

I had scheduled two separate interviews before the one provide below, with much the same content (personalized for each interviewee, with school names, past experiences, etc.). This interview, as you can see from the date above, was completed the Sunday before it was due, as a result of numerous complications beforehand. I contacted 3 different people to interview when it was all said and done. My first contact set two separate appointments with me, and called at the last minute to cancel each. The second contact stood me up all together at our appointed time, and has not called me back since. My third contact, the informant I was eventually able to interview and whose ideas appear below, was kind enough to meet me after I had been stood-up on Friday afternoon. Sunday was the earliest she could meet, but it ended up working out quite well. A short description to a long, drawn-out battle, but a good lesson learned on the interviewing process, and something I thought had to be included.

The informant is a 25-year-old female in her first year in Medical School at _____ She attended _____ for her undergraduate studies and _____ for her Masters Degree. She agreed prior to the Interview to have her name and the full contents of the Interview published without being edited in any way. The following is an Interview Log of her comments.

The primary focus of the interview was Higher Education, and it was clear from the beginning that this is an issue of significance to the interviewee. She discussed her experiences openly; there were only two instances in the 54-minute interview in which she hesitated to respond (pauses were brief and seemed less about coming up with ideas than

organizing them for expression). Some of her responses seemed slightly scripted, as if she thought it was what I wanted to hear, but most seemed candid and honest.

She talks frequently about the dichotomy between public and private schools. She describes almost everything she says clearly from her present perspective – that of a Medical Student working to become a Doctor as soon as humanly possible. She provides few anecdotes, normally answering questions in a logical, systematic fashion similar to a legal discussion. The rationale she provides, consequentially, is thoughtful and descriptive, and she gives numerous examples to substantiate her claims.

What was the main reason you chose to go to college in the first place?

Set plan

Only option

Job

When you first began, what did

offer you?

Non-Catholic, non-private

Reality

Different perspective

How was it different from your experience in High School?

Student population (backgrounds, etc.)

Was there anything you expected to experience or find there that you didn't? (if so, What?)

No expectations

Very different from prior experiences

Learned more than academics (learned lots about myself)

What were your class choices there based on?

Level of difficulty

Anything I'd never tried

Foundation received from High School didn't prepare me

How would you rate the experience at [redacted], overall?

Scale = 1-10; [redacted] = 8

What went into the scale?

Experience

Opportunities

Quality of education

Preparation for Medical School

When you first began your Masters Degree, did you notice a major difference in the institution itself (class offerings, bureaucracy, amount of work required, etc.)? (if so, What were they?)

Private school VS. public school bureaucracy was *very* different

Nothing ever got done *outside* the classroom

Inside the classroom was more intimate

[redacted] had no "loopholes"

[redacted] had special treatment for some, not all (favoritism)

What was the main reason you chose [redacted] University?

Improve GPA because of poor performance in undergraduate

Prove myself as a Medical Student (without being one yet)

Advisor at Davis suggested the program

How did your class choices, once you began at [redacted], change much from those at [redacted]?

Still science based

No leeway in schedule (all courses were required)