<td>(72)</td>
<td>(11.1)</td>
<td>(401)</td>
<td>(62.0)</td>
</tr>
<tr>
<td>1. Supervised</td>
<td>149</td>
<td>23.0</td>
<td>27</td>
<td>4.2</td>
<td>176</td>
<td>27.2</td>
</tr>
<tr>
<td>2. Cooperatively Directed</td>
<td>97</td>
<td>14.9</td>
<td>24</td>
<td>3.7</td>
<td>121</td>
<td>18.6</td>
</tr>
<tr>
<td>3. Independently Directed</td>
<td>83</td>
<td>13.0</td>
<td>21</td>
<td>3.2</td>
<td>104</td>
<td>16.2</td>
</tr>
<tr>
<td>Total</td>
<td>(547)</td>
<td>(84.6)</td>
<td>(100)</td>
<td>(15.4)</td>
<td>(647)</td>
<td>(100.0)</td>
</tr>
</tbody>
</table>

*Percentages rounded to equal 100.0 per cent.*
Purpose II, the Cooperatively Directed and the Independently Directed activities were reported more often than Supervised activities. The number of Cooperatively Directed activities reported was 96, or 14.8 per cent, the number of Independently Directed activities reported was 91, or 14.0 per cent; and the number of Supervised activities reported was 31, or 4.9 per cent.

Among Non-Instructional activities related to Purpose II, Supervised activities were reported more frequently than either Cooperatively Directed or Independently Directed. One hundred and forty-nine, 23 per cent, Supervised activities were reported. The number of Cooperatively Directed activities reported was 97, or 14.9 per cent, and the number of Independently Directed reported was 83, or 13.0 per cent.

Cooperatively Directed and Independently Directed activities received approximately the same percentage under Instructional activity, and the same two categories received nearly the same percentages under Non-Instructional activity. Under Instructional activity, the Supervised category received the smallest percentage and in Non-Instructional the largest. This means that among Instructional activities, the incidents that were reported to have significance for career development occurred more often in Cooperatively Directed and Independently Directed
activities than in Supervised activities, whereas, in the Non-Instructional setting more incidents reported as having significance for career development occurred in Supervised and less in the Cooperatively Directed and Independently Directed activities.

**Question 6**

For significant incidents occurring in a school activity, was the importance of the significance incidents to career development ranked differently when occurring in supervised, cooperatively directed, and independently directed activities?

Table 25 reports frequencies and percentages for Significant Incident Reports identifying Planned (Program) School Activity—Supervised, Cooperatively Directed, and Independently Directed—that were related to Purpose II—Exploring Career Development.

As can be seen by examining the sub-total column, the number of significant incidents ranked either first, second, or third for Supervised, Cooperatively Directed, and Independently Directed activities was 180, 193, and 174, respectively. In each case these were 27.8 per cent, 29.9 per cent, and 26.9 per cent of the total number of school incidents reported. Of the 647 incidents reported for Planned (Program) School Activity, a total of 100, or 15.4 per cent, were not reported as having meaning for
### Table 25

**Frequencies and Percentages** based on total significant incident reports for planned (program) school activity—supervised, cooperatively directed, independently directed—as related to rankings of Purpose II—Exploring Career Development

<table>
<thead>
<tr>
<th>Planned (Program) School Activity</th>
<th>Purpose II—Exploring Career Development</th>
<th>Ranked First</th>
<th>Ranked Second</th>
<th>Ranked Third</th>
<th>Subtotal</th>
<th>Ranked Not at All</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of SIR's</td>
<td>Number of SIR's</td>
<td>Number of SIR's</td>
<td>Percentage of SIR's</td>
<td>Percentage of SIR's</td>
<td>Percentage of SIR's</td>
</tr>
<tr>
<td></td>
<td></td>
<td>130</td>
<td>20.1</td>
<td>47</td>
<td>7.3</td>
<td>3</td>
<td>0.4</td>
</tr>
<tr>
<td>Cooperatively Directed</td>
<td></td>
<td>128</td>
<td>19.8</td>
<td>58</td>
<td>9.0</td>
<td>7</td>
<td>1.1</td>
</tr>
<tr>
<td>Independently Directed</td>
<td></td>
<td>96</td>
<td>14.8</td>
<td>73</td>
<td>11.3</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>354</td>
<td>54.7</td>
<td>178</td>
<td>27.6</td>
<td>25</td>
<td>2.3</td>
</tr>
</tbody>
</table>

*Percentages rounded to equal 100 per cent.*
exploring career development. Of this total of 647 significant incidents reported, 354, or 54.7 per cent, had meaning for exploring career development ranked first, whereas, 178, or 27.6 per cent, and 15, or 2.3 per cent, respectively, ranked exploring career development second and third.

Table 26 reports frequencies and percentages based on totals from each category of Planned (Program) School Activity—Supervised, Cooperatively Directed, Independently Directed—that related to rankings of Purpose II—Exploring Career Development.

Examination of the percentages for the sub-total column shows that the percentage of significant incidents ranking Purpose II either first, second, or third for all three categories—Supervised, Cooperatively Directed, Independently Directed—was virtually the same. In each case, these were 84.9 per cent, 84.6 per cent, and 84.0 per cent, respectively.

The percentage of incidents not ranking Purpose II at all were also almost the same. For Supervised, Cooperatively Directed, and Independently Directed activities, the percentages were 15.1 per cent, 15.4 per cent, and 16.0 per cent, respectively.

Among the rankings of Purpose II in all categories, the highest percentage of incidents were ranked first, and the lowest was ranked third.
### TABLE 26

Frequencies and Percentages* Based on Totals of Each Category of Planned (Program) Activity—Supervised, Cooperatively Directed, Independently Directed—as Related to Rankings of Purpose II—Exploring Career Development

<table>
<thead>
<tr>
<th></th>
<th>Purpose II—Exploring Career Development</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of SIR's</td>
<td>Percentage of SIR's</td>
<td>Number of SIR's</td>
<td>Percentage of SIR's</td>
<td>Number of SIR's</td>
<td>Percentage of SIR's</td>
<td>Number of SIR's</td>
<td>Percentage of SIR's</td>
</tr>
<tr>
<td>Supervised</td>
<td>130</td>
<td>61.3</td>
<td>47</td>
<td>22.2</td>
<td>3</td>
<td>1.4</td>
<td>180</td>
<td>84.9</td>
</tr>
<tr>
<td>Cooperatively Directed</td>
<td>128</td>
<td>56.1</td>
<td>58</td>
<td>25.4</td>
<td>7</td>
<td>3.1</td>
<td>193</td>
<td>84.6</td>
</tr>
<tr>
<td>Independently Directed</td>
<td>96</td>
<td>46.4</td>
<td>73</td>
<td>35.2</td>
<td>5</td>
<td>2.4</td>
<td>174</td>
<td>84.0</td>
</tr>
<tr>
<td>Total</td>
<td>354</td>
<td>54.7</td>
<td>178</td>
<td>27.6</td>
<td>15</td>
<td>2.3</td>
<td>547</td>
<td>84.6</td>
</tr>
</tbody>
</table>

*Percentages rounded to equal 100 per cent.
Table 27 represents the same data as given in Table 26 but gives only the observed frequencies. Table 28 reports the percentages of the column total for each cell of the observed frequencies in Table 27. Table 27 is a contingency table of the observed frequencies for each of the twelve categories reported in Table 26. The subtotals have been eliminated. The calculated chi square for this contingency table was 12.84. The probability of this or greater chi square at 6 degrees of freedom is approximately .045; therefore, the calculated chi square is statistically significant at the .05 level.

TABLE 27

CONTINGENCY TABLE AND CHI SQUARE FOR PLANNED (PROGRAM) SCHOOL ACTIVITY—SUPERVISED, COOPERATIVELY DIRECTED, INDEPENDENTLY DIRECTED—AS RELATED TO PURPOSE II—EXPLORING CAREER DEVELOPMENT

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Planned (Program) School Activity</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supervised</td>
<td>Cooperatively Directed</td>
<td>Independently Directed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ranked First</td>
<td>130</td>
<td>128</td>
<td>96</td>
<td></td>
<td>354</td>
<td></td>
</tr>
<tr>
<td>Ranked Second</td>
<td>47</td>
<td>58</td>
<td>73</td>
<td></td>
<td>178</td>
<td></td>
</tr>
<tr>
<td>Ranked Third</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>32</td>
<td>35</td>
<td>33</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>212</td>
<td>228</td>
<td>207</td>
<td></td>
<td>647</td>
<td></td>
</tr>
</tbody>
</table>

Chi square = 12.84 (6 d.f.).

P ≈ .045
TABLE 28
PERCENTAGES\textsuperscript{a} OF OBSERVED FREQUENCIES OF PLANNED (PROGRAM) 
SCHOOL ACTIVITY—SUPERVISED, COOPERATIVELY DIRECTED 
INDEPENDENTLY DIRECTED—AS RELATED TO PURPOSE II—
EXPLORING CAREER DEVELOPMENT

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Planned (Program) School Activity</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supervised</td>
<td>Cooperatively Directed</td>
<td>Independently Directed</td>
<td>Total</td>
</tr>
<tr>
<td>Ranked First</td>
<td>61.3</td>
<td>56.1</td>
<td>46.4</td>
<td>57.7</td>
</tr>
<tr>
<td>Ranked Second</td>
<td>22.2</td>
<td>25.4</td>
<td>35.2</td>
<td>27.6</td>
</tr>
<tr>
<td>Ranked Third</td>
<td>1.4</td>
<td>3.1</td>
<td>.24</td>
<td>2.3</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>15.1</td>
<td>15.4</td>
<td>16.0</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\textsuperscript{a}Percentages rounded to equal 100 per cent.

As can be determined by examining Table 27 and the 
corresponding percentages as reported in Table 28, of the 
total number of incidents reported, 61.3 per cent and 56.1 
per cent were Ranked First and had meaning for exploring 
career development respectively for Supervised, and Cooper­
atively Directed activities, but only 46.4 per cent of 
those classified as Independently Directed had career 
meaning Ranked First. In the case of significant incidents 
having meaning for exploring career development Ranked 
Second, there were more incidents identified as occurring 
in an Independently Directed activity, than there were 
classified as Supervised or Cooperatively Directed.
Table 27 was partitioned following the rules and calculation formulas for exact partitioning of contingency tables (Bresnahan, et al., 1970). The set of 2 x 2 tables which are formed from the partitioning are the additive components of the original table. An examination of these components provides information regarding where the non-independence occurs within the original contingency table. Nonindependence can exist in a portion of the table whether or not the chi square value of the original was large enough for statistical significance.

Table 29 shows the observed frequencies of the partitioned table comparing the combined categories of Supervised and Cooperatively Directed to Independently Directed. The rankings of the incidents in terms of their importance to career development were different when they occurred in the Independent category from the rankings of the incidents when they occurred in Supervised and Cooperatively Directed category. The chi square value was 10.62 for 3 degrees of freedom and is statistically significant. In looking at the difference, it can be seen that the difference is primarily by the proportion of the incidents that are Ranked First in Supervised and Cooperatively Directed as compared to Ranked First in the Independently Directed category. This is demonstrated in Table 31. The single degree of freedom contingency table is statis-
tically significant. This means that if the incident occurred in a Supervised or Cooperatively Directed activity, it is more likely to be Ranked First than if it occurred in Independently Directed; however, none of the other differences are statistically significant as shown in Tables 32 and 33.

**TABLE 29**

**CONTINGENCY TABLE AND CHI SQUARE FOR PLANNED (PROGRAM) SCHOOL ACTIVITY PARTITIONED TO COMPARE COMBINED CATEGORIES OF SUPERVISED AND COOPERATIVELY DIRECTED ACTIVITIES TO INDEPENDENTLY DIRECTED ACTIVITIES**

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Supervised and Cooperatively Directed</th>
<th>Independently Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked First</td>
<td>258</td>
<td>96</td>
</tr>
<tr>
<td>Ranked Second</td>
<td>105</td>
<td>73</td>
</tr>
<tr>
<td>Ranked Third</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>67</td>
<td>33</td>
</tr>
</tbody>
</table>

Chi square = 10.62 (3 d.f.).
P < .02
TABLE 30

CONTINGENCY TABLE AND CHI SQUARE FOR PLANNED (PROGRAM) SCHOOL ACTIVITY PARTITIONED TO COMPARE SUPERVISED TO COOPERATIVELY DIRECTED ACTIVITIES

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Supervised</th>
<th>Cooperatively Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked First</td>
<td>130</td>
<td>128</td>
</tr>
<tr>
<td>Ranked Second</td>
<td>47</td>
<td>58</td>
</tr>
<tr>
<td>Ranked Third</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>32</td>
<td>35</td>
</tr>
</tbody>
</table>

Chi square = 2.26 (3 d.f.).
\[ P > .10 \]

TABLE 31

CONTINGENCY TABLES AND CHI SQUARE FOR PLANNED (PROGRAM) SCHOOL ACTIVITY PARTITIONED TO COMPARE RANKINGS OF PURPOSE II FIRST TO ALL OTHER RANKINGS OF PURPOSE II COMBINED

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Supervised and Cooperatively Directed</th>
<th>Independently Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked First</td>
<td>258</td>
<td>96</td>
</tr>
<tr>
<td>Ranked Second, Third and Not at All</td>
<td>182</td>
<td>111</td>
</tr>
</tbody>
</table>

Chi square = 8.54 (1 d.f.)
\[ P < .01 \]
### Table 32

**Contingency Table and Chi Square for Planned (Program) School Activity Partitioned to Compare Rankings of Purpose II Second to Rankings of Purpose II Third and Not at All Combined**

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Supervised and Cooperatively Directed</th>
<th>Independently Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked Second</td>
<td>105</td>
<td>73</td>
</tr>
<tr>
<td>Ranked Third and Not at All</td>
<td>77</td>
<td>38</td>
</tr>
</tbody>
</table>

Chi square = 2.04 (1 d.f.).

P > .10

### Table 33

**Contingency Table and Chi Square for Planned (Program) School Activity Partitioned to Compare Rankings of Purpose II Third to Rankings of Purpose II Not at All**

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Supervised and Cooperatively Directed</th>
<th>Independently Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked Third</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>67</td>
<td>33</td>
</tr>
</tbody>
</table>

Chi square = .05 (1 d.f.)

P > .10
Table 30 shows the observed frequencies partitioned to compare Supervised to Cooperatively Directed activities. The rankings of the incidents in terms of their importance for career development was not different when they occurred in a Supervised activity as opposed to a Cooperatively Directed activity. The chi square value was 2.26 for 3 degrees of freedom and is not statistically significant.

Although there are slight differences in the way Supervised and Cooperatively Directed activities were ranked for Purpose II, the differences are not large enough to be statistically significant as shown in Tables 34, 35, and 36.

**TABLE 34**

CONTINGENCY TABLE AND CHI SQUARE FOR PLANNED (PROGRAM) SCHOOL ACTIVITY PARTITIONED TO COMPARE PURPOSE II RANKED FIRST TO ALL OTHER RANKINGS OF PURPOSE II COMBINED

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Supervised</th>
<th>Cooperatively Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked First</td>
<td>130</td>
<td>128</td>
</tr>
<tr>
<td>Ranked Second, Third, and Not at All</td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \text{Chi square} = 1.19 \ (1 \ d.f.) \]
\[ P > .10 \]
### TABLE 35
CONTINGENCY TABLE AND CHI SQUARE FOR PLANNED (PROGRAM) SCHOOL ACTIVITY PARTITIONED TO COMPARE PURPOSE II RANKED SECOND TO PURPOSE II RANKED THIRD AND NOT AT ALL COMBINED

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Supervised</th>
<th>Cooperatively Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked Second</td>
<td>47</td>
<td>58</td>
</tr>
<tr>
<td>Ranked Third and Not at All</td>
<td>35</td>
<td>42</td>
</tr>
</tbody>
</table>

Chi square = .001 (1 d.f.).
P > .10

### TABLE 36
CONTINGENCY TABLE AND CHI SQUARE FOR PLANNED (PROGRAM) SCHOOL ACTIVITY PARTITIONED TO COMPARE PURPOSE II RANKED THIRD TO PURPOSE II RANKED NOT AT ALL

<table>
<thead>
<tr>
<th>Purpose II</th>
<th>Supervised</th>
<th>Cooperatively Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranked Third</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Ranked Not at All</td>
<td>32</td>
<td>35</td>
</tr>
</tbody>
</table>

Chi square = 1.07
P > .10
Question 7

Of the reported significant incidents, was there a change in the ranking of Purpose II—Exploring Career Development—between the beginning and the end of the eight-week period of the program?

The number of Significant Incident Reports received weekly which related to Purpose II—Exploring Career Development for each Subject is shown in Table 37. The total number of reports received was 867. Six hundred and sixty-nine (more than three-fourths) of these reports related to Purpose II. Eleven Subjects reported that one-half or more of their significant incidents were not related to Purpose II. The largest number of reports related to Purpose II was received the second week of the program. Fewer reports relating to Purpose II were received the eighth week; however, it should be noted that ten Subjects did not return any Significant Incident Reports that week.
TABLE 37

NUMBER OF SIGNIFICANT INCIDENT REPORTS RECEIVED WHICH RELATE TO PURPOSE II—EXPLORING CAREER DEVELOPMENT AS REPORTED BY INDIVIDUAL SUBJECTS WEEKLY

<table>
<thead>
<tr>
<th>Subject</th>
<th>Week of the Freshman Early Experiencing Program</th>
<th>Number of SIR's Related to Purpose II</th>
<th>Number of SIR's Related to Purpose II</th>
<th>Number of SIR's Not Related to Purpose II</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>18</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>19</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
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<td>3</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>16</td>
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<td>22</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>13</td>
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<tr>
<td>23</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>24</td>
<td>4</td>
<td>2</td>
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TABLE 37.—Continued

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<th>Week of the Freshman Early Experiencing Program</th>
<th>Number SIR's Related to Purpose II</th>
<th>Number SIR's Related to Purpose II</th>
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</tr>
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</table>

a No Significant Incident Reports received.

Table 38 shows the mean rankings of Purpose II—Exploring Career Development—over the eight-week time span of the Freshman Early Experiencing Program for individual Subjects.

Subject responses to rankings of Purpose II were weighted in inverse order and assigned weightings as follows:

- Purpose II ranked as first choice: 3 points
- Purpose II ranked as second choice: 2 points
- Purpose II ranked as third choice: 1 point
- Purpose II ranked not at all: 0 points

The mean score of the weighted rankings for each two-week period of the Freshman Early Experiencing Program was computed for each Subject as well as an overall mean for the entire eight weeks. The means recorded in Table 38 represent the overall mean for each Subject over the eight week period of the program. The data are included for thirty-seven of the forty subjects. Three Subjects were omitted.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean</th>
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<td>1</td>
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<td>2</td>
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<td>2.35</td>
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<td>37</td>
<td>1.33</td>
</tr>
</tbody>
</table>

Overall Sample Mean 1.98
because of failure to report significant incidents for two or more consecutive weeks. The mean ranking for all Subjects for the eight week period of the program was 1.98. The two lowest mean rankings recorded were 0.25 and 0.82. Figure 1 is a histogram of the data presented in Table 38. The majority of mean rankings fell between 1.51 and 2.50. Three Subjects showed average mean rankings between 2.51 and 3.00.

The sample mean rankings of Purpose II—Exploring Career Development—for each two-week time block of the Freshman Early Experiencing Program are reported for 37 Subjects in Table 39. The same data are graphically represented in Figure 2. Visual examination of the data indicates a decrease in mean rankings of Purpose II over the time period of the program although the decrease was not found to be statistically significant (see Table 40).

<table>
<thead>
<tr>
<th>TABLE 39</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE SAMPLE MEAN RANKING OF PURPOSE II—EXPLORING CAREER DEVELOPMENT FOR EACH OF TWO-WEEK TIME BLOCKS OF THE FRESHMAN EARLY EXPERIENCING PROGRAM</strong></td>
</tr>
<tr>
<td>Weeks</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1-2</td>
</tr>
<tr>
<td>3-4</td>
</tr>
<tr>
<td>5-6</td>
</tr>
<tr>
<td>7-8</td>
</tr>
</tbody>
</table>
Figure 1.—Overall Mean Rankings of Purpose II—Exploring Career Development by Individual Subjects.
Figure 2.--The Sample Mean Rankings of Purpose II--Exploring Career Development for Each of the Two-Week Time Blocks of the Freshman Early Experiencing Program.
Table 40 summarizes the analysis of variance for mean rankings of Purpose II—Exploring Career Development over the time period of the Freshman Early Experiencing Program. The F ratio for Weeks did not prove to be statistically significant. The F ratio for Subjects was found to be statistically significant at the .01 level. There is a difference among Subjects. As previously noted in Table 39, two Subjects had a mean ranking of less than 1.00. Three subjects had a mean ranking between 1.01 and 1.50; twenty-nine Subjects had a mean ranking between 1.51 and 2.50; and three Subjects had a mean ranking above 2.50.

### TABLE 40

**ANALYSIS OF VARIANCE TABLE FOR THE RANKING OF PURPOSE II OVER THE TIME PERIOD OF THE FRESHMAN EARLY EXPERIENCING PROGRAM**

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>d.f.</th>
<th>S.S.</th>
<th>M.S.</th>
<th>F</th>
</tr>
</thead>
<tbody>
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<td>Subjects</td>
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<td>367324.3108</td>
<td>10203.4531</td>
<td>2.9326**</td>
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<tr>
<td>Weeks</td>
<td>3</td>
<td>19750.7770</td>
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<tr>
<td>Error</td>
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<td>375765.4730</td>
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**Statistically significant at the .01 level for 36, 108 d.f.**
Question 8

Was there any shift in commitment to the teaching profession among participants over the time period of the Freshman Early Experiencing Program?

Table 41 shows the level of commitment to teaching for each Subject during the first week, fourth week, and eighth week of the program. The table also indicates the shifts in commitment for each of the specified times. Table 42 summarizes the frequencies and percentages for the reported levels of commitment. At the beginning of the Freshman Early Experiencing Program 23 (57.5 per cent) of the subjects indicated a commitment to teaching without reservation; 17 (42.5 per cent) indicated a tentative commitment to teaching. By the fourth week of the program, the number of Subjects indicating a commitment to teaching without reservation had decreased to 21 (52.5 per cent); three participants had shifted to decided not to enter teaching; two shifted from commitment without reservation to tentative. By the eighth week of the Freshman Early Experiencing Program, 25 Subjects (62.5 per cent) indicated a commitment to teaching without reservation—an increase of 5.0 per cent from the first week of the program; 14 Subjects (35 per cent) indicated a tentative commitment—a decrease of 7.5 per cent from the first week of the program; and one participant (2.5 per cent) decided not to enter teaching—an increase from zero to 2.5 per cent.
<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Week of Program</th>
<th>I.D.</th>
<th>1st Week</th>
<th>4th Week</th>
<th>Shift</th>
<th>8th Week</th>
<th>Shift</th>
<th>Total Shifts</th>
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</table>
TABLE 41--Continued

<table>
<thead>
<tr>
<th>I.D. Number</th>
<th>1st Week</th>
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<th>Shift</th>
<th>8th Week</th>
<th>Shift</th>
<th>Total Shifts</th>
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</tr>
</tbody>
</table>


Key:

C = Commitment to teaching without reservation.
T = Tentative commitment to teaching.
D = Decided not to enter teaching.

TABLE 42

FREQUENCIES AND PERCENTAGES FOR LEVEL OF COMMITMENT TO TEACHING

<table>
<thead>
<tr>
<th>Commitment to Teaching</th>
<th>1st Week Number</th>
<th>1st Week Percentage</th>
<th>4th Week Number</th>
<th>4th Week Percentage</th>
<th>8th Week Number</th>
<th>8th Week Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Without Reservation</td>
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<td>21</td>
<td>52.5</td>
<td>25</td>
<td>62.5</td>
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<tr>
<td>Tentative</td>
<td>17</td>
<td>42.5</td>
<td>16</td>
<td>40.0</td>
<td>14</td>
<td>35.0</td>
</tr>
<tr>
<td>Decided Not to Enter Teaching</td>
<td>0</td>
<td>--</td>
<td>3</td>
<td>7.5</td>
<td>1</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Total | 40 - 100.0 | 40 - 100.0 | 40 - 100.0
In this chapter, data obtained from participants in the Significant Incident Report Study were reported and discussed. In the chapter that follows, Chapter V, a summary of the study will be stated. A statement of conclusions reached, based on the findings, is also included, as are recommendations for the program and for further study.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains a brief summary of the study, a statement of conclusions reached, program recommendations, and recommendations for further study.

Summary

The purpose of this study was to elicit Significant Incident Reports from forty students who participate in the Freshman Early Experiencing Program at The Ohio State University and to analyze the reports in order to determine (a) what planned (program) and unplanned (non-program) activities the freshmen identified as significant to their growth in career development; (b) in what settings these incidents occurred; (c) what incidents occurred in supervised, in cooperatively directed, and in independently directed activities; (d) which objectives of the Freshman Early Experiencing Program participants believed they had progressed toward as a result of each incident reported; and (e) what shifts in commitment toward or away from teaching occurred over the time period of this study.

The study evolved in response to a need to gain information about the operations and effects of the newly
implemented Freshman Early Experiencing Program so that continual development and refinement may be achieved or provisions for redirection of the program may be made while insuring the effectiveness of the program.

The sample for the study consisted of forty freshman and sophomore students enrolled in The Ohio State University, University College, Freshman Early Experiencing Program as teacher aides during Spring Quarter, 1972. The settings for this study were the Columbus Elementary Public Schools and The Ohio State University. Of the forty Subjects, thirty-eight were freshmen and two were sophomores. Thirty-five were females and five were males. The Subjects ranged in age from eighteen to twenty-one.

Specifically, the study sought to answer the following questions:

1) Were the reported incidents occurring in each of the four categories of planned program activities—(a) school-instructional, (b) school-non-instructional, (c) university-seminar, and (d) university-counseling—perceived as related to career development?

2) Were the reported incidents occurring in unplanned (non-program) activities, specified as either a place or situation, and occurring during the time period of the Freshman Early Experiencing Program, perceived as related to career development?
3) Of the significant incidents reported, what percentage occurring in (a) the school setting, (b) the university setting, or (c) other settings were identified as furthering career development?

4) When they occurred in different settings—university, school, or other—was the importance of the significant incidents to career development ranked differently?

5) What percentage of significant incidents identified as furthering career development occurred in (a) supervised, (b) cooperatively directed, and (c) independently directed non-instructional activities (school setting only)?

6) For significant incidents occurring in a school activity, was the importance of the significant incidents to career development ranked differently when occurring in a supervised, cooperatively directed, and independently directed activities?

7) Of the reported significant incidents, was there a change in the ranking of Purpose II—Exploring Career Development—between the beginning and the end of the eight-week period of the program?

8) Was there any shift in commitment to the teaching profession among participants over the time period of the Freshman Early Experiencing Program?
The primary instrument used to collect data for this study was the Significant Incident Report Form, an adaptation of John C. Flanagan's critical incident technique. A total of 867 Significant Incident Reports were collected. The information obtained from these reports was used to answer the questions raised in this study. The data were analyzed through the computation of frequencies and percentages; chi square was generated in analyzing data for two questions and an analysis of variance was used for one question.

**Conclusions**

The following conclusions were drawn from the findings as they relate to the questions posed in the statement of the purpose.

Among planned (program) activities and unplanned (non-program) activities, participants cited significant incidents occurring in planned (program) activities over 84 per cent of the time; therefore, it can be said that the Freshman Early Experiencing Program clearly had meaning for participants in exploring educational, career, and personal-social development. It may be concluded that the types of experiences provided by the program did facilitate student exploration of development in the three specified areas. Although significant incidents occurring
in unplanned (non-program) activities were cited to a much lesser degree than planned (program) activities, it can be said that these activities also produced significant incidents which were perceived as effective in achieving the purposes of the Freshman Early Experiencing Program.

In the majority of instances, participation in planned (program) activities had perceived meaning for career development. Over 80 per cent of the significant incidents reported in the planned (program) activities indicated that such participation furthered career development, and over one-half of these incidents ranked career development first. It may be concluded that planned (program) activities tended to foster career development to a greater extent than educational or personal-social development.

Among significant incidents occurring in unplanned (non-program) activities, a little over half cited a purpose other than career development as the purpose achieved. It might be expected that participants would view incidents occurring in unplanned (non-program) activities as more personal in nature and tend to relate these incidents more often to purposes other than career development. It might be concluded that unless placed in a structured situation designed specifically to accomplish the objective of career development, it is less likely that individuals
will focus on such development. The fact, however, that a considerable portion of the incidents occurring in an unplanned (non-program) activity were perceived as related to career development seems to indicate a carry over of the emphasis of the Freshman Early Experiencing Program into experiences external to the program.

Among the significant incidents occurring in an unplanned (non-program) activity and perceived by participants as related to the purposes of the Freshman Early Experiencing Program, campus activities, social situation, and home experiences were mentioned most frequently. This finding might be anticipated as these are relatively broad categories which closely follow what might be considered normal activities of students outside of the planned program. This finding also suggests that unplanned (non-program) activities should not be overlooked as fruitful sources of significant incidents.

Within planned (program) activities, school activities were indicated far more frequently than university activities. The fact that participants were required to be in the school many more hours than in either seminar or counseling may have some bearing on this finding. It could be concluded that participants may have presupposed that planned school activities would be more relevant to achieving their goals in the program than planned university
activities; therefore, they tended to see school activities as the locus of experiences with the greatest potential for growth.

Of the significant incidents reported and identified as furthering career development, the largest percentage occurred in the school setting. The percentages for university settings and other settings were equal and when combined amounted to less than 15 per cent of the cited incidents related to career development. The findings indicate that when all settings are combined career development was ranked first more often than second or third, and career development was ranked third least often. The highest percentage of reports for all rankings of career development occurred in the school and university settings. Among reports classified as occurring within other settings, the highest percentage of reports did not rank career development at all. It may be concluded that planned (program) settings did produce significant incidents which were relevant to career development as perceived by participants.

School-non-instructional activities were reported twice as many times as school-instructional activities. This finding may be expected as the major intent of the Freshman Early Experiencing Program is to provide a core of exploratory experiences rather than skill development
experiences. It may be concluded that large numbers of non-instructional activities were perceived as useful to exploring career development.

Over one-half of the significant incidents reported as occurring in a school-non-instructional activity were classified as observations. Program personnel and students tend to value observation as a meaningful instructional activity and perhaps view it as potentially less threatening than other possible activities. The second most frequently mentioned non-instructional activity was the individual conference. The very nature of the one-to-one interaction process may cause intense impact on its participants and account for the frequency of these incidents in this activity.

Among school-instructional activities, significant incidents were reported most often in the whole-class situation. Small group and individual instructional activities were cited half as many times as the whole class situation. Challenges provided by a whole class situation may be greater than those in small group or one-to-one situations and elicit a larger number of significant incidents.

Within planned (program) activities, three-fourths of the school activities cited related to career development. The largest percentage of reported incidents which related to school activities--instructional and non-instructional
ranked career development first and the smallest percentage ranked career development third. These findings support the conclusion that the perceived major impact for career development may be found in school activities.

Within planned (program) university activities, more significant incidents were reported as occurring in seminar than in counseling. The limited amount of time allotted to counseling as compared to seminar may be a factor; however, since each participant was required to attend three individual or five group counseling sessions, the opportunity for significant incidents to occur in counseling was made available. It is possible that participants have not had many experiences with counseling and the counseling process and did not know how to use it effectively.

A majority of incidents reported as occurring in Seminar were related to career development. Since the content of seminar includes career education, cognitive and skill development, this finding is not surprising. It is possible to conclude from this finding that planned activities which focus on career development tend to produce significant incidents related to career development.

The smallest number of significant incidents related to career development within planned (program) activities was noted in counseling activity. Although the intent of
the counseling component is to provide participants with assistance in gaining insights into educational, career, and personal-social development, it might be anticipated that the major impact of counseling might be found at the personal-social level. The influence of the counseling component is dependent on the client himself, the counselor and his competencies, the goals set by the two, and the counseling relationship established. In group counseling, there is the added factor of the character and needs of the group. At the time of this study, the emphasis in counseling was not career development.

The percentage of reported significant incidents identifying career development as the perceived purpose achieved for each of the three categories of planned (program) school activities--supervised, cooperatively directed, independently directed--was approximately 84 per cent. It may be concluded that supervised, cooperatively directed, and independently directed school activities have an equal possibility of producing significant incidents perceived as related to career development.

Of the reported significant incidents, the findings indicated a slight decrease in the rankings of career development over the eight week period of the program. The decrease over the weeks was not found to be statistically significant. There was a difference statistically
significant among subjects. This finding simply may be reflecting personality, experiential, motivational and other such characteristics which account for individual uniqueness.

There were three final shifts in commitments to teaching over the time period of the study. The number of participants indicating a commitment to teaching without reservation increased by two by the end of the program, and one decided not to enter teaching at all. Overall there was little change in participants' commitments to teaching. It may be concluded that the program apparently does not change stated commitments to teaching to any marked degree.

**Program Recommendations**

The following recommendations are made in order to further the continual development and refinement of the Freshman Early Experiencing Program:

1) The Freshman Early Experiencing Program as it was implemented during the time period of this study produced a high percentage of significant incidents which the participants perceived as related to career development in all planned program activities except counseling. It is recommended that the program continue to provide these planned program activities which were effective in facilitating career development. The counseling component of the Freshman
Early Experiencing Program did not generate many significant incidents, and the majority of the incidents generated by this activity were not perceived by participants as related to career development. It is recommended that the counseling component be reevaluated and perhaps restructured to better achieve the career development purposes of the program.

2) The Significant Incident Report can be used as a means of stimulating dialogue in counseling. The feelings and meanings articulated may serve as an effective counseling medium for helping participants to better understand themselves and their own behavior.

3) The Significant Incident Report form has value both as a research instrument and as an instructional tool; therefore, it is suggested that its use be continued as a part of the Freshman Early Experiencing Program. As an instructional tool the Significant Incident Report has the potential to cause participants to focus more carefully on their experiences and to aid them in describing the meanings which these experiences hold for them. It can teach them to recognize significant growth-producing incidents.

4) If use of the Significant Incident Report is continued as an instructional aid, additional training in methods of writing reports is suggested, particularly in
the areas of describing meanings and feelings elicited by significant incidents.

**Recommendations for Further Study**

1) Further study on the use of the Significant Incident Report should be undertaken to discover what different groups of participants in various settings view as significant to their development during their participation in the Freshman Early Experiencing Program in order to determine if settings are a significant variable. Results from groups of participants in elementary settings need to be compared with results from comparable groups in junior high and high school settings. A comparison of results from students placed in urban and suburban, public and private school settings are needed also.

2) Since the Freshman Early Experiencing Program is conceptualized as an exploratory program, a study is needed to determine if, in fact, participants possess and consciously develop skills in exploratory behavior.

3) In general, it can be said that the Freshman Early Experiencing Program achieves its career development purpose; however, further research is needed to identify the perceived impact of the program on the other purposes --educational and personal-social development.

4) Participants were asked to report only the most significant incidents which occurred each week. A study
is needed which identifies to what extent the incidents reported were or were not of equal value to the reporter.

5) A study is needed to identify and analyze significant incidents which occur in unplanned (non-program) activities in order to determine which of these incidents indicate activities which should be included in the planned program to improve its effectiveness for participants.

6) Participants in the Significant Incident Report Study reported incidents which they believed enabled them to achieve various purposes of the Freshman Early Experiencing Program. These reports were accepted at face value. There is a need for research which will validate objectively whether these identified purposes were, in fact, achieved.

7) There is a need for research which will focus on the cognitive and affective learning which students experience while enrolled in the Freshman Early Experiencing Program. Data need to be compiled and analyzed on the articulated meanings and feelings which students attach to reported significant incidents.
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public school staff member, etc.)?

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:

   (a) Supervised by another (such as a teacher).______

   (b) Cooperatively directed (such as by me and a teacher).______

   (c) Independently directed by me.______

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)

6. What were your feelings when this incident occurred?

7. What meaning did this incident have for you?
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you to achieve.

If this experience helped you to achieve more than one purpose, indicate by ranking the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

Order of Importance

I. Exploring your educational development--
   to discover and explore educational plans and remediation.

II. Exploring your career development--
    to deepen awareness and to explore your interests, aptitudes, and personality in order that you may come to an increased understanding of self in career development.

III. Exploring your personal-social development--
    to become aware of and explore personal and social growth.

Student's Significant Incident Report Identification Number ________

Week of Freshman Early Experiencing Program ________

Significant Incident Report Number ________

Date on which this report is written ________
INSTRUCTIONS FOR REPORTING SIGNIFICANT INCIDENTS

The Freshman Early Experiencing Program is a pre-professional course in teacher education which is designed to provide you with a core of experiences to promote personal and professional development. The implicit rationale upon which the program is based is that you intentionally will USE THE PROGRAM TO GROW. The three specific goals of the Freshman Early Experiencing Program are to help you in educational, career, and personal-social development. The Freshman Early Experiencing Program is essentially an exploratory experience providing opportunities to become aware of, investigate, and examine information and feelings in regard to (1) the reality of the school and what teaching is about, (2) the reality of yourself, and (3) understanding yourself as teacher. The Freshman Early Experiencing Program is placed at the beginning of your university program so that you may have the opportunity to get "in touch" with yourself as you move toward a career commitment either in teaching or some other field.

In summary, the purposes of the Freshman Early Experiencing Program are:

1. EXPLORING EDUCATIONAL DEVELOPMENT--to discover and explore educational plans and remediation.

2. EXPLORING CAREER DEVELOPMENT--to deepen awareness and to explore your interests, aptitudes, and personality in order that you may come to an increased understanding of self in career development.
3. **EXPLORING PERSONAL-SOCIAL DEVELOPMENT**—to become aware of and explore personal and social growth.

In order to help you accomplish these purposes, particular planned experiences have been provided for you in the Freshman Early Experiencing Program. These include classroom activities, school-wide activities, instructional activities, seminars, individual counseling, group counseling, and testing. The experiences are not rigidly structured and may result in achieving the purposes of the Freshman Early Experiencing Program to different persons in different ways and at different rates of growth. Other experiences significant to you—unplanned experiences—may occur outside the planned activities, such as on weekends and after school. These, too, may be related to the purposes of the Freshman Early Experiencing Program.

In order to call your attention to the significant incidents which occur within the various planned and unplanned experiences, it is suggested that you complete a minimum of three Significant Incidents Reports a week. You may write as many additional reports as you like per week: there is no maximum limit. The Significant Incident Report will also help you to articulate the meaning which you attach to each incident. In each report you are to **describe** one significant incident (out of many which may occur) that you believe contributed to helping you realize one or more of the purposes of the Freshman Early Experiencing Program by discussing the meaning that that
particular incident had for you. If the incident helped you to achieve more than one purpose, you are asked to indicate this by ranking the purposes in order of importance to you.

In order to demonstrate to you how to report a significant incident, an example is provided for you.
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? February 28 1972
   (month) (date) (year)
   1:15 p.m. (time)

2. Where did the incident occur, i.e., specific place
   (school classroom, university seminar room, home,
   dormitory, social situation, etc.)?

   Principal's office at the school to which I am assigned.

3. What were the circumstances (observing a class, instruct-
   ing, conference with coordinator, discussion with
   teacher, on a date, etc.)?

   Conference with principal at principal's request in
   regard to a student whom I had tried to discipline.

4. Complete the following statement by placing a check
   mark after the appropriate response. When the incident
   occurred, I was involved in an activity which was:

   (a) Supervised by another (such as a teacher). X

   (b) Cooperatively directed (such as by me and a
       teacher).

   (c) Independently directed by me.

5. What was the incident? Describe. (Do not interpret or
   evaluate the incident.)

   The principal talked with me for about ten minutes. He
   explained that the boy I was attempting to discipline
   had had a history of serious psychological problems.
   The particular way that I was handling the situation
   might have caused the student to explode in a detri-
   mental way. He further explained that time was of the
   essence, and he realized that I had no knowledge of the
   boy's situation; therefore, he interceded to handle
   the problem himself.
6. **What were your feelings when this incident occurred?**

At the beginning of this conference, I felt threatened and a bit angry with the principal for what he had done earlier. By the end of the conference, I felt accepted and very accepting of the principal.

7. **What meaning did this incident have for you?**

I realized that principals can be very human kinds of people. He showed honest concern for the student and for me, too. This experience reinforced by belief that schools can be places where kids are prized as persons in their own right. I also realized that as a teacher I must learn as much about my students as I can to perform my job effectively.

8. **Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you to achieve.**

If this experience helped you to achieve more than one purpose, indicate by ranking the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

1. Exploring your educational development—to discover and explore educational plans and remediation.

2. Exploring your career development—to deepen awareness and to explore your interests, aptitudes, and personality in order that you may come to an increased understanding of self in career development.

3. Exploring your personal-social development—to become aware of and explore personal and social growth.

Student's Significant Incident Report Identification
Number 001
Week of Freshman Early Experiencing Program 8th
Significant Incident Report Number 25
Date on which this report is written February 28, 1972 (month) 28 (date) 1972 (year)
Directions for Writing Significant Incident Reports:

1. The incident which you cite is to be brief and clear.

2. The incident you report is one that has a special significance for you. It should be one which has had great impact on your learning or development and assists you in realizing at least one purpose of the Freshman Early Experiencing Program. A similar incident may be reported more than once.

3. You must have participated in or been an observer of the incident. Do not describe an incident related to you by another person.

4. Describe the feeling you experienced when this incident occurred. Do not interpret or evaluate it.

5. Carefully describe the meaning that this incident had for you. You may describe it in terms of feeling, understanding, learning, or skill development. Relate the impact of this incident to at least one purpose of the Freshman Early Experiencing Program which it helped you achieve to some degree.

6. It is imperative that you make rough notes relevant to the incident, the feeling, and the meaning you attach to it as soon as possible after the incident occurs. No more than twenty-four hours should elapse before you complete your write-up of the experience.

7. Significant Incident Reports are to be collected each week. Turn in the reports to Mary Gnezda, Room 238, Arps Hall.
PLEASE COMPLETE THE FOLLOWING INFORMATION SHEET FOR COORDINATOR USE ONLY

Name __________________________ Coordinator ____________________
Col's. Address __________________ UVC Adviser ____________________
Telephone _______________________ School _________________________
Home Address ____________________ Grade or Subject ________________
Telephone _______________________ Previously Stated Teaching
OSU Rank Year ____________ Qtr ______ Area Choices ________ ______

Check One Which Applies from A and B

A. 1. ____ I have a commitment to teaching without reservations.

2. ____ I have a tentative commitment to teaching but would like to explore further in other careers.

3. ____ I have decided not to enter teaching.

B. 1. ____ I have a commitment to teach a specific subject area without reservations.

2. ____ I have a tentative commitment to teach a specific subject but would like to explore further areas.

3. ____ I have not yet made a commitment to a specific area and need to explore further areas.

Rank Your Preferred Subject Areas in Order Assuming the Above Apply (Top 3)

____ No preference
____ Administration
____ Mathematics
____ Counseling
____ Science
____ Evaluation
____ Social Studies - History
____ Speech and Drama
____ Physical Education
____ Montessori and Pre-school
____ English
____ Business Education
____ Foreign Language
____ Art
____ Industrial Technology (Arts)
____ Home Economics
Recreation
Elementary (All subjects)
Special Education
Vocational Education (Work Study)
Physically Handicapped

Student's Significant Incident Report Identification
Number

Library
Music
Freshman Early Experience Program

PERSONAL DATA FORM

Name ____________________________ (last) ____________________________ (first) ____________________________ (middle)

OSU Rank: Year ______ Quarter ______ Tentative subject area ____________________________

Present Columbus Address ____________________________________________

Columbus Telephone ____________________

Home Address _________________________________________________________

Home Telephone ____________________ Birthdate ______ Age ______ Sex ______

Father's Occupation __________________________ Mother's Occupation ________________

Name of Spouse __________________________ Age ______

Spouse's Occupation __________________________ Armed Forces Service Dates ________________

Brothers and Sisters (List in order of birth.)

Name __________________________ Age ______ Occupation __________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

Elementary and Secondary Schools Attended:

Name of School __________________________ Place __________________________ Dates Attended ________________

________________________________________

________________________________________

________________________________________

Approximate number in high school graduating class ______

Colleges and Universities attended:

Name of Institution __________________________ Dates attended ________________
Work Experience:

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<th>Employer</th>
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Activities:

1. Membership in social, civic organizations

2. Hobbies or interests

3. Honors and recognitions

4. Volunteer Service

To what extent have you received career counseling (prior to this quarter)?

___ extensive   ___ moderate   ___ limited   ___ none

From whom?

Position

Place

Student's Significant Incident Report Identification Number _________
The following section includes unedited samples of Significant Incident Report Forms.
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? April 10 1972 7:00 pm

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   Jones Graduate Tower, Seminar room

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   It was my first group counseling meeting.

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:
   (a) Supervised by another (such as, a teacher).
   (b) Cooperatively directed (such as, by me and a teacher).
   (c) Independently directed by me.

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   Our group had met for the first time and we were just getting to know each other. One girl got heavy on a personal problem and another girl gave her view of religion.

6. What were your feelings when this incident occurred?
   I had a feeling of aggressiveness towards the person's views on religion. Everyone's entitled to their own opinions, but if I don't agree with someone I usually challenge them. This time though, I debated and said nothing. I saw no purpose in hassling over a point of view that didn't seem to have much relevance to the immediate situation.

7. What meaning did this incident have for you?
   It gave me a chance to come into contact with various opinions and practice listening and restraint. Most group activities give me a better understanding of living (getting along) with people while retaining my own individuality. I realized things like: I have a basic trust in people but I wouldn't bring up a personal problem in the group because I don't have the need to, I would turn to my close friends.
8. Draw a circle around the number of the one purpose of the Freshman early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

Order of Importance

I. Exploring your educational development--
to discover and explore educational plans and remediation.

II. Exploring your career development--
to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.  

III. Exploring your personal-social development--
to become aware of and explore personal and social growth.

Student's Significant Incident Report Identification Number 024

Week of Freshman Early Experiencing Program 1

Significant Incident Report Number 1

Date on which this report is written April 10, 1972
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? April 12 1972 10:00 am
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   Classroom

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with a teacher, on a date, public schools staff member, etc.)?
   I was instructing a reading group.

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:
   (a) Supervised by another (such as, a teacher). 
   (b) Cooperatively directed (such as, by me and a teacher). 
   (c) Independently directed by me. 

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   I was trying to get the group to read a story when one of the boys started masturbating. He had a hole in his pants and he stuck a pencil inside and began to rock back and forth. The other children began laughing hysterically and all concentration was lost.

6. What were your feelings when this incident occurred?
   I was flabbergasted—at a loss for both words or action. I tried to ignore it but it had upset the whole group.

7. What meaning did this incident have for you?
   It made me aware of such occurrences in the classroom. It also made me stop and wonder if ever when I was young did I know about such things. Having grown up in a white suburb and teaching in the black inner city, I seem to feel that this type of thing would occur more in the inner city, where the children know so much so fast and under different circumstances.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

I. Exploring your educational development--to discover and explore educational plans and remediation.

II. Exploring your career development--to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.

III. Exploring your personal-social development--to become aware of and explore personal and social growth.

Order of Importance

Student's Significant Incident Report Identification Number 001
Week of Freshman Early Experiencing Program 1
Significant Incident Report Number 1
Date on which this report is written April 12, 1972

(month) (date) (year)
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? April 19 1972 _____9:30 (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)? Classroom

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)? Instructing

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:

   (a) Supervised by another (such as, a teacher). _______
   (b) Cooperatively directed (such as, by me and a teacher).  
   (c) Independently directed by me. _______

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)

   Between groups I helped Debbie with her questions by having her read the question to me and then finding the answer for me.

6. What were your feelings when this incident occurred?

   I was really excited when Debbie would read and answer the questions correctly.

7. What meaning did this incident have for you?

   Whenever possible a child should have individual help and praise. You don't have to pretend to be happy when he or she does well, you really are.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

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<th>Order of Importance</th>
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<td>I. Exploring your educational development— to discover and explore educational plans and remediation.</td>
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<tr>
<td>II. Exploring your career development— to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.</td>
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<tr>
<td>III. Exploring your personal-social development— to become aware of and explore personal and social growth.</td>
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Student's Significant Incident Report Identification Number 006
Week of Freshman Early Experiencing Program 2nd
Significant Incident Report Number 6
Date on which this report is written April 19 1972
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? April 19 1972 11:30
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   School classroom

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   Instructing a student individually

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:

   (a) Supervised by another (such as, a teacher)._____
   (b) Cooperatively directed (such as, by me and a teacher)._____
   (c) Independently directed by me.  x  

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   I had been working with David individually. It was time for him to return to his classroom. I told him that we would work together again tomorrow, and that it was time for him to leave. He smiled and said that he would rather stay here and work with me.

6. What were your feelings when this incident occurred?
   I was happy that he was enjoying his work with me. But I felt that his classroom work was also important.

7. What meaning did this incident have for you?
   This incident helped me to understand David better. He needs a great deal of individual attention. But I don't want him to ignore his other work.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve. If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

Order of Importance

I. Exploring your educational development—
to discover and explore educational plans and remediation. 

II. Exploring your career development—
to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.  

III. Exploring your personal-social development—
to become aware of and explore personal and social growth. 

Student's Significant Incident Report Identification Number 012

Week of Freshman Early Experiencing Program 2nd

Significant Incident Report Number 4

Date on which this report is written April 19 1972

(month) (date) (year)
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur?  
   April 24 1972 11:30  
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   Speech development class.

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   Observing a classroom

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:
   (a) Supervised by another (such as, a teacher). ✓
   (b) Cooperatively directed (such as, by me and a teacher).
   (b) Independently directed by me.

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   The Speech development teacher tried using games with one of her groups to work with sounds instead of just drilling them. They cheated, went out of turn, and in general ruined the game. She tried the same thing with a later group and it worked beautifully making the learning more fun for the children and the teaching more fun for the teacher.

6. What were your feelings when this incident occurred?
   It was surprising to find such a wide variety of behavior and reaction to an experience between two groups of approximately the same age.

7. What meaning did this incident have for you?
   It showed me that a technique or explanation that will work with one group may not with another. A teacher must constantly evaluate herself and her methods and try new things in order to teach each class effectively.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

I. Exploring your educational development—
   to discover and explore educational plans and remediation.

II. Exploring your career development—
    to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.

III. Exploring your personal-social development—
    to become aware of and explore personal and social growth.

Student's Significant Incident Report Identification Number 020

Week of Freshman Early Experiencing Program 3rd

Significant Incident Report Number 7

Date on which this report is written April 26, 1972

(month) (date) (year)
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? April 27, 1972 2:30
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   Bus

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   Field trip to farm.

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:

   (a) Supervised by another (such as, a teacher). 
   (b) Cooperatively directed (such as, by me and a teacher). 
   (c) Independently directed by me.

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   The children were on a visit to the farm. They had been terrible the whole day. The teachers had done everything they could. They were at the end of their patience, and so was I. On the bus back this boy was just pounding on another boy. I told him to quit several time. Finally, I just sat him down in his seat. He took his hands and brushed his shoulders off as if I had dirtyed his coat.

6. What were your feelings when this incident occurred?
   I was furious! By this time I had lost all of my patience. When he did this I did not know what to do. I told his teacher the problem when we got off the bus and we talked it over.

7. What meaning did this incident have for you?
   I learned how long I could hold my temper. It was also a good experience in how to handle behavior problems. I know you must be patient, but sometimes your patience runs short.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

I. **Exploring your educational development**—
to discover and explore educational plans and remediation.  

II. **Exploring your career development**—
to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.

III. **Exploring your personal-social development**—
to become aware of and explore personal and social growth.

<table>
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<th>Order of Importance</th>
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<tbody>
<tr>
<td>3</td>
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<td>2</td>
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<td>1</td>
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</tbody>
</table>
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? April 4 72 2tl0
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school class­
   room, university seminar room, home, dormitory, social situation,
   etc.)?
   OSU archery range

3. What were the circumstances (observing a class, instructing, con­
   ference with coordinator, discussion with teacher, on a date,
   public schools staff member, etc.)?
   Attending class

4. Complete the following statement by placing a check mark after the
   appropriate response. When the incident occurred, I was involved
   in an activity which was:
   (a) Supervised by another (such as, a teacher). ✓
   (b) Cooperatively directed (such as, by me and a teacher).
   (c) Independently directed by me.

5. What was the incident? Describe. (Do not interpret or evaluate
   the incident.)
   After several weeks of continually missing the targets, the
   instructor analyzed my shooting and helped me to correct all of my
   firing errors. By the end of the class my score had gone up tre­
   mendously.

6. What were your feelings when this incident occurred?
   I felt a feeling of accomplishment and confidence in my ability
   to learn a new and difficult thing.

7. What meaning did this incident have for you?
   I think I am better able to understand how important even small
   successes are to the children I teach.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

I. Exploring your educational development---to discover and explore educational plans and remediation.

II. Exploring your career development---to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development

III. Exploring your personal-social development---to become aware of and explore personal and social growth.

Order of Importance

Student's Significant Incident Report Identification Number 022

Week of Freshman Early Experiencing Program 5

Significant Incident Report Number 10

Date on which this report is written May 4 1972
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? May 11 1972 p.m.
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   Social situation - school campus

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   Observing rioting

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:
   (a) Supervised by another (such as, a teacher). _____
   (b) Cooperatively directed (such as, by me and a teacher). _____
   (c) Independently directed by me. _____

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   Campus rioting--the whole campus was in complete caos. Police were converging on the campus--shooting tear-gas, etc. Kids were throwing rocks, etc.

6. What were your feelings when this incident occurred?
   I was really scared! I couldn't believe it.

7. What meaning did this incident have for you?
   I just realized how terrible violence is! How unnecessary. It really scared me to see this side of people.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

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  and remediation. |
| II. Exploring your career development--
  to deepen awareness and to explore your
  interest, aptitudes, and personality in
  order that you may come to an increased
  understanding of self in career development. |
| III. Exploring your personal-social development--
  to become aware of and explore personal and
  social growth. |

Student's Significant Incident Report Identification Number 011

Week of Freshman Early Experiencing Program 5

Significant Incident Report Number 12

Date on which this report is written May 14, 1972

(month) (date) (year)
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? May 11, 1972 1:30 P.M.
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   School classroom

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   Instructing

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:
   (a) Supervised by another (such as, a teacher).
   (b) Cooperatively directed (such as, by me and a teacher).
   (c) Independently directed by me.

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   I was asked to give a listening test to seven slow learners in the library. People kept coming into the library, which made the kids pay more attention to them then to the test.

6. What were your feelings when this incident occurred?
   I was very angry with the kids and also at myself for not having enough control over them.

7. What meaning did this incident have for you?
   There still is allot more to learn about kids before I even attempt to step before a class.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

I. Exploring your educational development—
to discover and explore educational plans and remediation.

II. Exploring your career development—
to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.

III. Exploring your personal-social development—
to become aware of and explore personal and social growth.

Order of Importance

III

Student's Significant Incident Report Identification Number 029

Week of Freshman Early Experiencing Program 5th

Significant Incident Report Number 16th

Date on which this report is written May 11, 1972
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? May 11 1972 1:30
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   On the playground

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   It was recess time.

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:
   (a) Supervised by another (such as, a teacher).
   (b) Cooperatively directed (such as, by me and a teacher).
   (c) Independently directed by me.

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   I decided to go out for recess today. When I got outside so many children wanted to play with and hold my hand. After recess, many students asked me when I'm going to go out for recess again.

6. What were your feelings when this incident occurred?
   I felt happy that so many students wanted to be with me.

7. What meaning did this incident have for you?
   This incident made me realize that although lot of these students act up in class, they're really pretty good students. They're still looking for friends or for people who would take an interest in them.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

I. Exploring your educational development—to discover and explore educational plans and remediation.

II. Exploring your career development—to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.

III. Exploring your personal-social development—to become aware of and explore personal and social growth.

Order of Importance

Student's Significant Incident Report Identification Number 010

Week of Freshman Early Experiencing Program 5th

Significant Incident Report Number 3

Date on which this report is written May 11 1972

(month) (date) (year)
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? May 12 72 A.M.
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   All class-rooms in my school.

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   Presented a baby pig to the classes.

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:
   (a) Supervised by another (such as, a teacher). ______
   (b) Cooperatively directed (such as, by me and a teacher). ______
   (c) Independently directed by me. ______

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   Presented a baby pig to the classes of my school. They were allowed to touch it, pick it up, etc.; ask questions.

6. What were your feelings when this incident occurred?
   I felt good bringing these urban kids into contact with nature, animals, etc.

7. What meaning did this incident have for you?
   It just made me feel like I was teaching these kids something, and they were enjoying it.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

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<td>III. Exploring your personal-social development—to become aware of and explore personal and social growth.</td>
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</tbody>
</table>

Student's Significant Incident Report Identification Number 011

Week of Freshman Early Experiencing Program 5

Significant Incident Report Number 13

Date on which this report is written 5/4/72 (month) (date) (year)
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? May 16, 1972 8:30
   (month)   (date)   (year)   (time)

2. Where did the incident occur? i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   
   Seminar room

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   
   Attending Seminar lecture

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:
   
   (a) Supervised by another (such as, a teacher).  
   (b) Cooperatively directed (such as, by me and a teacher).  
   (c) Independently directed by me.

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   
   This week's Seminar was on art. We were shown some art activities we could use with elementary children and took part in a couple of art projects. We were also given some advice on our children's art such as never ask a child what he has made, simply ask him to explain it. They also told us never to tell a child how to draw or paint, or tell him his picture is incorrect, for that is the way he sees things.

6. What were your feelings when this incident occurred?
   
   I was pleased that a session on children's art was included in our Seminars. I feel it is a very important part of a child's learning experiences. Art helps a child explore himself - his emotions and perceptions - as well as the world around him.

7. What meaning did this incident have for you?
   
   It helped me realize how very important the way a teacher looks at a child's art is. The seminar pointed up how we had been so inhibited by a "right" way to do art, that we can no longer be creative. It stressed the care, we as teachers must take, not to do the same to our students.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

I. Exploring your educational development-- to discover and explore educational plans and remediation.

II. Exploring your career development-- to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.

III. Exploring your personal-social development-- to become aware of and explore personal and social growth.

Student's Significant Incident Report Identification Number 020

Week of Freshman Early Experiencing Program 6

Significant Incident Report Number 18

Date on which this report is written May 17, 1972
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? May 17 1972 10:00
   (month) (date) (year), (time)

2. Where did the incident occur, i.e., specific place (school class-
   room, university seminar room, home, dormitory, social situation,
   etc.)?
   Classroom

3. What were the circumstances (observing a class, instructing, con-
   ference with coordinator, discussion with teacher, on a date,
   public schools staff member, etc.)?
   Instructing

4. Complete the following statement by placing a check mark after the
   appropriate response. When the incident occurred, I was involved
   in an activity which was:

   (a) Supervised by another (such as, a teacher). ___
   (b) Cooperatively directed (such as, by me and a teacher). ___
   (c) Independently directed by me. ✓

5. What was the incident? Describe. (Do not interpret or evaluate the
   incident.)

   I was giving the class the second part of the Sociogram. When I glanced up, after giving instructions, I noticed many blank looks.

6. What were your feelings when this incident occurred?

   I was embarrassed because at that second I realized I had not simplified the instructions and the kids were lost.

7. What meaning did this incident have for you?

   Before I give any instructions I must realize whom I giving them to and I must put it to them so they can understand.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

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<tr>
<td>II. Exploring your career development--- to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development</td>
</tr>
<tr>
<td>III. Exploring your personal-social development--- to become aware of and explore personal and social growth.</td>
</tr>
</tbody>
</table>

Student's Significant Incident Report Identification Number 006

Week of Freshman Early Experience Program 7th

Significant Incident Report Number 20

Date on which this report is written May 17, 1972
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? May 19 72 Evening
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   At home

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   Working on a Bulletin Board Project

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:
   (a) Supervised by another (such as, a teacher). ____
   (b) Cooperatively directed (such as, by me and a teacher). ____
   (c) Independently directed by me. ✓

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   I began working on a Bulletin Board project about the farm for 1st grade class.

6. What were your feelings when this incident occurred?
   I really enjoy doing things connected with art.

7. What meaning did this incident have for you?
   It really takes a lot of time to create art projects for grade school children and I really enjoy these type of projects for the children. I also realize teaching a 24 hr project and I enjoy the fact of becoming a teacher.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

I. Exploring your educational development—
   to discover and explore educational plans and remediation.
   ____________________________

II. Exploring your career development—
    to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.
   ____________________________

III. Exploring your personal-social development—
     to become aware of and explore personal and social growth.
    ____________________________

Student's Significant Incident Report Identification Number 003
Week of Freshman Early Experiencing Program 7
Significant Incident Report Number 18
Date on which this report is written May 20 72
(mont) (date) (year)
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? May 19 1972 8:40-11:40 (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)? Classroom

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)? Took over most of the class - w/substitute teacher

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:

   (a) Supervised by another (such as, a teacher).______
   (b) Cooperatively directed (such as, by me and a teacher).______
   (c) Independently directed by me. 

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)

   The first grade teacher I normally work with was absent and I led the class for the whole morning with the exception of the reading groups which she led. I gave them their writing lesson, arithmetic lesson, and started a unit on good grooming.

6. What were your feelings when this incident occurred?

   I was a bit nervous, and afraid that the kids would start to take advantage, but once I got started they realized that I knew the daily routine and the morning would be led as it normally is.

7. What meaning did this incident have for you?

   It gave me confidence in my teaching ability and made me have my first real teaching experience with a class on my own. It was quite worthwhile and I had a good feeling when the kids cooperated and it was all over.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

I. Exploring your educational development--
to discover and explore educational plans and remediation.

II. Exploring your career development--
to deepen awareness and to explore your interest, aptitudes, and personality in order that you may come to an increased understanding of self in career development.

III. Exploring your personal-social development--
to become aware of and explore personal and social growth.

Order of Importance

2

1

3

Student's Significant Incident Report Identification Number 001

Week of Freshman Early Experiencing Program 7

Significant Incident Report Number 19

Date on which this report is written May 25, 1972 (month) (date) (year)
SIGNIFICANT INCIDENT REPORT FORM

1. When did the incident occur? May 30 1972 11:00
   (month) (date) (year) (time)

2. Where did the incident occur, i.e., specific place (school classroom, university seminar room, home, dormitory, social situation, etc.)?
   4th grade classroom

3. What were the circumstances (observing a class, instructing, conference with coordinator, discussion with teacher, on a date, public schools staff member, etc.)?
   Observing the class

4. Complete the following statement by placing a check mark after the appropriate response. When the incident occurred, I was involved in an activity which was:

   (a) Supervised by another (such as, a teacher). ✓
   (b) Cooperatively directed (such as, by me and a teacher).
   (c) Independently directed by me.

5. What was the incident? Describe. (Do not interpret or evaluate the incident.)
   The class watched 'The Electric Company' on educational TV. Then they discussed the concepts which had been presented on the program.

6. What were your feelings when this incident occurred?
   I was surprised and pleased to find they discussed the program. This was the first classroom where anything at all was done with the information the children received. Too often it was just dropped and forgotten.

7. What meaning did this incident have for you?
   I feel the only way the children can retain the information they watch on educational TV is to apply it and talk about it. Educational TV can be very valuable if the teacher will carry out what was begun in the classroom.
8. Draw a circle around the number of the one purpose of the Freshman Early Experiencing Program which this experience helped you achieve.

If this experience helped you achieve more than one purpose, indicate by rating the purposes in order of importance to you from 1 to 3 (1 being most important, and 3 being least important).

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Student's Significant Incident Report Identification Number 020
Week of Freshman Early Experience Program 8
Significant Incident Report Number 22
Date on which this report is written May 31, 1972
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