Effects of College-Themed Media on First-Year Student Expectations

Micheal John Clinton Jr.

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EFFECTS OF COLLEGE-THEMED MEDIA ON FIRST-YEAR STUDENT EXPECTATIONS

by

Micheal J. Clinton Jr.

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Science

Major: Leadership and Policy Studies

The University of Memphis

August 2018
Dedicated to Dad, Mom, and undergrad Micheal.
ACKNOWLEDGEMENTS

The idea for this study began somewhere in the mountains of New Jersey called Hackettstown, where I first blended my love and passion for film with the path of student affairs that I embarked upon in May of 2016. My senior thesis at Centenary University was an exploratory analysis of the way higher education was depicted on film. For three days I sat and watched films like Animal House, Dear White People, The Rules of Attraction, Accepted, and Monsters University. For my efforts, my advisor at the time, Matthew Mendres, gave me an A and let me graduate. That paper sat untouched until I decided to put it to good use and do some graduate level research with it. I tell my students constantly that it is important to use the passion you have outside of academics and pair it up with your degree to make some magic you can be proud of. I hope you enjoy my attempt at such a task.

I must also recognize everyone at The University of Memphis and at home that have supported me and played a role in the academic process that is known as the Master’s degree: The faculty members: Dr. Donna Menke and Dr. Wendy Griswold, Dr. Jeff Wilson, Dr. William James Jacob, and Dr. Scott Radimer.

The emotional support: Cody Clinton, Amanda Lee Savage, Christine Clinton, Justina Gun, and Heather Sacks.

The professional support: Jaclyn Rodriguez, Michael Marino, Jessica Cowan, and all of the students that cheered me on while I was doing the same for them.

And my unofficial cohort: Brian Deal, Madison Murphy, Luke Staudt, and Amy Seagren.
Common expectations of incoming undergraduates have been identified, however, the influences on these expectations are varied and include input from high school, familial pressures, and the media. Incoming students consume messages regarding what college is like from these various sources, yet the specific impact of narrative media has yet to be investigated. Utilizing interviews of college students following their first full-time academic year, this study accomplishes two tasks. First, the types of expectations students have of four common assumptions of college congruent with previous research are identified. Then, the influences of narrative media are investigated and analyzed. The analysis of the data from the study results in the types of false expectations held by the subjects and three themes of the student expectations that include the complexity of influences, self-constructed experiences, and a high level of media literacy and understanding.
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CHAPTER 1 – INTRODUCTION

One of the first examples of a motion picture was in 1896 with *L’arrivée d’un train en gare de La Ciotat* (or in English as *The Arrival of a Train at La Ciotat Station* or simply *Train Pulling into a Station*) produced and directed by Auguste and Louis Lumiere. This short 50-second clip showed a passenger locomotive aimed directly at the camera it was recorded on. The widely accepted yet ridiculous sounding urban legend goes that when the audience first saw the large train headed toward them, they reacted with fear, terror, and panic assuming that the train was going to run them over (Martin, 2004). Since the premier of this short documentary piece, cinema has grown to include hundreds of sub-genres for audiences to choose from. One such sub-genre is that of the “college dramedy” mixing humor and farce with meaningful relationships and tension while exploring the daily lives and attitudes of students enrolled in college. If a fifty-second clip of a train pulling in to a station can have a visceral and psychological impact on an audience with no prior knowledge of motion picture technology, can a two-hour film have a psychological impact on an audience with no prior knowledge of higher education? Furthermore, how do these impacts affect student success, self-esteem, or perception of institutional fit?

Prior research on the topic of first-year student expectations has included the identification and analysis of student expectations of adjustments to college and the level of preparation and readiness. Baker, McNeil, and Siryk (1985) studied the theory of “the freshman myth” of college students adjustment to the collegiate landscape in scales determining educational demands, personal/emotional demands, and institutional demands. Jackson, Pancer, Pratt, and Hunsberger (2000) and Pancer, Hunsberger, Pratt, and Alisat (2000) examined similar variables of adjustments in studies that investigated the complexity of the effects of such
expectations on observable levels of adjustment during the undergraduate careers that followed initial enrollment. The various influences on these expectations have also been identified, media has been included among these influences, and there have been extensive reviews and analyses of college-themed media throughout American history. Although further studies involving the impact of these perceptions resulting from narrative media have been framed for international students (Bourke, 2013), students enrolled in two-year institutions (Hawk & Hill, 2016), and on participation in risky-behaviors (Wasylkiw & Currie, 2012; Osber, Billingsley, Eggert, & Insana, 2012), there still exists a gap in this research due to limited specific investigations of the correlation between narrative media and expectations. The social landscape of these students is saturated with images from television, film, music, social media, and the news that directly or indirectly and effectively or ineffectively attempts to offer a prescription for their current or future experiences (about everything, not just college). Thus through a combination of research and theory in the fields of higher education and media studies, this study expands upon these analyses to provide insight on the strength of the relationship between the influence of college-themed narrative media and the expectations students have about their first year of college. Utilizing qualitative data methods specifically focused on the potential influences of narrative media on individuals from a single institution, this study attempts to answer the following guiding research questions:

1. What did students expect about college as incoming freshman?
2. How does narrative media play a role in the formulation of expectations?
3. What are the other existing influences in this development?

The results to these questions create an investigation into the significance and impact of college-themed media on the expectations of students attending college for the first time.
The first question posed by the researcher is what did students expect about college as incoming freshman? Previous research has acknowledged and investigated student expectations about both college academics and in the area of social life on campus. By comparing the responses of this study’s subjects with previous research, this study will develop a connection with previous findings and theories and identify a limited area within the literature to develop and supplement information regarding the topic. If the students in this study identify similar or matching expectations as those previously observed, the validity of this research will also be corroborated.

The next research question separates this report’s study from previous methods by creating a focused lens through which the expectations observed by the previous inquiry: How does narrative media play a role in the formulation of expectations? Narrative structures in media offer an audience member a constructed representation of an experience, situation, setting, or interaction of which he/she may or may not have experienced. For students beginning their college careers with little to no information beyond second-hand evidence, these representations may have a significant effect on their expectations.

Finally, what are the other existing influences are present in this development of expectations? This study frames the influences of media on student expectations among the additional forces or perspectives that impact an incoming student, many of which have been observed and analyzed in previous works. By identifying these additional influences, the significance of the media relative to other forces is investigated, and the analysis of potential future research on the topic is discussed.

The process of investigation and analysis of these research questions are presented in the thesis that follows. An analysis of relevant literature from several fields of study are considered
in Chapter 2 that frames the context and supporting arguments for the process through which the study is conducted. Chapter 3 outlines this process and describes the methods and tools the researcher used. Also found in this chapter are the theoretical frameworks that created a foundation for the study’s rationale. Chapter 4 describes the participants and identifies the four primary themes that were observed through the study. Chapter 5 follows by discussing the relation of these themes to the previous research outlined, notes the limitations of the study and potential modifications to methods and participants to assist in recreation or development of future studies, and offers specific recommendations for professionals in the higher education field on behalf of the researcher.

The insights offered by the guiding research questions and the participants in this study will begin to formulate a strategy for professionals to address and combat the images that their students consume through narrative media. As the images created by Hollywood cannot always be controlled, and the students’ taste in media and the respective levels of consumption cannot be enforced, professionals are situated with the end result of influences without option to reverse or alter. Instead of perceiving these images as a threat or opposing force the opportunity arises to assist in a student’s development of goals, identity, experiences, and actions.
CHAPTER 2 – REVIEW OF RELEVANT LITERATURE

In the previous chapter, the topic of student expectations and the influence of the media were introduced. This chapter provides further evidence from previous research to support the rationale of this study and its methodology. Sources from various fields of study such as higher education, psychology, and media studies are reviewed, synthesized, and presented to benefit the familiarization of the intent of the study that is reported upon in this thesis. Information regarding the depiction of higher education in media has been utilized by researchers to establish the relationship between attitudes and beliefs of college students, and thus the purpose of this study is placed within the context of this existing literature. From this review of outstanding literature, the study’s methods are derived and the results are framed as compounding evidence to support previous works.

Depictions of Higher Ed

*National Lampoon’s Animal House* premiered in 1978 and brought drinking, drugs, and sex on college campuses to the big screen. The antics that the main characters portrayed closely mimicked the type of situations that college-level students in the United States found themselves in (Wechsler & Nelson, 2001). Many other mediums depicting the collegiate lifestyle exist beyond the silver screen, Reynold’s *Representing “U”* (2014) delves into the college novel quite impressively, but by far the most popular and easily identifiable narratives come in the form of visual media. Since 1978, there have been many films produced that depict college life (Byers, 2005; Tucciarone, 2007b; Conklin, 2008; Reynolds, 2014; Hawk & Hill, 2016) and throughout the years, these films have affected audiences’ opinions, attitudes, and beliefs about higher education. In 2017, the United States and Canada theatrical market yielded $11.1 billion from box offices (with the release of 777 motion pictures) and $20.5 billion from content released
digitally and on disc and the traditional college aged student (18-24 years old) accounted for 12% of individuals classified as frequent moviegoers (Motion Picture Association of America, 2018).

**Factors of Influence on Expectations**

Several media theories and criticisms show that the messages portrayed in mass media narratives have great impacts on the development of culture, societal relations with themes and situations, and individual beliefs (Berger, 2012; Pautz, 2015). Media, of any theme or setting, develops a shared popular culture by its audience (Storey, 2006) and attributes to a pedagogical influence with implications for teaching, learning, and the experience of education (Giroux, 2000; Giroux, 2008; Wright & Sandlin, 2009; Johnstone, Marquis, & Puri, 2018). In academic settings, college-themed media can be valuable tools in teaching students (Bluestone, 2004) and professionals (Tucciarone, 2007a) alike. However, this type of environment allows for academic study and application with guidance and assistance by the instructor or researcher. As a result, without proper discussion or debriefing, college-aged students may walk away with negative opinions about enrolling in a college or university, or have positive opinions about negative actions while attending (Wasylkiw & Currie, 2012; Osberg, Billingsley, Eggert, & Insana, 2012).

Additionally, the discrepancy between fact and fiction may have an impact on the perception of the entire American higher education system by students currently studying or planning to study internationally in the United States, whom accounted for $36.9 billion in revenue and the support of over 450,000 jobs to the economy during the 2016-2017 academic year (Institute of International Education, 2017). Bourke (2013) discusses how the party scene and rebellious nature of the narrative media focus when depicting college in the United States may deeply impact international students when preparing to study abroad. Films such as Van
Wilder, Road Trip, and Accepted were used in Bourke’s study to define the implications and construction of thematic characterizations of college students for students wishing to study in America. These three films, as well as others, portray partying and sexual promiscuity as positive traits and societal norms while enrolled in a higher education institution in the United States. Of most of the films set on college campuses and involving college students, a majority of them feature white males (Currie & Wasylkiw, 2012). As such, the depiction of higher education in narrative media may also have negative effects on minority and marginalized groups (Tobolowsky, 2001; Bourke, 2013). Reynolds (2014) describes many instances of sexual and ethnic minorities acting as “token” characters or plot devices, with short sporadic appearances essentially using diversity as an education and moral tool rather than characters depicting average college students. The depiction of African-American students outnumbers the number of Latino/as, Native American, and Asian characters as well. The result of such depictions can have negative impacts on college students who identify with these demographics that are not depicted on film, TV, or in literature.

Many situations depicted in these narratives are qualified as risky and party-related behaviors such as alcohol consumption (e.g., binge drinking), sexual activity (e.g., promiscuity, unprotected sex), and drug use. Bandura’s (1971, 1986, 2001) social cognitive learning theory states that human behaviors do not stem from internalized rationale but are rather impacted and prompted by the observation of behaviors from outside influences such as parents, peers, educators, and the media. In addition to the incorporation of these observations, behaviors are influenced by perceptions of college campus social norms (Berkowitz, 2005) and can be a direct result of the overestimation of peer behaviors (Perkins, 1997; Perkins, 2002; Wasylkiw and Currie, 2012; Shepard, Meteyer, Bruzios, Pol, & Charpentier, 2016) and constructed identities
and experiences shared online via social media (Visser & Mirabile, 2004; Reifman, Watson, & McCourt, 2006). The analyses conducted by Wasylkiw and Currie (2012) show the correlation between such risky activities and the number of college-themed films, which ultimately showed that there is a positive correlation between the two. This data only shows the effects of films on the actions of college students, it can be assumed that it also represents their attitudes and beliefs about the character and lifestyle of college students. It is not known whether the participants in their study claimed to identify with the characters portrayed, but the identification with the actions might be enough to infer such.

Hawk and Hill (2016) conducted a study about the impact of the portrayal of community college students on the idea of the “hipster” freshman. Their study, which involved exposing community college students with two media clips that negatively characterized their demographic and one with positive characterization, created a narrative that explored the multitude of reasons why individuals attended these community and junior colleges. Many of the participants interviewed vocalized their disagreement with the negative attitudes and stereotypes, and their connection to the positive ones. This study provides insight on the possible effect on community college students’ self-esteem and perceived societal recognition. Reynolds (2014) includes a similar description of the portrayal of two-year institutions as “excluded” and “barred form positive reputations and public opinion.” Furthermore, Reynolds explains that as a result of the demographics (largely female and racial minorities) that are served by community colleges and their counterparts can also have an impact on the negative representations.

The current body of literature has investigated graduating high school students’ perceptions and expectations of college (Baker et al., 1985; Jackson et al., 2000; Pancer et al., 2000; Smith & Wertlieb, 2005; Keup, 2007; Kreig, 2013) and largely confirm and support the
existence of the “freshman myth” of unmet expectations (Stern, 1966) and the necessary adjustments to experiences.
CHAPTER 3 – METHODS

Following a review of the literature, the study was designed and conducted in the process outlined in this chapter. The study took on several variations over time, causing limitations and opportunities for improvement that are discussed in later chapters, and resulted in a final version that collected the data analyzed within this report. The results analyzed in the section that follows the description of the methods were collected during the final modification of the research process. The final section of this chapter outlines the theoretical frameworks through which the researcher formulated the collection methods and analyzed the participants’ responses. These frameworks have roots in the closely-related fields of psychology and student development which supported the rationale, simplified and compressed previous findings, and guided the analysis of the data collected.

Pilot Study

A pilot study was conducted utilizing convenience sampling of first-time, full-time college freshmen enrolled at two large research institutions located in the mid-southern United States during the 2017-2018 academic year via recruitment methods distributed through university wide newsletters and publications. A total of approximately 5,612 students received an invitation to take the survey, and the research team received a low response rate of 40 participants with only 25 participants matching the target demographic for the study and including responses to the open-ended questions that were completed with more than five words and deemed significant to the researcher. Students who volunteered to take part in the research study completed a consent form and were provided the survey instrument that included questions regarding student expectations (both societal and academic) about college, how those expectations compare to the students’ realities, and average media consumption (see survey in Appendix B).
Focus Group

The analysis of the initial pilot study data was utilized and adapted to structure a focus group consisting of students from the target population at a single institution from which students were initially recruited. After obtaining a directory from the institution’s Office of the Registrar comprising of 2,160 students that matched target population (first-time, full-time freshman during the 2017-2018 academic year), 7 students were recruited to take part in the focus group located on their college campus with the researcher. The open-ended questions included in the survey instrument from the pilot study were used as initial questions for the focus group (see Appendix B). The focus group had a 0% attendance rate.

Interviews

Four students that showed interest in attending the focus group and were unable to appear due to scheduling were each invited to meet with the researcher for scheduled one-on-one interviews. Following each subject giving consent to take part in the study using an Informed Consent Form (Appendix B), the interviews utilized the open-ended questions intended for the focus group, with the researcher posing additional follow-up questions to the subjects for necessary clarification or elaboration of subject’s initial responses. Each interview was recorded by the researcher on an electronic recording device. Following the conclusion of the interviews, the researcher transcribed and coded the student’s recorded interviews using the In Vivo Coding and Theming the Data processes as outlined by Saldaña (2012) and can be seen in Appendix C.

Study Participants

Four students at the University of Memphis were interviewed for this study and are reported upon here with the use of pseudonyms. Jason is a White, LGBTQ+, first-generation, male student studying public relations. Carrie is an African-American, first generation, female
student studying health studies with the intent to enter the dental field. Fred is an African-American male student studying physics. Rosemary is a Hispanic, first-generation, female student from immigrant parents and is studying health science with the intent to enter the medical field. All four students went to high school in the surrounding area. During their interviews, which ranged between 33 and 54 minutes and averaged 42 minutes, four common themes about their expectations were found.

**Theoretical Frameworks**

The foundation of this study comes from Astin’s I-E-O Model (1977, 1993). In his model, Astin describes the correlation of a student’s inputs (I), such as demographic identity and attributes, in conjunction with both the pre-college and college environments (E) to produce outcomes (O) that allow observable impacts on the development of college students. In this model, the inputs directly and indirectly (through interaction with environments) impact the outputs. Since this study hypothesizes that college-themed media as inputs influence how the student formulates expectations prior to attending college, Astin’s model offers a chronological experience to investigate these factors on influence. Student affairs professionals interact with college students at a time where influences already assist in the creation of expectations. This study specifically addresses the expectations as inputs and are considered at a time where a new process of input-environmental interactions begins on campus. This model also offers a simplistic explanation of the study’s intent to be used when explaining purpose and requesting responses from the research subjects.

Additionally, Astin provides Bandura’s (1971, 1986, 2001) social cognitive theory and Bronfrenbrenner’s (1979) theory of ecological development to frame inputs in such a manner to triangulate, categorize, and compartmentalize factors of influence that include systemic,
interpersonal, and intrapersonal relationships. By understanding the complexity of the influences in a student’s identity and ideology, investigations and analyses can attempt to remove, organize, and address influences.

While Astin provides a theoretical foundation for the rationality and methodology of this study, constructivism as a theory of learning, a point offered by Prouix (2006), allows the influences of media to act and be considered as pedagogical references. As college is a time of discovery and learning, the culture of higher education allows students to develop their own truths about the world. The need for equilibrium is what drives a student to adapt and modify their current understanding of knowledge and experiences (Prouix, 2006). As a student consumes college-themed media, or is influenced by outside perspectives, they begin to formulate opinions and expectations of what college will be or what it is. As these expectations are brought to campus, addressed and processed throughout a student’s first year, and constantly reconstructing and formulating their understanding and knowledge, the student is judging and qualifying their encounters with the credibility of their constructed expectations (Prouix, 2006). The subjects in these interviews are an opportunity to study a moment of processing and reflection of their first year of college.
CHAPTER 4 – RESULTS

The four participants’ responses to the interview processes outlined in the previous chapter are presented here. Following analysis by the researcher, four common themes were found among these responses. These themes include the false expectations articulated by the students, an awareness of the role of all forms of media within societal environments, the suggestion of a complex system of influences and stimuli in the development of expectations that include narrative media, and the conclusion of each participant that a student’s experience in college are ultimately self-determined and place a responsibility upon the individual. These findings affirm the results of the previous literature review and serve as the foundation upon this study’s conclusions and recommendations. Additionally, the statements made by the subjects and the observations of the researcher corresponding with the theoretical frameworks of Astin (1977, 1933), Bandura (1971, 1986, 2001), Bronfrenbrenner (1979), and Prouix (2006).

Common False Expectations

Congruent with the “freshman myth” (Stern, 1966) all four students identified several instances in which their expectations of college differed from the reality that they experienced during their first semester. Academics was the most popular category of false expectations, and a universal opinion among the students was the anticipation of college professors acting dismissive or showing a lack of compassion towards their students. Each student was prepared to deal with professors who weren’t going to “help” or “keep up” with any student when they were behind in the course or needed assistance. When asked if they experienced that type of instructor during their first year, only Fred claimed that he had, but that it was uncommon.

I’ve had one professor who was kinda, just here, he left right after class, but the rest of my professors have been cool, work with me if I needed it. The majority of the time, they are actually here for you, trying to build the next group of teachers, the next group of successful human beings. (Fred)
The exception noted by each student, however, was in classes containing large amounts of students. Carrie and Rosemary, both studying in the STEM fields, anticipated to be overwhelmed by coursework. Rosemary expected to be “stuck” in her room studying all the time, and Carrie had anticipated dropping out by November. These two students noted that this expectation was a direct result of their first-generation identity, which lacked sufficient understanding of the academic standards, as well as Carrie’s “average” grades in rigorous and college preparatory classes and Rosemary’s observation of narrative media. While both students acknowledged that their field of study was difficult and time consuming, they both admitted that they were confident of their future success, and are glad that their expectations were false.

The second most often mentioned category of expectations were those of the college party’s scene. Jason, Carrie, and Rosemary had similar ideas of what the parties in college would look like.

In movies like, Neighbors and Neighbors 2, they portray this idea, not that I want to get into this kind of stuff that they did in that, but, they portray these crazy parties with all these drugs and everybody is, like, making out and doing all these different things and stuff. And that’s not something that I was excited for, I mean that’s just what I thought that parties were. (Jason)

My idea of a college party is like, this little bitty house, with a whole bunch of people, and it’s so close. I would just rather not. Along with the alcohol and drugs. (Carrie)

Both Jason and Rosemary commented that their prior expectations of college parties were incorrect. Carrie had not attended a party during her first year, and was still considerably nervous about that part of campus culture.

Yeah, I’m not going to do that. Just like, because of what you hear in the news and stuff, I don’t want to get caught up in that. I don’t want to find myself in any trouble, just stay in my room and hang out with friends instead of going to parties or whatever. I mean they sound cool, but I’m like, I don’t know what’s going to happen, I don’t know what to expect. (Carrie)
Media Literacy

All four students were able to discuss narrative media as a fictional, developed, and scripted experience and had knowledge of media literacy. When discussing about the depiction of college students, campuses, and experiences, each student was aware that some aspects of their reality are not worth the entertainment value. Rosemary, when discussing the process by which you develop friendships on campus, mentioned that fictional characters find friends to serve the purpose of the plot and that the creators of the media ignore the more mundane processes.

They never mention that you might meet people through involvement, or through other people. It’s weird how you meet people in college, you’ll never expect how to get close to certain people, but, I don’t think they touch on it, but you can’t really explain it. (Rosemary)

Rosemary was also aware of the intentional influence of some narrative media, and the control that pop culture has on society.

Fred commented on how the challenges he and his peers face are unable to be fixed by “a magic wand and, ‘poof,’ it all works out in the end somehow” like in television because “that’s not real life,” and that happy endings are an aspect of the necessary entertainment value of a happy ending. Fred also commented on his understanding that the primary aspect of entertainment is not wholly educational.

[Narrative media] give you this perception of what [college] could be, not necessarily what it is. You know, entertainment is all about, uhm, entertainment, giving you something to look forward to watching, and continue to watch, instead of just giving you what the reality is. (Fred)

Jason spoke at length about his opinions about the lack of plots related to academic struggles as he disclosed that he has trouble with stress related challenges.

I think because it’s not something it’s sought after. Nobody wants to watch an infomercial about studying. I think that a lot of people are more in to the drama of things. … Nobody wants to watch a movie about a kid who can’t learn, you know. (Jason)
Carrie, the participant who was the least interested in consuming narrative media, was able to identify the concept of inaccuracies, hyperbole, or misrepresentation with the purpose of entertainment.

I don’t think TV and movies represent reality. Unless it’s a movie based on an actual person’s life, or, specific situation, or action, the thing that happened. I feel like they don’t do a good job of portraying the real thing. Even some biographies that have been made, they are not being 100% accurate. I guess that’s the positive, with it not being realistic, it could give some people, like, hope and excitement about their college experience. (Carrie)

**Complex Influences**

The subjects of the interviews were aware of the purpose of the study to examine the effects that narrative media had on their expectations of college. However, while each student was able to either specifically mention or describe the plot of a piece of media, they were all unable to distinguish the specific influence from the other factors involved. Additional influences on expectations included parents and family, discourse with professionals, peers, advertisements, and news media. The two most commonly referenced influences were high school and social media. Additionally, each student was able to comment on their own individual perspective and how it plays a role in their experiences.

High school was mentioned as an additional influence most often and was used as a comparison for their expectations. Rosemary, Carrie, and Jason each mentioned that the preparation, advice, guidance, and predictions they received during high school about college were that academic rigor was going to be more difficult than what they were experiencing at the time.

They start your expectations [in high school]. They started off as a threatening type of thing, like, oh when you get to college you have to get used to this, or you’re not going to do good. You need to make straight A’s in high school so you can make Straight A’s in college. And that is just not realistic. They always like to set it up that if you are successful in high school, you’re going to be successful in college. (Rosemary)
I just thought that, ‘cause I took honors and AP classes in high school. I took AP chemistry, and like, I barely passed AP chemistry so how am I gonna make it through college? Supposedly, college is harder than AP classes. So like if I can’t take an AP class, I am not going to make it through. I did pass the AP class, but it’s totally different. (Carrie)

Fred was the only student interviewed that came to college confident with his level of ability in the classroom.

The high school I went to, every course I took was either Honors, AP, or dual-credit, so like, when it came to that, I was like, alright this is fine, this is going to be just like high school again. So pretty much, it was like that, until we got to mid-terms and finals where you actually have to buckle down and study a little bit more. Beyond that, it was about the same. (Fred)

Social media was mentioned as a significant factor in formulating expectations about college. Rosemary and Jason explained that they saw social media as a way of current and future college students to connect with each other and share thoughts, opinions, and experiences about the topic of college, particularly for humor and entertainment. Jason mentioned that “there are a lot of [social media] accounts that focus on the stupid things in college. How drunk you’re going to be, things that you’re going to do in general.” Rosemary’s anecdote included a popular internet meme.

My impression was that you barely get sleep in college, if you want a social life. It’s like a triangle, I don’t know I saw this on social media, you either get sleep, a social life or good grades, and you, like, have to pick two. You can’t pick all three, if you can then you are just the greatest person in the world. (Rosemary)

The students were aware of their own perspectives and experiences being an influence on their expectations. All four students made similar remarks to Jason when he was discussing the portrayal of house parties in narrative media.

I haven’t seen or experienced this, but like, I think that there are very relevant things they talk about like sexual assault and things, you know, but it’s not things that I’ve observed. That’s one of the big ones, they make partying seem like this huge crazy thing and, like, cars are going to flip and the house is going to turn upside down, but I haven’t seen that happen before, so I don’t really consider that a real scene. (Jason)
Carrie specifically stated, “I guess I can’t say it’s not real, it just didn’t happen to me,” when she was talking about anticipating college experiences.

Several films and television shows were referenced by the students during their individual interviews. Jason discussed Scream 2, Neighbors, Neighbors 2: Sorority Rising, and 13 Reasons Why. Rosemary mentioned Bring it On Again, Grey’s Anatomy, and a third unknown film. Fred referenced How High, Neighbors, Burning Sands, 13 Reasons Why. Carrie named A Different World and Boy Meets World. Table 2 outlines the plot synopses of these films and television films are included in Appendix D.

**College is What You Make It**

The most overwhelming theme observed during the student interviews was the unanimous notion that college will be a different experience for every student directly dependent on the individual’s decisions, outlook, and goals. All four students mentioned that success is directly related to being able to balance or prioritize academics with social life.

I guess it would be a really big mix of the two, where you have to switch it from, ‘Okay, I’ve got my work done, now I can go party and worry about tomorrow later.’ But then when you come back, you have to flip that switch again, like, “okay, got class in the morning, or class on Monday. Gotta make sure I get my work in before 11:59[pm]. (Fred)

I’m still curious [about partying], I mean one day I might go, but it’s just not like a priority. I feel like I might go at one point before I graduate college, but it’s just not my main focus right now. (Carrie)

Additional remarks were made about how the decision and level of prioritization is a person’s own choice, and that student goals are widely diverse.

That social aspect of it comes back to that expectations thing. There are certain people that are going after a party, like, a party life-style, and will either succeed in four years and party or they will not succeed in four-years and party. There are people who are going after academics and excelling. There are people that are going after connections. There are people coming her just to get their degree so that they can get a higher position in the job. There are so many different forces going forward, and there are so many different goals set by people. (Jason)
You’re gonna meet the people that wanna be actors, singers, dancers. Then you’re gonna meet people who wanna be doctors, lawyers, offices of some sort. Then you’re gonna meet the people who join the military, join a contract of some sort because that’s the main way they get their education without going in to debt. Then you meet the people who are just to appease their parents, like, ‘I don’t really need college, but they wanted me here, so, I’m here. So, meeting all those people, gives you an idea of how everybody, well, not how they completely view life, but a little insight on how they view the world around them. (Fred)

Additional comments on issues and expectations of diversity, inclusion, political affiliation, and acceptance were made that allowed for discussion on students creating and formulating their opinions of the campus and society. Jason, Carrie, and Rosemary discussed their personality traits and how they expected them to adapt to the experiences they were having at college, but each student was careful to say that they were making decisions to develop and discover their identity.
CHAPTER 5 – DISCUSSION

Existing literature has identified and considered the influence of college preparedness and readiness on student success and retention. Previous research also reveals the impact of depictions of specific demographics and backgrounds on TV and film on these outcomes. The findings of this study begin to develop a foundation for methods of investigating the influences and inputs of incoming college freshman. The expectations that were discussed and analyzed are comparable to the common plot points of popular and successful college themed films and television shows, as shown in the specific works that the students reference as well as generalized observations as an audience member of narrative media. Expectations of partying, drugs, sex, alcohol, and dramatic relationship events are to be expected of first year students as the social aspect of college is enticing and complex (Wasylkiw & Currie, 2012; Bourke, 2013). While some negative or fearful expectations were disproven during the first year of college for the students in this study, their satisfaction with the decision of college enrollment was affirmed and intellectually rewarded. This suggests that false expectations were not a cause of attrition in these students. What that means for a larger college student population remains to be said.

Further research conducted to obtain perspectives, experiences, and opinions of students who decide not to apply to or enroll in a college or university for alternate education pathways (vocational or technical school, military enlistment, etc.) either immediately following graduation from high school or following alternative pathways (joining the workforce, a gap year for traveling, or prolonged duration before applying as a non-traditional student). This work may come about during exit-interviews in high schools or through an analysis of recruitment efforts on behalf of higher education institutions. Additional analyses of an institution’s specific geographical region’s college going culture would be consistent with the inclusion and
consideration in significant influences on expectations and decisions (Bryan, Farmer-Hinton, Rawls, & Woods, 2017).

The description of several influential sources on expectations suggest and confirm a complex system of factors that develop a student’s perspective and experiences of college, included in the design of Astin’s I-E-O model (1977, 1993), ecological models of development (Bronfenbrenner, 1979), and social cognitive theory (Bandura, 1971, 1986, 2001). Specifically, Rosemary and Carries expectations of the academic rigor that came from their chosen majors exemplify these theoretical models. The combination of familial pressures of being a female first-generation college student (found in the microsystem), average academic success rates and poor college preparation (the mesosystem), messages from narrative media (the exosystem), and potential societal and cultural norms of females in the health fields (the macrosystem) can be identified individually and separately but must be considered and analyzed holistically. These expectations, norms, and opinions that are found in each of these systems are considered as inputs by Astin, and work together to and influence the individual’s outputs. The student responses in this study on the complexity of the influences on their expectations can be considered in the same format and suggest that higher education professionals cannot evaluate a cause-and-effect formula for these expectations, but instead must combat them as one. While professionals and counselors can address each influence as a factor and discuss with college students the impact on behaviors and success outcomes during academic advising, coaching, and counseling, the inputs cannot be controlled nor reversed but rather supplemented by programming efforts, direction towards appropriate resources, and dissemination of applicable information.
The transition from high school to college is a vulnerable time for students who have not had first-hand experiences of the challenges of college academic standards and social life. While the mental preparation and satisfaction of academic abilities (Baker, McNeil & Siryk, 1985; Keup 2000; Smith & Werlieb, 2005) is a question of the high school experience leading up until the day of graduation, the information that fills the gaps in each student perspective are unavoidable and uncontrollable. As such, although specific mentions were made by each student to narrative media, the sum of influence is not over-saturated or disproportioned by media. The students surveyed were cognitively aware of the bias and potential influence of media and were able to separate the truth from fiction.

Limitations

This study had originally been formatted to include three different institutions of similar size and mission, with a goal of receiving upwards of 150 responses. In its final structure, the data analyzed was received from four subjects and approximately 3 hours of recorded interviews. This small sample size from a single institution results in a case study rather than conclusive evidence. A larger sample size with a more diverse population would develop a stronger viewpoint of the issue.

The setting of the interviews along a chronological timeline beginning with the decision to apply to a postsecondary institution and the completion of an undergraduate curriculum to transition into an alumni identity also offers significant limitations. Data in this study was collected during the summer following the first academic year of the student, and therefore explanation and reflection of original expectations were biased as the perspectives were affirmed or negated at the time. Reapplication of these research methods would best be suited for students that have not yet began their first semester, are less than two weeks into their first semester, or
potentially applied in a longitudinal study that makes contact before, during, and after a student’s first academic year.

As this study was not specifically seeking out the perspective of the college expectations and realities of sexual and racial minorities, a larger sample size would also provide more diverse viewpoints. Additionally, the levels of involvement by the subjects were very high, as the study was conducted during the summer and the interview subjects were of varying campus positions connected to first year orientation programming. Future research may benefit from specifically narrowing down experiences based on demographic information such as race, gender, Greek affiliation, levels of involvement, or academic success rates.

There was also a single Greek affiliated student in the study. Many of the films originally listed in the pilot study included storylines and characters that were affiliated with fraternities and sororities in college. With the inclusion of a diverse Greek perspective, the responses that refer to fraternities as an “other” group could be corroborated or disqualified. Many of the responses regarding partying, alcohol, and drug use mentioned the Greek system.

Interview subjects were unable to identify college themed media beyond vaguely describing the plot and characters or situations. Sufficient variables to discuss during interviews would be able to triangulate where the expectations came from. A potential mixed-methods approach consisting of quantitative data collected similarly to the originally intended survey in addition to in-depth interviews would similarly triangulate, affirm, and elaborate upon variables.

Future research involving this material may want to account for first-generation status as an additional factor in misleading expectations, as narrative media may be the primary source of education for both the student and their parent. Additionally, the themes that arise in each of the
films should be cross-referenced with which expectations, either positively or negatively attributed, to discover exactly which titles took the greatest effect on each student’s expectations.

**Recommendations**

The results of this study and its methodology are beneficial to student affairs personnel when working and interacting with first-time freshmen, particularly first-generation students that have significantly less second-hand experience with college-going culture and requirements. By analyzing and understanding the influences on the students’ expectations, staff and administrators can anticipate student expectations and therefore combat false expectations early on during first year programming or experiences, and match expectations resulting in positive or successful outcomes with realities to reproduce positive expectations. The students interviewed for this study were involved on campus through registered student organizations, campus leadership roles, Greek life, honor societies, scholarship programs, and campus employment through admissions, orientation, and recruitment services, which have shown to aid in achieving successful academic outcomes. Student affairs professionals should continue to provide opportunities such as these to foster a sense of belonging and importance to the campus community.

It is additionally as important to analyze and understand the expectations that students come to college with, whether developed through stereotypes in the media or previous experiences of peers and family members. Processes and programming can be developed to confront preconceived expectations such as a discussion by instructors within a first-year seminar or learning community, a residence life social or academic program constructed by second-year or upperclassmen resident assistance, or presentations to students and families during orientation sessions, students will have their expectations confirmed or refuted within the
first few weeks of their undergraduate career. This will support retention and persistence efforts by preemptively redirecting false expectations or hopes and fostering appropriate and successful academic and social behaviors. Administrators can also seek data that identifies the current campus climate corresponding with the common expectations discovered in current and previous research efforts. Although this study was directed primarily by the concern of narrative media, such precaution or anticipation can be beneficial to all types of media, including news networks, governmental statements, music, and social media platforms, and the culture that surrounds them.
REFERENCES


APPENDIX A – CONSENT FORM

College Freshman Expectations in relation to college-themed films

WHY ARE YOU BEING INVITED TO TAKE PART IN THIS RESEARCH?
You are being invited to take part in a research study about college student expectations as a result of media consumption. You are being invited to take part in this research study because you are a first-year college student. If you volunteer to take part in this study, you will be one of about 4 people to do so.

WHO IS DOING THE STUDY?
The person in charge of this study is Micheal J. Clinton Jr. of the University of Memphis Department of Leadership. He is being guided in this research by Dr. William James Jacob.
There may be other people on the researcher assisting at different times during the study.

WHAT IS THE PURPOSE OF THIS STUDY?
By doing this study, we hope to learn if the films and media that college students consume prior to their first semester can influence their expectations of college life.

ARE THERE REASONS WHY YOU SHOULD NOT TAKE PART IN THIS STUDY?
You should not take part in this study if you are younger than 18, older than 20, are not enrolled in classes at a higher education institution, or did not complete your first year as an undergraduate student during the 2017-2018 Academic Year.

WHERE IS THE STUDY GOING TO TAKE PLACE AND HOW LONG WILL IT LAST?
The research procedures will be conducted at The University of Memphis. You will to come to this location to take part in the interview.
The interview with the researcher will take no more than 1 hour and 15 minutes.
WHAT WILL YOU BE ASKED TO DO?
You will be asked to partake in a one-one one interview with the researchers and asked to respond and discuss questions regarding college-themed media and how they compare to what you are currently experiencing as a college student, and about some movies you may or may not have seen. The interview will be recorded by the researcher for future analysis using an electronic recording device.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?
To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life.

WILL YOU BENEFIT FROM TAKING PART IN THIS STUDY?
You will not get any personal benefit from taking part in this study.

DO YOU HAVE TO TAKE PART IN THE STUDY?
If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering. As a student, if you decide not to take part in this study, your choice will have no effect on you academic status or grade in the class.

IF YOU DON’T WANT TO TAKE PART IN THE STUDY, ARE THERE OTHER CHOICES?
If you do not want to be in the study, there are no other choices except not to take part in the study.

WHAT WILL IT COST YOU TO PARTICIPATE?
There are no costs associated with taking part in the study.
WILL YOU RECEIVE ANY REWARDS FOR TAKING PART IN THIS STUDY?
You will be provided water and light refreshments during the interview. **WHO WILL SEE THE INFORMATION THAT YOU GIVE?**
The researcher cannot guarantee anonymity in interview (because you may comment and reflect on personal characteristics such as academic history, race, ethnicity, sexuality, personal history, etc.) but can guarantee that the participant’s information will be confidential (held securely by the PI). Your name and student ID number will not be shared outside of the researcher, all of whom are employees of the University of Memphis. During the final report of the research study, an alias will be used for narrative processes for the reader.

**CAN YOUR TAKING PART IN THE STUDY END EARLY?**
If you decide to take part in the study you still have the right to decide at any time that you no longer want to continue. You will not be treated differently if you decide to stop taking part in the study.

The individuals conducting the study may need to withdraw you from the study. This may occur if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you, or if the agency funding the study decides to stop the study early for a variety of scientific reasons.

**ARE YOU PARTICIPATING OR CAN YOU PARTICIPATE IN ANOTHER RESEARCH STUDY AT THE SAME TIME AS PARTICIPATING IN THIS ONE?**
You may take part in this study if you are currently involved in another research study.
WHAT IF YOU HAVE QUESTIONS, SUGGESTIONS, CONCERNS, OR COMPLAINTS?

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Micheal J. Clinton Jr. at mjclnton@memphis.edu, or his faculty advisor, Dr. W. James Jacob at wjjacob@memphis.edu. If you have any questions about your rights as a volunteer in this research, contact the Institutional Review Board staff at the University of Memphis at 901-678-2705. We will give you a signed copy of this consent form to take with you.
## APPENDIX B – CODING

Table 1, Qualitative Coded Data

<table>
<thead>
<tr>
<th># of Subject Occurrences</th>
<th>In Vivo Codes</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Prioritization of Parties/Academics</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>College is What you make it</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Identity Development</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Self-Determinism/Constructivism</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Party/Academic Balance</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Diversity of Decisions</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Diversity of Identity</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Diversity of Stories</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>High School Influence/Expectations</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Complex Influences</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Social Media</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Perspective</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Entertainment Comprehension</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Complexity of Challenges</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>False Expectations</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Wild Parties</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Academic Rigor</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Faculty Compassion</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Stress</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Decision-Making</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Indentification/Comparison to Peers</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Independence</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Creating a Reality From Expectations</td>
</tr>
</tbody>
</table>
APPENDIX C – PILOT STUDY SURVEY

Demographic Information

How old are you?

- Younger than 18
- 18
- 19
- 20
- 21

What is your gender?

- Male
- Female
- Non-binary/third gender
- Prefer to self-describe
- Prefer not to say

You have selected to self-describe your gender. Please write your response in this box:

________________________________________________________________________

Please specify your ethnicity:

- White
- Hispanic or Latino
- Black or African American
- Native American or American Indian
- Asian / Pacific Islander
- Other

Please specify your unlisted ethnicity here:

________________________________________________________________________

What is your parent’s level of education? (Parent #1)

- Less than high school
- High school graduate
- Some college
- 2 year degree
- 4 year degree
- Professional degree
- Doctorate
- I'm not sure
What is your parent’s level of education? (Parent #2)

- Less than high school
- High school graduate
- Some college
- 2 year degree
- 4 year degree
- Professional degree
- Doctorate
- I'm not sure

**College Student Identity**

Are you enrolled full-time in college?

- Yes
- No

Do you live on campus?

- Yes
- No

Do you work part-time?

- Yes
- No

What is your current GPA?

[A digital sliding scale was available for students to select their GPAs between 0.00 and 4.00]

What is your major?

________________________________________________________________

If undecided, please write "Undecided". If you are double majoring, please specify both intended majors.

________________________________________________________________

Are you affiliated with any Greek organization?

- Yes
- No

Please list other organizations, honor societies, and involvement opportunities you are associated with, separated by commas (Student Government, Community Service, etc.).

________________________________________________________________
Media Consumption

On average, how often do you watch movies?

- Daily
- More than 3 times a week
- 2-3 times a week
- Once a week
- Once a month
- Never

Please select all of the following movies that you have seen:

- Animal House (1978)
- Revenge of the Nerds (1984)
- Real Genius (1985)
- Back to School (1986)
- School Daze (1988)
- PCU (1994)
- Glory Daze (1995)
- The Waterboy (1998)
- Love and Basketball (2000)
- How High (2001)
- American Pie 2 (2001)
- Legally Blonde (2001)
- Drumline (2002)
- Dorm Daze (2003)
- Old School (2003)
- Bickford Shmeckler’s Cool Ideas (2006)
- Accepted (2006)
- Stomp the Yard (2007)
- The House Bunny (2008)
- College (2008)
- Sisterhood of the Traveling Pants 2 (2008)
- The Social Network (2010)
- Rush (2011)
- Pitch Perfect (2012)
- Monsters University (2013)
- Dear White People (2014)
- Neighbors (2014)
- 22 Jump Street (2014)
Open Ended Responses

What were your expectations of college academic standards prior to your first semester?
_________________________________________________________________

How did your expectations of college academic standards compare with the reality you are currently experiencing?
_________________________________________________________________

What were your expectations of college social life prior to your first semester?
_________________________________________________________________

How did your expectations of college social life compare with the reality you are currently experiencing?
_________________________________________________________________

What were your expectations of alcohol and drug use in college prior to your first semester?
_________________________________________________________________

How did your expectations of alcohol and drug use compare with the reality you are currently experiencing?
_________________________________________________________________

What were your expectations of college faculty and staff members prior to your first semester?
_________________________________________________________________

How did your expectations of college faculty and staff members prior to your first semester?
_________________________________________________________________

How often do you think your attitudes and beliefs are impacted by narrative media (film, tv, literature, etc.)?
_________________________________________________________________

Is there anything else you would like us to know about your expectations of college?
_________________________________________________________________

1 These open ended response questions served as the basis for this study’s final interview methods. Additional questions were posed dependent upon the need for clarification or elaboration from the subjects.
## APPENDIX D – PLOT SYNOPSIS

Table 2. Plots of films referenced by students

<table>
<thead>
<tr>
<th>Year Released</th>
<th>Title</th>
<th>Synopsis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>Scream 2</td>
<td>Two years after the events of Scream, Sidney Prescott and Randy are attending Windsor college. They are trying to get on with their lives...Until a new Ghostface killing spree begins. With the help of Dewey and Gale, Sidney must find out who's behind the murders. As the body count goes up, the list of suspects goes down. (&quot;Scream 2 (1997) – Plot Summary&quot;, n.d.)</td>
</tr>
<tr>
<td>2001</td>
<td>How High</td>
<td>Two guys by the name of Silas and Jamal decided to one day smoke something magical, which eventually helps them to ace their college entrance exam. This eventually lands them in Harvard, where they're surrounded by the world of Ivy Leaguers. Although their new lifestyle is much different from back home, they kept on having fun until their supernatural smoke runs out. Now, they are on their own and they have to rely on each other to survive. (&quot;How High (2001) – Plot Summary&quot;, n.d.)</td>
</tr>
<tr>
<td>2004</td>
<td>Bring It On Again</td>
<td>When new students can't get onto their college cheerleading team, they form their own squad and prepare for a cheer off. (&quot;Bring It on Again (Video 2004) – Plot Summary&quot;, n.d.)</td>
</tr>
<tr>
<td>2005 -</td>
<td>Grey's Anatomy</td>
<td>A medical based drama centered around Meredith Grey, an aspiring surgeon and daughter of one of the best surgeons, Dr. Ellis Grey. Throughout the series, Meredith goes through professional and personal challenges along with fellow surgeons at Seattle Grace Hospital. (&quot;Grey’s Anatomy (TV Series 2005 - ) – Plot Summary&quot;, n.d.)</td>
</tr>
<tr>
<td>2014</td>
<td>Neighbors</td>
<td>After they are forced to live next to a fraternity house, a couple with a newborn baby do whatever they can to take them down. (&quot;Neighbors (2014) – Plot Summary&quot;, n.d.)</td>
</tr>
<tr>
<td>2016</td>
<td>Neighbors 2: Sorority Rising</td>
<td>When their new next-door neighbors turn out to be a sorority even more debaucherous than the fraternity previously living there, Mac and Kelly team with their former enemy, Teddy, to bring the girls down. (&quot;Neighbors 2: Sorority Rising (2016) – Plot Summary”, n.d.)</td>
</tr>
<tr>
<td>2017</td>
<td>Burning Sands</td>
<td>Deep into Hell Week, a favored pledgee is torn between honoring his code of silence or standing up against the intensifying violence of underground hazing. (&quot;Burning Sands (2017) – Plot Summary”, n.d.)</td>
</tr>
<tr>
<td>2017 -</td>
<td>13 Reasons Why</td>
<td>Follows teenager Clay Jensen, in his quest to uncover the story behind his classmate and crush, Hannah, and her decision to end her life. (&quot;13 Reasons Why (TV Series 2017 - ) – Plot Summary”, n.d.)</td>
</tr>
</tbody>
</table>
APPENDIX E – IRB APPROVALS

Institutional Review Board
Office of Sponsored Programs
University of Memphis
315 Admin Bldg
Memphis, TN 38152-3370

Jan 11, 2018

PI Name: Micheal Clinton
Co-Investigators:
Advisor and/or Co-PI: William Jacob
Submission Type: Initial
Title: Effects of College-Themed Films on First-Year College Students Expectations
IRB ID : #PRO-FY2018-339
Exempt Approval: Jan 11, 2018

Approval of this project is given with the following obligations:

1. When the project is finished or terminated, a completion form must be submitted.
2. No change may be made in the approved protocol without prior board approval.
3. Exempt approval are considered to have no expiration date and no further review is necessary unless the protocol needs modification.

Thank you,
James P. Whelan, Ph.D.
Institutional Review Board Chair
The University of Memphis.
June 29, 2018

PI Name: Micheal Clinton
Co-Investigators:
Advisor and/or Co-PI: William Jacob
Submission Type: Modification
Title: Effects of College-Themed Films on First-Year College Students Expectations
IRB ID : #PRO-FY2018-339
Level of Review: Expedited

Approval: June 29, 2018
Expiration: --*

The modification is approved.

Approval of this project is given with the following obligations:
1. This IRB approval for modification has an expiration date, an approved renewal must be in effect to continue the project prior to that date. If approval is not obtained, the human consent form(s) and recruiting material(s) are no longer valid and any research activities involving human subjects must stop.
2. When the project is finished or terminated, a completion form must be submitted.
3. No change may be made in the approved protocol without prior board approval.

*Modifications do not extend the expiration of the original approval

Thank you,
James P. Whelan, Ph.D.
Institutional Review Board Chair
The University of Memphis.