**Executive Summary: The Relationship between Student Personality and College Satisfaction**

Collin DePaemelere

The University of Wyoming

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I investigated the relationship between a student’s personality and their satisfaction with their college career. The methods, data analysis, and conclusions are provided in this report.

**Methods**

I designed a survey to evaluate students’ personality and college statisfaction. The Big Five personality test was used to assess personality along five categories: extraversion, agreeableness, conscientiousness, emotional stability, and openness. Two matrices were used to determine student’s college satisfaction, being the Brief Multidimensional Student Life Satisfaction Survey (BMSLSS) and the Student Life Satisfaction Survey (SLSS). This survey was sent out to students in the University of Wyoming’s College of Business.

**Analysis**

After collecting the results, regressions were run of student’s personality on their satisfaction. This was done for the BMSLSS, the SLSS, and a 10 point satisfaction scale. From these regressions, I found that conscientiousness and emotional stability were able to predict BMSLSS satisfaction at the 90% and 95% significance level respectively. Specifically, it is shown that if a UW student in the College of Business experiences one point higher Conscientiousness, their college satisfaction as measured by the BMSLSS will increase by 0.121 points out of 5. Additionally, it is shown that for a one-point increase in Emotional Stability, we expect their BMSLSS satisfaction score to increase by 0.092 points out of 5. Similiarly, a student’s conscientiousness was able to predict SLSS satisfaction at the 99% significance level. Specifically, it is shown that for a one-point increase in Emotional Stability, we expect their BMSLSS satisfaction score to increase by 0.092 points out of 5.

**Discussion**

I found that a student’s agreeableness and openness were not able to predict their college satisfaction. Extraversion, emotional stability, and conscientiousness were able to predict student satisfaction with college. Using this knowledge, I suggest that the UW College of Business implement a personality test into the admissions process. Giving students an avenue to explore their personality may help them determine their college choice, increasing their college outcomes. Additionally, this kind of test may help students who score low in these areas improve, such as by providing extra services to those who have below average extraversion scores. There is a possibility that such tests do not provide a large economic benefit to universities. Further research is required to determine whether or not this is worth the cost of implementation.