



*Emotional Intelligence
as an Integrative Tool for
Student Success*



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DEFINITION OF EI

EI is a learned ability and a confluence of learned abilities to know and value self, develop and maintain healthy relationships, work effectively with others, and manage daily stress.

THINGS TO REMEMBER

- Successful People Realize their Own Strengths & Weaknesses
- Problem Areas (Weaknesses) are Viewed as Challenges and Achievable
- Use & Apply the Emotional Learning System Daily in Personal & Professional Matters

THINGS TO REMEMBER

- Excellence (Personal, Academic, & Career) is an Individual Process that IS Defined and Directed Personally
- Intentional Growth, Development, & Change is a Choice (A Skilled Choice)
- EI Skills & Wise Behaviors bring Mental and Physical Benefits

RESEARCH DERIVED BELIEFS ABOUT EI

- EI is a learned ability and best learned when structured as an educational model (skills & competencies)
- EI is (maybe) the single most important variable in achievement, career development, leadership, & satisfaction
- Schools and colleges do not provide a practical and systematic model to learn EI skills

RESEARCH DERIVED BELIEFS ABOUT EI

- Learning EI requires an active, caring, person-centered, and self-directed learning process
- EI consists of skills and competencies that can be learned and taught easily in the classroom
- EI is a necessary foundation to build success in education, work, and life

EI CURRICULUM: KEY SKILLS, BEHAVIORS, & ATTITUDES

- Achieve balance-cognitive & emotional systems
- Learn & model critical, constructive & reflective thinking
- Develop self confidence and self efficacy
- Develop active listening skills
- Identify & use primary learning style-expand learning style
- Use campus resources to improve academic & career excellence

Implementing Emotional Intelligence at Coastal Bend College

- ***Improving the Success and Retention Rates of At-Risk Freshmen at Coastal Bend College***
 - **Cougar Boot Camp**: A three part intervention taking place as a week long Freshmen Orientation Summer program
 - **Critical Thinking**: the development of a course specific course to be offered as a mandatory freshman course component of CBC's core curriculum.

A Brief Overview of Emotional Intelligence Interventions at CBC

■ Intervention 1

- Title V 2006 Grant: *Improving Hispanic Educational Attainment in South Texas: Building Community among the High School, the Community College, and the University*

- Component I:
Cougar Connections, Cougar Boot Camp, Cougar Bridges: Increasing High School to Community College Enrollment
- Component II:
Improving Student Access through Improved Distance Learning Systems
- Component III:
UHV Connections Program: Increasing University Transfer Student Graduation Rates through Mentoring

A Brief Overview of Emotional Intelligence Interventions at CBC

■ Intervention II

■ Support Groups

Comprised of mentors (trained faculty/staff members) acting in roles of sponsors and contacts, who utilize the results of the completed pre-tests from Cougar Boot Camp to create positive learning environments tailored specifically for the student.

- *Monthly meetings*
- *Guest speakers*
- *Mentoring*
- *Survey completion*
- *Administration of post-tests*

A Brief Overview of Emotional Intelligence Interventions at CBC

■ Intervention III

■ Critical Thinking Course:

A working team of faculty and staff are currently developing a specific orientation course which will serve as an additional, semester long intervention process providing freshman students with various methods of comprehensive assessment and personal identification. The critical thinking course will be added to the core curriculum requirements for all students enrolled at Coastal Bend College.

Problems Identified and Consequences Acknowledged

Problems

- FTIC students are not prepared for college
 - *Fall 2005, 37% of CBC students were enrolled in one or more remediation courses (78.3% were Hispanic)*
- Low number of students reaching educational attainment
- Limited flexibility in course scheduling
- Vulnerable budgeting easily fluctuating with student enrollment rates

Consequences

Steve Murdock, Texas State Data Center at Texas A&M University

- Growing unskilled population of under-educated members unable to meet the demands of a technology-based workplace [resulting in increased unemployment]
- Increased public spending on prison systems, welfare, and Medicaid
- Diminished ability to compete in the global marketplace
- Significantly lowered incomes

Component I, Phase I Objectives

- ***By 2011, there will be significant increases in:***
 - Students successfully completing college admissions applications, with assistance, at their high school locations *(Target: 750)*
 - Students successfully completing FAFSA applications, with assistance, at their high school locations
(Target: 750)
 - 20% increase in FTIC (First Time In College) students
(Target: 1395)
 - Students attending and participating in Cougar Boot Camp Orientation *(Target: 500)*
 - Student Services staff *(Target: 4)*

Component I, Phase II Objectives

- ***By 2011, significant results will be evident in the following:***
 - Significant increase in students enrolled in Cougar Bridges Program (*Target:150*)
 - 16% increase in retention rates of fall to spring FTIC students (*2004-2005: 64.8%; Target: 75%*)
 - 10% higher retention rate of students in the Cougar Bridge Program enrolled in English 0312 than other students enrolled in English 0312 but not in the Cougar Bridge Program
 - 10% higher transfer rate of Cougar Bridge Program Students when compared to non-Cougar Bridge Students
 - 16% increase in persistence rate of FTIC students
 - 8% increase in number of students requesting transcripts sent to four year institutions

Intervention 1: Cougar Boot Camp Orientation

- **Sample size**

- *Students will be chosen by a designated task force comprised of highly qualified staff.*

Intervention 1: Cougar Boot Camp Orientation

■ **Intervention Process**

- Week long summer orientation
- Identifying Emotional Intelligence Skills and establishing personal profiles
 - Administering of Pre-Test ESAP
 - Administering of Pre-Test PRM
- Introduction to Achieving Excellence
- Orientation to the campus and helpful locations
- Correspondence with mentor/sponsor.
 - Group activities intended to generate student interest in attending and participating in support group meetings.

Intervention 1: Cougar Boot Camp Orientation

■ Student Objectives

By the end of Cougar Boot Camp students will:

- Identify his or her primary learning style
- Utilize campus resources
- Understand the difference between cognitive mind and emotional mind
- Identify his or her E.I. skills
- Prioritize importance of developing E.I. skills
- Understand emotional reactivity
- Realize his or her ability to strengthen E.I. skills

Intervention II: Support Groups

Student Objectives

Aided by support group intervention meetings, by the end of the first semester, students will:

- Identify and set personal goals
- Develop self-management skills
- Develop tools of organization
- Attend and participate in scheduled class meetings
- Communicate with mentors, faculty, staff, and fellow peers
- Effectively express and communicate personal emotions
- Treat others with respect
- Appreciate diversity
- Recognize importance of labeling emotions effectively
- Accept change when needed

Intervention 1: Cougar Boot Camp Orientation

■ Use of Results

■ *Data gathered from Pre-Tests*

- Tailor support group meetings throughout the semester
- Guest Speakers

■ *Data gathered from comparative studies between pre/post tests and data gathered from sponsor and student surveys*

- Refine program
- Identify areas for improvement
- Continuous Assessment

Why Emotional Intelligence?

***Coastal Bend College
Institutional Commitment To Improving
Student Success***

What is a Successful Student?

- Successful students (Nelson & Low 2003):
 - Are initiators
 - Are self motivators
 - Learn to control their impulses and delay gratification
 - Persevere and try to overcome personal difficulties
 - Effectively translate thought into action and do not procrastinate
 - Complete tasks
 - Willing to risk failure, accept responsibility, and reject self-pity
 - Independent and focused on meaningful goals
 - Balance their cognitive thinking with their emotional thinking
 - Self-confident and possess positive self-efficacy

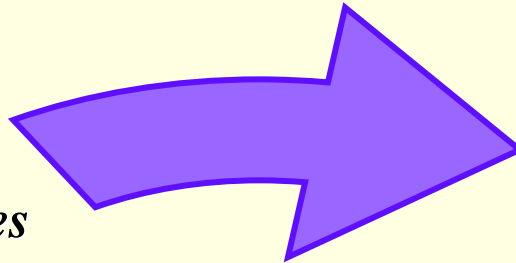
South Texas Institutions: The At Risk Student Body

The South Texas Institutional Environment

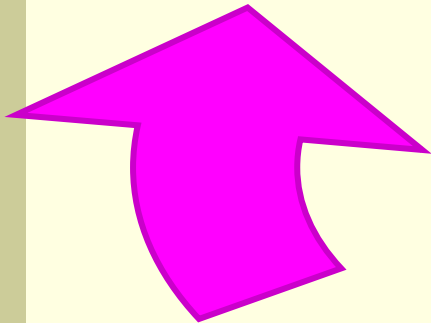
- **Rural Students** (35% of students from rural locations are poor)
- **Working Students** (39% of students work at least a part-time job while attending college)
- **Minority Students** (Hispanic population represents fastest growing racial/ethnic group)
- **Unprepared Students** (70% students attending community colleges enter unprepared)
- **Low Socio-economic status** (29% of students live in a household with an annual income below \$20,000)

Consequential Need for Intervention

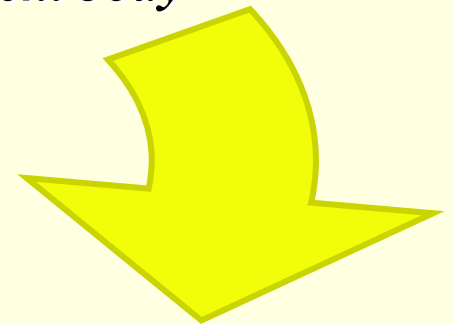
*increase number
in student drop rates*



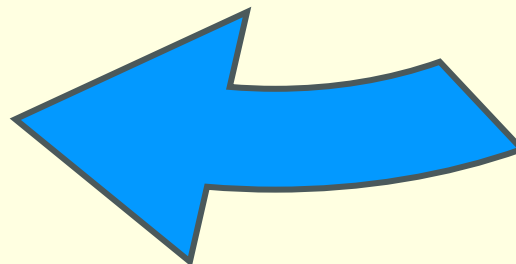
*increased
diversity
in the
student body*



*lack of
motivation
to continue*



*lack of sense
of belonging*



Creating Successful Students

- Balance cognitive and emotional mind
- Active listeners
- Know and use their primary learning style
- Utilize campus resources for improvement of reading and comprehension
- Develop self-management (time-management) skills
- Set personal goals (Drive Strength)
- Organized, punctual, and dependable (Commitment Ethic and time Management)
- Assertive with self, friends, and professors (Assertion)

Creating Successful Students cont

- Effectively manage and express emotions (Stress Management)
- Appreciate and value differences (Empathy and Positive Influence)
- Focused on personal strengths (Self-Esteem)
- Establish and maintain healthy relationships (Social Awareness and Decision Making)
- Recognize and express emotions effectively (Anger and Anxiety Management)
- Be flexible (Positive Change)

Nelson & Low (2003) page 9.

Dedication to Student Success

- Identifying and strengthening Emotional Intelligence skills is crucial:
 - to student success in the classroom
 - **to student success in life**
 - in retaining the student through graduation.

Developmental Students at a Glance and the associated E.I. Skill

Destructive Characteristics	Compensatory EI Skills
Destructive Behavior	Self-Esteem
Negative Self Opinion	
Lack of Motivation	Goal Setting, Time (Self) Management, Drive Strength
Overwhelmed	
Poor Communication	Assertion vs. Aggression
Defensiveness	
Perception of Hostile Environment	Deference
Fear of Failure	Positive Change Orientation

IN CLOSING

What we must reach for is a conception of perpetual self-discovery, perpetual re-shaping to realize one's best self, to be the person one could be.

JOHN GARDNER (former Secretary HEW
Author of Excellence & Self Renewal)

Q&A

Presentation online at:

<http://www.coastalbend.edu/ei/>

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