

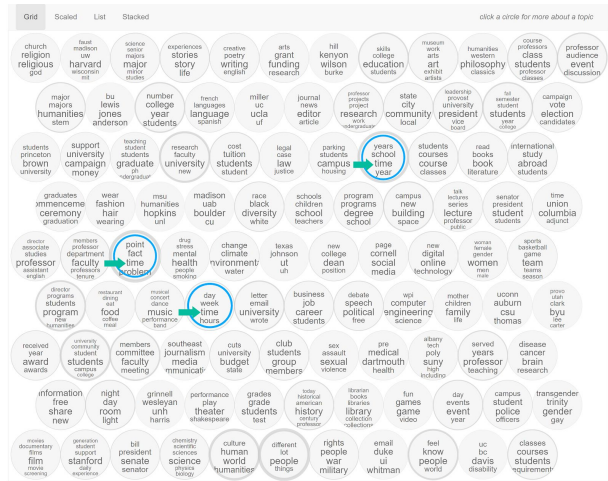
Self-inflicted time constraints inhibit the college experience as students feel pressure to abide by a traditional timeline

When asked what they were most looking forward to, incoming college freshmen typically answer with something along the lines of limitless learning, exposure to different cultures, and new challenges ([“Speaks Out: Freshman Year”](#)). However, as they start to plan for their future while adjusting to the transition, anxiety about abiding by a “timeline” manifests into their reality, which inflicts constraints on their overall experience ([“Assmus: Graduation Anxiety”](#)).

When exploring the topic model, the word “time” appears first on three different instances in reference to topics [31](#) (student reflections) , [48](#) (editorials), and [60](#) (time management), which demonstrates the importance of the concept of time in an academic setting.

The notion of finishing on time can affect personal relationships ([“Father and son: academic peers”](#)), extracurricular opportunities ([“Cal Poly sends prepared grads into the real world”](#)), and mental health in reference to perception of the self ([“Super seniors appreciate prolonged time for study”](#)). However, when students viewed their education as a learning opportunity rather than a checklist to abide by, they were able to create an enriching experience ([“Pupil to professor”](#)), build new communities ([“First-year Kiekhaefer off to a running](#)

[start”](#)), and learn from failure ([“Finding happiness through faith”](#)).



“There’s more to college than just your paper. I think we lose sight of that. I encourage people to do more than just the classwork because that’s part of what college is about.” -Andrew Ross

Audience for key findings:

Incoming freshmen, returning students, and first-generation college students

Further Information:

[WE1S Topic Model](#)

[The Collection](#)

Interpretation Protocol