

5/5/2016

Dear IRB Committee:

Please see our attached IRB application entitled, “Personality, Adjustment, and Achievement in College Students”. In response to the committee’s previous comments, we have added an extra consent phase before the coding of photos begins, specified that we will only access participants with public Instagram profiles, and modified our informed consent document to include an explicit statement about reporting pictures depicting illegal activity. We have also added a statement about how we plan to secure data before it is de-identified. Details can be seen below. Here is a table of contents for your reference.

- IRB Form 1
- Appendices
  - Appendix A – Informed Consent Form (Phases I and II)
  - Appendix B – Questionnaire Scales
  - Appendix C – Academic Records Release Form
- IRB Form 3
- FAU IRB approval verification letter

Thank you for reviewing our application.

Sincerely,

Patrick J. Cooper, PhD  
Rachel E. Pauletti, PhD

## **IRB FORM 1**

### **LYNN UNIVERSITY INSTITUTIONAL REVIEW BOARD APPLICATION AND PROTOCOL FOR REVIEW OF RESEARCH INVOLVING HUMAN SUBJECTS IN A NEW PROJECT**

The following information must be submitted in typed or word processed format. Fill in all information lines. If information is not applicable, indicate by answering "N/A."

#### **Policy and Procedure**

All human subject research and research-related activities involving human subjects conducted within or under the auspices of Lynn University by any faculty, employees or students, is subject to the Institutional Review Board (IRB) review, recommendations if warranted, and final approval. Under no conditions can proposed research begin prior to IRB review and written approval). If the application is judged to involve more than minimal risk, intentional deception, or questions pertaining to a protected population and does not meet the categories for exempt or expedited review, it must be presented to a convened full-board review board for discussion and consideration of approval or non-approval. The IRB reserves the right to request the investigator to provide additional information concerning the application for a procedural change. After review, the IRB will send the applicant formal notification of the approval status and the level of review.

FORM 1 is to be typewritten. Paginate ALL PAGES. Precede each Appendix with a separate page, providing the Appendix letter (A, B, etc.), and the title of the Appendix. Do not put the Appendix letter on the actual appendix. Follow APA. Complete the cover page, with a table of contents of FORM 1, (Part A, B, C, D), required Appendixes, and other Forms as needed. Complete all parts of FORM 1 if the category of research is "new project." For an application to continue (renew) a previously approved project, complete FORM 4. For a procedural revision to a previously approved project, complete FORM 5.

## FORM 1, Part A. Application for Review of Research Involving Human Subjects

Project IRB Number:	
Principal Investigator: (Full name and educational credentials) Patrick Cooper, PH.D. & Rachel Pauletti, PH.D.	
Principal Investigator Address: ASSAF107	
Project Title: Personality, Adjustment, and Achievement in College Students	
Students: Specify Degree Program (Employees enrolled in degree programs, complete this item. N/A	
Employees: (Specify position and employment unit) Assistant Professors, College of Arts and Sciences	
Phone number (work): 561-237-7407; 561-237-7615	
Phone number (home): N/A	
Phone number (mobile): [REDACTED]	
Fax number: N/A	
E-mail: <a href="mailto:pcooper@lynn.edu">pcooper@lynn.edu</a> ; <a href="mailto:rpauletti@lynn.edu">rpauletti@lynn.edu</a>	
Faculty sponsor (if applicable): N/A	
Phone number (work): N/A	
E-mail: N/A	
Co-Investigators (Associate or Collaborating Investigators): Names, titles and addresses. If list exceeds this space, submit on a separate page.	
Proposed starting date of research: August 1, 2016	
Expected duration of research activity and project end date: 12 months	
Is project periodically implemented at Lynn University, such as a survey or assessment tool?	
Yes	If yes, please describe typical dates for implementation and survey or assessment tool.
No X	
Type of IRB review requested (Check one of the following)	
X	Full Board (Submit electronic copy of IRB FORM 1)
	Exempt (Complete IRB FORM 2: Request for Exemption from Full Board or Expedited Review and include with IRB FORM 1) (Submit electronic of IRB FORM 1.)
	Expedited (Complete IRB FORM 3: Request for Expedited Review by the IRB and include with IRB FORM 1.)
Location of project implementation: Lynn University, Florida Atlantic University	
Is research activity being conducted in a country other than the U.S.?	
Yes	If yes, specify the foreign country below and provide requested information in FORM 1, Part C.
No X	

If another agency is used, has permission been obtained from the agency or institution?	
Yes X	If yes, please describe and include approval communication as an attachment. If no, please describe plans to obtain approval. The IRB at Florida Atlantic University has reviewed and approved an identical proposal. The letter of approval is attached.
No	
N/A	
Is this a Cooperative Project with another Institution or Agency?	
Yes X	If yes, specify the other institutions or agencies and provide requested information in FORM 1, Part C.
No	
Has the research activity been reviewed and approved by another review board for the protection of human subjects elsewhere?	
Yes X	If yes, provide requested information in FORM 1, Part C.
No	
Human Subject Participants (Check all that apply.)	
	Children/Adolescents (Persons who are minors, under age 18)
X	Males
X	Females
	Inpatients
	Outpatients
	Pregnant Women
	Mentally Handicapped or Disabled
	Physically Handicapped or Disabled
	Fetuses
	Abortuses
	Prisoners
	Non-English Speaking
X	Lynn University Students or Other Students
	Lynn University Alumni
	Lynn University Employees
	Other vulnerable subjects (persons who are at risk (physically, socially, legally, emotionally, economically, or whose reputation could be at risk). Specify.
Are participants drawn from a classroom or special program?	
Yes X	If yes, provide requested information in FORM 1, Part C.
No	
Number of subjects: 200-500	
Age range of human subjects: 18 and older	
Where are the subjects of this research activity located? Lynn University, Florida Atlantic University	
What kind of human samples (e.g., blood) or data (e.g., private information, surveys) will be involved? This study will use surveys participants' social media posts to assess participants' personalities.	
Does the research activity involve the use of an investigational new drug (IND)?	
Yes	If yes, provide requested information in FORM 1, Part C.
No X	
Does the research activity involve the use of an Investigational Device (IDE)?	
Yes	If yes, provide requested information in FORM 1, Part C.
No X	
Is there a Written Informed Consent form that is signed by participants/parents/guardians?	
Yes X	If yes, please attach Written Consent Form to be Signed in an Appendix. (Fully discuss in Form 1, Part C. (The Research Protocol, J. Consent and Assent Processes and Documents)
No	

Is there a Written Informed Consent but a request is being made to the IRB to waive the documentation requirement (waive the signature as consent documentation)?	
Yes	If yes, please attach Written Consent Form in an Appendix. Include justification as to why the request for waiving the documentation requirement (Fully discuss in Form 1, Part C.)
No X	
Is there a short form, oral consent, IRB request for waiver of informed consent or other alteration in informed consent?	
Yes	If yes, please attach short form for Written Consent with script, or Oral Consent script in an Appendix. (Fully discuss in Form 1, Part C.)
No X	
Are participants to be minors?	
Yes	If yes, include a child assent script and Assent Form if applicable in FORM 1, Part C
No X	
Is deception involved?	
Yes	If deception is major, (intentional deception), provide requested information in FORM 1, Part C.
No X	
Funding (Check one of the following.)	
	Currently funded
	Pending funding decision
	Funding proposal in process of development
X	Not funded
For Funded Research Activity: -Funding Agency or Research Sponsor	
	Grant/Contract Project Title:
	Please submit one complete copy of all externally funded proposals with form.
	Federal Agency Grant/Contract #
	Industry
	Extramural (other)
	Internal
Name of agency official, if any, to be notified of IRB approval: N/A	
Title: N/A	
Address : N/A	
Phone Number (work): N/A	
Fax Number: N/A	
E-mail: N/A	

## FORM 1, Part B. Certifications and Signatures

### CERTIFICATIONS

1. I am knowledgeable about the IRB policies and procedures and I will adhere to the policies and procedures explained therein.
2. I understand that I must seek IRB approval to advertise to recruit subjects.
3. I certify that the method of obtaining informed consent as approved by the Lynn University IRB will be followed during the period covered by this research project. Consent forms will bear the research protocol expiration date. Any future changes will be submitted to the IRB for review and approval prior to implementation. Should I wish to make changes in the approved human subjects protocol for this project, I will submit them for review prior to initiating the changes.

4. If any problems involving human subjects occur, I will adhere to the policies and procedures for emergencies and reporting of adverse events explained therein. Problems include unanticipated side effects or adverse reactions from participation in the project and any injuries. If any emergency occurs I should first call 911 and be prepared to provide the following information to the dispatcher: (1) type of injury and what assistance is needed, (2) number of victims, (3) the location and instructions on how to get there, and (4) their name and telephone number. I will promptly notify (verbally first, then in writing) my sponsor and Chair of the Institutional Review Board.

6. I understand that I must seek review for continuation of projects that last longer than one year or earlier if specified by the IRB. I will seek review for continuation no later than one month prior to the anniversary of initial approval or earlier if requested by the IRB. I further agree to have a third party observe the consent process and the research should that be requested by the IRB.

7. I will prepare a summary report of the project results, to include identification of any adverse effects occurring to human subjects in this study within 30 days of the conclusion of data collection (termination of study).

8. I understand that a copy of the IRB approval letter must appear in the Appendix of the final document (professional publications or report, project, thesis or dissertation). IRB procedures and approval process will be described in the dissertation/thesis/ or other professional publication or report. This is typically the "Methods" section of the report. I will maintain appropriate records.

9. I understand that applications and research protocols and other IRB requests for review that are submitted without all requested information and materials will be returned to me without IRB review.

## SIGNATURES

Signature of Applicant



Date 4/11/2016

Prior to submission to the IRB, the Research Application and the Research Proposal (FORM 1, Part C.) must be approved: (1) by a faculty sponsor in the case of student research. (2) by a faculty sponsor in the case of research by an employee without a doctorate, (3) by the supervisory Vice-President in the case of staff employee research, and (4) by the College Dean in the case of faculty research.

Signature of Sponsor (required for students)

Date

Name

Position

Academic Unit/Department

Signature of Sponsor (for non-doctoral employees)

Date

Name

Position

Academic Unit/Department

Signature of Vice President (for staff employee)

Date


Name

Position

Academic Unit/Department

Signature of College Dean (for faculty)

Date

  
D. Carrer-Tolson Dean, CAS

Name

Position

Academic Unit/Department

**FORM 1, Part C. Continue Application with Completion of Research Protocol****Principal Investigator: Patrick Cooper, PhD & Rachel Pauletti, PhD****Project Title: Personality, Adjustment, and Achievement in College Students****DO NOT WRITE BELOW THIS LINE: FOR IRB USE ONLY**

<b>APPLICATION AND PROTOCOL FOR REVIEW OF RESEARCH INVOLVING HUMAN SUBJECTS OF A NEW PROJECT</b>		
IRB Project Number _____		
Request for Exempt Status _____ Expedited Review _____ Convened Full-Board _____		
<b>IRB ACTION BY IRB CHAIR OR ANOTHER MEMBER OR MEMBERS DESIGNATED BY THE CHAIR</b>		
Exemption Status (See FORM 2): Approved _____ Approved w/provision(s) _____		
Expedited Review (See FORM 3): Approved _____ Approved w/provision(s) _____		
Complete FORM 2 (Exempt Status, including categories for exempt status) and Resubmit _____		
Complete FORM 3 (Expedited Review, including categories for expedited review) and Resubmit _____		
Referred For Convened Full-Board Review _____		
Comments: _____		
Consent Required: No _____ Yes _____ Not Applicable _____ Written _____ Signed _____		
Consent forms must bear the research protocol expiration date of _____.		
Application to Continue/Renew is due: (1) For an Expedited IRB Review, one month prior to the due date for renewal _____ (2) For review of research with exempt status, by a College or School Annual Review of Research Committee _____.		
Other Comments: _____		
IRB Reviewer: _____	Title _____	Date _____
IRB Reviewer: _____	Title _____	Date _____
IRB Reviewer: _____	Title _____	Date _____
IRB Reviewer: _____	Title _____	Date _____
IRB Reviewer: _____	Title _____	Date _____

Name of IRB Chair (Print) \_\_\_\_\_

Signature of IRB Chair \_\_\_\_\_ Date: \_\_\_\_\_

<b>IRB ACTION by the CONVENED FULL BOARD <i>If Applicable</i></b>		
Date of IRB Review of Application and Research Protocol _____		
IRB ACTION: Approved _____ Approved w/provision(s) _____ Not Approved _____ Other _____		
Comments: _____		
Consent Required: No _____ Yes _____ Not Applicable _____ Written _____ Signed _____		
Consent forms must bear the research protocol expiration date of _____.		
Application to Continue/Renew including an updated consent, is due: (1) For a Convened Full-Board Review, two months prior to the due date for renewal _____ (2) For an Expedited IRB Review, one month prior to the due date for renewal _____ (3) For review of research with exempt status, one month prior to the due date for renewal _____.		
Other Comments: _____		

Name of IRB Chair (Print) \_\_\_\_\_

Signature of IRB Chair \_\_\_\_\_ Date: \_\_\_\_\_

## **Personality, Adjustment, and Achievement in College Students**

### **a. Abstract**

The purpose of this research project is to examine the influence of personality on college students' personal adjustment (including academic success, self-esteem, and other mental health markers). Specifically, it is in our interest to gain a better understanding of how one aspect of personality, narcissism, factors into academic success and involvement. We will explore several questions regarding the influences narcissism has on various measures of adjustment (e.g., Does narcissism influence objective and subjective measures of academic success? Are there individual differences in how narcissism influences academic engagement, entitlement, and/or friendship quality in academic environments? Can narcissism tell us anything above and beyond that of traditional personality characteristics when predicting academic outcomes?). We plan to address these questions by surveying a sample of Lynn University undergraduate students using Qualtrics software. Through appropriate statistical analyses (e.g., regression analyses), we should be able to gain a fuller understanding of how the personality affects important aspects of young adults' psychosocial well-being.

### **b. Introduction**

A component of personality, narcissism, can be defined as a pervasive pattern of focus on the self, a strong sense of self-importance, and a strong need to be admired by others (DSM-V, American Psychological Association, 2013). It is commonly recognized as a problem in society, as it is associated with having poor interpersonal relationships, arrogance, and even antisocial behavior (Pauletti, Menon, Menon, Tobin, & Perry, 2012). Morf and Rhodewalt (2001) suggest that narcissism is a motivator of action; a narcissist's "self is shaped by the dynamic interaction of cognitive and affective intrapersonal processes and interpersonal self-regulatory strategies that are played out in the social arena" (pg. 177). The purpose of this research project is to examine components of personality (e.g., narcissism) in the context of college students' personal adjustment, specifically in academic and social settings.

Prior research suggests that narcissism is on the rise throughout childhood. Even elementary school children who exhibit a grandiose sense of self (e.g., feel entitled to praise and success, cannot accept criticism of their work) and feel they are not living up to that personal standard exhibit low prosocial behavior, are generally more aggressive, and direct their aggression toward potential rivals (i.e., socially successful peers; Pauletti 2013). Throughout the lifespan, narcissism is associated with arrogance, intolerance, lack of empathy, and aggressiveness (Morf & Rhodewalt, 2001). Furthermore, prior research suggests that narcissism and other personality characteristics are related to social media usage (e.g. Back et al., 2010; Carpenter, 2012).

The primary purpose of this study is to examine the effects of narcissism on college students' personal adjustment and achievement. College is a time where many people have new beginnings; they start new topics of study, they make new friends/friendship groups, and they develop an adult sense of identity. There has been some research that focuses on the psychosocial effects (see Brunell, Staats, Barden, & Hupp, 2011; Luhtanen & Crocker, 2005) of narcissism for this population, but few examine how narcissism is associated with academic success and academic involvement. We also want to establish how narcissism is associated with other forms of psychosocial adjustment including: quality of peer relationships, self-esteem, and internalizing problems (e.g., depression and anxiety). Finally, we wish to establish whether narcissism can tell us something unique in an academic context that we cannot necessarily tell from other personality characteristics. In other words, does narcissism tell us more about an individual's academic success and psychosocial adjustment than other personality characteristics?

### **c. Objectives**



The purpose of this research project is to examine how aspects of personality (e.g., narcissism) influence college students' personal adjustment (including academic success, self-esteem, and other mental health markers). The study is exploratory in nature and is intended to give us a fuller understanding of how narcissism influences college students' lives. Our research questions are as follows:

1. How does narcissism influence academic achievement, academic involvement, and psychosocial adjustment?
2. Are any of these effects mediated or moderated by gender, institution, major, extracurricular activities, social media use and/or personality?
3. Does narcissism predict anything above and beyond that of other personality dimensions?

These are the major research questions that we would like to explore. Ultimately, answering these questions will give us a better understanding of how narcissism influences college students' lives and help us develop/add to a coherent theory of narcissism.

#### **d. Study Design and Methods**

The study is planned for the 2016-2017 Fall, Spring, and Summer semesters. Recruitment of participants will take place largely in public spaces on campus. We plan to set up a recruitment table in the Elmore Dining Commons, manned by undergraduate research associates, where students can learn about the study and sign consent documents. We also plan to recruit participants from classrooms with professors' permission. Per general counsel's recommendation, we plan to ask for a photo ID from consenting participants as they sign the consent document. Potential participants will be informed that participation in the study will qualify them for entry into a raffle for one of ten, \$50 gift cards. Winners of the raffle will be informed at the conclusion of data collection.

Consenting participants (see Appendix A) will be sent a link via their Lynn University e-mail address and will lead to a Qualtrics-administered consent form and questionnaire. Participants will be encouraged to complete this study outside of class time.

There are three main sections of this data collection: (1) a questionnaire, (2) collection of transcripts and attendance records, and (3) collection of social media information. We will speak of each of these in turn.

1. *Questionnaire*. Participants will complete a questionnaire assessing self-concept, personality, and personal adjustment: It will be administered via Qualtrics and subsequently uploaded to the statistical package SPSS for statistical analysis. This questionnaire should take about 30 minutes to complete. Scales of the questionnaire can be seen in Appendix B.
2. *Academic achievement and attendance*. College achievement will be measured using the participant's GPA, and other academic information such as attendance, withdrawal rates, high school GPA, and SAT scores. These records will be obtained from Lynn University records after consent from each participant. This procedure has been used in several studies (Arria et al. 2015; Chemers et al. 2001; Robins & Beer 2001). The academic records release form can be seen in Appendix C. General counsel has advised us to forward IRB approval to his office after it has been obtained.

3. *Social Media Information:* After consent, each participant will provide their username (handle) for his or her social media profiles (including Instagram and Twitter). We will access social media information **only for participants who have set their Instagram profiles to public access (all Twitter profiles are automatically public)**. On Instagram, we will download the participants' most recent set of 20 photos. We will send three different emails and texts to participants within a 30-day span following the downloading of their photos, informing them that they may view their photos or posts, and delete any that they do not wish to share with us. Photos and posts will not be viewed or coded until this 30-day time frame has expired. Please see Section H2b (on potential risks) for more information on how we plan to maintain confidentiality of participants' information and posts. From Twitter, we will download all posts from the previous 6 months. Photos and posts will be coded by members of our collaborating research team at Florida Atlantic University. Therefore, no student member of the Lynn community will view or code a Lynn student participant's photos or posts.

#### **e. Inclusion and Exclusion Criteria**

Participants must be a Lynn University student of at least 18 years of age. Lynn University students provide an exceptional sample for these research questions, as the target population is college students.

#### **f. Monitoring Subjects and Criteria for Withdrawal of Subjects from the Study**

- (1) All questionnaires seen in Appendix B will be administered once to participants. Further, social media information will also only be collected once.
- (2) Participants can withdraw at any point during the study and that withdrawal from the study will not affect their entry into the raffle for gift cards. Please see the attached informed consent document for how this process will be explained to participants.

#### **g. Analysis of the Study**

All pertinent research questions including the following can will be assessed using the statistical packages SPSS and R.

1. How does narcissism influence academic achievement, academic involvement, and psychosocial adjustment?
2. Are any of these effects mediated or moderated by gender, institution, major, personality, or social media usage?
3. Does narcissism predict anything above and beyond that of other personality dimensions?

Relevant statistical analysis procedures include ANOVA, correlational analysis, multiple hierarchical linear regression, multi-level modeling, social networking analysis, machine learning techniques, and linguistic analysis. The results from this research will be made available for dissemination via poster presentations, symposia, and scholarly articles.

#### **h. Human Subjects Protections**

##### **(1) Rationale for Subject Selection**

- a. Lynn University students provide an exceptional sample for these research questions, as the target population is college students.
- b. Recruitment of participants will take place largely in public spaces on campus (e.g., we plan to set up a recruitment table at the Elmore Commons) and in classes where faculty have agreed to allow us to announce the study and recruit participants. Furthermore, students will also be

recruited for participation through emails, website postings, and other announcements.

- c. Participants will consist of Lynn University students 18 years of age or older. Students of all genders and ethnicities will be eligible to participate.
- d. There is no involvement of special classes of participants (e.g., fetuses, children, prisoners, or other vulnerable participants).
- e. Students will be recruited primarily in the Elmore Dining Commons. Students will also be recruited for participation through emails, website postings, and other classroom announcements. Actual participation will occur outside of class time.
- f. This research protocol involves subject enrollment at Florida Atlantic University (FAU). FAU's IRB has independently reviewed and approved this study for research at that institution.

## **(2) Evaluation of Benefits and Risks/Discomforts**

### **a. Potential Benefits:**

- i. Benefits for Participants: Participants will gain some rudimentary knowledge of the process of collecting psychological data. Furthermore, participants often find questionnaires examining personality stimulating and enjoyable. Participants will also be automatically entered into a raffle for one of ten, \$50 gift cards. Winners of the raffle will be informed at the conclusion of data collection.
- ii. Benefits for society: The study will give us a better understanding of the effects of narcissism and other personality characteristics on academic achievement and psychosocial adjustment. Educators, administrators, and psychologists could use this information to inform policy implementation and theory development.

### **b. Potential Risks**

- i. The benefits of this study outweigh the costs. Risks to participants are minimal and unlikely to be greater than risks encountered in everyday situations. It might be that some students experience some discomfort upon reflection of their self-concept, but will be well-informed that they can stop participating at any time.
- ii. Privacy of participants' social media posts and personal information is paramount in this study. Therefore, we have taken the following measures to ensure that their information will remain confidential.
  - A. We will only access public Instagram profiles. Consenting participants who do not have their profiles set for public access will still be allowed to participate in this study, but their social media information will be excluded from data collection.
  - B. For participants with public Instagram profiles, we will download their 20 most recent posts. After downloading, photos will be stored in an encrypted and private individual digital file folder that will be viewed **only by the participant for 30 days after the initial download**. During this 30-day period, participants will be sent three email and text reminders that they may come view their photos and posts at any time and delete any that they do not wish to share with us.
  - C. At the end of this 30-day period, participants will be asked to sign a second consent document (see Appendix A) illustrating that they had or took advantage of the opportunity to view and delete their photos and posts from our database, or elect to remove their photos from our database altogether.
  - D. After this second consent phase, photos and posts will be de-identified (participants names will be replaced with a unique ID number known only to Drs. Cooper and Pauletti) and sent to our collaborators at FAU for coding. Trained raters at FAU will be instructed not to rate photos for any participants that they know or recognize.

- E. Our Lynn student research assistants will *never* see photos or posts from Lynn student participants and will only have access to completely de-identified survey data.

**(3) Cooperative Project with Another Institution or Agency**

- a. This is a cooperative project. We are working in collaboration with colleagues at Florida Atlantic University, who will be conducting the same protocol on an independent sample at FAU, for which they have obtained IRB approval.

**(4) Involvement of another IRB**

- a. FAU has approved this protocol for an independent sample to be collected with FAU students. Please see the attached approval letter below.

**(5) Human Subjects in a Foreign Country**

- a. This research protocol does not involve human subjects in a foreign country.

**i. Adverse Event Reporting and Data Monitoring**

- (1) If any participant suffers any adverse effects from the study, the PIs will immediately alert the members of the IRB.
- (2) There is a possibility that participants' social media posts will depict illegal activity or activity related to Title IX protocol. In the event that a participants' social media posts contain or suggest illegal activity or Title IX-relevant information, the following steps will be taken.
  - I. Trained coders (who will be the first to see the photos) will alert Drs. Cooper and Pauletti of the photo and the corresponding participant ID. Coders will be explicitly instructed to do this immediately.
  - II. Drs. Cooper and Pauletti will alert the Title IX coordinator of the photo and the participant's name.
  - III. Participants will be informed of this procedure on the informed consent document during *both* consent phases.
- (3) Identified data (i.e., survey responses and academic records) will be stored on an encrypted external hard drive accessible only to Drs. Cooper and Pauletti. Lynn's network security administrator, Joey Rego, will personally encrypt the drive before any data are stored on it. Data will be kept on this encrypted drive until it is completely de-identified with a unique participant ID number.

**j. Consent and Assent Processes and Documents**

**(1) Consent Procedures**

- a. A consent form will be presented to participants upon recruitment. Students will be required to present a photo ID before signing the consent document. This will ensure that the individual for whom we request academic records is the individual who is signing the consent document. The consent form will let participants know that there will be no penalty for not participating and they can withdraw at any time. This *first* informed consent form can be seen in Appendix A.
- b. Thirty days after social media posts are downloaded, participants will be asked to sign a *second* informed consent document that asks them to acknowledge that they have been invited to or have taken advantage of the opportunity to view their social media posts and delete any that they do not wish to share with us. This second consent document will also restate the procedures for reporting illegal or Title IX-relevant photos and posts. This second informed consent phase will take place digitally, via a link sent to the participant's Lynn University email address. This *second* informed consent document can be seen in Appendix A.
- c. Participants will be assigned a unique identifier to ensure confidentiality. A separate document that lists participants' identifiable information and their unique identifier will be kept locked in a

separate location with access restricted to the PIs. After data collection and organization, identifiable information will be entirely removed for data sets.

## k. References

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC:
- Arria, A. M., Caldeira, K. M., Bugbee, B. A., Vincent, K. B., & O'Grady, K. E. (2015). The academic consequences of marijuana use during college. *Psychology of Addictive Behaviors*, 29(3), 564-575.
- Back, M. D., Stopfer, J. M., Vazire, S., Gaddis, S., Schmukle, S. C., Egloff, B., & Gosling, S. D. (2010). Facebook profiles reflect actual personality, not self-idealization. *Psychological Science*.
- Brunell, A. B., Staats, S., Barden, J., & Hupp, J. M. (2011). Narcissism and academic dishonesty: The exhibitionism dimension and the lack of guilt. *Personality and Individual Differences*, 50(3), 323-328.
- Carpenter, C. J. (2012). Narcissism on Facebook: Self-promotional and anti-social behavior. *Personality and individual differences*, 52(4), 482-486.
- Chemers, M. M., Hu, L. T., & Garcia, B. F. (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational psychology*, 93(1), 55-64.
- Chowning, K., & Campbell, N. J. (2009). Development and validation of a measure of academic entitlement: Individual differences in students' externalized responsibility and entitled expectations. *Journal of Educational Psychology*, 101(4), 982-987.
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- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students use of online social network sites. *Journal of Computer-Mediated Communication*, 12, 1143-1168.
- Lee, K., & Ashton, M. C. (2004). Psychometric properties of the HEXACO personality inventory. *Multivariate Behavioral Research*, 39(2), 329-358.
- Luhtanen, R. K., & Crocker, J. (2005). Alcohol use in college students: effects of level of self-esteem, narcissism, and contingencies of self-worth. *Psychology of Addictive Behaviors*, 19(1), 99-103.
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## Appendix A

### Informed Consent Document I

*Note: This document will be provided to participants when they initially volunteer for the study. A second informed consent document will be provided 30 days after their social media information is downloaded.*

#### Lynn University

### **THIS DOCUMENT SHALL ONLY BE USED TO PROVIDE AUTHORIZATION FOR VOLUNTARY CONSENT**

**PROJECT TITLE:** Personality, Adjustment, and Achievement in College Students

Project IRB Number:

Lynn University 3601 N. Military Trail Boca Raton, Florida 33431

#### **DIRECTIONS FOR THE PARTICIPANT:**

You are being asked to participate in our research study. Please read this form carefully. This form provides you with information about the study. If you have any questions, please feel free to contact either Patrick Cooper, PhD at pcooper@lynn.edu or Rachel Pauletti, PhD at rpauletti@lynn.edu. You are free to ask questions at any time before, during, or after your participation in this study. Your participation is entirely voluntary and you can refuse to participate without penalty or loss of benefits to which you are otherwise entitled.

**PURPOSE OF THIS RESEARCH STUDY:** The purpose of this study is to explore the influence of personality on adjustment and achievement. There is no deception used in this study.

**PROCEDURES:** You will be asked to complete a questionnaire outside of class time that will take approximately 30 minutes to complete. We will send this questionnaire to your lynn.edu email address and you will complete it at your pace using your iPad. You will also be asked to give us access to your academic transcripts and attendance records. Finally, you will be asked to provide us with your social media (Instagram and Twitter) profile usernames for each of these accounts. Within a week of your participation, we will download your 20 most recent Instagram photos and your previous 6 months' worth of Twitter posts. We will not follow your social media account unless it is set to "public." Over the course of the next 30 days, you will be sent three email and text invitations to come to our office (Assaf 107), view your photos and posts, and delete any that you do not wish to share with us. We will not view or look at your photos and posts during this 30-day period. At the end of the 30-day period, you will be emailed a link to a document where you will be asked to acknowledge that you have had the opportunity to view and delete any photos that you do not wish to share with us. Your social media data will be excluded from the project if you do not acknowledge receipt of that document. After you have acknowledged receipt of that document, photos will be coded by independent raters at another institution.

**POSSIBLE RISKS OR DISCOMFORT:** You may experience some discomfort when you answer questions about yourself and your personality. This discomfort is of no greater risk than talking about yourself to another person. You may not feel comfortable sharing certain social media posts with us. You will be invited to delete any photos or posts that we download before we view them.

**REPORTING OF ILLEGAL ACTIVITY:** As employees of Lynn University, the investigators on this research project (Dr. Patrick Cooper and Dr. Rachel Pauletti) are required to report any illegal activity or any activity that is in violation of Title IX to the Title IX coordinator on campus. You have the opportunity to delete any social media posts relevant to these activities in the 30-day time period following the downloading of your social media posts. Please select the statement below to acknowledge the reporting procedure. *You will not be eligible for participation in this study unless you acknowledge this statement.*

☐ **I acknowledge that the investigators on this project are required to report any illegal activity or Title IX-relevant activity on my social media profile to Lynn's Title IX coordinator.**

**POSSIBLE BENEFITS:** Taking part in this study will give you an opportunity to discover what it is like to participate in a psychology study. The results of this study may benefit society as a whole in the form of increased knowledge of this subject. Furthermore, you might find these questions stimulating and enjoyable.

**FINANCIAL CONSIDERATIONS:** If you choose to participate in this study, you will automatically be entered into a raffle drawing to receive one of ten, \$50 gift cards. Winners of the raffle will be informed upon the conclusion of data collection.

**ANONYMITY/CONFIDENTIALITY:** Participation in this survey is voluntary and selecting "I consent" and providing your signature at the bottom of this document will imply your informed consent to participate. Your responses to the surveys administered in this study are confidential. Your names will be removed from your completed questionnaire immediately following the study and placed in a secure location separate from your questionnaire. Only primary investigators will have access to this information. All written and downloaded data will be stored on encrypted external hard drives with access will be restricted to primary investigators. When this research is completed, the results will be presented in group format, and no names will be disclosed when the results of this research are reported in the scientific community. Your responses are strictly confidential and would be disclosed only as required by law.

**RIGHT TO WITHDRAW:** You are free to choose whether or not to participate in this study. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate. You may stop participating in this research project at any time. Withdrawing from the study will not affect your entry into the raffle drawing for a \$50 gift card.

**CONTACTS FOR QUESTIONS/ACCESS TO CONSENT FORM:** Any further questions you have about this study or your participation in it, either now or any time in the future, will be answered by Patrick Cooper who may be reached at (561) 237-7407 at [pcooper@lynn.edu](mailto:pcooper@lynn.edu) or Rachel Pauletti at (561) 237-7615 and [rpauletti@lynn.edu](mailto:rpauletti@lynn.edu). For any questions regarding your rights as a research subject, you may call Dr. Andrew Halloran, Chair of the Lynn University Institutional Review Board for the Protection of Human Subjects, at (561) 237-7149.

#### **AUTHORIZATION FOR VOLUNTARY CONSENT:**

I have read and understand this consent form. I have been given the opportunity to ask questions, and all my questions have been answered to my satisfaction. I have been assured that any future questions that may arise will be answered. I understand that all aspects of this project will be carried out in the strictest of confidence, and in a manner in which my rights as a human subject are protected. I have been informed of the risks and benefits. I have been informed in advance as to what my task(s) will be and what procedures will be followed.

I voluntarily choose to participate. I know that I can withdraw this consent to participate at any time without penalty or prejudice. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws.



☐ I have read this consent form and consent to participate in this study.

☐ I DO NOT consent to participate in this study.

---

Name (printed clearly):

Date:

---

Signature:

Date of IRB Approval: DATE

## Informed Consent Document II

*Note: This document will be provided to participants 30 days after their social media posts have been downloaded. Participants' social media information will be excluded from analysis unless they acknowledge receipt of this document.*

### Lynn University

## THIS DOCUMENT SHALL ONLY BE USED TO PROVIDE AUTHORIZATION FOR VOLUNTARY CONSENT

**PROJECT TITLE:** Personality, Adjustment, and Achievement in College Students

Project IRB Number:

Lynn University 3601 N. Military Trail Boca Raton, Florida 33431

### **DIRECTIONS FOR THE PARTICIPANT:**

Please read this form carefully. This form provides you with information about the handling of your social media data. If you have any questions, please feel free to contact either Patrick Cooper, PhD at pcooper@lynn.edu or Rachel Pauletti, PhD at rpauletti@lynn.edu. You are free to ask questions at any time during your participation in this study.

**OPPORUNTITY TO REVIEW AND DELETE YOUR SOCIAL MEDIA POSTS:** You have consented to participate in this study and we have downloaded the past 20 photos from your Instagram account and as well as your Twitter posts for the last six months. You have been sent three email and text invitations to view these photos and delete any that you do not wish to share with the project. Please check one of the boxes below to acknowledge that you have (a) received these reminders and elected NOT to view your photos and posts, (b) that you have viewed your photos and posts and deleted any that you do not wish to share with the project, or (c) that you would like your photos and posts to be removed from our data set. *You will not be entered into our participant raffle unless you select one of these statements.*

- ☐ **I have received invitations to view my social media posts and photos and have elected NOT to view my photos and posts.**
- ☐ **I have viewed my photos and posts and have deleted any that I do not wish to share with the project.**
- ☐ **I would like my photos and posts to be removed from your data set and permanently deleted.**

**REPORTING OF ILLEGAL ACTIVITY:** As employees of Lynn University, the investigators on this research project (Dr. Patrick Cooper and Dr. Rachel Pauletti) are required to report any illegal activity or any activity that is in violation of Title IX to the Title IX coordinator on campus. You have had the opportunity to delete any social media posts relevant to these activities in the 30-day time period following the downloading of your social media posts. Please select the statement below to acknowledge the reporting procedure. *You will not be entered into our participant raffle unless you acknowledge this statement.*

☐ I acknowledge that the investigators on this project are required to report any illegal activity or Title IX-relevant activity on my social media profile to Lynn's Title IX coordinator.

\_\_\_\_\_  
Name (printed clearly):

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Signature:

Date of IRB Approval: DATE

**Appendix B**  
**Questionnaire Scales**  
**Demographics**

Age (in years):

Sex/Gender: Female \_\_\_ Male Prefer not to respond

Race/Ethnicity: African American/Black Asian/Pacific Islander Hispanic/Latino Multiracial Native  
 American/American Indian White Not Listed (please specify) Prefer not to respond

Class status : Freshman Sophomore Junior Senior Graduate student Professional student

Continuing education student Prefer not to respond

College: Arts and Sciences Business and Management Education International Communication

Conservatory of Music Prefer not to respond

How many hours do you work for pay OFF campus? None 1-10 hours/week 11-20 hours/week 21- 30 hours/week More than  
 30 hours/week Prefer not to respond

How many hours do you work for pay ON campus? None 1-10 hours/week 11-20 hours/week 21- 30 hours/week More than  
 30 hours/week Prefer not to respond

Do you consider yourself to be any of the following: International student, veteran, NCAA athlete, Commuter student, Fraternity or  
 sorority member, prefer not to respond

Which best describes where you currently live? Residence hall Off-campus housing Fraternity/Sorority housing  
 Living at home with family Prefer not to respond

What is your mother's highest earned degree: \_ Some high school, High school or equivalent, Associate's  
 Degree or equivalent, Bachelor's degree or equivalent, Graduate or Professional degree Prefer not to respond

What is your father's highest earned degree: \_ Some high school, High school or equivalent, Associate's  
 Degree or equivalent, Bachelor's degree or equivalent, Graduate or Professional degree Prefer not to respond

Do you have scholarships that contribute to the payment of your school tuition? Yes No Prefer not to respond If so, approximately how  
 much? 1-100% N/A

Do your parents or someone besides yourself contribute to the payment your school tuition? Yes No Prefer not to respond

If so, approximately how much? 1-100% N/A If so, what is their relation to you? Prefer not to respond

Do you yourself contribute to the payment of your school tuition? Yes No \_\_\_ Prefer not to respond If so, approximately how much? 1-  
 100% N/A

Do your parents or someone besides yourself contribute the payment of expenses outside of school (food, housing, car, leisure, etc.)?  
 Yes No Prefer not to respond

If so, approximately how much? 1-100% N/A If so, what is their relation to you? Prefer not to respond

Do you yourself contribute to the payment of expenses outside of school? Yes No N/A If so, approximately how much? 1-100%  
 Prefer not to respond

Do you have siblings? A. Yes B. No C. Decline to answer If yes, how many? Prefer not to respond

Which of the following best describes your political orientation (please circle one)? A. Very liberal B. Somewhat liberal C. Slightly  
 liberal D. Neither liberal nor conservative E. Slightly conservative F. Somewhat conservative G. Very conservative Prefer not to  
 respond

Do your parents or someone besides yourself contribute the payment of expenses outside of school (food, housing, car, leisure, etc.)? Yes No Prefer not to respond

If so, approximately how much? 1-100% N/A

If so, what is their relation to you? Prefer not to respond

Do you yourself contribute to the payment of expenses outside of school? Yes No N/A

If so, approximately how much? 1-100% Prefer not to respond

Do you have siblings? A. Yes B. No C. Decline to answer

If yes, how many? Prefer not to respond

Which of the following best describes your political orientation (please circle one)? A. Very liberal B.

Somewhat liberal C. Slightly liberal D. Neither liberal nor conservative E. Slightly conservative F. Somewhat conservative G. Very conservative Prefer not to respond

# Narcissistic Personality Inventory - NPI-13 (Gentile et al. 2013)

In each of the following pairs of attributes, choose the one that you MOST AGREE with. Mark your answer by writing EITHER A or B in the space provided. Only mark ONE ANSWER for each attitude pair.

\_\_\_\_1.

A I find it easy to manipulate people.

B I don't like it when I find myself manipulating people. \_

\_\_\_\_2.

A When people compliment me I get embarrassed.

B I know that I am a good person because everybody keeps telling me so.

\_\_\_\_3.

A I like having authority over other people.

B I don't mind following orders.

\_\_\_\_4.

A I insist upon getting the respect that is due me.

B I usually get the respect I deserve.

\_\_\_\_5.

A I don't particularly like to show off my body.

B I like to show off my body.

\_\_\_\_6.

A I have a strong will to power.

B Power for its own sake doesn't interest me.

\_\_\_\_7.

A I expect a great deal from other people.

B I like to do things for other people.

\_\_\_\_8.

A My body is nothing special.

B I like to look at my body.

\_\_\_\_9.

A Being in authority doesn't mean much to me.

B People always seem to recognize my authority.

\_\_\_\_10.

A I will never be satisfied until I get all that I deserve.

B I will take my satisfactions as they come.

\_\_\_\_11.

A I try not to be a show off.

B I will usually show off if I get the chance.

\_\_\_\_12.

A I am a born leader.

B Leadership is a quality that takes a long time to develop.

\_\_\_\_13.

A I like to look at myself in the mirror.

B I am not particularly interested in looking at myself in the mirror

### **Rosenberg Self-Esteem Scale (Rosenberg, 1965)**

#### Instructions

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree      Agree   Disagree      Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree      Agree   Disagree      Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree      Agree   Disagree      Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree      Agree   Disagree      Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree      Agree   Disagree      Strongly Disagree

6. I certainly feel useless at times.

Strongly Agree      Agree   Disagree      Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree      Agree   Disagree      Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree      Agree   Disagree      Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree      Agree   Disagree      Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree      Agree   Disagree      Strongly Disagree

### Academic Entitlement (Chowning & Campbell, 2009)

*Note.* Participants rate each item on a 7-point scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). The first 10 items compose the first subscale, Externalized Responsibility, which captures an entitled lack of responsibility for one's education. The last five items compose the second subscale, Entitled Expectations, which captures students' entitled expectations about professors and their course policies. Boldface indicates that the item loaded on the specified factor more strongly than the other.

#### Externalized Responsibility subscale

1. It is unnecessary for me to participate in class when the professor is paid for teaching, not for asking questions.
2. If I miss class, it is my responsibility to get the notes. (Reverse)
3. I am not motivated to put a lot of effort into group work, because another group
4. member will end up doing it.
5. I believe that the university does not provide me with the resources I need to
6. succeed in college.
7. Most professors do not really know what they are talking about.
8. If I do poorly in a course and I could not make my professor's office hours, the
9. fault lies with my professor.
10. I believe that it is my responsibility to seek out the resources to succeed in
11. college. (Reverse)
12. For group assignments, it is acceptable to take a back seat and let others do most
13. of the work if I am busy.
14. For group work, I should receive the same grade as the other group members
15. regardless of my level of effort.
16. Professors are just employees who get money for teaching.

#### Entitled Expectations subscale

17. My professors are obligated to help me prepare for exams.
18. Professors must be entertaining to be good.
19. My professors should reconsider my grade if I am close to the grade I want.
20. I should never receive a zero on an assignment that I turned in.
21. My professors should curve my grade if I am close to the next letter grade.



### Parental Authority Questionnaire (Parker et al. 1979)

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your mother. Try to read and think about each statement as it applies to you and your mother during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly Agree

1. While I was growing up my mother felt that in a well-run home the children should have their way in the family as often as the parents do.	1	2	3	4	5
2. Even if her children didn't agree with her, my mother felt that it was for our own good if we were forced to conform to what she thought was right.	1	2	3	4	5
3. Whenever my mother told me to do something as I was growing up, she expected me to do it immediately without asking any questions.	1	2	3	4	5
4. As I was growing up, once family policy had been established, my mother discussed the reasoning behind the policy with the children in the family.	1	2	3	4	5
5. My mother has always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.	1	2	3	4	5
6. My mother has always felt that what her children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.	1	2	3	4	5
7. As I was growing up my mother did not allow me to question any decision she had made.	1	2	3	4	5
8. As I was growing up my mother directed the activities and decisions of the children in the family through reasoning and discipline.	1	2	3	4	5
9. My mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.	1	2	3	4	5
10. As I was growing up my mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.	1	2	3	4	5
11. As I was growing up I knew what my mother expected of me in my family, but I also felt free to discuss those expectations with my mother when I felt that they were unreasonable.	1	2	3	4	5

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12. My mother felt that wise parents should teach their children early just who is boss in the family.	1	2	3	4	5
13. As I was growing up, my mother seldom gave me expectations and guidelines for my behavior.	1	2	3	4	5
14. Most of the time as I was growing up my mother did what the children in the family wanted when making family decisions.	1	2	3	4	5
15. As the children in my family were growing up, my mother consistently gave us direction and guidance in rational and objective ways.	1	2	3	4	5
16. As I was growing up my mother would get very upset if I tried to disagree with her.	1	2	3	4	5
17. My mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.	1	2	3	4	5
18. As I was growing up my mother let me know what behavior she expected of me, and if I didn't meet those expectations, she punished me.	1	2	3	4	5
19. As I was growing up my mother allowed me to decide most things for myself without a lot of direction from her.	1	2	3	4	5
20. As I was growing up my mother took the children's opinions into consideration when making family decisions, but she would not decide for something simply because the children wanted it.	1	2	3	4	5
21. My mother did not view herself as responsible for directing and guiding my behavior as I was growing up.	1	2	3	4	5
22. My mother had clear standards of behavior for the children in our home as I was growing up, but she was willing to adjust those standards to the needs of each of the individual children in the family.	1	2	3	4	5
23. My mother gave me direction for my behavior and activities as I was growing up and she expected me to follow her direction, but she was always willing to listen to my concerns and to discuss that direction with me.	1	2	3	4	5
24. As I was growing up my mother allowed me to form my own point of view on family matters and she generally allowed me to decide for myself what I was going to do.	1	2	3	4	5
25. My mother has always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their	1	2	3	4	5

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children when they don't do what they are supposed to as they are growing up.

26. As I was growing up my mother often told me exactly what she wanted me to do and how she expected me to do it.

1 2 3 4 5

27. As I was growing up my mother gave me clear direction for my behaviors and activities, but she was also understanding when I disagreed with her.

1 2 3 4 5

28. As I was growing up my mother did not direct the behaviors, activities, and desires of the children in the family.

1 2 3 4 5

29. As I was growing up I knew what my mother expected of me in the family and she insisted that I conform to those expectations simply out of respect for her authority.

1 2 3 4 5

30. As I was growing up, if my mother made a decision in the family that hurt me, she was willing to discuss that decision with me and to admit it if she had made a mistake.

1 2 3 4 5

---

### Social Media Intensity Scale

Please provide your facebook username:

Please provide the link to your Facebook homepage:

---

Facebook is a part of my everyday activity.

1 2 3 4 5

I am proud to tell people I'm on Facebook.

1 2 3 4 5

Facebook is a part of my daily routine

1 2 3 4 5

I feel out of touch when I haven't logged onto Facebook for a while

1 2 3 4 5

I feel I am part of the Facebook community

1 2 3 4 5

I would be sad if Facebook shut down.

1 2 3 4 5

About how many total facebook friends do you have? (Open ended response)

On average, approximately how many minutes per day have you spend on Facebook?

less than 10 minutes, 10–30 minutes, 31–60 minutes , 1–2 hours, 2–3 hours, 3-4 hours, 4-5 hours, 5-6 hours, 6-7 hours, 7-8 hours, more than 8 hours

**Please provide your Twitter username:**

---

Twitter is a part of my everyday activity.

1 2 3 4 5

I am proud to tell people I'm on Twitter.

1 2 3 4 5

Twitter is a part of my daily routine

1 2 3 4 5

I feel out of touch when I haven't logged onto Twitter for a while

1 2 3 4 5

I feel I am part of the Twitter community

1 2 3 4 5

I would be sad if Twitter shut down.

1 2 3 4 5

About how many total Twitter followers do you have? (Open-ended response)

About how many Twitter accounts do you follow? (Open-ended response)

On average, approximately how many minutes per day have you spend on Twitter?

less than 10 minutes, 10–30 minutes, 31–60 minutes , 1–2 hours, 2–3 hours, 3-4 hours, 4-5 hours, 5-6 hours, 6-7 hours, 7-8 hours, more than 8 hours

**Please provide your Instagram username:**

---

Instagram is a part of my everyday activity.

1 2 3 4 5

I am proud to tell people I'm on Instagram.

1 2 3 4 5

Instagram is a part of my daily routine

1 2 3 4 5

I feel out of touch when I haven't logged onto Instagram for a while

1 2 3 4 5

I feel I am part of the Instagram community

1 2 3 4 5

I would be sad if Instagram shut down.

1 2 3 4 5

About how many total Instagram followers do you have? (Open ended response)

About how many Instagram accounts do you follow? (Open ended response)

On average, approximately how many minutes per day have you spend on Instagram?

less than 10 minutes, 10–30 minutes, 31–60 minutes , 1–2 hours, 2–3 hours, 3-4 hours, 4-5 hours, 5-6 hours, 6-7 hours, 7-8 hours, more than 8 hours

**College Self-Efficacy Inventory (Solberg, O'Brien, Villareal, Kennel, and Davis, 1993)**  
(Zajacova, Lynch and Espenshade, 2005)

[illegible]

**PPAAUS Adaptation (Swisher et al. 1984)**

How often do you take part in the following?

Entertainment and social activities (going to movies, on a date, to a concert, to a party, etc.)

Academic Activities (doing homework, school projects, research, reading books, etc.)

Sports and Physical Activities (teams sports, jogging, swimming, exercise classes, etc)

Religious Activities (going to services, church/synagogue activities, meetings, etc.)

Extracurricular activities (school clubs, student government, school-related organizations)

Hobbies (bands, collecting, working on cars, reading, etc.)

Work-for-Pay Activities (part-time jobs)

Volunteering

Never – More than a year ago – a few times a year – about once or twice a month – about once or twice a week – almost everyday.



## Hogan Developmental Survey (HDS) Short Form 2015

1	TRUE	FALSE	I like spending time by myself.
2	TRUE	FALSE	I am not afraid to make mistakes.
3	TRUE	FALSE	When people make me angry, I try not to let them know.
4	TRUE	FALSE	I enjoy speaking in front of an audience.
5	TRUE	FALSE	I often do things on the spur of the moment.
6	TRUE	FALSE	People often disappoint me.
7	TRUE	FALSE	There are few people in life that you can really trust.
8	TRUE	FALSE	In groups, I am often one of the first to speak.
9	TRUE	FALSE	I enjoy taking risks.
10	TRUE	FALSE	I always keep my word, whatever the cost.
11	TRUE	FALSE	At work I am careful to check with my boss before making decisions.
12	TRUE	FALSE	At work, people often ask me to do more than my fair share.
13	TRUE	FALSE	I have never hated anyone.
14	TRUE	FALSE	Few people are close to me.
15	TRUE	FALSE	It is easy for me to make new friends.
16	TRUE	FALSE	I could do a better job if I weren't interrupted so often.
17	TRUE	FALSE	I am very good at almost everything I do.
18	TRUE	FALSE	Some people think I am a workaholic.
19	TRUE	FALSE	Sometimes I know what people are going to say before they say it.
20	TRUE	FALSE	It irritates me to be interrupted when I am working on something.
21	TRUE	FALSE	I must admit that I like to show off.
22	TRUE	FALSE	I am sometimes slow finishing things because I am so careful.

23	TRUE	FALSE	I have no prejudices toward any group of people.
24	TRUE	FALSE	I prefer to work alone.
25	TRUE	FALSE	If I want something done right I usually have to do it myself.
26	TRUE	FALSE	I have never met a person I didn't like.
27	TRUE	FALSE	I do a much better job than my boss thinks I do.
28	TRUE	FALSE	I tend to get bored with details.
29	TRUE	FALSE	I can get angry quickly.
30	TRUE	FALSE	I am very self-confident.
31	TRUE	FALSE	I take pride in being a good follower.
32	TRUE	FALSE	I insist on receiving the respect that I am due.
33	TRUE	FALSE	I schedule my work carefully in advance.
34	TRUE	FALSE	Life is no fun if you play it safe.
35	TRUE	FALSE	I always practice what I preach.
36	TRUE	FALSE	People who are in charge will take advantage of you if you let them.
37	TRUE	FALSE	I have never deliberately told a lie.
38	TRUE	FALSE	If I had my life to live over, I would do things differently.
39	TRUE	FALSE	There are some people I will never forgive.
40	TRUE	FALSE	I like to have several things going on at the same time.
41	TRUE	FALSE	I like to make a schedule and stick to it.
42	TRUE	FALSE	It bothers me to ask a stranger for a favor.
43	TRUE	FALSE	When I am annoyed, I let people know.
44	TRUE	FALSE	It makes sense to take advantage of other people's mistakes.

45	TRUE	FALSE	My life is pretty exciting.
46	TRUE	FALSE	When I want to get my way, I know how to "turn on the charm."
47	TRUE	FALSE	Little things sometimes bother me a lot.
48	TRUE	FALSE	There are few people you can really trust.
49	TRUE	FALSE	When someone does you a favor, he/she usually has a reason.
50	TRUE	FALSE	At work I often wonder what the bosses are really planning to do.
51	TRUE	FALSE	When someone insults me, I remember it for a long time.
52	TRUE	FALSE	Sometimes I don't stand up for myself.
53	TRUE	FALSE	I think I should be more assertive.
54	TRUE	FALSE	I prefer to keep people at a distance.
55	TRUE	FALSE	I tend to be task-oriented, not people-oriented.
56	TRUE	FALSE	I am rarely upset by other people's problems.
57	TRUE	FALSE	People seem naturally to recognize my importance.
58	TRUE	FALSE	I am usually the most competent person at my workplace.
59	TRUE	FALSE	Strangers quickly recognize my talent and intelligence.
60	TRUE	FALSE	I was born to do great things.
61	TRUE	FALSE	I have a reputation for being spontaneous.
62	TRUE	FALSE	I sometimes dress so as to stand out from the crowd.
63	TRUE	FALSE	People describe me as unconventional.
64	TRUE	FALSE	I sometimes enjoy shocking other people.
65	TRUE	FALSE	I have a talent for anticipating the future.
66	TRUE	FALSE	I am known as a creative problem solver.

67	TRUE	FALSE	I am more imaginative than most people.
68	TRUE	FALSE	Others think I am a perfectionist.
69	TRUE	FALSE	I often ask my supervisors for advice before making big decisions.
70	TRUE	FALSE	If I think I am right, then I don't care if my boss agrees with me.
71	TRUE	FALSE	There is nothing wrong with flattering your boss.
72	TRUE	FALSE	I support my supervisors, even when they are wrong.

## Short Form HPI (Hogan Personality Inventory)

Respond True or False:

1	TRUE	FALSE	I am a relaxed, easygoing person.
2	TRUE	FALSE	People tell me that I worry too much.
3	TRUE	FALSE	I would like to change a lot of things about myself.
4	TRUE	FALSE	When working on a difficult problem, I sometimes get very frustrated.
5	TRUE	FALSE	I sometimes complain in order to get my way.
6	TRUE	FALSE	I sometimes complain in order to get my way.
7	TRUE	FALSE	I don't trust people unless I know them well.
8	TRUE	FALSE	As a child I could always go to my parents with my problems.
9	TRUE	FALSE	I am an ambitious person.
10	TRUE	FALSE	I am a very self-confident person.
11	TRUE	FALSE	I worry that others will discover my weaknesses.
12	TRUE	FALSE	I am a leader in my group.
13	TRUE	FALSE	I am confused about what I want to be.
14	TRUE	FALSE	I don't mind talking in front of a group of people.
15	TRUE	FALSE	I would rather stay home and read than go to a party.
16	TRUE	FALSE	I think crowded public events (rock concerts, sports events) are very exciting.
17	TRUE	FALSE	I like a lot of variety in my life.
18	TRUE	FALSE	I enjoy showing off a little now and then.
19	TRUE	FALSE	I enjoy telling jokes and stories.
20	TRUE	FALSE	I can get along with just about anybody.
21	TRUE	FALSE	I always try to see the other person's point of view.
22	TRUE	FALSE	I'm good at cheering people up.
23	TRUE	FALSE	I enjoy just being with other people.
24	TRUE	FALSE	I hold grudges for a long time.
25	TRUE	FALSE	I have never hated anyone.
26	TRUE	FALSE	In school I worked hard for my grades.
27	TRUE	FALSE	I am a good listener no matter whom I talk to.
28	TRUE	FALSE	I don't care if others like the things I do.

29	TRUE	FALSE	I get tired of doing things the same old way.
30	TRUE	FALSE	I frequently do things on impulse.
31	TRUE	FALSE	Most people are not as honest as they seem.
32	TRUE	FALSE	I can use a microscope.
33	TRUE	FALSE	I have taken things apart just to see how they work.
34	TRUE	FALSE	I would like to learn to scuba dive.
35	TRUE	FALSE	I enjoy solving riddles.
36	TRUE	FALSE	I am not very inventive.
37	TRUE	FALSE	I enjoy reading poetry.
38	TRUE	FALSE	As a child, school was easy for me.
39	TRUE	FALSE	In school I didn't like math.
40	TRUE	FALSE	I have a large vocabulary.
41	TRUE	FALSE	As a child I was always reading.
42	TRUE	FALSE	I am easy to get along with.
43	TRUE	FALSE	Deadlines don't bother me.
44	TRUE	FALSE	I would like to change a lot of things about my past.
45	TRUE	FALSE	I have used displays of emotions to get what I wanted.
46	TRUE	FALSE	I sometimes feel annoyed at things in general.
47	TRUE	FALSE	Even when I am annoyed I rarely complain.
48	TRUE	FALSE	People pretend to care more about one another than they really do.
49	TRUE	FALSE	When I was young, there were times when I felt like leaving home.
50	TRUE	FALSE	I am not a competitive person.
51	TRUE	FALSE	I have little self-confidence.
52	TRUE	FALSE	I think more about my mistakes than my accomplishments.
53	TRUE	FALSE	I like to give orders and get things moving.
54	TRUE	FALSE	I wish I knew what I wanted out of life.
55	TRUE	FALSE	Entering a room full of people makes me uncomfortable.
56	TRUE	FALSE	I enjoy giving parties.
57	TRUE	FALSE	I love the hustle and bustle of city crowds.
58	TRUE	FALSE	I enjoy the excitement of the unknown.

59	TRUE	FALSE	In a group, I never attract attention to myself.
60	TRUE	FALSE	I am good at telling jokes and funny stories.
61	TRUE	FALSE	I am easy to get along with.
62	TRUE	FALSE	I always notice when people are upset.
63	TRUE	FALSE	I enjoy helping people.
64	TRUE	FALSE	I enjoy meeting new people.
65	TRUE	FALSE	I am often irritated by faults in others.
66	TRUE	FALSE	I always practice what I preach.
67	TRUE	FALSE	I strive for perfection in everything I do.
68	TRUE	FALSE	I don't hate anyone.
69	TRUE	FALSE	I don't really care what other people think of me.
70	TRUE	FALSE	I like not knowing what tomorrow will bring.
71	TRUE	FALSE	Sometimes I enjoy going against the rules.
72	TRUE	FALSE	I don't trust people unless I know them well.
73	TRUE	FALSE	I would like to be an inventor.
74	TRUE	FALSE	Even as a child I was interested in how things work.
75	TRUE	FALSE	I would enjoy skydiving.
76	TRUE	FALSE	I enjoy working crossword puzzles.
77	TRUE	FALSE	I am good at inventing games, stories, or rhymes.
78	TRUE	FALSE	I find Greek mythology interesting.
79	TRUE	FALSE	In school I am or was usually in the upper part of my class.
80	TRUE	FALSE	I can multiply large numbers quickly.
81	TRUE	FALSE	I have a good memory.
82	TRUE	FALSE	I read at least ten books a year.

## **Appendix C**

### **Academic Records Release Form**

#### **ACADEMIC RECORDS RELEASE FORM**

This study also seeks to investigate the relationship between academic achievement and the personality traits and situational factors that may affect it. Therefore, in addition to your consent to participate in the following study, we would like your permission to obtain access to your complete academic record, as maintained by the Lynn University Registrar Office. This record will include the following information:

- A) Your high school grade point average (GPA), if available.
- B) Your entrance examination scores (SAT or ACT), if available.
- C) Your cumulative GPA at Lynn University
- D) The number of courses from which you have withdrawn, if available.
- E) Your attendance record in your courses.

All information will be held in strictest confidence by this research project. Only research project staff will have access to this information. Any information gathered by this project will be typed into computerized files that contain your unique participant number as the only identifier of the information. In reports of our findings, we will mainly discuss results based on groups of people. No information on individual participants will be reported in an identifiable manner.

**I have read the above statements and agree to release my academic record to this project**

---

Name (printed clearly):

Date:

---

Signature:





**Institutional Review Board**

Division of Research  
777 Glades Rd.  
Boca Raton, FL 33431  
Tel: 561.297.0777

[fau.edu/research/researchint](http://fau.edu/research/researchint)

Michael Whitehurst, Ed.D., Chair

DATE: March 8, 2016

TO: Ryne Sherman

FROM: Florida Atlantic University Social, Behavioral and Educational Research IRB

IRBNET ID #: 866717-2

PROTOCOL TITLE: [866717-2] Personality, Personal Adjustment, and Achievement

PROJECT TYPE: *New Project*

ACTION: APPROVED

APPROVAL DATE: March 8, 2016

EXPIRATION DATE: March 8, 2017

REVIEW TYPE: Expedited

REVIEW CATEGORY: Expedited review category # *B7*

Thank you for your submission of Response/Follow-Up materials for this research study. The Florida Atlantic University Social, Behavioral and Educational Research IRB has APPROVED your *New Project*. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

- This study is approved for a maximum of 220 subjects.
- It is important that you use the approved, stamped consent documents or procedures included with this letter.
- **\*\*Please note that any revision to previously approved materials or procedures, including modifications to numbers of subjects, must be approved by the IRB before it is initiated.** Please use the amendment form to request IRB approval of a proposed revision.
- All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All regulatory and sponsor reporting requirements should also be followed, if applicable.
- Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.
- Please note that all research records must be retained for a minimum of three years.
- **This approval is valid for one year.** A Continuing Review form will be required prior to the expiration date if this project will continue beyond one year.

If you have any questions or comments about this correspondence, please contact Judith Martinez at:

Institutional Review Board  
Research Integrity/Division of Research  
Florida Atlantic University

Boca Raton, FL 33431  
Phone: 561-297-0777  
[researchintegrity@fau.edu](mailto:researchintegrity@fau.edu)

\* Please include your protocol number and title in all correspondence with this office.

**This letter has been electronically signed in accordance with all applicable regulations,  
and a copy is retained within our records.**