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The University of Southern Mississippi

MOTIVATED BY MONEY: STUDENTS WITH ACADEMIC SCHOLARSHIPS
VERSUS THOSE WITHOUT AND THEIR EMOTIONAL INTELLIGENCE

by

Elizabeth Marie Elbert Giroir

Abstract of a Dissertation
Submitted to the Graduate Studies Office
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

May 2009

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ABSTRACT

MOTIVATED BY MONEY: STUDENTS WITH ACADEMIC SCHOLARSHIPS VERSUS THOSE WITHOUT AND THEIR EMOTIONAL INTELLIGENCE

by Elizabeth Marie Elbert Giroir

May 2009

The purpose of this study was to determine the retention rate of students who had received academic scholarships versus students who had not received academic scholarships but met the qualifications to receive the scholarships and the effects of emotional intelligence on these students. The data collection mechanisms for this study included the student information system at The University of Southern Mississippi and the EQi: Short survey administered to students during the orientation week activities at The University of Southern Mississippi prior to the beginning of the fall 2004 semester. There were 667 students who participated in the EQi: Short survey during the orientation week activities in fall 2004, of those students, 213 students met the qualifications to receive the scholarship and had partaken in the EQi: Short survey. The students were monitored over an 8 semester time frame with 196 students' race being Caucasian and 11 students being African American. Based on all of the students in the study, 71% persisted by either graduating from the institution or still being enrolled after the 8th semester; compared to 29% of students who were no longer enrolled at the institution and did not earn a degree. Based on EQi sub scores of student who persist, stress management had the highest mean of 101.15, while general mood had a mean score of 99.46.

In this study, various statistical tests were conducted to determine persistence including Chi Square, t-test, and logistic regression. In the study, there were significant differences between the persistence of students who did earn a scholarship and those students who qualified for the scholarship but did not receive it. Students who earned a scholarship persisted at a greater rate than students who did not persist. There was also a significant difference between the persistence of females who receive the scholarship versus males who received the scholarship, with females persisting at a higher rate compared to male students. Students' GPA in the spring 2007 showed a significant difference between students who had the scholarship and those students who did not have the scholarship. Significance was not found in the persistence of students who received a Pell Grant compared to students who did not receive a Pell Grant; nor was significance detected based on the race of the student being either African American or Caucasian.

Recommendations for further research would include expanding the study to include multitude of cohorts and students at The University of Southern Mississippi and expanding the study to institutions in the southeastern United States. A qualitative study could be conducted on students who did not persist to discover their reasons for leaving the institution, as well as a qualitative study being conducted on students who chose to persist at the institution and their reasons for continuing their studies.

DEDICATION

I would like to dedicate this project to my husband, Chris and my daughter, Lilly. Chris has been my biggest fan and strongest motivator throughout this dissertation process. He held me when I cried and cheered the loudest when I accomplished a piece of this arduous task. Lilly always had a hug and kiss for me whenever I needed one and her smile reminded me why completing this process was so important to me and my family. Both of them stood by me when the finish line seemed so far away and were there to give me the support I needed to succeed. Without them, completing this manuscript would have been much more difficult and not as rewarding. I love you both very much!

I also want to thank my parents, Joe and Linda Elbert, and my sisters, Megan and Melissa. All of them were so supportive throughout this process always asking, “How it was going?” and “Are you almost done?” Although we are far apart, I know their love and encouragement helped me to finish this dissertation. I am the first person in my family to attain such a degree and their dedication to my success makes this accomplishment even more wonderful.

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CHAPTER I

INTRODUCTION

The world of recruitment and retention is becoming more and more complex with the increasing sophistication of today's college student (Howe & Strauss, 2003). The needs of today's college students are different from those of previous generations. Today's college student is more in tune with the latest electronic gadgets, strong expectations of customer service, and increased parental dependency (Howe & Strauss, 2003). Colleges need to be aware of the type of student entering their institutions and the various experiences that have shaped these people to prepare them for study (Lancaster & Stillman, 2002). Along with these changes, there is also an increased need to help students understand how to afford college (Hu & St. John, 2001). With the gap widening between the cost of college and the amount of federal aid available to a student, there is an ever increasing amount of tuition dollars for which college students are responsible for producing to continue their education (St. John, 2000). One way that institutions are responding to this financial crisis is by establishing and sponsoring different forms of scholarships (Trammel, 1995). By providing scholarships for students, college becomes more affordable and accessible for students. All of these factors contribute to the success of a student in college.

Student persistence is not an issue tied to one sector of a college. It is an extremely complex process that is different for every student (Paulsen & St. John, 1999). Student needs vary from student to student, and it is up to the student and the institution to identify which institution is going to be the best fit for the student (St. John, 2000). One new approach which can indicate contributing factors to student success is

measuring a student's emotional intelligence (Gardner, 1999). Emotional intelligence is the ability to recognize one's emotions and use that knowledge to help oneself grow emotionally and intellectually (Mayer & Salovey, 1997). According to Bar-On (2000), studying a person's emotional intelligence, can identify key indicators to their strengths and weaknesses in a variety of areas. A student's ability to handle life's transitions can also have an effect on their persistence in college (Evans, Forney, & Guido-Dibrito, 1998).

Schlossberg, Waters, and Goodman (1995) discuss the many transitions students go through in college. If those transitions do not go smoothly, it can affect the student and his/her ability to be successful. The authors' four part theory includes: situation, self, support, and strategy. Each part of this theory plays an important role in the development of the student in regard to coping with transitions.

Astin's (1975) theory of involvement also supports the idea of students using involvement as an approach to being successful and persisting through college. If a student is involved in college, they will realize who they are earlier on and be more likely to persist through the institution (Astin, 1999). The more positive experiences that a student has on a college campus the stronger their allegiance will be to their school and the more likely the student will be retained at the institution (Astin, 1975). If the student is satisfied with the type of financial aid they are receiving on the private, institutional, state, or federal level, the more likely they will be to stay at their institution. This satisfaction is a result of having a positive experience by alleviating concerns regarding financial support for their collegiate experience (St. John, 2000).

Student affairs professionals need to understand the needs of their students in order to maintain their enrollment levels and provide quality customer service to their students (Tinto, 1993). To maintain those enrollments, institutions have a responsibility to the student to develop the best “fit” possible between the student and the institution (Terenzini & Pascarella, 1998). In order to do this, institutions must conduct the research necessary to determine which type of student would be the most successful at their institution (Paulsen & St. John, 1999). If a student can have positive ties to the institution in which they are being successful and feel like they are contributing to the success of the institution, they are more likely to persist (Astin, 1999).

In regard to scholarships, the university needs to be very strategic in how they award their monies to students (St. John, 2000). If an institution is giving scholarships to students who would enroll at the institution regardless of extra money, they are essentially “throwing money away” when it could be used to sway a student who has not made a final decision on their post-secondary education (Somers & St. John, 1997).

Universities need to be aware of the types of students who are successful at their institution (St. John, 2000). Paulsen and St. John (1999) disclose that students who do not feel comfortable at an institution are willing to forgo their scholarships and grants to attend another institution that is more suited to their needs. This is crucial in regard to retention of students. If colleges can lure students in with attractive scholarship offers but cannot keep them because they may not be recruiting the type of student best suited for their institution, then they will lose both students and revenues (St. John, 2000).

Statement of the Problem

The purpose of this study was to determine if there was a relationship between the persistence of students who receive scholarships versus students who met the same academic qualifications but did not receive scholarships and their emotional intelligence levels.

Hypotheses

1. There will be a significant difference between the persistence of students who receive a scholarship versus students who do not receive a scholarship.
2. There will be a significant difference between the persistence of female students and male students who have earned a scholarship.
3. There will be a significant difference between the persistence of female students and male students who have not earned a scholarship.
4. There will be a significant difference between the persistence of African-American students and Caucasian students who have earned a scholarship.
5. There will be a significant difference between the persistence of African-American and Caucasian students who have not earned a scholarship.
6. There will be a significant difference between the grade point average (GPA) of students who have a scholarship versus students who do not have a scholarship.
7. There will be a significant difference between the Bar-On EQi: Short sub scores of students who persist versus students who do not persist.
8. There will be a significant difference between the Standard Scale Overall Emotional Quotient Scores of students who received the scholarship versus students who did not receive the scholarship.

9. There will be a significant difference between the persistence of students who received a Pell Grant versus students who did not receive a Pell Grant.
10. Among the following variables: gender, ACT score, high school GPA, race, scholarship receiving status, and Pell Grant receiving status, there will be no difference in the level of correlation to persistence among the students in the study group.

Definition of Terms

Academic Excellence Award-scholarship given to students who apply for the award with a 26 or above on the ACT.

Admission Term-the first term a student enrolls at an institution.

ACT-national college testing program designed to assist students to make college choices and for colleges to admit students who are academically prepared for their institutions (ACT, 2008)

Bar-On Emotional Quotient Inventory: Short-an assessment composed of 51 questions to determine a person's ability to cope with different emotional situations in an organizational environment (Bar-On, 2004a).

Cost of Attendance-"The total amount it will cost you to go to school—usually expressed as a yearly figure. It's determined using rules established by law. The COA includes tuition and fees; on-campus room and board (or a housing and food allowance for off-campus students); and allowances for books, supplies, transportation, loan fees, and, if applicable, dependent care. It also includes miscellaneous and personal expenses, including an allowance for the rental or purchase of a personal computer" (U.S. Department of Education, 2008).

Cumulative Grade Point Average-figure calculated at The University of Southern Mississippi by dividing the grade points earned by the number of hours attempted for the entirety of the student's tenure at the institution regardless of dropping out, graduating, or being a continuing student.

Emotional Intelligence-cognitive ability that uses emotions to understand and reason through situations (Mayer, Caruso, & Salovey, 1999).

Family Educational Rights and Privacy Act (FERPA)-Federal law protecting the privacy of student educational records (U.S. Department of Education, 2008).

Federal Financial Aid-student aid which is funded by the federal government in the form of grants and loans. Some types of federal financial aid include Pell Grants, Perkins Loans, Stafford subsidized and unsubsidized loans, and work study opportunities (Hollomon, 2002).

First Year Student-college age student between the ages of 18-21, who have less than 29 hours of college credit (Giroir, 2006).

Full-time Student-a student who is enrolled in 12 or more semester hours.

Grade Point Average-the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted (Glass & Garrett, 1995).

Higher Education Act-established the Educational Opportunity Grant which guaranteed subsidized student loans to students who met the qualifications. This program was put in place to help achieve equality between different ethnic, socioeconomic, and gender groups in the United States (Coomes, 2000).

Institutional Financial Aid-student aid available from the university general fund, the university foundation and other university resources. This aid can be further separated into athletic, auxiliary, and other forms of aid (Hollomon, 2002).

Millennial Student-students born after 1980 (Howe & Strauss, 2003).

Persistence-the rate at which students continue to be enrolled at an institution or graduated from the institution.

Pell Grant-Educational Amendments of 1972 created the Basic Educational Opportunity Grant (BEOG), which were funds given directly to students with no intent of paying the money back to the government, this later went onto be known as the Pell Grant (Coomes, 2000).

Recruitment-process of attracting students to an institution for purposes of enrollment.

Retention-keeping students enrolled at an institution during continuous semesters.

State Financial Aid-student aid which is funded by an individual state. Some types of Mississippi state aid include Mississippi Tuition Assistance Grant (MTAG), Mississippi Eminent Scholars Grant (MESG), major specific grants, and other types of aid (Hollomon, 2002).

Student Affairs-division within the college environment which deals with student needs such as housing, admissions, dean of students, dining services, and student support services (Rentz & Saddlemire, 1994).

Student Affairs Administrator-chief officer within a college campus who oversees different departments within student affairs.

Traditional Student-person between the ages of 18-24 who is pursuing an undergraduate degree (Astin, 1999).

Undergraduate Student-a student who has not earned a collegiate degree and is not pursuing advanced studies in a particular field (Astin, 1999).

Delimitations

This study focused on students who enrolled at The University of Southern Mississippi during fall, 2004 as entering freshmen. Among these individuals were a group of students who participated in orientation activities and were administered a Bar-On EQi: Short exam to measure their emotional intelligence. The group was divided into two categories:

1. Students who completed the survey and were awarded an “Academic Excellence Award.”
2. Students who completed the survey, met the qualifications for the award but never pursued the application process for the scholarship.

Assumptions

Several major assumptions were made regarding this study.

1. Students answering the Bar-On EQi: Short exam were incoming first-time freshmen students.
2. Students made a choice whether or not to apply for the Academic Excellence Award.
3. This is a diverse group of students who participated in the Bar-On EQi: Short survey.

4. This is a diverse group of students who do and do not have the Academic Excellence Award.
5. Students only completed one Bar-On EQi: Short survey.
6. Students were fully capable of answering the survey questions.

Justification

The ability of students to pay for college is essential in establishing and maintaining strong enrollment levels at an institution. Institutions must determine the right balance between the aid offer amount that comes from their own budget and the amount of student financial need (St. John, 2000). If the student is already planning to attend a certain institution, then the institution should not extend large sums of money to that student since he has already been recruited and does not necessarily need the extra money to convince him to attend that institution (St. John, 2000). If the institution is giving money to students who are already planning to attend their school, they are essentially wasting money instead of using it to attract other students who could bring additional revenue dollars (Somers & St. John, 1997). The ability to understand if a scholarship makes a difference in enrolling a student at a university is crucial to being able to be a good steward of the University's resources. If students who meet requirements for the Academic Excellence Award are enrolling at The University of Southern Mississippi and not receiving the Award, are they persisting at the same rate as the students who are receiving the award? For students who do and do not receive the scholarship, are their emotional intelligence scores indicating certain characteristics in regards to their persistence? This study may reveal that there can be a great amount of savings for a university if students who meet qualifications for scholarships and do not

receive them still enroll and persist. With budgeting being an ever present issue, it is important for institutions to understand the impact that scholarships have on recruiting students. By examining these characteristics, conclusions can be drawn in regards to the effects of emotional intelligence on the characteristics of students who do and do not receive scholarships.

CHAPTER II

REVIEW OF RELATED LITERATURE

History of Financial Aid

As the cost of college increases, so does the need for competitive forms of student aid. Congressional Representative Howard P. McKeon stated, “We can no longer stand idly by while our nation’s students, the future of our country, are being priced out of the promise of higher education” (Burd, 2003, p. A26). There may be a heightened level of concern today for how students will pay for college, but this was also true in the 1930’s with the establishment of the New Deal (Coomes, 2000). In 1935, the National Youth Administration was created as a way to help students earn money for college (Coomes, 2000). This was the first example of a financial aid program designed to assist students and not institutions with federal funds for college (Coomes, 2000). The Serviceman’s Readjustment Act of 1944, also known as the G.I. Bill, provided financial assistance to veterans returning home after the World War II (Lucas, 1994). With the G.I. Bill, millions of veterans were able to attend college after serving their country (Coomes, 2000). As the number of students began to increase on college campuses, this caused enrollments to grow. The Truman Commission, created in 1947, established the National Defense Education Act (NDEA) to meet the needs of a diversifying economy (Coomes, 2000). This helped to meet the increasing financial needs of college bound students. Also rising from the commission was the National Defense Student Loan (NDSL) which was the first form of a student loan in the United States (Conlan, 1981). NDSL, also known today as the Federal Perkins Loan, represented a “suggestion that the federal government was moving in the direction of guaranteed opportunity for higher education” (Conlan,

1981, p.25). In 1965, the Higher Education Act (HEA) established the Educational Opportunity Grant which guaranteed subsidized student loans to students who met the qualifications (Coomes, 2000). This program was put in place to help achieve equality between different ethnic, socioeconomic, and gender groups in the United States (Coomes, 2000).

As more students wanted to go to college, there was more demand to provide financial assistance to students. The Educational Amendments of 1972 created the Basic Educational Opportunity Grant (BEOG), which were funds given directly to students with no intent or obligation of paying the money back to the government (Coomes, 2000). Now called the Pell Grant, BEOG gave low income students an opportunity to attend college and not be in financial peril upon graduation. Another loan, the Guaranteed Student Loan (GSL), assisted middle class students by giving them a low interest loan to assist them through their education (Duffy & Goldberg, 1998). Since many middle income families could not afford the college bills, but earned too much income to qualify for the Pell Grant, this was a way to reach out to a portion of the population who felt they could not afford a college education. Another program to help the middle class was the Middle Income Student Assistance Act of 1978 (MISAA). This program worked with families with adjusted gross incomes of \$25,000 or lower (Duffy & Goldberg, 1998). With the dawning of this new act, there was also a shift in the mindset of the college student and family in regard to student aid. Student aid was beginning to be seen as an entitlement, not held out for specific groups, but available to everyone (Coomes, 2000). In 1980, the Higher Education Act was reauthorized by the United States Congress, which continued to guarantee that financial aid for students, veterans, migrants, and

others who fell in the guidelines would receive financial support to attend college (Florio, 1980). During the 1980s, there was a reduction in financial aid levels, and minimal growth until the beginning of the 1990s (Florio, 1980).

Since the early 1990s, there has been a push on college campuses to develop an enrollment management division within the college. With college admissions and financial aid packages becoming more and more competitive, institutions have to be more aggressive in their recruitment and awarding of scholarships and aid (Wikler, 1999). With the increasing importance on student aid, more colleges are aware of the role financial aid plays on a college campus (Ort, 2000). As financial aid continues to be a factor in a student's decision to attend a certain college, so is the cost of tuition (Dynarski, 2003). The National Commission on the Cost of Higher Education noted in 1998 the net increase in price for two and four-year institutions was rising faster than tuition for private four-year colleges (National Education Association, 2007).

Costs and prices at all the nation's colleges have increased substantially over the past decade...these factors will have an impact on who is attracted to a college, whether they stay once enrolled, and how effectively a college can shape its student body to meet its institutional goals (Ort, 2000, p. 23).

Under the Bill Clinton presidency, the Hope Scholarship and Lifetime Learning Credits became another source of financial aid to college students. These programs were different because they were not designed to give students actual money, but to give the students relief in the forms of tax credits and relief based on purchases for school and academic need (Coomes, 2000). In 1993, the Student Loan Reform Act aimed at making loans more affordable with fewer profits for the lender. This would make the loan more

attractive to students since more financial repayment would go towards the principle of the loan as opposed to fees for the student loan companies (Heller & Marin, 2004).

Under the Educational Amendments of 1972, the State Student Incentive Grant (SSIG) program was formed (Heller & Marin, 2004). These funds were available to students based on substantial financial need. “The basic goal was to permit families to have access and choice for college in spite of their income levels” (Heller & Marin, 2004, p.15). This legislative act reflected past sentiments that all students should have a right to a college education. Although there is not a plethora of documentation regarding the history of SSIG, Marmaduke (1983) cites three stages of growth found in the state programs:

- Until 1969-70, a total of 19 states had programs to recruit students based on academics, special talents, and other unique qualities. These states were also charged with providing access for the economically disadvantaged, and providing financial assistance to students who desired to attend a private college.
- Between 1969-70 and 1973-74, policymakers in nine additional states established programs. During that time, there was a wave of change as scholarship aid was beginning a side bar to grant assistance based on financial need.
- Beginning in 1974, all of the remaining states established programs primarily in response to the creation of SSIG. The SSIG program established an avenue for legislators to channel money into support of higher education, but most

states only provided the minimum financial requirement to match the federal funding (Marmaduke, 1983, p. 62).

The Educational Amendments of 1980 reauthorized the Higher Education Act for student financial assistance in the areas of loans, grants, military assistance, and work-study programs (Florio, 1980). This further guaranteed that students would be able to afford to attend college with the assistance of the federal government.

Emotional Intelligence and Student Retention

Understanding how emotions can have an effect on one's thinking can have an impact on a student's success rate. Emotional intelligence is a form of cognitive ability that uses emotions to understand and reason through situations (Mayer et al., 1999).

There has been an evolution of emotional intelligence over the past 90 years. One of the first premier researchers on human intelligence was Dr. Jean Piaget (1950). This Swiss psychologist was very interested in the interactions of children and how their thought process flowed in relation to answering questions (Piaget, 1950). The actual answers the children gave were not as important as the way the children arrived at an answer.

According to Piaget (1950), "an act of intelligence involves, then, an internal regulation of energy (interest, effort, ease, etc.) and external regulation (the value of the solutions sought and of the objects concerned in the search), but these two controls are of an affective nature and remain comparable with all other regulations of this type" (p. 6).

These forms of regulation-internal and external are types of intelligence which Gardner (1983) classifies as "interpersonal intelligence" and the "intra-personal intelligence."

Piaget (1950) stated: "What common sense calls 'feelings' and 'intelligence,' regarding them as two opposed 'faculties,' are simply behavior relating to persons and behavior

affecting ideas or things; but in each of these forms of behavior, the same affective and cognitive aspects of action emerge, aspects which are in fact always associated and in no way represent independent faculties” (p. 6).

In the 1940s, David Wechsler developed the first Intelligence Quotient (IQ) test used to measure a person’s intelligence. He believed that non-intellectual measurements could be included in total understanding of a human’s intelligence. Wechsler included types of capabilities such as “affective” and “cognitive” in his discussion of intelligences (1940). These capabilities would later be identified as emotional and social intelligence and during the 1940s, hardly any attention was given to these types of intelligences, but was all focused on cognitive intelligence (1940). Later in the 1940s, R. W. Leeper believed logical thought contained emotional thought creating the bridge to discovering more about logical thought (1948). Stein and Book (2006) shared ideas about alternative types of intelligences, but they never acted on them in a way to give credibility to other types of intelligence besides cognitive intelligence until 30 years later. The biggest difference between cognitive intelligence and emotional intelligence is based on the fact that a person’s cognitive intelligence is set and is the strongest during the late teen years versus other stages of their life (Stein & Book, 2006). As a person travels through middle age cognitive abilities tend to plateau, and gradually lessen as a person ages. Stein and Book (2006) state that “Emotional intelligence...is made up of short-term, tactical, dynamic skills that can be brought into play as the situation warrants” (p. 21). Emotional intelligence is not fixed like cognitive intelligence and it can vary over time for different people. It tends to continue to strengthen in a person through middle age, and may start to decline as a person reaches their early 60s (2006).

Gardner's Theory of Emotional Intelligence

Gardner (1983) felt a person was capable of having more than one intelligence characteristic. Gardner (1983) categorized intelligences into the following six categories: the “linguistic intelligence,” the “musical intelligence,” the “logical-mathematical intelligence,” the “spatial intelligence,” the “bodily-kinesthetic intelligence,” and the “personal intelligences.” He further divided the “personal intelligences” into the “interpersonal intelligence” and the “intra-personal intelligence” (Gardner, 1983, p. 239). He also believed that the “possession of an intelligence is most accurately thought of as a potential; an individual in possession of an intelligence can be said to have no circumstance that prevents him from using that intelligence” (Gardner, 1983, p. 68).

Linguistic intelligence is possessed by a person who is very keen with words, rhythms, and different parts of language and may be employed as a journalist or translator (Gardner, 1999). A person who has musical intelligence tends to have rhythm, a solid understanding of music and its foundations, and natural musical ability. The logical-mathematical thinker is very in tune with detail oriented tasks, being able to reason through complicated problems, and be able to comprehend mathematical models. People with a strong spatial intelligence background are very perceptive, have the ability to be a trend setter, and to show the way to others. Bodily-kinesthetic intelligence is known for athleticism and great physical self-control. These people tend to be involved in sports and very much in-tune with their bodies. Interpersonal intelligence is a form of intelligence that allows a person to read other people's thought and perceive their mood, as well as how to approach a person in difference situations. People in customer service roles tend to high interpersonal intelligence. Being in touch with one's feelings is the key

characteristic to people with strong intrapersonal intelligence. People who are knowledgeable of themselves and their feelings tend to have high intrapersonal intelligence (Gardner, 1999).

Gardner's book, *Frames of Mind*, (1983) opened the minds of researchers in exposing them to the idea that intelligence is not just limited to the traditional intelligence tests. The fact that there could be a way to measure intelligence based on process as opposed to aptitude was uncharted ground (Gardner, 1983). Even more so, it blurred the line between those who went through the standard schooling process and were intelligent versus those who did not experience the standard schooling process and were intelligent. Through his research on multiple intelligences, Gardner (1983) found that both males and females could excel in the different areas of intelligence including various areas of linguistics, music, logic and math, spatial understanding, the bodily-kinesthetic interpersonal and intra-personal understanding. Gardner (1983) did not believe that people fit only one type of intelligence category. Contrary, people fall into various areas of intelligence which could compliment each other and give a person a comprehensive understanding of their intelligence. His dedication to developing a deeper understanding of intelligence and its role in human development has lead the way to further research on multiple intelligences (Gardner, 1983).

Theories on the Meaning of Emotional Intelligence

There are other schools of thought about emotional intelligence. A few which include using personality characteristics to define their emotional intelligence, and making decisions based on emotion rather than logically thinking through the answer (Goleman, 1995). Emotional intelligence extends beyond just using emotions to make

decisions; it also encompasses other types of intelligences (Barchard, 2003). This can affect a college student in a myriad of ways. When a student has to make the decision between studying for a test to help maintain their grade point average, or attending a social gathering which may result in the student not properly preparing for the exam this decision is influenced by emotional factors. The student wants to feel accepted by his peers. Social intelligence involves a person being able to understand others and react to situations. Barchard discusses empathy and how people who are empathetic can relate to a person's feeling about a situation, but not be sympathetic (2003). Emotional intelligence also effects emotional regulation, and a person's ability to control their feelings in certain situations (Barchard, 2003).

Some believe that emotional intelligence is based on talent (Goleman, 1995), that it is based on capability (Mayer & Salovey, 1997), or a unification of both (Roberts, Zeidner, & Matthews, 2001).

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to selectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997).

College students who are able to "read people's emotions" may have more success at gaining friends and connections throughout the institution. This can have a major impact on a student being able to break down the barriers to ask for help in a situation because the student is comfortable with his peers and mentors.

Purists describe emotional intelligence as the way for a person to make decisions using emotion and to think with feeling. Emotional intelligence is a "member of a class of

intelligences including social, practical, and personal intelligences” (Mayer et al., 1999, p. 197). Many corporations support the mixed model which joins emotional thought process with personality attributes, such as confidence and perseverance (Bar-On, 1997; Goleman, 1995; 1998).

People have the potential to think with feeling and act with emotion. Hilgard (1980) believes human beings function through cognition, affect, and motivation. Cognition focuses on the operation of memory, reasoning, judgment, and abstract thought. Affect focuses on the operation emotions, moods, and other feeling states. Motivation focuses on acquired or intrinsic aspiration of a person (Hilgard, 1980). Salovey and Mayer (1990) believe that if a person can successfully solve problems, they have a strong sense of emotional intelligence:

The sorts of problems people identify and the way they frame them will probably be more related to internal emotional experience than will be the problems addressed by others...Individuals with such skills may be more creative and flexible in arriving at possible alternatives to problems (Salovey & Mayer, 1990, p. 201).

Being able to solve problems is key for college students. If a student cannot determine how to ask for assistance or to find an answer to a problem, it can result in a very unhappy student. If a student is unhappy, there is a solid possibility the student will not remain at the institution.

Bar-On's Emotional Quotient Inventory

Reuven Bar-On's model of emotional intelligence expands over the areas of Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood (Bar-

On, 2000). The area of Intrapersonal includes self-awareness, assertiveness, independence, and self-regard. College students develop their interpersonal skills by interacting with their peers in student organizations, team projects, casual social meetings, such as parties (Reisser, 1995). Self-Awareness is the understanding of a person's ability to understand what their feelings mean and how they work in a given situation. Assertiveness is a person's ability to defend their position in a discussion and communicate their beliefs. Independence is the way a person can separate themselves from others and think for themselves. A person with self-regard accepts themselves for who they are and are satisfied with their strengths and their short comings (Bar-On, 2000). These areas are crucial to student success and retention in college by the student knowing them self.

The area of Interpersonal includes empathy, social responsibility, and interpersonal relationships. These refer to how a person deals with other people. A person with a strong sense of empathy can relate to what a person is feeling without being sympathetic. Social Responsibility is the conscious effort a person makes to better society and get along well with others. Interpersonal Relationships focuses on a person being able to establish meaningful relationships and keep those connections strong. Student affairs professionals have a duty to students to make a connection with them to help retain them on a college campus. By building these relationships, it can have a positive effect on retention.

The area of Adaptability includes reality testing, flexibility, and problem solving. All of these have a foundation in the ability for a person to be realistic in a situation. These areas are important in regards to retention. A student being able to make a smooth

transition from high school to college can be a key factor in the level of success they will have while they are in the next phase of their life (Evans et al., 1998). Reality testing is a person's ability to view things as they truly are, and not in a skewed fashion (Stein & Book, 2006). Flexibility makes a person look at their situation and vary their feelings and thoughts as changes occur. Problem solving requires a person to determine and analyze a problem, then develop realistic solutions. The area of Stress Management focuses on stress tolerance and impulse control. A person manages their stress tolerance based on how they react to a given situation. As a student prepares for final examinations, there is a heightened level of stress on the student to perform well on the tests. Impulse Control is the way a person keeps himself from giving into temptation. The last area is General Mood. This section covers optimism and happiness. A person who is optimistic is one who maintains a reasonably bright outlook on life. Happiness is an overall feeling of contentment with one's life and the real ability to benefit from everything life offers. If a college student feels connected to their institution and is content with their choice of institution, this can have an impact on retention.

Types of Emotional Intelligence Assessments

There are many types of assessments available to rate emotional intelligence. These assessments range in their breadth of detailed questions to what type of clientele the assessment is best suited to serve. Bar-On (2000) has developed an Emotional Quotient Inventory (EQi) which has been administered to over 48,000 people around the world to people composed of 55 questions in the aforementioned areas. He described the use of the EQi as "an array of non-cognitive skills that is useful in predicting success in

specific areas of life” (Bar-On, 2000, p. 370). This self-reported, multi-rater assessment focuses on using emotional intelligence as a skill.

Mayer, Salovey, and Caruso (1999) developed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) based on their studies and their need to analyze emotional intelligence. Four parts of emotional intelligence are assessed with the instrument: Identifying Emotions, Facilitating Thought, Understanding Emotions, and Managing Emotions (Mayer, 1998). “Each part of the instrument gets increasingly more integrated into the individual’s major psychological subsystem ranging from perception to management” (Mayer, 1998, p.131). This assessment measures emotional intelligence as an ability (Mayer et al., 1999).

Goleman created the Emotional Competency Inventory (1995). This instrument measures feedback received from supervisor(s), peers, and direct reports of a person. This model is a business model and can help a person to determine their perceived strengths and weaknesses. The core area that is examined through this instrument is emotional intelligence as a competency (Goleman, 1995).

For the purposes of this study, the Bar-On Emotional Quotient Inventory was used for assessing college students. The level of validity and reliability are extremely strong and this assessment can be used across a broad range of students with a variety of characteristics. By using an inventory, conclusions can be made about the types of characteristics students have that allow them to persist on a college campus. College administrators can use this information to further their recruitment efforts, as well as develop retention goals.

Student Characteristics

The moments in college a student experiences can have an impact on their development. These moments can range from making a decision without consultation from a parent, or choosing a major to prepare for a future career. Transitions in life can have an effect on a person's success as they move from one experience to the next. Schlossberg, et al. (1995) defined a transition as "any event, or non-event that results in changed relationships, routines, assumptions, and roles" (p. 27). Through this process, a student will adjust their thinking from imagining the transition to actually performing it. The collegiate experience is a major event in a student's life that requires a successful transition.

Transitions Theory

There are four key areas to Schlossberg, Waters, and Goodman theory that can affect a student's ability to cope with transition: situation, self, support, and strategies (1995). All of these factors make up part of an individual's situation (Evans et al., 1998). The situation factor is composed of various factors including trigger, timing, control, role change, duration, previous experience, concurrent stress, and assessment (Evans et al., 1998). The self factor addresses the type of personal and demographic characteristics and how the student views these in relation to their own life. The third factor, support, has three branches: types, functions, and measurement (Evans et al., 1998). The fourth coping mechanism is strategies. Evans et al. (1998) describe three different facets to strategizing a student's ability to cope: "those that modify the situation, those that control the meaning of the problem, and those that aid in managing the stress in the aftermath" (p. 114). By looking at these three components, counselors can help students

to manage their stress and to handle the various new situations that they experience. Since college is composed of so many new and exciting experiences, these can be overwhelming to a student who is a first time college student, or may be struggling to meet the academic demands of keeping a scholarship. By having some strategies, the transition can be smooth and provide support to the student and make them more successful.

Student Success Theory

As transitions contribute to the development of the student, Chickering's (1969) vectors play a key role in the success of college students. Developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity are the seven vectors centered around a student's development (Chickering & Reisser, 1993). There are three types of competencies-intellectual, physical and manual, and interpersonal (Chickering & Reisser, 1993). Each of these can have an influence on a student's persistence through college. Intellectual competence can be measured through the knowledge one gains through class attendance at college (Reisser, 1995). Physical competence is developed in a college student through being involved in physical activities, musical and dramatic groups, and being health conscious (Reisser, 1995). Being able to manage one's emotions is crucial for development and success in college (Chickering, 1969). Students will deal with a range of emotions in college influencing their success. Chickering and Reisser (1993) believed emotions for students ran the gamut from sexual to anxiety, and depression to caring. With such a

range of emotions, it is important that administrators have staff and faculty available to deal with the appropriate feelings a student has everyday (Chickering & Reisser, 1993).

As a student moves through autonomy toward interdependence, there is a great deal of development that can happen at the collegiate level. By moving toward interdependence, there is “freedom from continual and pressing needs for reassurance, affection, or approval from others” (Chickering & Reisser, 1993, p. 117). College students experience this vector through the change in their interaction with their parents. Many times, students go from being very dependent on their parents for support to treating mom and dad in more of a friend role (Reisser, 1995). By developing more mature interpersonal relationships with people in college, students can work towards establishing their identity (Chickering & Reisser, 1993). Through understanding different cultures, and being able to appreciate differences, this can lead students to being more respectful of themselves and others (Reisser, 1995). Students have to take the initiative to be successful in college. Included in this initiative is a student’s ability to be involved in their academic success, their intrapersonal growth, and participation in extracurricular activities outside the classroom (Pascarella & Terenzini, 2005). By encouraging students to become an active stakeholder in their collegiate success there can be an increased interest on behalf of the student to be more responsible for the outcome of their education.

Establishing identity is a key part of the overall transition success for a student (Chickering, 1969). By understanding how these vectors influence a student’s overall development, he can establish who he is and is comfortable with interacting people who are similar or different from him (Chickering & Reisser, 1993). As a student is

developing these different vectors, they are also developing their purpose. By persisting through college, he is solidifying her educational goals and determining her vocation in life (Chickering, 1969). During this time, development also occurs as students face obstacles that can test how committed they are to achieving their goals (Reisser, 1995). Developing integrity has three parts that are crucial to student development: humanizing values, personalizing values, and developing congruence (Chickering, 1969). Each of these place a key role in developing a student's integrity, value system, and social responsibility (Chickering & Reisser, 1993).

Intellectual and Ethical Developmental Theory

College students who are on academic scholarships need to maintain a high standard of academics while in college. Perry's (1981) theory on intellectual and ethical development plays into this necessity to excel academically. Perry (1981) discusses four main parts of his theory: duality, multiplicity, relativism, and commitment. People who have a strong duality characteristic tend to see the world as having right and wrong (Perry, 1981). A dualistic thinker believes that there is an answer for everything, and nothing is unknown. This type of thought process can be difficult for a college student to experience since so many decisions that a student will make do not have a right or wrong answer (Perry, 1981). On the contrary, a person who uses multiplicity as a form of thinking tends to take in all types of opinions (Evans et al., 1998). This type of thinking can have its positive and its negative attributes. If a student is always getting everyone's opinion, then the student will never become an independent thinker, which is crucial for college (Evans et. al, 1998). As a person who processes with multiplicity in making their decision believes there are multiple choices. Relativistic thinkers tend to be able to

differentiate between the validity of multiple opinions and be independent thinkers (Perry, 1981). This type of thinker has the ability to realize when an opinion is the correct way to handle the situation, or if the opinion is the wrong answer. Perry defines the final position, commitment, as finding your identity through your dedication (Evans et. al, 1998). If a person is able to commit to a decision, they have to be extremely comfortable with themselves in order to make the decision (Evans et. al, 1998). The relevance of Perry's theory contributes to retention studies due to all the personal factors that can influence a student. In regards to students receiving academic scholarships, the students need to maintain their GPA in order to keep receiving the scholarship and to have the money to reduce the cost of tuition (Evans et. al, 1998). By understanding Perry's (1981) different types of thinking, programming can be developed to assist all students in reaching their full potential and keeping the scholarship.

Millennial Students

Today, there is another type of student unlike any other students from past generations. Millennial students have been defined as "the next great generation" (Howe & Strauss, 2000, p. 17). Millennial students are people born after 1980, and are typically the children of parents born during the "Boomer" generation-1946-1964. According to Howe and Strauss (2000), Millennial students have certain characteristics that set them apart from other generations of students. Millennial students really believe they are special (Howe & Strauss, 2003). This is reflected through their civic mindedness, and the constant positive reinforcement they receive from their parents and other elders. There are high expectations placed on these students by their parents and the students themselves (Shapiro, 2002). Student affairs practitioners need to recognize this in their

students and change their style to meet the needs of these students (Strange, 2004).

Millennial students are more accustomed to personalized attention and the need to feel that their issue or problem is the most important event happening at that moment (Strange, 2004). Along with this come increased demands to make students feel important (Howe & Strauss, 2003). Millennial students want to feel that their problems are getting addressed and resolved by campus administrators (Strange, 2004).

Millennial students have led very protected lives through the way in which their parents have tried to keep them secure in a changing world (Howe & Strauss, 2000). Occurrences such as the Columbine High School Massacre, child abductions, and the onset of increasing concern for child safety restraints, have caused parents to raise the level of restrictions their children have on being away from their parents (Howe & Strauss, 2000). This attitude passes down to the students as leading very structured lives because their parents are telling them what they can and cannot do (Martin & Tulgan, 2001). Millennial students are best guided by rules whether they are dictated through a syllabus or by law (Martin & Tulgan, 2001). This is shown through how structured a Millennial student's life has been organized since birth (Howe & Strauss, 2000). Whether the student has participated in sports, music lessons, scouts, or a variety of extracurricular activities, a Millennial student's life has been highly programmed (Howe & Strauss, 2003). With all this programming, student affairs professionals have to change their philosophies to meet the needs of these students by providing structure for these students (Strange, 2004). As a result of living such sheltered lives, many Millennials have developed a sense for following the rules and using policies to guide their life (Strange, 2004). With this sense of order, comes a greater understanding for others different from

themselves and how comprehending the importance of this responsibility can benefit Millennials (Howe & Strauss, 2000). Although Millennials will challenge conventional thoughts if they feel it is in everyone's best interest, they have learned that "one of the best ways to get along is to go along" (Strange, 2004, p. 37). Student affairs professionals need to adjust their student programming and policy practices, and not assume that students will think about doing something if they are not directed to think in such a fashion (Strange & Banning, 2001).

Millennial students are known for a high level of optimism and confidence about their future (Strange, 2004). With this strong confidence comes the ability to approach a person of power (ie. supervisor, teacher, parent, etc.) and negotiate a plan that will work for both the student and the person of power (Strange, 2004). This is extremely different from the student that conformed to the rules and complied with requests from elders. (Zemke et al., 2000). Millennial students are willing to be part of a group or do community service, if there is personal benefit to be gained (2000). Colleges have adopted this philosophy by lowering the bar on awarding scholarships to "regular" students, because these Millennial students have come to expect rewards for just participating in an activity or group (Zemke et al., 2000). If colleges do not try to lure these students with scholarships, their enrollments will suffer (Martin & Tulgan, 2001). Student affairs professionals have to find ways to engage their students on their college campus (Strange & Banning, 2001). Students need to be involved and feel as though they are achieving through participating in these organizations (Strange & Banning, 2001). Millennial students want to feel as though they are making a significant contribution to society and want to be recognized for those contributions (Howe & Strauss, 2000).

Even though a Millennial student wants to be individual and special, there is a strong sense of teamwork associated with this generation (Strange, 2004). Millennial students always want to be in contact with someone whether it is another student, parent, or sibling (Howe & Strauss, 2000). Being in a team environment is important to these students because it reinforces each member and, as a team, they can work together to accomplish a task (Lancaster & Stillman, 2002). Risk-taking is not a forte of Millennial students; there must be an expectation of a positive outcome with a project or task in order for a Millennial student to take a risk (Lancaster & Stillman, 2002). Millennial students do not like disappointment or failure, and will work hard to avoid having those things happen to them (Howe & Strauss, 2000). Many times if Millennials are in a place where they are intimidated by a person, they will avoid the situation all together or get someone else to take care of the problem, rather than trying to make it work on their own (Lancaster & Stillman, 2002). As long as the goal is attainable, Millennials are up to the challenge to work to achieve it (Sax, 2003). Millennials want everyone to win and for everyone to feel a part of the group (Strange, 2004).

With the expectation growing for Millennials to get along with each other, to conform to societies standards, and to try everything, there is even greater pressure to succeed among these students (Howe & Strauss, 2000). The expectation of being able to always have a positive outcome in any situation applies great pressure to these students (Strange, 2004). Baby boomer parents and role models have created an environment in which so many opportunities are available to Millennials, and hence the pressure to perform at top levels is very great for these students (Strange, 2004). The level of creativity afforded to this generation is much less compared to other generations not

because there is not as much pressure to follow the rules, but there are repercussions of breaking the rules (Howe & Strauss, 2003). In general, Millennial students are the generation that will continue to persist on a college campus. It is crucial for college administrators to understand their dynamic needs and set new standards for retaining these students. In order for an institution to continue to function, changes will have to be made in order to accommodate this generation of college students.

Institutional Characteristics

A student's choice to attend a certain institution needs to be a purposeful decision made by the student, but with input from the institution (Terenzini & Pascarella, 1998). The institution can play a key role in whether a student will persist, or transfer to a different one (Terenzini & Pascarella, 1998; Strage, 1999; Tinto, 1996). According to Tinto's (1993) study of student retention, approximately 2.8 million students entered post-secondary institutions with 1.6 million of these students not graduating from the institution where their collegiate journey began. Based on these data, a student's "fit" is extremely important if the student is to persist at any institution. The institution has a responsibility to the student to disseminate information in regard to the type of student that is successful at their institution (Terenzini & Pascarella, 1998). When a student is in high school and is being pursued by many different types of institutions for enrollment after graduation, the student needs to find a school that will be a good match for them personally for their future (Brawer, 1996). Finding a strong match is key for the initial stages of enrollment. When this happens, it creates a new student for the institution, but this relationship must be maintained in order for the student to be successful at the institution (Brawer, 1996).

Creating a strong campus environment can assist in preserving this relationship. The campus environment can be influenced by multiple factors, but the key aspect is stakeholders (Brawer, 1996). There are multiple stakeholders for a college campus—students, parents, faculty, staff, alumni, administrators, and community members (Terenzini & Pascarella, 1998). On the college campus, it is the relationships that are developed that cause the increased likelihood that the student will remain enrolled with an institution. These relationships need to be positive, helpful, and reinforcing between students and faculty, staff, and administrators. By creating the right environment for student success there can be academic and social integration through active learning and student involvement on campus (Terenzini & Pascarella, 1998).

As the student begins their journey through the freshman year, studies indicate this is a critical time for student persistence (Hyman, 1995). A student's success inside and outside the classroom contributes to their likelihood to stay at an institution. Inside the classroom, there needs to be a strong curriculum in place to challenge students on different levels (Chickering & Reisser, 1993). The level of teaching in the classroom needs to provide for direct instruction, as well as an opportunity for students to interact with their peers and lead the class (Chickering & Reisser, 1993). Contact with faculty outside the classroom is one of the strongest determining factors of students who remain at an institution and earn a degree (Astin, 1977; Tinto, 1993; Chickering & Reisser, 1993).

Although student affairs play a key role in a student's satisfaction with an institution, the ties to academics for a student determines his or her success (Tinto, 1993). Historically, there has always been a level of tension between academic and student

affairs (Boyer, 1987). This can be contributed to the perceived inferiority academic affairs has over student affairs on a college campus. Faculty, many times, see student affairs as less important than academic affairs and student affairs personnel are not as key to student success (Brown, 1990). In order for a student to persist at an institution, student affairs and academic affairs must find common ground to meet the needs of the students. The area of most concern is the separation between academic and student life on a college campus (Boyer, 1987). In order to do combine these efforts, the National Association of Student Personnel Administrators (NASPA) presented a statement affirming that academic affairs on a college campus are crucial (NASPA, 1987). Academic and student affairs need to focus on the whole student while blending the two areas to meet the social and educational needs of the students (Tinto, 1993).

Chickering and Reisser (1993) identified key areas that are important to an institution and the development of the student. An institution needs to have institutional objectives in order to have an influence on students and their development in college. By standing firm on these objectives, there is more consistency on campus in regard to policy enforcement, program development, and good practice. The size of the institution can have an effect on the development of the student. If the institution can provide the level of involvement and experience that is needed for the student to develop, then the student will respond. There needs to be a balance of activities for the students on campus; if there are too many activities, there will not be enough students to support those organizations which will cause stress on the few students who are trying to keep the organization alive. On the contrary, with more students involved in fewer organizations, this may lessen the amount of potential student development. According to Chickering

and Reisser (1993), there needs to be opportunities for friendships to be forged at college through various means such as classrooms, residence halls, and other casual meetings. These interactions contribute to positive student development along all of Chickering's vectors (Chickering & Reisser, 1993).

Student Engagement

Student involvement on a college campus has been evident for years. In order for a college to operate, there has to be student involvement in the form of student employment, student engagement, and student activities. Kuh (2003) describes student engagement as a strong predictor of student success in college. The more a student is involved in their education and the more they become versed in their education, the more likely they are to be a part of the campus community. By being more inclusive of the collegiate lifestyle, the student can form skills necessary for a successful post-college life (Kuh, 2003). Through student engagement, students can develop ties to the institution which can indicate that the student is more likely to persist to graduation. By being involved in the classroom and outside the classroom, a student can develop a skill set that will carry her far beyond college graduation (Shulman, 2002).

A key indicator to student retention and success is student involvement in extracurricular activities. Astin's theory of involvement describes the level of student involvement at their selected institution in activities outside of the classroom that can have an impact on their development and their success in college (Astin, 1984). Astin believes that the more the student is involved, the quicker their self-actualization will take place (Astin, 1985). The actions the student takes are more in line with Astin's theory

than their thoughts or emotions which are representative of this theory (Astin, 1984).

There are five areas Astin refers to in regard to involvement:

1. Involvement refers to the investment of physical and psychological energy in various objects.
2. Regardless of the object, involvement occurs along a continuum.
3. Involvement has both quantitative and qualitative features.
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student development (1984, p. 298).

These areas can have a definite impact on a student's ability to successfully keep his or her scholarship. According to Astin, the student has to make a significant commitment to seeing their goal by demonstrating initiative and effort in maintaining their scholarship (Astin, 1984).

Astin's earlier research (1975) involved a study of students who experienced negative and positive factors on a college campus. In many cases, when a student had a positive experience, this gave them more commitment to the university, as opposed to when the student had a negative experience in the organization which many times resulted in driving the student away from the school. The most likely factor to have an effect on student involvement was student residence (Astin, 1973). A student who lived in the residence halls and had a positive experience on campus was more likely to be

involved and stay at the college. Just by the resident students going through their daily activities in the residence hall, as well as the classroom, there is the potential to have a positive effect on their college experience and the student being more likely to get involved (Astin, 1977, 1982; Chickering, 1974). Astin completed another study in which he observed that students who participate in Greek organizations were more likely to be involved and stay enrolled in school. Astin (1999) presents some very strong arguments for a student to work a part-time job on campus while they are in college. By working at a part-time job, Astin feels that there is greater potential for a student who works on campus to be more dedicated to his studies (Astin, 1999).

Retention Studies

Hu and St. John (2001) conducted a longitudinal study of persistence based on racial and ethnic differences from 1990-1997. This study examined student characteristics and financial need as a basis for their findings. Three factors were taken into account: student background, college experience, and financial aid. Student background “focused on age, race, dependency status, and income” (Hu & St. John, 2001, p. 267). College experience “included student grades, type of institution attended, housing status, and year in college” (Hu & St. John, 2001, p. 268). Based on their findings, the overall persistence rate of African Americans fell throughout the 1990s from 87.2% to 85.9% (Hu & St. John, 2001). To support these findings, Hu and St. John also discovered that “low income students were less likely to persist compared to students who did not report family income” (2001, p. 272). African American students at research universities were less likely to persist compared to those at other four-year institutions (Hu & St. John, 2001). Students who were ‘C’ or below average students were more

likely to leave school than students who earned a 'B' or higher grade point average (Hu & St. John, 2001). The study also found that students who received some form of aid were more likely to persist than those students who had not received any form of aid. The importance of financial aid continued to increase throughout the 1990s as the need for financial aid continued to grow (Hu & St. John, 2001).

Hispanic students were also examined in this study on persistence (Hu & St. John, 2001). Hispanic students' retention rates fell over the seven year span a total of 6.1%. In the Hispanic culture, male students had lower persistence rates than female students in 1996-97 (Hu & St. John, 2001). As with the African American students, Hispanic students were less likely to persist if they made a 'C' grade point average compared to students who made a 'B' grade point average or higher. Throughout the study, Hispanic students were more likely to persist if they returned for their sophomore year of college (Hu & St. John, 2001). In regard to financial aid, there was not a significant association with persistence and financial need from 1990-91, but by 1993-94 there was a correlation between financial need and persistence which would continue to be true for the rest of the study. This could be contributed to the widening gap between the rise in tuition and the increase in the cost of living. Since tuition is increasing faster than the cost of living, there is a wider gap to cover the cost of attendance (Hu & St. John, 2001).

Caucasian students' persistence also declined throughout the 1990s (Hu & St. John, 2001). The persistence rate dropped from 93.2% in 1990 to 91.0% in 1997 (Hu & St. John, 2001). This is not as dramatic of a shift as the other races in this study, but it is a drop for the group (Hu & St. John, 2001). For all three races, older, "non-traditional" students were less likely to persist compared to their "traditional" aged counterparts (Hu

& St. John, 2001). Compared to African American students whose persistence rate fell at research universities, as opposed to Caucasian students' persistence rate at research universities rose throughout the study by 2.2% (Hu & St. John, 2001). Similar to other races, Caucasian students with 'C' grade point average or below tended not to persist throughout their collegiate years. In regards to financial aid having an effect on persistence, there was not any solid significance noted for Caucasian students (Hu & St. John, 2001).

A comparison of all groups revealed some similarities and differences to discuss. Hu and St. John (2001) point out that the African American students tended to come from poorer families, while the Caucasian students came from more affluent backgrounds, with Hispanics being in the middle. The study showed that more African Americans received some form of aid over Hispanics and Caucasians. In regards to financial aid affecting persistence, the study showed that Hispanics and African Americans persisted at a higher rate with financial aid than their peers of the same race who did not receive aid (Hu & St. John, 2001). Specifically, in the 1996-97 school year, all races persisted better with financial aid than those students who did not have financial aid. There was no difference in the persistence of African Americans, Hispanics, or Caucasians, which would lead one to believe that financial aid does play a crucial part in the persistence game (St. John, Hu, and Weber, 2000; St. John, Hu, Simmons, & Musoba, 2001).

St. John et al., (2001) conducted a study of 1996-1997 in state first year students in Indiana which found that SAT scores did have an effect on persistence. Although not a strong significance, the likelihood that these students would persist was stronger than for those who did not participate in the exam (St. John et al., 2001). As in the Hu and St.

John study, students who did not earn at least a 'C' grade point average were less likely to persist to graduation (St. John et al., 2001). In regards to merit being a factor in persistence, there was a strong similarity to the level of persistence in relationship to the actual SAT scores (St. John et al., 2001). The higher a student scored, the more likely they were to persist. Institutions need to be aware of the type of students attracted to their institution, as well as the type of market in which their institution reside (St. John, 2000).

If the institution is not aware of the type of student they are enrolling, they may be missing a huge percentage of the market share that may be attending another institution (St. John, 2000). According to Paulsen and St. John (1999), poor students are most aware of the cost of college because cost has the most effect on their pocketbook. Middle class students are more likely to consider the role outside employment will have on their education. They will use outside employment to help subsidize the cost to attend college, as well as additional living costs (Paulsen & St. John, 1999). However, upper class students will likely weigh the quality of the education they receive versus the cost to attend the institution (St. John, 2000). The other classes do not give as much leverage to the quality of the education because they have to focus on getting the education (St. John, 2000).

There are multiple theories surrounding the effect of student aid on a student's enrollment decision. Somers and St. John (1997) argue that financial aid, specifically federal student aid, does not have an impact on enrollment. However, St. John states that "student aid does make a difference in first-time and continuing enrollment decisions" (2000, p. 62). The Net Price theory, which focuses on students making their collegiate enrollment decision based on the cost of attendance minus the level of grants is not a well

defined way of measuring student enrollment (St. John, 2000). In conjunction with that theory, students do respond more to tuition discounts through reduced tuition price tags (DesJardins, Ahlburg, & McCall, 2002). Even though price does matter to college students, it is not the only factor to be considered when selecting an institution (St. John, 2000). Different populations have a variety of different needs, and to have one cookie cutter approach to determining enrollment trends will not give a researcher an accurate result (Trammel, 1995). Student needs can change as a student progresses through college (Astin, 1975). The initial financial package a student is offered is sometimes attractive enough to lure the student to enroll at the institution, but it may not be lucrative enough to keep the student enrolled through graduation (St. John, 2000). Many scholarships and other forms of aid have a shelf life that is shorter than the average time it takes a student to graduate from an institution (DesJardins et al., 2002). If the student does not have the aid and grants necessary to graduate, he may have to attend other institutions that are more economically feasible for him to finish their degree (St. John, 2000).

A student's ability to pay for college is essential in establishing and maintaining strong enrollment levels at an institution. Since federal aid does not have the same influence on a student's enrollment decision as it did in the past, it is up to individual institutions to strategically award grants and scholarships to students in order to maintain their enrollments (Somers & St. John, 1997). Institutions need to figure out the right balance between the aid offer amount that comes from their own budget and what a student is willing to spend on tuition (St. John, 2000). If the student is already planning to attend a certain institution, then the institution should not be extending large sums of money to that student since he has been recruited and does not necessarily need the extra

money to convince him to attend that institution (St. John, 2000). If the institution is giving money to students who are already planning to attend their school, they are essentially throwing their money away instead of using it to attract other students who could bring additional revenue dollars (Somers & St. John, 1997). Students are more aware of their financial situation now than they were 20 years ago (St. John, 2000). With this knowledge, institutions need to be aware of the types and sizes of the financial offers they extend to students (St. John, 2000). Institutions need to also understand how students perceive their college outside of student aid. If a student is swayed to attend an institution because of an attractive scholarship offer, but does not feel a connection to the institution, it can be harder for that student to persist at that institution (Paulsen & St. John, 1999).

There are many factors that contribute to a successful college student including financial aid, emotional intelligence, collegiate environment, and a student's preparedness for college. All of these can make a difference on whether or not a student will be successful in college and the direction they will go upon graduation. College administrators need to keep all of these factors in mind as they serve the needs of their students, because college is not a "one-size-fits-all" place for students.

CHAPTER III

METHODOLOGY

Overview

The purpose of this study was to determine if there was a statistically significant difference between students who received an Academic Excellence Award scholarship and those students who met the same requirements for the scholarship, but did not earn the scholarship. Eligibility for student participation in this study was based upon the following criteria: a student must be a graduating high school senior intending to enroll in college for the fall immediately following their high school graduation, and the student must submit an application for the Academic Excellence Award. The students in this study also had to participate in the Bar-On EQi: Short assessment which measured emotional intelligence. The areas of emotional intelligence measured include: intrapersonal, interpersonal, stress management, adaptability, and general mood. Peoplesoft, The University of Southern Mississippi's Student Information System, was accessed to identify information regarding student participants in the areas of race, gender, classification, high school grade point average, college grade point average, ACT score, and whether or not the student received the scholarship.

Research Design

The Bar-On EQi: Short assessment is composed of 51 questions covering five different areas including: intrapersonal, interpersonal, stress management, adaptability, and general mood. Students self-identified demographic data to include: race, gender, high school grade point average, and ACT score when they completed their application

for admission. College grade point average and classification are updated by the Office of the Registrar.

Dependent Variables

- *ACT Score*-score determined by ACT organization based on student's ability in the areas of math, reading comprehension, science reasoning, and English.
- *Adaptability*- "pertains to skills involved in change management" (Bar-On, 2004b, p. 5).
- *Cumulative Grade Point Average*-figure calculated by The University of Southern Mississippi by dividing the grade points earned by the number of hours attempted for the entirety of the student's tenure at the institution regardless of dropping out, graduating, or being a continuing student.
- *General Mood*-"assesses the emotional skills that fuel the self-motivation needed to set and achieve goals" (Bar-On, 2004b, p. 5).
- *Grade Point Average*-figure calculated by The University of Southern Mississippi by dividing the grade points earned by the number of credits attempted.
- *High School Grade Point Average*-calculated by the student's high school, figured by dividing the grade points earned by the number of credits attempted.
- *Intrapersonal*-"pertains to the assessment of self-awareness and self-expression." (Bar-On, 2004b, p. 4).
- *Interpersonal*-"pertains to the assessment of social awareness and interpersonal relationship skills" (Bar-On, 2004b, p. 4).

- *Recipient status of Academic Excellence Award*-scholarship awarded by the Office of Admissions to students with an entering ACT composite score of 26 or above.
- *Stress Management*-"pertains to the assessment of emotional management and regulation" (Bar-On, 2004b, p.5).

Independent Variable

- *Persistence*-the rate at which students continue to be enrolled at an institution.

Status Variables

- *Classification*-This is the status that a student enters The University of Southern Mississippi when he begins his college career. There are four levels of classification at the university: freshman, sophomore, junior, and senior. For the purposes of this study, the freshman cohort entering the university in fall, 2004 was tracked. Freshman were considered those students who entered the university with fewer than 30 hours.
- *Gender*-Male or Female.
- *Race*-Caucasian, African American, Asian/Pacific Islander, Native American, Hispanic, or Other. For the purposes of this study, race was classified into three groups: African American, Caucasian, and the remaining races were classified as "Other."

Participants

The Bar-On EQi: Short assessments were distributed to 667 students who were participating in The University of Southern Mississippi's Welcome Week activities during August, 2004. Of the 667 students who completed a survey, 213 students received

or were eligible to receive an Academic Excellence Award. Data for these assessments were collected at that time making the survey data archival data. All students who were entering freshmen and participating in orientation activities were offered the opportunity to participate in the study. These students were each administered a single survey and asked to complete the 51 questions on the survey. The students surveyed were new incoming freshmen with less than 30 hours of transfer coursework. Males and females were both assessed during this time, and ranged in age from 16-22 years of age. Students in the race categories of African American, Caucasian, Hispanic, Asian, and other races were represented in this survey. Participation in the survey was completely voluntary, and time was set aside in the Welcome Week schedule of activities to allow for completing the Bar-On EQi: Short assessment. Students were issued a consent form which they signed prior to taking the survey. If the student did not sign the consent form, they were not allowed to participate in the survey. This audience was selected because of the ability to track a student new to the University throughout their entire tenure at the institution. By analyzing a student at the beginning of their collegiate journey, controls were in place to account for the influence of outside factors not accounted for in this survey.

Instrumentation

The Bar-On EQi: Short is composed of five areas detailing Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood (Bar-On, 2004a). The assessment is composed of 51 questions scored on a Likert Scale of 1-5, with 1 representing “Very Seldom or Not True of Me” to 5 representing “Very Often True of Me or True of Me” (Bar-On, 2004a). These assessments are designed to ask the test taker the same question in a myriad of ways to ensure the completer is consistent with his or

her answers (Bar-On, 2004a). If the student is not consistent with their answer, this will be evident on the results sheet (Bar-On, 2004a).

The Bar-On EQi: Short assessment was analyzed on multiple levels by ten different validity studies in order to determine how well the Bar-On EQi: Short is designed to assess students (Bar-On, 2004b). The following programs were used to measure the validity of the EQi: Short: “Sixteen Personality Factor Questionnaire, Minnesota Multiphase Personality Inventory, Eysenck Personality Questionnaire, Personality Assessment Inventory, Symptom Check List-Ninety, Personality Orientation Inventory, Short Acculturation Scale, Beck Depression Inventory, Zung Self-Rating Depression Scale, and the Kirkcaldy Quality of Life Instrument” (Bar-On, 2004b, p. 101). These tests were distributed over 12 years in six countries correlating with the fact that students did have a positive or negative impression of the assessment in conjunction with the predictions of Bar-On (Bar-On, 2004b). In order to test for the validity of the assessment for males and females, Bar-On conducted a multisample confirmatory factor analysis (CFI). The non-normed fit index (NNFI) and CFI matched with goodness-of-fit indicators wherein both sexes scored a 0.924, identical for both; the goodness-of-fit for multiple groups the NNFI and CFI were similar, as well, scoring with 0.917 and 0.918 respectively (Bar-On, 2004b). The factorial validity of the Bar-On EQi: Short assessment is best measured using varimax rotation (Bar-On, 2004b). The varimax rotation conducts item analysis performed prior to factor analysis (Bar-On, 2004b). Multiple factor analyses were conducted to better determine the breakdown of the sub scores and to assign them to the appropriate topic (Bar-On, 2004b).

Procedures

The Bar-On EQi: Short assessment data were collected during The University of Southern Mississippi's Welcome Week activities in August, 2004. Time was made available in the schedule of events for students to answer the 51 question survey. These students signed the "Consent Form" prior to answering the questions (Appendix B). If the student did not sign the consent form, he was not allowed to participate in the survey. The students identified themselves by the student identification number issued to them by The University of Southern Mississippi when they were originally admitted to the University. Once the students completed the survey, the completed surveys were submitted to the Multi Health Systems organization for evaluation. After the data were processed by Multi Health Systems, the results were returned to The University of Southern Mississippi where the First Year Experience office retained the data. A request to analyze the Bar-On EQi: Short assessment for new incoming freshman students enrolling at The University of Southern Mississippi for the fall of 2004 was submitted to Wynde Fitts, director of the First Year Experience program at The University of Southern Mississippi (Appendix C). Approval to analyze the archival data was also requested to the Institutional Research Board's Human Subjects Protection Review Committee at The University of Southern Mississippi (Appendix A).

Data were also collected through the student information system, Peoplesoft, at The University of Southern Mississippi which consisted of background data including race, age, classification, and scholarship status. The data available in Peoplesoft was connected to the Bar-On EQi: Short assessment data by the student's identification number. This data were maintained by various departments within The University of

Southern Mississippi including Admissions, Financial Aid, Registrar, and the individual colleges.

Data Analysis

Hypothesis 1: There will be a significant difference between the persistence of students who receive a scholarship versus students who do not receive a scholarship. A Chi Square test was conducted to measure significance.

Hypothesis 2: There will be a significant difference between the persistence of female students and male students who have earned a scholarship. A Chi Square test was conducted to measure significance.

Hypothesis 3: There will be a significant difference between the persistence of female students and male students who have not earned a scholarship. A Chi Square test was conducted to measure significance.

Hypothesis 4: There will be a significant difference between the persistence of African-American students and Caucasian students who have earned a scholarship. A Chi Square test was conducted to measure significance.

Hypothesis 5: There will be a significant difference between the persistence of African-American and Caucasian students who have not earned a scholarship. A Chi Square test was conducted to measure significance.

Hypothesis 6: There will be a significant difference between the cumulative grade point average (GPA) of students who received a scholarship versus students who have not received a scholarship. A Chi Square test was conducted to measure significance.

Hypothesis 7: There will be a significant difference between the Bar-On EQi: Short sub scores of students who persist versus students who do not persist. A MANOVA was conducted to measure significance.

Hypothesis 8: There will be a significant difference between the Standard Scale Overall Emotional Quotient Scores of students who received the scholarship versus students who did not receive the scholarship. A t-test was conducted to measure significance.

Hypothesis 9: There will be a significant difference between the persistence of students who received a Pell Grant versus students who did not receive a Pell Grant. A Chi Square test was conducted to measure significance.

Hypothesis 10: Among the following variables: gender, ACT score, high school GPA, race, scholarship receiving status, and Pell Grant receiving status, there will be no difference in the level of correlation to persistence among the students in the study group. A logistic regression was used to measure significance.

Summary

Studying retention and the reasons a student remains enrolled at an institution are important to better understand today's college student, as well as being able to provide the best possible customer service and academic environment for the student. By using these selected variables and statistical tests, it allowed for the possibility to further uncover the reasons why students persist or why students do not persist at an institution.

CHAPTER IV

RESULTS

Introduction

The participants in this study included students from The University of Southern Mississippi who were freshmen during the 2004 fall semester. Students in this study received Academic Excellence Awards from The University of Southern Mississippi or met the academic qualifications to earn the award, but did not apply for the scholarship. During the fall 2004 semester's new student orientation, a total of 667 Bar-On Emotional Quotient Inventories (EQ-I) were distributed to new freshmen. Out of the 667 inventories, 213 inventories were completed by students who met the qualifications for the Academic Excellence Award. Of the 213 students who met the qualifications for the Academic Excellence Award, 31 completed the survey and did not receive the award, while 182 completed the survey and did receive the award.

Descriptive Studies

Participants' demographic information was obtained from the Student Information System at The University of Southern Mississippi. In conforming with Family Educational Right to Privacy Act (FERPA) guidelines on students' race, gender, highest ACT cumulative score, high school grade point average, Pell Grant recipient status, and Academic Excellence Award recipient status were the identifiers used to obtain information regarding the participants. The students were then divided by race, with 196 Caucasian students, 11 African American students, and 6 students who were classified as 'Other' for a total of 213 students. Table 1 illustrates the race of the students in this study.

Table 1

Demographic Information for Race (N=213)

	Number/Category	Percentage
Caucasian	196	92.0
African American	11	5.2
Other	6	2.8

For the study, the gender of the students was also separated. There were 113 males in this study and 100 females for a total for 213 students who were eligible to receive the scholarship that had completed the EQi survey. Table 2 displays the breakdown of the students by gender.

Table 2

Demographic Information for Gender (N=213)

	Number/Category	Percentage
Male	113	53.1
Female	100	46.9

The highest composite ACT score was acquired for this study. The ACT score breakdown for the 213 students in this study ranged from an ACT composite of 26 to 34. Table 3 shows the variations in highest ACT composite scores achieved by the students in the study.

Table 3

Demographic Information for Highest ACT Composite Score (N=213)

	Number/Category	Percentage
26	63	29.6
27	40	18.8
28	38	17.8
29	22	10.3
30	21	9.9
31	15	7.0
32	8	3.8
33	5	2.3
34	1	0.5

High school cumulative grade point averages were classified in this research project into nine groups: 1.00-1.99, 2.00-2.49, 2.50-2.99, 3.00-3.24, 3.25-3.49, 3.50-3.74, and 3.75-4.00. The largest number of students (N=83) was grouped as having a 3.75-4.00 high school cumulative GPA. Table 4 presents a full breakdown of high school cumulative grade point average for all of the students in this study.

Table 4

Demographic Information for High School Cumulative Grade Point Average (N=213)

	Number/Category	Percentage
1.00-1.99	1	.5
2.00-2.49	6	2.8
2.50-2.99	28	13.1
3.00-3.24	25	11.7
3.25-3.49	30	14.1
3.50-3.74	36	16.9
3.75-4.00	83	39.0

Pell Grant recipient status was divided into three groups in this study: students who did not receive a Pell Grant, students who received up to \$1000.00 of Pell Grant funding per semester, and students who received more than \$1000.00 of Pell Grant funding per semester. Table 5 displays the distributions of Pell Grant dollars students were awarded.

Table 5

Demographic Information for Pell Grant Recipient Status (N=213)

	Number/Category	Percentage
Did not receive Pell Grant	169	79.3
Received \$1-1000	11	5.2
Received more than \$1000	33	15.5

The amount of money students received in an Academic Excellence Award was also included in the study. The amount of the Academic Excellence Award was used to categorize the students into groups based on the amount of the award they received. There were 31 students who did not receive an Academic Excellence Award; however, the largest subgroup of students (N=88) received \$375.00 per semester. Table 6 displays the Academic Excellence Award recipient status of the participants.

Table 6

Demographic Information for Academic Excellence Award Recipient Status (N=213)

	Number/Category	Percentage
\$0	31	14.6
\$325	1	.5
\$375	88	41.3
\$625	31	14.6
\$1000	20	9.4
\$1250	33	15.5
\$4813	9	4.2

Graduation status, continued enrollment status, and exiting the university prior to completing a degree were all variables used to determine persistence among the participants. If a student graduated or continued to be enrolled at the university, they were considered as 'persisted'; while students who did not finish a degree were considered

‘non-persistent.’ Of the students who participated in this study, 89 of the 213 students graduated in the study. Table 7 shows the progress to degree data for this study.

Table 7

Progress to Degree Status of Students (N=213)

	Number/Category	Percentage
Graduated Student	89	41.8
Still Enrolled at Institution	62	29.1
Non-Persistent	62	29.1

Tests of Hypotheses

Ten hypotheses were examined in this study using Chi-Square, t-test, MANOVA, and logistic regression statistical analysis. Each of the statistical tests performed were chosen based on the variables used in each hypothesis. Hypothesis 1 stated there would be a significant difference between the persistence of students who received a scholarship versus students who did not receive a scholarship. A Chi Square test was performed to determine the level of significance of the hypothesis [$X^2(N=212, df=1)=4.445, p=.035$], which revealed a significant difference between the persistence of students who earned the scholarship versus those who did not earn the scholarship. There were 133 students who persisted in this study that earned the scholarship, and 17 students who persisted but did not earn the scholarship. Of the students who did not persist, 14 did not earn a scholarship and 48 did earn a scholarship. Table 8 displays the persistence rate of students who received the scholarship against students who did not receive the scholarship.

Table 8

Persistence Rate of Students who Earned a Scholarship versus Students who did not Earn the Scholarship

			Student Persistence	
			Did not persist	Did persist
Scholarship Status	Did not earn	Count	14	17
		Percentage	45.2%	54.8%
	Earned	Count	48	133
		Percentage	26.5%	73.5%

Hypothesis 2 stated there would be a significant difference between the persistence of female students and male students who earned a scholarship. A Chi Square test of significance was performed for this hypothesis [$X^2(N=181, df=1)=4.187, p=.041$]. This Chi Square test resulted in a significant difference between female and male students who earned a scholarship and persisted. There were 17 female students who did not persist but earned the scholarship, and 70 female students who earned the scholarship did persist for a total of 87 female students. Of the 94 male students who earned the scholarship, 31 of the male students did not persist while 63 male students did persist. Table 9 outlines the persistence rate of female and male students who earned a scholarship.

Table 9

Persistence Rate of Male and Female Students who Earned the Scholarship

			Student Persistence	
			Did not persist	Did persist
Gender	Male	Count	31	63
		Percentage	33%	67%
	Female	Count	17	70
		Percentage	19.5%	80.5%

The third hypothesis predicted there would be a significant difference between the persistence of female students and male students who did not earn a scholarship. To measure the significance, a Chi Square test was performed [$X^2(N=31, df=1)=3.213$, $p=.073$]. The Chi Square test resulted in no significant differences between the persistence of female students and male students who did not earn a scholarship. Table 10 discusses the number of females and males who did not earn a scholarship and the persistent rate of each group. Only three of the 12 female students who did not earn the scholarship did not persist, resulting in nine female students persisting even though they did not receive a scholarship. Regarding male students, 11 of the 19 students did not persist and did not receive a scholarship, leaving eight male students to persist even though they did not earn a scholarship.

Table 10

Persistence Rate of Male and Female Students who did not Earn the Scholarship

			Student Persistence	
			Did not persist	Did persist
Gender	Male	Count	11	8
		Percentage	57.9%	42.1%
	Female	Count	3	9
		Percentage	25%	75%

Hypothesis 4 stated there would be a significant difference between the persistence of African American and Caucasian students who have earned a scholarship. A Chi Square test was used to test the significance of this hypothesis. The $[X^2(N=178, df=1)=1.210, p=.271]$ showed there was no significant difference between African American and Caucasian students who earned the scholarship and persisted. Table 11, provides persistence data for African American and Caucasian students who earned a scholarship and their persistence data. There were eight African American students who persisted and only one who did not for a total of nine African American students who received the scholarship. Of particular note for the Caucasian students, there were 122 students who did persist, and 47 Caucasian students who did not persist for a total of 169 Caucasian students who received the scholarship.

Table 11

Persistence Rate of African American and Caucasian Students who Earned the Scholarship

			Student Persistence	
			Did not persist	Did persist
Race	Caucasian	Count	47	122
		Percentage	27.8%	72.2%
	African American	Count	1	8
		Percentage	11.1%	88.9%

Hypothesis 5 stated there would be a significant difference between the persistence of African American and Caucasian students who had not earned a scholarship. A Chi Square test was used to test the significance of this hypothesis [$X^2(N=28, df=1)=1.394, p=.238$]. Based on a p value of .238, there was no significance found between the persistence of African American students and Caucasian students who did not earn a scholarship. Table 12 displays the persistence levels of African American and Caucasian students who did not receive the scholarship. Of the 28 students in this study who did not earn a scholarship, 26 students were Caucasian and 2 students were African American. Of the Caucasian students, 15 students persisted and 11 who did not persist, and neither group was awarded the scholarship. Of the African American students, both students persisted but neither earned the scholarship.

Table 12

Persistence Rate of African American and Caucasian Students who did not Earn the Scholarship

			Student Persistence	
			Did not persist	Did persist
Race	Caucasian	Count	11	15
		Percentage	42.3%	57.7%
	African American	Count	0	2
		Percentage	.0%	100%

Hypothesis 6 stated that there will be a significant difference between the cumulative grade point average (GPA) of students who received a scholarship versus students who have not received a scholarship. Multiple Chi-Square tests were performed for this hypothesis to determine the relationship between GPA and students who did or did not receive the scholarship. For every semester, a majority of the student for that term had a 3.5 or above cumulative GPA. All of the semesters and their cumulative GPA data are displayed in Table 13.

Table 13

Cumulative GPA by Term for Students in the Study

Term	GPA	Scholarship Status	
		Did Not Receive	Received
Fall 2004	0.1-0.99	1	3
	1.00-1.99	2	10
	2.0-2.49	2	4
	2.5-2.99	6	16
	3.0-3.24	3	25
	3.25-3.49	2	21
	3.5-3.74	4	27
	3.75-4.0	8	74
Spring 2005	0.1-0.99	0	1
	1.00-1.99	2	9
	2.0-2.49	3	8
	2.5-2.99	5	20
	3.0-3.24	2	16
	3.25-3.49	4	38
	3.5-3.74	4	31
	3.75-4.0	6	53
Fall 2005	1.00-1.99	1	3
	2.0-2.49	4	11

Cumulative GPA by Term for Students in the Study (Continued)

Term	GPA	Scholarship Status	
		Did Not Receive	Received
Fall 2005	2.5-2.99	4	15
	3.0-3.24	4	22
	3.25-3.49	5	24
	3.5-3.74	3	30
	3.75-4.0	3	53
Spring 2006	1.00-1.99	1	3
	2.0-2.49	3	16
	2.5-2.99	4	14
	3.0-3.24	3	21
	3.25-3.49	5	20
	3.5-3.74	3	39
	3.75-4.0	3	44
Fall 2006	1.00-1.99	0	3
	2.0-2.49	2	10
	2.5-2.99	5	17
	3.0-3.24	4	14
	3.25-3.49	2	25
	3.5-3.74	4	41

Cumulative GPA by Term for Students in the Study (Continued)

Term	GPA	Scholarship Status	
		Did Not Receive	Received
Fall 2006	3.75-4.0	3	38
Spring 2007	1.00-1.99	1	3
	2.0-2.49	0	7
	2.5-2.99	7	18
	3.0-3.24	3	13
	3.25-3.49	3	25
	3.5-3.74	1	38
	3.75-4.0	3	39
Fall 2007	1.00-1.99	1	3
	2.0-2.49	2	4
	2.5-2.99	3	19
	3.0-3.24	4	15
	3.25-3.49	1	23
	3.5-3.74	3	38
	3.75-4.0	3	34
Spring 2008	1.00-1.99	1	2
	2.0-2.49	2	4
	2.5-2.99	3	14
	3.0-3.24	4	17

Cumulative GPA by Term for Students in the Study (Continued)

Term	GPA	Scholarship Status	
		Did Not Receive	Received
Spring 2008	3.25-3.49	1	21
	3.5-3.74	3	34
	3.75-4.0	3	34

Table 14 shows the cumulative Chi Square results for each term from fall 2004 through Spring 2008. To determine the significance of the cumulative grade point average (GPA) of students who received a scholarship versus students who have not received a scholarship, a Chi Square test was performed. Based on the results of the test, the cumulative GPA for Spring 2007 showed significant differences between the cumulative GPA of students who received a scholarship versus students who have not received the scholarship [$X^2(N=161, df=6)=13.307, p=.038$].

Table 14

Cumulative GPA Chi Square Test Results

	N	Value	df	Significance
Fall 2004	208	7.804	6	.350
Spring 2005	202	4.510	7	.720
Fall 2005	182	7.904	6	.245
Spring 2006	179	6.396	6	.380
Fall 2006	168	6.683	6	.351
Spring 2007	161	13.307	6	.038
Fall 2007	153	7.932	6	.243
Spring 2008	143	7.659	6	.264

Hypothesis 7 stated there would be a significant difference between the Bar-On EQi: Short sub scores of students who persist versus students who do not persist. To determine significance, a MANOVA was conducted; however, no significance was determined [$F(5,207)=1.58$, $p=.167$]. Table 15 shows the means, standard deviations, and total number of students for each sub score who did persist and did not persist. The Intrapersonal persistence sub score MANOVA was proven not to be significant with a p value of .202.

Table 15

Persistence Rate of Students and their EQi: Short Sub Scores

			Student Persistence	
			Mean	Standard Deviation
EQi Sub Score	RA-Intrapersonal	Did persist	99.66	19.65
		Did not persist	103.40	18.79
	ER-Interpersonal	Did persist	100.49	19.48
		Did not persist	99.40	18.07
	SM-Stress Management	Did persist	101.15	19.77
		Did not persist	100.74	20.09
	AD-Adaptability	Did persist	101.87	20.64
		Did not persist	97.86	20.87
	GM-General Mood	Did persist	99.46	19.96
		Did not persist	98.87	21.17

Hypothesis 8 stated there would be a significant difference between the Standard Scale Overall Emotional Quotient Scores of students who received the scholarship versus students who did not receive the scholarship. A t-test for differences between the Standard Scale Overall Emotional Quotient Scores of students who received the scholarship versus students who did not receive the scholarship reveals no significant difference [$t(211) = .188$, $p = .851$].

Hypothesis 9, stated there will be significant difference between the persistence of students who received a Pell Grant versus students who did not receive a Pell Grant. A Chi Square test was performed, [$X^2(N=213, df=1)=.454, p=.501$] with no significance being discovered between students who persist and have a Pell Grant and students who persist and do not have a Pell Grant. Of the 213 students in this study, 51 students did not have a Pell Grant and did not persist, 118 did not have Pell Grant but did persist, 11 students had a Pell Grant and did not persist, and 33 students did have a Pell Grant and did persist. Table 16 presents the number of students who did or did not persist based on the receiving of a Pell Grant.

Table 16

Persistence Rate of Students who did or did not Receive a Pell Grant

			Student Persistence	
			Did not persist	Did persist
Pell Grant Status	Did not receive	Count	51	118
		Percentage	30.2%	69.8%
	Did receive	Count	11	33
		Percentage	25%	75%

For Hypothesis 10, a logistic regression was performed to compare the following variables to persistence among all the students in this study: gender, ACT composite score, high school GPA, race, scholarship receiving status, and Pell Grant receiving status. Based on the logistic regression, gender, ACT composite score, high school GPA, race, scholarship receiving status, and Pell Grant receiving status do not have an impact

on persistence with the students in this study. Table 17 shows the values of each variable used in the regression analysis. There was no significant difference between all of the variables and the persistence of students in the study [$X^2(N=213, df=10)=12.639$, $p=.245$]. Individually, none of the variables had a significant difference on persistence with gender having the least amount of significance with a p value of .075.

Table 17

Summary of Variables

	B	df	Significance
Gender	.603	1	.076
ACT Score	-.136	1	.128
High School GPA 2.0-2.49	-1.215	1	.178
High School GPA 2.5-2.99	-.602	1	.266
High School GPA 3.0-3.24	-.776	1	.149
High School GPA 3.25-3.49	-.213	1	.679
High School GPA 3.5-3.74	-.120	1	.803
Race	1.036	1	.342
Scholarship Status	.360	1	.465
Pell Grant Status	.003	1	.995

Summary

By using various statistical tests to compare and contrast various aspects of all the data in this research project, it allows for a variety of analyses which can lead to a better understanding of students and retention. Through using these methods to gather more

information on students and retention, administrators and faculty can become more aware of their students and their perceived needs. There are both positive and negative effects which could emulate based on the findings in this study and their impact on students and retention.

CHAPTER V

DISCUSSION

Summary

This study surveyed new freshmen students who were eligible to receive the Academic Excellence Award from The University of Southern Mississippi and who also completed the Bar-On EQi: Short survey. Student gender, race, high school GPA, ACT composite score, Pell Grant recipient status, and Academic Excellence Award recipient status were records gathered from The University of Southern Mississippi Student Information System; while the EQi survey data was collected as a result of a survey each of these students participated in during Welcome Week activities during the fall of 2004. A total of 667 students completed the EQi survey, but only 213 students met the eligibility requirements for the Academic Excellence Award. Students qualifying for the Academic Excellence Award had earned a 26 or above composite ACT score while in high school, and had applied for the scholarship. Every student who applied for the scholarship, met the ACT requirements, and was admitted to the institution receives the scholarship.

The purpose of this study was to determine if there was a significant relationship between the persistence of students who received scholarships versus students who met the same academic qualifications but did not receive scholarships and also students' emotional intelligence levels. The results revealed there was a significant difference in emotional intelligence between students who did receive the scholarship and those students who did not receive the scholarship in relationship to persistence.

Conclusions and Discussion

There were hypotheses examined in the study that were found to have a significant outcome, while others were considered not significant. This was very intriguing as the results of this study were further analyzed and comprehended. The first hypothesis stated there would be a significant difference between the persistence of students who received the scholarship versus students who did not receive the scholarship. By finding significance with the difference in persistence between students who received the scholarship versus those students who do not receive the scholarship, it reinforces the thought that students do respond more to tuition discounts through reduced tuition price tags (DesJardins et. al., 2002). Granting the student a scholarship reduces the amount of tuition a student has to pay and can make it more attractive to stay at the institution.

The second and third hypotheses tested regarded persistence based on gender. The females tended to have greater persistence rates. Based on this finding, an institution should focus their attention on retaining the male student population; especially the higher caliber students who demonstrate a greater likelihood to stay at the institution. This discovery illustrates the need for programming to be in place to help male students stay at their institution and finish their college degree. This should not lessen the importance of also keeping female students at an institution; standards are also needed to help women stay in college and achieve their degrees. However, for this comparison of the persistence of male and female students who did not receive a scholarship, the study found no significance. Astin's Involvement Theory (1984) discusses the importance of involvement as a way to retain a student on a college campus. By having students become

involved on campus, this has the potential to impact retention rates on a campus. This is important to consider when determining why these students left the institution and why students are staying at the institution.

The fourth and fifth hypotheses involved race. Race was determined to have little, if any, significance on the persistence on a college student who did receive a scholarship, as well as no significance upon the same students who did not receive the scholarship. This shows that there was no effect in regard to whether one race was more likely to persist over another race. However, there have been studies which find significant differences among the races in regards to persistence; this is important when trying to focus on ways to retain students (Hu & St. John, 2001). African American students have been known to have a lower persistence rate than Caucasian students in four year research institutions; even though, Caucasian student persistence rates have also been on the decline (Hu & St. John, 2001).

Hypothesis 6 examined the importance of grade point average (GPA) relative to the persistence of the students who received the scholarship versus those students who did not. There was a focus on the cumulative GPA each student had attained at the conclusion of each semester and each individual cumulative GPA was compared to the students' other GPAs. Spring 2007 was the only semester in which significance was determined. St. John et al. (2001) concluded that students who did not earn at least a "C" average were more likely to not persist compared to students who did have a grade point average of "C" or higher. The other semesters found no significance for the persistence of students who had or had not earned a scholarship. The absence of significant difference between students had not received the scholarship, it is surmised that the

award of the scholarship does not have an impact on the academic achievement of students or either group of students. This is important in determining the academic effect this scholarship has on students. If students believe they are going to attain a stronger GPA because they have this scholarship, that is not necessarily the case based on the findings in this study.

Hypothesis 7 focused on EQi student scores which were used in this study. Even though there was no significance determined for this hypothesis, it is very interesting in analyzing these scores the types of students who typically persisted at the institution as compared to the type of students who did not typically persist at the institution. For intrapersonal characteristics, a student who did persist had an average lower score than for students who did not persist. According to Bar-On (2004b, p. 40), the intrapersonal characteristic scores are within the average interpretive guideline which states “Adequate emotional capacity” that the student who did not persist may be more independent, strong, and confident compared to their persisting counterpart. By possessing these more defined characteristics, these students are possibly going to make their own decisions and may not consult others on their choices. This can have an impact on retention if students are not reaching out, but are instead making a decision to leave the institution without consulting a professional staff member about their choices. This type of student has the higher scores in the area of intrapersonal skills; staff need to be trained how to identify these types of students and how to appropriately reach them. The EQi interpersonal sub score was slightly higher for students who did persist versus those students who did not persist. When students have lower interpersonal scores, it can be an indicator of comfort with expressing themselves and their feelings to others (Bar-On, 2004b). This coincides

with the lower interpersonal sub score for students who did not persist. It is likely that they did not communicate to the appropriate individuals their level of dissatisfaction, thus making it difficult to help such students. For faculty and staff, attention needs to be placed on identifying the signs that might indicate that a student might have low interpersonal skills and how to intervene with that student to help retain him. These sub scores can play a key role in understanding the dynamics of students who persist and those who do not persist on campus.

Stress Management is another indicator analyzed in this study. Students who did not persist had a lower threshold of stress management compared to their persisting counterparts. College is a stressful and serious time for many students, especially high academic achievers. There are constant pressures put on students to perform at top levels (Howe & Strauss, 2003). These findings show that the students who persisted were more likely to withstand greater stress levels than those who did not persist; this is congruent with the research. Institutions need to develop ways to help students address the inevitable stressors associated with attending college. As institutions set up various forums for students to express themselves and find ways for students to get counseling to deal with their stress, the persistence of college students maybe positively impacted.

Adaptability is another sub score analyzed in this study. Students who persisted tended to have a higher adaptability rate as opposed to the students who did not persist. This discovery makes logical sense. The more adaptable a student is to a situation, the more likely he is to persist; this holds true with the sub score analysis (Bar-On, 2004b). Institutions need to pay attention to the types of mechanisms that are in place to help students acclimate to their new surroundings. Institutions like The University of Southern

Mississippi have established new student welcome activities to help students make the adjustment to a new place, but there needs to be additional focus on identifying students who have difficulty adjusting to make sure their needs are met as much as possible.

General Mood was the final sub score analyzed in this study. Students who persisted had a slightly higher average general mood index compared to the index of the students who did not persist. General Mood relates to the level of happiness and optimism a student has about his future (Bar-On, 2004b). This is crucial to persistence. If a student has a brighter outlook on college, that will help make the challenging moments of college easier to navigate. However, if a student has a negative outlook on college, he will not find the positive or learning value in their experiences which could lead to the student leaving the institution prior to earning a degree. By providing many different outlets for students through various activities on campus the student may become more involved and find their niches' on campus (Kuh, 2003).

Hypothesis 8 analyzed students' overall EQi score in this study, as well in regards to students who received the scholarship versus students who did not receive the scholarship. This examination was conducted to determine if there was a certain type of student who typically received the scholarship based on personal characteristics. In this study, there was no significance found between the emotional intelligence characteristics of the type of student who receives the scholarship versus the student who does not receive the scholarship. This type of discovery can lend itself to the marketing of awarding the scholarship. Since there seems to be no typical type of student whose personal characteristics tend to be more associate of the scholarship, it is important to

market the scholarship in a general manner to appeal to as many different types of students as possible.

Hypothesis 9 tested the impact of a Pell Grant on student persistence and found that students who were awarded a Pell Grant were just as likely to persist as those students who did not receive a Pell Grant. This coincides with the conclusions Somers and St. John (1997) who believed that federal aid does not have an impact on enrollment. Based on this study, the conception that a student who has a Pell Grant will be more likely to stay is not necessarily correct since student federal aid does not have the same influence on students today as it did in the past (Somers & St. John, 1997).

The final comparison in this study evaluated the following factors and their relationship to persistence: high school cumulative GPA, highest ACT composite score, race, gender, Pell Grant recipient status, and Academic Excellence Award recipient status. The combination of these factors did not show a statistical significance. This finding indicates that just because students exhibit these emotional intelligence characteristics does not necessarily guarantee a strong persistence rate for an institution. Although gender had a relatively strong relationship to persistence in this study, it is the only factor relatively close to significant. By not having significance with all the factors combined, it only reinforces the importance that every student is different, and faculty and staff have to constantly keep a fluid prospective on who their students are on campus. Faculty and staff have a duty to understand how complex their students they are and the myriad of needs they have as they navigate their undergraduate experience.

Limitations

This study was limited to freshmen from one class at a Southeastern university who entered in the semester of fall, 2004. Acquiring additional years of student data could have given a more defined understanding to the persistence rate of students. The second limitation was that only African American and Caucasian races were examined. Recognizing only first time freshmen was the third limitation of this study. Transfer students, adult learners, continuing students can all affect retention levels, not just new freshmen. For this study, the scholarship focused on scholarships that were only available for first time freshmen and therefore was the determining factor the group analyzed in this study.

During the fall of 2005, Hurricane Katrina adversely affected The University of Southern Mississippi and its students. This storm and its aftermath had the potential of causing emotional and physical distress on students which may have affected the retention rate of the students in this study. Students may not have been able to return to the institution after the storm for a variety of reasons; however, if the storm had not occurred, the student could have still been enrolled.

Another limitation was that the only students who received or were eligible to receive Academic Excellence Awards were examined in regards to persistence. There are other scholarship groups on campus, but by having two groups of students related to the same scholarship available made conducting the statistical analysis possible. For this study, using more options than just Pell Grant as the designated type of financial aid would have provided a clearer picture of and given a more defined look at student need and how that affects retention.

As the population of students only included those who completed the EQi: Short survey, it is possible that students were not included in this study that may have met the qualifications or received the scholarship simply because they did not participate in the EQi: Short survey or did not finish it. Students completing the EQi: Short survey only once and honestly could affect the outcome of this study if a student did not take the survey seriously. The results of the EQi: Short survey may have been affected, and thus the overall outcome for the student's sub scores could have been affected if the student did not take the task seriously. In turn, EQi: Short survey scores may have been impacted.

Recommendations for Policy or Practice

Through the results of this study, there are key points that surfaced that might suggest possible changes in practice and implementation at The University of Southern Mississippi regarding student persistence. First, based on the findings in the EQi: Short survey, there is further need for a better identification and intervention program for students who can be identified as 'at risk' for not persisting at the institution. The EQi data shows that students who scored lower in all areas of the sub tests tended not to persist. By identifying the students early on, there is a possibility of retaining some of those who have been identified as 'at risk.'

Another recommendation, based on the study findings for a practice change is to add a mandatory mentoring program available to all students within the scholarship program. Doing this, would allow for support to be given to a selected group of students who are at risk of losing their scholarships. The mentors should be professional staff or faculty member who have access to the students' EQi scores or who possesses the qualifications to administer the EQi to a student if they did not participate in the survey

during new student orientation. Having these mentors would give the students receiving the scholarship the opportunity to meet one-on-one with a professional staff or faculty member who is trained to recognize the warning signs of a student who is at risk of not persisting. Additional training would be given to mentors who have male students in their mentor group. Since there were issues pointed out in the study of the low persistence rate of males, having an additional understanding of men and how to keep them in college could be beneficial to increasing male retention rates.

Educating high school counselors about the Academic Excellence Award and how it can impact their students financially and help their students be successful in college, change could increase the number of students who apply for and receive the scholarship. Based on the study, students who earned the scholarship were more likely to persist, as opposed to students who met the requirements but did not receive the scholarship. Getting the information to students as early as possible in the recruitment process allows the student to be aware of all the opportunities available to her.

Another suggested policy change is recommended for the way the Academic Excellence Award is promoted and marketed to students. In this study, there was an obvious difference between the number of Caucasian and African American students who received the scholarship. This policy change can be accomplished by communicating more with recruitment areas that may not be aware of the scholarship and, thus, help students to determine if they are eligible to receive the scholarship. Working to have a more racially diverse group of students who receive the scholarship, a group would be created that is more reflective of the student population at the institution.

A final policy change recommendation would be to require all students to be involved in at least one student organization on campus as long as the student is receiving the scholarship. Kuh (2003) states that by encouraging student involvement, the institution is better enabled to assist in student retention and to increase the rate of graduation for the institution. Currently, there are no requirements for students to be involved in order to keep the scholarship; however, by implementing such a requirement this could increase the institution's retention rate and provide a strong connection to the institution for the student.

Recommendations for Future Research

There are many recommendations for future research on the topic of retention. Conduct follow-up research by utilizing qualitative analysis of the students who do not persist at the institution can give a more personal image to the complicated dilemmas of retention. By encouraging the completion of a qualitative analysis of students who persisted at The University of Southern Mississippi, factors could show what other influences in addition to what is discussed in this study could have on persistence. Through expanding the study to all students at The University of Southern Mississippi, as well as to students at all institutions in the Southeast United States there is the possibility of finding more information about retention, as well as building stronger arguments for the importance of retaining students. Using multiple cohorts of students from The University of Southern Mississippi has the potential to show differences as well as trends among the student groups which could provide the necessary information to retention efforts.

The first recommendation, conducting a qualitative analysis of the students who did not persist at the institution, would allow for the understanding of what outside factors are contributing to the student not persisting at the institution. Research methods could include, personal face to face interviews, phone conferencing, surveys completed by each participant in regards to specificities related to their departure from the institution. By discovering other influences impacting the student, administrators can be given the tools they need to make modifications to help students earn their degree.

The second recommendation, completing a qualitative analysis of students who persisted at The University of Southern Mississippi and factors not examined in this study that could have affected their persistence, could possibly show what other factors helped to impact the students' persistence. These factors could include personal issues such as student pregnancy, family death, relationship troubles, loss of employment, or other problems. Understanding issues students are handling other than those addressed in this study can help administrators to make changes that could really increase student satisfaction and retention.

The third recommendation, expanding the study to all students at The University of Southern Mississippi, would allow for an increased sample size and the ability to get a better general idea about the entire class of students for a particular cohort. With this, facilitators, faculty, and professional staff can make changes that can affect the entire cohort not just one piece. Changes could include a freshmen and sophomore level advising center dedicated to students who exhibit the warning signs of a student who may not persist. Another change could be increased vigilance on behalf of the faculty and staff to identify problem students and direct them to the assistance they may need.

The fourth recommendation, expanding the study to include students at all institutions in the Southeast United States would be a very ambitious goal, but with very strong possible outcomes. Having such a large sample size would allow an administrator to draw some very strong conclusions about a very comprehensive sample of students. Through understanding how one institutions' student body relates to another comparable institution, this can give an administrator the insight as to how his institution compares to other schools, as well as areas that may need improvement or need to be celebrated.

The final recommendation, expanding the study to include students from multiple cohorts from The University of Southern Mississippi may allow conclusions to be drawn about the progression of student cohorts and what differentiates one cohort from another cohort if at all. This study also has the likelihood of confirming data findings from one cohort and, if it does hold true, for multiple cohorts. Using these recommendations could help to broaden the understanding not only of the students at The University of Southern Mississippi, but of all students across the United States.

Conclusion

Retention is important to the success of any institution and it begins with having successful students. The results of this study did show that there is a connection between students who earn an academic scholarship and their probability of persisting at an institution compared to the lower possibility of persistence of students who did not earn the scholarship. Students who receive federal aid in the form of a Pell Grant are no more likely to persist than students who do not have the Pell Grant. Based on the study, females are more likely to persist when compared to their male counterparts who are more likely to leave prior to finishing their degrees. The results of this study also showed

that student EQi scores can provide insights into student characteristics related to persistence. Overall, there is a connection between a student receiving a scholarship and the stronger likelihood of retaining that student. With the increasing demand to retain students, focus on scholarship awarding practices will continue to keep studies like this an important issue in higher education.

APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147
 Hattiesburg, MS 39406-0001
 Tel: 601.266.6820
 Fax: 601.266.5509
 www.usm.edu/irb

**HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
 NOTICE OF COMMITTEE ACTION**

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.
 Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 28071507

PROJECT TITLE: **Bar-On Emotional Quotient Inventory: Short**

PROPOSED PROJECT DATES: 07/15/08 to 10/01/08

PROJECT TYPE: **Dissertation or Thesis**

PRINCIPAL INVESTIGATORS: **Elizabeth Marie Elbert Giroir**

COLLEGE/DIVISION: **College of Education & Psychology**

DEPARTMENT: **Educational Leadership & Research**

FUNDING AGENCY: **N/A**

HSPRC COMMITTEE ACTION: **Expedited Review Approval**

PERIOD OF APPROVAL: **09/08/08 to 09/07/09**

Lawrence A. Hosman
 Lawrence A. Hosman, Ph.D.
 HSPRC Chair

9-10-08
 Date

APPENDIX B

EQi: SHORT ASSESSMENT CONSENT FORM

CONSENT FORM

I have been invited to participate in a study on academic success. The principal investigators are Behavioral Health Strategies (BHS) and The Emotions and Health Research Laboratory at Trent University. The purpose of this research is to examine the relationship between a number of personality dimensions (those related to emotional and social competency) and academic success in university or college.

I understand that as a participant in this study I will be asked to complete a questionnaire that will require approximately 30 minutes of my time. I understand that there is minimal or no risk to me as a result of participating in this study. The information obtained through my participation may lead to a better understanding of the nature of academic success during the transition from high school to college. The data obtained from this study are intended for scientific publication.

I understand that all information obtained from me during the course of this study is confidential. At no point is my name to be put on any of the research data. I understand that the researchers are asking me to record my University of Southern Mississippi student ID number. In addition, the researchers are asking for my permission to match the data they are collecting today with my grade-point-average at various points in time throughout my academic career at The University of Southern Mississippi (although no record will be kept of my name in the researchers' data-files). I understand that all data will be stored in a locked facility, to which access will be permitted only to those individuals directly involved in the research project.

I have read and understand the preceding description. I give my consent to participate in this project with the understanding that I can refuse to answer any question and that I may withdraw freely at any time by simply not finishing the questionnaire. I understand that I may discontinue participation in this study at any time by informing the survey administrator. I realize that a copy of this form is available upon request for me to keep.

I understand that if I have any questions after today or at any stage of this project I may contact Mr. Larry Sparkman, USM Office of the Freshmen Year Experience at (601) 266-6405.

Student Name (print)

Student Signature

Date

Institution

APPENDIX C

PERMISSION FORM FROM THE OFFICE OF THE FIRST YEAR EXPERIENCE

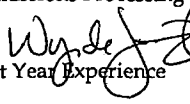


THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Inter-office Correspondence

DATE: July 3, 2008

TO: Beth Giroir
Director, Admissions Processing

FROM: Wynde Fitts 
Director, First Year Experience

RE: EQi data

I am writing at your request to confirm my approval of your use of our freshmen EQi data. This data was obtained voluntarily from entering freshmen and used solely for research and retention purposes. Your use of this material was permitted for the use of scholarly research in completion of your dissertation.

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