

## Effect of Scholarships on Student Retention

Robert G. Brown and Joseph G. Cvancara

### Abstract

*A survey of College of Agriculture and Home Economics (CAHE) students at Washington State University illustrates that scholarships have an effect on the retention of students within a given college. Regardless of whether a scholarship was granted or not had little effect on student retention within the CAHE. On the other hand, students that were granted a larger scholarship were more inclined to remain enrolled in the CAHE at Washington State University.*

### Introduction

Funding for a college education is very important for many individuals who are seeking enrollment or others who are currently in college. Many sources of funding exist, aid ranging from personal loans, self or parental funds, financial aid and scholarships. Federal aid is received by 51% of all college students enrolled in public and private schools (Williams, Weathers, Sandza, Burns & Maier, 1985). Scholarships are awarded on the basis of two criteria:

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(DAVIS continued.)

In conclusion, the value of Intercollegiate Meat Judging cannot be measured in dollars or the amount of time spent by each person. The only measure of meat judging is by the benefit each individual receives. The benefits may be different for each person and may not be the same for everyone. Therefore, the constant attempt to improve the quality of Intercollegiate Meat Judging must be continued so animal science departments may continue to help students to be prepared to meet the challenges which face them in the twenty-first century.

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1. Need scholarships that are awarded on the financial status of the individual.
2. No-need or merit scholarships that are awarded based on the academic standing of the individual, regardless of the financial situation.

The real fact is that colleges must bring students to their university in order to continue to function. Scholarships have been used to recruit or to bring students to an institution. A study conducted at Rutgers University showed that 69 percent felt that the scholarship was a very important or extremely important factor in their decision to attend the university (Kanerek, 1986).

Recruiting and retaining students to a college is a prime concern. The purpose of this article is to illustrate how students felt about how they were approached and how they were encouraged to remain in the CAHE at Washington State University.

### Method of Investigation

This article will discuss only the portion pertaining to scholarships. Additional information gained through the survey instrument is available from the authors.

In a survey produced by the authors, students who had applied for scholarships from the CAHE from 1985 to 1987 were contacted. The students were surveyed using the following format:

1. An introductory letter was sent to each respondent explaining the purpose of the survey, granting their anonymity and allowing them to receive results if they were interested.
2. The survey instrument was a combination of multiple choice questions which lead to questions with open ended answer possibilities.
3. A stamped, addressed return envelope was enclosed to improve the chances for a quick survey return.

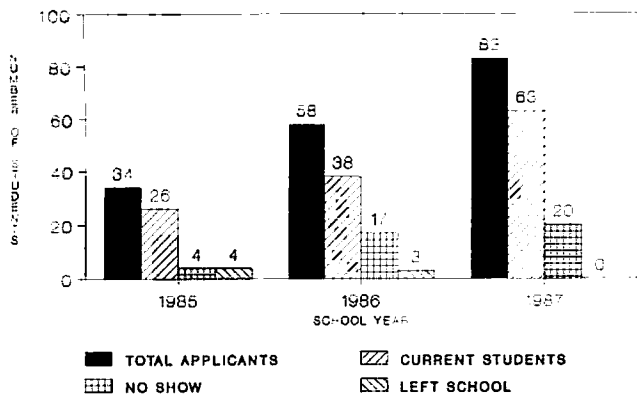
Of the 127 surveys sent via mail, 94 completed surveys (74 percent) were returned. Non-deliverable and non-response was 1.6 percent and 24.4 percent respectfully.

### Results

Applications for scholarships were made by 175 individuals, but 41 never attended Washington State University after applying and 7 students had left school with no forwarding addresses. Figure 1 illustrates the number of applicants, current students, no shows and the number of applicants that have left school for reasons unknown.

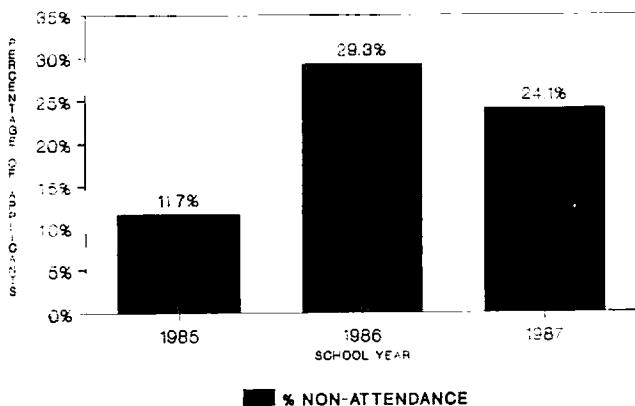
The information gathered in the study allowed the au-

**FIGURE 1  
FRESHMEN SCHOLARSHIP APPLICANTS**

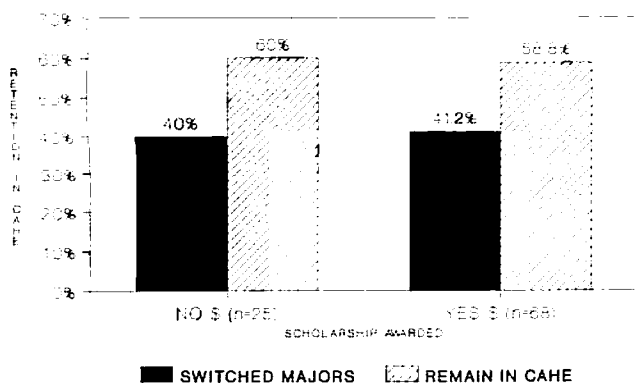


thors to ascertain that many students were willing to attend a university if funding was available. Figure 2 depicts the number of students that applied for scholarships, but never attended the university after not receiving scholarship monies. Of 94 respondents to the survey, 27.7 percent of the student did not receive scholarships and 72.7 percent did receive some amount of funding.

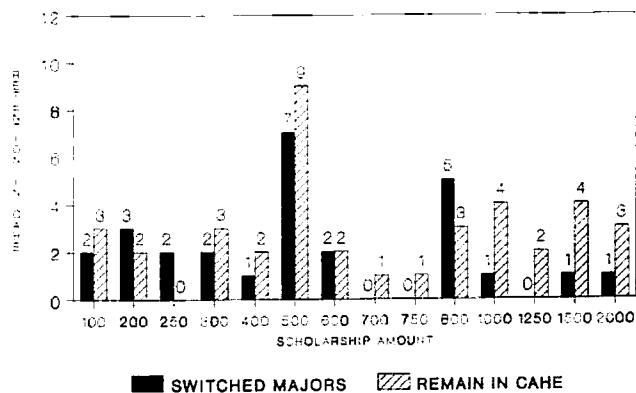
**FIGURE 2  
PERCENTAGE OF NON-ATTENDING APPLICANTS**



**FIGURE 3  
SCHOLARSHIPS VS. RETENTION IN CAHE**



**FIGURE 4  
SCHOLARSHIP AMOUNT VS. RETENTION IN CAHE**

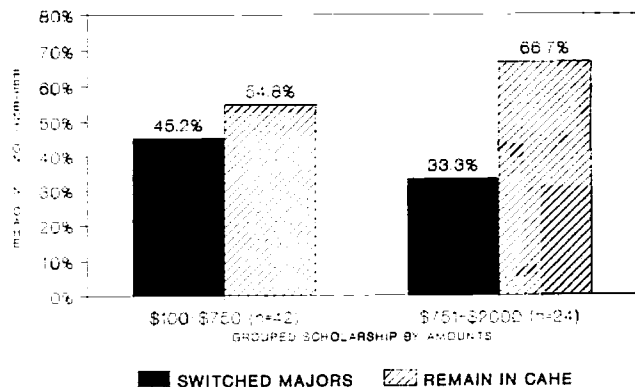


Students were asked in the survey to state whether receiving a scholarship was the main reason that they remained in the CAHE. Over eighty-three percent (83.8) indicated that receiving money wasn't the reason that they remained within the CAHE. However, 45.5 percent went on to state that they would consider switching colleges if they didn't receive scholarship help. Figure 3 illustrates that there was little difference whether a student received a scholarship or not, based upon if they remained enrolled as a student in the CAHE. Sixty percent remained in the CAHE after not receiving a scholarship, whereas 58.8 percent remained after a scholarship award.

Determining if the amount of the scholarship made a difference in the retention of a student is the last aspect of the study discussed. Money awarded in scholarships varied from a low of 100 dollars to a high of 2,000 dollars. The data were analyzed to ascertain if the amount awarded was a reason that students might not remain in the CAHE. Figures 4 and 5 illustrate the findings. Grouping the monetary amounts into groups of 100 to 750 dollars and 751 to 2,000 dollars allowed the following conclusions. Students receiving less than 750 dollars were more likely to switch majors to other colleges, whereas, 66.7 percent of students receiving

See BROWN on next page.

**FIGURE 5  
SCHOLARSHIP GROUPS VS. RETENTION IN CAHE**



# College Freshman to Sophomore Longitudinal Study Suggests Positive Classroom Influence on Value Formation

Ann Reisner and Gerry Walter

*A longitudinal study of the opinions of University of Illinois College of Agriculture students showed that sophomores, as a class, held roughly the same beliefs about soil erosion seriousness and conservation policies as they did a year earlier. Sophomores also showed no indication that their value systems were particularly well-integrated. While the sophomores as a whole were more likely to offer opinions than freshmen, roughly 10 percent of the sophomore class offered no opinion on each of the various measures of erosion seriousness, erosion consequences, and policy. Sophomores from urban backgrounds were still more likely to abstain from offering an opinion than students from a rural background, but the differences between these groups had narrowed. Modest correlations between reported classroom presentation of issues and willingness to offer opinions suggests a positive influence of classroom work on value formation. The findings and discussion point out the need for more attention to opinion formation and values clarification in agricultural curricula.*

### Introduction<sup>1</sup>

The need to improve baccalaureate education training in values, beliefs and ethics is a common theme of many of the major curricular reports of the last decade. Five major re-

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ing more than 750 dollars remained enrolled in the CAHE at Washington State University.

### Summary

Over fifty-nine percent (59.1) of the students enrolled remained in the CAHE with 13 of the respondents enrolled in the Animal Science area of the college. Faculty, staff and current students of Washington State University and the College of Agriculture and Home Economics are essential to the successful recruitment, enrollment and retention of students. Scholarships are an effective tool to use, but requirements must be established in order for the scholarships to be beneficial to the student and the CAHE. Too many students received scholarships that are no longer enrolled in the CAHE or really had no intentions of obtaining a degree form CAHE. The scholarship program needs to assess the dollar amount of the scholarships awarded. Once awarded, follow up on the student is essential to insure that the money

ports on the quality of undergraduate university education<sup>2</sup> recommend increased training in values, beliefs and attitude change along with related skills of problem-solving, synthesis and analysis<sup>3</sup> as a necessary part of improving undergraduate education (5). The North Central Region Curricular Committee Project report, which specifically examines agricultural curricula, calls training in ethics an inherent part of a quality undergraduate education and the ability to analyze values a critical part of making informed policy decisions (5)<sup>4</sup>.

It is this latter need, agriculture's ability to articulate and defend its position on important policy issues, that adds special urgency to the North Central project report's call for increased attention to ethics and values training. Various, primarily urban-based, movements -- animal rights, environmentalists, consumer advocate groups -- are increasingly questioning the effects of agricultural practices. A substantial portion of their objections derives from value-frameworks which differ from those of conventional agriculture (1). To face such challenges, agriculturalists must

1. This survey was partially funded through the University of Illinois Experiment Station and the Office of Dean of Resident Instruction.
2. These reports are the Carnegie, Northeast, Bennett, Mortimer and American College reports (5, p.6).
3. The Bennett report alone is not listed as specifically calling for such skills (5).
4. For additional and more extensive rationales for the value of ethics training, see Baer (2) and Batie (3).

is used as it was intended. It appears that larger scholarships and repeated awards tend to keep students enrolled in the CAHE.

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