

## ABSTRACT

This study employed McAdams's three-level personality framework to investigate the effect of college experience on personality change. Motivational traits (intrinsic and extrinsic motivation, achievement motivation, and other seven Murray's needs) represented level 1 (dispositional signatures). Students' expectations and subjective feelings toward college life represented levels 2 (personal concerns) and 3 (life stories), respectively. The motivational orientations of 33 students were assessed via Work Preference Inventory (WPI) and Personality Research Form (PRF) twice, at weeks 4 and 13 of their first term. Regression modeling revealed that individual change in motivational traits is fairly well predicted by base line motivational traits assessed at the onset of the study (all traits), expectations (extrinsic motivation and affiliation need), pre-enrollment aptitudinal tests (need of understanding), but not by subjective experience. In particular, growth in need of understanding correlated negatively with the needs of understanding and social recognition at the onset, and correlated positively with aptitudinal scores. The implications of these findings to curriculum design and mentoring are discussed.